

Analysis of the Implementation of Project Based Learning Model on Students' Speaking Skill



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ABSTRACT: Ainun Jariah, 2023. *Analysis of the Implementation of Project Based Learning Model on Students' Speaking Skill at SMAN 5 Takalar.* Supervised by Radiah Hamid and Syamsiarna Nappu.

This research aims to explore the ways of teacher implement Project-based Learning Model in teaching and to know what the impact of Project-based Learning model on students' speaking skill.

This research used Qualitative research. The data were obtained using three instruments, namely observation checklist, document and reording. The subject of the research were two English teachers who taught the elevent grade, selected by Purposive Sampling Technique.

The finding of this research revealed that both teachers implemented the Project Based Learning syntax, but not entirely. Teacher 1 did not implement the last poin in the evaluating the project stage, while teacher 2 did not implement the last two steps, namely Assesing the Project Result and Evaluating the Project. Therefore, the finding also shows that Project-based Learning Model has a positive impact on students speaking skills, while no students achieve an excellent category in pronunciation, 96% performed good, students have a great change of getting excellent in all aspect of speaking if teacher implement project based learning model throughly. Meanwhile, based on the data the conclusion that the Project- based Learning Model significantly contributes on the development of students' speaking skill.

KEYWORDS: Project-based Learning Model, Implementation, Speaking skill.

1. INTRODUCTION

A. Background

English is a foreign language in Indonesia. It plays a crucial role in our society's daily lives. This is definitely obvious in Indonesian world education. English is one of the disciplines taught to students at all levels. Start from elementary school to tertiary level. Therefore, there are four skills that we must know and learn when learning English, namely: reading, writing, listening and speaking. Those skills are interconnected and cannot exist independently. This supported by Thariq et al (2021), they state that the English that students learn should ideally be comprehensive and have mastered all skills that exist; listening skill, reading skill, writing skill and speaking skill and most importantly students should be proficient in using proper and correct grammar.

Speaking appears to be the most significant of the four language skills in communication. According to Kadamovna (2021), an instrument for communication is speaking. We converse with others in order to share our thoughts and learn about those of others. Thus, speaking ability is crucial for language learners of any kind. Therefore, speaking allows us to communicate with others and express our thoughts and feeling.

The ability to communicate in English was essential. People frequently communicate with others orally rather than in writing in every daily life. In addition, many jobs require speaking skill, because employees must be able to talk well with their partners to create a good communication atmosphere in their company. They also need to know how to present themselves well to reinforce and talk business with other companies. Therefore, speaking skill especially in English are necessary for students to apply to their lives now as well as in the future.

According to Zuhriyah (2017), that speaking is an individual's way of verbally expressing and sharing thoughts with other people. Therefore, students should be encouraged to speak English to develop their speaking habits. Hence, English teachers or instructor should make some effort to make their class interesting and enjoyable with various approaches, methods, techniques, material and instrument to make learning process more effectively and creatively especially in speaking skill.

Teachers should be able to manage the classroom so that the learning activities are not monotonous. Monotonous learning has a negative impact on students learning development because the students who are bored or disinteresting in studying will become

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progressively lazy in their learning. Therefore, as a teacher we should be able to recognize every situation of our students because each student is different. If many students are not interested in the teacher's learning, it can be assumed that the teacher's learning is monotonous and uninteresting.

In addition, before teaching and learning activities begin, we as a teacher should have a separate strategy in place to prevent monotonous learning. In terms of what needs to be taken into consideration to prevent learning from becoming boring, these are effective initial learning conditioning, the use of appropriate learning methods, and the choice of appropriate learning methods, and the choice of appropriate learning media for the topic to be taught in class.

In Curriculum 2013 serves as a reference for choosing a learning model that correlates to a scientific approach. These learning models are Discovery learning, Problem based learning and Project based learning. According to Yazidi (2014), those learning models are assumed to be suitable to realize and succeed the implementation of curriculum 2013. Therefore, the choice of learning model is left up to the teachers and it can be adapted to the details of the subject matter.

One of the previously mentioned learning models is Project Based Learning Model. Hence in the implementation of curriculum 2013, Project based learning model is recommended to be applied in the classroom. It must be integrated into the skills in English language learning and the activities to deliver the material based on the skills that the teacher wants to teach such as in speaking skill.

Several studies investigated about the implementation of project based learning model in speaking skill. First, a research by Klein et al in Maudi (2016), mentions in her research that project based learning is a strategy that empowers students to acquire, build new knowledge and understanding based on their experiences through various presentations. While Sahrawi (2021) mentioned that project based learning is a method that can help students to improve their speaking skill in a natural context, where students learn through self-determined assignments with the advice of the teachers allowing, allowing students to become active participants in their learning.

Another study related to project based learning model in speaking was done by Nugroho and Anugerahwati (2019), who investigated that the suitability of implementing Project Based Learning in teaching speaking improves the students' speaking skill in fluency, grammatical accuracy, pronunciation and vocabulary. Therefore, the above research emphasizes the importance of integrating innovative teaching methodologies such as project based learning to enhance students' speaking skills and create a more engaging and effective learning environment. This serves as a valuable resource for educators seeking to improve their teaching practices and optimize students' learning outcomes.

