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RESEARCH

The Use of Project-Based Learning (PjBL) in Teaching English Speaking Skill

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Kata Kunci:
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Abstrak

Salah satu ciri utama dalam Kurikulum Merdeka adalah pendekatan Project-Based Learning (PjBL), yang mengintegrasikan teknologi ke dalam kelas dan berfokus pada mempersiapkan kesiapan siswa dalam menghadapi tantangan dunia nyata. Dalam pembelajaran berbasis proyek, siswa merancang, melaksanakan, dan mengevaluasi proyek yang diterapkan pada situasi dunia nyata di luar kelas. Partisipan dalam penelitian ini adalah siswa kelas X jurusan IPA di SMAS Pelita Bulu Cina. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan project-based learning terhadap keterampilan berbicara bahasa Inggris siswa. Peneliti menggunakan pendekatan kuantitatif dengan fokus pada desain metode penelitian pre-eksperimental. Untuk mengumpulkan data, peneliti menggunakan tes sebagai instrumen penelitian. Terdapat pre-test dan post-test. Data dianalisis dengan menggunakan statistik inferensial dan statistik deskriptif. Rumus uji-t juga digunakan untuk memperoleh hasil pre-test dan post-test keterampilan berbicara. Hasil penelitian menunjukkan bahwa rata-rata nilai pre-test adalah 71,40 dan post-test adalah 84,25. Hasil uji hipotesis menunjukkan bahwa nilai t-tabel untuk skor post-test adalah 2,012, dan nilai signifikansi lebih kecil dari nilai ρ (2-tailed) < 0,05, yaitu (0,001 < 0,05). Dapat disimpulkan bahwa Ha diterima dan Ho ditolak. Singkatnya, project-based learning memberikan pengaruh terhadap keterampilan berbicara siswa.

Key Word:
Merdeka Curriculum, English Speaking Skill, Project-Based Learning

Abstract

One of key features in Kurikulum Merdeka is the Project-Based Learning (PjBL) approach, which integrates technology into the classroom and focuses to prepare students' readiness for encountering real-life challenges. In project-based learning, students design, execute, and assess projects that apply to real-world implementation in outside of the classroom. The participants of this research are tenth grade students of science class at SMAS Pelita Bulu Cina. The purpose of this research is to find out the impact of using project-based learning on students' English speaking skills. Researchers used quantitative research focusing on pre-experimental research method design. To collect the data, researchers used test as the research instrument. There were pre-test and post test. Researchers analyzed the data by using inferential statistics and descriptive statistics. T-test formula was also used to get the speaking pretest and post test. The finding showed that the mean of pretest score was 71.40 and the post test was 84.25. The hypothesis test result indicated that t-table value for the post test score was 2.012, and significance value was less than ρ value (2- tailed) < 0.05, that was (0.001 < 0.05). It can be concluded that Ha was accepted and Ho was rejected. In short, project-based learning gave an impact on students' speaking skill.

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INTRODUCTION

Indonesia's Ministry of Education, Culture, Research, and Technology, Mr Nadiem Makarim, launched Kurikulum merdeka or also known as "Free Curriculum" in 2022. This curriculum aims to create a more flexible and autonomous, student-centred learning environment and seeks to cultivate critical thinking abilities and proficient communication skills. A foundational framework in Kurikulum Merdeka is The Profil Pelajar Pancasila (Pancasila Student Profile). It defines the Indonesian students' ideal characteristics which root in Pancasila, the nation's core philosophy. There are six dimensions of the framework such as faithfulness and noble character, global diversity awareness, collaboration, independence, critical thinking, and creativity (Faridahtul et al., 2022). Besides, Kurikulum Merdeka prioritizes and promotes student independence that allow them to manage and control their own learning. In this curriculum, student can explore topics in more deeply, developing their core competencies too. Students do not memorize the content but have more actions on studying. One of its key features in Kurikulum Merdeka is the Project-Based Learning (PjBL) approach, integrating cross-disciplinary themes and technology into the classroom. Project-Based Learning (PjBL) is an

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approach which students actively involved to create, build, and work collaboratively both inside and outside the classroom (Sumarni, 2015; Wahyudi, 2022; Wuntu & Rorintulus, 2022).

Kovalyova et al. (2016) mention that project-based learning (PjBL) nurtures student's deeper undestanding that encourages them to use the language in meaningful contexts, work with peers, and develop the skills of problem-solving. Teacher facilitates students to learn creatively and innovatively. Mali (2016) explains that project-based learning empowers students to construct their own content knowledge and perform their understandings in many ways, one of examples is doing presentation. These kinds of activities will be done by utilizing the merits of technological tools too. Students will be exposed in many fruitful activities. In project-based learning, students design, execute, and assess projects that apply to real-world implementation in outside of the classroom. Thus, this approach is really taking student-centered as its concern that leads students to learn in real-life situation. By applying project-based learning (PjBL), it is expected to attract students' creativity and maximize the use of their English in the learning and teaching process. Students are getting more motivation and engagement on the lesson because it involves them with practical and more contextualized English use (Riswandi, 2018; Dewi, 2020; Izzah, 2021; Wahyudi, 2022; Wahidatul et al., 2022).

