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THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO INCREASE THE STUDENTS' SPEAKING PERFORMANCE AT SMAN 1 GEUMPANG

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Abstract

This research use the model Project-Based Learning (PjBL) in enhancing students' speaking abilities at SMAN 1 Geumpang. Pre-test and post-test data analysis reveals substantial improvements in students' performance following the implementation of PjBL. With a pre-test mean score of 40 (minimum 24, maximum 56) and a post-test mean score of 77 (minimum 72, maximum 92), the positive impact of PjBL on speaking skills is evident. While the pre-test data suggests a possibly normal distribution, the non-normal distribution in post-test data prompts the use of the Wilcoxon test. Results show a clear increase in positive ranks, supporting the effectiveness of PjBL. Confirming the hypothesis, the Wilcoxon test with an asymptotic significance value of 0.001 indicates a significant impact on developing students' speaking abilities. The success of PjBL in the speaking classes underscores its potential, and recommendations include teacher training, the development of supportive learning materials, ongoing measurement of student motivation, and further research on long-term impacts and sustainability. Overall, this research advocates for the widespread implementation of PjBL to enhance language learning experiences.
Keyword: *Speaking Ability, Project-Based learning*

INTRODUCTION

Education is a dynamic field that continuously evolves to meet the changing needs of students and society (Sandmann:2023). Driven by factors such as technological advancements, shifting societal values, globalization, and insights from research on learning, education adapts to equip students with the skills, knowledge, and competencies necessary for success in an ever-changing world. As industries transform, job markets shift, and cultural contexts diversify, education responds by embracing innovative pedagogical approaches, inclusivity measures, and personalized learning strategies. This ongoing evolution reflects the commitment of educators and policymakers to provide relevant, effective, and equitable educational experiences that empower individuals to thrive and contribute to a rapidly evolving global landscape.

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One crucial aspect of education is language acquisition, particularly the development of speaking skills. According to Syahputra (2023), the goal of learning a language is to be able to communicate in that language on every day. In actuality, hardly all students can speak or write in English fluently, even if they have studied the language from elementary school through university or taken an English course. Language serves as a vital tool for expressing thoughts, sharing knowledge, collaborating with others, and engaging in various aspects of life. The ability to articulate ideas clearly and confidently not only enhances academic achievement but also supports personal growth and professional advancement.

Proficient speaking skills enable individuals to participate actively in classroom discussions, engage in critical thinking, and convey their understanding of complex concepts. Moreover, in an increasingly interconnected world, where cross-cultural communication is paramount, strong speaking skills foster cultural awareness, empathy, and the capacity to bridge linguistic and societal divides. As such, prioritizing language acquisition and speaking proficiency in education empowers individuals to navigate diverse contexts, contribute meaningfully to society, and seize opportunities in a rapidly changing global landscape.

According to Fantini (2009), effective communication is essential in today's globalized world, and educators are constantly seeking innovative approaches to enhance students' language proficiency. One of the expressive language elements is speaking skill. Speaking is the most common and important means of providing communication among humans beings. Because speaking is linked to success in life, as it important position both individually and socially. But, there is many problems by some people especially student when they want to explore their idea orally and they difficult to express their capability in English skill.

Pollard (2012) states that speaking is one of the most difficult aspects for students to master. Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with any learner of a foreign language can confirm how difficult speaking is. It means that learning to speak a foreign language, in this case English is difficult.

According to Jenep (2010), there are two factors that cause low levels of student skills in speaking that is, external factors and internal factors. External factors, including

the use of Indonesian influence in my family environment and society even in everyday communication, many students still use the mother tongue of business students learn to speak with pronunciation, intonation, and spelling are correct in speaking skills, except that students lack confidence to express publicly. Therefore, to guide the students speak English in the classroom, teachers should have an interesting technique of teaching. It means that the teachers are required to create an appropriate learning strategy.

Therefore, Project-Based Learning (PBL) emerges as a promising solution to address the challenges of speaking in education (Boss:2022). PBL is an innovative pedagogical approach that centers around student engagement, collaboration, and real-world application. By immersing students in dynamic projects that require research, critical thinking, and presentations, PBL provides a holistic framework for enhancing speaking abilities.

