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## IMPROVING STUDENTS SPEAKING' SKILL USING PROJECT BASED LEARNING AT THE EIGHTH GRADE OF SMPN 9 JANGKANG

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### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pembelajaran berbasis proyek dapat membantu siswa meningkatkan kemampuan berbicara mereka. Penelitian Tindakan Kelas (PTK) digunakan untuk melakukan penelitian ini. Siswa SMPN 9 Jangkang yang berada di kelas delapan-b adalah subjek penelitian ini. Penelitian ini menggunakan lembar observasi dan tes berbicara untuk mengumpulkan data. Data menunjukkan bahwa pembelajaran berbasis proyek meningkatkan keterampilan berbicara siswa dengan membantu mereka membangun kalimat, berbicara dengan lancar, berbagi ide dengan percaya diri, dan tetap termotivasi saat belajar. Selain itu, hal ini meningkatkan kemampuan berbicara secara keseluruhan dengan membuat pelajaran lebih mudah dipahami.

**Kata Kunci:** *pembelajaran berbasis proyek, Keterampilan Berbicara, Penelitian Tindakan kelas.*

### Abstract

The purpose of this study is to find out how project based learning can help students improve their speaking skills. Classroom Action Research (CAR) was used to conduct this study. Students of SMPN 9 Jangkang who are in grade eight-b are the subjects of this study. This study used observation sheets and speaking tests to collect data. The data shows that project based learning improves students' speaking skills by helping them build sentences, speak fluently, share ideas confidently, and stay motivated while learning. In addition, it improves overall speaking ability by making lessons easier to understand.

**Keywords:** *project based learning, speaking skills, classroom action research.*

## INTRODUCTION

Language learners need to be proficient in four areas: speaking, writing, listening, and reading. The students need to learn language especially English as a foreign language because English is an international language. According to Mandasari & Aminatum (2019), one of the most crucial skills to teach when teaching English is speaking. By speaking, a person can be directly involved in communication and expand their abilities in various aspects of life. Apriyanti (2016), stated that teachers should occasionally invite their students to speak with a partner to practice speaking English.

Furthermore, Students may have trouble speaking English since it is a foreign language in Indonesia (Mandasari & Aminatum, 2020). Students may experience challenges in Speaking English: Firstly, they are difficult to memorize the vocabulary. Secondly, social anxiety that comes while speaking in front of people, especially while speaking in English. Thirdly, the difficulties to say the words correctly. Speaking conditions at SMPN 9 Jangkang School are not resulted very good. In the 2013 curriculum, students must be able to be more active in speaking but in fact, it is not optimal.

While in some classrooms speaking skills may be emphasized more than others, the teaching approach used by teachers also plays an important role. But after learning the language, students would be able to communicate with everyone and adjust with ease. According to Simatupang & Galingling (2012), English has evolved into the language of the elite, and anything that sounds like it might convey a higher social status. In this research, used the project based learning model has been recognized through research and widely carried as one of the models Learning that can increase learner engagement in learning process (Finny Anita & Linda Susilawati, 2018).

The research was conducted at SMPN 9 Jangkang, a public school located in the West Kalimantan Province's Jangkang District inside the Sanggau Regency. The researcher choose the eighth grade of SMPN 9 Jangkang because there were some issues with the learning process, particularly when teaching speaking. The researcher selected this particular school because when the researcher did an observation, the researcher found out that there are many students that having the difficulties in speaking such as lack of vocabularies and do not know what to say for the next words.

In this research, the teacher used project based learning to enhance students' speaking abilities as a part of the procedure for instructing and learning. Project based learning sets up an environment where students should act by completing a project and working together to solve the problem which can successfully increase the students' speaking abilities. According to Anazifa & Djukri (2017), project based learning can impact creative student actions and talents. The teacher used procedure text on Steps to make Fried Tempeh, and the researcher used How to Make Cassava Chips as the project in this research.

