

1. Rara Fitria E.F-Full Paper of Thesis-New.docx

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CHAPTER 1

INTRODUCTION

In this chapter, the researcher explains some points related to the title of this paper. It consists of: ¹ a) background of the problem, b) identification of the problem, c) limitation of the problem, d) problem formulation, e) purpose of research, f) significance of research and g) definition of key terms.

A. Background of the Problem

Speaking is an activity of conveying something which is done by the speaker to communicate with each other (Putra, 2020). This implies that speaking is the skill of delivering ideas, feelings, emotions, intentions, goals and so forth to another person. By speaking with each other we not only communicate, but we can also share and exchange various information. Speaking can produce good communication when the speaker and listener are able to understand each other. When the speaker speaks the listener must be able to understand what the speaker is saying, then they can give a response.

Nowadays, English learners need be able to communicate with other people in English. This means that speaking is one of the language skills that students need to master in order to have a good communication. It is necessary to master English speaking as Batang (2016) stated that ⁹ mastery of speaking skills is a high priority for second-language and foreign-language students. When measuring their English proficiency, most people will look at the student's speaking skills. Batang (2016) also added that students often evaluate their progress during the English language learning process based on how well they have improved their English-speaking

skills. 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 from the teacher. In addition, Uyun (2022) also added in this way students can express themselves and can follow social and cultural rules in different communication situations. However, it is become important for teachers to provide a variety of ideas and learning methods in teaching speaking.

According to Kayi (2006) teaching of speaking requires teachers to teach students to make English speech sounds and patterns. This includes the ability to use words, sentences, intonation and rhythm in English, to express their ideas logically, to communicate opinions and values, and to speak fluently and confidently without too many pauses. It is generally recognized that the main purpose of teaching English is to make language learners be able to communicate using English with other speakers. When in class, it is intended that students can have meaningful communication interactions such as conversations, discussions and presentations using English between students and teachers or between students. However, the researcher found that the practice of teaching speaking in schools is

still lacking, teachers are too focused on teaching materials in books and whiteboards. Teachers do not train students' speaking practice directly, so the time students have to speak English is very limited.

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 struggle to pronounce certain words, students are often confused in arranging words, and many more.

As Afisa, et al. (2015) found in their research, students experience several difficulties when speaking English such as The low knowledge of the meaning on certain words makes the lack of mastery vocabulary in students which makes it difficult for students to understand conversations, students have difficulty pronouncing certain words because of the differences in writing and pronunciation in English word, some students cannot arrange sentences in accordance with correct grammar and students are often not confident when they are in front of the class to convey something, they are afraid they will make mistakes when speaking.

The statement above supports the study conducted by Azizah (2016), she found that the difficulty of students speaking in English is that 92.6% of students have limited vocabulary, 72.2% of students were afraid of making mistakes in front of their teacher and classmate because they are afraid that it will affect the results of their grades and 72.2% of their grammatical and 68.5% of students have limited fluency. She also found that students have English lessons for only two hours each

week, which shows that these hours are ² not enough for students to learn and practice their English skills. Because of ^{the} limited learning hours, students cannot strengthen their English language skills, especially in speaking skills.

To overcome this situation, it is very important for teachers to use the right method in order to train students' speaking skills. ¹⁰ 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 ¹⁰ 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 ⁶ project-based learning has a positive effect in building students' English performance and skills (Wathyudin 2017). It is supported by Rochmawati (2015) said that ⁴ 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 ³ project-based learning in English learning process in the classroom ⁶ to improve students' speaking skill. The implementation of project-based learning combined with presentation and communication technology (Video Presentation) can be ¹¹ an alternative method to improve students' speaking skills. This is expected as a reference for teachers who wants to strength students speaking skills, besides that it can be used as a reference for assessing students' competency to strengthen their speaking skills.

Based on the background above, the researcher is interested conduct study with the title **“The Effectiveness of Using Project Based Learning to Strengthen the Tenth Grade Speaking Skills at Senior High School 1 Kediri.”**

B. Identification of the Problem

Based on the background, the researchers identified the following problems:

1. Lack of honed students' language skills in English subjects.

The lack of the teacher's role in honing students' language skills such as the lack of practical activities for students in using English and still focusing on theory and the lack of motivation for students to improve their language skills.

2. Lack of students' speaking skills in English subjects.

Lack of practicum speaking activities in front of the class in the teaching and learning process makes students' speaking skills less honed.

3. Less effective methods used strengthening students' English language skills in English subjects.

The method used by the teacher is still traditional, which is by the teacher explaining and students listening or students only being given assignments resulting in a lack of students' strength in their English language skills.

C. Limitation of the Problem

Based on the problem identification, this research focuses on strengthening students' speaking skills include grammar, vocabulary, comprehension, fluency,

pronunciation, content delivery of gesture and expression of tenth grade at SMAN 1 Kediri. The researcher will ⁵ find out how the effectiveness of using project-based learning with video presentation in the learning process.

D. Problem Formulation

Based on limitation of the problem, the researcher decided three of problem formulation as follow:

1. How is the tenth-grade students' speaking skill before being taught using project-based learning at Senior High 1 School Kediri?
2. How is the tenth-grade students' speaking skill after being taught using project-based learning at Senior High 1 School Kediri?
3. Is there any ⁷ effectiveness of using project-based learning to strengthen the tenth-grade students' speaking skills at Senior High School 1 Kediri?

E. Purpose of the Research

The purpose of this research is to:

1. To find out how is the tenth-grade students' speaking skill before using project-based at Senior High 1 School Kediri.
2. To find out is high the tenth-grade students' speaking skill after using project-based learning at Senior High 1 School Kediri.
3. To find out ⁶ the effectiveness of using of project-based learning to strengthen the tenth-grade students' speaking skill at Senior High School 1 Kediri.

F. Significance of the Research

In the end of research, the researcher gives some contribution to the teacher, students and other researcher:

1. English Teacher

The results of this study are expected to be useful for English teacher in determining or choosing learning methods to strengthen speaking skills students, as the results of the research can be used as a reflection of how student learn.

2. Student

The results of this study are expected students can know the importance of strengthening their speaking skills and increasing student activeness in class when studying English.

3. The Next Researcher

The results of this study can support the project-based learning theory regarding how to strengthen speaking skills students in English subject and the next researcher can use this research to make another research.

