

## The Implementation of Simple Project-Based Learning Syntaxes to Improve Vocabulary Elements in Teaching Speaking

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**Abstract:** *This research aims to enhance students' speaking skills through project-based learning, increasing their engagement and active participation. Using a qualitative approach, data were collected through in-depth interviews and classroom observations involving ten eleventh-grade students at SMAN 1 Sembalun academic year 2024. Thematic analysis was employed to identify critical patterns and themes within the collected data. The findings indicate that students found the project-based method a more enjoyable and meaningful way to practice speaking. They reported increased confidence and engagement in speaking activities due to the opportunities to work in groups and undertake relevant projects. However, some students also faced challenges like group collaboration and time management. This study provides in-depth insights into how project-based learning methods can impact students' speaking skills and offers recommendations for improving the implementation of this approach in the classroom.*

### PENDAHULUAN

Speaking is one of the English skills, playing an essential role as it is the most spoken language in the whole country. It becomes a tool to convey ideas. Good speaking skills are one of the guarantees of obtaining better achievement and communication skills. Good communication skills drive people to collaborate with each other. Generally, Richards and Renandya (2002, p. 201) point out that many language learners study English to develop proficiency in speaking. To have social interaction with people from other countries, one has to master it.

Richards (2018, p. 19) states the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Therefore, it can be concluded that speaking plays a significant role for learners who are learning English. Today, people realise the importance of mastering speaking as the key to many activities in education, science, technology, sports, and business. For instance, in Indonesia, a university student who wants to continue studying to a higher level must pass the English test to measure students' comprehension of international communication.

In addition, speaking is the expected skill that is always promoted at school and university. According to Nunan (1991, p. 39), mastering the art of speaking is the most important aspect of

learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation. Learners consequently often evaluate their success in language learning and the effectiveness of their English course based on how well they feel they have improved in their spoken proficiency. Based on the statement, we can say that most language learners target speaking skills as the main skill that should be developed.

The ideal class for teaching speaking must show interactive communication during the process. There must be interaction between the lecturer and learners and peer interaction among the learners. This is a good learning model rather than learners just knowing the theory or function of the language. A good speaking class lets the learners actively talk and practice speaking, which means they learn to use the language.

They must be free to talk without hesitation about making mistakes. The atmosphere of the class has been designed to be an enjoyable place for students to express their ideas. In addition, the teacher builds up each student's confidence to always try to talk.

Meanwhile, in some non-English classes, learners struggled to express their ideas. That happened because Speaking English is a strange thing. They did not speak English in their daily classes as English students. When they learn English, only a few students practice speaking English directly. Many of the learners were silent in class. They did not enjoy the class and even became very frozen.

The present researcher also found one condition: the class was not so interactive. It was only the teacher who talked. The students were silent and just paid attention to the explanation given by their lecturer. The students cause this inhabit and lack of interest. In reality, many teachers forget always to stimulate students to try to speak. There are even more Bahasa Indonesia than English speakers. The language that the teacher uses has an impact on the students. If the teacher keeps using English more than the mother language, students will be getting familiar with it. Yet the fact now shows that the teacher of a non-English class uses too much mother language in delivering the lesson. That influences students to stay with their mother language rather than speak English.

Besides that, the common problems faced by non-English class students are lack of vocabulary and grammatical structure. Those make the students afraid to make mistakes, which makes it difficult for them to speak because they do not know how to construct words well. A good teacher must care more about the students. They must think creatively about the appropriate technique to understand the students better. An exciting fact showed that the students enjoy talking with their friends rather than only paying attention to the teacher's explanation. From this situation, we can solve the problem and make the students feel comfortable speaking. The communicative technique was very relevant in designing based on the condition of the students. The teacher should let students learn with their friends through group discussion. Discussion among the students will allow them to learn communicatively.

That was about how to avoid meaningless discussions in studying and speaking. Every forum must have a leader who represents the teacher in each group. The student takes on the role of the teacher. They will be peer educators who must take responsibility for making their friends understand everything. During the discussion, there will be active communication, which the leader of each group stimulates.

To overcome the problem, the researcher intended to research the implementation of the simple project-based learning (PJBL) procedure to improve vocabulary when teaching speaking.

To overcome the problem, the researcher intended to research implementing simple project-based learning to improve vocabulary in teaching speaking to eleventh-grade students of SMAN

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1 Sembalun in the school year 2023-2024.

## **THEORETICAL FOUNDATIONS**

This research was built on some theories connected and related to project-based learning as the ideal technique for teaching speaking. These are theories of speaking skills, Project-based learning, and leadership group discussion. First, Richards (2018, p. 19) states that mastery of speaking skills in English is a priority for many second-language or foreign-language learners. According to Nunan (1991, p. 39), mastering the art of speaking is the most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation.