Hence, the students are more motivated and satisfied with the teaching and learning process. Furthermore, Project based learning model is a teaching method in which students acquire knowledge and skill by working on tasks given by the teachers during the learning process. The process of implementing project based learning model focuses on the concept of making it easier for students to explore a given task, allowing them to participate more actively in discussing and learning processes with their friends.

The above research primarily focused on students, examining the effect of the project-based learning model on students' speaking abilities through classroom action research. Additionally, there was no investigation or analysis of how teachers implement the project based learning model. Therefore, this present research aims to explore and investigate the ways how teachers implement Project Based Learning Model in Speaking activities and the effects on students' speaking skill.

Based on the explanation above, the researcher was interested to explore and investigate more information about the implementation of project based learning model carried out by the teacher in teaching speaking skill particularly at SMAN 5 Takalar. Therefore, the researcher is interested in raising the title of thesis research entitled "Analysis of the Implementing of Project Based Learning Model on Students' Speaking Skill at SMAN 5 Takalar"

B. Research Question

Based on the background, the research questions are :

1. How do the teachers implement the Project Based Learning Model in speaking activities at SMAN 5 Takalar?
2. What are the impacts of Project Based Learning Model on the students' speaking skill at SMAN 5 Takalar?

C. Objective of the Research

Based on the previous research question, the objectives of this research are:

1. To find out how the teachers implement Project Based Learning Model in speaking activities
2. To know what are the impacts of Project Based Learning Model on the students' speaking skill.

D. Scope of the Research

The scope of this research focuses on how the teachers implement Project Based Learning Model in teaching speaking activity according to the syntax or stages of Project-based Learning Model especially at SMAN 5 Takalar. Furthermore, to know what are the impacts of implementing Project-based Learning Model on students' speaking skill in terms of pronunciation, vocabulary, fluency and comprehension the researcher used teacher's documents to know the impact of Project-based Learning Model on students' speaking skill.

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2. PREVIOUS RELATED STUDIES

The use of project based learning model in teaching and learning process has been investigated by different researchers: The first was Rochmahwati (2015), the researcher tries to attempt to know the effect of project based learning model toward speaking ability and its effective implementation. In this study the researcher used a quantitative design in the first phase and qualitative design in the second phase. Furthermore, the researcher used questionnaires, test, observation, and interview to collect the data. And then, the analysis showed that project based learning had a significant impact on students speaking ability. Hence, the effective procedures for the implementation of project based learning model are; divided the class into group, project description and project execution. In the end, based on the result of that research the students showed a clear positive attitude towards the introduction of project based learning model in the speaking class.

The second was Riswandi (2018), In this study the researcher described how project based learning can increase students speaking skill in teaching and learning process when project based learning is used in classroom. In this study the researcher applied a qualitative approach using an action research. The aim of investigating this study, the researcher was to solve the problems happened in the classroom that is faced by the students. The study employed a two cycle classroom action research method. Furthermore, the data were gathered by a speaking evaluation. The findings revealed that the students' speaking abilities had improved. Students' fluency, vocabulary, pronunciation, grammar and comprehension are among the areas that have improved. As a result, it is possible to conclude that project based learning assist students in enhancing their speaking skill.

The third was Nugroho and Anugerahwati (2019), conducted action research. The purpose of this study is to enhance the students speaking skill using project based learning model through vlog and looking at their speaking performance in the teaching and learning process using project based learning through vlog. The result of this study show that the implementation of project based learning through vlog in teaching speaking improves the students speaking skill in fluency, grammatical accuracy, pronunciation, vocabulary and content. And also the result showed that the students were actively participated, more motivated and they felt enjoy in teaching and learning process.

The last was Angelina (2020), investigated the effect of project based learning in improving students speaking ability. In this study was utilize qualitative data. The qualitative approach used in this study is to find out how the learning process in the classroom when project based learning implement and also how students participation and perception in the learning process. In this study, the result showed that the effectiveness of project based learning can improve students speaking ability. Based on the result of applying project based learning on qualitative data, students more opportunities to speak in English. And also the students became more confident to speak in English language.

Based on previous research related studies above, this research had similarity and difference. The similarity was that the research and the previous research explore the impact of project based learning model in students' speaking skill. While the difference was that this research also focused on how the teacher implemented the project based learning model in the class.

2.1. The Concept of Project Based Learning Model

2.1.1 The Definition of Project Based Learning Model

The project method comes from Dewey's idea of the concept "Learning by doing", it means that the process by which we get learning outcomes by carrying out specific actions in accordance with the goals, Kozinski (2018). Furthermore, project based learning is carried out to improve the information and skills obtained through the creation of projects relevant to instructional materials and students expectation.

According to Grant (2013), Project Based Learning Model is a learning model that is centered on students to carry out an-depth investigation of a topic. While, according to Markula and Aksela (2022), Problem focused and student-centered learning that is structured around projects is referred to as project-based learning. This means that the project that students complete in groups is how they are supposed to gain new skill and material.