In addition, the use of project based learning has been carried out in previous studies. Firstly, a research was conducted by Errina Wilanda Putri, et.al (2023) entitled Improving Students' Speaking Skills Through Project Based Learning At VIII-C SMPN 21 Surabaya. This research was conducted at VIII-C SMPN 21 Surabaya utilized Project based learning to enhance students' speaking skills, focusing on low vocabulary and mispronunciation. Meanwhile, in the research, the researcher investigated how project based learning can improve students' Speaking Skills at SMPN 9 Jangkang in the eighth grade.

Secondly, a research was conducted by Ivan Adi Firdaus (2023) entitled Improving Student's Speaking Skill Using Project Based Learning to The Eighth Grade at SMP Muhammadiyah Darul Arqom Karanganyar in The Academic Year 2022/2023. This study

focuses on enhancing the speaking skills of 29 female students at SMP Muhammadiyah Darul Arqom Karanganyar. The research that the researcher will conduct is focused at eighth-grade students of SMPN 9 Jangkang. There are 16 students in the course and did not distinguish the gender of the students because the students studied were all eighth grade students of SMPN 9 Jangkang.

Thirdly, a research conducted by Yuni Mahtawarmi (2019) entitled *Improving Students' Speaking Skill by Using Problem-Based Learning (PBL) Model (a Study at Second Grade Junior High School of SMPN 1 Timang Gajah)*. This research is focused on what sets it apart from the research the investigator will undertake. To find out if students' speaking abilities are enhanced by problem based learning and to find out how the students react to the Project based learning paradigm. The research of this study was different from the researcher's upcoming research because the researcher wants to find out how project based learning at SMPN 9 Jangkang especially in helping eighth grade students become more proficient speakers.

The previous related studies have inspired the researcher to investigate on how project based learning can improve students' Speaking Skills at SMPN 9 Jangkang at the eighth grade. SMPN 9 Jangkang is a public school in Jangkang District, Sanggau Regency, West Kalimantan Province. In conclusion, the exploration of how project based learning can enhance students' speaking skills at the eighth grade of SMPN 9 Jangkang reveals a promising avenue for educational improvement. By implementing project based learning strategies, there is an opportunity to foster a more dynamic and engaging environment that actively cultivates students' speaking abilities. This study provides valuable insights into effective learning strategies, specifically focusing on speaking skills. The findings hold significance not only for educators at SMPN 9 Jangkang but also contribute to the broader discourse on innovative approaches to language learning in secondary education.

## **RESEARCH METHODS**

### **Research Design**

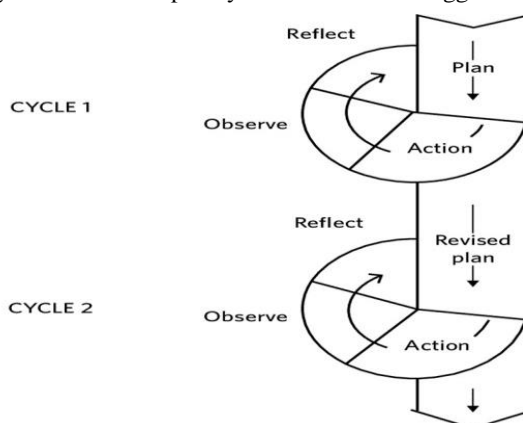
The researcher method of choose for this research will be Classroom Action Research (CAR). To better understand phenomena that arise during the teaching and to try to provide answers for the issues that arise, researcher will carry out action research in classrooms. According to Kunandar (2008), Classroom Action Research (CAR) is any activity carried out alone or together with other educators to learn in the classroom. The purpose of this research is

to investigate how project based learning can improve students' Speaking Skill at SMPN 9 Jangkang eighth grade.

However, after researcher made observation at SMPN 9 Jangkang. Researcher choose the eighth grade of SMPN 9 Jangkang because there were several problems in the learning process, especially in teaching to learning to speak. So the researcher choose the Classroom Action Research (CAR) method. Through classroom actions, students have the opportunity to practice direct speaking, interact with peers, and receive immediate feedback from the teacher. In addition, Classroom Action Research (CAR) can also create a supportive environment where students feel comfortable speaking and develop their confidence in using language. Thus, through classroom actions, students can improve their speaking skills in a structured and sustainable manner.