One key advantage of Project Based Learning is its emphasis on authenticity. Traditional language learning often lacks meaningful context, causing students to view speaking as an isolated exercise rather than a tool for practical communication. PBL projects, on the other hand, embed language use within genuine scenarios. Whether it involves preparing a debate, creating a multimedia presentation, or engaging in a mock business negotiation, PBL tasks require students to communicate effectively to achieve project goals.

Moreover, PBL fosters active participation and collaboration. Students work together to plan, brainstorm, and execute their projects, necessitating ongoing discussions and exchanges of ideas (Zarouk:2020). These collaborative interactions naturally encourage verbal communication, as students engage in debates, negotiate roles, and present their findings to peers and possibly even a wider audience. This not only enhances their speaking skills but also cultivates crucial skills such as teamwork, adaptability, and problem-solving.

Furthermore, PBL provides a platform for students to build confidence in their speaking abilities. As they immerse themselves in projects that align with their interests and resonate with real-life situations, they become more invested in the learning process. This increased engagement often translates into higher motivation to participate in spoken activities and to share their perspectives openly.

In conclusion, the problem of speaking proficiency in education is a multifaceted challenge that can hinder students' holistic development and future success. Project-Based Learning offers a dynamic and transformative solution by integrating language learning

into authentic, collaborative, and engaging projects. By doing so, PBL not only enhances students' speaking skills but also equips them with the communication prowess necessary to thrive in an interconnected and communication-driven world.

Based on the researcher's observation during Asistensi Mengajar at SMAN 1 Geumpang, the researcher see that the activity in the class during the process of teaching and learning speaking English was only the practice of conversation between two students in the front of the class. Before the conversation, every student is required to memorize the dialogue. This activity was done repeatedly in every speaking class. Consequently, the students only focused on memorizing the dialogue to make sure that they would speak fluently regardless understanding the context, meaning, and the purpose of the dialogue.

Moreover, the student did not focus on the whole conversation because they only focused on their part in the conversation. This could happen because the teacher only assessed the students' performance when the spoke their part in the conversation fluently. Furthermore, the time was not efficient because every meeting could not cover all students in the class so the next meeting would still be the same material. Besides that, the students were bored to face the similar material and way of learning.

The lower scores of students at SMAN 1 Geumpang may be attributed to a combination of factors including traditional teaching methods that hinder active engagement and critical thinking, limited access to up-to-date resources and technology, potential gaps in teacher training and professional development, as well as challenges stemming from students' home environments and personal well-being. Addressing these issues requires a comprehensive approach that involves adopting modern and interactive teaching approaches, providing necessary training and resources for teachers, promoting a supportive learning environment, and addressing individual student needs to enhance motivation, comprehension, and overall academic performance.

Therefore, the implementation of Project-Based Learning has the potential to address the challenges associated with traditional language teaching methods and offer a transformative learning experience for students at SMAN 1 Geumpang. By immersing students in dynamic projects that require active participation and communication, this approach aims to enhance their speaking performance, preparing them to thrive in an increasingly interconnected and communication-driven world.

The first research by Yanuar Eko Saputra (2016) with the title "application of the Project Based Learning model (PjBL) to increase activity and learning results of control

system engineering students in class XII 3 SMKN 3 Wonosari", This research is motivated by the low level of student engagement and learning outcomes in class XII EI 3 at SMK Negeri 3 Wonosari, as observed in the initial assessment. The research aims to assess the improvement in student engagement and learning outcomes through the implementation of the project-based learning (PBL) model. The results indicate that the use of the PBL model successfully increased student engagement from 35.33% in the pre-cycle to 79.4% in cycle II, and improved student learning outcomes from 71.28 in cycle I to 79.89 in cycle II. Thus, the research hypothesis was accepted, indicating that the use of the PBL model is effective in enhancing the engagement and learning outcomes of Class XII EI 3 students at SMK Negeri 3 Wonosari.

The second research by Sari Rahayu Rahmawati (2018) is that "The Implementation of Project-based Learning", Department of English Education Study program language and Arts Education Teacher Training, State University of Surabaya. This study to investigate the implementation of Project-based Learning for improvement of students' speaking ability, this research used a qualitative design and was conducted in the classroom. The subject of this study was a senior high school teacher in a big city. The data were collected through observation. After the data were collected, they were analyzed through three steps transcribing, categorizing, and interpreting. The result of this study showed that there are six steps of implementation of Project-based learning, namely: giving essential question, designing a plan for a project, creating a schedule, monitoring the students and progress of the project, assessing the outcome, and culminating in the evaluating experience.