It is clear from the definition of Project based Learning Model offered by these experts that Project Based Learning Model is a student-based learning approach where groups of students are tasked with problem-solving and analysis. Furthermore, Project Based Learning Model enables students to learn about and practice conducting investigation, to put it simply. So that students become accustomed to critically assessing issues and finding scientific solution. Numerous student talents can be honed throughout the process.

The goals of this learning model are to guide learners through a collaborative projects that requires integrating a variety of subjects into the curriculum, slowing learners to explore the material in various ways that are meaningful to the students and conducting collaborative experiments.

2.1.2. Characteristics of Project Based Learning Model

According to Murniarti (2017), Global SchoolNet reports on the findings of an auto desk foundation study on the characteristics of project based learning model. Based on the study's finding, project based learning is a learning approach with the following characteristics:

1. Students make decisions about framework, and problems or challenges are presented to them

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2. Students create processes to find solutions to existing problems or challenges
3. Students work collaboratively to access and manage information in order to solve the problems
4. The evaluation problems is ongoing, students reflect on the activities they have completed on a regular basis.
5. The final product of learning activities will be evaluated qualitatively, and the learning situation is very forgiving of errors and changes

2.1.3. The Structural Stage in Implementing Project Based Learning Model

According to Hamidah et al. (2020), the stages of implementing project based learning model are as follows:

1. Choosing project topics

The first thing teachers need to choose a topic. This step is to help students to understand the topic and learning objectives. The activities carried out within the framework of topic selection area as follow; Teachers can use the topics in Basic Competence (KD), Teachers stimulate students by showing pictures/videos/stories related to the topic if the topic is not explained clearly in the KD, teachers can engage students to decide the topic. Teachers are expected to determine topics related to or associated with the students` real life, for instance: travel, holidays, school hygiene, teenage life, entertainment (music, films, and concerts), technology and sports.

2. Pre-communicative activities

Teachers perform pre-communication activities at the beginning of learning activities, including introducing new vocabulary and linguistic elements needed for students to work on projects. Previous communication tasks are unnecessary, so the teacher can proceed to the next step without them. The stages of the pre- communication activity are designed to help students communicate in the target language and help them complete the project.

3. Asking essential question

Key questions posed by teachers and students have to answer through a project are called essential questions. Before starting the learning process, the teacher prepares some important questions. The purpose of developing key questions is to help students understand the focus of the project, identify the type of project, and guide the inquiry process. Hence, Activities that can be done to prepare for essential questions are, among others, activities that are stimulated by the teacher at the beginning of the lesson, whether by watching an engaging movie or are presented with problems in their immediate environment. Based on the video, the teacher asked the children some questions.

4. Designing project plan

Choosing a project type based on key questions and selecting activities to include in the survey are examples of project design activities. The teacher acts as a facilitator in this process, ensuring that the project plan is reasonable, understandable, and workable for the students. Through project type selection, problem solving, and the ability to organize activities as part of inquiry, project planning activities are intended to help students strengthen critical thinking skills.

5. Creating project timeline

Develop project schedules to help students develop time management, self-management, and collaboration skills. There are several tasks to perform when setting up a project schedule, including: First, in groups, students create a timeline from project planning to report writing. Second, all activities, due dates and responsible parties must be listed on the schedule. Third, the teacher collects project schedule boards from each group when they have completed planning. Fourth, teachers can track the progress of the project with the project progress table

6. Finishing the project

The main objective of project implementation is to complete the phase of the project. Students design a project from the beginning of the investigation phase to its completion. The goal of this phase is to help students improve their ability to analyze facts and information, solve problems, and collaborate with other members of their team and the wider community on projects.

7. Assessing the project result

Evaluating project results to affirm that each team member is responsible for his or her own project results. As a process assessment, teachers can also analyze student performance and project outcomes.

8. Evaluating the project

Teachers reflect on activities when giving feedback on project outcomes, and students reflect on learning activities when evaluating projects. This phase attempts to encourage students to discuss the challenges they face in implementing the project and to assess their skills.

2.2. The Concept of Speaking

2.2.1. The Definition of Speaking

Speaking is one of the four skills in language that has an important role in mastering English. According to Hardiyanto (2022), speaking is an important part of learning process in teaching English as foreign language.

Meanwhile Kuning in Husna (2021) , states that speaking is the ability of people in talking English that used to deliver

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information with fluently and good pronunciation. Hence, Husna (2021), state that speaking is use to communicate with another people indeed and with people in the world. So, based on the statement above it can be said that speaking is a useful skill because we can obtain and transmit information by speaking. Therefore, when we speak especially with foreigners we need to learn and use English language.

According to Bailey (2003), speaking is the most useful aural/oral skill. It entails making structured vocal utterances to convey meaning. Therefore, teaching speaking is necessary for students to develop their language skills in school and develop their language skills in the future. They learned to express something with their friends, this is the most important way for them to build contact with someone foreigners in this era of globalization.

