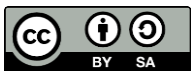
IDEAS

Journal of Language Teaching and Learning, Linguistics and Literature

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Volume 12, Number 2, December 2024
pp. 3263 - 3275



Issued by English study program of IAIN Palopo

Teaching Speaking by Using Project-Based Learning to the Eighth Grade Students

Ihwan[1], Nadrun[2], Anjar Kusuma Dewi[3], Rofiqoh[4]
[1,2,3,4]English Education, FKIP Tadulako University
E-mail: ihwanawang024@gmail.com

Received: 2024-07-26 Accepted:2025-03-05
DOI: 10.2456/ideas. v12i2.5369

Abstract

The objective of this research was to determine if Project-Based Learning (PjBL) can improve the speaking ability of eighth-grade students at SMP Negeri 1 Palu. This research applied a quasi-experimental design. The samples consisted of students from class VIII B as the experimental group and class VIII D as the control group, selected through purposive sampling from a population of 349 students across 11 classes. Data were collected from test results (pre-test and post-test) and analyzed statistically. The pre-test score for the experimental class was 36.25, while the post-test score was 70.12, indicating a significant improvement in speaking skills due to the treatment. Additionally, it was found that the class became more engaging and encouraged students' creativity. Hence, teaching using PjBL effectively improves the speaking skills of eighth-grade students at SMP Negeri 1 Palu. The findings of this research suggest that integrating Project-Based Learning (PjBL) into the classroom not only enhances students' speaking abilities but also creates a more engaging and stimulating environment, thereby fostering student creativity and motivation.

Keywords: *Project-Based Learning, Speaking Ability*

Introduction

Speaking is very important in our daily life. It is means of sharing messages, ideas, and information between people or groups. Speaking helps us understand each other better, connect socially, and grow personally in various situations. This is the main way that we understand each other. Thus, not surprising that we should learn and practice speaking.

Good speaking skills are an effective way to influence the way others think and act. By speaking clearly and convincingly, one can positively change the thoughts and actions of others in various situations. It is important to have good speaking skills to make someone more confident, help them feel more comfortable when interacting with others, and form a strong personality.

Speaking ability is a key aspect in language communication and is one of the proofs that a person can communicate in a language. This ability is very important in daily interaction, language learning, and in various communication situations, both in social and professional contexts. According to Yunita (2015:1), " speaking skill is the skill that proved someone is able to communicate in a language." Thus, from this perspective a person can understand, speaking ability is how to assess the ability of a person to communicate well in a certain language. With speaking ability, a person also demonstrates their understanding of the grammar and vocabulary of the language use as well as their ability to organize ideas and arguments with a clear purpose when speaking. In other words, speaking ability also includes how a person uses appropriate tone of voice, volume, and various facial expressions to convey emotion and additional meaning in a conversation. Overall, speaking ability is a very important skill to communicate effectively for a variety of situations.

However, there are many factors that influence a person or student it is not able to speak fluently. Widiyati and Pangesti (2022:1) state "Students' fluency in speaking is often affected by various factors, such as lack of practice, non-accurate pronunciation, and ineffective learning approaches." This means that a lack of vocabulary and self-confidence as well as a lack of speaking practice makes a person or student unable to speak fluently in learning English in class.

In accordance with the above problems, there is a method that can improve speaking skills, namely Project-Based Learning (PjBL). It encourages students to practice in developing their speaking skills. The previous studies have shown that the implementation of the Project-Based Learning (PjBL) method can improve students' speaking skills. Widiyati & Pangesti (2022:10) state "Project-Based Learning can improve students' enthusiasm, creativity, and motivation in learning English". The results showed that the mean scores of students' speaking ability in both classes were higher in the post-test compared to the pre-test. In addition, the independent sample t-test supports the hypothesis testing results. Therefore, it shows that the project-based learning applied has a significant difference or is effective to improve learners' speaking ability. In the end, the use of this method creates a more enjoyable, active, and interactive speaking class atmosphere for the easy learners.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Method

This research used a quasi-experimental design by conducting pre-test, treatment, and post-test. This research applies a non-equivalent control group design. In this research design there are two research objects. Namely the experimental group and the control group. The experimental group received treatment, while the control group did not.

