

THE RELATION BETWEEN PROJECT-BASED LEARNING AND SPEAKING SKILL IN ENGLISH CLASS FOR SENIOR HIGH SCHOOL STUDENTS

HUBUNGAN ANTARA PROJECT-BASED LEARNING DAN KEMAMPUAN BERBICARA DALAM BAHASA INGGRIS UNTUK SISWA SEKOLAH MENENGAH ATAS (SMA)

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ABSTRACT

Nowadays, students are taught to achieve the skills that will help them to survive in the 21st century. The important skills that students should master to face the 21st century are critical thinking, problem-solving, communication, and collaboration. One of the models that can be used to prepare the students to face it is Project-based learning. While for teaching English, this model can be used especially for productive skills such as writing and speaking. In project-based learning, students work in groups to finish the project, while in improving speaking skill, students will also learn better when they practice in a group because students will speak better when they enjoy the activity. As both Project-based learning and speaking ability are applied better in the group, that is why it is important to correlate between project-based learning and students' speaking ability. This research aims to answer the research question of whether there is the relationship between Project-based learning and Students' speaking ability. Therefore, correlational research is used. The sample used in this research is the students of the eleventh science 1 grade, that consists of 36 students. The instruments to collect the data are a questionnaire to know the grade of Project-based learning and a speaking test to know the students' speaking ability. This research shows that the Pearson correlation value between Project-based learning and speaking skill is 0,107, which means there is a very weak correlation between project-based learning and speaking skills. In addition, the result also means that there is no statistically significance value between project-based learning and speaking skills as the significance value is 0,534 which is bigger than 0,05 ($0,534 > 0,05$).

Key Words: Relation, Speaking skill, Project-based learning

ABSTRAK

Saat ini, siswa diajarkan untuk mencapai keterampilan yang akan membantu mereka bertahan hidup di abad ke-21. Keterampilan penting yang harus dikuasai siswa untuk menghadapi abad 21 adalah berpikir kritis, pemecahan masalah, komunikasi, dan kolaborasi. Salah satu model yang dapat digunakan untuk mempersiapkan siswa menghadapi hal tersebut adalah pembelajaran berbasis proyek. Sedangkan untuk pengajaran bahasa Inggris, model ini dapat digunakan khususnya untuk keterampilan produktif seperti menulis dan berbicara. Dalam pembelajaran berbasis proyek siswa bekerja dalam kelompok untuk menyelesaikan proyek, sedangkan dalam meningkatkan keterampilan berbicara, siswa juga akan belajar lebih baik jika berlatih dalam kelompok karena siswa akan berbicara lebih baik jika menikmati kegiatan tersebut. Karena pembelajaran berbasis proyek dan kemampuan berbicara diterapkan lebih baik dalam kelompok, itulah mengapa penting untuk menghubungkan antara pembelajaran berbasis proyek dan kemampuan berbicara siswa. Tujuan dari penelitian ini adalah untuk menjawab pertanyaan penelitian apakah ada hubungan antara pembelajaran berbasis proyek dan kemampuan berbicara siswa. Oleh karena itu, digunakan penelitian korelasional. Sampel yang digunakan dalam penelitian ini adalah siswa kelas XI IPA 1 yang berjumlah 36 siswa. Instrumen untuk mengumpulkan data adalah angket untuk mengetahui nilai pembelajaran berbasis proyek dan tes berbicara untuk mengetahui kemampuan berbicara siswa. Penelitian ini menunjukkan bahwa nilai korelasi Pearson antara pembelajaran berbasis proyek dengan

keterampilan berbicara adalah sebesar 0,107 yang berarti terdapat hubungan yang sangat lemah antara pembelajaran berbasis proyek dengan keterampilan berbicara. Selain itu, hasil tersebut juga berarti bahwa tidak ada nilai signifikansi statistik antara pembelajaran berbasis proyek dan keterampilan Berbicara karena nilai signifikansinya adalah 0,534 yang berarti lebih besar dari 0,05 ($0,534 > 0,05$).

Kata Kunci : Hubungan, Kemampuan berbicara, *Project-based learning*

BACKGROUND

One of the goals of learning English is to make the students able to communicate in the form of oral or written, that is why training the students' communicative competence plays an important role in enhancing students' abilities. One of the communicative competencies that should be achieved by students of EFL learners is speaking ability (Hymes, 1972). However, many teachers still focus their teaching for preparing their students to be able to do written examination whether in the form of daily test or final semester test or even school final test (Farooq, 2015). This also effected that many students do not practice on oral or written communication well in English class (Brooks, 2018) Thus resulted that many of the students who graduates from school are lack of ability in oral and written communication (Karyawati & Ashadi, 2018) that is why in teaching English teacher should not only focus on grammar material but also on real communicative competence (Zaidi, 2014). Therefore, training the students with more real communicative exercises should be applied by teachers.