According to Mandasari et al. (2018), speaking is one of the most crucial skills to teach in English class. Therefore, the goal of speaking skill is to empower students to communicate. Furthermore, according to Wuntu et al. (2022), state that speaking is the process of developing and exchanging meaning across a variety of symbols, as well as in spoken and written scenarios. This phase make it obvious that when speaking, speakers pay attention to written text through symbols or non-linguistics aspects like mimics, gestures, and body language in addition to using spoken language to communicate with listeners.

Based on explanation above, it can be conclude that speaking is a useful skill for expressing thought, information or emotion. Additionally, it requires the cooperation of other abilities such as listening, reading, and writing as well as non-verbal communication.

2.2.2. Component of Speaking

According to Brown (2000), there are several components of speaking namely pronunciation, vocabulary, grammar, fluency, and comprehension.

1. Pronunciation

Pronunciation is how students make language clearer when they speak. It refers to the process by which phonology deals with the components of grammar made up of elements and principles that determine how sounds change and are structured in a certain dialect. Students can communicate effectively when they have good pronunciation and intonation even if their vocabulary and grammar are limited. Pronunciation refers to the traditional or conventional pronunciation of words. From this statement it can be conclude that pronunciation is the means by which students produce clear sentences when speaking.

2. Vocabulary

Vocabulary means the proper dictionary or the most important thing in a language, especially when spoken. In addition, knowing a lot of vocabulary will make it easier for people to express their ideas, feelings and thought both in spoken and written form. This means that in spoken language, the vocabulary used should be very familiar. And it is used in everyday conversation to understand speech. Vocabulary is a fundamental element of language learning. Students should know the words, their meaning, how they are spelled and how they are pronounced.

3. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Speaking fluency is the goal of many language learners. Signs of fluency include the relatively fast speed of speaking and only a few pauses like 'um' or 'hm'. These signs show that the speaker does not have to spend much time searching for the linguistic elements necessary to express the message.

4. Comprehension

Oral communication certainly requires a response to the speaker. Because a good and accurate listener response indicates that the listener has a good understanding of what the speaker is saying. Understanding is also important to avoid misunderstandings between speakers and listeners.

2.2.3. Types of Speaking

According to Brown (2004), there are five basic types of speaking, they are imitative, intensive, responsive, interactive and extensive.

1. Imitative

Learners imitate or repeat back a word, phrase, or potentially a sentence in imitative speaking performance. The goal of imitation is not to engage in meaningful interaction, but to focus on specific components of language forms. Drilling is an example of imitative speaking performance.

2. Intensive

Intensive speaking goes one step beyond imitative to include all speaking performance aimed at practicing the phonological and grammatical aspects of language.

3. Responsive

Responsive speaking is a limited level of interaction such as very short dialogue, standard greetings and small talk, and simple comment and also request.

4. Interactive

Interactive speaking is a complex communication, sometimes involving multiple interactions and multiple participants.

5. Extensive

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Extensive speaking are oral productions such as speeches, oral presentation, and storytelling.

3. RESEACH METHOD

A. Research Design

This research is Descriptive Qualitative research. In this kind of study, the researcher collected, classified, analyzed, and drew conclusion based on the data analysis. Creswell (2009), states that a qualitative research is a study to investigate and understand the meaning individuals or group assume to be social or human problem. It is employed to ascertain the cause and mechanism of a social phenomenon. The introduction, Literature and theory, methods, findings, discussion and conclusion make up the final written reports from this study. This study was also a descriptive qualitative. It was used an approach to the qualitative study because the result of the analysis was the description of certain phenomenon. In this case, the researcher was focused on how the teacher implement the model and how that model can develop the students' speaking skill.

Based on the definition above explains that the reason for choosing this method is to see if there is an impact between the variable X as the independent variable and the variable Y as the dependent variable. Project based learning as the X variable and the impact of project based learning model on students speaking skill as the Y variable

B. Subject of the Research

The subject of this study were two English teachers and students who taught in the class at SMAN 5 TAKALAR who were chosen based on purposive sampling. Purposive sampling is technique as a source of data with certain considerations. It means that in this study, the researcher choose the subject according to the need and purpose of the study. The criteria for selecting teachers for the study included professional certifications or certified teacher and most importantly their utilization of the project based learning model in the classroom

C. Research Instruments

To obtain the data required in this study the research instrument is needed. The research instruments that were used in this study are:

1. Observation Checklist

In order to gather the data in this study the researcher used observation checklist. The purpose of using observation checklist is to get the data about how do the teachers implement project based learning model in the class. Therefore, the researcher used a yes/no question checklist observation sheet aimed at finding out whether teachers are implement the project based learning model according to the structural stage. Additionally, during the observation the researcher recorded the observation activities. This was necessary because to show how accurately the data is currently being used and to make checking and correction easier both before and after data analysis and also to prove that the researcher and the data obtained aligned with what was in in the field.

