Employing Project Based Learning Method to Improve Students' Ability in Speaking English within an Emancipated Curriculum Framework

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Abstract: *The present research intended to investigate the application of Project Based Learning Method to improve the speaking ability of the students of Islamic Junior High School. Dissimilar with previous researches which based on the 2013 Curriculum, this research employed the Project Based Learning Method based on the Emancipated Curriculum or Kurikulum Merdeka and the Classroom Action Research Design proposed by Kemmis and Mc Taggart (1990). The Classroom Action Research was done in 2 Cycles. The respondents were selected from the class with the lowest average score among seven classes and unfulfilled the Standard Minimum Score Requirement. The data collection method was designed in a Project-based Learning Method of a poster group presentation as the speaking test obtaining speaking ability of fluency, pronunciation, vocabulary, grammar, and comprehension and an observation. The observation checklist recorded the students' participation in addressing the presentation, answering given questions, asking the materials, and sharing ideas in a discussion. Next, the data analysis was conducted quantitively by using a Percentage Formula to investigate the percentage of the students who got speaking test score $\geq$ 70 and the percentage of the students who did at least three indicators of active participation. The findings exhibited that two cycles were executed as the result in cycle 1 failed. In cycle 2, the students' speaking ability scores improved 4,87% from 1 67,75% in cycle1 to 72,62% in cycle 2, while the participation score also improved 8,55% from 66,45% in cycle 1 to 75% in cycle 2. As a final point it can be confirmed that the use of Project Based Learning in producing and presenting poster could improve participation and speaking ability of the VIII E class students of Islamic Junior High school in the 2024/2025 academic year. Some suggestions of using poster as a media include using it to help student reduce their anxiety, the teacher can make it as alternative media, and other types of speaking activities like debate or conversation for future researchers.*

Keywords: *Speaking Ability, Project Based Learning Method, Emancipated Curriculum (Kurikulum Merdeka)*

1. INTRODUCTION

Speaking is a productive verbal skill that can demonstrate students' learning outcomes, making it a crucial component of learning English. A person's confidence can grow by speaking. It is one of the most crucial components in learning other aspects of the English language in addition to speaking. The teacher can employ a variety of techniques when teaching English. Project Based Learning Method is one of them. Students consider it easier to learn

English with this method of learning, especially when it involves speaking the language. Students can use their creativity to complete the assignments given by the teacher when using the project-based learning method. As a result, the teacher can assess student learning outcomes through the Project Learning Method and identify areas where students' ability to speak require improvement. Speaking is the exchange of information between two or more

people when they take on the roles of speakers and listeners. According to Richards and Renandya (2002), speech is a component of communication. Therefore, speaking is an important skill used to communicate and share thoughts. People speak to express themselves by making statements, asking questions, or negating. Speaking is an interactive process to construct meaning that involves the production, reception, and processing of information (Brown, 2004). It's the same thing with learning English at school, student's must also be able to develop their speaking skills. The purpose of teaching and learning is for students to gain

knowledge and the ability to understand it. To achieve teaching goals, the key is that teachers must be creative in choosing teaching materials and strategies so that students can easily understand science (Iksan & Dirham, 2018). This study use the Project Based Learning Method as a teaching method for learning English speaking because this method can make students more creative in English lessons. One of the most important skills a teacher has in the teaching and learning process is the ability to apply different teaching strategies. Teachers must be able to apply various teaching strategies to help students learn to achieve the expected results. If the

teacher does not know how to use appropriate teaching strategies, the teaching and learning process will not run effectively. One of them is that the teacher can use the Project Based Learning Method to teach speaking skills. This Project Based Learning Method is one of the methods that can foster students' creativity and activity. According to Wahyuni (2019) repots that the Project Based Learning Method is a learning method that provides opportunities for educators to manage learning in the classroom by involving project work. In line with that, Nurjanah & Esa (2019) stated that Project Based Learning Method is a learning strategy that uses projects or activities as a learning tool to achieve attitude, knowledge, and skill competencies.