The population of this research is the eighth-grade students at SMP Negeri 1 Palu, which includes a total of 349 students from 11 classes. This population refers to all eighth grade students in the school. Researchers used purposive sampling techniques in sample selection to determine the sample. The samples obtained were class VIII B as the experimental class and class VIII D as the control class.

In collecting data, this research used a speaking test. The test to be used is an oral test as an instrument. There was two tests. The first test is the pre-test which will be given before the treatment, and the second test is the post-test which will be given after the treatment. Numerical data was analyzed by using Arikunto formula.

Results

To know the finding of the research related about the use of project-based learning in teaching speaking that focus on fluency, accuracy, and comprehension. The results of this research use statistical analysis to process data, using the by using some formulas on previous chapter. The data analyzed came from the pretest and posttest results given to the control group and the experimental group. The purpose is to assess how significant the improvement of students' speaking ability is after they follow project-based learning in the eighth grade of SMP Negeri 1 Palu.

Table 1. The Result of Pre-test Experimental Group

NO	Name	Fluency	Accuracy	Comprehensibility	obtain score	Raw Score
1	ANS	2	1	2	5	33,33
2	ADP	1	1	1	3	20,00
3	APS	3	1	1	5	33,33
4	AYW	2	2	2	6	40,00
5	AWY	3	2	1	6	40,00
6	DNT	2	3	1	6	40,00
7	CNW	3	1	1	5	33,33
8	DMM	2	2	2	6	40,00
9	DRC	3	1	1	5	33,33
10	DRC	1	1	1	3	20,00
11	DPP	4	4	3	11	73,33
12	DA	3	1	1	5	33,33

13	EYP	1	2	2	5	33,33
14	GAM	1	1	1	3	20,00
15	KMS	3	1	3	7	46,67
16	KGD	2	2	3	7	46,67
17	KN	1	1	1	3	20,00
18	KCT	3	2	3	8	53,33
19	LGD	2	2	2	6	40,00
20	MP	1	1	1	3	20,00
21	NZS	2	3	1	6	40,00
22	NPR	2	2	1	5	33,33
23	MPR	3	1	1	5	33,33
24	PAL	3	1	2	6	40,00
25	RCPEP	2	2	1	5	33,33
26	RN	1	2	1	4	26,67
27	RS	1	2	2	5	33,33
28	SN	1	3	1	5	33,33
29	SL	2	3	2	7	46,67
30	SIW	3	2	2	7	46,67
31	VWS	3	1	2	6	40,00
32	ZRSM	2	1	2	5	33,33
					174	1160,00

Based on Table 1. The highest score was 73,33 and the lowest was 20,00 with the total score for all students being 1160,00. the standard score of 70 was set to evaluate speaking, and the results indicated that all students failed the pretest. Based on the calculation, the mean score in the experimental class is 36,25 it indicated their speaking skill needed to be improved.

Table 2. The Result of Pre-test Control Group

NO	Name	Fluency	Accuracy	Comprehensibility	obtain score	Raw Score
1	AML	3	3	4	10	66,67
2	AH	2	2	2	6	40,00
3	ACI	4	2	1	7	46,67
4	AKL	2	2	3	7	46,67
5	AJR	3	3	1	7	46,67
6	AMPL	1	2	3	6	40,00
7	AS	3	2	2	7	46,67
8	BJM	2	1	1	4	26,67
9	CS	3	3	1	7	46,67
10	CYCM	3	1	1	5	33,33