2. Document

Document are needed to answer research question number two, namely to know what are the impact of Project Based Learning Model on student's speaking skill. In this study the document that the researcher used are as follows:

- a. Lesson plan
- b. Final score of speaking project from teachers

4. FINDINGS AND DISCUSSIONS

A. Findings

1. The Implementation of Project Based Learning Model In Speaking Activities

In this study, two English teachers from SMAN 5 Takalar served as the subjects and English was taught by two teachers in different classes. Teacher 1 taught Offering and Suggestion material to class XI PIA 2, while teacher 2 taught Opinions and Toughths material to class XI PIS 1. Two teachers were observed when they implemented and made use of project-based learning model for speaking activities in class. An observation checklist that is detailed in the appendix was used to conduct observations for this study. This research was conducted over three meetings for each teacher, so in total the observation were carried out over six meetings. The first meeting was dedicated to the introduction process with both students and teacher, followed by the core activity which was the observation for the research data needs.

The first and second observation of teacher 1 were completed on September, 05 2023 and September, 12 2023. Before the observation started, the lesson plan was first reviewed and the observation checklist was prepared first to know how the teachers implement Project-based Learning Model. While, observation on teacer 2 were complete on September, 19 2023 and September, 26 2023. Teacher 2 carried out preliminary activities following the lesson plan. The teacher initiated the class by offering greetings and taking attendance one by one. After that, the teacher began the teaching and learning activities by urging students to open the provided English textbook and turn to the chapter schedule for today. Subsequently, the teacher asked, "What did you know about opinions and thoughts?" the following is the result of teacher 2's observation on first meeting: Choosing the

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Project Topic, Pre-communication Activity, Asking Essential Question, Designing Project Plan, Creating Project Timeline and Finishing the Project. During the first meeting of implementing project based learning model, as follows:

During the observation, teacher 1 finished the six stages of implementing project based learning model. The six stages are: Choosing the project topics, Pre-communication activity, asking essential question, designing project plan, creating project timeline and finishing the project. Therefore, offering and suggestion is the topic of the lesson that Teacher 1 is teaching.

Therefore, during the observation that teacher 2 completed six activities during the first meeting of implementing project-based learning model, as follows: Choosing the project topics, Pre-communication activity, asking essential question, designing project plan, creating project timeline and finishing the project.

The teacher gives information on the topic or subject matter that will be discussed and studied throughout the first stage of 'Choosing the Project Topics'. In this stage the teacher provided opportunities for students to discuss and determine the initial design for their project task. Hence the teacher outlines the learning goals in light with basic competence. The teacher then hands out papers with talks that relate to the students' real daily situation. Furthermore, The teacher then gives out papers to all of the students, who had previously been divided into different groups, and instructs them to follow along with or repeat back what the teacher has read using the papers that have been given them.

Then, in this stage teacher 2 began the class by posing question or brainstorming to the students about their understanding of the material they would learn that day, which was about opinions and thoughts with their desk partner and present them in front of their friends. After the students came forward and presented their assignment with their desk partners, the teacher then divided the students into five groups.

In Pre-communication activity stage, the teacher distributed papers containing conversation related to the material to be learned that day to teach the students. After that, the teacher asked the students to follow along as the teacher read the text on the paper. This activity aimed to assess the students' ability to pronounce words in English correctly and fluently. After finishing, the teacher asked the students to discuss with their friends to analyze which words were difficult to pronounce in the text.

Hence in this stage teacher 2 instructed the students to read the example of conversation provided in the English textbook. Subsequently, the students were asked to discuss so that they understood the material being studied. Then, the teacher asked the students to inquire if there was anything they did not understand.

Next move on to the third stage of implementing the Project Based Learning Model, which is the section asking essential question. At this meeting, teacher 1 questioned each student about their understanding of offerings and suggestions at the beginning of their learning process and the students answer what they understand regarding what the teacher asks. After the initial class activities are carried out the teacher distributes paper containing texts or conversations about offering and suggestions, then the students are asked to follow the teacher in pronouncing the text, the aim of which is to train students' pronouns in pronouncing English words. The teacher then asked the class to identify which vocabulary on the distributed paper was the most difficult to say.

While teacher 2 in this stage simply asked what the students understood about opinion and thoughts, then the students were asked to provide one example of the material.

Therefore, move to the last stage of first meeting in implementing project based learning mode that is Designing Project Plan. In this stage the teacher splits the class into various groups. Each group elects a group leader once the groups are divided into five groups. After that, teacher encouraged students to plan a project, students are assigned to make assignment in the form of videos with theme Offering and Suggestion. The goal is to encourage students to be creative in their assignment completion, therefore they are allowed to choose the location and circumstances in which to record their assignment. Then, based on the knowledge they have gained, each group chooses a topic for the video production project. The project was given one week to be finished, and it was to be collected at the following meeting, according to the teacher.

Furthermore, teacher 2 in the stage of designing the project plan, after the teacher had divided the students into several groups and they were asked to create a narrative recorded in the form of a video for their homework. Subsequently, the students were given the freedom to be as creative as possible with their respective tasks. The complete work was to be submitted in the next meeting.