G. Definition of Key terms

There are some terms used in this research. Some definitions of terms are clarified as follow:

1. Speaking

Speaking skill for students is the skill to communicate used to explain and present ideas, make arguments, provide justification and convey knowledge. The purpose of speaking for students is to promote communicative efficiency between teachers and students or between students.

³ 2. Project-Based Learning

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 ¹⁰ are carried out collaboratively within a certain period of time, producing a product, the results of which will then be displayed or presented. In this project-based learning, the product is the students' video presentation based on the learning materials.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter shows a literature review, a review of previous research, rationale and a hypothesis. In literature review and review of previous research, researchers reviewed several theories that became the frame of thought for the research. In the rationale, researchers relate the theories to the research.

A. Literature Review

In literature review, it presents the recent theories of the research. It is presented in two sub-chapters. The first subchapter presents the concept of speaking and the second subchapter discusses about the use of project-based learning as a teaching method.

1. Speaking

a. Concept of Speaking

Speaking is an activity that is practiced orally to express ideas or feelings to other people in daily life. This is in line with Elhafid (2022) who states Speaking is the most widely used form of communication directly to express ideas, convey knowledge, make

arguments, provide justification and much more to other people or listeners. In other words, speaking is an activity to convey something by the speaker to the listener directly to create effective communication in the society.

People cannot be separated from communication and interaction, therefore the first way to interact and communicate with other people or in a community in daily activities is by speaking. According to Leong and Ahmadi (2017: 34) explain that speaking is not only about expressing words directly through the mouth but speaking means delivering messages through words or sentences. It is explained that by speaking people not only say words but can exchange information, share experiences or express feelings by communicating with others.

Suminih (2017) defined speaking as the ability to use spoken language and complex language skills by paying attention to vocabulary, pronunciation, grammar, culture and knowledge. It can be said that speaking cannot be separated from the ability to understand the use of language with certain aspects that need to be considered. With these aspects, English learners need to realize the importance of English-speaking skills to create effective communication.

Based on several explanations about speaking ¹² above, the researcher can conclude that speaking is the activity of using

language directly to express ideas, thoughts, arguments, our feelings and others to other people. Speaking is not only using language to express words but speaking is also a process of exchanging information, messages or experiences with other people. In addition, speaking has several aspects that need to be involved when practicing it, such as grammar, vocabulary, pronunciation and so on. So, this speaking skill is important for foreign language learners to create effective communication in their lives. Without speaking we cannot express what we want to say to other people which can make it difficult for people to communicate with us.

b. Component of Speaking

It is important to know the components of speaking. The components of speaking are some of the aspects that influence a person in speaking, people can know how their speaking is good or not by paying attention to the components of speaking. As students the components of speaking they must have when practicing speaking. According Iman (2017) he said that there are five components of speaking skill, they are pronunciation, grammar, vocabulary, fluency and comprehension.

1) Pronunciation

Pronunciation is a way for people to say a word correctly when speaking in order to produce sounds that have meaning and can be understood by other people. Rizqiningsih & Hadi (2019)

explain that pronunciation is a way to produce clearer language when speaking. Pronunciation is an important component because the words we say will contain meaning, so it is important for people to have good pronunciation so that they do not say the wrong word or have ambiguous meaning to prevent misunderstandings during the speaking process.

2) Grammar

Grammar is the sentence structure used to create and organize a sentence to be correct when used in communication. According to Bohari (2020) grammar is an important role in the use of spoken and written language. Grammar has an important function to process how words can be formed or change their form and how to combine them with other sentences. When we use correct grammar, the sentences we say will be easy to understand.

3) Vocabulary

When speaking, the use of vocabulary becomes crucial, because the selection of appropriate vocabulary will produce the right diction. As stated by Rohmatillah (2014) in the basic components of language proficiency vocabulary is a list of words that have a form of expression and contain several aspects such as the use of words, meaning and form. People with a limited

vocabulary will have difficulty expressing what they want to say when speaking.

4) Fluency

Fluency is a person's ability to manage the speed of flow when speaking. A person who has good fluency will not stop or pause too much when speaking and what they are talking about can be easily understood by other people. This is in line with Utami (2018) which states that fluency means that a person can communicate fluently. This relates to a person's ability to speak fluently and confidently without any hesitation, false starts or word choice.

5) Comprehension

Comprehension means the ability to understand the meaning of words when speaking, this means that the speaker and listener must have a good understanding of each other. Utami (2018) says that comprehension is related to spoken or written language that is easy to understand. It has a role to find out how easy it is to understand or someone's words.

c. Function of Speaking

In human interaction and communication there are various recommendations about the function of speaking. Zarrabi (2018) explains that there are differences in each speaking activity when communicating in the form of asking questions and their functions.

According to Jack & Richards (2008: 21-28), there are three functions of speaking, they are talk as interaction, talk as transaction, and talk as performance.

1) Talk as Interaction

Talk as interaction relates to interactions in the form of daily conversations between two or more people and has the main function of building social relationships. In this interaction the focus is not a lot on exchanging messages, but more on establishing a comfort zone and building friendships in a social environment. For example, when people meet other people, they are more likely to be engaged in small talk, asking each other about their day, sharing their experiences and more. The conversation in talk as interaction is usually more casual or semi-formal depending on the situation and the topic being talked about.

2) Talk as Transaction

Talk as a transaction refers to a situation that focuses on the delivery of the message that is being delivered. The message is the main focus of this type of speaking and ensures that the other person can understand the message or conversation that we deliver clearly and accurately. Talk as transaction not only focuses on the message being understood by other people, but it can also be used to exchange information with other people. The

situation in talk as transaction is more formal and the example of the activity is classroom discussions and describing objects.

3) Talk as Performance

Talk as performance relates to public speaking. It focuses on giving speech, public announcements, public lectures, public storytelling, classroom presentations and many more that have the purpose of delivering information in front of a lot of people. It is more of a monologue than a dialogue and it can be said that there are two main focuses of this kind of talk, which are the delivery of the message and the audience.

2. Concept Teaching Speaking

Speaking skill is important not only for students but also for teachers. For students this is become the biggest challenge to learn the speaking skills accurately and fluently while for teacher it is become big challenge in the process of teaching speaking skill. The purpose of teaching speaking in general is to help students ⁹ be able to communicate efficiently using language. It is in line with Sholihah (2016), she explains that the purpose of teaching speaking is to be able to communicate efficiently. This means that students must be able to convey what they want to say appropriately so that it can be understood by other people.

