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THE IMPLEMENTATION OF PROJECT BASED LEARNING (PBL) IN IMPROVING STUDENTS' SPEAKING SKILL AT SMA YADIKA KOPANDAKAN II

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Abstract
This study was intended to find out whether the Project Based Learning implementation is effective in improving students' speaking skills. The researcher used quantitative research by giving pre-test and post-test in measuring students' productive skills especially in speaking. There were 27 students as the respondents. Third-grade students of natural science became the experimental class and third-grade students of social science became an as controlled class. The mean score showed that the pretest was 51.18. On the other hand, the mean score showed that the posttest was 74,71. The percentage and frequency of the student's scores on the pretest for the experimental class showed that nine or 53% got an average score, seven, or 41 % got a poor score, and one, or 0,06 % student got a very poor score. On the other hand, the researcher used the project-based learning method in the classroom then the result for the pretest showed that three, or 18 % of students got very good scores, six, or 35 % of students got a good score and eight, or 47% students who got an average score. There was a significant difference between the pretest and the posttest. Based on the result, there was a significant difference between the experimental class and the controlled class in their speaking achievement. It means that the implementation of Project Based Learning was beneficial in improving students speaking ability in reporting procedure text.

Keywords— Project-Based Learning, Speaking Skill, EFL, Experimental

Introduction

Language is becoming an appliance of communication between two or more people in the world. Anyone could not able to express ideas such as expressing an opinion, requesting, rejecting, persuading, and so on without using language. In line with that, Wullur, Liando, & Rorimpandey, (2021) stated that language refers to the communication instrument which is an effective and efficient way to establish a company that delivers to community members. Everything cannot be accessed well without language communication, learning a language is very tender for communication, to help another from various aspects of the existing community or a group of people.

Furthermore, According to the national standards in Indonesia (Depdiknas, 2006), the goal of learning the English language since elementary school was speaking skill or oral communication competency. Wahyudi, (2022) proposed that speaking is the first step that needs to be learned by young English language learners before they can read and write in English. However, it is assumed that developing speaking skills for young learners in Indonesia is not easy because of the status of English as a foreign

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national or social life, a language in which it is not used (Paranduk, Rombepajung, & Karisi, 2021).

English is an international language that is widely taught in Indonesia. "For most Indonesian, the purpose of learning English as a foreign language is to be able to communicate in English" (Maru, 2009). As an international language, English become an important subject and it's already taught in Indonesia, especially in schools. Learning English is a demand or desire to be able to progress or develop for those who are not native English speakers, so it is uncommon for many people who want to learn and want to master various skills in English. (Pelenkahu, 2014) "Those who are learning English must be mastered four language skills, namely listening, speaking, reading and writing".

In fact, English has been taught as a foreign language at universities in Indonesia for a very long time (Jaya, Hermansyah, & Rosmiyati, 2019). In its development, there is only a little application of project-based learning in teaching. Project-based learning is empirically proven to attract students' interest and provoke critical thinking as students acquire and apply new knowledge in a problem-solving context. (Widiyati & Pangesti, 2022a) proves that learning with this project based learning approach can significantly increase student involvement in the English learning process by allowing knowledge and information sharing to be obtained through discussions and learning processes that focus on solving outcomes.

Project-based learning is a learner-focused learning method; the teacher acts primarily as a facilitator and motivator. This learning model emphasizes learner-centered learning activities and is usually integrated with real-world concerns (Widiyati & Pangesti, 2022b). Thus, this project-based learning approach is highly recommended for use in education by students and should be encouraged for its application in higher education. Therefore, the purpose of writing this article is to examine more deeply about the application of project-based learning to be applied effectively and maximally in English learning, especially to improve students' speaking skills.

Review of Literature

Project Based Learning

Historically, the approach of Project based learning is not something new in education field. According to (Beckett, 2006) stated that Project Based Learning can be determined in the mid 18s, and was early used in teaching science in the classes of American agriculture by David Snedden. Then, in the early 19s, William Heard Kilpatrick, John Dewey's student has developed Project Based Learning in focusing on the students' need in order to have purposeful task (Beckett, 2006); (Sirisrimangkorn, 2018), (Dewi, 2020). It means that the students were given chance in order to construct knowledge through being creative their tasks according to the students' interests and personal differences. They made relations between their newer knowledge and their basic knowledge and were applied them to same settings. They studied in context meaningfully while doing the last project (Sirisrimangkorn, 2018).