Plan, action, observe, and reflect are all part of a cycle that takes place in a classroom environment during the Classroom Action Research (CAR) approach, which will be used in this study (Kemmis & McTaggart, 2010). With the Classroom Action Research (CAR) model, educational techniques can be continuously improved since they often consist of multiple cycles of action and reflection.

Below is a cycle chart developed by Kemmis and McTaggart.



Picture 3.1 The action research in ELICOS Program: Refining the development of a national model. (Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)

### **Subject of Research**

The subjects of this research were students in class VIII-B of SMPN 9 Jangkang for the academic year 2023/2024. This class consists of 16 students. Pre-observation visitation was carried out by the researcher at SMPN 9 Jangkang on February 15th, 2024. The principal of

SMPN 9 Jangkang, Mr. Hermanus Susanto, S.Pd, was met by the researcher during this visit. Mr. Hermanus Susanto, S.Pd, granted permission to the researcher to carry out observations at SMPN 9 Jangkang.

The researcher chose the eighth grade of SMPN 9 Jangkang because there were some problems in the English learning process especially in teaching learning speaking. Students are typically reluctant and bashful. They are apprehensive about making mistakes in the class. The researcher talked about working with the English teacher on this research.

### **The technique of Data Collection**

The researcher employed both qualitative and quantitative data to complete the study: the former consisted of measurement tests and the latter of observations.

#### **a. Observation Technique**

The researcher method of data collection for this study will be the observation technique. Information given in face-to-face interactions can be verified by observation. According to Sugiyono (2020), observation is a multifaceted activity that incorporates several biological and psychological mechanisms. The process of using observation techniques includes methodically monitoring and behavior in their natural environments. Tools for organizing and directing the observation process include observation sheet.

#### **b. Measurement Technique**

The technique of measurement involves putting numbers on occurrences based on predetermined guidelines. According to Ueno & Miyazawa (2017) state that the measuring of skill in the presence of clues is the main emphasis of this study. A measurement assigns a numerical value to that attribute. An instrument of some type is usually used while taking measurements. This assessment method allowed the researcher to monitor and assess how the eighth grade students at SMPN 9 Jangkang were progressing with their speaking abilities in the context of project based learning. The tools utilized in this research involve speaking test.

### **The Tools of Data Collection**

#### **1. Observation sheet.**

Monitoring, investigating, and doing research on anything, such certain events and actions, in order to provide objective facts, is the process of observation. A number of

biological and psychological processes are involved in the complex activity of observation, according to Sugiyono (2020). Carefully considered and meticulous documentation are required for the information that these visible components attempt to convey. Consequently, in order to assist in the data collection process, the researcher in this study will employ an observation sheet.

This observation sheet is filled in when the learning process takes place in grade VIII-B SMPN 9 Jangkang. Those who teach are English teachers, while those who fill out the observation sheet are researchers. Observation sheet to measure student behavior, teacher behavior, and student-teacher interaction. Here, the researcher comes to class with a lesson plan previously approved by the teacher. After that, the researcher provides an explanation of the text material of the procedure through video. After that, the teacher explains the conclusion on the text of the video procedure. The teacher divides students into 4 groups, 1 group consists of 16 people.

The teacher gives group assignments to students in the form of projects on how to make cassava chips and prepare to speaking test. In the second meeting, the teacher had each group finish their work and they presented in class. The observation of student participation in project based learning, communication, and project completion is crucial. The observation of teacher involvement, addressing issues, providing support, and time for student-teacher interaction is also important.

Furthermore, observing interactions between teachers and students throughout the teaching process, researchers play the role of observers in this setting. Researcher will sit at the front to allow better observation of aspects of student behavior, teacher behavior, and student-teacher interaction. The goal is to objectively analyze classroom dynamics and teaching effectiveness.

## 2. Speaking Test

The researcher uses a speaking test to measure students' speaking abilities to see their improvement. The theme of the speaking test is to mention the steps to make students' favorite food in English. The only question is about what are the steps to make students' favorite food. Students can talk and briefly explain the steps to making their favorite food. The researcher will evaluate using the interrater reliability technique, which is based on theory to measure students' speaking abilities in English language learning.