Students should try to avoid the things that can make communication not run efficiently such as inaccurate selection of

vocabulary, pronunciation errors, grammar and others. These things only make the message you want to talk about is not delivered effectively. Sholihah (2016) also added that teaching speaking to students means to produce English sounds and sound patterns, be able to use stress in words and sentences, be able to choose words that are appropriate to the context of the conversation, organize thoughts in a logical and meaningful sequence, use language to express values, use language appropriately and confidently with a minimum of pauses.

⁹ To achieve the goal of teaching speaking to students, unique techniques are needed in the classroom. Moreover, Mahmoudi & Mahmoudi (2015) stated that teacher techniques during the foreign language learning process play an important role. Teachers who have a good treatment will have a good impact and achieve the goals of teaching speaking while teachers who do not have a good treatment in teaching speaking will have a bad impact on students' speaking skills. According to Sawyer (2004) the most important thing that a teacher should have in order to have a good impact in teaching speaking is to have creativity. Creativity is important to create good treatment for students, creative ideas are needed to develop teaching methods or techniques that can be applied by teachers to solve learning problems faced by students in class.

From explanation above, researcher can conclude that teaching speaking to students is teaching about everything that is related to

speaking and it is a process to help students reach ¹¹ the goal of teaching speaking that is to be able to communicate accurately and efficiently. Besides that, the teaching speaking process is better using a unique method so that students are not bored and easy to understand what the teacher explain, therefore the teacher needs to have creativity to apply the right method in teaching speaking process.

3. Concept of Project Based Learning

Project-based learning is a learning process that requires students to create and produce projects in the end of the learning process. Mahanal (2014) explains that project-based learning is a learning model which involves a project during the process of learning, the project carried out by students can be in the form of independent ³ or group projects and done collaboratively in a certain period of time to produce a product which the results of the product will be displayed or presented.

Project-based learning involves students in problem solving activities and other meaningful tasks, provides opportunities for students to work independently or in groups to build their own learning, and at the end produces valuable and realistic products. In addition, according to Bell (2010), project-based learning is a teaching approach that involves teaching curriculum concepts through a project. The project is guided by inquiry questions that encourage research and allow students to apply their acquired knowledge.

Students retain more information when they learn by doing, she also mentioned that Project-based learning is a new way of learning that offers a variety of essential skills to succeed in the twenty-first century. Learners use inquiry to shape their knowledge and collaborate to learn and produce projects that represent their understanding. Students must solve real-world problems, design their learning, organize their research, and apply a variety of learning strategies.

a. Characteristic of Project Based Learning

According to Murtisari (2019) there are several characteristics of project-based learning as follows:

- 1) In project-based learning, students are encouraged to have questions and ideas.
- 2) Project based learning is framed by a process of enquiry.
- 3) Learning is based on students' interests and needs.
- 4) It is not focused on the explanation of materials and information by the teacher, but focuses on the presentation and production of students' independent projects.
- 5) Critical thinking, creativity, the ability to create ideas, content, make conclusions and investigate problems are needed in this method.
- 6) Project-based learning connects students with authentic problems and issues in everyday life.

Meanwhile, according to Guo, et al., (2020) there are six key characteristics of project-based learning, which are learning starts from basic questions, focusing on learning objectives, students actively participate in the learning process, there is collaboration between students, using technology in the learning process and creating real products.

With the above characteristics, project-based learning specifically hones students to develop their critical thinking skills so that they have creativity that is used to collaborate with others and direct students to find their own information and then demonstrate the information through the products they make.

b. Advantages of Project Based Learning

There are many advantages that students get when using project-based learning in class. Dewi (2022) explains some of the benefits of project-based learning as follows:

- 1) Project-based learning has a positive influence on student learning and can increase student learning motivation.
- 2) Project-based learning improves students' ability to learn collaboratively and cooperatively.
- 3) Project-based learning improves students' learning outcomes and academic ability.
- 4) Project-based learning enhances students' creativity.

- 5) Project-based learning improves students' communication skills because they are required to work together with their friends.
- 6) Project-based learning improves students' learning management skills and problem-solving skills.
- 7) Project-based learning creates a cheerful and fun learning atmosphere.

c. ³ Steps of Project Based Learning

There are some stages on project-based learning. According Shabbir (2023) there are six steps in project-based learning, they are:

- 1) Problem identification. Teachers and students identify problems that occur in the environment around them that need solving, in this step it is packaged in an inquiry process.
- 2) Project planning. ⁷ Designing a learning plan for the project in line with the curriculum and the topic being studied in the classroom.
- 3) Schedule. The teacher sets the schedule during the project activities for the students from when they start working on the project to the end where they have to present their work.
- 4) Monitor Progress. The teacher is involved in the project from the beginning to the end as a facilitator who helps the students monitor how the students' project is progressing

- 5) Assessment. Assessment of students' learning outcomes and projects is carried out by the teacher using assessment rubrics and providing effective feedback to students.
- 6) Evaluating. Involves learning reflection on what worked and what didn't during the process, this can help teachers to improve learning strategies.

B. Review on Previous Research

There are several previous underlying researchers are explained here. First, the research conducted by Sirisrimangkorn (2021) entitled Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentations. This study aims to examine the effects of project-based learning using presentations on the speaking skills of undergraduate EFL students. The participants of this study were 31 second-year students who majored in Business English in the second semester of the 2019 academic year at NRRU. The data collected were analyzed using quantitative and qualitative approaches which were interpreted. The instruments used were speaking test, project-based learning instruction, questionnaire, and interview. The result of research is the use of project-based learning helps to improve students' speaking ability with the project done is presentation. 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.

Second, the research conducted by Wuntu, et al. (2022) entitled The Implementation of Project Based Learning (PBL) In Improving Students' Speaking Skill at SMA Yadika Kopandakan II. This research focuses on finding out whether the implementation of project-based learning is effective in improving students' speaking skills. This research used quantitative approach by giving pre-test and post-test to measure students' speaking skill. There were 27 students participated in this research. The third-grade natural science students became the experimental class and the third-grade social science students became the control class. In the use of project-based learning, the project that students did was oral presentation procedure text. The result of this study found 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. Furthermore, it can make students become enthusiastic in English lessons and develop confidence in speaking skills. This means that the learning process is more fun and interesting for students to work together and be innovative in doing the tasks in the learning process.