Even if some researchers had done the same research, but there are differences between this research. After the first researcher done the research at Junior high school, the researcher interested to research at senior high school especially at SMAN 1 Geumpang. On the other hand, the second researcher focus to implement PBL in the classroom. Therefore, the writer is interested to conduct research under the title "The Implementation of Project Based Learning Model to Increase the Students' Speaking Performance at The First Semester of Eight Grade at SMAN 1 Geumpang in the Academic Year of 2022/ 2023.

RESEARCH METHOD

This research will use quantitative approach The model of the research design will be used by researcher is pre-experimental design of one group pre-test and post-test

design. From Sugiyono (2018) the population is the leveling region where phenomena or themes that have certain powers and features are included and from which conclusions can be drawn. Handayani (2020) defines population as the sum of all elements being investigated that have the same traits. These elements might be individuals from a group, events, or something else. Therefore, the population in this research is the students at SMA N 1 Geumpang.

According to Sugiyono (2018) the sample is part of the number and the characteristics possessed by the population are samples taken from the population must be truly representative or representative of the population being studied. The sample amount 28 students that will be taken from the first grade especially X IPA 1 of SMA N 1 Geumpang.

REASERACH INSTRUMEN

The researcher determined the problem in the research, namely improving speaking skills using project-based learning with Grade I students, so that the tests carried out would be related to this problem. This test was used by researchers to determine the effectiveness of improving speaking skills using project-based learning.

TECHNIQUE OF DATA COLLECTION

Data is needed in order to answer research questions. In this research, the data will collect by using several technique of collecting data. There are two kinds of test in conducting the research. First is pre test, it is given before experimental teaching is conducted. It aims to know the students' ability in speaking skill before using project-based learning method in experimental class. Second is post test, it is given after the treatment is done. It is given in order to know the students' development in speaking skill after 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 and searching for data for research. What the researchers focused on was analyzing the effectiveness of students' speaking skills in the project-based learning (PJBL).

In assessing student test results, evaluate them based on one of the five aspects of speaking (Pronunciation, Grammar, Vocabulary, Fluency, and Understanding). Analysis

the normality of the data should be measured. In determining the normality of the data, the Shapiro Wilk test is used because the sample is not more than 50 and uses SPSS 27. Sugiyono (2014: 114) state the Shapiro – Wilk normality test is a test carried out to find out the distribution of random data for a small sample using data simulation that is not more of 50 samples. Population is normal If Probability < 0.05 then the population is not normally distributed.

Hypothesis testing is a test carried out to test the hypothesis proposed by the researcher. Hypothesis testing can be carried out using the Paired Samples T Test if the data after testing for normality and homogeneity of the data has a normal distribution. Paired Samples T Test is used to test results where the participants are the same but the variables are taken in different circumstances. The criteria for making a decision to test a hypothesis is if the significance value < 0.05 Ha is accepted and Ho is rejected then it shows there is a significant influence on the treatment given, whereas if the significance value is > 0.05 Ha, it is rejected and Ho is accepted, then it shows that there is no significant influence on the treatment given. If the data in the normality test is not normally distributed then proceed with the non-parametric Wilcoxon test.

The descriptive hypothesis created to determine student learning activities is as follows:

Ho: Using Project Based Learning method does not develop the students' speaking performance.

Ha: Using Project Based Learning method will develop the students' speaking performance

RESULT

Table 1. The Score Of Pre-Test

Initial students	Scores					Result
	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	
1	3	2	2	3	1	44
2	2	3	2	2	3	48
3	2	1	2	2	2	36
4	2	3	3	2	2	52
5	2	2	1	1	1	28
6	2	2	2	2	3	44
7	2	2	2	2	2	40
8	2	3	2	2	3	48
9	3	2	3	3	3	56
10	2	2	1	1	2	28
11	2	2	1	2	1	28
12	2	1	1	2	2	28
13	3	3	2	2	3	52
14	3	3	2	2	3	52

Initial students	Scores					Result
	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	
15	3	2	2	2	3	48
16	3	2	3	2	3	48
17	2	2	2	2	2	40
18	3	2	3	2	3	52
19	1	2	2	2	1	32
20	1	2	2	2	3	40
21	3	2	2	2	1	40
22	2	2	2	2	2	40
23	2	1	2	1	1	28
24	2	2	1	2	2	45
25	1	2	1	2	2	32
26	2	1	1	1	2	28
27	2	1	1	1	1	24
28	1	1	2	2	1	28
Mean of Result Scores						40

