SEMINAR NASIONAL PENDIDIKAN DAN PEMBELAJARAN KE-7

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The Use Of Project Based Learning In Pancasila Student Profile To Improve Speaking Skill

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ABSTRACT
Speaking skill is a crucial aspect of learning a foreign language, especially English. However, many students struggle with English due to various challenges. Improving students' speaking skills and strengthening the Pancasila student profile can be achieved through various methods. One effective method is Project-Based Learning (PjBL). This research aims to explain the speaking skills of XI-C class students before and after implementing project-based learning and to find out the effect of project based learning to the Pancasila student profile. This research conduct at SMAN 1 Kediri, the study used a quantitative approach, specifically a pre-experiment with a single group pre-test and post-test design. The research involved 36 students from class XI-C. Data collection included pre-test and post-test assessments, and data analysis was performed using paired t-tests in IBM SPSS Statistics. The results indicate that PjBL significantly improves students' speaking skills in all aspects while also strengthen the Pancasila student profile. In conclusion, PjBL is an effective method for enhancing students' speaking skills.

Keywords: speaking skill, project-based learning, pancasila student profile

ABSTRAK
Kemampuan berbicara adalah aspek penting dalam mempelajari bahasa asing, terutama bahasa Inggris. Namun, banyak siswa yang mengalami kesulitan dalam belajar bahasa Inggris karena berbagai tantangan. Meningkatkan kemampuan berbicara siswa dan memperkuat profil mahasiswa Pancasila dapat dicapai melalui berbagai metode. Salah satu metode yang efektif adalah Pembelajaran Berbasis Proyek (PBP). Penelitian ini bertujuan untuk menjelaskan keterampilan berbicara siswa kelas XI-C sebelum dan sesudah menerapkan pembelajaran berbasis proyek dan untuk mengetahui pengaruh pembelajaran berbasis proyek terhadap profil pelajar Pancasila. Penelitian ini dilakukan di SMAN 1 Kediri, penelitian ini menggunakan pendekatan kuantitatif, khususnya pra-eksperimen dengan desain satu kelompok pre-test dan post-test. Penelitian ini melibatkan 36 siswa dari kelas XI-C. Pengumpulan data meliputi penilaian pre-test dan post-test, dan analisis data dilakukan dengan menggunakan uji-t berpasangan di IBM SPSS Statistics. Hasil penelitian menunjukkan bahwa PBP secara signifikan meningkatkan kemampuan berbicara siswa di semua aspek sekaligus memperkuat profil siswa Pancasila. Kesimpulannya, PBP adalah metode yang efektif untuk meningkatkan keterampilan berbicara siswa.

Keywords: kemampuan berbicara, pembelajaran berbasis proyek, profil pelajar pancasila

INTRODUCTION

In the 21st century, education faces the challenge of integrating knowledge, skills, and character development, with schools serving as the primary setting for fostering these attributes. Education is not limited to formal

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schooling; it is a broader societal process that evolves with changing times. This is reflected in Indonesia's independent curriculum, introduced by the Minister of Education, Nadiem Makarim, emphasizing freedom in learning and fostering students' potential and independence. As outlined in the Decree of the Minister of Education, Culture, Research, and Technology No. 162 of 2021, the curriculum includes projects aimed at strengthening the Pancasila student profile, focusing on aspects like creativity, critical thinking, and collaboration through project-based learning.

Mastering English, the language of international communication, is crucial for students, particularly in speaking skills, which facilitate effective communication and smooth learning processes. However, many students struggle with self-confidence and speaking proficiency. Daulay et al. (2023) emphasize that speaking is a critical language skill, foundational for learning reading and writing in English. Ibrahim (2010) advocates for a student-centered approach to enhance communication skills, critical thinking, and collaboration, essential for overcoming these challenges.

Project-Based Learning (PjBL) has gained popularity in education as a dynamic teaching method where students engage in projects guided by teachers. It fosters an engaging learning environment, blending traditional teaching with real-world applications. According to King & Smith (2020), teachers act as facilitators in PjBL, encouraging students to create their own projects. This method supports social learning and develops 21st-century skills, such as communication, collaboration, and teamwork (Kokotsaki, Menzies, & Wiggins, 2016). In this study, PjBL is applied through drama to improve students' speaking skills, offering a creative and interactive way to enhance language abilities.

