



The Impact of Project-Based Learning on Students' Engagement and Performance in English-Speaking Class at Senior High School

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Abstract

This study aims to analyze the process of the implementation of speaking using project-based learning method in speaking class at Senior High School and to find out whether the performance of project-based learning in speaking Class, in class twelve Senior High School. The type of research used qualitative method. The implementation of PjBL enables collaboration between students, strengthens social skills, and builds the ability to work in teams. Projects require active communication, sharing of ideas, and assignment of tasks, which can shape students' interpersonal skills. PjBL also provides opportunities for students to develop soft skills, such as leadership, collaboration, and time management, which have long-term value in their personal and professional lives. The result show that the students implementing their project follow the step of the implementing the project during learning in the class. Based on the explaining about we can conclude that the implementing of project-based learning method in speaking class can make the students have to take an active role.

Keywords: Speaking Comprehension, Project-Based Learning

Introduction

Since English is an international language that many individuals use frequently while speaking with people from other nations, learning it is imperative. Getting certain information and knowledge may be difficult, but if people learn English, it will be simple to engage or present. Since English is the language of academia, a worldwide common tongue, and a means of information transmission, everyone must learn it, claims Ilyosovna (2020). According to Mundriyah (2016:1), English is a language that is used in many activities, both in written and spoken forms. It is also one of the languages that people from many various countries use the most,

thus people need to learn it.

Additionally, English is used by Indonesians in some settings, such as universities and schools. As a result, this language is considered a necessary subject in Indonesia and must be learned by pupils. In elementary school, junior high, and senior high school, English was taught as an international language. However, because the kids were in an ancient high school, the teacher led English more closely. At this level, the teacher must force or assist the students in communicating in English.

It indicates that in order for the students to become proficient in both written and spoken English, the teacher should focus more on teaching speaking abilities. However, spoken language is more practical in day-to-day interactions; spoken language is frequently used instead of written language. Additionally, speaking is a linguistic skill that focuses on conveying information. According to the Senior High School Curriculum K13, students at this level need to become proficient speakers. Students must be able to communicate their thoughts and knowledge in this situation.

speaking abilities since they believe that mastering speaking abilities is difficult. Students had to put in a lot of study time and practice continuously if they were to become proficient in this ability. Additionally, the students encountered a number of challenges during their English language education, including a deficiency in vocabulary, difficulty understanding sentence structure, a lack of confidence in their ability to communicate in English, a distaste of studying the language, etc.

Some students at this level also had comparable difficulties speaking to the issues previously mentioned by some experts, according to the preliminary study on semi-instructed interviews with the English teacher of Senior High School XII grade. The issues in this instance included a lack of enthusiasm for speaking English, trouble coming up with ideas, trouble constructing sentences in English, ignorance, and a lack of confidence when speaking in front of the class.

Additionally, English teachers should focus more on educating, conversing, and assisting students with their problems because some students struggle with communicating. According to Hana (2022), the teacher can use group projects and repetition strategies to help students overcome their challenges speaking English. This will help them focus better during English language instruction and foster a positive learning environment. Similarly, Pratama and Awaliyah (2016) noted that teachers may encounter a number of obstacles in the classroom, including a lack of enthusiasm to learn how to speak, poor pronunciation, and a deficiency of vocabulary. On the other hand, English teachers can employ a variety of teaching methods, models, tactics, and learning and teaching models in speaking classes to get past these obstacles.

Additionally, the English teacher at Senior High School explained in the primary interview that she employed a number of strategies, learning approaches, and

teaching and learning models in her speaking class to help the students become more proficient speakers and to help them get past their speech-learning obstacles. In this instance, the English teacher used the Project-based Learning (PJBL) paradigm of instruction. According to the English teacher, this strategy might assist pupils locate the right language, develop ideas, present those thoughts, become more comfortable speaking English, and become too lethargic to converse in English.

According to the aforementioned claims, the right learning model, approaches, and strategies for teaching speaking are the same ways that an English instructor can assist students in becoming proficient speakers. Students can overcome their speaking difficulties with the use of an appropriate learning paradigm. The English teacher employed the Project-based Learning (PJBL) approach as one of her teaching strategies. "This model is effective in helping students master and solve their speaking problems," the English teacher said.

