THE EFFECT OF PROJECT-BASED LEARNING TO THE TENTH GRADE STUDENTS' SPEAKING AT SMAN 4 KEDIRI IN THE ACADEMIC YEAR 2023/2024

SKRIPSI

Presented as a Partial Fulfillment of the Requirement to Obtain the Bachelor Degree of Education (S.Pd) of English Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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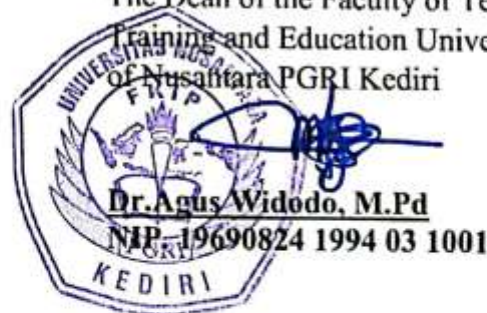
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1. The Skripsi was never submitted to any institute of higher education for any academic degree.

2. The Skripsi totally independent of my work and not the result of plagiarism from the work of any others.

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MOTTO AND DEDICATION

MOTTO:

"Everything is temporary"

DEDICATION:

This skripsi is dedicated with deep appreciation to my family, who have provided invaluable support and encouragement throughout. Thank you for your unwavering motivation, wise advice, and the trust you have placed in me. You have been a crucial source of inspiration and energy, and I deeply value all the effort and attention you have given.

I also want to thank my close ones for their understanding and patience during challenging times. Your presence has provided the strength and calm needed to complete this skripsi.

In closing, this dedication is a heartfelt expression of gratitude for all the support and love you have given. I hope this skripsi reflects the effort and dedication you have contributed.

ABSTRACT

Erika Ermi Sentiyasari: The Effect of Project-Based Learning to the Tenth Grade Students' Speaking At SMAN 4 Kediri in the Academic Year 2023/2024, Skripsi, Department of English Education, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Keywords: Speaking, Project-Based Learning

Speaking is an interactive way to produce word to express meaning. Through speaking, we can receive new information and also convey our ideas to others. Speaking isn't just about language and communication, it allows individuals to express their opinions and ideas using spoken words that others can understand. Speaking is important in education because students need to master speaking skills to be proficient in English. In speaking learning, the students face problems there are several factors causing difficulties in speaking for students. The main issues include vocabulary, pronunciation, grammar, and fluency. Therefore, it is important for teachers to employ effective methods when teaching speaking skills, with project-based learning suggested as a solution to enhance students' speaking. The purpose of this study is to determine the effect in students' speaking after they are taught using Project Based Learning.

In this study, a pre-experimental design is used with a quantitative approach to assess students' speaking abilities. The data collection techniques employed included a pre-test conducted before the treatment and a post-test conducted after the treatment. The data obtained were analyzed using statistical formulas, specifically the t-test. The population in this study consists of tenth-grade students from SMAN 4 Kediri, totaling 35 students with equivalent speaking skill. The data analysis involved conducting a t-test using SPSS version 20.

The research collect data was conducted in May 2024. The obtained data was analyzing by using SPSS version 20, its used paired sample t-test to know is there any significant effect in students' speaking after using project-based learning. The result showed that the score post-test was higher than pre-test score. The average score of the pre-test is 55, with a standard deviation of 10.69720. The mean score for the post-test is 71.9643, with a standard deviation of 8.35388. Each test includes 35 participants in total (N). The correlation impact between students' speaking before and after being taught using project-based learning, the correlation is 0.818 and the significance is 0.000. It means that the project-based learning had a significant effect on the students' speaking in the tenth grade at SMAN 4 Kediri.

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Praise and gratitude to the presence of Allah SWT, who has bestowed His mercy, guidance, and blessings, enabling the author to complete this skripsi as part of the requirements for achieving a bachelor's degree successfully.

The research with the title "The Effect of Project-Based Learning to the Tenth Grade Students' Speaking at SMAN 4 Kediri in the Academic Year 2023/2024" acknowledges that this skripsi still has many shortcomings, therefore criticisms and suggestions are welcomed by the researcher. This research is the result of hard work and collaboration from various parties that the author cannot fail to mention. Therefore, with all humility, the author expresses gratitude to:

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The researcher acknowledges that this skripsi is still far from perfect. In conclusion, may this thesis provide benefits and meaningful contributions to the advancement of knowledge and society in general.

Kediri, 8th July 2020

Erika Ermi Sentiyasari
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CHAPTER I

INTRODUCTION

This chapter consist of Background of the Research, Identification Problem, Limitation of the Problem, Problem Formulation, Purpose of the Research, Significance of the Research, and Definition of the Key term.

A. Background of the Research

Speaking is the important ability to be mastered by English foreign language learners or second language learners. In the process of learning English, there are four important ability, namely the ability to listening, speaking, reading and writing. Listening and reading are passive skills or receptive skills, while speaking and writing are active skills or productive skills (Rao, 2019:7). According to Brown (2001: 267) Speaking is defined as an interactive process that constructs meaning through producing, receiving and processing information when someone learns a language. This means that speaking in English is one of the productive skills. Speaking is an interactive way to produce words to express meaning. Through speaking, we can receive new information and also convey our ideas to others.

