

P-ISSN
E-ISSN

Jurnal Ilmiah Mahasiswa
Volume X, Nomor X, Desember 20XX



AN ANALYSIS OF THE IMPLEMENTATION PROJECT BASED LEARNING (PjBL) MODEL IN SPEAKING CLASS AT SMAN 5 BANDA ACEH

Sasmita Rahmah^{*1}, Syahputra², Mulyani³
^{1,2,3}Bina Bangsa Getsempena University

Abstract

This study aims to analyze the process of the implementation of speaking using project-based learning method in speaking class at SMA 5 Banda Aceh and to find out whether the performance of project-based learning in speaking Class, in class twelve SMA Negeri 5 Banda Aceh. The type of research used qualitative method. The implementation of PjBL enables collaboration between students, strengthens social skills, and builds the ability to work in teams. Projects require active communication, sharing of ideas, and assignment of tasks, which can shape students' interpersonal skills. PjBL also provides opportunities for students to develop soft skills, such as leadership, collaboration, and time management, which have long-term value in their personal and professional lives. The result show that the students implementing their project follow the step of the implementing the project during learning in the class. Based on the explaining about we can conclude that the implementing of project based learning method in speaking class can make the students have to take an active role.

***Keywords:** speaking comprehension, project based learning*

INTODUCTION

Learning English is essential because it is an international language frequently used by many people when communicating with others from different countries. In this respect, if people learn English, it will be easy to interact or display, so getting some information and knowledge will be challenging. According to Ilyosovna (2020), people have to learn English because English is an international common tongue, the language of academia, and a tool for sharing information among people. In the same way, Mundriyah (2016:1), English is the language used in many activities both orally and in written form; it is one of the languages mainly used by many people from many different countries in the world, so people have to master it.

*E-mail: sasmitarahmah@gmail.com

In addition, people in Indonesia also use English in some places, for instance, schools and universities. Therefore, students in Indonesia must learn this language, which is regarded as an essential subject in Indonesia. English was an international language that was taught in elementary school, junior high school, and senior high school. However, English was led by the teacher more intensively since the students were in old high school. The teacher must make or help the students communicate in English at this level.

It means the teacher should give extra attention to teaching speaking skills so the students can master English in front of spoken and written. But spoken language is more useful in daily life; people often communicate with others through spoken rather than written language. Furthermore, speaking is a language skill that is focused on the ability to deliver information. Curriculum k13 for Senior High School mentioned that students at this level must master speaking skills. In this case, students need to be able to share their ideas and information.

Currently, there are still many high school students who have not mastered speaking skills because they consider learning speaking skills to be complicated. When the students wanted to master this skill, they needed to study hard and constantly practice. In addition, the students faced several obstacles when they learned English, such as lack of vocabulary, understanding in constructing sentences, lack of confidence in English, dislike of learning English, etc.

Based on the Preliminary study on semi-instructed interviews conducted with the English teacher of XII grade SMA 5 Banda Aceh, some students at this level also had similar problems in speaking to the issues already stated by some experts before. In this case, the problems were a lack of motivation in speaking English, difficulty finding ideas, difficulty building sentences in English, lack of knowledge, and lack of confidence in speaking in front of the classroom.

In addition, because some students have difficulties speaking, English teachers should give more attention to teaching, talking, and helping them solve their problems. Based on Hana (2022), to help students solve their difficulties in speaking English, the teacher can use group work and repeating techniques to improve students' concentration when learning English and create a harmonious learning atmosphere. Likewise, Pratama and Awaliyah (2016) mentioned that teachers may face several barriers in class, such as a lack of motivation to learn to speak, missing pronunciation, and a lack of vocabulary. On

the other hand, to overcome these barriers, English teachers can use various teaching techniques, models, strategies, and learning and teaching models in speaking classes.

Besides, in the primary interview, the English teacher of the SMA 5 Banda Aceh, also explained that she used some techniques, learning methods, and learning and teaching models in speaking class to help the students learn to talk more and also will help students overcome their problems in learning to speak. In this case, the English teacher's teaching model was the Project-based Learning (PjBL) model. The English teacher argued that this model could help students become more confident in speaking English, help them find ideas, help them deliver their ideas, help them find the appropriate vocabulary, and make students too lazy to communicate in English anymore.

