



Using Project Based Learning to Strengthen the Students Speaking Skill

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ABSTRACT

Mastering speaking skills is a priority for students. However, many students face difficulties such as low vocabulary, difficult in pronouncing certain words and more. There are many methods to improve students' speaking skills such as Project-based learning (PJBL) can be used as learning method. By using PJBL students learn to solve problems through a project. The purposes of research were to know the students' speaking skill before and after using PJBL and also to find the effect of using PJBL to strengthen students' speaking skill. This research was conducted at SMAN 1 Kediri using quantitative approach with pre-experiment technique. The subject was class X-G containing of 38 students. The data collection technique through pre-test and post-test and data analysis technique used paired sample t-test in IBM SPSS Statistics. The results showed that the use of PJBL had a significant effect on students' speaking skill in each aspect. It can be concluded the use of PJBL can be used as a reference method of English learning to improve students' speaking skills.



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1. INTRODUCTION

English learners nowadays must be able to communicate with other people in English. This means that speaking is one of the language skills that students must master in order to have a good communication. It is important to master English speaking as Batang (2016) said that mastery of speaking skills is a high priority for second-language and foreign-language student. When students are in real communication speaking is a tool to achieve certain goals, express desires, negotiate, solve problems or to keep social relationships such as friendship. So, it can be said that speaking is an important skill for students learning English as a foreign language.

Knowing the importance of speaking skills for students, the learning process in the classroom become an ideal place to improve students' speaking skill as Uyun (2022) said that the teaching of speaking has become an important movement in English language learning with the purpose of improving students' communication skills. It is because in the English learning process students still need to get instruction form the teacher. The facts found by the researcher during observation show that most students already have basic skills in speaking, but students are less able to use their speaking skills appropriately.

During the learning process in class, students experience difficulties in several aspects, such as low mastery of student vocabulary, students have difficulty pronouncing certain words, students are still confused in arranging words, and many more. This is in line with Pradya Afisa et al., (2015) found in her study, that students have some difficulties when speaking English such as low vocabulary mastery because their limited knowledge of the meaning of vocabulary, difficulty pronouncing certain vocabulary that is different in pronunciation and writing, difficulty arranging words and students were often afraid to speak English because they were worried, they would make mistakes.

To overcome this situation, it is very important for teachers to use the right method in order to train students' speaking skills. Project-based learning is a method that can be used in the English learning process. According to Mahanal (2014) project-based learning is learning by using projects as a learning method. Projects carried out by students can be in the form of independent projects or groups and are carried out collaboratively within a certain period of time, producing a product, the results of which will then be displayed or presented. Research results show

that project-based learning has a positive effect in building students' English performance and skills (Wathyudin 2017). It is supported by Rochmawati (2015) said that project-based learning is an effective method that contributes directly to the development of students' speaking skills because it aims to develop students' speaking skills based on the projects they do.

Poonpon (2011) suggested to implement project-based learning in English learning process in the classroom to improve students' speaking skill. The implementation of project-based learning combined with presentation and communication technology (Video Presentation) can be an alternative method to improve students' speaking skills. Therefore, the aim of this research is to determine the effectiveness of using project-based learning to strengthen students' speaking skills.

2. RESEARCH METHOD

In this research, the researcher used quantitative approach because the researcher wants to know the effect of using project-based learning to strengthen the tenth grade speaking skill at SMAN 1 Kediri. The researchers conducted experiments, which were pre-experimental with one group pre-test and post-test design. This research was conducted at SMAN 1 Kediri in the first semester of the 2023/2024 academic year. The sample in this research was class X-G which contained 16 male students and 22 female students with a total of 38 students who were selected randomly.

