

**THE USE OF PROJECT BASED LEARNING IN PANCASILA STUDENT  
PROFILE TO IMPROVE STUDENTS' SPEAKING SKILLS AT PHASE E  
IN SENIOR HIGH SCHOOL 1 KEDIRI**

**SKRIPSI**

Submitted for Skripsi to Fulfill the Requirements  
for Obtaining a Bachelor's Degree in Education (S. Pd)



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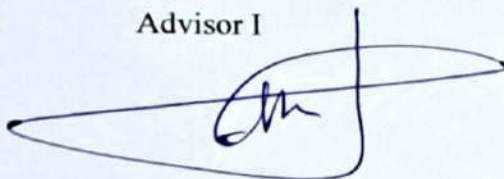
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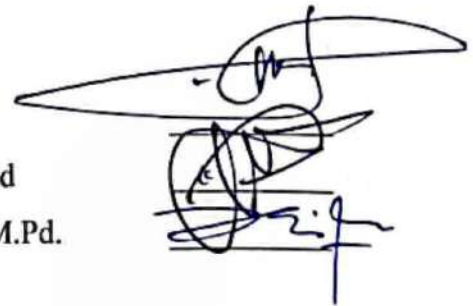
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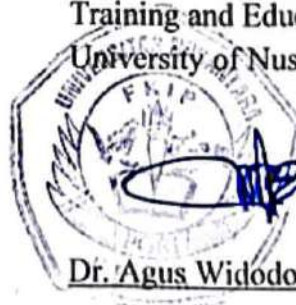
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## **MOTTO AND DEDICATION**

### **MOTTO**

*There is no magic to achievement, it's really about hard work, choices, and persistence.*

*(Michelle Obama)*

### **DEDICATION**

- 1. My beloved parents, Candrawati and Pipit Haryadi, and my little brother Juang Arghani Haryandra. Who give me support, love, and pray all time for me to be successful person.*
- 2. Myself, who have struggled so far.*
- 3. My beloved friend, who are consistently there, offering encouragement, support, and laughter during challenging times.*

## ABSTRACT

**Orchidia Reihana Az-Zahra** The Use of Project Based Learning in Pancasila Student Profile to Improve Speaking Skill at Phase E in Senior High School 1 Kediri, Skripsi, English Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024

Keyword: Project Based Learning, Speaking, Pancasila Student Profile

Speaking skill is an important aspect of foreign language learning, especially English. However, there are still many students who experience difficulties in speaking English with their respective problems. Students' difficulties include weak vocabulary, difficulty in stringing words, and difficulty in reading fluently. In the independent curriculum, improving speaking skills can be done in various ways. One of the methods that can be used is Project Based Learning through drama which collaborates with the Pancasila student profile. This study aims to answer the formulation of the problem: (1) How is the students' speaking skills before and after using project-based learning. (2) How is the project-based learning strengthen the Pancasila student profile.

This study used quantitative approach, experimental design with one group pre-test - post-test design. This research was conducted at SMAN 1 Kediri with the research subject of XI-C class consisting of 29 female students and 7 male students with a total of 36 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 study Students initially struggled with fluency, as shown by pretest results. Project-based learning boosted enjoyment, motivation, and creativity, despite management challenges. All speaking aspects, especially fluency, improved, and it positively impacted the Pancasila student profile in collaboration, creativity, and critical thinking. Therefore, it can be concluded that there is a significant effect of using project-based learning to improve students' speaking skill.

Based on the conclusion of this study, it is suggested that (1) the use of project-based learning can be used as one of the appropriate methods to improve students' speaking skill, it is recommended for teachers to be creative in developing and choosing the right method that can improve students' speaking skill (2) students can strengthen their speaking skill by practicing speaking continuously through the projects they work on and continue to motivate themselves to continue practicing (3) for the next researchers it is recommended to investigate the using of project-based learning on other skills by using different projects and at different proficiency levels.