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Therefore, this speaking test will be assessed by 2 people, one researcher and one English teacher. Each student will speak for a minimum of 1-2 minutes. Before the speaking test begins, students should prepare with the following steps: Choose your favorite food and learn the steps needed to make that food. Finally, students can prepare their favorite food if possible. The speaking test begins with students introducing themselves in English and mention the steps to make students' favorite food in English. After that, the teacher will reflect on the student's speaking ability and conclude the learning material.

### The technique of Data Analysis

The researcher employs both quantitative and qualitative data in data analysis. In order to assess the data for this research, the researcher used speaking tests and observation sheets. Students' speaking abilities in class are evaluated and their scores are analyzed using quantitative data. Observation sheet qualitative data.

#### 1. Analysis Data of Observation Sheet

The researcher used observation sheets to collect qualitative data that includes student behavior, teacher behavior, and teacher-student interaction. The collected data is then used to draw conclusions based on three aspects: student behavior, teacher behavior, and teacher-student interaction. Then reflection is carried out to find out whether there is a significant improvement in project based learning at each meeting. Analysis of qualitative data sourced from researched and reflective observations of classroom dynamics and interactions between teachers and students.

#### 2. Analysis Data of Speaking Test

Analyzing data in quantitative, the researcher uses a speaking test as quantitative data. Here is the formula to measure individual scores:

$$M = \frac{X}{N} \times 100$$

Note:

M = Students individual score

X = Obtained Score

N = Maximum Score

100 = Constant Number

(Adapted from Cohen *et al*, 2007)

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Summative Score :

1 = *Unsatisfactory (45-59)*

2 = *Fair (60-69)*

3 = *Good (70-84)*

4 = *Very Good (85-100)*

$$\text{Final score} = \frac{\text{Obtained score}}{\text{Max. score}} \times 100$$
 (Adapted from Siahaan, 2019)

## FINDINGS AND DISCUSSION

### Research Findings

The researcher wants to discuss and provide an explanation of the research's findings. In order to assess the students' progress in speaking, the researcher from the previous chapter detailed how the project based learning approach was implemented to teach speaking to eighth grade students at SMPN 9 Jangkang. There were two cycles involved in this research, with two sessions in each cycle. In addition to providing the results of the data analysis, which were split into the results of quantitative and qualitative data analysis, the researcher will discuss how Classroom Action Research (CAR) was implemented.

#### 1. The Implementation of Classroom Action Research(CAR)

##### a. Plan

##### 1) Cycle 1

In the first cycle, the researcher planned to solve problem students of VIII-B Grade students of SMPN 9 Jangkang. In the first cycle, the researcher planned to hold two meetings in conducting the research. In this phase, the researcher prepared the lesson plan before teaching the students and implementing the method. Beside that researcher prepared the observation sheet to collect the qualitative data. In collecting the qualitative data, the researcher fills in the observation sheet himself.

Besides preparing the tool for collecting the qualitative data, the researcher also prepared the instruction of speaking test to collect the quantitative data. To support the data in order to make it accurately, the researcher also prepared the reflection sheet to reflect the result when conducting the research.

##### 2) Cycle 2



In the second cycle, the researcher evaluated the outcomes of the first cycle's two acts based on the results of the first cycle to determine whether or not the therapy was efficient and successful in improving the students' speaking. The researcher intended to use project based learning to educate the students speaking skills and help them become more fluent speakers. To ensure that the pupils understood the subject she had given them, the researcher made an effort to instruct them more effectively than previously.

**Table 4.1**

**The Comparison between Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
Prepared lesson plans before teaching and method implementation. Prepared observation sheets.	Evaluated outcomes of cycle 1. Prepared project based learning approach for teaching speaking skills. Improved instructional methods for better understanding.

**b. Action**

1) Cycle 1

In the first cycle, the teacher teaches students about prosedure text and implemented the lesson plan. The first meeting was done at 10.25 – 11.35 AM on Monday, April 2th, 2024. The teacher started by opening the class and checking students' attendance. The teacher asked to the students before starting the material, whether the students had ever heard about project based learning and prosedure text. The students said that they did not know about project based learning. The teacher explained about the material and the teaching method.