Third, research conducted by Firdaus & Septiady (2023) entitled The Effect of Project-Based Learning on the students' speaking ability. This research purpose is to investigate the effect of project-based learning on the students' speaking ability. This research used 35 students as a single sample from accounting study programmed students in semester 1 to 4 of Universitas Potensi Utama. The researcher collected data from tests and interviews. The data was analyzed by using mix research which are quantitative and qualitative. Quantitative data is collected

using pre-test and post-test. While qualitative data is collected from interviews, observations and documentation. The project carried out was transactional dialogue and the results of this study show that there is a significant effect of project-based learning on students' speaking skills, students' speaking skills improve, build teamwork, improve problem solving skills, and stimulate students to be active, creative, communicative, and innovative.

The research above shows that the use of project-based learning can strengthen students' speaking skills. Therefore, researchers attempt to know the effectiveness of project-based learning to strengthen the tenth grade speaking skills at Senior High School 1 Kediri. With the project produced by students in the form of video presentations that are in line with the learning material.

C. Rationale of Research

Speaking is an activity of conveying something which is done by the speaker to communicate with each other. English learners at this time are required to master the ability to speak using English in order to communicate well in their environment. Speaking teaching is an important thing done by teachers to strengthen students' speaking skills, although in the learning process students sometimes face several problems such as low mastery of student vocabulary, students have difficulty pronouncing certain words, students are still confused in arranging words, and many more.

To solve these problems, project-based learning is purposed. Project-based learning is a learning process that requires students to create and produce projects at the end of the learning process. Using project-based learning can solve students'

speaking skill problems. First, it can motivate students to work in groups and encourage students to be active and communicative which will encourage them to continue speaking so that the selection of vocabulary and grammar of students becomes better. Second, by presenting the project in front of the class, students are required to be able to pronounce words or sentences accurately. Third, students become fluent because they often practice speaking using English.

⁹ It can be concluded that students' problems in some aspects of speaking can be solved, they can be more confident to speak in English because they have practiced a lot with their peers which makes students more comfortable in the learning process. Using project-based learning is the best solution ¹¹ for students to strengthen their speaking skills even in the limited classroom learning process.

D. Hypothesis of Research

A hypothesis is a conclusion or temporary answer that describes the results of solving a problem based on theory. According to Best & Khan (2016), a research hypothesis is a tentative answer to a question. This means that hypotheses can be said to be guesses or hunches based on previous research or theories to be verified or confirmed.

In general, hypotheses are made to describe the relationship between two variables. This is in accordance with Ary (2010) which states that hypotheses must conjectured relationships between two or more variables. The variables here are dependent and independent variables. The dependent variable of this study is students' speaking skill and the independent variable is project-based learning.

Where, students' speaking skills are influenced by project-based learning. Based on theories above, in this research the hypothesis can be formulated as follows:

1) Null hypothesis (Ho)

There is no significant effect on the tenth-grade students speaking skill by implementing project-based learning at Senior High School 1 Kediri.

2) ¹¹ Alternative hypothesis (Ha)

There is a significant effect on the tenth-grade students speaking skill by implementing project-based learning at Senior High School 1 Kediri.

CHAPTER III

RESEARCH METHOD

This chapter discusses about ¹ research variables, research approaches and techniques, place and time of research, population and sample, research instruments, techniques of collecting data and techniques of analysing data.

A. Identification of Research Variables

It is important for researchers to categorise variables in research. Ary (2010) explains that variables are characteristics or constructs that can have different scores or values. Variables are categorised into independent variables and dependent variables. Ary (2010) also added that independent variables are variables that are often referred to a stimulus or input that affects or causes changes in the dependent variable.

Meanwhile, the dependent variable is a variable that is often referred to a result of a stimulus or output which is a variable that is affected or that is the result of an independent variable. Thus, in this research the independent ⁶ variable was project-based learning used by teachers and the dependent variable was tenth grade students speaking skill at SMAN 1 Kediri.

B. Research Approach and Techniques

1. Research Approach

¹ In this research, the researcher was quantitative, because the researcher wants to know the effectiveness of using project-based learning to strengthen the tenth grade speaking skill at SMAN 1 Kediri. As explained by Ary et.al (2010) that the quantitative approach is used to test the hypothesis or answer questions that

have been determined by the researcher using data in the form of numbers or numeric.

2. Technique of the Research

According to Ary et.al (2010) experimental research will set the conditions that are needed to show the cause-and-effect relationship of the research. The type of experimental research that researchers use ² was pre-experimental with a one group pre-test - post-test design. Pre-experimental ^{was} chosen by the researcher because during the research, the researcher wanted to know whether the treatment from dependent variable would make a difference to dependent variable. This is in line with the design of the pre-experimental, by giving an initial test (pre-test) before treatment and a final test (post-test) after treatment, thus the results will be more accurate because it can be compared with the results of the situation before treatment.

¹ C. Place and Time of Research

1. Place of the Research

¹ This research was conducted at SMAN 1 Kediri which is located at Jl. Veteran No.1, Mojoroto, Kediri City, East Java. This school is ¹⁰ known to be one of the best high schools in the city of Kediri, there have been many achievements obtained in every aspect of knowledge. When researchers conducted observations, researchers were interested in choosing SMAN 1 Kediri, especially tenth grade students because only in tenth grade was implementing the new curriculum released by the Indonesian ministry of education, which is the independent curriculum.

In the implementation of the independent curriculum at SMAN 1 Kediri, the learning process is student-centered learning which is recommended to use project-based learning. Therefore, the researcher is interested in conducting research using project-based learning to strength the tenth-grade students' speaking skills at SMAN 1 Kediri.

2. Time of the Research

This research was conducted during internship program in the first semester of the 2023/2024 academic year at SMAN 1 Kediri. It was started in October 9th – November 17th 2023. By getting permission from the headmaster of the school, the researcher gathered data in four meeting through pre-test, treatment and post-test.

D. Population and Sample

Before arranging the research to get the data, the researcher is going to mention both population and sample. Both of them have an important role in doing this research.

1. Population of the Research

Population is a group or an element of area that interested to be research. Ary et.al (2010) said that a population is defined as all members of any well-defined class of people, events, or objects. The researcher conducted the experiment in the tenth grade of SMAN 1 Kediri which consists of 12 classes with a total of 456 students.