It was stated that when someone communicates (communicative actions), it uses language by utilising the potential of communicative language functions to convey a message (Pranowo, 1996, p. 90). In Harvard Business Review, Bob Frisch and Cary Greene (2018) revealed that the leadership summit is the leaders' meeting worth the time. They can serve as powerful catalysts to align leaders, develop solutions to some problems, introduce new strategies, and fuel collaboration across the summit. This statement shows that Leadership Discussion is designed to gather many leaders and discuss important things. The present researcher designed this activity to teach speaking to students, like the Leader Summit activity. This is an excellent opportunity for the students to communicate with their group.

This research starts from a problem with conventional class discussion found in the initial observation: Most students have difficulties understanding the material the teacher explains. Relating to this condition, it is a must to think of the proper technique to improve the students' reading. The researcher will provide a fresh technique to overcome the problem: project-based learning. This strategy will be a great opportunity for everyone to experience valuable learning. Hopefully, in the future, the ability of students to speak will be better.

## **RESEARCH METHODS**

The design used in this research is descriptive qualitative. Researchers will conduct this research at SMAN 1 Sembalun for class XI students. Research participants are the population and research sample. The researcher took class XI students of SMAN 1 Sembalun as research participants. Data collecting techniques in this research include observations and interviews, and the current researcher also explores using Project-based learning (PJBL) to improve vocabulary elements in teaching speaking.

In this research, researchers used Miles and Huberman to include data reduction. Data reduction means summarising, choosing the main things, focusing on the important things, looking for patterns and themes, and removing unnecessary ones. Data display: In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. Conclusion: The third step is drawing conclusions and verification.

## **RESULTS AND DISCUSSION**

## Research Result

### 1. Observation Results

This research explains the results of researchers at SMAN 1 Sembalun regarding "the application of simple project-based learning to increase vocabulary in speaking learning". In the context of English language learning regarding findings and discussions, this chapter includes an explanation of how to apply the project-based learning method (PJBL), which goes through the stages of learning preparation, implementation, assessment, and challenges encountered by students, as well as the implementation of the evaluation. The findings and discussion in this research will be presented based on the results obtained from observations and interviews.

In this observation stage, the researcher carried out several stages in implementing the PJBL method at SMAN 1 Sembalun. The initial stage will be carried out on July 18 2024, from 09.00 to 11.00 WITA involving one class, namely class eleven, with a total of twenty-five students, where the learning stage in the class has three stages or three sessions. At the beginning of the session, the teacher's primary focus is to provide students with theoretical understanding and basic knowledge according to the material to be discussed. Next, in the second stage or second session, we switch to the method applied by connecting the material taught according to the practical method that will be used. In the final stage, the teacher evaluates the results that students will prepare based on the student's understanding and ability to speak based on the method applied. This research aims to improve students' speaking and communication skills, which are measured by how students convey the results of projects or assignments given by the teacher.

In the process of teaching and learning activities, it was found that there was a learning atmosphere where the teacher started the lesson by giving a short story about the Kasarung and Purbasari langurs, which was relevant to the learning objectives of project-based learning. After the teacher finishes telling the story, the teacher asks students to write vocabulary and opinions about the story told. In this observation stage, the teacher divides the students into several groups, and each group chooses one friend to represent each group and conveys the vocabulary obtained and the opinions obtained from the story. This process is a practical method used to measure the extent of the student's ability to speak by conveying opinions based on vocabulary obtained from the story. At this moment, the teacher tries to actively involve students in class by asking them to convey something from what they learned during the learning process.

During teaching and learning activities, researchers found findings in the form of students' difficulties related to learning, including a lack of vocabulary, which resulted in what the students wanted to convey not being able to be expressed due to a lack of vocabulary. Students experienced difficulties in expressing vocabulary because of the fear of mispronunciation, which resulted in a lack of confidence. Yourself to speak in public.

From the observational data collected from the free test carried out on July 19, 2024, in class eleven, the teacher implemented a project-based learning method. The teacher explained how to develop vocabulary by providing stories that the students would read along with listening to sounds related to what they would read to improve good and correct pronunciation.

On the third day, the researcher observed the teacher carrying out the posttest after explaining the material that had been prepared by the teacher using the PJBL method.

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Then, the researcher also observed the teacher on the day of the posttest. The teacher gave the same questions as the same text in the pre-test implementation. Thus, on the last day, researchers conducted interviews with students who had taken part in the lesson on the previous day.

The researcher also remembered to conduct interviews with the teachers being observed regarding the implementation of the PJBL method.

