

THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstrak

Salah satu tujuan utama dari penelitian ini adalah untuk mengimplementasikan pembelajaran berbasis proyek untuk meningkatkan kemampuan berbicara siswa dalam bahasa Inggris. Penelitian ini dilakukan di SMP Negeri 23 Makassar. Dengan menggunakan desain pra-eksperimen, penelitian ini melibatkan 33 siswa kelas IX (kelas IX-5). Instrument penelitian ini ada dua yaitu Speaking test yang terdiri atas pre-test, post-test, dan instrument kedua yaitu kuesioner. Tujuan penelitian ini adalah untuk melihat apakah pembelajaran berbasis proyek dapat meningkatkan kemampuan berbicara siswa dan untuk mengetahui apakah pembelajaran berbasis proyek dapat meningkatkan kepercayaan diri siswa dalam berbicara bahasa Inggris. Teknik menganalisis data penelitian ini adalah pendekatan kuantitatif terapan dan desain pra-eksperimen. Data yang diambil dari pra-test, perlakuan, pasca-test dan kuisisioner. Hasil analisis data menunjukkan bahwa nilai rata-rata pasca-tes lebih besar daripada nilai rata-rata pra-tes, yaitu $80.1515 > 55.3939$. Ini didukung oleh hasil dari data yang dipasangkan tes sampel t- test menunjukkan bahwa nilai sig 2 (tailed) adalah 0.00, artinya kurang dari 0.05. jadi data itu memperlihatkan bahwa pembelajaran berbasis proyek mampu meningkatkan kemampuan berbicara siswa. Selain itu, peneliti menggunakan kuesioner untuk mengetahui kepercayaan diri siswa dan para siswa menanggapi kuisisioner dengan menggunakan 3 pertanyaan positif dan 2 pertanyaan negatif, hasilnya peneliti menyimpulkan bahwa para siswa lebih banyak memberikan tanggapan positif. Dengan data itu, dapat juga disimpulkan bahwa pembelajaran berbasis proyek dapat meningkatkan kepercayaan diri siswa dalam berbicara Inggris. Metode implementasi yang digunakan adalah dengan tahapan-tahapan sebagai berikut: merencanakan proyek (video pendek), mengimplementasikan proyek, dan melaporkan proyek.

Kata Kunci: *Pembelajaran Berbasis Proyek, Kemampuan Berbicara*

Abstract

One of the primary goals of this research is to implement project-based learning to improve students' speaking skills in English. This research was conducted at SMP Negeri 23 Makassar. Using a pre-experimental design, it involved 33 students in class IX (class IX-5). This research has two instruments: the Speaking test, which consists of a pre-test and post-test, and the questionnaire. The research objectives were to know if the result of project-based learning could improve students' speaking abilities and self-confidence in speaking English. The data analysis technique employed in this research was a quantitative approach and a pre-experimental design. Data were collected from pre-test, treatment, post-test, and questionnaire. The results of the data analysis indicated that the average score of the post-test was higher than the average score of the pre-test, with $80.1515 > 55.3939$. That was supported by the results of the paired sample t-test, which showed that the sig value (2-tailed) was 0.00, meaning less than 0.05. Therefore, the data demonstrated that project-based learning could improve students' speaking abilities. Additionally, the researcher used a questionnaire to assess students' confidence. In addition, the students responded through a questionnaire using three positive statements and two opposing statements. The researcher concluded that the majority of students provided positive responses. Based on this data, it can also be concluded that project-based learning could enhance students' confidence in speaking English. The implementation method used is with the following stages: planning the project (short video), implementing the project, and reporting the project.

Keywords: Project-Based Learning, Speaking Skills

INTRODUCTION

Among the four skills of learning English, speaking is the most important. Speaking is the source of communication between other people. Speaking is very simple, but it requires attention to be done correctly. Students who cannot speak English will be nothing (Sahrani, Syarifuddin, and Syamsu, 2023). Speaking is one of the essential aspects of language learning because it is an essential communication instrument. This research aims to determine the results of implementing project-based learning to improve English speaking skills and increase students' confidence when speaking in English. This research relates to English learning, which is more likely to be how to communicate well and easily understood by others. So, the researcher will take speaking skills as the main topic in this research. Speaking English requires more than just the students to grasp vocabulary, grammar, pronunciation, fluency, and other concepts (Syarifuddin and Hasyim 2019). Teaching speaking is essential because educators need to instill in their students the courage and initiative to communicate in English regularly.