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

11	CFP	2	3	1	6	40,00
12	DDR	1	1	1	3	20,00
13	GPT	1	2	3	6	40,00
14	GZP	2	2	1	5	33,33
15	ISS	1	3	1	5	33,33
16	JFMM	1	1	1	3	20,00
17	MTT	4	2	4	10	66,67
18	MAS	2	2	2	6	40,00
19	GT	1	1	3	5	33,33
20	MNF	3	3	2	8	53,33
21	MB	3	2	2	7	46,67
22	MC	2	2	2	6	40,00
23	NP	2	2	3	7	46,67
24	QSNA	1	3	3	7	46,67
25	RSJ	2	2	2	6	40,00
26	RMT	2	2	2	6	40,00
27	RB	1	2	3	6	40,00
28	SH	3	1	2	6	40,00
29	SNIL	3	1	1	5	33,33
30	TBDPK	2	2	2	6	40,00
31	TSM	1	2	2	5	33,33
32	ZQAK	2	2	1	5	33,33
					195	1300,00

Based on table 2. The highest score was 66,67, and the lowest was 20,00 with the total score for all students being 1300,00. the standard score of 70 was set to evaluate speaking, and the results indicated that all students failed the pretest. Based on the calculation, the mean score for the Control group is 40,62. This score is higher than the pre-test score of the Experimental group. This indicates that the Control group had a better understanding of speaking skills.

Table 3. The Result of Post-test Experiment Group

NO	Name	Fluency	Accuracy	Comprehensibility	obtain score	Raw Score
1	ANS	4	4	4	12	80,00
2	ADP	4	3	3	10	66,67
3	APS	5	2	4	11	73,33
4	AYW	2	4	5	11	73,33
5	AWY	5	2	5	12	80,00
6	DNT	3	3	5	11	73,33
7	CNW	5	5	4	14	93,33
8	DMM	5	5	4	14	93,33
9	DRC	5	3	3	11	73,33
10	DRC	3	4	4	11	73,33
11	DPP	5	5	4	14	93,33
12	DA	2	5	5	12	80,00
13	EYP	4	4	4	12	80,00
14	GAM	4	5	5	14	93,33
15	KMS	3	3	5	11	73,33
16	KGD	4	4	5	13	86,67
17	KN	2	2	4	8	53,33
18	KCT	5	3	4	12	80,00
19	LGD	4	3	3	10	66,67
20	MP	4	4	5	13	86,67
21	NZS	5	5	2	12	80,00
22	NPR	4	4	2	10	66,67
23	MPR	4	4	5	13	86,67
24	PAL	4	4	5	13	86,67
25	RCPEP	4	5	3	12	80,00
26	RN	5	3	5	13	86,67
27	RS	2	4	4	10	66,67
28	SN	3	4	5	12	80,00
29	SL	2	4	4	10	66,67
30	SIW	4	4	4	12	80,00
31	VWS	4	3	4	11	73,33
32	ZRSM	4	4	3	11	73,33
					375	2500,0

Based on the table above the highest score achieved by four students was 93,33. while six students obtained the lowest score of 53,33. The total student score on the posttest was 2500,0. Based on the calculation, the mean score for the experimental group is 70.12.This indicates that the treatment was successful in

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

improving their speaking skills. After calculated the post-test for the Experimental group, the researcher calculated the post-test for the Control group.

