
Implementation of Simple Project-Based Learning Syntaxes to Improve Fluency Elements in Teaching Speaking

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Abstract: *This research aims to enhance students' speaking skills through project-based learning, thereby 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 key 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.*

INTRODUCTION

Speaking is one of the English skills, and it plays an essential role as it is the most spoken language in all countries. It becomes a tool to convey ideas. Having good speaking skills is one of the guarantees of obtaining better achievement and communication skills. Having good communication skills drives people to collaborate. Generally, Richards and Renandya (2002, p. 201) point out that many language learners study English to develop speaking proficiency. 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 realize the importance of mastering speaking as the key to many activities in education, science, technology, sports, and business. For example, in Indonesia, a university student who wants to continue his or her studies to a higher level must pass the English test designed 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 accordingly 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. This includes interaction between the lecturer and learners and peer interaction among the learners. This is a good model of learning rather than learners just knowing the theory or function of the language. A good speaking class always 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. This is because the atmosphere of the class has been designed as an enjoyable place 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 found it totally difficult to express their ideas. That happened because speaking English is a strange thing. They did not speak English in daily class as students of English class. When they learn English, only a small number of 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 only paid attention to the explanation given by their lecturer. The student's lack of interest causes this. In reality, many teachers forget to always encourage students to try to speak. They even have more Indonesian than English. The language that teachers use has an impact on the students. If the teacher keeps using English more than the mother language, students will become 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 speaking English.

Besides that, the common problem faced by students of non-English classes is a lack of vocabulary and grammatical structure. Those make the students afraid to make mistakes, which makes it difficult for them to speak because they don't know how to build construction works well. A good teacher must care more about the students. They must be creative in thinking about the appropriate technique to better understand the students. Interestingly, the students enjoyed talking with their friends rather than just paying attention to the teacher's explanation. From this situation, we can create a solution to overcome the problem and make the students feel comfortable to speak. 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 discussions. The 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 teachers in each group. The role of the teacher is taken by the student, who acts as the leader. They will be peer educators who must take responsibility for making their friends understand everything. During the discussion, there will be active communication, which is stimulated by the leader of each group.

To overcome the problem, the researcher intended to research the Implementation Of Simple-Based Learning syntaxes to improve fluency elements in teaching speaking. To overcome the problem, the researcher intends to research the implementation of Simple project-based learning to improve grammar elements in teaching speaking about simple base learning in teaching speaking for eleventh-grade students of SMAN1Sembalun in the academic year 2024.

RESEARCH METHODS

The design used in this research is descriptive qualitative. Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of the qualitative research. Descriptive research describes a variable, either one or more (independent) variables, without making comparisons or variables related to another variable (Sugiyono, 2019). Kriyantoro stated, "Qualitative research aims to explain phenomena by collecting data in as much depth as possible." This research is included in a qualitative descriptive design because it is intended to explore the use of Project-based learning (PJBL) to improve understanding and application of grammar elements in teaching speaking.

The participants in this research were students of SMAN 1 Sembalun. In this case, the researcher took class XI students of SMAN 1 Sembalun as research participants. Data analysis was carried out by describing the results of observations. After that, the present researcher explained the results of their interviews. The current researchers also explored the use of project-based learning (PJBL) to improve understanding and application of fluency elements in teaching speaking. In this research, researchers used Miles and Huberman (as quoted in Sugiyono): "Qualitative data analysis activities are carried out interactively and continue continuously until completion, the data is saturated.

RESULTS AND DISCUSSION

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 main 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 communicating abilities, 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 finding Nemo, 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, convey the vocabulary obtained, and convey 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, resulting 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. 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 conducting interviews with the teachers being observed regarding implementing the PJBL method.

Interview Results

Researchers conducted interviews with students to find out student perceptions. From the results of the interviews, the researcher can conclude that students can learn more easily with the PJBL technique because students and teachers are both active, as is the aim of implementing the project-based learning method; with this method, the atmosphere in the class is more exciting and presents a different nuance, the class is more relaxed, and it is more interactive, which increases students' courage to speak in front of their friends.

Researchers conducted interviews according to what the teacher said, namely regarding their understanding after reading a story and how students' understanding differed after the teacher implemented project-based learning compared to before implementing the method.

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 practiced 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 analyzing 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 PBJL method effectively raises the student's kosakata element in cooperative learning. This aligns with the theory that contextual and collaborative learning might increase student motivation and learning outcomes.

It is implied that the Project-based learning method effectively raises the vocabulary element in cooperative learning. This aligns with the theory that contextual and collaborative learning might increase student motivation and learning outcomes. It indicates that the goal of the initiative is not just to increase the student's 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 speaking in relevant contexts, strengthening their understanding of the material (Hardika & Pratolo, 2024).

Many of them have expressed that they are unsure of 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 speaking 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

Based on the result of the study on the implementation of simple project-based learning syntaxes to improve fluency elements in teaching speaking, it can be concluded that the implementation of simple project-based syntax shows a significant increase in students' understanding and use of vocabulary. 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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