Based on the statements above, the same ways that the English teacher can help the students master speaking are the appropriate learning model, methods, and techniques for teaching speaking. A suitable learning model can help the students deal with their speaking problems. One teaching model used by the English teacher was the Project-based Learning (PjBL) model. The English teacher stated that this model is effective in helping students master and solve their problems in speaking.

Therefore, the researcher was interested in analyzing the model in this study. Further, during initial observations of several schools in Banda Aceh, the researcher found that only English teachers at SMA 5 applied the project-based learning model. Furthermore, the English teacher at the school also said that this method is very effective for teaching speaking, so the researcher wanted to prove whether this method was effective or not. Related to that statement, the researcher conducted observation in a preliminary study of students when they learn in speaking class using this method and also provided several questions related to the model on the questionnaire.

Moreover, there were some previous studies related to this research. First, a survey by Rahma Wati (2020) was already conducted with the implementation of project-based Learning. The research findings showed that project-based learning is one of the learning models that can be used in teaching English because it helps students speak English well. In this case, implementing project-based learning allowed the students to express their ideas, feelings, and information about the topic. Second, Marisah and Robiasih (2017) conducted a study titled "The Implementation of Project-Based Learning to Improve Vocational Students' Speaking Skills." Chairi et al (2023) conducted a study titled "The Effectiveness of Powtoon Based Media on Project Based Learning (PjBL) to Improve Students Speaking Ability". This research indicated that when the teacher taught

using a project-based learning model, many students had the opportunity to speak English, and students were more interested in learning English. Besides, the model is the alternative learning model that supports not only language skills improvement but also social and technological integration.

Therefore, according to the description above, the researcher was motivated to conduct "An Analysis of the Implementation of Project Based Learning (PjBL) Model in speaking class at SMA 5 Banda Aceh". Even though the researcher examined a learning model similar to previous researchers, the data findings in this study were sometimes different. It happened because the researcher conducted research in other places and subjects. Besides, in previous studies, researchers did not focus on students' ability and examined it as a whole so that the research subjects had varying levels of speaking ability. However, in this study, the researcher only focused on students who had speaking problems or those with lower English proficiency.

METHOD

This researcher used the qualitative research method. According to Moleong (2016), a qualitative research method is used to understand the phenomena experienced by research subjects, for example, behavior, perception, motivation, actions, etc. This research was carried out holistically and described in the form of sentences. Hendryadi (2019) mentioned that qualitative research is a method used to observe people in their environment, interact with them, and try to understand their opinions about things happening around them. Besides, he also argued that the researcher does not use measuring instruments in carrying out this approach because the data collected is not quantitative. In this type of research, the researcher cannot manipulate the data and does not regulate it with experiments or tests. In addition, qualitative research emphasizes quality, not quantity, and data is It was collected not from questionnaires but from interviews, direct observations, and other related official documents. Qualitative research is also more concerned with the process aspect rather than the result obtained. It is caused by the relationship between the studied parts, which will be much clearer if observed in the process.

Based on the statements above, the researcher concluded that qualitative research is a research method carried out specifically for the research subject, and the researcher becomes the critical instrument in a study. Further, in this study, the researcher used this method because, based on the purposes of this study, this research method was

appropriate. Additionally, this study aimed to analyze the implementation of the project-based learning (PJBL) model of speaking class at SMA 5 and students' perceptions of the project-based learning (PJBL) of speaking course at SMA 5 Banda Aceh. Moreover, the researcher collected data through descriptions by doing observations and interviews. Therefore, this research finding would be in the form of sentences or descriptions.

RESEARCH INSTRUMENT

According to Arikunto (2019) mentioned that a research instrument is a tool or means used by researchers in collecting data to make their work more accessible, accurate, complete, and systematic. It is used to facilitate researchers in processing data. In this study, the population taken was class XII Students at SMAN 5 Banda Aceh for the academic year 2023/2024 and the total population for class 3 was 250 students. The researcher uses instruments to obtain accurate and complete data from data sources and uses the data collection results to answer any research questions stated in the previous chapter. Besides, the researcher used two instruments to illustrate the observation sheet and interview sheet to get accurate and complete data about implementing the project-based learning (PJBL) model in speaking class. The description of both research instruments is as follows: An observation sheet was used to gain data about the condition of the speaking class during the implementation of the project-based learning model and The interview guide is a sheet that contains questions that will be given or asked to respondents.

