



INNOVATIVE: Journal Of Social Science Research

Volume 4 Nomor 6 Tahun 2024 Page 835-844

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Simple Project-Based Learning Syntaxes To Teach Speaking (Comprehension Element)

Muhammad Husnu^{1✉}, Ahmad Yusri², Hare Wisnu³, Zahratul Fikni⁴

Hamzanwadi University

Email: harewisnu07@gmail.com^{1✉}

Abstrak

Penelitian ini menguji efektivitas atau dampak pembelajaran berbasis proyek sederhana dalam mengajar keterampilan berbicara, khususnya untuk unsur pemahaman berbicara. Metode penelitian yang digunakan adalah penelitian pra-eksperimental, dan untuk mengumpulkan data, peneliti menggunakan pre-test, perlakuan, dan post-test. Partisipan penelitian terdiri dari 20 siswa sebagai sampel di SMAN 1 Sembalun. Hasil penelitian menunjukkan bahwa terdapat kontribusi signifikan dari pembelajaran berbasis proyek sederhana dalam mengajar keterampilan berbicara, khususnya untuk unsur pemahaman berbicara. Data menunjukkan bahwa skor rata-rata pada pre-test adalah 43.00 dengan deviasi standar 11.286. Pada post-test, skor rata-rata meningkat menjadi 81.0500, dan deviasi standar menurun menjadi 10.26222. Berdasarkan hasil ini, nilai signifikansi adalah <0.05 , yang menunjukkan bahwa hipotesis peneliti diterima, yang berarti pembelajaran berbasis proyek sederhana efektif untuk mengajar keterampilan berbicara, khususnya untuk unsur pemahaman berbicara.

Kata Kunci: *Pembelajaran Berbasis Proyek, Mengajar Keterampilan Berbicara, Pemahaman Berbicara*

Abstract

This research examines the effectiveness or impact of simple project-based learning in teaching speaking skills, especially for the elements of speaking comprehension. The research method used was pre-experimental research, and to collect data, researchers used pre-test, treatment, and post-test. The research participants consisted of 20 students as a sample at SMAN 1 Sembalun. The research results show that there is a significant contribution from simple project-based learning in teaching speaking skills, especially for the elements of speaking comprehension. The data shows that the average score on the pre-test is 43.00 with a standard deviation of 11.286. In the post-test, the average score increased to 81.0500, and the standard deviation decreased to 10.26222. Based on these results, the significance value is <0.05 , which indicates that the researcher's hypothesis is accepted, which means that simple project-based learning is effective for teaching speaking skills, especially for the elements of speaking comprehension.

Keywords: *Project Based Learning, Teaching Speaking Skills, Speaking Comprehension*

INTRODUCTION

Speaking is one of the English skills, and played an important role as it was the most spoken language in many countries and served as a tool to convey ideas Islam (2022). Having a good speaking skill is one of the guarantees to obtain better achievements and communication skills. Having good communication skills drove people to collaborate with others. Generally, it was pointed out that a large number of language learners studied English in order to develop proficiency in speaking, Amoah & Yeboah (2021). To engage in social interaction with people from other countries, one had to master it. Robert & Meenakshi (2022) stated that mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, it could be concluded that speaking played a significant role for learners who were learning English. Today, people realized the importance of mastering speaking as the key to participating in activities in education, science, technology, sports, and business. For instance, in Indonesia, university students who wanted to continue their studies to a higher level had to pass an English test designed to measure students' comprehension for international communication.

In addition, speaking was the expected skill that was always promoted at school and university. According to Passiatore (2019), mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success was measured in terms of the ability to carry out a conversation in the language. Consequently, learners often evaluated their success in language learning as well as the effectiveness of their English courses based on how well they felt they had improved in their spoken proficiency. Based

on these statements, it could be said that most language learners targeted speaking skills as the main skill that should be mastered.

The ideal class for teaching speaking showed interactive communication during the process. The interaction between lecturers and learners, as well as peer interaction among learners, was a good learning model rather than learners just knowing the theory or function of the language. A good speaking class always allowed learners to actively talk and practice speaking, meaning they learned to use the language.

Obviously, they had to be free to talk without hesitating about making mistakes because the atmosphere of the class had been designed as an enjoyable place to express their ideas. In addition, teachers built up the confidence of each student to always try to talk.

Meanwhile, in some non-English classes, learners found it totally difficult to express their ideas. This happened because speaking English was a strange thing to them. They did not speak English in their daily classes as students in English classes did. When they learned English, only a small number of students directly practiced speaking English. Many learners were silent in class. They did not enjoy the class and even became very reserved.