George, (2015) defined Project Based Learning more comprehensively such as (1) it is curriculum fueled and standards based that raise some guiding questions and facilitate the students the collaborative project that can be integrated some material in the curriculum, (2) it asks a question or process so the students can answer, (3) it asks students to investigate issues and topics addressing the real-world problem while integrating subjects across the curriculum, and (4) it is a method that fosters abstract intellectual tasks to explore complex issues.

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The Characteristics of project-Based Learning

There are seven characteristics of effective project-based learning such as 1) leads students to investigate important ideas and questions, 2) it is framed around an inquiry process, 3) it is differentiated according to student needs and interests, 4) it is driven by student independent production and presentation rather than teacher delivery of information, 5) requires the use of creative thinking, critical thinking, and information skills to investigate, draw conclusions about, and create content, 6) connects to the real world and authentic problems and issues, and 7) Flexible (Krauss & Boss, 2013).

English Language Learners, in particular, thrive in a project-based learning environment because projects allow them to learn with others through the peer to peer exchange, develop their academic vocabularies through conversation, use their strengths and cultural backgrounds, and accelerate their language acquisition at the same time they are learning about topics of interest. Project-based learning requires the production of authentic (oral and written) language from ELLs (Krauss & Boss, 2013).

The Advantages of Project-Basedarning

Fragoulis & Tsiplakides, (2009) stated several functions in implementing the Project-based learning approach in teaching and learning English for instance: a) providing contextual and meaningful learning for students; b) creating an optimal environment in the process of learning; c) engaging student actively in project learning; d) increasing interest, motivation, engagement, and enjoyment; and e) promoting social learning that can enhance collaborative skills.

Speaking Skill

As Pertiwi & Kusumaningrum, (2021) speaking is to building and sharing the meaning process in several symbols or spoken and written contexts. From this statement, it is clearly stated that in speaking the speakers not only use spoken language, but also pay attention to written language through symbols or nonlinguistic elements such as mimics, gestures, and body language to make other people understand what they say. Moreover, the speakers need to be concerned about the context to whom, when, and where they are speaking. Consequently, to make the students have the good speaking ability, the teachers should facilitate them to achieve and possess those aspects of speaking ability.

Revealed by (Dewi, 2020) that successful oral communication involves developing: (a) the ability to articulate phonological features of the language comprehensible, (b) mastery of stress, rhythm, and intonation pattern, (c) an acceptable degree of fluency, (d) transactional and interpersonal skills, (e) skills in taking long and short speaking turns, (f) skill in managing interaction, (g) skill in negotiating to mean, (h) conversational listening skills, (i) skill in knowing about and negotiating purposes for conversation, (j) using appropriate conversational formulate and fullers.

Furthermore, (Suparmi, 2018) on her journal stated that in the teaching-learning process, speaking itself should be taught to the students, in order to enable them to communicate well with written and also oral communication. In speaking class the students should be able to speak English. If they do not have the ability to speak English, they will get some difficulty expressing their idea in classroom activities and they will get difficulty reaching the goal of teaching and learning. Thus, it is hoped that students can speak English well with high self-confidence, and good pronunciation, enjoy their conversation, etc.

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Research Method

The design of study will be conducted using a quasi-experimental design, especially a nonequivalent control group design (Creswell, 2014). This method uses cluster sampling the sample will be chosen et all (friends, the nonequivalent control group design should be familiar with the pretest-posttest control group design, the only difference is that involves the random assignment of intact groups to treatments, not a random assignment of individuals. In this method, there will be two classes, which are the experimental class and the controlled class. In the experimental class, Project-based learning will be conducted as well as a pretest and posttest and the controlled class will only get a pretest and posttest. This method is appropriate in the research because it can describe whether Project Based learning is effective or not.

Experimental Group : A 01 ---- X ---- 02
Controlled Group : B 03 ---- X ---- 04

Figure 3.1 Experimental Design

01 = pretest for experimental group
02 = posttest for experimental group
03 = pretest for controlled group
04

The respondent was taken from the grade twelveth of science class that consisted of seventeen students of Yadika Senior High School chapter Kopandakan II. It is located in Bolaang Mongondow regent is the private school in that area.