Furthermore, to make the students interested in the learning process, the teacher showed some videos about prosedure text. The teacher divided the students in the class into groups, each group consisted of 4 students. After that, the teacher gave examples of prosedure text and tried to practice in front of the class to speak. In the last time for the first meeting, the teacher asked the students to make project about prosedure text "How to Make Cassava Chips" to present in

the next meeting and The teacher informs the students about the speaking test that will be conducted at the next meeting.

The second meeting was done at 10.25 – 11.35 AM on Saturday, April 4th, 2024. This meeting was started by greeting and checking the students' attendance, then asking some questions related to the previous material. The teacher instructs each group member to present a project based on the procedure text material "How to Make Cassava Chips." Students do not ask questions to the presenting group in class.

From the students' performance, the students showed satisfied result, but there were some problems. The students still had problem in pronouncing the word and also incorrect grammar, did not understand the generic structure of procedure text, had limited vocabulary, pronounced word by word. But they were more confident in this meeting than in the first meeting.

## 2) Cycle 2

The first meeting was done at 10.25 – 11.35 AM on Wednesday April 17th, 2024. The teacher started by opening the class and checking the students' attendance, the teacher gave motivation to the students in the beginning of lesson and also asked them related to the material that was procedure text. After that, the researcher gave the students example about procedure text. The researcher guided to use correct generic structure of procedure text and also built the students' confidence to speak in front of the class. The teacher gives the students homework to compare the differences between cassava and banana chips.

The second meeting was done Friday, April 19th 2024 at 10.25 – 11.35 AM. This Meeting was started by greeting and checking the students' attendance. Then the teacher asked the students if the project work was already done or not and all of students said already. The teacher gave motivation how to speak well even though the students are still unconfident. The teacher instructs each group member to present a project based on the procedure text material the differences between cassava and banana chips.

The outcome was satisfactory; while some children were still having trouble pronouncing the term correctly, overall they did a good job. Additionally,

they had already included the proper generic structure into the procedure text. Speaking in front of the class, they did it with such confidence.

**Table 4.2**

**The Comparison between Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
In Cycle 1, initial attempts were made to introduce procedure text, but pronunciation and grammar issues persisted, leading to lower confidence levels.	In Cycle 2, there was a significant improvement in confidence, understanding of text structure, and presentation skills, despite some lingering pronunciation challenges. Overall, Cycle 2 showed more effective teaching strategies and better student engagement.

**c. Observe**

1) Cycle 1

In the first cycle, researcher filled out observation sheets in VIII-B grade of SMPN 9 Jangkang. The results of the observation sheet of the first cycle of the first meeting, the interaction between teachers and students during the learning process is less conducive because students are busy themselves and students do not ask the teacher. Meanwhile, the results of the observation sheet of the first cycle of the second meeting, the interaction between teachers and students during the learning process is conducive but no one asks the teacher questions.

2) Cycle 2

In the second cycle, the researcher filled out observation sheets in VIII-B grade of SMPN 9 Jangkang. The results of the observation sheet of the second cycle of the first meeting, there was active questioning and interaction between the teacher and students during the learning process. Meanwhile, the results of the observation sheet of the first cycle of the second meeting, the interaction between teachers and students during the learning process is conducive and the

students were already active in asking questions regarding the project based learning material they worked on.

**Table 4.3**  
**The Comparison between Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
Throughout the learning process, there is less interaction between teacher and students. Less beneficial interactions occur between teachers and students while learning is taking place.	During the learning process, interactions between teacher and students are beneficial. and the students were already active in asking questions regarding the project based learning material they worked on.

**d. Reflect**

1) Cycle 1

In the first cycle, researcher and teacher will conduct a critical analysis of project based learning to enhance students' ability to effectively communicate about written procedures. The first project based learning method's results, which are indicative of how little the students have learned about project based learning, are not very helpful in improving their ability to collaborate with one another. Accordingly, many students are not comfortable with what their teachers say. In the first phase, all two students were somewhat giddy during the class presentation.