Table 4. The Result of Post-test Control Group

NO	Name	Fluency	Accuracy	Comprehensibility	obtain score	Raw Score
1	AML	3	3	3	9	60,00
2	AH	3	3	3	9	60,00
3	ACI	2	4	4	10	66,67
4	AKL	2	4	5	11	73,33
5	AJR	3	3	2	8	53,33
6	AMPL	1	1	5	7	46,67
7	AS	1	4	3	8	53,33
8	BJM	2	5	3	10	66,67
9	CS	2	3	5	10	66,67
10	CYCM	2	4	4	10	66,67
11	CFP	2	2	2	6	40,00
12	DDR	3	3	2	8	53,33
13	GPT	4	5	1	10	66,67
14	GZP	2	3	4	9	60,00
15	ISS	4	4	4	12	80,00
16	JFMM	5	3	2	10	66,67
17	MTT	4	1	1	6	40,00
18	MAS	5	4	2	11	73,33
19	GT	4	4	4	12	80,00
20	MNF	3	3	3	9	60,00
21	MB	3	2	2	7	46,67
22	MC	4	4	2	10	66,67
23	NP	2	5	1	8	53,33
24	QSNA	4	1	1	6	40,00
25	RSJ	3	2	2	7	46,67
26	RMT	3	3	2	8	53,33
27	RB	4	2	2	8	53,33
28	SH	4	2	2	8	53,33
29	SNIL	2	4	3	9	60,00
30	TBDPK	2	2	3	7	46,67
31	TSM	4	4	2	10	66,67
32	ZQAK	2	2	4	8	53,33
					281	1873,33

Based on the table above the highest score achieved by four students was 80,00. while six students obtained the lowest score of 40,00. The total student score on the posttest was 1873,33. Based on the calculations, the mean score for the control group is 58,54. This indicates that the treatment for the experimental group was successful in improving their speaking skills. By analysing the post-test results of both groups, it can be concluded that the treatment applied to the experimental group is effective.

Table 5. Deviation and Square of the Experiment Group

NO	Name	Standard Score		Deviation	Square Deviation
		Pre-Test	Post-Test		
1	ANS	33,33	80,00	46,67	2178,0889
2	ADP	20,00	66,67	46,67	2178,0889
3	APS	33,33	73,33	40,00	1600
4	AYW	40,00	73,33	33,33	1110,8889
5	AWY	40,00	80,00	40,00	1600
6	DNT	40,00	73,33	33,33	1110,8889
7	CNW	33,33	93,33	60,00	3600
8	DMM	40,00	93,33	53,33	2844,0889
9	DRC	33,33	73,33	40,00	1600
10	DRC	20,00	73,33	53,33	2844,0889
11	DPP	73,33	93,33	20,00	400
12	DA	33,33	80,00	46,67	2178,0889
13	EYP	33,33	80,00	46,67	2178,0889
14	GAM	20,00	93,33	73,33	5377,2889
15	KMS	46,67	73,33	26,66	710,7556
16	KGD	46,67	86,67	40,00	1600
17	KN	20,00	53,33	33,33	1110,8889
18	KCT	53,33	80,00	26,67	711,2889
19	LGD	40,00	66,67	26,67	711,2889
20	MP	20,00	86,67	66,67	4444,8889
21	NZS	40,00	80,00	40,00	1600
22	NPR	33,33	66,67	33,34	1111,5556
23	MPR	33,33	86,67	53,34	2845,1556
24	PAL	40,00	86,67	46,67	2178,0889
25	RCPEP	33,33	80,00	46,67	2178,0889
26	RN	26,67	86,67	60,00	3600
27	RS	33,33	66,67	33,34	1111,5556

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

28	SN	33,33	80,00	46,67	2178,0889
29	SL	46,67	66,67	20,00	400
30	SIW	46,67	80,00	33,33	1110,8889
31	VWS	40,00	73,33	33,33	1110,8889
32	ZRSM	33,33	73,33	40,00	1600
				1340,02	61113,0226

Based on the table above, the total deviation of the students' pre-test and post-test of the experimental group is 1340,02. Based on the result above, it can be seen that the mean deviation of the experimental group is 41,87.