These following are the examples of teaching and learning activities that allow teacher to apply project-based learning (PjBL) and real-world context in the English classroom, they are 1) a multimedia presentation, this will foster meaningful project for students' English skills, students do not only understand new knowledge but also utilize digital tools to create the slide of presentations where they will combine the text, image, as well as audio to make their presentation looks interesting. 2) A classroom debate toward the latest issue. This project will authorize students to find attractive topic, prepare arguments, and also present or perform it in front of their friends, promoting critical thinking, and public speaking skills because they need to express their views on the topic or issue given. 3) News Report Creation, students discover current issue and make a report in a form of video or podcast, this will allow them to improve their writing and also speaking skill. 4) Digital Storytelling is one kind of project that will demand students to put their creativity by using the pictures, audios, texts. They are given a choice to select whether their own personal experience or fictional stories and implement digital media to make it more interesting where creating storyboards, narratives, and digital tools. 5) English content video, this allows students to make a meaningful video by explaining the topic or material given (Wahyuni et al, 2017). Some advantages of the use of project-based learning (PBL) and real-world context are; 1) students will use English naturally; 2) students will experience meaningful and authentic activities; 3) students will improve their creativity; and 4) students will get motivation and interets on English learning. Since using authentic scenarios will be so much easier for students to comprehend the lesson. The more relevant the material given to the students' lives, the better their learning understanding will be.

Project based-learning (PjBL) aligns with Kurikulum Merdeka because they emphasize student-centered learning and encourage students to learn meaningfully through relevant projects. Students are motivated to have and develop strong moral spiritual foundations, respect cultural diversity, work collaboratively, take responsibility for their learning, analyze and solve problems critically, learn actively, think creatively and innovatively. In line with this, six dimensions in Kurikulum Merdeka like faithfulness and noble character, global diversity awareness, collaboration, independence, critical thinking, and creativity are essentials to integrate in learning activities to ensure holistic student's development. Project based-learning supports the development of The Profil Pelajar Pancasila (Pancasila Student Profile) by emphasizing the students' qualities like creativity, adaptability, independence.

To implement these ideals in a real classroom context, researchers investigated students' speaking skills at SMAS Pelita Bulu Cina and it found out that the students at SMAS Pelita Bulu Cina have lack speaking skill. This can be known through their English speaking score where the students mostly get a lower score than its Kriteria Ketuntasan Minimal (KKM), or Minimum Mastery Criteria (MMC), that is 70. The factors are students feel bored and not motivated to learn speaking skill. They consider that speaking is very difficult. Besides, teaching method used by English teacher is also one of the important factors that make them less interest to learn speaking skill. Teachers tend to use lecture method, just give assignment, and never explain clearly on what students should do on that assignment. Based on this explanation, researchers conducted a research on the tenth grade students of science class at SMAS Pelita Bulu Cina to find out the impact of using project-based learning on students' English speaking skill.

METHOD

Researchers used quantitative research method focusing on pre-experimental research method design. Creswell (2012) states that there are three types of quantitative research, they are pre-experimental, quasi experimental, and true experimental research method design. Based on this classification, researchers chose to use pre-experimental research method design where there is one group of participants. In line with this design,

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the main goal of this research is to find out the impact of using project-based learning on students' English speaking skill. The students will have one meeting for pre-test, 8 meetings for treatment using project-based learning (PjBL) and 1 meeting for post test. Pre-test and post test are used to measure students' speaking score differences before and after applying the project-based method (Creswell, 2012). The students participated in this research are the tenth grade students of science class at SMAS Pelita Bulu Cina. There are 25 students involved in this research.

To collect the data, researchers use test as research instrument. Researchers ask the students to have a speaking test individually both in pre-test and post test. Researchers gave the students topic related with descriptive text. First, researchers explain everything about descriptive text as well as provide them examples of descriptive text. Then, students were asked to make a project, that was making a speaking video and posted it in their social medias like instagram, tiktok, or youtube. They had around one week to create that video and they would share the link of the video to the researchers to get the feedback for their work. After making sure that all is good, researchers and all students watched the video together in the class. In other meetings, students were also asked to make a group which consists of 5 students for each group. They made a project of group presentation, vlog, role play, and many more. Thus, students were active on doing speaking project both individual or group project throughout 8 meetings in the treatment process. Researchers monitored and facilitated students' work by giving feedback and check on their work regularly. Therefore, students made progress in each meeting.