By utilizing Project-Based Learning in drama, this research aims to improve students' speaking skills while reinforcing the Pancasila student profile, particularly in collaboration, critical thinking, and creativity. Drama serves as a final product of an entire learning process, encouraging students to develop language skills and creativity in a compelling manner (Angelina, 2019). This approach not only enhances students' speaking abilities but also aligns with the educational goals of fostering independence and potential in the context of the independent curriculum.Therefore, the aim of this research is to determine the effectiveness of using project-based learning to strengthen students' speaking skills.

METHOD

In this research, the researcher used quantitative approach. 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. he sample in this research was class XI-C which contained 7 male students and 29 female students with a total of 36 students who were selected randomly. 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 used paired sample t-test in IBM SPSS Statistics version 20.

RESULT AND DISCUSSION

Result

There are two questions which answered in this study. The questions are how the students' speaking skill before and after using project-based learning, and how is the project-based learning strength the Pancasila student profile? The answers to these questions will be explained as follows:

1. Eleventh 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 2088 with detailed calculations of each aspect of speaking in the diagram below:

Graphics 1. Total Score of Each Aspect in Speaking of Pre-test
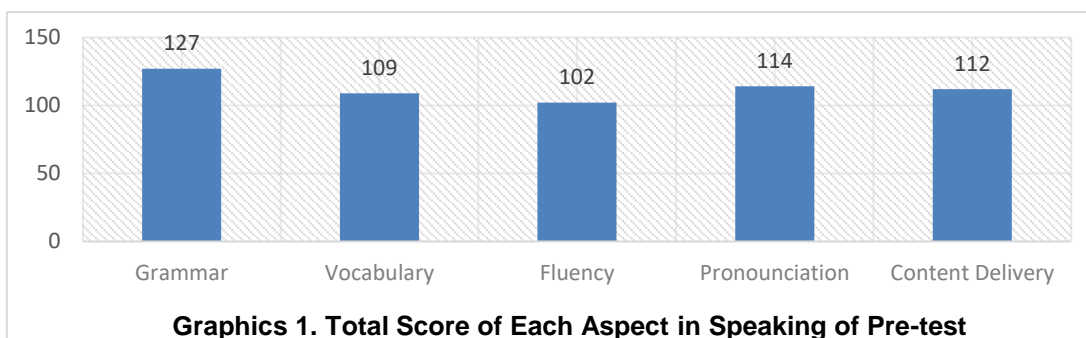
In Senior High School 1 Kediri, the standard score of English subjects for grade ten was 75. Therefore, the frequency of failed and passed pre-test scores is also provided in the following table:
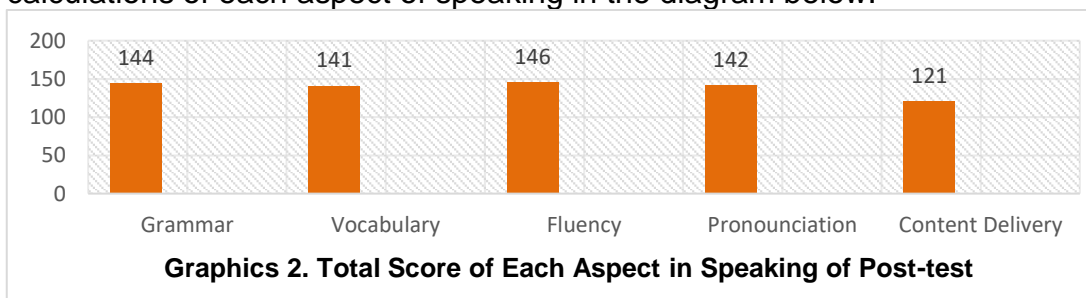
Table 1. The Data Category of Pre-test

Score	Category	Frequency	Percentage
<75	Failed	30	84%
≥75	Passed	6	16%
Total		36	100%

From the table and diagram above, it is known that there were 30 students who failed. While there were 6 students who passed This shows that students' speaking skills are still less.

2. Eleventh 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 2780 with detailed calculations of each aspect of speaking in the diagram below:

Graphics 2. Total Score of Each Aspect in Speaking of Post-test

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

Table 2. The Data Category of Post-test

| Score	Category	Frequency	Percentage
<75	Failed	8	22%
≥75	Passed	28	78%
Total		36	100%

From the table and diagram above, it is known that there were 8 students who failed. While there were 28 students who passed. This shows that students' speaking skills are improved.