Table 6. Deviation and Square Deviation of the Control Group

NO	Name	Standard Score		Deviation	Square Deviation
		Pre-Test	Post-Test		
1	AML	66,67	60,00	-6,67	44,4889
2	AH	40,00	60,00	20,00	400
3	ACI	46,67	66,67	20,00	400
4	AKL	46,67	73,33	26,66	710,7556
5	AJR	46,67	53,33	6,66	44,3556
6	AMPL	40,00	46,67	6,67	44,4889
7	AS	46,67	53,33	6,66	44,3556
8	BJM	26,67	66,67	40,00	1600
9	CS	46,67	66,67	20,00	400
10	CYCM	33,33	66,67	33,34	1111,5556
11	CFP	40,00	40,00	0,00	0
12	DDR	20,00	53,33	33,33	1110,8889
13	GPT	40,00	66,67	26,67	711,2889
14	GZP	33,33	60,00	26,67	711,2889
15	ISS	33,33	80,00	46,67	2178,0889
16	JFMM	20,00	66,67	46,67	2178,0889
17	MTT	66,67	40,00	-26,67	711,2889
18	MAS	40,00	73,33	33,33	1110,8889
19	GT	33,33	80,00	46,67	2178,0889
20	MNF	53,33	60,00	6,67	44,4889
21	MB	46,67	46,67	0,00	0
22	MC	40,00	66,67	26,67	711,2889
23	NP	46,67	53,33	6,66	44,3556

24	QSNA	46,67	40,00	-6,67	44,4889
25	RSJ	40,00	46,67	6,67	44,4889
26	RMT	40,00	53,33	13,33	177,6889
27	RB	40,00	53,33	13,33	177,6889
28	SH	40,00	53,33	13,33	177,6889
29	SNIL	33,33	60,00	26,67	711,2889
30	TBDPK	40,00	46,67	6,67	44,4889
31	TSM	33,33	66,67	33,34	1111,5556
32	ZQAK	33,33	53,33	20,00	400
				573,33	19379,4227

Based on the table above, the total deviation of the students' pre-test and post-test of the control group is 573. Based on the result, it can see that mean deviation on the control group is 17,91. The calculated shows that the variance of the experimental group is 4.998,85 and the variance of the control group is 9107,32.

Discussion

During the first meeting, the researcher observed and listened to the students' oral tests in the pre-test. The researcher found that the students' speaking skills were still relatively low. The data showed that most students received a "very poor" score. This was because they had pauses in their speech and used too many filler words. Additionally, the students were not confident in using English during the speaking class, and they were unable to speak accurately. Based on this problem, the researcher intends to introduce project-based learning method as a strategy to improve students' speaking skills. This project-based learning is expected to provide students with more opportunities to practice speaking directly through activities that are interesting and relevant to everyday life.

Through project-based learning, students can acquire important skills, such as better speaking skills, as they are given the opportunity to communicate and collaborate in completing prepared projects that are relevant to real life. according to Mafruudloh and Fitriati (2020) PjBL aims to help students hone their problem-solving and critical thinking skills. This method encourages students to think creatively in doing or creating something. PjBL is applied in English for Management subject with the hope that students will become more creative through discussion, sharing ideas, and collaboration. This method not only helps them understand the subject matter more deeply, but also allows them to develop critical thinking skills, creativity and the ability to work in teams. In a way, the teacher gives a project that is suitable for the topic of the lesson, which is of course related to their daily lives. Students are divided into small groups. In this group,

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

they discuss, plan, and divide tasks to complete the project where students are asked to make videos according to their creativity by following the lesson topic. Each group then presented their work in front of the class, providing an opportunity for students to practice public speaking and answer questions from their peers. The teacher and other students provide helpful feedback, to improve speaking skills and correct any shortcomings. Afterwards, students are invited to reflect on their experience, thinking about what they have learned, and how they can improve their speaking skills in the future.

Thus, project-based learning is an effective method to improve students' speaking ability. The data shows that the majority of students who initially scored "very poor" on the pre-test in the experimental group, significantly improved to "very good" on the post-test in the same group. This proves that this method not only helps students in understanding the material better, but also in developing their communication skills overall. This finding is also supported by previous studies. based on the Simbolon at al. (2019) Project Based-Learning (PjBL) is proven to be able to improve students' speaking ability. Based on the data analysis, in the first cycle, students were categorized as less able and low in speaking English. However, in the second and third cycles, there was a significant improvement, and students were categorized in good average. This technique can be an effective method that can be used by teachers to improve students' speaking ability.