Therefore, in this stage, teacher 1 Creating project timeline. At this stage, the teacher selected and determined a project relevant to the previously taught material, namely 'offering and suggestion.' The teacher provided students with the freedom to be creative in their assigned tasks according to the groups predefined by the teacher, allowing for the assessment of objective values based on creativity and collaboration. After explaining the guidelines clearly to the students regarding the project they would undertake, the teacher set a deadline for completing the project tasks. Subsequently, the teacher granted students the opportunity to discuss with their respective group members. They discussed their individual tasks and organized the material that would later be used for the project video. This step aimed to foster collaboration between the teacher and students, ensuring that the learning process through the project-based learning model was effective and satisfying.

Later, in this stage teacher 2 instruct the students engaged in discussion to prepare the material they would learn and later record in the form of video, after the teacher instructed the students about the project they would undertake in groups, the teacher

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then provided a time limit for the students to complete the given tasks. The teacher allowed students to ask if there was anything they did not understand.

Therefore, move to the next stage, namely 'Finishing the Project'. In this stage, finishing the project is the moment when students complete their projects and produce the final product. At this stage, the teacher 1 plays a crucial role, including monitoring the students' progress during the final stage of the project and provide constructive feedback to help them improve and refine their final products. Hence, students were given a week to complete the group task, and if there were any questions or uncertainties, students were allowed to ask the teacher. After completing the project, the teacher informed the students to submit the task in a flash disk. Furthermore, in the next meeting it will be assessed and evaluated.

In this stage, teacher 2 instruct the students to create creative project for their assignment and teacher allowed all the students make a consultation if they not understand about the material.

Before closing the class, the teacher goes over the processes that the students should take to complete a group project. Each group is required to produce a

The teacher provides every group with consultant video on making offerings and suggestions in light of their everyday activities or circumstances. Each group was instructed to produce a creative video.

Second observation of teacher 1 was completed on September 12, 2023. Teacher 1 carried out preliminary activities following the lesson plan that the researcher had reviewed. For the second meeting, as usually the teacher starts the class by opening with greetings and taking attendance of the students, then explains the learning objectives and what will be done at the second meeting. Hence, teacher 1 entering the main activity by inquiring about the designation of the assigned of project. The following are the results of observation of teacher 1 as a second or continuation of the activities from the previous meeting.

During the second meeting teacher 1 finished implementing the Project- Based learning Model through all of in stages. therefore, before entering the next stage, the teacher proposes that groups of students gather assignment or projects that have been assigned throughout the course of a week and work of them. The teacher instruct the first group to play the assignment's video on the projector once all of the assignment have been gathered in a flash. Subsequently, the instructor request that the other groups examine errors pronunciation in the group video that is displaying on the projection screen

During the Assessing Project Stage, the teacher allowed students to evaluate the video project of their friends from other groups. They were asked to assess how their classmate pronounced and articulated their ideas in English. prior to this, the teacher had already provided clear assessment criteria before the project commenced, including aspects such as creativity, pronunciation, vocabulary, fluency and also comprehension. While students were evaluating the video of other groups, the teacher monitored and provided guidance to the students. Additionally, the teacher gave formative feedback to the students throughout the learning process to assist them in improving and enhancing the quality of their projects overtime.

In this stage, students could receive feedback from their friends. This process provided an opportunity for them to learn from each other. So, it can be concluded that through these step, teachers and students worked together to enhance pronunciation skills in the context of project-based learning, while promoting collaboration and the development analytical skills.

In the final stage evaluating the Project, the teacher assessed all projects undertaken by the students. During this phase, the focus extended beyond the final project outcomes and included the students understanding of the material, collaboration skills, and creativity in project development. The teacher provided periodic feedback throughout the project, aiming not only to improve the final results but also to assist students in developing skills and understanding throughout the entire process. Furthermore, in this stage teacher 1 did not provide an opportunity for students to tell and share their experiences during working on the given project. Through this approach, the teacher contributed to the development of students' skills, encompassing material comprehension, social skills, and critical thinking abilities throughout the project-based learning process.

Furthermore, the following is the result of teacher 2's observation on second meeting: during the observation that the teacher did not complete the last two stage of the project-based learning model that is assessing project result and evaluating the project. Therefore, in the second meeting, the researcher simply instructed students to submit their assignment via what's app and the assessment would be provided by the teacher later on.

Table 4.1 Classroom Observation Checklist

The researchers observed based on the eight indicators outlined by Hamidah (2020). These indicators represented the syntax or flow of activities conducted in each type of Project Based Learning. During their observations, eight indicators were identified for each Project Based Learning. The findings, as presented in the observation table (referred to in Appendix II on page 75), indicated that the two teachers integrated these eight indicators when they implemented the Project Based Learning in the classroom.