Before implement this method, researcher conducted observations of grade 8 students at the Islamic Junior High School in Jember indicate that there are a few issues with English learning. These include students' low self-confidence when speaking in class and their shyness when speaking in front of their friends. This is because of the few vocabulary words they have. In addition, the teacher is not able realize the students problem in speaking and could not create a good situation in teaching learning process in the classroom. From the reason above, the researcher wants to improve students' speaking ability using Project Based Learning Method. Project Based Learning is a learning method that can bring out the creativity of students. This Project Based Learning Method is a long-term learning, which involves students to create projects. Project Based Learning is a learning method that begins with problems found in an environment (Ariyani & Kristin, 2021). This Project Based Learning Method gives teacher the opportunity to fully manage the ongoing learning process. Project Based Learning Method is the right method to teaching English as a foreign language in Junior High schools because it can involve students to be active in learning English. Working on projects means that students will be actively involved in the learning process. From this explanation, this study wants to prove the implementation of the Project Based Learning Method as a method to achieving speaking skills in the hope of mastering English and involving students in speaking activities. The project Based Learning Method provides students with meaningful learning tasks that engage and motivate them to learn. For example: the teacher will give a project assignment in the form of making a poster, and later students will explain the content of the poster according to a predetermined theme. Then, students will present their work in front of the class. The process of creating a project provides space for students to talk during lessons as they work collaboratively and actively with their partners in groups or alone. The project develops student's knowledge and skills of English and the following is evidence. from research conducted by (Fragoulis, 2009; Bell, 2010) define most student's communicative competence developed, mainly discourse competence, that is the ability to connect sentences to form a meaningful whole and strategic competence. In the previous study, the researchers used the Project Based Learning Method in the 2013 Curriculum, while in this study

the researcher used the Project Based Learning Method in improving student speaking ability in the Emancipated Curriculum.

2. LITERATURE REVIEW

2.1. Project Based Learning Method

Project Based Learning initiated by William Kilpatrick (1871-1965) define that a learning method that is carried out by the teacher by presenting a learning material that enables students to process themselves to master the learning material. Initiators of the Project Based Learning concept is a learning method that can bring out students' creativity. This Project Based Learning Method is long-term learning, which involves students creating projects to overcome problems, this learning focuses on improving the ability to solve problems by working on a project that can produce something (Sari & Angreni, 2018). This method is a method whose learning is student-centered, where students are free to express ideas that can be included in their projects so that students can be more creative in completing assignments. This method provides teachers with the opportunity to fully manage the ongoing learning process. The learning system provided is also interspersed with project work within the system. The purpose of project work in the system is that the teacher organizes project tasks carried out by students and supervises the results of students' work.

2.1.1 Procedure of Project Based Learning

Project Based Learning is implemented with these steps the structural stages in the implementation of the Project Based Learning Method are sequenced into six stages (Wajdi, 2017), including:

a) Asking Questions

In the beginning, learning begins by asking questions that are challenging and can lead students to the learning material that will be discussed in the project. Teachers can provide contextual followed by in-depth investigations.

b) Project Planning

It is very important to outline everything from setting the rules to the final presentation when organizing this assignment for students, selecting activities to undertake to answer important questions, dividing tasks and responsibilities among group members, and selecting tools and materials.

c) Determining the Schedule of Activities

Students must prepare a schedule of activities from project implementation based on the plans that have been made. The stage of preparing this schedule will be carried out by the students, and the teacher will only serve as a companion.

d) Supervising the Project Implementation Process in the Running of a Project

Students will independently carry out the project that has been planned with monitoring from the teacher. This is done to control the work of students and guide the project activities.

e) Assessment

If the project has been implemented, then the teacher will conduct an assessment to assess the achievement of the expected competencies. In this case, the teacher needs to conduct an authentic assessment.

f) Project Evaluation

This project evaluation activity is the end of learning. In this activity, students, together with the teacher, reflect during the project.

2.1.2 Advantages and Disadvantages of Project Based Learning Method

Project Based Learning is a learning method that provides guidance for students working individually or in groups. Following are some of the advantages of the Project Based Learning Method according to (Purnawan, 2007), such as:

1. Motivate students by involving them in their learning, allowing them to meet their interests, answering questions, and making decisions in the learning process.
2. Provide learning opportunities for various disciplines.
3. Helps connect with life outside of school, pay attention to the real world, and develop real skills.
4. Provides unique opportunities for teachers to build students' relationships as coaches, facilitators, and co-learners.
5. Provide opportunities to build relationships with a large community.

Besides its advantages, Project Based Learning encounters its disadvantages, including:

1. It requires a lot of time to solve problems.
2. Requires quite a lot of money.
3. Many teachers feel comfortable with traditional classes.
4. Where the teacher plays the main role in the class.
5. A lot of equipment must be provided.

2.2.1 Types of Speaking Ability

Speaking ability is differentiated in two types: dialogue and monologue (Brown,2001:251). This research used monologue type. Monologue is defined as the individual oral work of students to practice all the areas of the language system, which enhances both the language skills and the student's self-confidence. The examples of monologue activities are: describing things, telling story, and giving speech. Describing things in the form of presenting poster as the project-based group work was chosen to examine the students' speaking ability.

2.3 Techniques in Learning Speaking Ability

According to Solahudin (2009), there are four speaking learning models namely 1)Main Class and Study Club, 2) Conversation on the Way, 3)Discussion Group, and 4) Describing Things.