As a result, the researcher was eager to examine the model used in this investigation. Additionally, the researcher discovered that only the English teachers at Senior High School used the project-based learning paradigm during preliminary observations at many Medan schools. Additionally, the school's English teacher stated that this approach is highly successful in teaching speaking, thus the researcher sought to confirm its efficacy. In support of that claim, the researcher observed students in a pilot study who were taught using this approach in speaking classes and included a number of model-related questions on the survey.

Additionally, this discovery was connected to other earlier investigations. First, a survey was already carried out with the introduction of project-based learning by Rahma Wati (2020). Project-based learning is one of the learning methods that may be used to teach English since it helps students speak the language fluently, according to the research findings. In this instance, project-based learning gave the students a platform to share their thoughts, emotions, and knowledge about the subject. Second, a study called "The Implementation of Project-Based Learning to Improve Vocational Students' Speaking Skills" was carried out by Marisah and Robiasih (2017) a study named "The effectiveness of powtoon-based media on project-based learning (pjbl) to improve students speaking ability" was carried out by Chairi et al. in 2023. According to this study, when the instructor using project-based learning model many students were given the chance to speak English through the use of a project-based learning methodology, which increased their interest in the language. Additionally, the model is an alternate learning approach that promotes social and technological integration in addition to the development of language skills.

Thus, the researcher was inspired to perform "An Analysis of the Implementation of Project Based Learning (PjBL) Model in Speaking Class at SENIOR HIGH SCHOOLMedan" based on the above description. The data findings in this study were occasionally different, despite the fact that the researcher looked

at a learning model that was comparable to that of earlier studies. It occurred as a result of the researcher's investigation on different topics and locations. Furthermore, the research subjects in earlier studies had different speaking abilities because the researchers looked at the entire population rather than just the students' abilities. However, the researcher only looked at pupils who struggled with speaking or who didn't speak English well.

Method

The qualitative research approach was employed by this researcher. Moleong (2016) asserts that a qualitative research approach is employed to comprehend the phenomena that study participants encounter, such as behavior, perception, motivation, actions, etc. This study was conducted in an all-encompassing manner and was explained using phrases. According to Hendryadi (2019), qualitative research is a technique that involves observing people in their surroundings, interacting with them, and attempting to ascertain their thoughts on events that are occurring in their immediate surroundings. Furthermore, he contended that because the data gathered is not quantitative, the researcher does not employ measurement tools while using this technique.

This kind of study does not use experiments or tests to control the data, and the researcher is unable to alter it. Furthermore, quality rather than quantity is the focus of qualitative research, and data is It was gathered from firsthand observations, interviews, and other relevant government records rather than surveys. Additionally, qualitative research is more focused on the process than the outcome. It is brought on by the connections between the components under study, which become much more evident if they are detected throughout the process.

The researcher came to the conclusion—based on the aforementioned statements—that qualitative research is a method carried out especially for the research topic, and that the researcher becomes the crucial tool in a study. Additionally, the researcher employed this approach in this study since, given the goals of the investigation, it was appropriate. The implementation of the project-based learning (PJBL) speaking course model at Senior High School and the students' perceptions of the PJBL speaking course at Senior High School were also the goals of this study. The researcher also collected descriptive data through observations and interviews. The study findings would therefore be presented as words or descriptions.

Results

Data analysis is the next stage after finishing the data. One technique for turning data into study is the data analysis approach. In order to gather information for quantitative descriptive study, the researcher employed three methods: documentation, interviews, and observation. The researcher's main

focus is on examining the application of the project-based learning model in speaking classes. The researcher employed data interviews and an observation checklist to measure the data

Result Of Observation Checklist.

Table 1. Teacher Activity Observation Sheet

No	Learning Stages
1.	Introduction
2.	Core Activities
3.	Arranging a Schedule
4.	Monitor Project Creation
5.	Test result
6.	Evaluation
7.	Closing activities

The researcher noticed that the instructor greeted the class and asked them to pray before beginning the session. When welcome the pupils, the instructor stood in front of the class. The teacher's greeting was met with simultaneous responses from the students. The instructor asked the class leader to lead the blessing in this prayer, and the class leader did just that. All of the pupils prayed in unison and elegantly. The instructor next assesses the students' preparedness for the lesson by looking at things like how well the students are dressed and where their seats are. The teacher then goes around the classroom to make sure the students are ready and that they are following instructions. The instructor began learning as soon as she thought the children were ready. Students listened to the teacher's description of the subject that would be reviewed as she went over the learning theme that would be covered today.