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# **CHAPTER I**

## **INTRODUCTION**

In this chapter the researcher would like to discuss about the background that being used in this research. The background in this chapter has a goal of providing the reasons for conducting the research and it deals with several points. In this chapter will discuss about the background of the problem, identification of the problem, limitation of the problem, problem formulation, purpose of research, significance of research and definition of key terms.

### **A. Background of the Research**

In the 21st century, the biggest challenge in education is the appropriate development of knowledge, skills, and the application of character education. School as an institution is the most appropriate environment to obtain positive things knowledge and skills, as well as to train and live with existing characters (Lai et al., 2018). The wide scope of education makes education an important unit in facing the changing times. This is reinforced by Anwar's (2015) statement that education as a process that has a broader scope than the process that takes place in schools, as well as education as a social activity in society that will continue to develop. The development and implementation of this scope is a form of curriculum realization that is currently being implemented, namely, the independent curriculum.

The basic framework for the independent curriculum has been established in the Decree of the Minister of Education, Culture, Research and Technology

No. 162 of 2021. The independent curriculum is the brainchild of the Minister of Education, Nadiem Makarim According to Indarta et al., (2022) in the independent curriculum, the concept of freedom in learning is prioritized, namely freedom in thinking. Coupled with the statement by Gumilar & Aulia (2021) the independent curriculum according to aims to increase the development of potential and independence for students with all their abilities and development in learning. The statement shows that the independent curriculum is a breakthrough in the world of education to explore the potential, interests, and talents of students.

The basic framework for an independent curriculum that has been established in the Decree of the Minister of Education, Culture, Research and Technology Number 162 of 2021. Referring to this decision, one of the independent curriculum structures is a project to strengthen the Pancasila student profile. According to information from the Ministry of Education and Culture, the Pancasila student profile has six aspects. namely piety to God Almighty (having a noble character), developing an independent attitude, being creative, being able to think critically, collaboratives, and have global diversity. This research will apply three aspects of the Pancasila student profile, namely collaborative, creativity and critical thinking. As it said by minister of education, Nadiem Anwar Makarim, that the project-based learning method should be encouraged to foster independence, collaboration, and creativity (Puslitjakkidbud, 2021). Collaboration and fostering creativity are essential

elements of the independent curriculum aspects will be developed in a project-based learning process.

English is used by many people around the world as the language of international communication. In this case, foreign language learners, especially English, must master and be able to communicate using English fluently. Therefore, mastery of speaking skill is a very important aspect. That way, the process of conveying and acquiring language can run smoothly and efficiently. Communication itself has an important role in everyday life especially for students who must be able to speak so that learning can run smoothly.

In communicating, speaking skills are the key to successful communication that occurs. According to Daulay et al., (2023) speaking skill takes a special value in learning languages and the four languages skills that need to learn: speaking, writing, reading, and listening. Speaking skills are one aspect of the four skills that students must master in learning English language. But, one of the problems that often occurs in learning English is the lack of self-confidence and students' speaking skill. So, this can complicate the learning process and students' understanding of English language. This is in line with Linse (2005) said that speaking is the first step that young English learners must learn before they can read and write in English.

Meanwhile, speaking is a process of interaction between two or more individuals, constructing meaning involving aspects of production, receiving information, and processing information (Juliani et al 2019). Therefore, speaking skill is an important aspect that must be mastered by students in



learning English. Thus, enabling students to communicate properly and effectively. In this case, Ibrahim (2010) proposes to use a student-centered approach to help students improve communication skills, critical thinking, and collaboration in problem solving. So, the teacher tries to use a method so that students can hone their speaking skills through project-based learning.