Good speaking ability is important needed for the students to allow them to communicate with people around the world. Zuhriyah (2017:122), speaking is the way of people to express something and for communicating to other people orally. Speaking skill is one of the macro language skills related to the ability to engage in oral communication, such as conversations, dialogues, and monologues. Competency of speaking skills is one of the objectives of learning English.

Speaking are considered as initial skills that lead students to develop other communication competencies. Success in mastering speaking is measured by the ability to engage in conversations in a language, which is an interactive process that constructs meaning involving producing, receiving, and processing information.

Speaking skills also involve communicative performance and other important elements such as pronunciation, fluency, grammar, and vocabulary. According to Mukminatien (1999: 4) cites in Hardi (2019) Speaking skills are intricate due to their encompassing various language elements such as grammar, vocabulary, pronunciation, and more. It involves not just the grammatical structure of the language but also its lexical system.

Developing speaking for students in Indonesia is not an easy task because English is a foreign language and is not used in everyday life. Its usage is limited to the classroom when English is taught as a compulsory subject. Many students are still unable to communicate in English, even though they have been studying it from elementary school to high school. Students tend to experience many difficulties, especially in speaking. Shen and Chiu (2019:95-96) stated that there are several factors causing difficulties in speaking for students. These include psychological issues (such as nervousness, fear of making mistakes, and lack of confidence), linguistic problems (such as vocabulary, grammar, insufficient expressions, insufficient sentence organization, etc.), and environmental issues (such as a lack of learning context for English conversation).

Brown and Yule (1983) say that speaking is the skill that students will be assessed most in real life situations. As mentioned before, speaking skills play a

crucial role (Rao, 2019:8). In the professional world, many jobs use English as a means of oral communication. Thus, enabling individuals to adapt and compete in the work environment. In reality, many high school students have low English language skills. This condition also occurs at SMAN 4 Kediri.

Based on observation, the student's in tenth grade still get difficulties at speaking skill, the problem caused by the student's ability still low and far from the expectation. Also they have low learning motivation so they feel nervous and not confident caused by lack of students vocabulary mastery in English. They find it difficult to respond when given questions orally especially if they should answer the question used English. Besides, the atmosphere in the class did not support any speaking activity and caused the learning models is not effective. Consequently, the students could not develop their English creativity and they still have low skill in speaking.

The situation in the class described above is a problem that must be solved through a teaching-learning process. There are many ways to help students learn to speak. So, the solution that can be given in solving this problem is to use the project based learning as suitable approaches supporting the development of speaking. Project Based Learning is a learning model that emphasizes learning activities that focus on the learner and usually integrated with the real world to generate a products that have been designed and discussed with the group (Widiyati & Pangesti, 2022:73). Students are given the opportunity to participate in solving real problems and knowledge construction in an authentic professional context through project-based learning. Projects as open-ended assignments that can stimulate student

interest and motivation, and offer opportunities for decision making, goal setting, strategic planning, self-monitoring, and performance reflection. With the implementation of PJBL, students are expected to improve their speaking. Greenier (2020) suggests that Project based learning helps students have social and affective capacities, linguistic knowledge, and communication skills to produce good projects.

In addition, there have been many studies examining project based learning for English classes. Project based learning has been implemented to improve English productive skills such as in speaking class. (Cahyana P et al, 2022; Widiyati & Pangesti, 2022; Sirisrimangkorn, Lawarn, 2021) Previous studies have shown that Project based learning is an option for teachers in teaching English, especially to improve the students speaking skill. However, not much research has discussed project based learning in the Kurikulum Merdeka. Differentiation learning in Kurikulum Merdeka is a learning practice that adapts curriculum, teaching strategies, assessment strategies, and classroom environments to the needs of all students. Students of the same age have different readiness in their learning interests, ways of learning, knowledge, experience and their living conditions. This difference will affect their needs in learning. Learning will be more meaningful if students can make connections between the curriculum and their interests as well as their life experiences. In the end, education aims to maximize the ability of learners. Characteristics in the application of the Kurikulum Merdeka in project-based learning to develop soft skills, especially in the ability to speak and building the profile character of Pancasila students in learners. Therefore, this research is a

quantitative research with the title **"THE EFFECT OF PROJECT-BASED LEARNING ON TENTH GRADE STUDENTS' SPEAKING AT SMAN 4 KEDIRI IN THE ACADEMIC YEAR 2023/2024"**

B. Identification of Problem

There are several problem factors in speaking class. The following problem could be identified:

The first problem related to learning motivation. The low motivation of student learning so that students are less enthusiastic about participating in language speaking classes. At the time of attending the lesson, the students were less enthusiastic, showed indifference and did not pay full attention to the lesson. This is because students lack confidence and find it difficult to compose words so they choose to be passive in class and also have no interest in learning speaking.