Findings

The results of the research that has been carried out will be presented with the data. The data obtained is data from the influence of the model and is certainly more meaningful. This PBL model has no problem with time which makes this PBL model a model that can be used from generation to generation in the next generation of students, by using the PBL Model, students are more actively involved in making a project that has been assigned to them. Of course, students are more aware of what they have made themselves when learning is taking place so that it becomes fun and can make students' self-confidence appear so that students' speaking skills will automatically be trained. In addition, this research is divided into several stages/meetings, which are explained in detail below:

- In the first meeting, the researcher began the meeting by greetings the students, asking about the students' condition, giving apperception, and motivating the students with the previous lessons. The researcher gave the students some questions regarding the material. The researcher then gave the students a pretest in the meeting. After giving the pretest, the researcher divided the students into eight groups in doing their project. The researcher asked the students to start the project by choosing the topic given.
- In the second meeting, the researcher reviewed the previous meeting and reminded the students to develop the topic that they chose and then construct the draft of their project. The researcher checked the students' readiness in reporting the project by their group of discussion to make sure the students get ready for doing the presentation with their group of discussion.

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- In the third meeting, the researcher asked the students to report the project orally in front of the class and gave the students the opportunity in asking and giving questions or comments based on the topic that they discussed. After doing the presentation the researcher gave feedback on the student's performance in reporting the procedure text as the posttest for each of the students. The researcher scored the students speaking skills based on the rubric score. The researcher scored the students' performance in speaking components such as fluency, accuracy, and comprehensibility.

Table 4.1 the score of students in T1 and T2 (Experimental class)

Students	Pretest (T1)	Posttest(T2)
S1	30	60
S2	70	90
S3	50	80
S4	60	90
S5	40	70
S6	70	80
S7	30	70
S8	70	80
S9	40	60
S10	70	90
S11	60	70
S12	60	80
S13	30	60
S14	20	70
S15	60	80
S16	70	80
S17	40	60
Mean score	870/17= 51,18	1270/17= 74,71

From the table 4.1 above the mean score of the speaking score of the students based on the pretest equals 51,18. It showed that the lowest score of students was 20 and the highest score of students was 70. The mean score for the post-test was significantly different because the lowest score was 60 and the highest score was 90. The means score for the post-test has significantly changed to 74,71. This means that the implementation of project-based learning was really effective in the teaching and learning process for the experimental class. The result of the pretest showed that the students' speaking skill is still low before applying Project Based Learning and the result of the posttest showed that the students' speaking skills could increase by applying Project Based Learning.

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Table 4.2 the score of students in T1 and T2 (Controlled class)

Students	Pretest (T1)	Post Test (T2)
S1	20	50
S2	40	50
S3	10	30
S4	50	50
S5	70	75
S6	40	50
S7	50	60
S8	60	60
S9	40	50
S10	60	70
Mean Score	440/10 = 44	545/10 = 54,5

From the table 4.2 above the result showed that the mean score for pretest in controlled class was 44 %. On the other hand, the mean score for the post-test was 54,5. The lowest score for the pretest was 10 and the highest score was 70. Based on the result, the lowest score for the post-test was 30 and the highest score for the post-test was 75. This means that the result score for the experimental class was higher than the result score for the controlled class.

Table 4.3 Median for Experimental Class

Experimental Class	
N=17	Median = 80

Based on the table above, the median score for the experimental class on the post-test showed 80. It means that the students can accomplish good scores based on the result.

Table 4.4 Modus for Experimental Class

Experimental Class	
N=17	Modus = 80

Based on the table above, the modus score for the experimental class on the post-test showed 80. This means that the students can reach good scores based on the result.

Table 4.5 Median for Controlled class

Controlled Class	
N=10	Median = 50

Based on the table above, the median score for the controlled class showed 50. This means that the score was still low.

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Table 4.6 Modus for Controlled class

Controlled Class	
N=17	Modus = 50

While the modus score for controlled class showed 50. It means that the modus score for its class was still low score.

Table 4.7 Percentage and Frequency of Students' scores of Pre-test and Post-test in Experimental Class

No	Criteria	Classification	Pre Test F	%	Post Test F	%
1	86 – 100	Very Good	-	-	3	18 %
2	71 – 85	Good	-	-	6	35 %
3	51 – 70	Average	9	53 %	8	47 %
4	25 – 50	Poor	7	41 %	-	-
5	0 – 24	Very Poor	1	0,06 %	-	-
Total			17	100 %	17	100 %

Based on table 4.7, the pretest in the experimental class was shown that there is no student who got the very good criteria on the speaking test, while there were only six students who got average criteria equal 53 %, while 7 students or 41 % got poor criteria, and the only one student or 0,06 % got very poor criteria, and no student got very poor criteria.

On the other hand, the post-test score showed that three students, or 18 % students got a very good score, while six students, or 35 % got good scores and the average score was the most, there were 8 students or 35 % who got the score.

