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Simple Project-Based Learning Syntaxes To Teach Speaking (Vocabulary Elements)

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Abstrak

Studi kuantitatif ini mengeksplorasi efektivitas pendekatan pembelajaran berbasis proyek sederhana dalam mengajar kosakata unsur. Penelitian ini berfokus pada menilai dampak kegiatan pembelajaran berbasis proyek terhadap pemerolehan kosakata di antara peserta. Dengan menggunakan metodologi terstruktur, data dikumpulkan melalui pre-test dan post-test untuk mengukur pemahaman dan retensi kosakata. Studi ini mengungkapkan peningkatan signifikan dalam kemahiran kosakata peserta setelah penerapan strategi pembelajaran berbasis proyek. Temuan ini menegaskan efektivitas integrasi hasil pembelajaran berbasis proyek dalam pengaturan pendidikan.

Kata Kunci: *Pembelajaran Berbasis Proyek, Kosakata Unsur*

Abstract

This quantitative study explores the efficacy of a simple project based learning approach in teaching elemen vocabulary. The research focuses on assesing the impact of project based learning activities on vocabulary acquisition among participants. Utulizing a structured methodology, data was gathered through pre – and post -test to measure vocabulary comprhension and retention. The study reveals significant improvement in participant vocabulary proficiency following the implementation of project based elarning strategies. The findings underscore the effectiveness of intergrating preject-based learning outcome in educational setting.

Keyword : *project-based learning, element vocabulary.*

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. According to Amoah & Yeboah (2021) stated, it was pointed out that a large number of language learners studied English in order to develop proficiency in speaking. 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 Indonesian Language 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.

RESEARCH METHOD

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.

Table 1. *One group pre-test and post-test design*

Experimental group	Pre-test	Treatment	Post test
E	O1	X	O2

RESULT AND DISCUSSION

1. Descriptive Statistics

In table 2, after collecting and calculating the data, the researcher found that on the pretest, the lowest score was 40 and the highest score was 70 (as seen in Appendix 04), with an average score of 57.60 and a standard deviation of 8.180 (as seen in Appendix 04). Beside it, on the posttest, the lowest score was 50 and the highest score was 75, with an average score of 65.00 and a standard deviation of 6.455. Based on these data, it was found that the students' vocabularies showed a tendency to have higher average scores after undergoing the treatment compared to before the treatment. The average score on the post-test was higher than the mean score on the pre-test.

Based on the data above, the student vocabularies demonstrated that the average scores tended to be higher after receiving the treatment compared to before the treatment was administered. The average score in the posttest was higher than the average score in the initial test.

2. Normaliy testing

In table 3, The data called normal if the values of the significance level of the pretest and the posttest were more than the values of the significance = .05. the value of shafiro wilk in the pretest was .065 while the value of shapiro- wilk in the post-test was .128 see appendix 04. It showed that the data were normal because the score was more than .05.

3. Homogeneity testing

In table 4, 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

and the Levene's statistic was 1.276 The value of significance level was more than 0.05. It means that the data was homogeneity.

This study, titled "Simple Project-Based Learning Syntaxes to Teach Speaking (Vocabulary Element)," demonstrates that this method is highly effective in improving students' speaking abilities, particularly in terms of vocabulary. The purpose of this research is to determine the extent to which the implementation of Simple Project-Based Learning Syntaxes is effective in teaching speaking, specifically in the vocabulary element of speaking. The use of straightforward project-based learning allows students to actively participate in their education, leading to a deeper understanding through hands-on experience and direct engagement (Sormunen et al., 2020). According to Almulla (2020), Project-Based Learning is a learning model that places students at the center of the learning process, emphasizing a process that culminates in the creation of a product.

After collecting and analyzing the obtained data, the current researcher found that the mean score and standard deviation of the post-test were higher compared to those of the pre-test. This clearly indicates an improvement in students' motivation to learn, especially in vocabulary mastery, after the treatment using Simple Project-Based Learning Syntaxes, which is effective in enhancing students' vocabulary. Tentatively, it can be said that the treatment administered by the current researcher at SMAN 1 Sembalun has been successful. The use of clear and simple project structures helped students organize and articulate their thoughts more effectively, which in turn improved their understanding of grammar and sentence construction. Additionally, project-based learning provided students with practical opportunities to practice speaking in relevant contexts, thereby reinforcing their grasp of the material (Hardika & Pratolo, 2024).

Furthermore, the hypothesis tested in this study that using simple project-based learning syntaxes can improve students' speaking skills, particularly in expanding vocabulary has been validated. This indicates that the approach not only succeeded in improving students' speaking skills, particularly in developing and expanding vocabulary, but also helped them understand and use language elements in their communication more effectively.

Therefore, this method represents a promising approach to addressing challenges in teaching speaking and vocabulary. Based on normality testing, the significance level for the pre-test scores was above ($p=0.05$), indicating that the data are normally distributed. The results of homogeneity testing showed that the significance level was also above ($p=0.05$), meaning that the data are homogeneous.

Meanwhile, the results of hypothesis testing indicated that the significance level was

below 0.05, which means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is clearly rejected. Thus, it can be concluded that Simple Project-Based Learning Syntaxes are effective in increasing students' vocabulary at SMAN 1 Sembalun, based on the researcher's observations during the treatment

Table

Table 2					
Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	40	70	57.60	8.180
Posttest	25	50	75	65.00	6.455
Valid N (listwise)	25				

Table 3						
Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.175	25	.046	.925	25	.065
Posttest	.180	25	.036	.937	25	.128

Table 4			
Test of Homogeneity of Variances			
PretestPosttest			
Levene Statistic	df1	df2	Sig.
1.276	1	48	.264

CONCLUSION

The researcher concludes that Simple Project-Based Learning Syntaxes is significantly effective to increase students' vocabulary at *SMAN 1 Sembalun*. Based on the result, the value in pre-test was 57.60 and in the post-test is 65.00. 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' vocabulary at SMAN 1 Sembalun based on researcher observed while treatment.

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