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The Effect of Project-Based Learning to The Tenth Grade Students' Speaking

Erika Ermi Sentiyasari[1], Agung Wicaksono[2], Mahendra Puji Permana Aji[3]
University of Nusantara PGRI Kediri[1]
sentiyas10@gmail.com[1], agungwicaksono@unpkediri.ac.id[2],
mahendra.puji@gmail.com[3]

ABSTRACT
Speaking is important in education because students need to master speaking skills to be proficient in English. Speaking is an interactive way to produce word to express meaning. In speaking learning, the students face problems there are several problems such as vocabulary, pronunciation, grammar, and fluency. The purpose of this study is to determine the effect in students' speaking after they are taught using Project Based Learning in the tenth grade at SMAN 4 Kediri. In this study, a pre-experimental design is used with a quantitative approach to assess students' speaking. The techniques of collecting data used were pre-test, treatment, and a post-test. The sample in this study consists of 35 students. The obtained data was analyzing by using SPSS version 20, its used paired sample t-test. The mean score of the pre-test is 55. The mean score for the post-test is 71.9643. The correlation is 0.818 and the significance is 0.000. It means that the project-based learning had a significant effect on the students' speaking.

Keywords: Speaking, Speaking Skill, Project-Based Learning

ABSTRAK
Berbicara penting dalam pendidikan karena siswa perlu menguasai keterampilan berbicara untuk mahir dalam bahasa Inggris. Berbicara adalah cara interaktif untuk menghasilkan kata-kata untuk mengekspresikan makna. Dalam pembelajaran berbicara, siswa menghadapi beberapa masalah seperti kosakata, pengucapan, tata bahasa, dan lancar berbicara. Tujuan dari penelitian ini adalah untuk menentukan efek pada kemampuan berbicara siswa setelah mereka diajarkan menggunakan Pembelajaran Berbasis Proyek di kelas sepuluh di SMAN 4 Kediri. Dalam penelitian ini, digunakan desain pra-eksperimental dengan pendekatan kuantitatif untuk menilai kemampuan berbicara siswa. Teknik pengumpulan data yang digunakan adalah pre-test, perlakuan, dan post-test. Sampel dalam penelitian ini terdiri dari 35 siswa. Data yang diperoleh dianalisis menggunakan SPSS versi 20 dengan menggunakan uji t sampel berpasangan. Skor rata-rata pre-test adalah 55. Skor rata-rata post-test adalah 71.9643. Korelasinya adalah 0.818 dan signifikansinya adalah 0.000. Ini berarti bahwa pembelajaran berbasis proyek memiliki efek signifikan pada kemampuan berbicara siswa.

Kata Kunci: Berbicara, Kemampuan Berbicara, Pembelajaran Berbasis Proyek

PENDAHULUAN

Speaking is the important ability to be mastered by English foreign language learners or second language learners. In the process of learning English, there are four important ability, namely the ability to listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, while speaking and writing are active skills or productive skills (Rao, 2019:7). According to Brown (2001: 267) Speaking is defined as an interactive process that constructs meaning through producing, receiving and

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processing information when someone learns a language. This means that speaking in English is one of the productive skills. Speaking is an interactive way to produce words to express meaning. Through speaking, we can receive new information and also convey our ideas to others.

Brown and Yule (1983) say that speaking is the skill that students will be assessed most in real life situations. As mentioned before, speaking skills play a crucial role (Rao, 2019:8). In the professional world, many jobs use English as a means of oral communication. Thus, enabling individuals to adapt and compete in the work environment. In reality, many high school students have low English language skills. This condition also occurs at SMAN 4 Kediri.

Based on observation, the student's in tenth grade still get difficulties at speaking skill, the problem caused by the student's ability still low and far from the expectation. Also they have low learning motivation so they feel nervous and not confident caused by lack of students vocabulary mastery in English. They find it difficult to respond when given questions orally especially if they should answer the question used English. Besides, the atmosphere in the class did not support any speaking activity and caused the learning models is not effective. Consequently, the students could not develop their English creativity and they still have low skill in speaking.