2. Sample of the Research

According to Ary (2010) sample is part of the population. In other words, sample is the group to be researched. In this study, researchers used random

sampling. Ary (2010) also added that the characteristic of random sampling is that all members of the population have an equal and independent opportunity to be included in the sample. In this study all tenth-grade students of SMAN 1 Kediri had the same opportunity to be chosen as sample. Thus, the researcher chose one of the twelve classes from the tenth grade. The researcher chose to use class X-G consisting of 16 males and 22 females with a total of 38 students as the sample.

E. Research Instrument and Technique of Collecting the Data

1) Research Instrument

Research instruments are used to collect data because the variable being measured is students' speaking skill so data collection must be done accurately. One pre-test, one post-test and project-based learning were used in this study. 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 based on the time that has been planned together.

In order to be able to collect data and assess students' speaking skill accurately, then a scoring rubric of speaking was used. The scoring rubric consists of 5 elements, which are grammar, vocabulary, fluency, pronunciation and content delivery. Those aspects of score were in range 1 up to 5, so the maximum score was 25. The score above calculated and the final students score was based on the formula below:

$$Score = \frac{\textit{Estudents score}}{\textit{maximum score}} \times 100\%$$

2) Technique of Collecting the Data

In this research, the researcher did some steps to collect the data, they are:

a. Pre-test

In this step, the researcher gives a pre-test to students to know the students score before treatment. Students get instructions to make descriptive text with the theme "my national favourite athletes and what makes athletes great", after they finished making descriptive text, students had to present it by making an independent video presentation. The results of their descriptive text presentation videos assessed using the scoring rubric of speaking.

b. Treatment

In this stage, the researcher applied project-based learning method with the material of descriptive text great athletes. This material is in one of the books used during the learning process at SMAN 1 Kediri. Treatment conducted by the researcher in 3 meetings.

The first treatment, the researcher applied the project-based learning method, which are problem identification and project planning. In problem identification, the researcher provided triggering questions about the problem that would be given to the students and then the students were asked to solve the problem. In project planning, researchers explain about descriptive text with the theme of great athletes after that researchers give projects to students in the form of making descriptive text by describing what makes athletes great in groups. After that they will be told to present it in class.

The second treatment, the researcher are making a schedule and monitoring progress. In making the schedule, the researcher will discuss with the students and make a project schedule. After that, the researcher will monitor the schedule in order to monitor the students' projects and discuss with the students about their projects.

The third treatment, the researcher conducts assessment and evaluating. In the assessment, students are asked to present ¹ the results of their projects in front of the class in groups and the researcher will assess each group. In evaluation, the researcher will give suggestions and improvements to each group after the presentation.

c. Post-test

In this stage, the researcher gives a post-test to students to know the students score after being given treatment. The instructions given to students are the same as the pre-test but the difference is the theme that will be given. During the post-test, students were given the theme of "favourite sport".

F. Technique of Analyzing the Data

1. Type of Analysis Data

After collecting data from the pre-test ¹ and post-test, the researcher will measure the difference in scores from the pre-test and post-test using statistical calculations to determine whether there is a difference while using ³ project-based learning in student's speaking skill. The researchers used ² paired sample t-test on IBM SPSS Statistic version 20. There are three data outputs based on the paired sample t-test calculation, which are paired samples statistic, paired samples correlation, and paired sample test.

2. Norm Decision

² The t-score should be compared to the t-table to illustrate the significance of the research. The rule follows:

1. If the t-score \geq t-table, and the significance degree is 1%, then it is very significant, so H_0 is rejected and H_a is accepted.
2. If the t-score \geq t-table, and the significance degree is 5%, then it is ² significant, so H_0 is rejected and H_a is accepted.
3. If t-score \leq t-table, and the significance degree is 5%, then it is not significant, so H_0 is accepted and H_a is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the results of the effectiveness of using project-based learning to strengthen the tenth-grade students speaking skills at SMAN 1 Kediri. The research finding is discussing about the description of data variable, data analysis, hypothesis testing, and discussion.

A. Description of Data Variable

In this sub-chapter, the researcher explains the description of data variables. Ary (2010) explains that variables are characteristics or constructs that can have different scores or values. Variables are categorised into independent variables and dependent variables. Ary (2010) also added that independent variables are variables that are often referred to a stimulus or input that affects or causes changes in the dependent variable. Meanwhile, the dependent variable is a variable that is often referred to a result of a stimulus or output which is a variable that is affected or that is the result of an independent variable. Thus, in this study the independent variable is project-based learning used by teachers and the dependent variable is tenth grade students speaking skill at SMAN 1 Kediri.

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

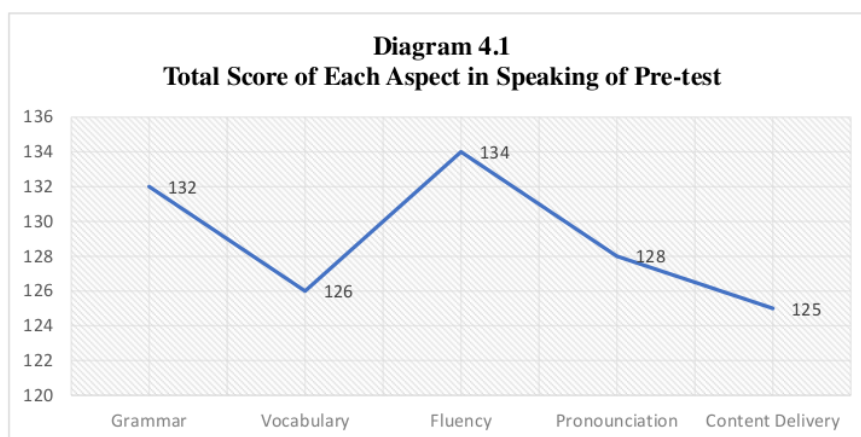
The English language learning process in tenth grade students at SMAN 1 Kediri has been using the independent learning curriculum, where the focus of this curriculum is student-centred and gives freedom to students in choosing their learning interests. In addition, there are elements in English learning that need to be

achieved in the independent learning curriculum such as elements of receptive skills (listening, reading, and viewing), as well as productive skills (speaking, writing, and presenting). This means that students are given the opportunity to practice their English language skills according to their interests, but in reality, the researchers found that there were ¹⁰ still some students who experienced difficulties during the learning process, especially in speaking skills.