Only one question on prior schooling was posed by the teacher, who used it to remind the class of earlier courses. The lesson was so retained by the students. According to their knowledge, the pupils gave thoughtful answers, and the instructor valued those who were able to respond to her inquiries on the content from the previous week. The teacher gave an explanation of the subject the students would be studying, and the students attempted to comprehend the subject by talking about it with their peers. The teacher asked questions and provided answers based on the students' personal experiences, and she circulated the classroom encouraging the students in accordance with the subject being covered. The teacher's inspiration was warmly received by the students.

In addition to providing encouragement on this subject, the instructor also outlined the learning objectives and procedures, and the pupils paid close attention, made an effort to listen, and comprehended what the teacher was trying to teach. The instructor went over the subject the pupils will be studying as well as the evaluation process. The instructor's explanation was well received by the students, and when some inquired about the tasks for that subject, the teacher clarified that they needed to create a video that was relevant to the case that the teacher had supplied, and both individual and group assessments will be used.

Some pupils followed the teacher's instructions to form groups when she requested them to do so during the main activity observation. Since some students picked their seatmates and refused to join another group, other students protested to the instructor and requested that the group not be formed by the students themselves. After receiving several complaints, the teacher ultimately decided to assign a number to choose the group. The pupils were invited to go up and select a lottery number; the first person to do so would join group 1, and so on.

Following the group selection process, the teacher instructed the students to create assignments that were arranged according to their group. The teacher explained the steps for creating project assignments, asked the students to create a film about providing something, and suggested that they consider several aspects when creating the movie. The pupils did a good job of following the teacher's instructions while creating the film. Although the instructor recommended that the students make the film at home, they were also free to do so in school.

The project was completed at home by some kids and in school by others, while keeping an eye on the schedule's creation. The project assignment was given to the pupils by the teacher, who granted them a week to do it. The teacher's strategy for finishing the assignment was accepted by the students. The teacher encouraged the pupils to participate actively in groups while overseeing the production of tasks. When creating learning project films, the instructor let the students to talk on the subject they wished to cover.

In addition to asking the teacher for guidance, each student conferred with the others to decide the topic they would study. When they encountered issues with the project assignment that they could not comprehend, the teacher gave the order to the students. Students worked in groups under the supervision of the teacher. At this point, the instructor requested that the students show the class the outcomes of their group projects. Students turned in their completed project assignments.

The teacher had the pupils listen intently to the group presenting in front of the class and prohibited them from making noise throughout the demonstration. Following their presentation, the teacher instructed the class to hold a question-and-answer period with other groups so that they could ask the group in front of the class basic questions about the subject being covered. The students then raised their hands to ask questions of the group in front of the class.

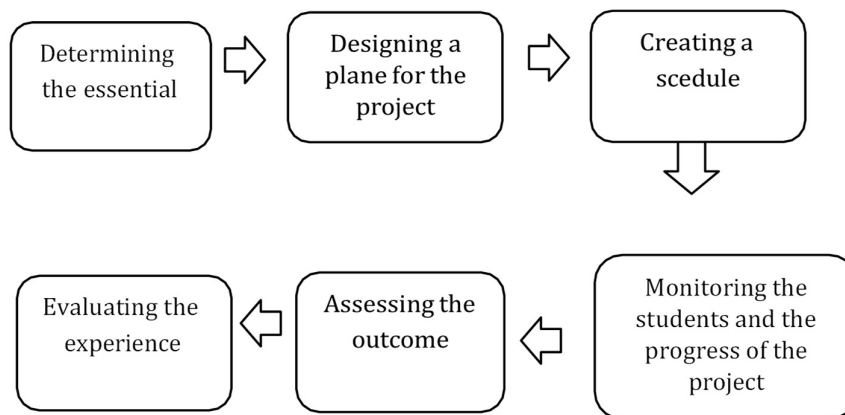
In order to resolve any ambiguities about the content that was presented, the