The present researchers also found one condition where the class was not very interactive. Only the teacher talked, while the students were mostly silent and just paid attention to the teacher's explanations. This was caused by the students' inhibition and lack of interest. In reality, many teachers forgot to always stimulate students to try to speak. They used much more Bahasa Indonesia than English. The language used by teachers had a significant impact on students. If teachers continued to use English more than their mother tongue, students would become more familiar with it. However, the current situation showed that teachers in non-English classes used too much of their mother tongue in delivering lessons. This influenced students to stick with their mother tongue rather than speak English.

Additionally, the common problems faced by students in non-English classes were a lack of vocabulary and grammatical structures. These made students afraid to make mistakes, which made it difficult for them to speak because they did not know how to construct words correctly. A good teacher had to care more about students and be creative in thinking about appropriate techniques for better understanding among students... An interesting fact showed that students enjoyed talking with their friends rather than just paying attention to the teacher's explanations. From this situation, solutions could be created to overcome the problem and make students feel comfortable speaking. Simple-Project-Based Learning were very relevant to be designed based on the students'

conditions. It was better for teachers to let students learn with their friends through group discussions. The discussions among students would give them opportunities for communicative learning.

This was about how to avoid meaningless discussions in studying speaking. Every forum had to have a leader who acted as the teacher's representative in each group. The role of the teacher was taken on by students who acted as leaders. They became peer educators who had to take responsibility to ensure their friends understood everything. During discussions, there was active communication stimulated by the leader of each group.

To overcome the problem, the researchers intended to conduct research on the implementation of Simple Project-Based Learning syntaxes to teach speaking, specifically for the comprehension element of speaking, for the second grade of SMAN 1 Sembalun in the school year 2023/2024.

According to current curriculum requirements, the purpose of this study was to determine and assess the effect of content-based instructions on English reading skills in language acquisition. In particular, this study seeks to: (1) To know whether the implementation of Simple Project-Based Learning Syntaxes is effective to teach speaking specially for comprehension element of speaking. (2) To find out the extent of Simple Project-Based Learning Syntaxes is effective to teach speaking specially for comprehension element of teaching speaking.

RESEARCH METHOD

The research was conducted within three months. It was started in March to Juni 2024. The location of this research was at the *SMAN 1 Sembalun*.

To find out whether the Simple Project-Based Learning significantly impact to the students' speaking ability the present researcher used the quantitative research. This study was a kind of pre-experimental design. We gave the treatment to the samples to see the developing through the Simple Project-Based Learning strategy. The researcher compared the data both pre-test and post-test result before and after giving the treatment.

The population of this study was the students of *SMAN 1 Sembalun*. The researcher took class of the second grade. They had been the respondents in proving whether the Simple Project-Based Learning was effective.

By using random sampling, the researcher took the samples by using the attendance of the class. The samples were chosen randomly as the sample of the study. second grade students become the sample on this research.

To create the instrument of this study the present researcher used oral test. Researcher had the samples to record themselves and constructed their ideas about short story. This was to measure the students' comprehension element of speaking. In case of expressing idea on short story, the test was concerning on simple and compound sentence.

The recording of the samples was marked into particular scores. It was including the pronunciation, grammar, vocabulary, fluency, and comprehension.

The data collection technique in this study uses pre-test, treatment, and post-test. After collecting the data, the researcher analyzed the data to know whether the Simple Project-Based Learning procedure had significant contribution in improving students' speaking ability. The data analysis technique used in this study is descriptive statistics, statistics required for testing hypothesis, hypothesis testing.

RESULT AND DISCUSSION

Research Result

1. Descriptive statistics

In this research, the present in this research, the present researcher used descriptive statistics in analyzing the data. The result of this research indicated that the mean score on pre-test was 43.00 and standard deviation was 11.286. While, on post-test the mean score was 81.0500 and standard deviation was 10.26222. Based on the data gained on students' reading skill, it was indicated that the mean score and standard deviation of students in post-test were higher than the mean score in pre-test. So, researcher conclude the existence of a tendency while researcher used simple project-based learning syntaxes to teaching speaking specially for comprehension element of speaking in class that the mean score after having the treatment was higher than before having treatment, in which the mean score of post-test was higher than the mean score of pre-test.

2. Required statistics for testing hypothesis

a. Normality testing

In normality testing, Shapiro-Wilk analysis of the data was performed. Additionally, normality testing is used to determine whether the data are distributed normally or not. Furthermore, the normal distribution of the data indicated that if the pre- and post-test significance levels are greater than the significance level $(p)=0.05$. However, the data distribution was not normal if the pre- and post-test significance levels were less than the significance $(p) 0.05$ values. The result found in the pre-test was 0.084 and in the post-test was 0.416 It proved that the data distribution was normal.

b. Homogeneity testing

In homogeneity testing, The One-Way ANOVA was used to evaluate the data. To determine if the data were homogeneous or not, a homogeneity test was also carried out. Additionally, the data were homogeneous, meaning that they were if the level significant values were greater than $p = 0.05$. However, the data was not homogeneous if the level significant values were not more than $p=0.05$. The result found the value of significance level was 0.730 and the Levene's statistic was 0.120. The value of significance level was more than 0.05. It means that the data was homogeneity.