Therefore, in independent curriculum, teachers are required to be more creative and use the right methods during the learning process in order to develop students' interest in learning and students' speaking skills. Based on the above problems, the project-based learning method is purposed to provide opportunities for students to practice speaking more, because project-based learning is one of the methods suggested and suitable for the independent curriculum

a. Description of Pre-Test Result

During the first meeting, the researcher conducted a pre-test to know the students' speaking skill before being given the treatment by teaching using project-based learning. First, students were instructed to create a descriptive text with the theme "my favourite athletes". Second, students were asked to present it through video presentation. Third, the presentation video is collected and the researcher will assess the results of the presentation video. The total score of the pre-test is 2580 with detailed calculations of each aspect of speaking in the diagram below:



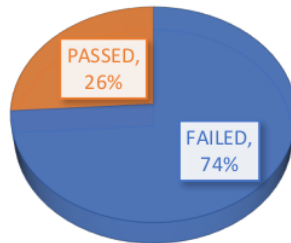
From the diagram above, it can be seen that the content delivery aspect has the lowest total score is 125 and the fluency aspect has the highest total score is 134. While the vocabulary aspect has a total score is 126. On the other hand, the grammar aspect has a total score is 132. Finally, the pronunciation aspect has a total score is 128.

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 diagram and table:

Table 4.1
The Data Category of Pre-test

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

Diagram 4.2
Pre-test Data Frequency



From the table and diagram above, it is known that there were 28 students who failed the pre-test because their scores were below the English subject standard which was 75, with a percentage of 74% were failed. While there were 10 students who passed the pre-test because their scores were above the English subject standard which was 75, with a percentage of 26% were passed. This shows that students' speaking skills are still less.

2. ³ Teaching Speaking using Project-Based Learning

After the pre-test done, the treatment was conducted in three meetings and it took place for 90 minutes. During the lesson, the researcher used project-based learning which contains the stages of problem identification, project planning, schedule, monitor progress, assessment, and evaluating.

a. First Meeting

In the first meeting in class X-G was conducted on Friday, 3rd of November 2023., the researcher will start with the problem identification and project planning stages. In problem identification, the researcher gave a question about the problem that was in line with the topic. Because the material studied is descriptive text with

the topic of Great Athletes, the problem given is in the form of questions such as "what makes a great athlete?" after that the question is given to students and then students are asked to solve the problem. After successfully solving the problem students are asked to express the answer of the problem.

However, after the students can find the answer, the researcher conducts project planning. In project planning, the researcher will provide descriptive text material to students and explain the structure, function, and linguistic elements of descriptive text. During the learning process, the researcher focused on the grammar and fluency aspect. In the grammar aspect, the researcher focuses on the linguistic elements, such as the use of simple present tense, adjective and adverb in descriptive text.

In the fluency aspect, the researcher focuses on training students' speaking continuously by doing simple questions and answers during learning so that they can speak fluently. After that, the researcher gave instructions to students about the project they would do. The project was carried out in groups, the researcher divided the class into 7 groups with one group consisting of 5-6 students. The project was students were asked to create a descriptive text by describing "what makes a great athlete?" by paying attention to the linguistic elements of descriptive text and present it in front of the class.

b. Second Meeting

In the second meeting on Friday, 10th of November 2023, the researcher continues to the next stage, which are schedule and monitor progress. In the schedule, the researcher will make an agreement by discussing with students to

determine the schedule while they are making the project. The researcher will ask the students' commitment during the project, this aims to make the project succeed on time. Finally, the researcher and students agreed to carry out the project at the next meeting. After that, the researcher conducted a progress monitor, where the researcher would ask students about the progress of their projects and discuss together if there were problems faced by students.

During the progress monitor, the researcher focused on the aspects of vocabulary, pronunciation and content delivery. In the vocabulary aspect, the researcher provides some vocabulary that is often used in descriptive texts and students are asked to find difficult words and then discuss them together, then in the pronunciation aspect the researcher asks students to one by one pronounce the difficult words they find, if there are pronunciation errors then the researcher will help students to pronounce them correctly. While in the content delivery aspect, the researcher explained to the students that when presenting the project, they should not forget to use appropriate gestures and expressions so that the content of their project can be conveyed clearly.

c. Third Meeting

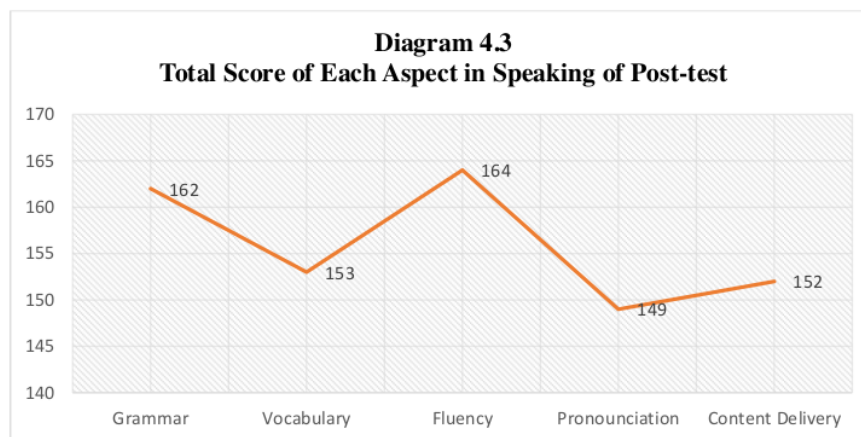
In the third meeting on Friday, 17th of November 2023, the researcher continued the next stage, which are assessment and evaluating. As the schedule agreed on the second meeting, students will carry out the project on the third meeting. At the assessment stage, students present the results of their projects in front of the class in groups and then the researcher will conduct an assessment based on the scoring rubric speaking on the presentation results of each group. After that,

the researcher evaluates each group about what aspects are less in their presentation, the researcher also provides suggestions so that each group can improve the aspects that are less in their presentation.

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

a. Description of Post-Test Result

After Teaching Speaking using Project-Based Learning, the researcher conducted a post-test. The steps of the post-test were the same as the pre-test. First, students were instructed to create a descriptive text with a different theme, which was "my favourite sport". Second, students were asked to present it through video presentation. Third, the presentation videos are collected and then the researcher will assess the results of their presentation videos. The total score of the post-test is 3118 with detailed calculations of each aspect of speaking in the diagram below:



From the diagram above, it can be seen that the pronunciation aspect has the lowest total score is 149 and the fluency aspect has the highest total score is 164. While the vocabulary aspect has a total score is 153. On the other hand, the grammar

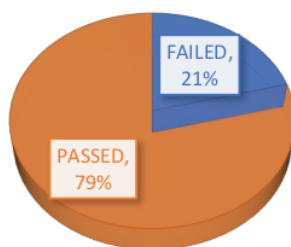
aspect has a total score is 162. Finally, the content delivery aspect has a total score is 152.