Table 4.8 Percentage and Frequency of Students' scores of Pre-test and Post-test in Controlled Class

No	Criteria	Classification	Pre Test F	%	Post Test F	%
1	86 – 100	Very Good	-	-	-	-
2	71 – 85	Good	-	-	1	10 %
3	51 – 70	Average	3	30 %	3	30 %
4	25 – 50	Poor	5	50 %	6	60 %
5	0 – 24	Very Poor	2	20 %	-	-
Total			10	100 %	10	100 %

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Based on the table above, it showed that there is no student who got the very good and good score on the speaking test at the pretest for controlled class. The highest score was just accomplished an average score on the speaking test. When the students did the posttest, the highest score just achieved a good score and no student can get a very good score on the speaking test. The result showed that the score was not a significant difference between the pretest and posttest for the controlled class. It means that the comparison of the result above based on the experimental pretest and post-test score showed significant differences between both tests. It is proven on the result of those tests showed that most students got an average score on the test.

Based on the result of the students' experimental class is shown that the speaking skill through the speaking component can be scored by using a rubric score. The result showed the scores were various achievements. Students 2, 4, 6, 8, 10, 12, and 16 got very good scales on their speaking component for fluency, accuracy, and comprehensibility. While Students 3, 7, 11, and 15 got good scores on their speaking component. On the one hand, students 1, 5, 13, and 14 got an average scale on their speaking component. Students who got poor were 9 and 17.

Besides that, the student in the controlled class showed that the students' speaking skill was still low. Students 3 and 5 got good scores on their speaking component for fluency, accuracy, and comprehensibility. The result showed that students 1, 2, and 4 got an average score on their fluency, accuracy, and comprehensibility. Students 6 and 10 got poor scores on their speaking through the component of fluency, accuracy, and comprehensibility. At last, the very poor scores got by students 7, 8, and 9. Based on the result, the achievement of students in the experimental class was higher than the achievement of students in the controlled class. The implementation of project-based learning in the experimental class showed that the students' speaking ability in the experimental class was better than the students' speaking skills in the controlled class.

Discussion

The growing number of language users English in the world has caused the language experience diversification and English speakers in countries other than their original form groups become competitors for groups of native speakers of the language (N. V. F. Liando, Tatipang, & Lengkoan, 2022), whether concerning the English teaching industry as well as those related to cultural treasures and intellectual in English.

English as an international language has a very important role in everyday life. Speaking skill is one of the four skills in English that must be mastered by students. Speaking skills must often be trained or practiced in order to improve. With good speaking skills, it will be easier for students to communicate using English. (N. V. F. Liando, Tatipang, Tamboto, Poluan, & Manuas, 2022) said that English language skills, especially speaking skills, are very important in order to be able to communicate with other people globally, in Indonesia, English is still very rarely used in everyday life. In other words, speaking skills are only used in the classroom, causing many students to find it difficult to develop because there is no forum or interlocutor to practice the knowledge that has been obtained from their daily life classes. In addition, the use of inappropriate teaching methods will also reduce students' motivation and interest in learning in participating in learning (Manuas, Tatipang, & Pratasik, 2022). An effective teaching and learning process will give good results to students. In other words, the use of appropriate teaching methods will help students improve their speaking skills. Project-based Learning (PBL) is one method that can help students improve their

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speaking skills in a natural context where students learn through self-determined tasks with the help of the teacher so that students become active in learning.

English learning process still experiences various (Tatipang, Manuas, Wuntu, Rorintulus, & Lengkoan, 2022). One of the obstacles often encountered in the language learning process in English is that teachers tend to apply a one-way learning process from teacher to student using the lecture method. This matter Of course will cause trouble for students in mastering competence in English actively and fluently.

Speaking is an interactive process of constructing meaning that involves aspects of producing, receiving, and processing information. So, it can be said that speaking is an important language skill that involves productive and receptive skills that enable a student to communicate with others effectively. As mentioned by Hanifa, (2018) speaking has a very important role in learning English at the high school level. The focus of the 2013 revised Indonesian curriculum is based on communicative skills so that students can communicate well in English to deal with global developments in the economy, science, and technology. Teachers are now focusing on students' ability to communicate well (Lalogiroth & Tatipang, 2020). They continue to improve their teaching materials to follow the competencies in the curriculum. Expectations for this are very high, both from the educators themselves, the community, and parents. They hope their children can speak English well, or at least can understand what native speakers are saying and be able to respond to them. Therefore, the minimum completeness criteria (CMC or KKM = Kriteria Ketuntasan Maksimum) for students is increased.

In the current curriculum for secondary schools in Indonesia (Revised Curriculum 2013), there are many types of communication to be learned. According to the Competency Standards (Competency Standards) in the 2013 curriculum, several communicative types are asking and giving suggestions, asking and giving opinions, asking and giving directions, offering things and services, the obligation to express and respond, and asking and inviting. Telling about self, and telling others about daily activities and past events is the most common communication.