As a result, this research concludes that project-based learning (PjBL) can improve speaking skills. The data showed that students who were initially less able to speak English improved significantly after following several cycles of PjBL. Therefore, the researcher chose PjBL as an effective method to develop students' speaking skills. This method not only improves speaking ability, but also makes the learning process more interesting and fun for students.

Conclusion

This research aims to prove that project-based learning (PjBL) can improve students' speaking ability. This research used a quasi-experimental design with two classes, the experimental class and the control class. Based on the research findings, it can be concluded that teaching using PjBL effectively improved the speaking skills of eighth grade students at SMP Negeri 1 Palu. It was proved by the value of t-table (6,665 >1.670). It means the hypothesis is project-based learning is effective as a learning method.

References

Afri. (2020). Improving Speaking Skill through Chain Drill Technique. In Journal of Linguistics, English Teaching and Education (Vol. 1, Issue 2). https://www.academia.edu/76767243/

Arikunto, S. (2006). Metodelogi penelitian. Yogyakarta: Bina Aksara

Alfatihah, A., Ismayanti, D., Syam, A. T., & Santaria, R. (2022). Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of SMP Negeri 4 Palopo. 10(1), 152–165. https://doi.org/10.24256/ideas.v10i1.2555

Brown, H. Douglas. (2001). Teaching by Principles: (An Interactive Approach to Language Pedagogy) 2nd ed. New York: Addison Wesley Longman, Inc.

Bakhtiar, M. R. (2020). The implementation of project based learning in teaching speaking recount texts to the students of Vocational High School. RETAIN (Research on English Language Teaching in Indonesia), 8(1), 68–72.

Firdaus, F., & Septiady, A. (2023). The effect of project-based learning on the students' speaking ability. Journal on Education, 5(3), 10105-10112.

Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English A Case Study. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 12(1), 108-131.

Masruddin, M. (2019). Course review horay method in teaching speaking. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 7(1).

Masruddin, M., & Munawir, A. (2021). the Efficacy of Treasure Hunt Game With Luwu Local Culture Based in Teaching English Vocabulary and Introducing Cultures Heritages of Luwu At Smpit Al Hafidz Kota Palopo. Kongres Internasional Masyarakat Linguistik Indonesia, 204-208.

Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. Cogent Education, 11(1), 2412500.

Nasriandi, N., & Masruddin, M. (2021). The Use of British Parliamentary Debate Style in Teaching Speaking Skill. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(1).

Prabawa, W. P. (2016). Speaking Strategies Use By Indonesia Tertiary Students. 4(2), 231–239. https://journal.uniku.ac.id/index.php/ERJEE

Misnawati, M. (2023). IMPROVING THE STUDENTS'SPEAKING IN ARGUMENTATIVE TEXT BY USING INSTAGRAM AS A MEDIA. Journal of English Education and Social Science, 3(1).

Simbolon , Haryudin, E. (2019). Improving Students' Speaking Skill Through Project Based Learning (Pbl). 2(2), 140/144.

ISSN 2338-4778 (Print)
ISSN 2548-4192 (Online)

Sahib, N. (2019). Using dialogue games in Improving Speaking Ability of participants of advanced level of PIKIH Program. Celebes of Linguistics Journal, 1(2), 19-30.

Mafruudloh, N. hah, & Fitriati, R. (2020). The Effect of Project Based Learning to the Students' Speaking Ability. 7(1), 57–63.

Widiyati, & Pangesti, W. (2022). Project-based learning in teaching speaking to young learners: Is it effective? EduLite: Journal of English Education, Literature and Culture, 7(1), 1/79.

Yunita, W. (2015). Incorporating Project-Based Learning (Pbl) Into a University Speaking Classroom: Why and How? Jurnal Basis, 50–59.