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

Table 4.2
The Data Category of Post-test

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

Diagram 4.4
Post-test Data Frequency



From the table and diagram above, it is known that there were 8 students who failed the pre-test because their scores were below the English subject standard which was 75, with a percentage of 21% were failed. While there were 30 students who passed the pre-test because their scores were above the English subject standard which was 75, with a percentage of 79% were passed. This shows that students' speaking skills are improved.

B. Data Analysis

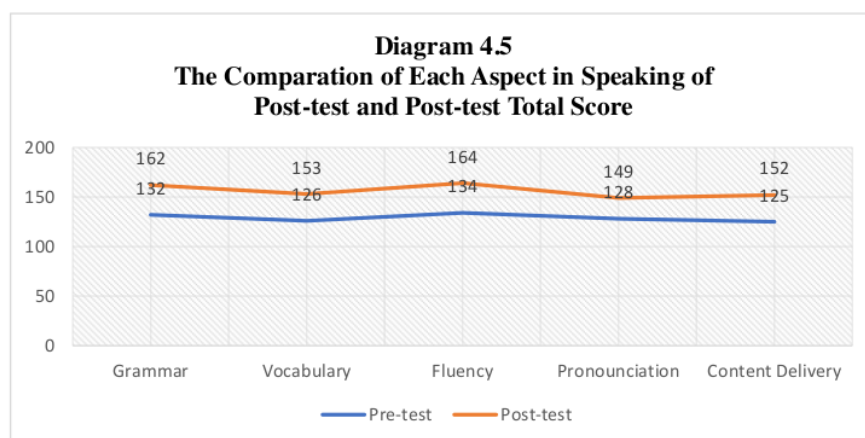
In this sub-chapter, the researcher presents the data analysis procedure, data analysis result and the interpretation of the data analysis. The results presented by the researcher are also the ¹ interpretation of students' pre-test and post-test speaking scores.

1. Data Analysis Procedure

¹² In this section the researcher explains the procedure of data analysis. First, before the data being analysed, the researcher assessed the students' pre-test and post-test scores according to the scoring rubric of speaking. Second, the students' scores were inputted into IBM SPSS Statistic Version 20. And finally, the data were calculated using Paired Sample T-Test.

2. Data Analysis Result

In this section the researcher explains the results of the data analysis. 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 is 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 on the post-test. Also, the fluency aspect increased 30 points and then the pronunciation aspect increased 21 points on the post-test. And finally, content delivery aspect increased 27 points after being taught using project-based learning.

Moreover, researchers also present the results of pre-test and post-test score calculation using Paired Sample T-Test on IBM SPSS Statistic version 20. There are three data outputs based on Paired Sample T-Test calculation, which are Paired Samples Statistic, Paired Samples Correlation and Paired Sample Test.

a. Paired Samples Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test	67.89	38	10.166	1.649
Post-test	82.05	38	8.652	1.404

Based on the paired samples statistic table above, it is shown that the mean of pre-test score is 67.89 with standard deviation of 10.166. Meanwhile, the mean of post-test score is 82.05 with standard deviation of 8.625. The total number of participants (N) is 38 people.

b. Paired Samples Correlation

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-test & Post-test	38	.937	.000

From paired samples correlation table above, it can be seen that the correlation of the data before and after being taught using project-based learning is 0.937 with a significant 0.000. Because the significant result <0.05 it means that there is a correlation or effect on student scores before and after being taught using project-based learning.

c. Paired Sample T-Test

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	-14.158	3.665	.595	-15.363	-12.953	-23.812	37	.000

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.

Table 4.6

Table of T-test based on Significant 1% and 5%

Df	T-score	T-table 1 %	T-table 5%	Ha	Ho
37	23.812	2,715	2,026	Accepted (Very Significance)	Rejected

Based on the table above, it is known that the 1% significance value with a degree of freedom (df) of 36 is 2.715 and the 5% significance value with a degree of freedom (df) of 36 is 2.026.

3. Interpretation of Data Analysis

In this section, the researcher presents the interpretation of the data results that have been analysed using IBM SPSS Statistic version 20. There are differences in the pre-test and post-test speaking scores before and after being taught using project-based learning. It can be seen that there is a difference in which students who passed the pre-test and post-test. In the pre-test there was 10 student who passed, while 28 students were failed. Meanwhile, in the post-test there were 30 students who passed, and 8 students were failed.

In addition, there is an increase in each aspect of speaking, especially in the grammar and fluency aspects. During the pre-test, the grammar aspect had a total score 134 and during the post-test had a total score 164. So, the grammar aspect increased 30 points. On the other hand, the fluency aspect during the pre-test had a total score 132 and during the post-test had a total score 162. So, the fluency aspect increased 30 points. Meanwhile, the pronunciation aspect shows the lowest increase with only 21 points. During the pre-test the pronunciation aspect had a total score 128 and during the post-test had a total score 149.

Looking at the analysis results of 1% and 5% significant values, it is known that the t-score is 23.812 with a degree of freedom (df) of 37 is higher than the 1% significant value which is 2.715 and the 5% significant value which is 2.026. This

means that there is a significant change in students' speaking ability before and after being given the project-based learning method.

C. Hypothesis Testing

This sub-chapter aims to find out whether the hypothesis is accepted or rejected and to prove whether ⁵ there is an effect of project-based learning on the tenth-grade students speaking skill at SMAN 1 Kediri in the 2023/2024 academic year. Below are the research hypotheses, which ¹ are the null hypothesis (Ho) and the alternative hypothesis (Ha):

3) Null hypothesis (Ho)

There is no significant effect on the tenth-grade students speaking skill by implementing project-based learning at Senior High School 1 Kediri.

4) ¹¹ Alternative hypothesis (Ha)

There is a significant effect on the tenth-grade students speaking skill by implementing project-based learning at Senior High School 1 Kediri.

¹ To prove the hypothesis, the data obtained from the pre-test and post-test analysis using IBM SPSS Statistic version 20 is ¹ with the following assumptions:

- 1) If the $t\text{-score} \geq t\text{-table}$, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. This means it proves ⁸ that the use of project-based learning has an effect on students' speaking skill.
- 2) If the $t\text{-score} \leq t\text{-table}$, the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. This means it proves that ⁸ the use of project-based learning has no effect on students' speaking skill.