Table 1. The performance of one group pre-test and post-test design

Group	Pre-test	Treatment	Post-test
Experiment	01	X	02

Notes:

01: Pre-test

02: Post-test

X: Treatment (The use of project-based learning in learning process)

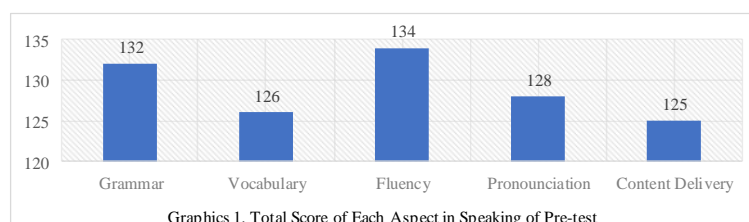
In this research the independent variable was project-based learning used by teachers and the dependent variable was tenth grade students speaking skill at SMAN 1 Kediri. The researcher collected data by conducting pre-test and post-test, after that the researcher will measure the difference scores from the pre-test and post-test using statistical calculations by using paired sample t-test in IBM SPSS Statistics version 20. The researcher used test to gathering the data, the kind of test was speaking test. The researcher gave the instruction to students, then they answered orally by making video presentation.

3. RESULTS AND ANALYSIS

There are three questions which answered in this study. The questions are how the students' speaking skill before using project-based learning, how the students' speaking skill after using project-based learning and how the effect of using project-based learning to strengthen students' speaking skill. The answers to these questions will be explained as follows:

3.1. Tenth Grade Students' Speaking Skill before being taught by using Project-Based Learning

The researcher conducted a pre-test to know the students' speaking skill before being given the treatment by teaching using project-based learning. The total score of the pre-test is 2580 with detailed calculations of each aspect of speaking in the diagram below:



In Senior High School 1 Kediri, the standard score of English subjects for grade ten was 75. Therefore, the frequency of failed and passed pre-test scores is also provided in the following table:

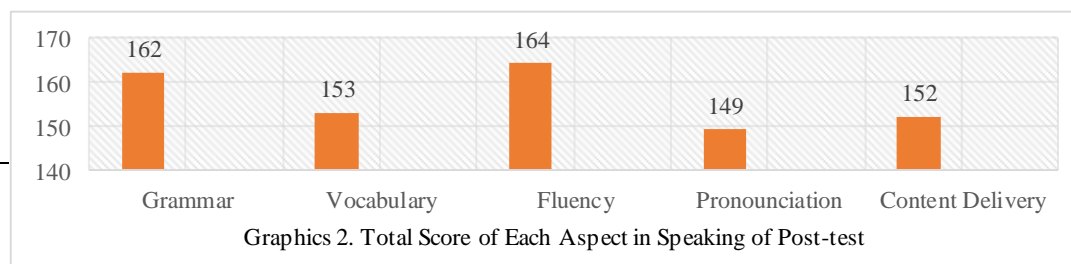
Score	Category	Frequency	Percentage
<75	Failed	28	74%
≥75	Passed	10	26%
Total		38	100%

Table 1. The Data Category of Pre-test

From the table and diagram above, it is known that there were 28 students who failed. While there were 10 students who passed This shows that students' speaking skills are still less.

3.2. Tenth Grade Students' Speaking Skill after being taught by using Project-Based Learning

After teaching speaking using project-based learning, the researcher conducted a post-test. The total score of the post-test is 3118 with detailed calculations of each aspect of speaking in the diagram below:



Pair 1	Pre-test Post-test	-	Mean	Difference	Lower		Upper		.000
					-14.158	3.665	.595	-15.363	

The frequency of failed and passed pre-test scores is also provided in the following diagram and table:

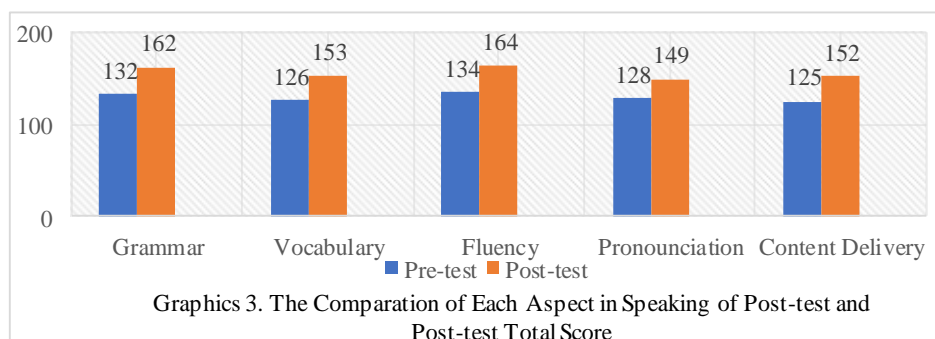
Score	Category	Frequency	Percentage
<75	Failed	8	21%
≥75	Passed	30	79%
	Total	38	100%

Table 2. The Data Category of Post-test

From the table and diagram above, it is known that there were 8 students who failed. While there were 30 students who passed. This shows that students' speaking skills are improved.