instructor and students engaged in a discussion before the pupils came to a conclusion about what they had learned. Aside from that, the teacher also gave the pupils a moral lesson that encouraged them to study more actively in the future. The kids also paid attention to the lesson. The teacher did not assign homework or any other assignments to the pupils during this activity. When students performed well on their projects, they were quite proud. At the end of the closing of the lesson, the teacher informed the students about the next meeting learning activity and the students got the information from the teacher regarding the topic that will be discussed next week, then the teacher invited the class leader to lead the prayer, the prayer was led by the class leader and the teacher greeted the students as the teacher left the class. Then the students answered the greeting.

Discussion

According to the implementation of the project-based learning (PjBL) model for students' speaking skills at Senior High School and the opinions of the students regarding the PjBL speaking class, the PjBL model for speaking styles provides a comprehensive approach that involves students in a number of project assignments that foster creativity, critical thinking, and teamwork in addition to speaking skill development. In addition, the use of PjBL fosters teamwork, reinforces social skills, and supports student cooperation. Active conversation, idea exchange, and task assignment are all necessary for projects, and these activities can help students develop their interpersonal skills. Along with enhancing speaking abilities, PjBL gives students the chance to cultivate soft skills like teamwork, leadership, and time management—all of which are beneficial in both their personal and professional life down the road. Some varieties are utilized in the implementation of project-based learning, and they come from experts on the phases of project-based learning.

The following sections of (Khorijah & Setyaningrum, 2015) similarly outline the six phases of project-based learning:



Picture 1. steps of the implementation *project based learning (PjBL)*

Picture 1. steps of the implementation project-based learning (PjBL)

Based on the few expert steps mentioned above, the researcher discovered during the classroom observation that project-based learning is not exactly the same as traditional classroom instruction when it comes to the teacher's speech development. In this instance, the instructor introduces the concept, points the students toward the assignment, and provides instructions on how to complete it. In a variety of ways, the instructor guides the students in their assignments. According to this observation, the instructor has more space for the pupils to complete the assignment. They completed it with a straightforward project. The instructor instructed them to create instructional films pertaining to the assigned subject. Following that, a teacher will supervise each project, give the pupils time to complete it, and then allow them to continue working on it after school. The project had taken them a week or two to complete. This is consistent with the 2013 curriculum implementation module, which defines Project Based Learning as a learning approach in which learning is centered around projects or activities. Students do research, evaluation, interpretation, synthesis, and information gathering to provide a variety of learning outcomes.

Conclusion

PJBL as seen by students in speaking lessons. PJBL takes a holistic approach to speaking instruction, focusing on speaking ability and involving students in projects that encourage creativity, collaboration, and critical thinking. Students' cooperation, social skills, and teamwork are promoted by this approach. Projects need work distribution and active communication, which improves interpersonal skills. Additionally, PJBL develops soft skills like time management and leadership, which are advantageous for pupils' future pursuits. As proposed by subject-matter experts, PJBL is implemented in stages.

Classroom observations showed that the instructor used PJBL in a variety of ways, including theme selection, project direction, and execution coaching. Making instructional movies with a theme was one of the tasks that the teacher assisted with. The 2013 curriculum's emphasis on project-centric learning was in line with the way students were observed, given time to complete their projects, and encouraged to continue working on them after school. According to student interviews, PJBL had a significant impact on speaking tasks by stimulating students' attention and actively involving them in problem-solving. A fun learning environment was produced by the collaborative aspect of PJBL, where students work in groups. Students found the process to be fascinating and enjoyable, and they valued their active, ambitious responsibilities in completing the project.

Interview results highlighted three main points: using the direct method in learning, speaking assessments on current issues, and formulating fundamental project questions. The stages of project assignments included topic establishment,

problem identification, planning, scheduling, and evaluation. Challenges were noted, such as boredom due to the project's duration and teachers' unfamiliarity with project-based learning methodologies.

Conclusion

Based on the conclusion above, the researcher would like to recommend that Senior High School students adopt project-based learning in their speaking classes. This is crucial for learning in speaking classes since it can help students become more active in group speaking when learning English and can give them a fresh impression, and can help students more actively in groups speaking skill when they learning English.

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