THE EFFECT OF USING PROJECT BASED LEARNING TO STRENGTHEN THE TENTH GRADE STUDENTS' SPEAKING SKILLS AT SENIOR HIGH SCHOOL 1 KEDIRI

SKRIPSI

Presented as Partial Fulfilment of the Requirement to Obtain the Bachelor's Degree of Education (S.Pd) of English Language Education Department Faculty of Teacher Training and Education University of Nusantara PPGRI Kediri

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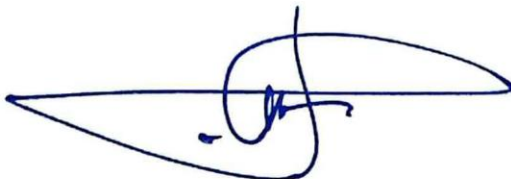**RARA FITRIA EKA FADINART**

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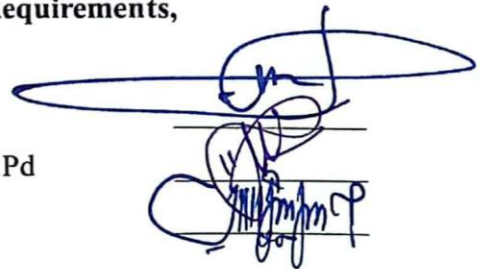
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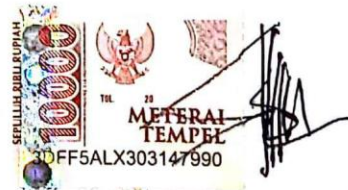
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MOTTO AND DEDICATION

MOTTO

Try a little harder to be a little better.

DEDICATION

1. My parents who always prayed and supported me. My father who always gives advice and gives the best for me. My mother who always by my side and motivated me physically and mentally. My little brother who has always been my friend even though he is sometimes annoying.

2. Myself who has struggled and worked hard during my study, always trying to give rather than receive and always being me at all times.

ABSTRACT

Rara Fitria Eka Fadinart The Effectiveness Of Using Project-Based Learning to Strengthen the Tenth Grade Speaking Skills at Senior High School 1 Kediri, Skripsi, English Language Education Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024

Keyword: Speaking, Project-Based Learning

Mastering speaking skills is a high priority for students. By mastering speaking skills, students can express their ideas, feelings, intentions, goals and so forth to others. Students not only communicate through speaking but also can share various information and education. However, many students face difficulties in speaking English, such as lack of vocabulary, difficulty pronouncing particular words, confused when arranging words, lack of confidence when speaking because they are afraid, they will make mistakes and lack of time to learn to speaks English. There are many ways to develop students' speaking skills in the classroom during the learning process. Project-based learning (PJBL) can be used as a learning method to improve students' speaking skills.

The aim of this research is to answer the problem formulation: (1) How is the tenth-grade students' speaking skill before being taught using PJBL at SMAN 1 Kediri? (2) How is the tenth-grade students' speaking skill after being taught using PJBL at SMAN 1 Kediri? (3) Is there any effectiveness of using PJBL to strengthen the tenth-grade students' speaking skills at Senior High School 1 Kediri?.

This research used a quantitative approach, an experimental design with one group pre-test – post-test design. This research was conducted at SMAN 1 Kediri with the subject of research was X-G class containing 16 female students and 22 male students with a total of 38 students. Data were collected through pre-test and post-test and analysed using statistical calculations using IBM SPSS Statistics version 20.

The conclusion of this research (1) students' speaking skill before being taught using project-based learning is low, they still have difficulties in speaking English (2) students' speaking skill after being taught using project-based learning increased in every aspect (3) based on the results of statistical calculations it is shown that the t-score (23.812) is higher than the t-table 1% (2.715) and 5 (2.026) which means that the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that using project-based learning is effective to strengthen the tenth-grade student speaking skill.

Based on the conclusions of this research, it is suggested that (1) the use of PJBL can provide a platform for students to strengthen their speaking skills, it is suggested for teachers to use PJBL as a learning method by considering the appropriate project and time allocation so that students get a positive effect while practicing speaking (2) students can strengthen their speaking skills by practicing speaking continuously through the projects they do and can give advice to each other (3) for next researchers it is suggested to investigate the effectiveness of using PJBL on other skills using different projects and at other levels of proficiency.

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All praise to Allah SWT, the most gracious and merciful, for the permission and extraordinary blessings so that the researcher can complete this skripsi. This skripsi entitled " The Effectiveness of Using Project-Based Learning to Strengthen the Tenth Grade Speaking Skills at Senior High School 1 Kediri " is written as partial fulfilment of the requirements to obtain Bachelor's Degree of Education (S.Pd) of English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri.

The researcher realizes that this skripsi cannot be completed without other people's help. On this occasion the researcher would like to express her deep gratitude and appreciation to:

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Finally, the researcher realizes that this skripsi still has many weaknesses and mistakes, so it is expected any criticism and suggestions to improve this skripsi. Furthermore, the researcher hopes that this skripsi can be useful for readers

Kediri, July 9th 2024
Signed by,

RARA FITRIA EKA FADINART
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CHAPTER 1

INTRODUCTION

In this chapter, the researcher explains some points related to the tittle of this paper. It consists of: 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 et al., (2016) stated that 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 et al., (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 form 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 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. 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 carried out collaboratively within a certain period of time, producing a product, the results of product will be displayed or presented. Research results show that project-based learning has a positive effect in building students' English performance and skills (Yudi et al., 2017). It is supported by Rohmahwati (2016) said that 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 project-based learning in English learning process in the classroom to improve students' speaking skill. The implementation of project-based learning combined with presentation and communication technology (Video Presentation) can be 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 research 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 find out how the effectiveness of using project-based learning with 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. How is the significance 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 the significance 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 research 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 research 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 research 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.

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

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