Implementation of the learning process through Project Based Learning (PBL) is suitable for improving students' speaking skills, because students feel free to explore their speaking skills in their own words, because (Riswandi, 2018) believes that Project Based Learning (PBL) provides opportunities for students to build on these qualities, as well as go deeper into studying traditional academic content and understanding how it applies to the real world. Second, students respond to learning through projects.

Teacher-centered learning with a learning model makes it difficult for students to develop skills in mastering competence in the English language (Juniarti, Rahman, Rusdianti, & Pupitawati, 2022). Learning Activities that should be prioritized are learning activities that emphasize the process of acquiring English carried out through activities meaningful and appropriate learning with real context when later students face the industrial world.

One of the learning models potentially effective in English helping students is to apply the project-based learning model or often referred to as project-based learning. Project-based learning is a learning method that focuses on the learner; the teacher acts mainly as a facilitator and motivator (Widiyati & Pangesti, 2022b). Model This learning emphasizes activities and learner-centered learning and is usually integrated with attention real world.

English has been taught as a foreign language in the education system in Indonesia for a long time very long (Liando & Tatipang, 2022). In progress only a little application of learning project-based teaching. This project-based learning has

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empirically proven that learning project-based can attract interested students and provoke critical thinking when students acquire and apply new knowledge in context solutions to the problem. Wahyudi, (2022) proves that learning with this project-based learning approach can significantly increase the engagement of students in the learning process of English by enabling share knowledge and information obtained through discussion and process learning focused on the external solution.

The PBL method also provides opportunities for students to develop abilities in real conditions. (Hadi, Inaniwa, Suzuki, Hyun, & Nurjannah, 2020) said that the use of the PBL method allows students to do the assigned tasks so that they not only learn but also practice English and develop various other important skills such as teamwork, critical thinking, and presentations. Vice versa, students' speaking skills will not develop if they are still worried, not confident, and do not have friends or interlocutors to practice the skills that have been learned in class, by using project-based learning, students can be stimulated in developing and improve their English skills so that they can use the language fluently, precisely, and confidently. They can also improve their ability to make decisions and collaborate with other friends.

Therefore, the project-based learning approach is highly recommended for use in education by students and should be encouraged in its application in education. Therefore, through writing this article will be analyzed in more depth regarding the implementation of project-based learning to be implemented effectively and maximum in learning English for students at the high school level.

Conclusion and Suggestion

Based on the previous data analysis, the researcher concluded that the result of this study showed that the mean score of the post-test for the experimental class is better than the mean score of the pretest of that class. The result showed that the means score scores for the post-test showed 74, and 71. On the other hand, the mean scores of the pretest showed 51, 18. Based on the result, there was a significant difference in the experimental class achievement on speaking skills by implementing project-based learning in teaching and learning activities. The researcher found that the students were enthusiastic about learning English lessons before because the method of teaching made the learning process more enjoyable and interesting for the students to be cooperative and innovative in doing their project by individual project or group projects in learning procedure text. They can search as much information regarding the material not only in the textbook but other sources on the internet and in library research.

Furthermore, the researcher suggested that the Project Based Learning approach is effective and efficient in teaching and learning activities. It can increase the student's ability in speaking by reporting the procedure text in front of the class. This method can develop students' self-confidence in speaking skills. The students can be able to make a procedure text and report it orally so their speaking skills of the students can be improved. It is useful for the English teacher to apply this approach in the teaching and learning process so the class can be more interesting. At last, this study can be useful also for other researchers as a source for conducting research in other school environments.

The implementations of Project-based learning have some effect on the student's achievement. The effect of the implementation of project-based learning in the class is that students achieve better due to project-based learning. The student's engagement increases because of the implementation of Project-based learning. They were motivated and interested to get involved in the activities. Students have become more excited about the project given. They perform better in tasks, projects, and performance.

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Project-based Learning gives the spirit of students to do their tasks, and to make them study hard, and enjoy their lessons. It will be easy for conducting the lesson in the class and make a progress if the learning process is supported with the appropriate method. Thus, the researcher is always aware of selecting the speaking topics, because good or bad topics can influence the students' willingness for participating in class activities. Therefore, further research should have to consider the topic that is going to give to students as a Project. A good topic will make learners relate their ideas with their experience and knowledge. Also, about the allocated time, this research has found that time should be handled well, in order not to waste too much useless class time, thus, can make more productive results in the teaching and learning process.

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