Table 2. The Scores Of Post – Test

Initial students	Scores					Result
	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	
1	4	4	4	3	4	76
2	4	4	4	3	4	76
3	4	4	4	3	3	72
4	3	4	4	4	4	76
5	4	4	3	4	4	76
6	4	4	5	4	4	84
7	3	4	4	4	5	80
8	4	4	4	4	4	80
9	4	4	3	4	4	76
10	4	4	4	4	4	80
11	4	5	5	5	4	92
12	3	4	4	4	4	76
13	4	4	4	3	4	76
14	4	4	3	3	4	72
15	4	3	4	4	4	76
16	4	3	4	4	4	76
17	3	4	3	4	4	72
18	4	4	4	4	4	80
19	4	3	3	4	4	72
20	4	3	4	4	4	76
21	4	3	4	4	4	76
22	4	4	3	4	4	76
23	4	3	4	4	4	76
24	4	4	4	3	4	76
25	4	4	4	4	4	80
26	4	4	4	3	4	76
27	4	4	4	4	4	80
28	4	4	4	3	4	76
Mean of Result Scores						77

The research with pre-test and post-test data on students' speaking abilities in the experimental class. This point highlights significant differences in the students' performance before and after the implementation of the Project-Based Learning method. By detailing the mean, minimum, and maximum scores on both tests, it can be noted that the pre-test mean score is 40, with a minimum of 24 and a maximum of 56. Meanwhile, in the post-test, the mean score increases to 77, with a minimum of 72 and a maximum of 92. Thus, it is emphasized that the intervention of the Project-Based Learning method has a significant positive impact on students' speaking abilities.

Table 3. Normality of Test

	Shapiro - Wilk		
	Statistic	**df**	**Sig**
Pre-Test	.203	18	0.022
Post-Test	.364	18	0.001

Based on the table above, the Sig value in the experimental class (Pre-Test and Post-Test) is 0.022 and 0.001. Experimental class (Pre-Test), If Sig = 0.022, this means the p-value of the normality test is 0.022, with a significance level (alpha) of 0.05, then Sig > alpha, which means you do not have enough evidence to reject the null hypothesis in the normality test. This indicates that the Pre-Test data may be normally distributed.

Experimental class (Post-Test), If Sig = 0.001, this means the p-value of the normality test is 0.001.With an alpha of 0.05, Sig < alpha, which means you have enough evidence to reject the null hypothesis in the normality test. This indicates that the Post-Test data is not normally distributed.

Based on the results of this normality test, the Pre-Test data may be normally distributed, but the Post-Test data is not normally distributed. then it be continued with the Wilcoxon non-parametric test In the Wilcoxon Test, the null hypothesis (H0) posits that there is no noteworthy distinction between the two sets of data, while the alternative hypothesis (Ha) suggests that there is a notable difference. If the asymp.sig value (p-value) derived from the Wilcoxon Test falls below a pre-defined significance level, such as $\alpha = 0.05$, you have grounds to reject the null hypothesis (Ho) and support the alternative hypothesis (Ha). In other words, it indicates there is sufficient evidence to conclude that a significant difference exists between the two data groups.

Table 4. Result Rank of Wilcoxon Test

		N	Mean Rank	Sum of Ranks
Post Test-Pre Test	Negative Ranks	0[a]	.00	.00
	Positive Ranks	28[b]	14.50	406.00
	Ties	0[c]		
	Total	28		

Z	**-4.632[b]**
Asymp.Sig. (2-tailed)	**<,001**

Based on taking the hypothesis:

1.If the significance value is <0.05 then the hypothesis is accepted

2.If the significance value is > 0.05 then the hypothesis is rejected

Ho: Using Project Based Learning method does not develop the students' speaking performance.

Ha: Using Project Based Learning method will develop the students' speaking performance.

Based on the table above the asymp.sig value is 0.001 on the Wilcoxon test, this value is lower than the specified value. Then, in the context of a significance level of 0.05 ($\alpha = 0.05$), it can be concluded that Ha is accepted and there is a significant difference between the pre-test and post-test.