Results of the reflection on the lessons learned when the project based learning method was applied are as follows: the first lesson was mostly focused on the first lesson's content, students were mostly composed of self-initiated learners, and the teacher effectively managed the class. Results of the regression analysis with regard to the speaking test results are as follows: Test results obtained in the first phase do not show significant differences from test results obtained prior to the implementation of project based learning methodology.

The researcher as teacher concluded that the implementation of project based learning at the eighth grade students of SMPN 9 Jangkang had not succeeded yet on the first cycle. Thus, there were several major points that needed to be revised. Therefore, based on the result of reflection stage, the researcher decided to continue the research to the next cycle.

2) Cycle 2

In the second cycle, researcher and teacher will conduct a critical analysis of project based learning to enhance students' ability to effectively communicate about written procedures. The first cycle involved the researcher reflecting on the application of project based learning in teaching speaking on procedure texts, the classroom environment during implementation of the method, and the students' performance on the speaking exam in order to determine how well students were learning speaking on procedure texts through the use of project-based learning method.

From the observation sheet and reflection sheet, it showed that the students got good improvement in speaking. In comparison to before, the students shown more activity and confidence while speaking in front of the class and refusing to withhold their project work when asked. Speaking skills among the pupils also improved. Additionally, the instructor performed her instructional duties admirably. Based on the result of the reflection stage, the researcher decided not to proceed the cycle to the next cycle.

**Table 4.4**

**The Comparison between Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
<p>In the first cycle, the eighth grade students at SMPN 9 Jangkang had not yet seen success with project based learning. As a result, a few key aspects need revision. As a consequence, the researcher chose to go on to the following cycle of research based on the findings of the reflection stage.</p>	<p>Speaking skills among the pupils also improved. Based on the result of the reflection stage, the researcher made the decision to stop at this cycle and move on to the next.</p>

## **2. Analysis Data**

### **a. Observation Sheets**

The researcher held two meetings throughout the first cycle. The researcher helped the students improve their speaking at the first meeting by teaching them how to build the speaking indicators of vocabulary, grammar, pronunciation, fluency, and comprehension.

Based on the data which was obtained from observation sheet of the first meeting, the researcher found that the students were still confused about the project based learning. Students did not actively participate in the teaching and learning process, nor did the technique assist them in developing their speaking skills. It resulted in the pupils' prior ignorance about project based learning. Students found it difficult to understand the teacher's explanation as a result. Additionally, there was a lot of student talk during the full class as they prepared process texts to be presented in front of the class during this meeting.

In the second meeting, 50% of the students participated In a project based learning presentation in class. Students no one asked the group that was presenting in class. Every member of the group is visible nervous during presentations and students completing project with enough balk. The students also still could not improve their vocabulary, grammar, pronunciation, fluency, and comprehension. The students needed the teacher to guide and to help them

From the explanation, it could be concluded if the students were very difficult to improve their speaking and to understand what the other students said during presenting their work in front of class. Meanwhile, The interaction between teacher and students during the learning process has begun to be conducive, but no one asks students to the teacher.

In the second cycle, researcher plan material with other topics to keep students interested. The plan is prepared and prepared by the researcher before conducting the study. At this stage, the teacher provides explanations and examples through the material rather than through videos. After that, the teacher guides the students to think about what to do for the next meeting.

If students have difficulty in speaking such as vocabulary, grammar, fluency, pronunciation, and comprehension when speaking in front of the class, the teacher will

help the student by giving some reps related to the material using project based learning. At the end of the lesson, there are questions and answers and active interaction between teachers and students during the learning process.

In the second cycle, the researcher repeated again the observation activity by using observation sheet. Students that participate in project based learning in the classroom comprehend and pay attention to what the teacher is saying. There have been inquiries from certain students regarding project based learning. Pupils are aware of the project they will be working on.

Data from the most recent meeting in the second cycle demonstrated that project based learning had improved students' speaking abilities. The students speaking skills improved quite a bit. The students kept showing their effort and became active in the class. They also became brave enough to interact with the teacher by asking a question related to the material.