2. Teachers Impact of Project Based Learning Model on the Students' Speaking Skill

Project-based learning model is an educational methodology that entails assigning and completing projects or project-

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based assignment that require students to solve problems, work together, and apply their knowledge in practical situations. The way this model was put into practice improved the speaking abilities of the students. Project-based learning increased the relevance of learning objectives and provided students with new and varied learning experience. The following are the scores given by the teacher to the students:

Table 4.2. Speaking Score of XI PIA 2 From Teacher 1

Category	Pronunciation	Vocabulary	Fluency	Comprehension
Excellent	-	-	-	-
Good	29	25	30	27
Fair	3	7	2	5
Poor	-	-	-	-
Total	32	32	32	32

The table above explains that there are four categories that the teacher 1 evaluated, namely, pronunciation, vocabulary, fluency and comprehension. It can be seen that no students receive an excellent score in all four aspect. Furthermore, there were 29 students who scored good in the pronunciation aspect, 25 students who scored good in vocabulary, 30 students who scored good in fluency, and 27 students who scored good in comprehension. For the poor category, there were 3 students who received a fair scored in pronunciation, 7 students who received a fair score in vocabulary, 2 students who receive fair scored in fluency and 5 students who receive fair score in comprehension. Additionally, no students receive a poor score overall.

More detailed explanation as follows. Table 2.4 shows that the category of students speaking scores which consist of the pronunciation of the students. The result showed there were none students scored 86-100 or (0%) in percentage which was categorize as excellent, there were 29 students scored 71-85 Or (96%) in percentage which was categorized as good category, 3 students scored 56-70 or (4%) in percentage which was categorized as fair category and none students scored bellow 55 Or (0%) in percentage which was categorized as poor.

Furthermore, the category of students' speaking scores which consist of the vocabulary. The result showed there were none students score 86-100 or (0%) in percentage which was categorized as excellent, there were 25 students scored 71-85 or (96%) in percentage which was categorized as good category, 7 students scored 56-70 or (4%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor.

Next, the category of students speaking scores which consist of the fluency. The result showed there were none students scored 86-100 or (0%) in percentage which was categorized as excellent, there were 30 students score 71-85 or (96%) in percentage which was categorized as goog category, 2 students scored 56-70 or (4%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor.

And the last, the category of students speaking scores which consist of the comprehension. The result showed there were none students scored 86-100 or (0%) in percentage which was categorized as excellent, there were 27 students scored 71-85 or (96%) in percentage which was categorized as good category, 5 students scored 56-70 or (4%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor.

Table 4.3. Speaking Score of XI PIS 3 From Teacher 2

Category	Pronunciation	Vocabulary	Fluency	Comprehension
Excellent	-	-	-	-
Good	35	35	35	35
Fair	-	-	-	-
Poor	-	-	-	-
Total	35	35	35	35

The table above explained that there were four categories also that the teacher 2 evaluated. It can be seen that no students receive an excellent score in all four aspects. Furthermore, all students receive good score in all four aspects. Additionally, no students receive a fair and poor score.

More detailed explanation as follows. Table 2.5 shows that the category of students speaking scores which consist of the pronunciation. The result showed there were none students scored 86-100 or (0%) in percentage which was categorized as excellent, there were 35 students scored 71-85 or (100%) in percentage which was categorized as good category, none students scored 56-70 or (0%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor

Hence, the category of students speaking scores which consist of the vocabulary. The result showed there were none

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students scored 86-100 or (0%) in percentage which was categorized as excellent. There were 35 students scored 71-85 or (100%) in percentage which was categorized as good category, none students score 56-70 or (0%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor.

Therefore, the category of students speaking scores which consist of the fluency. The result showed there were none students scored 86-100 or (0%) in percentage which was categorized as excellent. There were 35 students scored 71-85 or (100%) in percentage which was categorized as good category, none students scored 56-70 or (0%) in percentage which was categorized as fair category and none students score bellow 55 or (0%) in percentage which was categorized as poor.

The last, the category of students speaking scores which consist of the comprehension. The result showed there were none of students scored 86-100 or (0%) in percentage which was categorized as excellent, there were 35 students scored 71-85 or (100%) in percentage which was categorized as good category, none students scored 56-70 or (0%) in percentage which was categorized as fair and none students score bellow 55 or (0%) in percentage which was categorized as poor.

Table 4.4 Classroom Observation Checklist

The researchers observed based on the six aspects of Discovery Learning Model, four aspects of Problem Based Learning Model and four aspects of Project Based Learning Model. The findings, as presented in the observation table (referred to in Appendix 2 on page 99), indicated that the three teachers incorporate every aspects when they implemented the Innovative Learning Model.
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B. Discussion

In this section discussed all the information the researcher discovered, how it relates to the several relevant literatures that are included in previous related findings, as well as professional guidance and suggestion.

1. The Implementetation of Project Based Learning Model in Speaking Activities

All stages of project based learning model should be implemented by the teacher in general when teaching. It is relevant with Hamidah et al. (2020), the stages of the project-based learning for language learning majorly consist of three main stages, namely planning, implementation and reporting, furthermore, the three main stages of project-based learning result in eight learning activities as follows: Planning consist of five activities, which are choosing project topic, pre-communicative activities, asking essential question, designing project plan and creating project timeline. Furthermore, the implementation comprises of one activity, namely finishing the project and the last part, reporting, there are two activities in this stage namely assessing the project result and evaluating the project as well as evaluating project result and learning activity.