Based on observations and interviews in the ninth-grade classroom at SMP Negeri 23 Makassar, it has been found that students perceive learning English as a challenging lesson. The students encountered difficulties mispronouncing certain English words due to the inconsistency between spelling and pronunciation. In addition, they have a limited vocabulary, making them revert to using Indonesian when unsure of the English equivalent. Another challenge arose when the teacher provided instructions in English, causing confusion and a lack of comprehension among the students, and also their grammar knowledge was lacking.

These obstacles resulted in passivity, fear, and shyness, ultimately diminishing their motivation and confidence to speak. Given the circumstances above, it can be inferred that the students had a low proficiency in speaking English. Therefore, creating learning conditions encouraging students' creativity in mastering English will make learning more meaningful. To achieve this, fun learning methods are required to maximize classroom learning (Sulastri, Ratnawati, and Hudriati, 2022). According to (Sulaiman 2021), speaking strategies also have steps that must be considered so that students can learn to speak slowly. A suitable method is necessary for the above goals to be achieved successfully. There are different approaches to teaching conversation while considering the student's ability level. Many activities relate to actual, real-world problems and situations that can teach speaking skills as an opportunity to get beyond these barriers. One of those was project-based learning (Curtis-Bey 2009).

Project-based learning is an effective way to improve students' English language learning and skills. Recently, project-based learning has been added into EFL contexts to encourage authentic English language teaching and learning. Research results show that project-based learning positively impacts students' performance and English learning skills (Sirisrimangkorn 2021; Wuntu et al. 2022). According to (Febriyanti Nugroho and Anugerahwati 2019), Project-Based Learning is a model of classroom activities that begin with a teacher-centered focus and then move to a student-centered focus. It may be claimed that project-based creative learning stimulates students in the learning process, provides meaningful activities, and lets them present their projects.

METHOD

This research was a pre-experimental research related to implementing project-based learning to improve students' speaking skills and enhance their self-confidence in speaking English. The research took the form of collaborative classroom experiments. The researcher provided pre-tests, treatment, and post-tests and compared the scores of these tests depending on the student's results. The study was conducted at SMP Negeri 23 Makassar, with the participating class being IX SMP Negeri 23 Makassar. In this research, the school had eight ninth-grade classes: IX-1, IX-2, IX-3, IX-4, IX-5, IX-6, IX-7, and IX-8. The researcher selected class IX-5 as the research sample of 33 students. The research utilized speaking tests and questionnaires as instruments. The researcher used the SPSS Version 27 program to calculate the percentage of research improvement, employing paired t-tests for data analysis. Data were collected through pre-tests and post-tests. Paired t-tests were used to examine whether the averages of two paired measurements, such as pre-test and post-test scores, differed significantly, and data collected from questionnaires were analyzed using Likert scales.

FINDINGS

The findings of this research relate to student scores on the pre-test and post-test, frequency, and percentage of student score levels using the SPSS version 27 program.

Table 1. The Results of the Students' Speaking Skill Pre-Test

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	2	3	1	2	2	10	60
2	3	3	2	3	3	14	70
3	3	2	3	4	3	15	75
4	1	2	2	2	2	9	45
5	3	2	3	2	3	13	63
6	2	2	2	3	2	11	55
7	1	2	1	1	2	7	35
8	2	2	1	1	2	8	40
9	1	2	2	1	2	8	40
10	3	3	1	3	2	12	60
11	2	2	2	2	3	11	55
12	3	3	2	2	2	12	60
13	2	1	1	1	2	7	35
14	3	3	2	4	3	15	75
15	2	3	2	2	2	11	55
16	2	2	1	2	2	9	45
17	1	1	1	1	2	6	30
18	2	2	1	2	2	9	45
19	2	3	1	1	2	9	45
20	3	3	1	2	2	11	55
21	2	3	1	2	2	10	50
22	3	3	1	2	2	11	55
23	3	3	3	3	3	15	75
24	3	3	3	4	3	16	80
25	3	3	2	3	2	13	65
26	4	3	3	3	4	17	85
27	2	3	3	2	3	13	65
28	3	3	3	2	3	14	70
29	2	3	2	2	2	11	55
30	2	2	1	1	1	7	35
31	1	2	2	1	1	7	35
32	3	3	3	3	3	15	75
33	1	2	2	1	2	8	40

(Primary Data: The Researcher 2024)

From the pre-test results, there were 33 students with various scores, both high and low. Eight students scored very low (<40), 11 students a (41-55) score, which was categorized as poor; 7 students scored between (56-65) which was considered fair, and seven other students scored (71-85) which was classified as good. No students achieved an excellent score classification (86-100). These scores were then grouped into five categories: Very Good, Good, Fair, Poor, and Very Poor. The table is as follows:

Table 2. Classification Score Students' of Pre-Test

No	Range	Classification	Frequency
1	86 – 100%	Very good	-
2	71 – 85 %	Good	7
3	56– 70 %	Fair	7
4	41 – 55%	Poor	11
5	< 40	Very Poor	8
Total			33

(Primary Data: The Researcher 2024)

Table 3. The Results of the Students' Speaking Skill Post-Test

No	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total	Score
1	3	3	3	3	3	15	75
2	4	3	4	4	3	18	90
3	5	3	3	4	4	19	95
4	3	3	2	2	3	13	65
5	3	3	4	4	3	17	85
6	4	2	3	3	3	15	75
7	3	2	3	2	2	12	60
8	3	3	3	4	2	15	70
9	3	3	4	2	2	14	70
10	4	3	3	4	3	17	85
11	4	3	2	4	3	16	80
12	5	4	3	3	3	18	90
13	3	2	2	3	3	13	65
14	3	3	2	4	3	15	75
15	3	3	4	3	2	15	75
16	4	2	3	3	4	16	80
17	3	3	2	3	1	12	60
18	4	4	3	4	2	17	85
19	5	4	3	3	4	19	95
20	5	3	3	2	3	16	80
21	5	5	3	2	4	19	95
22	4	4	3	4	4	19	90
23	3	2	4	5	3	17	90
24	5	3	4	3	4	19	95
25	4	4	3	4	3	18	90
26	5	3	4	2	3	17	85
27	4	3	5	3	3	18	90

28	5	3	3	4	4	19	95
29	4	2	4	4	2	16	80
30	3	3	2	2	3	13	65
31	3	2	3	2	2	12	60
32	5	3	3	3	4	18	90
33	3	2	3	3	2	13	65

(Primary Data: The Researcher 2024)

Post-test results using a sample of 33 students, it was noted that the highest score achieved by the students was 95. All students in the group experienced an increase after undergoing the treatment that had been given. It could be seen from the highest average score, which reached 95. After treatment, there were no students who scored below 56. There was a significant increase in students' evaluation results after they had received treatment. No students fell into the classification of very poor or very poor scores in the interval (<40).

Furthermore, no students scored in the interval (41-55), categorized as a poor score. A total of 9 students achieved scores in the interval (56-70), which was included in the fair score classification; 12 students obtained scores in the interval (71-85), which was categorized as good scores, and 12 other students achieved scores in the interval (86-100) which was included excellent score classification. The table of classification of scores of the students was as follows:

Table 4. Classification Score Students' of Post-Test

No	Range	Classification	Frequency
1	86 – 100%	Very good	12
2	71 – 85 %	Good	12
3	56– 70 %	Fair	9
4	41 – 55%	Poor	-
5	< 40	Very Poor	-
Total			33

(Primary Data: The Researcher 2024)

Table 5. Descriptive Statistics Pretest and Posttest

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	55.3939	33	15.03525	2.61730
Post-Test	80.1515	33	11.62465	2.02359

Source: IBM SPSS 27

The table indicates 33 students as a sample for the pre-test and post-test. The mean score of students in the pre-test was 55.3939, with a standard deviation of 15.03525 and a standard error of the mean of 2.61730. Meanwhile, in the post-test, the mean score was 80.1515, with a standard deviation of 11.62465 and a standard error of the mean of 2.02359. The standard error of the mean estimates how accurately the sample mean represents the population. Thus, the data suggests that the treatment or intervention given to the group significantly increased post-test scores compared to the mean pre-test score before the treatment was administered.

Table 6. The Significant Difference of Paired Samples T-Test

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre-Test Post-Test	-24.75758	10.28053	1.78961	-28.40289	-21.11226	-13.834	32	.000