The second problem related to speaking aspects problem such as the lack of vocabulary, pronunciation trouble, grammar stumbling block, and lack of fluency in English. The ability to speak English is often considered difficult to learn because it relates to producing a series of words orally to convey an idea or message. When you want to speak nicely, then students must be able to use a series of words that can be understood by listeners well. However, students have difficulty expressing ideas if the students' vocabulary is limited and grammar mastery is also lacking. Speaking strategies also need to be studied in order to avoid miscommunication or interference in communication. Sometimes students make mistakes in pronouncing some English words. Even though the teacher gives examples of how to pronounce

words in English, students still make mistakes when repeating these words. It makes learners improve their speaking skills because they do not believe in themselves. Most of the students are afraid and lack confidence to pronounce English words because when they make some mistakes in pronouncing English words, their classmates will laugh at them. When the three elements above are met, the learner is not automatically fluent when speaking English. Students usually constantly have difficulty finding the right words and take long pauses when speaking, this implies that the student is not fluent. Knowing grammar concepts and rules helps students, but does not guarantee fluency. When speaking students will spontaneously express their opinions. They can't take long pauses to plan what to say, they have to think on the spot. Practicing is the only way to become fluent in English.

The third problem related to lack of time for Practice (practice speaking in English) and Production (appearance practice to speak in English). Speaking in English is stressful for students. Students will be nervous and tremble when asked for a response in English. This is because they are afraid of making mistakes related to grammar and also a lack of vocabulary in English to facilitate their speaking activities. This problem will later affect students' self-confidence and students will lose interest in learning English. Based on observation, atmosphere in the class is not support to speaking activity. Then it is necessary to make time for practice and production or the teacher can create an atmosphere that supports their speaking activities. Students must practice in class activities and also outside the classroom because with lots of practice students will get used to using English and speak fluently.

The last problem is the teaching method. The teaching methods used by teachers are not varied enough, thus students lack enthusiasm for learning English. Good learning requires effective teaching methods that can support learning activities. Teachers must be selective in determining the teaching methods, as there are various teaching method models. Based on this problem, researchers used Project-Based Learning to create exciting and varied learning activities so that the learning process becomes more interesting for students and encourages them to express their ideas orally.

C. Limitation of the Problem

In this study, the researcher set limitations on the problem. While there are many techniques for learning speaking English, the researcher opted for Project-Based Learning. The aim is to find the significant of Project-Based Learning as a teaching strategy on enhancing crucial elements in speaking, such as pronunciation, fluency, grammar, and vocabulary. This study will employ the same items in pre-test and post-test. The material focuses on narrative stories utilizing the Project-Based Learning method. The students are creating a group video project about narrative re-telling. The researcher selected students from the tenth grade of SMAN 4 Kediri, totaling 35 students in the academic year of 2023/2024, predominantly consisting of 28 females and 7 males.

D. Problem Formulation

Based on reference to the background, identification, and limitation of the

Problem.

1. How is the tenth-grade students' speaking before being taught using Project Based Learning?

2. How is the tenth-grade students' speaking after being taught using Project Based Learning?

3. How significant is the effect in the tenth-grade students' speaking after being taught using Project Based Learning?

E. Purpose of the Research

Based on the problem formulation above, the purpose of this research are:

1. To describe the tenth grade speaking before being taught using Project Based Learning.

2. To describe the tenth grade speaking after being taught using Project Based Learning.

3. To find out significant of the effect in the tenth-grade students' speaking after they are taught using Project Based Learning.

F. Significance of the Research

The research are expected to useful both theoretically and practically. Theoretically, this research can add to the theory related to the application of Project Based Learning to improve the quality of the teaching and learning process of speaking. In general, the application of Project Based Learning is to improve English speaking skills for learners.

Practically, this research is useful for several parties. The results of the study provide new experience and knowledge for English teachers to use effective learning models that can improve the quality of the teaching and learning process, especially in speaking classes. This research can also be used as motivation and encouragement for students to be more actively involved in the teaching and learning process in English. Finally, the findings of this study can be used as a reference for further research on relevant topics.

G. Definition of Key term

1. Speaking skill: Keith and Morrow (1981: 70) say that speaking is an activity to produce words in direct communication situations. Speaking involves an active interaction process where speakers not only convey information but also receive and process it to create meaning. In English, speaking skill is an important component among the four skills they are fluency, grammar, pronunciation, and vocabulary.

2. Project Based Learning: Project Based Learning is a learning model that uses projects/activities as the core of learning. Project Based Learning is a learning model that emphasizes learner-centered learning activities and is usually integrated with the real world (Widiyati & Pangesti, 2022:73). Project Based Learning includes 6 steps they are 1) challenging question, 2) Planning a design for the project, 3 create a schedule of activities, 4) monitor and progress of the student project, 5) assessment of the product outcome , 6) at the end of the learning process educators and students evaluate the experience.

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