In addition, many students also have problems in doing communication, especially in speaking. In teaching speaking, there are two main problems faced by students, they are psychological problem (not feel confidence and afraid to make mistake) and linguistic problem (vocabulary and grammar) (Fitriani et al., 2015; Mido, 2019; SOREH et al., 2022) this is because among the four skill in English, speaking is the most difficult skill that should be mastered by the students (Andini et al., 2020). Therefore, it is important for teacher to use the proper model that can motivate the students to use the English for communication (Zaidi, 2014).

Furthermore, nowadays, students are prepared to face the 21st century, thus students are taught to achieve the skills that will help them to survive in this century (Karyawati & Ashadi, 2018). The important skills that should be mastered by the

students to face 21st century are critical thinking, problem solving, communication, and collaboration (AMA, 2013). From that statement, it is clear that communication is also one of the skills that should be mastered by the students to be able to compete in today's world (Nwabueze & Mileski, 2018; Sumaiya et al., 2022). As language is a means of communication (Goyal, 2017; Sirbu, 2015) it is important for teachers to use model that can make the students achieve communicative competence. One of the models that can be used is Project-based learning (PjBL). This model is also appropriate to be used for teaching English, especially for productive skills such as writing and speaking (Karyawati & Ashadi, 2018; Sukerti, 2019; Susilawati et al., 2017). Especially on speaking, learning speaking also will be done better in group discussions (Andini et al., 2020). Moreover, in teaching speaking students will learn better by practicing the language in enjoyable situations (Rahimi & Keng Wee Ong, 2023). That is why project-based learning is appropriate to be used for teaching this skill, because in PjBL students do the project independently in a group work (Gai Mali, 2016; Reeder, 2005; Sumarni et al., 2016). In their group students will learn speaking better because they can learn to speak with their friend in enjoyable situation. In addition, in planning PjBL the product can be in the form speaking project, therefore the focus of the students' activity is in improving students speaking ability and one of the products of the project is making a video that asks them to practice speaking. In this way, speaking ability can be conducted in PjBL.

Project Based Learning is a model of teaching that uses a sequence of time and work to produce a new thing. To make the students able to achieve those skills, especially those soft skills, teachers should use appropriate strategy to teach the students. Project-based learning is student-centered learning (Gai Mali, 2016; Karyawati & Ashadi, 2018) teacher is not the center of the learning process but he/she has a role as facilitator (Guo et

al., 2020; Ramdhani, 2022). In addition, PjBL allows students to participate in real problem-solving and knowledge construction in a real-life context (Guo et al., 2020; Poonpon, 2017; Zaidi, 2014). Furthermore, at first this model is used for science subjects (Krajcik & Shin, 2014) however, nowadays this strategy can be applied for any subjects such as Social, art, and English classes (Krajcik & Shin, 2014). The important point in implementing this model is by students center, students autonomy, collaborative learning, and learning with tasks (Gai Mali, 2016; Reeder, 2005; Sumarni et al., 2016) especially for English class, in PjBL students can design the project, choose the material, the source and apply the project, those activities make the students learn independently in a groupwork (Asfihana, 2021; Ngadiso et al., 2021) as many activities done by the students, therefore when using this model teacher should also consider about the time, as this model takes much time (Guo et al., 2020; Karyawati & Ashadi, 2018). That is why it is important to know when teacher apply this model whether it also relates with students communicative competence especially in speaking skill. Because when this model is used students work in group and in this way, teacher should facilitate the students to communicate effectively (Asfihana, 2021) to finish the project. Therefore, correlational research is used as the purpose of correlational research is to investigate the degree of correlation (Latief, 2017a) between two variables. And in this research the variables are project-based learning and students speaking skill.

This kind of research is used as PjBL is a student center, therefore students are actively working in their group (Asfihana, 2021), they work with their friends in conducting PjBL to produce a product, and it is important to see the content/product produced in the project and the skills mastered by the students. As in teaching speaking, the popular model that are usually used by teacher is role play, and group discussion (Andini et al., 2020) therefore in PjBL students are actively work in group (Ngadiso et al., 2021). In addition, learning speaking also will be done better in group discussion (Andini et al., 2020) moreover, in teaching speaking students will learn better by practicing the language in enjoyable situation (Rahimi & Keng Wee Ong, 2023). As students speak better in the

enjoyable condition that is found in a group discussion, and students also will be more active in conducting the project in group where they can construct the knowledge and practice better, then the researcher wants to see whether they both are related to each other.

Based on the description above it is important to find the relationship between PjBL and students oral communication competence. Some previous research also suggest teacher to use PjBL to teach speaking (Karyawati & Ashadi, 2018; Sukerti, 2019).