3. Hypothesis Testing

Hypothesis testing was conducted to know whether the alternative hypothesis was accepted or rejected. To analyze Simple Project-based Learning Syntaxes was effective or not to increase students' comprehension at *SMAN 1 Sembalun*, the present researcher used pair sample T-test to get answer. According to the Paired Sample T-test shows whether paired samples experience significant changes after being determined by their significance value. This value then determines the decisions taken in the study. The significance value < 0.05 indicates a significant difference between before and after teaching comprehension using Simple Project-based Learning" if the significance value > 0.05 indicates that there is no significant difference between before and after teaching comprehension using Simple Project-Based learning Syntaxes.

The result showed that there was a significant difference in the mean scores between the pre-test and the post-test ($df=19$) 37.229 at $p < 0.000$. It means that the hypothesis was accepted that Corpus Web was significantly effective in teaching vocabulary.

Discussion

This study titled "Simple Project-Based Learning Syntaxes to Teach Speaking (Comprehension Element)," the findings indicated that this method was highly effective in improving students' speaking abilities, especially in terms of comprehension. The use of straightforward project-based learning enabled students to actively participate in their education, leading to a deeper understanding through hands-on experience and direct engagement Sormunen et al., (2020). After collecting and calculating the obtained data, the present researcher found the mean score and standard deviation of post-test are greater than pre-test. It clearly indicated that there is improvement of students' motivation in vocabulary mastery after treatment by using Simple Project-based Learning Syntaxes is effective to increase students' comprehension Pramesthi, (2023). Tentatively, it can be said

that the treatment given by the present researcher at SMAN 1 Sembalun was successful. Employing clear and simple project structures assisted students in organizing and articulating their thoughts more effectively, which in turn enhanced their grasp of grammar and sentence construction. Additionally, project-based learning offered students practical opportunities to practice speaking within relevant contexts, which reinforced their grasp of the material Hardika & Pratolo,(2024).

The hypothesis—that utilizing simple project-based learning syntaxes could enhance students' speaking skills with a focus on comprehension—was validated Akhyar et al., (2024). This suggested that the approach not only succeeded in improving students' speaking proficiency but also helped them better understand and use language elements in their communication Miranda & Wahyudin, (2023). Therefore, this method presented a promising approach to overcoming challenges in teaching speaking and comprehension. Based on the normality testing, the value of significance level either of pre-test score was more than ($p=0.05$). It means that the data are normal and based on the homogeneity testing result, the value of significant level is more than level ($p=0.05$) it means that the data are homogenous. Meanwhile, the result of hypothesis testing, the present researcher find that the value of significant level is lower than 0.05, it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is clearly rejected. So, the result of this research can be concluded that Simple Project-based Learning Syntaxes is effective to increase students' comprehension at *SMAN 1 Sembalun* based on researcher observed while treatment.

CONCLUSION

The researcher concludes that Simple Project-Based Learning Syntaxes is significantly effective to increase students' comprehension at *SMAN 1 Sembalun*. Based on the result, the value in pre-test was 43.00 and in the post-test is 81.0500. Meanwhile, the result of hypothesis testing, the present researcher found that the value of significant level was 0.000, it means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is clearly rejected. Furthermore, the result of this research can be concluded that Simple Project-based Learning Syntaxes was effective to increase students' comprehension at SMAN 1 Sembalun based on researcher observed while treatment.

REFERENCES

Acosta, N. A. (2022). Language Learning Strategies and Communicative Competence of Pre-Service English Teachers in State Universities and Colleges in Region VIII, Philippines. *Psychology and Education: A Multidisciplinary Journal*, 4(4), 424–434.