Project-Based Learning (PjBl) has been an increasing number of famous in training mainstream (Greenier, 2018). Project based learning is a form of technique in which students explore in completing a project with the direction of the teacher. Project-based learning becomes a fun technique, this creates a scenario Learning engineering is very exciting, as a real international consciousness let the teachers teach use traditional coaching (Lee et al., 2014). In the project-based learning, the teacher position as a facilitator leading students create their own projects (King & Smith, 2020). Furthermore, project-based learning is said to support social learning because it is considered a training for students to make them competent to suit the 21st century skills such as communication, collaboration, and teamwork (Kokotsaki, Menzies, & Wiggins, 2016). To improve students' speaking skill, in this study project-based learning acts as a method that will be carried out by students through drama.

Drama is not a simple performance however it is far a very last product or output of an entire studying process. According to Angelina, L. (2019) the use of drama has the potential to encourage students to use and develop their language skills, thinking skills, and creativity in an interesting way.

In this research, the project-based learning method was used to improve students' speaking skills as well as strengthening the profile of Pancasila students, especially in the aspects of collaboration, critical thinking, and creativity. Therefore, the researcher took the research **“The Use of Project Based Learning in Pancasila Student Profile to Improve Speaking Skill at Phase E”**

## **B. Identification of the Problem**

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

- 1) The low speaking skill of students of Senior High School 1 Kediri is one of the reasons for conducting this research. In fact, the speaking skill is the main element of a language learner. They often make mistakes in speaking because they must adopt a structure or pattern. That way, they are not able to absorb information and convey information properly and efficiently.
- 2) The lack of creativity of English teachers in using interesting media to carry out the learning process. As a result, the teaching and learning process feels less interesting. Light teachers often use textbooks as a media in the teaching process. These conditions make the class feel boring and less interactive.
- 3) The lack of application of one of the ideas from the independent curriculum, namely Pancasila student profile.
- 4) Lack of freedom for students to demonstrate their knowledge in a more creative and effective way and the lack of cultivation of cultural values in Senior High School 1 Kediri

### **C. Limitation of the Problem**

The focus of this research is the use of project-based learning methods through drama by upholding the values in the Pancasila student profile and students speaking skills. Drama script used in the form of self-written stories with the implementation of the Pancasila student profile. For Pancasila student profiles, researchers choose to use global diversity and creative aspects. This method aims to improve students' speaking skills in a more fun way

### **D. Problem Formulation**

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

1. How is the students' speaking skills before and after using project-based learning?
2. How is the project-based learning strengthen the Pancasila student profile?

### **E. Purpose of the Research**

Based on the research problems above, the purpose of this research are:

1. To explain how is the XI-C class student speaking skill before and after being the project-based learning.
2. To find out the effect of using project-based learning to strengthen Pancasila student profile.

### **F. Significant of the Research**

This study discusses learning strategies using project-based learning in the era of strengthening the profile of Pancasila students to improve their speaking skills at SMAN 1 Kota Kediri. In the end of research, the researcher gives some contribution to the teacher, students, and other researcher:

1. For Teachers

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

2. For Students

This research also enables students to find out the appropriate learning strategies for students to use in improving speaking skills.

3. For Researcher

This research is expected to increase knowledge in the process of teaching and learning English in the classroom so that they become successful teachers.

4. For Other Researchers

The results of this study can support the Project Based Learning theory regarding how to improve the student speaking skill in English subject. And the other researcher can use this research to make another research.

## **G. Definition of Key Terms**

### **1. Project Based Learning**

Project based learning is a project-based learning method where students can express their knowledge in a more effective way. Project-based learning is an effective method to promote students' English learning and skills.

### **2. Pancasila Student Profile**

The Pancasila Student Profile is a number of character traits and competencies that are expected to be achieved by students, which are based on the noble values of Pancasila. There are six elements in the Pancasila Student Profile, namely: noble character, global diversity, independence, cooperation, critical thinking, and creative.

### **3. Speaking Skills**

Speaking skill is one of the skills that must be mastered in learning English. The speaking skill is one of the key elements of a language learner to absorb meaning and convey information well. Speaking is also an important component in the communication process, to create good communication.

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