This research implemented technique of Describing Things. Describing is giving details about a person, thing, or event.

This means describing the color, shape, size, weight, height, width, density, contents, and so on. Temple et al. (1998, p. 171) state that description is a discourse that helps us visualize, focusing on the appearance or nature of an object. In the description, we see clearly and concretely that we perceive the object with a fullness that exposition does not attempt.

In this case the students described the poster of their Project Based Group Work. The researcher believes that describing something is suitable for improving students' speaking ability in descriptive texts because the aim of this activity is to train students' speaking ability and describe things in spoken English. Usually, students can't say anything because they don't have any ideas. The researcher hope that the poster can help students in speaking English because students will find it easier to pronounce it when they see it.

3. RESEARCH METHOD

This research aims to improve class VIII students' English-speaking ability by using explanation the projects. Based on the research objectives, the appropriate research design was to use the Classroom Action Research (CAR) Design. the researcher used Classroom Action Research conducted with a cycle model. This research taken two reflective cycles consisting of four steps proposed by Kemmis and McTaggart (1990): planning, acting, observing, and reflecting.
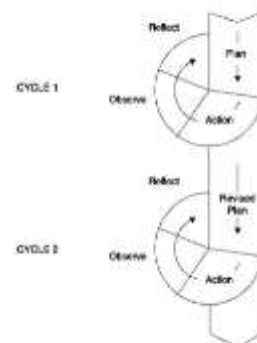

Figure CAR Cycle adapted from Kemmis and McTaggart (1990)

Determination of the research area using the purposive method. According to Arikunto (2006:139) reports that the purposive method is a method applied in selecting research based on certain reasons. This researcher conducted this research in one of the Islamic Junior High School located in Jember, East Java. The participants of this research were the eighth-grade students of Islamic Junior High School in Jember, East Java, in the academic year of 2023 to 2024. There were eight classes of the eighth-grade students, class 8A-8G, and the participants for this research were the students from class 8E.

This research was the student's speaking ability after they taught speaking through Project Based Learning. These data collected using speaking test and observation.

4.1 Speaking Ability Test

The speaking test that carried out was explaining in front of the class, namely explaining the contents of the poster that has been made. Later, students, during their presentation, assessed using 5 points consisting of fluency, vocabulary, grammar, pronunciation, and comprehension.

4.2 Observation

As a collaborator, the English teacher observed actions during the teaching and learning process of speaking using the Project Based Learning Method in the form of making posters. This has been done at every meeting in the Cycle. 1) Students elaborate the poster content. 2) Students use simple present in presenting a poster. 3) Students use clear pronunciation and intonation. 4) Each member of the group takes a part of the poster explanation.

Data analysis method is a way to analyze the obtained data. In this research, the collected data were analyzed quantitatively to find whether the students' speaking test score has achieved or has not achieved the standard minimum score requirement. In order to find the percentage of the students who got at least ≥ 70, the researcher use the following formula:

$$E = \frac{n}{N} \; x \; 100\%$$

Where:

E = The percentage of the students who get ≥ 70 in speaking test

n = The total number of the students who get ≥ 70 in speaking test

N = the total number of the VIII E class students
(Taken from Ali, 1998:186)

4. FINDINGS

4.1 FINDINGS OF CYCLE 1

Reflection was the last stage in the classroom action research which was intended to reflect the result of the action in Cycle 1. The researcher and the English teacher worked collaboratively to reflect the result of the action in Cycle 1. The result in Cycle 1 was based on the data from the observation during the teaching and learning of speaking could achieved the criteria 70% of the students participation during the teaching and learning of speaking. In the first meeting, there were 46,87% of the students who did at least 4 indicators. In the second meeting, there were 67,75% the students who did at least 4 indicators, and in the third meeting there were 84,75% the students who did at least 4 indicators.

The result of speaking test in Cycle 1 had not achieved the target criteria 70% students who got ≥ 70. In the speaking test Cycle 1, there were 67,75% students who succeeded in achieving score ≥ 70 as the minimum standard requirement score of English. The obtained result from speaking test showed that the action in Cycle 1 was not successful. The

researcher decided to continue the action to Cycle 2 by revising some weaknesses that had been found in Cycle 1.

4.2 Findings of Cycle 2

Reflection was the last stage in the classroom action research which was intended to reflect the result of the action in Cycle 2. The researcher and the English teacher worked collaboratively to reflect the result of the action in Cycle 2. The result in Cycle 2 was based on the data from the observation during the teaching and learning of speaking could achieved the criteria 70% of the students participation during the teaching and learning of speaking. There were 6,25% of increasing percentage between the first meeting and the second meeting. In the first meeting, there were 71,87% of the students who did at least 4 indicators. In the second meeting, there were 78,12% the students who did at least 4 indicators.