## **2. Interview Results**

Researchers conducted interviews with students to determine student perceptions. From the results of the interviews, researchers can conclude that students can learn more easily with the PJBL technique because students and teachers are equally active in implementing the project-based learning method; with this method, the atmosphere in the classroom is more exciting and presents a different nuance, the class is more relaxed and interactive, and students are more courageous to speak in front of their friends.

What has been conveyed by the teacher, namely regarding their understanding after reading a story and also how the differences in students' understanding after the teacher applies project-based learning compared to before applying the method. Based on interviews with students and teachers regarding project-based learning, there are several important findings regarding the difficulties and effectiveness of this method in improving students' abilities, especially in understanding narrative texts.

Researchers found that students face difficulties when reading stories, such as difficulty following a storyline with many characters or complex events and difficulty understanding difficult words or stories with complicated storylines. However, they felt their reading skills improved after reading the stories the teacher gave because they practised more often and received guidance. They also used strategies such as listening attentively, focusing on the main idea, and looking for clues in the text to understand the deeper meaning. Students also mentioned that the narrative text was generally easy to understand. Still, some parts required more time and focus, especially when analysing symbolism or complex story elements. In terms of teaching methods, students stated that the methods used by the teacher were quite effective, but they expected more interactive activities to increase their engagement in learning. Students felt that the methods helped them understand the moral values and messages of the stories they read.

Interviews with teachers also provided an overview of the challenges in implementing the project-based learning (PBL) method. Teachers faced difficulties providing materials, technology, or access to relevant resources. However, this method was considered effective in increasing student engagement and making it easier for them to understand the material. Teachers felt that PBL provided opportunities to develop creative projects and made them more of a facilitator in learning. Another challenge was the lack of tools or teaching materials, which could complicate the learning process in the classroom.

Overall, the project-based learning method is considered to have great potential in improving students' speaking skills and understanding of narrative texts, as long as it is accompanied by adjustments to teaching methods that are appropriate to student's needs and learning styles.

## Discussion

This study aims to understand the most common and least common problems that students in Grade XI SMAN 1 Sembalun encountered in their presentations. Twenty-five students participated in this study, and random sampling was used. This study compares the research results to previous theories and studies related to project-based learning. Based on the results, it can be concluded that the project-based learning method effectively raises the student's vocabulary element in cooperative learning. This aligns with the theory suggesting that contextual and collaborative learning might increase student motivation and learning outcomes.

This indicates that the initiative's goal is not just to increase the students' enthusiasm for learning but also to assist them in becoming more proficient in understanding and using language elements in their communication. Wahyudin & Miranda, 2023

This method's implementation also helps students develop their critical and creative thinking skills, which is the main goal of project-based learning. This method helps improve stamina and enhance the ability to interact with others comprehensively. A clear and simple project structure helps students learn how to apply and evaluate their learning more effectively, increasing their understanding of language usage and mathematical construction. In addition, project-based learning gives students practical experience in speaking in relevant contexts, which strengthens their knowledge of the material Hardika & Pratolo, 2024

Many have expressed that they are unsure how to express their ideas when speaking in English in public. According to another study, Susilawati (2017) said in the article that terminology was one of the problems the students had in their bicara presentations. Thirty-six students are taught how vocabulary is the single most important factor in solving speaking problems. In contrast to Ikhfi (2018), in the study, the primary focus of the experimental phase was on the students' academic presentations. Here, we can identify differences between this research project and others. The results of this study somewhat differ from those of previous studies (Susilawati, 2017 & Ikhfi, 2018). Researchers have discovered new issues that cause students to get anxious in class, such as a somewhat unbalanced environment and teacher-supplied material that is a little repetitive, making students less engaged in the learning process.

Students became more engaged after using this project-based learning approach because their teachers used a new, more interactive method called project-based learning, which increased student participation and well-being in the class.

## CONCLUSION

The study aims to determine the effectiveness of using simple project-based learning (PJBL) syntaxes to improve speaking skills, specifically focusing on the vocabulary element, for eleventh-grade students at SMAN 1 Sembalun in the 2023-2024 school year. Additionally, it aims to explore the implementation process of simple project-based learning syntaxes and their impact on the students' speaking abilities, particularly vocabulary enhancement. This project-based approach facilitates students' understanding and use of vocabulary in more real and practical contexts. With the implementation of this method approach, students are more active in speaking practice. The designed project motivates students to practice speaking in a more fun and interactive way so that their speaking skills improve.

The method that has been implemented allows teachers to use more creative and interesting teaching methods, which in turn can increase students' motivation to learn vocabulary and speak.

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