The situation in the class described above is a problem that must be solved through a teaching-learning process. There are many ways to help students learn to speak. So, the solution that can be given in solving this problem is to use the project based learning as suitable approaches supporting the development of speaking. Project Based Learning is a learning model that emphasizes learning activities that focus on the learner and usually integrated with the real world to generate a products that have been designed and discussed with the group (Widiyati & Pangesti, 2022:73). Students are given the opportunity to participate in solving real problems and knowledge construction in an authentic professional context through project-based learning. Projects as open-ended assignments that can stimulate student interest and motivation, and offer opportunities for decision making, goal setting, strategic planning, self-monitoring, and performance reflection. With the implementation of PJBL, students are expected to improve their speaking. Greenier (2020) suggests that Project based learning helps students have social and affective capacities, linguistic knowledge, and communication skills to produce good projects.

In addition, there have been many studies examining project based learning for English classes. Project based learning has been implemented to improve English productive skills such as in speaking class. (Cahyana P et al, 2022; Widiyati & Pangesti, 2022; Sirisrimangkorn, Lawarn, 2021) Previous studies have shown that Project based learning is an option for teachers in teaching English, especially to improve the students speaking skill. However, not much research has discussed project based learning in the Kurikulum Merdeka. Differentiation learning in Kurikulum Merdeka is a learning practice

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that adapts curriculum, teaching strategies, assessment strategies, and classroom environments to the needs of all students. Students of the same age have different readiness in their learning interests, ways of learning, knowledge, experience and their living conditions. This difference will affect their needs in learning. Learning will be more meaningful if students can make connections between the curriculum and their interests as well as their life experiences.

METODE

To find out whether or not Project-Based Learning affects the students' speaking. This study employed a quantitative approach. The researcher used purposive sampling method in this study. The sample in this study was one class, class X-1 of SMAN 4 Kediri, with a total of 35 students who were treated as pre-experimental are taught using project based learning. pre-experimental research, specifically utilizing a one-group pretest-posttest design. The test is used to assess students' speaking ability as well as fluency, grammar, pronunciation, and vocabulary. In carrying out this test, the researcher gave two tests, namely the pre-test and post-test. Ary et al. (2010:304) recommend comparing student test scores from pretests and posttests to assess whether a new teaching method has an impact on their scores.

The data collection procedure is divided into 3 stages.The following steps are used to get the data of this research: first,Giving pre-test to the students about Re-telling Narrative Text. The pre-test was carried out for the first meeting to find out the basic abilities of students before giving treatment. In this phase, the researcher distributes speaking tests which aim to determine students' speaking mastery. Second, Giving the treatments to the students by using Project-Based Learning in teaching speaking. There were 4 meetings of the treatment. When implementing the treatment, the author used narrative texts with the topic of Indonesian folklore as material. The treatment sessions were held in the May 2024. And the last, Giving post-test to the students. Post-test is a test given after treatment is carried out to measure the achievement and effectiveness of learning. The researcher gave a post-test for the experimental class by distributing the same test, to find out whether there was an increase after being given treatment.

Researchers calculates the data using SPSS V.20. In the research that has been done, researchers use data analysis using statistical calculations. This aims to determine the results of improving students' speaking skills after being treated. The pre-test and post-test data that have been obtained will be compared using the t-test.

HASIL DAN PEMBAHASAN

This research employs Project-Based Learning as a method for teaching speaking. Project-Based Learning is an effective and engaging approach that encourages students to actively participate in meaningful

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projects, thereby enhancing their speaking skills. The researchers will present the results of the problem formulation. The data outputs are derived from SPSS calculations, which include Paired Sample Statistics, Paired Sample Correlation, Paired Sample Test, and Normality Test.

1. Mean

Table 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	55.0000	35	10.69720	1.80816
	Post-Test	71.9643	35	8.35388	1.41206

Based on the results, the mean score of the pre-test is 55, with a standard deviation of 10.69720. The mean score for the post-test is 71.9643, with a standard deviation of 8.35388. Each test includes 35 participants in total (N). This indicates significant in students' speaking following the Project-Based Learning.

2. Correlation

Table 2 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Tets & Post-Test	35	.818	.000

Based on the paired sample correlation table above, the results indicate a correlation impact between students' speaking before and after being taught using project-based learning, the correlation is 0.818 and the significance is 0.000.