#### b. Speaking Test

The researcher examined the speaking test data, or the students' performance on the speaking test, in the first cycle quantitative data. The second meeting outcome from the first cycle was not very satisfactory; it fell short of the success markers. The grading rubric criteria are the foundation for the score that is assigned. The following computations to determine each student's specific grade make this very evident.

##### 1) Students' individual Qualification Score

This includes the individual scores of students in the speaking test for each cycle. These scores reflect the assessment of students' qualifications based on the criteria set in the assessment rubric, such as vocabulary, grammar, fluency, pronunciation, and comprehension. Based on the exam results for each cycle, it was discovered that each student's individual score had increased. The information gathered from the pupils' speech assessments served as fair. The data of the individual score in each cycle will be presented in graph below:

##### a) Students' Qualification Score of First Cycle

In the first cycle, the researcher was found that score of students were very good, good, fair and unsatisfactory in details the researcher showed in graph there were:

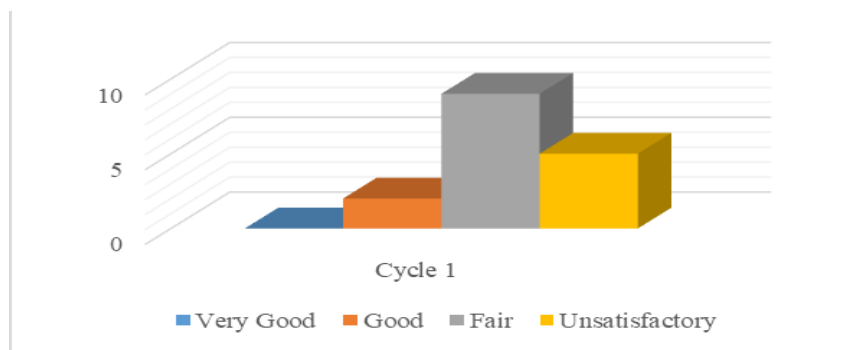


Chart 4.1. Score of Speaking test Cycle 1.

Based on students’ score qualification of the speaking test in the first cycle, it could be concluded that the qualification of students’ score were still unsatisfied. The researcher found that there were 5 students still got the lower score and categorized as unsatisfactory. Besides, there were 9 students had already could be categorized in fair and there were 2 students were categorized as good in the speaking.

b) Students’ Qualification Score of Second Cycle

In the second cycle, there was significant improvement of the students’ score. In specific the researcher presented in graph as follow:

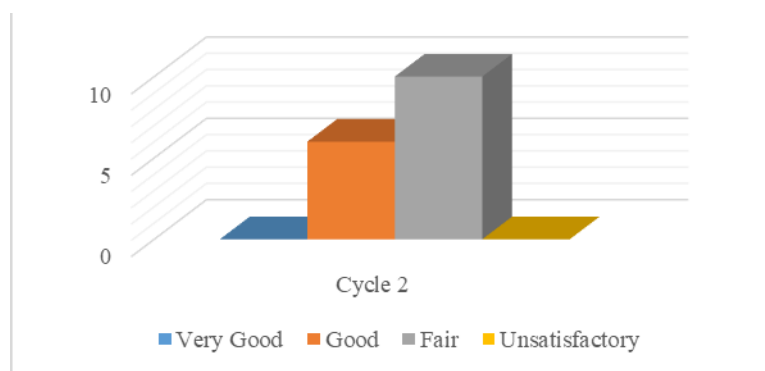


Chart 4.2. Score of Speaking test Cycle 2.

Based on the students’ score in the second cycle, the researcher found the improvement of students’ qualification score. There had found no one of students was categorized into unsatisfactory or the number of students who were categorized into unsatisfactory. Besides, there were 10 students had already could be



categorized in fair and there were 6 students were categorized as good in the speaking.

Finally, from the analysis result, the students' problems in speaking could be reduced and improved. The students increased their vocabulary, pronunciation, grammatical and generic structure related to the material, fluency, and also could be comprehended in speaking.