Arifin (2013). An observation sheet can be used for data collection of research related to human behavior, work processes, and natural symptoms. the researcher used an observation sheet because the researcher needed to know and obtain data about the implementation and the condition of the learning process when the English teacher taught speaking by implementing a project-based learning method. The researcher used data from this activity to answer the research problem stated in Chapter One. In this respect, the researcher observed students and the English teacher, but the most crucial thing was watching the teacher. Before attending, the researcher made an observation sheet that contained the researcher's prediction about some things that may happen during the learning process. It was made based on previous studies and pre-interviews conducted before conducting this study.

Utami (2016) argued that an interview guide is a list of the questions prepared by the interviewer that contains the main aspects of the topic asked of the respondent. the

researcher used this instrument to gain data about the students' perception of implementing the project-based learning (PjBL) model in speaking class. The data findings from the interview were used as supporting data for the data from the observation. Further, in this interview, the researcher used open-ended questions because the researcher did not provide alternative options for the questions asked in the discussion. Therefore, the respondent or interviewee could answer the questions freely during the interview

TECHNIQUE OF DATA COLLECTING

The test is a behavior of using something to find out whether it is working correctly or how effective it is. Test divided into 3 types that are, observation, interview and documentation. In this study, the researcher observed the students' activity and students' responses to project-based learning (PJBL). interview is a technique of data collection that is done by giving a set of questions to the respondent to be answered. The researcher gave some questions related to the research question. Besides, in this study, the researcher asked questions related to the implementation of project-based learning in the speaking class.

In addition, in conducting this interview, the researcher used unstructured interviews so that the researcher did not use interview guides that have been systematically and completely structured for collecting data. In this case, the guidelines used were the outline of the problem to be stated. Moreover, the interview was conducted in XII class SMA 5. The purpose of this data collection is to help the researcher find the implementation of project based learning and to find the students hone their ideas, and how student's perception in learning speaking skill by using project based learning method.

TECHNIQUE OF DATA ANALYSIS

In completing the data, the next step is data analysis. The data analysis method is a method for processing finding data into research. What researcher focus on is analyzing the implementation of project based learning model in speaking class, to collect data in quantitative descriptive research, the researcher used three techniques such as observation and an interview and documentation. In measuring data, researcher used observation checklist and data interview.

RESULT OF OBSERVATION CHECKLIST.**Table 1.** Teacher Activi Observation Sheet

No	Learning Stages
1.	Introduction
2.	Core Activities
3.	Arranging a Schedule
4.	Monitor Project Creation
5.	Test result
6.	Evaluation
7.	Closing activities

The researcher observed that the teacher opened the lesson by greeting and asking students to pray. The teacher was in front of the class when welcoming the students. Students simultaneously responded to the teacher's greeting. In this prayer, the teacher asked the class leader to lead the blessing, and the class leader led the prayer; all students prayed simultaneously and neatly. Then, the teacher checks the student's readiness to start the lesson, such as checking the neatness of the student's uniform and the position of the student's seat; the teacher walks around the classroom to check the student's readiness, and the student follows the teacher's directions well. Once the teacher felt the students were ready, the teacher started learning. The teacher explained the learning theme that will be studied today, and students listened to the teacher's explanation regarding the topic that will be reviewed. The teacher related previous learning to remind students of past lessons; the teacher only asked once about the issue of prior education. Thus, the students remembered the lesson.

The students responded well according to their knowledge, and the teacher appreciated students who could answer the teacher's questions regarding last week's material. The teacher explained the topic that the students would study, and the students tried to understand the topic given by the teacher by discussing it with their classmates; the teacher conducted questions and answers to the students based on the student's experiences; the teacher went around the class to motivate students according to the topic to be discussed. The Students listened well to the motivation given by the teacher. While the teacher encouraged students on this topic, the teacher also explained the learning objectives and steps, and students listened well to the teacher, tried to listen well, and understood the learning objectives conveyed by the teacher. The teacher explained the topic that students will study and the assessment aspects. The students listened well to the teacher's explanation, and several students asked what assignments must be done on that topic, the teacher explained that they had to make a video related to the case that the

teacher had given, and the assessment would be provided through groups and individuals.