3. T-Test

Table 3 Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

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Pair 1	PreTets – PostTest	-16.96429	6.17072	1.04304	-19.08400	-14.84457	-16.264	34	.000

From paired samples test above, it showed the mean difference between pre-test and post-testis -16.96429 and the standard error mean is1.04304. The standard deviation is 6.17072. The t-score is -16.264 with degree of freedom is 34 and the significance value (Sig. 2-tailed) is .000, which is smaller than the typical significance level of 0.05. This indicates that the difference between Pre-Test and Post-Test scores is statistically significant, suggesting a significant improvement in students' speaking skills after implementing Project-Based Learning.

4. Hypothesis Test
   Table 4 Hypothesis

Df	T-score	T-table 1%	T-Table 5%	Significant Ha	Ho
34	16.264	2.728394	2.032245	Accepted	Rejected

Since the T-score value (16.264) is much larger than the critical T-table value for both significance levels (2.728394 for $\alpha = 0.01$ and 2.032245 for $\alpha = 0.05$), we can accept the alternative hypothesis (Ha) and reject the null hypothesis (Ho).

5. Normality Test
   Table 5 Normality

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	6.15819212
Most Extreme Differences	Absolute	.226
	Positive	.156
	Negative	-.226
Kolmogorov-Smirnov Z		1.337
Asymp. Sig. (2-tailed)		.056

a. Test distribution is Normal.

b. Calculated from data.

In this table above, the sample size is 35. The Kolmogorov-Smirnov Z value of 1.337 indicates a significant difference between the empirical

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distribution and the tested normal distribution. The asymptotic significance (2-tailed) value of 0.056 > 0.05 suggests that the sample distribution is normal.

Based on result, it can be concluded that students' speaking was relatively low before the implementation of Project-Based Learning. However, after applying Project-Based Learning, there was a significant effect in speaking. This is evidenced by the mean score of the pre-test is 55. The mean score for the post-test is 71.9643. Furthermore, there was a strong and significant correlation between the pre-test and post-test scores, with a correlation coefficient of 0.818 and a significance level of 0.000. These findings underscore the effectiveness of Project-Based Learning in enhancing students' speaking abilities comprehensively.

This in line with Putri Cahyana et al. (2022) conducted research on "The Use of Project-Based Learning to Improve Speaking Skills among Third-Semester Students at Abulyamata University." The study utilized quantitative research methods, specifically pre-tests and post-tests to collect data. The research concluded that Project-Based Learning has a positive impact on students in learning activities, catering to varying levels of ability and allowing them to complement each other based on their skills. In line with Novita Kusumaning Tyas & Nining Fitriani, the research state that the students showed good effect toward implementation of project-based learning in improving students, speaking skill.

Based on the research findings and supported data above, it can be concluded that students' speaking before being taught using project-based learning were low. Before treatment, students faced issues such as confusion with lack of practice, low confidence, and speaking aspect problem. The use of project-based learning can serve as an enjoyable learning model that plays a significant role in both content and learning processes. This approach can help students improve their speaking by providing a real-world context where they can practice presentations, collaborate with classmates, and engage in regular speaking activities. Through these projects, students not only gain practical experience in using the target language but also build confidence in communicating with others. Furthermore, after receiving treatment using project-based learning, there was a positive effect on students' speaking.

KESIMPULAN DAN SARAN

From this research, it can be concluded that teaching speaking using project-based learning can be applied in the teaching process. After analyzing the data, it was found that students' speaking scores before being taught using project-based learning indicated that most students scored poorly on the pre-test. This indicates that students' speaking skills were low before they were taught using project-based learning. After implementing Project-Based Learning in the speaking class, the researcher found improvement. Specifically, there was a significant improvement observed in pronunciation, fluency, grammar, and vocabulary from the pre-test to the post-test. The

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improvement was observed in all aspects of speaking, and it was noted that significant improvement was seen in fluency and vocabulary aspects influenced by the Project-Based Learning method.

This research emphasizes that Project-Based Learning as a method influences students' speaking skills, especially at SMAN 4 Kediri. These findings highlight the important role of Project-Based Learning not only in improving students' speaking abilities but also in enhancing their English language proficiency.

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