DISCUSSION

The research with pre-test and post-test data on students' speaking abilities in the experimental class. This point highlights significant differences in the students' performance before and after the implementation of the Project-Based Learning method. By detailing the mean, minimum, and maximum scores on both tests, it can be noted that the pre-test mean score is 40, with a minimum of 24 and a maximum of 56. Meanwhile, in the post-test, the mean score increases to 77, with a minimum of 72 and a maximum of 92. Thus, it is emphasized that the intervention of the Project-Based Learning method has a significant positive impact on students' speaking abilities.

Pre-test data analysis is conducted to provide a deeper understanding of the students' initial conditions. Pre-test statistics, such as mean and score distribution, are explained to comprehend the research context. The results of the normality test on pre-test data indicate that the data may be normally distributed, providing a basis for further decisions in the selection of analytical methods.

Further understanding of student progress is explained through the analysis of post-test data. The statistical improvement in post-test results reflects the positive impact of the Project-Based Learning intervention. However, it should be noted that the normality test on post-test data shows a non-normal distribution. The choice to use the non-parametric Wilcoxon test is made because this method can provide reliable results in cases of non-normal distribution.

The results of the Wilcoxon test become the next focus in the discussion. Detailed explanations of changes in negative and positive ranks in the data ranking table provide an overview of the intervention's impact. Although there is no significant decrease in negative ranks, a clear increase occurs in positive ranks, indicating the effectiveness of the Project-Based Learning method in improving students' speaking abilities.

Further understanding of the confirmation or rejection of hypotheses is done by detailing the formulation and interpretation of hypotheses. With a significance value (asymptotic significance) of 0.001 in the Wilcoxon test, the alternative hypothesis (Ha) is accepted, confirming that the Project-Based Learning method has a significant impact on developing students' speaking abilities.

The positive improvement results received by students regarding Project Based Learning techniques in speaking classes is proof of the success of its implementation at SMAN 1 Geumpang. This research is also in line with Dewi, (2016) students showed increased motivation, joy and confidence in speaking English after implementing project based learning. This indicates that the project-based learning approach not only improves students' speaking skills, but also creates a positive and motivating learning environment. In this way, Project is not only an effective teaching method, but also creates an enjoyable learning experience for students at SMAN 1 Geumpang.

CONCLUSION AND SUGGESTION

Conclusion

The research conducted at SMAN 1 Geumpang offers a comprehensive exploration of the efficacy of Project-Based Learning (PjBL) in enhancing students' speaking skills within the experimental class. Through a thorough analysis of pre-test and post-test data, substantial differences in students' performance before and after the implementation of the PjBL method are evident. The mean scores, along with the minimum and maximum scores on both tests, highlight a significant positive impact, showcasing a remarkable increase in mean scores from 40 in the pre-test to 77 in the post-

test. While the pre-test data suggests a potential normal distribution, the non-normal distribution observed in the post-test data justifies the use of the non-parametric Wilcoxon test, which yields reliable results in such situations. The outcomes of the Wilcoxon test underscore a clear elevation in positive ranks, affirming the effectiveness of PjBL in fostering improvements in students' speaking abilities. The interpretation of hypotheses further validates the substantial impact of PjBL on students' speaking skills, as evidenced by the asymptotic significance value of 0.001 in the Wilcoxon test. The successful implementation of the Project-Based Learning technique in speaking classes at SMAN 1 Geumpang stands as positive proof of its efficacy and reinforces its potential as an impactful pedagogical approach.

Suggestion

To maximize the success of Project-Based Learning (PjBL) in enhancing students' speaking abilities, a multifaceted approach is recommended. First and foremost, investing in comprehensive Teacher Training programs is crucial to ensure educators possess the necessary understanding and skills to effectively implement the PjBL method. This initiative recognizes the pivotal role teachers play in shaping students' learning experiences. Simultaneously, fostering the Development of Learning Materials that align with PjBL principles is essential. This encourages the creation of engaging and effective resources that enhance the overall learning experience. Additionally, to gain a holistic perspective, there should be a concerted effort to Measure Student Motivation post-implementation of PjBL. This step will provide insights into the various factors influencing students' motivation levels and further refine the approach. Lastly, to continuously advance our understanding, advocating for Further Research is imperative. Exploring the long-term impacts and sustainability of PjBL on students' speaking abilities will contribute to the ongoing refinement and optimization of this pedagogical method. Collectively, these initiatives aim to create a robust framework for sustained success and continuous improvement in the realm of Project-Based Learning.

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