Source: IBM SPSS 27

Table 7. Score of Questionnaire Students' Self-Confidence

No	No. Items										Total Score	Percentage
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10		
1	3	4	2	5	3	4	3	3	5	5	37	74
2	5	3	4	5	4	3	2	5	5	4	40	80
3	3	3	3	4	3	3	3	3	5	4	34	68
4	4	4	4	4	3	4	4	3	5	5	40	80
5	4	3	2	3	3	1	3	5	5	5	34	68
6	3	4	5	4	2	1	2	3	3	5	32	64
7	3	4	3	4	5	5	5	4	5	5	43	86
8	3	4	4	4	3	2	2	3	5	5	35	70
9	4	2	2	5	3	3	3	3	5	5	35	70
10	3	3	3	4	2	2	2	3	4	4	30	60
11	4	3	4	3	5	3	4	4	5	5	40	80
12	3	3	3	4	4	4	3	3	5	4	36	72
13	3	3	3	5	3	3	4	3	4	5	36	72
14	5	5	5	5	5	5	5	5	5	5	50	100
15	3	2	4	5	3	3	3	3	5	4	35	70
16	5	4	4	4	3	3	4	4	4	4	39	78
17	4	4	4	4	3	2	4	4	4	4	37	74
18	4	3	4	4	3	2	3	3	3	4	33	66
19	3	3	2	5	5	3	5	3	4	5	38	76
20	4	5	4	3	3	3	4	5	5	5	41	82
21	3	3	3	3	4	4	3	3	3	3	32	64

22	5	5	4	5	5	4	3	4	4	5	44	88
23	4	3	2	3	5	5	4	3	4	5	38	76
24	4	4	3	4	3	3	3	4	4	4	36	72
25	5	4	3	5	4	3	4	3	4	3	38	76
26	5	4	3	4	3	4	4	3	4	5	39	78
27	3	3	3	4	4	3	4	3	5	5	37	74
28	4	3	3	3	2	2	3	3	4	2	29	58
29	5	4	4	4	4	3	4	4	5	4	41	82
30	4	4	4	3	2	4	4	5	4	2	36	72
31	1	3	1	3	3	3	3	4	4	3	28	56
32	3	3	2	4	2	2	2	3	3	5	29	58
33	4	3	4	5	5	5	4	3	3	4	40	80
Average Percentage												73

(Primary Data: The Researcher 2024)

Most respondents agreed or strongly agreed with the statements or questions posed in the survey, where 24 students agreed and 5 strongly agreed. Meanwhile, there were fewer neutral respondents, with 4 students and no students stating disagree or strongly disagree. The data can be seen in the table below:

Table 8. The Frequency of Implementation of Project-Based Learning to Improve Students' Self-confidence

Range	Category	Frequency
0%-20%	Strongly disagree	-
21%-40%	Disagree	-
41%-60%	Neutral	4
61%-80%	Agree	24
81%-100%	Strongly agree	5
Total Respondents		33

(Primary Data: The Researcher 2024)

DISCUSSION

Based on the evaluation of speaking ability conducted at the beginning of the learning process in **Table 2**, 19 students have limitations. After a series of treatments, the post-test results showed significant progress. Of the 33 students tested, **table 4** shows that 12 students scored Excellent, 12 students scored Good, and 9 students scored Fair. Data analysis stated that the pre-test mean score was 55.3939, while the post-test mean score increased to 80.1515. In conclusion, the treatment succeeded in significantly improving students' speaking ability.

PjBL (Project-Based Learning) also contributed significantly to the increase in self-confidence of first-semester students at SMP Negeri 23 Makassar in the 2023/2024 academic year. This can be seen from the questionnaire results using a Likert scale collected from students. **Table 8** showed that out of 33 students who filled out the questionnaire, 5 answered

strongly agree, 24 answered agree, 4 answered neutral, and no answered disagree or strongly disagree regarding students' confidence when using English with the Project-Based Learning method.

Before using the treatment, the researcher found problems with the classroom's English teaching and learning methods. With low speaking ability, several students, especially boys, found it challenging to engage in speaking activities. They were not confident speaking in English for fear of making mistakes and lacking vocabulary.

In addition to the research problem, the researcher also analyzed the effectiveness items listed in the questionnaire. It was found that using project-based learning as a learning method and descriptive text as teaching material in English subjects was considered adequate because of the positive response and students' activeness during the research process.

PjBL increases students' confidence and speaking skills and has more impact than that. This method can improve students' readiness to accept criticism, conduct self-assessment, and develop problem-solving skills. In the teaching and learning process, PjBL allows students to evaluate their work in the evaluation section. In this context, students listen to others' comments, suggestions, and criticisms to improve their work.

CONCLUSION

Based on the research findings, it can be concluded that implementing Project-Based Learning (PjBL) has been proven effective in enhancing students' speaking skills in English. That was supported by the finding that there was a significant difference between the learning outcomes before and after the implementation of PjBL, where students' average scores significantly increased after the treatment. In addition, implementing PjBL was also shown to improve students' confidence in speaking English, as reflected by the survey results, which showed an increase in confidence in almost all students. Factors such as students' active involvement in project planning and implementation, stimulation of curiosity and creativity, and supporting a positive learning environment in PjBL all contributed to improving students' speaking skills and confidence in using English.

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