During the observation of the main activity, the teacher asked students to form small groups; some students followed the teacher's directions to form groups. Some other students complained to the teacher and asked that the group should not be created by students, because there were students who chose their seatmates and did not want to join another group, because many students complained, finally the teacher made a number for selecting the group. The students were asked to come forward to take the lottery number, and whoever got number 1 would join group 1 and so on. After the group selection ended, students were asked by the teacher to make assignments ordered by the teacher according to their group. The teacher told them the procedures for making project assignments; the teacher asked the students to make a video about offering something and advised them to take different issues in making the video. The students accepted the teacher's direction well in making the video. The teacher suggested that the video be created at home, but the students who wanted to make a video at school were also welcome. Some students did the project at school, and others did it at home.

In observing the preparation of the schedule. The teacher gave the students time to complete the project assignment and the teacher gave the students one week to do so. Students agreed on the plan provided by the teacher to complete the project. In monitoring task creation, the teacher invited the students to play an active role in groups. The teacher gave the students the opportunity to discuss what topic they wanted to present when making learning project videos. And each student discussed with each other to determine the subject they will work on, students also asked the teacher for direction. When they had problems that they did not understand regarding the project assignment, the teacher gave the order to the students. Students worked in groups under the supervision of the teacher.

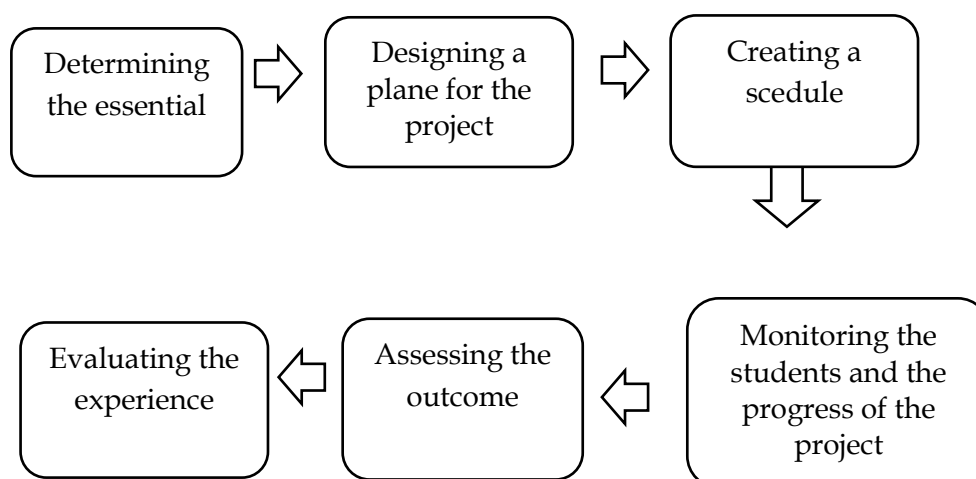
In this stage the teacher asked students to present to the class the results of the student group work. Students gave the project assignments they have worked on. When students were showing, the teacher forbade students from making noise in the class and must listen carefully to the group that was presenting in front of the course. After their presentation, the teacher asked the students to open a question session with other groups to ask basic questions to the group presenting in front, then students determined basic questions related to the topic being presented in front of the class, students raised their hands to ask questions to the group offering in front of the course.

In this activity, the teacher and students discussed to clear up any misunderstandings regarding the material the teacher has taught, then the students concluded the material they have learned. Apart from that, the teacher also conveyed a moral message to students to be more active in studying in the future, students also listened to the moral message conveyed by the teacher. In this activity the teacher did not give homework or additional assignments to students. Students were very proud when they have done well on their projects. At the end of the closing of the lesson, the teacher informed the students about the next meeting learning activity and the students got the information from the teacher regarding the topic that will be discussed next week, then the teacher invited the class leader to lead the prayer, the prayer was led by the class leader and the teacher greeted the students as the teacher left the class. Then the students answered the greeting

DISCUSSION

The implementation of project based learning (PjBL) model of students speaking skill at SMA 5 Banda Aceh and students' perceptions about project based learning (PjBL) of students speaking class at SMA 5 Banda Aceh that the Project Based Learning (PjBL) model in speaking styles offers a holistic approach that not only focuses on developing speaking skills, but also involves students in a series of project assignments that stimulate critical thinking, collaboration and creativity. Apart from that, the implementation of PjBL enables collaboration between students, strengthens social skills, and builds the ability to work in teams. Projects require active communication, sharing of ideas, and assignment of tasks, which can shape students' interpersonal skills. In addition to improving speaking skills, PjBL also provides opportunities for students to develop soft skills, such as leadership, collaboration, and time management, which have long-term value in their personal and professional lives. In the implementing of project based learning is used some types, it's from some expert on the project based learning stages.