The result of speaking test in Cycle 2 has achieved the target criteria 70% students who got score 70 or higher. In the speaking test Cycle 2, there were 72,62% students who succeeded in achieving score ≥ 70 as the minimum standard requirement score of English. The obtained result from speaking test showed that the action in Cycle 2 was successful. Based on the reflection done in Cycle 2, it was seen that all research targets could be achieved successfully. Therefore, the researcher was stopped action in Cycle 2.

5. DISCUSSION

According to the result by Classroom Action Research, it was found that there is two Cycle in this research with a reason Cycle 1 did not achieve the minimum score therefore the researcher continued to Cycle 2. Before having this kind of conclusion, the researcher taught class VIII E for about four meetings. In the four meetings the researcher applied the same material about poster. Next, gave a project for students to work with group and had a brief discussion of it at the end of the lesson. Students with groups choose sub-theme given by the researcher. After they choose the sub-theme, students will work with group to make a poster. After the students have completed their assignments, then the students with the group will explain the results of their work in front of the class. The researcher will assess each student's explanation with the scoring rubric.

Meanwhile, based on the result of observation the improvement was also showed in Cycle 1 and Cycle 2. This can be seen from indicators 1, 2, 3, and 4 which continue to increase in each cycle. Furthermore, the students who were categorized as active were average 66,45% in Cycle 1 and 75% in Cycle 2. It could be concluded that the observation results in Cycle 1 and Cycle 2 have achieved the minimum assessment standard of 70%. Based on the result of the speaking test in Cycle 1 only 67,75% where there was 18 of 32 students got score ≥ 70. It means that the action given in Cycle 1 were not successful because there was some

weakness in Cycle 1, one of them pronunciation, grammar, and vocabulary. As a result, they got unsatisfactory score in speaking test. Because in Cycle 1 did not success, the researcher continue to Cycle 2 to find out improvement in speaking ability students. The result of speaking test in Cycle 2 were 72,62% where there was 25 of 32 students got score $\geq$ 70. From the results in Cycle 2, the researcher concluded that the action stopped in Cycle 2, because in Cycle 2 it was $\geq$70%, which was 72.62%. This study used Project Based Learning as a teaching method by using poster as a media of teaching to students.

In the implementation of the speaking test, the researcher used the Project Based Learning Method with poster as a media. Moreover, the Project Based Learning is learning method focused on solving a problem, which could provide more meaningful and enjoyable learning for students and students become active (M. Ahmad & Tambak, 2018).

In addition to the research findings, the researcher found reasons why the use of Project Based Learning Method with media poster could improve speaking ability students. Students were more active in class especially during the poster making process, which make it easier for students to speak english. Students prefer project work that could bring out their creativity. Make it easier for teacher to monitor student progress. It was in line with the previous research which mentioned that Project Based Learning Method could improve the speaking ability students.

6. CONCLUSION AND SUGGESTION

The result of this research proved that use Project Based Learning Method with media poster could improve the VIII E class students' participation and speaking ability in teaching learning process speaking at Islamic Junior High school in the 2024/2025 academic year. The improvement of students' participation could be seen from the result classroom observation in Cycle 1. In Cycle 1, the percentage of the active students was 66,45% and in Cycle 2 the percentage of the active students was 75%. The total number of the students who passed the standard minimum score of speaking ability test in Cycle 2 also increased 8,55% from 66,45% in Cycle 1 to 75% in Cycle 2.

The result of this research also proved that the use Project Based Learning Method with media poster can improve the VIII E class students' speaking ability at Islamic Junior High school in the 2024/2025 academic year. The improvement of the students' speaking ability could be seen from the result of speaking test in each Cycle. The percentage of VIII E class students who are got $\geq$ 70 (the English minimum requirement standard score off Islamic Junior High school) in the speaking ability improve from 67,75% (18 of 32 students) in Cycle 1 to 72,62% (25 of 32 students) in Cycle 2. Therefore, Project Based Learning Method with media poster could improve students' active participation and could improve students speaking ability.

It was suggested to the students to used poster as media in learning speaking since it can make them easier to speak in front of the class, so that they can improve their speaking ability. The English Teacher Based on the result of the research, it was suggested to the English teacher to consider the used of poster as media to teach speaking in classroom. Thus, the English teacher could apply poster for students to speak in front of the class. It was intended to give various media in teaching speaking to the students.

In addition, dealing with future researchers it was suggested to conduct research dealing with the use of poster in monologue and dialogue as media in other types of speaking activities like debate or conversation to examine the students' speaking ability.

7. ACKNOWLEDGMENTS

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