Table 4.5 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-14.111	5.365	.894	-15.926	-12.296	-15.780	35	.000

3. The Effectiveness 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:
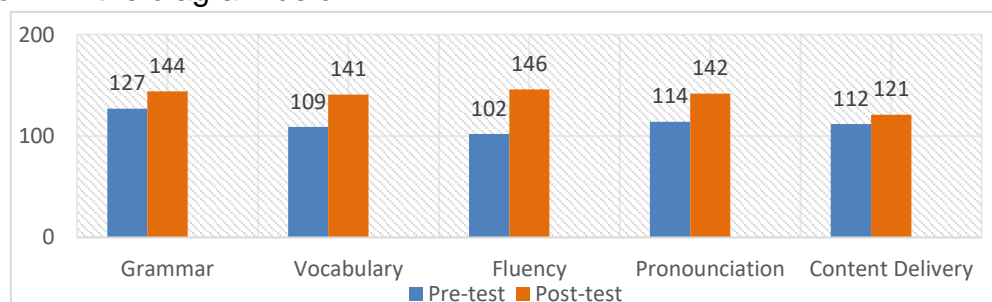
Graphics 3. The Comparison of Each Aspect in Speaking of Post-test and Post-test Total Score

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 17 points and then the vocabulary aspect increased 32 points in the post-test. The fluency aspect increased 44 points and then the pronunciation aspect increased 28 points in the post-test. And finally, the content delivery aspect increased 9 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:

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Based on the data above, the mean difference between the pre-test and post-test scores is 14.111 with a standard deviation 5.365. The t-score is 15.780 with degree of freedom (df) is 35 and significant (2-tailed) is 0.000. This means that there is a significant improve in students' speaking skill before and after being given the project-based learning method.

Discussion

Students' speaking skill is low before being taught using project-based learning, then improved after the project-based learning method was applied. This can be seen in the fluency aspect which initially 102 increased to 146. this is in line with previous research conducted by Asroriya, N. (2017) which states that the teaching and learning process using project-based learning in drama can foster students' enthusiasm for learning. students feel happy to create drama projects and are also enthusiastic about performing dramas. In this way, they can speak fluently and confidently in front of the class.

In addition to the improved speaking aspect, students' confidence also increased. Students who initially felt shy and hesitant to come forward in front of the class became motivated to try. this is in line with previous research conducted by Sirisrimangkorn, L. (2018) which states that project-based learning provides numerous opportunities for students to practice speaking English. Secondly, it offers a practical context for utilizing their speaking abilities. Thirdly, it fosters the development of students' affective skills, which motivates them to speak and builds their confidence in speaking.It has been shown that there is a significant effect of using project-based learning on the eleventh-grade students speaking skill. This is proven from the analysis of thet-score is 15.926 with degree of freedom (df) is 35 and significant (2-tailed) is 0.000.

Besides project-based learning affecting speaking skills, project-based learning also affected the Pancasila student profile in the aspects of collaboration, creativity, and critical thinking. This was observed through notes taken by the researcher during the learning process using project-based learning. In the aspect of collaboration, students were very active in helping each other complete their projects. Students' creativity in developing their ideas also increased, as seen from the ideas they developed, the selection of drama titles, and the storylines they performed. In addition, students were able to think critically in solving problems that occurred in their groups during the project creation process. As it said by minister of education, Nadiem Anwar Makarim, that the project-based learning method should be encouraged to foster independence, collaboration, and creativity (Puslitjakdikbud, 2021).

In according 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 improve 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.

CONCLUSION AND SUGGESTION
Conslusion

Based on the results of this research, it can be conclude that first, in speaking, students had difficulties with fluency. This was evident from the

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pretest results, which showed that fluency was the lowest aspect. Second, project-based learning made students enjoy learning, feel motivated, and become creative in developing their projects. However, the researcher found it challenging to manage the students. Third, there was an improvement in all aspects of speaking, with fluency showing the most significant increase. Fourth, from the pretest and posttest data, it can be concluded that there was an improvement after using project-based learning. This was demonstrated by the posttest scores being higher than the pretest scores.

Suggestion

Based on the conclusions the researcher gives suggestions for English teachers can use varied learning methods. Teachers can use project-based learning in particular to improve students' speaking skills Considering the large number of students in each class in Indonesia, project-based learning can be a solution because the learning process is focused on students and it is better if teachers do not focus too much on learning material but also on learning practices.

For the next researcher who interest to do research related to project-based learning, it is expected that this research can be used as a reference. Since this study already investigated the use of project-based learning to improve speaking skill. The next researcher can be focused on the media used in project-based learning, particularly electronic media that is in line with modern developments.

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