(Khorijah & Setyaningrum, 2015) also presents the six steps of project based learning in the following sections:



Picture 1. steps of the implementation *project based learning* (PjBL)

From the few expert steps above, the researcher found during the observation in the classroom that when the teacher learns to speak using a project-based learning method, it is not entirely the same. In this case, the teacher gives the theme, directs the students to the project, and explains how to do the project. The teacher mentors the students for their projects in different ways. In this observation, the teacher does have more facility for students to do the project. They just did a simple project to finish it. The teacher told them to make learning videos related to the theme that the teacher gave them. Then, for every project, a teacher will oversee the students, and the students will be given time to do the project; when they finish, they will continue their project outside of school. They had spent one or two weeks doing the project. This is in line with the 2013 curriculum implementation module which explains that Project Based Learning is a learning model that uses projects/activities as the core of learning. Students carry out exploration, assessment, interpretation, synthesis and information to produce various forms of learning.

CONCLUSION

Students' perceptions of PJBL in speaking classes. In speaking education, PJBL adopts a comprehensive approach, emphasizing speaking proficiency and engaging students in projects that foster critical thinking, teamwork, and creativity. This method encourages student collaboration, social skill development, and teamwork abilities. Projects necessitate active communication and task delegation, honing interpersonal skills. PJBL also cultivates soft skills like leadership and time management, which are

beneficial in students' future endeavours. The implementation of PJBL involves various stages, as experts in the field suggested.

Observations in the classroom revealed that the teacher's application of PJBL varied, involving theme selection, project direction, and execution guidance. The teacher facilitated the projects, which included creating themed learning videos. Students were monitored, given time for project completion, and encouraged to continue their work outside school, aligning with the 2013 curriculum's emphasis on project-centric learning. Interviews with students indicated that PJBL in speaking assignments was highly influential, actively engaging them in problem-solving and piquing their interest. The collaborative nature of PJBL, where students work in groups, created an enjoyable learning atmosphere. Students appreciated their active, ambitious roles in project completion, finding the process entertaining and engaging.

Interview results highlighted three main points: using the direct method in learning, speaking assessments on current issues, and formulating fundamental project questions. The stages of project assignments included topic establishment, problem identification, planning, scheduling, and evaluation. Challenges were noted, such as boredom due to the project's duration and teachers' unfamiliarity with project-based learning methodologies.

SUGGESTION

Based on the conclusion above, the researcher would like to suggest that the students at SMA 5 Banda Aceh should implement project-based learning in speaking class; it is essential for learning in speaking course because it can give the students a new impression and create a cooperative spirit, and can help students more actively in groups speaking skill when learning English.

REFERENCES

- Arifin, Z., (2013). *Evaluasi Pembelajaran Pinsip, Teknik, Prosedur*, Bantung: PT. Remaja Rodaskarya.
- Cairi, S., Mulyani & Mulyadi, S (2023) The Effectiveness of Powtoon Based Media on Project Based Learning (pjbl) to Improve students Ability, *Journal Ilmiah*
- Hana, A. (2022), Students difficulties in speaking English for Efl Students at Eleven Grade of MA Miftahul Ulum Kradinan Madium. *Skripsi*
- Hendryadi. (2019). *Metode Penelitian: Pedoman Penelitian Bisnis Dan Akademik*. Jakarta. Lembaga Pengembangan Manajemen dan Publikasi Imperium
- Ilyosofna, N, A (2020) the importance of English language. *International journal on orange technologies*

- Khoiriyah,& Setyaningrum, R.W.(2015) PBL. Speaking Malang, Pdf.. in *celtic* (Vol.2,issues 3,)
- Moleong, J. (2016) . *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya
- Mulyadi,S. (2020) The implementation of assertion, reason, evidence, and link back (AREL) in Teaching Speaking. *English Education Journal*.
- Rahmawati. (2020). The Effectiveness of problem Based Learning and Aptitude treatment Interaction in Improving Mathematical Creative Thinking Skill on Curriculum 2013. *European journal of Education Researcher* . Vol 9. UIN Lampung.
- Utami. (2016). Efektivitas Model Pembelajaran Accerated Learning Include by Discovery (ALID) Terhadap Minat dan Hasil Belajar IPA. Universitas Ahmad Dahlan.