3.3. The Effect of Using Project-Based Learning to Strengthen Students' Speaking Skill

After the pre-test and post-test data were collected, then the researcher compared the data in order to find out if there were any changes in each aspect of speaking. The results of the comparison of pre-test and post-test scores are shown in the diagram below:



From the diagram above, it can be seen that there is an increase in each aspect of speaking in the students' pre-test and post-test scores. The grammar aspect increased 30 points and then the vocabulary aspect increased 27 points in the post-test. The fluency aspect increased 30 points and then the pronunciation aspect increased 21 points in the post-test. And finally, the content delivery aspect increased 27 points after being taught using project-based learning. After collecting the scores from the pre-test and post-test results, the researchers analyzed the data using statistics calculation as follows:

Table 3. Paired Samples Test

Based on the data above, the mean difference between the pre-test and post-test scores is 14.158 with a standard deviation 3.665. The t-score is 23.812 with degree of freedom (df) is 37 and significant (2-tailed) is 0.000. This means that there is a significant change in students' speaking ability before and after being given the project-based learning method.

Based on the results of the above research, students' speaking skill was low before being taught using project-based learning. Furthermore, when implementing project-based learning, students' speaking skill after being taught using project-based learning was increased. It can be concluded that the use of project-based learning has a significant effect on students' speaking skill. Students' speaking score increased after implemented project-based learning, it can be seen by increasing every aspect of speaking skill, which are grammar, vocabulary, fluency, pronunciation and content delivery.

Fluency and grammar aspects increased significantly after the use of project-based learning. Students who previously struggled to pronounce certain words, lacked vocabulary and were confused when arranging sentences were able to express their ideas, opinions and knowledge fluently and easily understood using English. This is in line with the results of research conducted by Wuntu et al., (2022) who found that by using project-based learning students can speak fluently and stimulate students to be able to speak coherently using proper grammar so that it is easy to understand to present their material in procedure text.

In addition, students who were previously not confident to speak because they were afraid, they would make mistakes became more confident and active when speaking. Students become more confident because they are used to speaking and presenting in front of the class using English when implementing project-based learning. This is in line with Sirisrimangkorn (2021) which found that with continuous practice, students will become more enthusiastic and confident when presenting assignments in class. By using presentations students become familiar speak English and being able to communicate effectively and improve their speaking skills.

Finding the fact that the learning process became more enjoyable, students showed a positive attitude towards the lesson and willingly performed their speaking tasks properly. Students became more active in speaking and became confident because they were getting used to speaking in English. In addition, the limitation of this research is the used project-based learning method with the presentation projects on descriptive text material. The researcher has got very significant result in students speaking skill, it can be seen from the increasing of students' scores after being taught using project-based learning.

Therefore, the use of project-based learning which is focused on strengthening students' speaking skills is expected to have a positive impact on both students and teachers in creating an effective and innovative learning process. Although project-based learning is not a new method in the learning process, it is expected that teachers can increase their creativity and innovation in teaching students by using a different and easy way with creative ideas through projects that students will do.

This is proven from the analysis of the t-score is 23.812 with degree of freedom (df) is 37 and significant (2-tailed) is 0.000. In accordance with the research findings and supporting data above, it can be concluded that students' speaking skills before being taught with the project-based learning was low, then there was a significant increase in each aspect of speaking in tenth grade students at SMAN 1 Kediri in the 2023/2024 school year after being taught using project-based learning.

4. CONCLUSION

Based on the results of this research, the researcher found that project-based learning can improve and strengthen the tenth-grade students' speaking skills. In accordance with the research findings and supporting data above, it can be concluded that students' speaking skills before being taught with the project-based learning was low, then there was a significant increase in each aspect of speaking in tenth grade students at SMAN 1 Kediri in the 2023/2024 school year after being taught using project-based learning. Therefore, it can be concluded that the use of PBL has very significant effect to strengthen students' speaking skill.

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