- Akhyar, M., Ihsan, F., Suharno, S., Tamrin, A. G., & Purwanto, P. (2024). Development of problem and project-based learning syntax to improve vocational student learning outcomes. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 30(1), 1–19.
- Almulla, M. A. (2020). The effectiveness of the project-based learning (PBL) approach as a way to engage students in learning. *Sage Open*, 10(3), 2158244020938702.
- Álvarez Valencia, J. A., & Michelson, K. (2023). A design perspective on intercultural communication in second/foreign language education. *Journal of International and Intercultural Communication*, 16(4), 399–418.
- Aprianto, D., & Zaini, N. (2019). The principles of language learning and teaching in communication skill developments. *Voices of English Language Education Society*, 3(1).
- Boss, S., & Krauss, J. (2022). *Reinventing project-based learning: Your field guide to real-world projects in the digital age*. International Society for Technology in Education.
- Cáin Yuquilema, E. M. (2019). *Drama technique to improve speaking skill of English language in EFL classroom*. Universidad Técnica de Ambato. Dirección de Posgrado. Maestría en la
- Chen, C.-H., & Yang, Y.-C. (2019). Revisiting the effects of project-based learning on students' academic achievement: A meta-analysis investigating moderators. *Educational Research Review*, 26, 71–81.
- Chen, S.-Y., Lai, C.-F., Lai, Y.-H., & Su, Y.-S. (2022). Effect of project-based learning on development of students' creative thinking. *The International Journal of Electrical Engineering & Education*, 59(3), 232–250.
- Damşa, C., & de Lange, T. (2019). Student-centred learning environments in higher education: From conceptualization to design. *Uniped*, 42(1), 9–26.
- Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. *Second Handbook of English Language Teaching*, 719–736.
- Fishman, J. A. (2020). Who speaks what language to whom and when? In *The bilingualism reader* (pp. 55–70). Routledge.
- Fitria, W. (2019). Reading interest and reading comprehension: A correlational study. *Jurnal Educative: Journal of Educational Studies*, 4(1), 95–107.
- Gabuardi, V. M. F. (2021). Project-Based Learning: boosting 21st century skills. *Revista Estudios*, 43, 340–419.
- Hardika, B. S., & Pratolo, B. W. (2024). An Implementation of Demonstration Using Project-Based Learning to Teach Speaking of Procedure Text. *Loquen: English Studies Journal*, 17(1), 26–38.

- Ira Lusiawati, I. L. (2019). Public Service in Interpersonal Communication. *Public Service in Interpersonal Communication*, 1(5), 1–5.
- Jamshidnejad, A. (2020). Introduction: Challenges of L2 oral communication in EFL contexts. *Speaking English as a Second Language: Learners' Problems and Coping Strategies*, 1–30.
- Kamagi, S. (2020). A study on students' ability in literal and inferential comprehension of english texts. *Journal of International Conference Proceedings*, 3(2), 140–144.
- Kassing, G., & Jay, D. M. (2020). *Dance teaching methods and curriculum design: comprehensive K-12 dance education*. Human Kinetics Publishers.
- Lopez-Gazpio, I. (2021). Gaining student engagement through project-based learning: A competitive 2d game construction case study. *IEEE Access*, 10, 1881–1892.
- Miranda, J. A., & Wahyudin, A. Y. (2023). Pre-service teachers' strategies in improving students' speaking skills. *Journal of English Language Teaching and Learning*, 4(1), 40–47.
- Muñoz Martín, R., & Cardona Guerra, J. M. (2019). Translating in fits and starts: Pause thresholds and roles in the research of translation processes. *Perspectives*, 27(4), 525–551.
- Oviogun, P. V., & Veerdee, P. S. (2020). Definition of language and linguistics: basic competence. *Macrolinguistics and Microlinguistics*, 1(1), 1–12.
- Pande, M., & Bharathi, S. V. (2020). Theoretical foundations of design thinking—A constructivism learning approach to design thinking. *Thinking Skills and Creativity*, 36, 100637.
- Pramesthi, N. D. (2023). *The Effect of Project Based Learning on Students' Speaking Skill at the Eleventh Grade of SMA N 1 Bandar Mataram Central Lampung*. Institut Agama Islam Negeri Metro.
- Prasetya, R. E. (2021). Effectiveness of teaching english for specific purposes in LMS moodle: Lecturers' perspective. *Journal of English Language Teaching and Linguistics*, 6(1), 93–109.
- Saad, A., & Zainudin, S. (2022). A review of Project-Based Learning (PBL) and Computational Thinking (CT) in teaching and learning. *Learning and Motivation*, 78, 101802.
- Setiyadi, A. B. (2020). *Teaching English as a foreign language*.
- Vocroix, L. (2021). Morphology in micro linguistics and macro linguistics. *Macrolinguistics and Microlinguistics*, 2(1), 1–20.
- Wahl, S. T., & Morris, E. (2021). Persuasive Dimensions of Nonverbal Communication. In

Persuasion in Your Life (pp. 187–212). Routledge.

Wijayati, N., Sumarni, W., & Supanti, S. (2019). Improving student creative thinking skills through project based learning. *KnE Social Sciences*, 408–421.

Yolanda, S., Winarni, R., & Yulisetiani, S. (2022). The new way improve learners' speaking skills: picture and picture learning media based on articulate storyline. *Journal of Education Technology*, 6(1), 173–181.

Žerovnik, A., & Nančovska Šerbec, I. (2021). Project-based learning in higher education. *Technology Supported Active Learning: Student-Centered Approaches*, 31–57.