From the background above the researcher formulates the research questions as follow: is there a relationship between Project-based learning and Students speaking ability? While the purpose of this study is to know whether Project Based Learning has correlation with students speaking skill or not.

REVIEW OF RELATED LITERATURES

Project Based Learning (PjBL)

Project-based Learning is a model of learning that is used basically to help students to face 21st century (Krajcik & Shin, 2014). This model makes the students study by practicing, to share ideas communicatively and allow the student to deal with the real world (Krajcik & Shin, 2014; Tsiplakides & Fragoulis, 2009; Zaidi, 2014). There are some positive sides of this project. They are students work in group, therefore they learn about how to make effective communication with their friends when conducting the project as this model also can improve students communicative competence, especially in speaking (Sukerti, 2019; Tsiplakides & Fragoulis, 2009), another skills that also improved are the skills needed for the 21st century, they are critical thinking, collaborative, and problem solving (Karyawati & Ashadi, 2018; Kokotsaki et al., 2016). This model suggests the students to construct the knowledge (Guo et al., 2020) it means that students are not only learning the materials but also learn why they have to learn (Barron et al., 1998), then they will love to learn. Because students are free to design the project which means that they also should decide what kind of knowledge and skill that they have to achieve by doing the project (Ngadiso et al., 2021).

This model also put the academic purpose and the soft skills in equal position (Sukandari, 2013), therefore the learning goal should be defined clearly before the project begins (Guo et al., 2020) When

practicing this model there are some steps that should be done, the first is choosing the topic, then, designing the project, conducting the project, and evaluation (Tsiplakides & Fragoulis, 2009). In addition, there are also steps in conducting project-based learning, they are the driving question, then focus on goal of learning, the participant activities, collaboration, the use of technology, and producing a product (Guo et al., 2020).

Speaking ability

English as an international language (Andini et al., 2020) is a means of communication in the global world (Farooq, 2015), that is why English become a compulsory subject taught in high schools in Indonesia. There are four skills taught in English subjects, they are listening, speaking, reading, and writing. As language is a means of communication, there are two types of communication, they are oral and verbal communication (Puspa et al., 2020) one type of communication is oral communication because this communication is one of the most important skills that should be mastered by students (Brooks, 2018). Moreover, in this 21st century, communicative competence is also very important in language learning (Puspa et al., 2020). One of the communicative competencies that is taught to be very important is speaking, because when people speak fluently, they will be able to deliver their ideas (Andini et al., 2020). In teaching this skill teachers should give more opportunities for the students to practice (Poonpon, 2017; Rahimi & Keng Wee Ong, 2023).

Research Model

As this research is correlational research which belongs to quantitative, therefore the statistical data was used. Correlational research is kind of research that find the relationship between two variables not to find a cause of the change of another variable (J. Privitera, 2019). While one of the characteristics of correlational research is using statistical data to see the relationship among variables (Heath, 2021). One of the advantages in using this kind of research is that the data from one variable can be used to predict another variable (Latief, 2017a). The data used in this research is the score of project based learning which is obtained from questionnaire that is used as exit ticket. While the speaking score is got from the speaking test

after the students working in their project based learning.

Because the data used is in the form of interval or ratio then, Pearson correlation is used to analyzed the data (J. Privitera, 2019) Then the data is proceed by using Spss 16 to see their relationship. The formula used for computing the data is Pearson correlation coefficient as the data used in this research is interval or ratio data or the score of project based learning and the students score (J. Privitera, 2019)

The population of this research is the students of MAN 2 Nganjuk on academic year 2023/2024 that consist of 859 students. After the population is determined, then the writer chooses the sample. In choosing the sample, the writer uses cluster random sampling. This kind of sample is used because we can choose the sample from the group that already exist from a large population (Latief, 2017b). Then, the sample of this research is the students of the eleventh science 1 class that consist of 36 students. In this research, this class is chosen by the lottery, and this class also represents the whole class in MAN 2 nganjuk that consists of about 36 students in each class. The questionnaire is used to get the data about project-based learning. The researcher used a close-ended questionnaire with a 5 Likert scale choices, they are strongly agree [5], agree [4], neutral [3], disagree [2], strongly disagree [1]. There are 13 questions in it. The questionnaire is given after the students have finish their project as the exit ticket. While for students speaking ability, the researcher used the test after the project.

Finding

In this research to measure project based learning the researcher used a questionnaire to measure the affective outcome (Guo et al., 2020). In this questionnaire, 13 close-ended questions are given to the sample of the research. The questionnaire consist of the questions about planning the project, conducting the project that deals with speaking skill and soft skills such as communicative, collaborative, creative and problem solving, and the last part is the problem in conducting this project. Those questions are given to the students as the questionnaire and also as exit tickets. The questionnaire is shared by using google form. In addition, to measure students' speaking skill, a

speaking test is conducted. The score of the speaking test is made based on the rubrics. Based on the data analyzed, the descriptive result is presented in the table below:

Table 1

	Mean	Standart Deviation	N
PjBL	48,72	3,57	36
Speaking	80,88	3,23	36

From the table above the grade of project-based learning and the student's speaking score are found.