Researchers gave pre-test before the treatment and post test after the treatment. This test scores would be compared to find out the differences before and after applying the project-based learning method. In analyzing quantitative data, researcher utilized the newest version of SPSS programs. This statistical analysis of quantitative data was to evaluate students' English skills through the efficacy of project-based learning (PjBL). Researchers used inferential and descriptive statistics to get the t-test score.

$$O_1 \quad x \quad O_2$$

Where;
O_1: Pre-test before treatment
O_2: Post test after treatment
X : Treatment (using project-based learning)

In addition, researchers give the score on tudents' performances by using speaking scoring rubrics. There are some categories in speakings' scoring rubrics, they are grammar, vocabulary, comprehension, fluency, pronunciation, and task. The scoring will be started from 1 to 5 for each category. It will be showed in this following table;

Table 1. Speaking Scoring Rubrics (Brown, 2004)

Categories	Score				
	1	2	3	4	5
Grammar	Errors in grammar are frequent, but speaker can be understood.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation	Able to use the language accurately on all levels normally pertinent to professional needs.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features
Comprehension	Within the scope of his very limited language experience can understand simple questions and	Can get the gist of most conversations of non-technical subjects.	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

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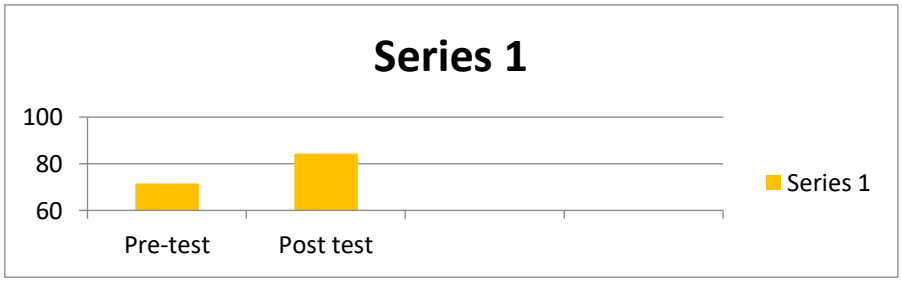
	statements if delivered with slowed speech, repetition, or paraphrase.				
Fluency	No specific fluency description.	Can handle with confidence but not with facility most social situations including	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs.	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	Errors in pronunciation are frequent but can be understood.	Accent in intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb the native speaker.	Errors in pronunciation are quite rare.	Equivalent to and fully accepted by educated native speakers.
Task	Can ask and answer questions on topics very familiar to him/her.	Able to satisfy routine social demands and work requirements.	Can participate effectively in most formal and informal conversations.	Would rarely be taken for a native speaker but can respond appropriately even in unfamiliar situations.	Speaking proficiency equivalent to that of an educated native speaker.

FINDINGS AND DISCUSSION

This pre-experimental research method has an objective to find out the impact of using project-based learning in the tenth grade of science class at SMAS Pelita Bulu Cina. Researchers use test as the research instruments. This research has only one group of participants where each student will get pre-test and post test. Researchers use speaking scoring rubrics to value the students speaking performances.

Table 2. Pre-test and post test speaking scores

Assessment	Mean score	Standard deviation
Pre-test	71.40	6.24
Post test	84.25	5.64



The table above showed that there is an improvement in students' speaking scores between pre-test and post after using project-based learning. In pre-test students had an average score of 71.40 with a standard deviation of 6.24. Then, in post test, after students got a treatment using project-based learning, students' scores on post test were 84.25 with a standard deviation of 5.64. Meanwhile, the hypothesis test result also indicated that t-table value for the post test score was 2.012, and significance value was less than ρ value (2- tailed) < 0.05, that was (0.001 < 0.05). This showed that project-based learning has a positive impact on students' speaking skills. Their speaking skill become much better than before applying project-based learning.

CONCLUSION

Based on the findings, it can be concluded that project-based learning contributes to the improvement of students' speaking skills. This is known through the score differences between pre-test and post test after using project-based learning where in pre-test students get an average score of 71.40 and get 84.25 average score in post test. The data analysis also indicated that significance score was 0.001 less than 0.05. This means Ha was accepted and Ho was rejected. In short, project-based learning gave an impact on students' speaking skill. This result is consistent with the goals of project-based learning in *Kurikulum Merdeka*. These goals include 1) Students are free to explore the topics that attract their interest, 2) Students have more

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contextualized learning which connects to real-life situations, 3) Students are encouraged to collaborate with their peers, 4) Students enhance their critical thinking and problem-solving skills, and 5) Students develop their creativity.

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