**Table 4.5**

**The Comparison between Cycle 1 and Cycle 2**

<b>Qualification Score</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
Very good	-	-
Good	2 students	6 students
Fair	9 students	10 students
Unsatisfactory	5 students	-

## **Discussion**

Based on the research finding in this research, it can concluded that the implementation of project based learning method is effective in enhancing the speaking skill. Through two cycle of research, it is evident that the planning, action, observation, and reflection carried out by the researcher and teacher have significantly contributed to the improvement of students' speaking skills.

Based on assessments of students' speaking skills both before and after using the project based learning approach, significant improvements in the development of communication skills were seen. Previously, students may have had limitations in speaking practice, especially in contexts that correspond to real life. However, through significant and contextualized projects, students are given opportunities to engage in conversations, presentations, and in-depth discussions on topics they research.

This creates a learning environment that supports students' natural language growth, where they can practice their speaking skills in an authentic and meaningful way. In the process, students are also encouraged to take an active role in leading presentations, collaborating with their peers, and exploring different approaches to convey their ideas. As students' participation in speaking activities increased, there was an improvement in their

ability to frame arguments, convey information clearly, and respond effectively to questions and responses from their peers.

This is in line with Kokotsaki (2016) theory, where students are considered active learners centered on inquiry, collaboration, and reflection. Through the projects they work on, students are given the opportunity to conduct investigations on topics of interest to them, develop a deep understanding of the subject matter, and communicate actively with their peers to achieve a common goal. The emphasis on student autonomy also plays an important role in the development of speaking skills, as students feel they have full responsibility for their learning and feel more confident in conveying their ideas. Thus, through project based learning, students not only improve their speaking skills, but also broaden their horizons of the real world and deepen their understanding of various concepts and disciplines.

This improvement in students' speaking ability can also be understood through the project based learning perspective emphasized by Laverick (2019). In this theory, students are empowered to actively engage in their learning and put themselves at the center of the learning process. Through the projects, students not only develop their speaking skills, but also improve their ability to think critically, collaborate, and apply knowledge across disciplines, in line with the holistic and sustainable learning goals.

In addition, there are significant differences between this research and previous research conducted by Yuni Mahtawarmi (2019), focuses on problem based learning (PBL), with data collection techniques including tests, experimental teaching, and questionnaires. In this research, the use of data analysis techniques in the form of observation sheets and speaking tests was conducted with the consideration of gaining a deeper understanding of students' progress in speaking.

Lastly, the difference with previous research by Ivan Adi Firdaus (2023), to improve the speaking ability of female students at SMP Muhammadiyah Darul Arqom Karanganyar. This research is concentrated on eighth grade students. In addition, the researcher investigation was not distinguish between male and female students, but rather emphasize all students without considering gender differences. This approach can provide greater insight into how project based learning affects speaking ability in a classroom. In addition, this research also provides a more comprehensive understanding of the efficiency of project based learning in raising students' general speaking proficiency.

Related to the explanation above, the researcher concluded that the implementation of project based learning has a positive effect on improving students' speaking skills. This can help students construct sentences about procedure text and also enable them to speak fluently. Furthermore, by implementing project based learning, students can be more active in sharing ideas and feel confident when the teacher asks them to present in front of the class. This makes them more motivated during the learning process. Additionally, it also facilitates their understanding of the lessons more easily. These improvements are believed to successfully enhance their speaking skills.

## **CONCLUSION**

Firstly, The implementation of project based learning provides encouragement for students to actively engage in class projects. They become more confident in delivering presentations and participating in discussions, both individually and in groups. With the opportunity to collaborate and share ideas, students feel more motivated to be actively involved in every stage of the project.

Secondly, project based learning also spurs students' creativity in completing project tasks. They are given the freedom to explore new ideas and create innovative solutions. This not only helps improve their ability to convey interesting ideas, but also hones their critical and analytical thinking skills.

Thirdly, through project based learning, students gain valuable knowledge and practical experience. They learn through the hands-on experience of making things in real life, which helps them understand the concepts of the lesson more deeply. By focusing on the application of knowledge in real contexts, students can develop critical thinking skills that enable them to respond quickly and appropriately to the challenges faced in their projects.

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