Before the data is analyzed by using Pearson correlation in SPSS, the normality is checked first. The result of the normality test of the data is presented below.

Table 2
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Predicted Value
N		36
Normal Parameters	Mean	80.8888889
	Std. Deviation	.36117560
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.088
Kolmogorov-Smirnov Z		.640
Asymp. Sig. (2-tailed)		.808
Monte Carlo Sig. Sig. (2-tailed)		.768c
	99 % Confidence Lower Bound	.757
	Upper Bound	.778

- a. Test distribution is Normal.
- c. Based on 10000 sampled tables with starting seed 2000000.

From the table above it shows that sig. value is 0,768, which is above 0,05 which meant that data is normally distributed. After the data shows its normality then the correlation Pearson product moment is used. The result is shown below.

Table 3
Criteria the strength of correlation (Yee et al., 2015)

0,01-0,30	very low correlation
0,31-0,50	Low correlation
0,51-0,70	medium correlation
0,71-0,90	Strong correlation
0,91 – 1,0	very strong correlation

Table 4
Correlations

		Pjbl	Speaking
Pjbl	Pearson Correlation	1	.107
	Sig. (2-tailed)		.534
	N	36	36
Speaking	Pearson Correlation	.107	1
	Sig. (2-tailed)	.534	
	N	36	36

The Pearson correlation value indicates the strong the relationship between two variables. In this research the Pearson correlation value between Project based learning and speaking skill is 0,107 which meant that there is very weak correlation between PjBL and Speaking skill.

In addition, the result from the table above also shows that there is no statistically significance between project based learning and Speaking skill as the significance value is 0.534 which is bigger than 0,05 (0,534 > 0,05).

Discussion

This research is designed to find the relationship between Project Based Learning and speaking skill. Then the result shows that there is no statistically significant correlation between PjBL and Speaking skill. Speaking skill is one of the skills that ask the students to practice a lot (Brooks, 2018), while when teachers use project-based learning in speaking class, it will facilitate the students to practice more because students will feel more confident to practice speaking with their friends (Zaidi, 2014). However, the result of this research is different with those concepts. In PjBL students construct the knowledge (Guo et al., 2020) they start the class with selecting the subject, planning, getting information dealing with the subject, conducting, presenting and evaluating the project (Gai Mali, 2016) that is why students should be independent and have good initiative so the project can run well (Asfihana, 2021), this affected that by using this model students can learn the soft skills that should be achieved to face 21st century such as communicative, collaborative, problem solving and critical thinking (Karyawati & Ashadi, 2018). In conducting project based

learning, students were active in working in group, they make the schedule of the project, finding the materials dealing with the topic, learning together in group, and working together to finish the project. The product of this project is short movie. The students work in a group of four, they play the role of the character in narrative text, then act in that movie. When doing this project the students already practice the skills needed to face 21st century such as communicative, collaborative, and critical thinking when conducting the project. But some of the students miss the content of material that should be mastered.

Moreover, some students are not really ready yet to be independent, they already accustomed to get the brief explanation from the teacher (Maqbulin, 2021) therefore when the teacher asked them to make the project some students are not really doing the steps to improve the English skills or the content of the material. Because in a group there are some students who love to work in a team, while the other love to work independently (Rezaei, 2020). The students who are active can get benefit from the project, while the students who get used to be passive will not take a part to participate to solve the group problem, even though during the project teacher was active to guide the students to make the schedule and to be responsible for their role in the groupwork, also facilitate them by giving

the rubrics for peer assessment. Furthermore, according to some students, based on the questionnaire, they feel hard to practice speaking because of the less vocabulary that they master and also the pronunciation problem. These problems make them feel better if the teacher trains the vocabulary first before asking them to conduct the project.

Conclusion

This research is held to answer the research question whether there is relationship between Project-based learning (PjBL) and Students speaking ability. Then, the result of this research shows that the Pearson correlation value between Project based learning and speaking skill is 0,107 which meant that there is very weak correlation between PjBL and Speaking skill. In addition, there is no statistically significance value between PjBL and Speaking skill as the significance value is 0,534 which is bigger than 0,05 ($0,534 > 0,05$). From this result it can be concluded that the students are not ready yet to be independent. It is also hard to construct their own knowledge because they already accustomed to get the brief explanation from the teacher (Maqbulin, 2021) therefore students still rely a lot to the teacher to get the material. In addition, more experimental research should be done to see the effect of project based learning towards students speaking ability.

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