Based on the results of the analysis above, it is known that the t-score is higher than both the significant t-tables of 1% ($23.812 \geq 2.715$) and 5% ($23.812 \geq 2.026$). This means that there is a significant effect of using project-based learning on the tenth-grade students speaking skill at SMAN 1 Kediri in the academic year 2023/2024.

D. Discussion

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 to strengthen students' speaking skill, 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 their express ideas, opinions and knowledge fluently and easily understood using English. This is in accordance 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 Sirisrimangkorns research (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.

When implementing project-based learning, the researcher experienced some difficulties during the learning process in class. At the first time, it was difficult to encourage students to be active in speaking English, because they were still not familiar with English words and they were not very interested in continuing to learn English. The researcher had difficulty controlling the learning atmosphere when students became very active and make too much noise.

Besides, because of some technical problems with the learning tools, the time allocation for learning with students became shorter and students became less practiced in speaking English. This is the same as Firdaus & Septiady (2023) who experienced problems during the learning process, such as the lack of supplies and understanding of the use of technology as a tool to facilitate the learning process. But after that the learning process became organized because students began to realize the importance of practicing speaking and the researcher could manage the class better even without using complete facilities.

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 ³ of this study is the used project-based learning method with the presentation video projects on descriptive text material. The researcher has got significant result ⁷ in students speaking skill, it can be seen from the increasing of students' scores after being taught using ⁴ 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.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

This chapter is intended to present conclusions, implications and suggestions derived from the research findings on the effects of project-based learning to tenth grade students speaking skills.

A. Conclusion

The objective of this study is to determine the effectiveness of using project-based learning on the tenth-grade students' speaking skill at SMAN 1 Kediri. This research is an experiment using random sampling and conducted with three stages, which are giving pre-test, treatment and post-test. The results of this study were taken from students' pre-test and post-test scores which were analysed using IBM SPSS version 20 to answer the research hypothesis.

The result of statistical data analysis shows students' speaking skill is low before being taught using project-based learning. This result can be seen from the results of students' video presentations during the pre-test. In some aspects students showed a lack of enthusiasm when expressing the material in their presentation videos, they did not pay attention to aspects of speaking which are the used of grammar, vocabulary, fluency, pronunciation and content delivery. This is especially evident in the content delivery aspect, many students lack confidence in speaking English when delivering material, they look afraid of making mistakes when speaking and most students do not use gestures and expressions when speaking English.

Furthermore, after implementing project-based learning and conducted in in accordance with the stages of project-based learning, students' speaking skill increased in every aspect, such as grammar, vocabulary, fluency, pronunciation and content delivery. Especially fluency and grammar aspects became the most increased after ⁶ the use of project-based learning. Students become able to their express ideas, opinions and knowledge fluently and easily understood using English. Students' confidence also increased when conveying their ideas using English. Students became motivated to learn speaking in English because they were used to practicing speaking repeatedly when using the project-based learning method. Students are also enthusiastic when discussing with their friends and giving advice to each other.

After implementing project-based learning, it has been shown that the students mean score was increased and the analysis of the t-score is higher than the significant t-tables. This indicates that ¹¹ the alternative hypothesis (Ha) which states "There is a significant effect on the tenth-grade students speaking skill by implementing project-based learning at Senior High School 1 Kediri." is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant difference in students' achievement of speaking skills before and after being taught using project-based learning. Therefore, the researcher concluded that using ⁶ project-based learning is effective to strengthen the tenth grade speaking skill at SMAN 1 Kediri.

B. Implication

This research aims to know the effectiveness of using project-based learning on the tenth-grade students' speaking skill. The researcher had conducted an experiment in which ³ project-based learning was used as a learning method during the teaching process. Accordingly, there are some implications which is in theoretical and practical.

1. Theoretical Implication

According to Firdaus & Septiady's (2023) ³ project-based learning is applicable and effective for teaching speaking. Therefore, the use of project-based learning can be more effective if teachers can provide projects that are in accordance with the learning objectives, especially to improve students' speaking skills. With the project, students apply the steps of project-based learning so that learning focuses on students and can train students to solve the problems they face. Students can retain more information when they learn by doing.

In addition, ⁵ the use of project-based learning can help improve their speaking skills. Students feel more confident to speak in English after the use of project-based learning. This is because project-based learning provides a platform for students in the form of projects that must be done so that students can practice together with their friends, can help each other and give advice during the process of learning to speak in English. Therefore, students become more confident in speaking English

2. Practical Implication

Applying project-based learning to the learning process helps students to improve their speaking skills. Project-based learning consists of six stages, such as problem identification, project planning, schedule, monitor progress, assessment and evaluating. By following the steps of project-based learning to complete the project, students can learn to solve problems, work together with their friends and be more confident. After following each step of project-based learning, students' speaking skills can improve and teachers can provide assessment and evaluation on students' performance in order to motivate students to practice speaking.

C. Suggestion

Based on the conclusions and implications, the researcher gives suggestions addressed to English teachers, students and other researchers as follows:

1. English Teacher

During the research, the researcher experienced some technical problems in learning tools such as projectors and speakers. Therefore, the researcher suggested to English teachers to prepare the learning tools well before starting the learning process using project-based learning. Besides, it is important for teachers to be able to communicate to attract students' attention.

Since this research successfully proves that the use of project-based learning can improve students' speaking skills, English teachers can use project-based learning in the learning process which especially focuses on the speaking aspect. 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.

2. Students

Students should keep up their positive attitude which can indirectly motivate them to keep learning to speak English. Students need to continue practicing speaking to build their English-speaking habits which will be very beneficial to strengthen their speaking skills. Students can use project-based learning as a learning method because through the projects produced by the students following ⁴ the steps of project-based learning, ⁴ it is expected that the students can develop their speaking skills. Students can practice their speaking skills together with their friends and practicing speaking English by themselves. So that students are not just focus on learning material but also on the learning practice.

3. The Next Researcher

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 ⁶ the effectiveness of project-based learning which the project applied was a video presentation on tenth grade students speaking skills, it is suggested for the next researcher to investigate the effectiveness of project-based learning by using different projects such as drama or storytelling on other English language skills for example listening or writing and on other proficiency levels. The project chosen must be ³ in accordance with the learning material outcomes and conducted in accordance with the steps of project-based learning.

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