In the complex stages, the teacher 1 did not fully implement the last part of evaluating the project, namely 'students are given the change to share their experience when working on the project'. Hence, the teacher 2 also did not fully implement the stage of project-based learning model, namely assessing project results and evaluating the project.

From the result of the observation, teacher 1 and teacher 2 choosing the project topic according to the basic competence. The teacher stimulates the students by showing stories related to the topic. Hence the teacher determined topics related to or associated with the student's real life. It is relevant with Gredley (2016), state that students learn through active engagement with their envirimnt and real-word issues. Thus, learning materials should be connected to students' everyday lives. The goal is to develop the students' critical thinking skills and social abilities through meaningful experiences.

Next second stage teacher 1 implement all the stage, start from the teacher provide vocabulary related to the topic. Teacher 1 distribute a paper containing a conversation among a group of people located in a restaurant, aligned with the theme of the upcoming lesson. From the paper, the teacher asked the students to repeat after the teacher had read it. The purpose is to practice the students' pronunciation in English. While teacher 2 did not implement well the second stage of project-based learning model, namely pre communication activity.

In asking essential question stage teacher 1 and teacher 2 posed questions about what the students understood regarding the material they had studied, and the teacher asked the students to provide examples. The aim was to ascertain the extend of the students' comprehension of the material that had been covered, and the teachers explained. It is relevant with Hamidah et al. (2020), asking essential question are crucial in Project-based learning model. They guide the project, make learning relevant, and encourage critical thinking. Students get more engaged when they help create these question. Essential question also connect classroom learning to real-life situations and guide assessment. In a nutshell, asking the right question is what makes Project-based learning meaningful and exciting.

In designing project plan stage, teacher 1 and teacher 2 decided the project type in groups. After the teacher divided the students into groups and explained the tasks to be completed. This is line with Fariasih and Fathoni (2022) findings that Project-based Learning Model could be conducted both collaboratively and individually, depending on the learning goal and context.. In creating project timeline and finishing the project the teacher gave the students the freedom to create and design the project task as creatively as possible. The project would be presented in the form of a video in line with the theme that had been studied. The teacher allotted one week for completing the task, and the next meeting was scheduled for the submission of the projects.

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In assessing project result and evaluating the project teacher 1 instructed the students to play their projects videos on the projector, and other groups analyzed and corrected any pronunciation errors made by their friends in the video. If there were errors, the teacher asked the students to write them down on paper and submit them. This activity aimed to enhance the students' understanding of correct English pronunciation and introduce new vocabulary to all students. While, teacher 2 did not complete two stages of project-based learning namely assessing project result and evaluating the project. Teacher 2 simply instructed the students to submit the completed project tasks, and later grades would be assigned. In line with Irwayu and Gaffar (2023) findings that student after implemented all syntax of project based learning model in class were also very positive. The use of project based learning model in class is very interesting and effective because students are given the opportunity to collaborate with their group members to produce a good video project, therefore with project based learning model in class, students practice a lot of English such as pronunciation, fluency, vocabulary, grammar and comprehension.

2. The Impact of Project Based Learning Model on the Students Speaking Skill

Based on the document obtained from each teacher, in assessing the final result of the students' project, teachers evaluated the students' speaking skill with four aspect, namely: pronunciation, vocabulary, fluency and comprehension. In accordance with the speaking components according to Brown (2000). Both classes produced the product as part of the learning process related to speaking activities. The project assigned by the two teacher was done in groups. It is related with Abdul (2021), in Project-based learning model, the product is crucial because it reflects real-world applications of knowledge.

The result of this research indicated that project-based learning model is an appropriate and successful to be applied in teaching speaking skill. This improvement is proven by the students' speaking achievement, and the score gained. Students' fluency, vocabulary, pronunciation, and comprehension are among the areas that have improved. It is related with Firdaus and Septiady (2023), Findings that Project-based learning model is an effective method in teaching speaking because it improves students' speaking ability, build students' team work skills, increase students' problem solving skill, and stimulate students' to be active, communicative, creative, and innovative. As a result, it is possible to conclude that project based learning assist students in enhancing their speaking skill.

Therefore, the result of this research also indicated that Project-based learning model is an appropriate to be applied in teaching and learning process especially in speaking activity. It could be clearly seen from the result of the student's scored from teacher 1 and 2's document indicated that students average was good in pronunciation, vocabulary, flency and comprehension. It is related with Wuntu et al. (2022), in their research showed that the implementation of Project-based learning model was beneficial in improving students speaking ability specifically addressing all four aspects of speaking.

Based on the explanation above, it can be conclude that the implementation of project-based learning model has a positive impact on students speaking skills, particularly in aspects such as pronunciation, vocabulary, fluency and also comprehension. It is relevant with Oroh and Wilar (2022), state that the implementation of Projecct-based learning model is able to improve the students speaking skill.

Therefore, in terms of pronunciation, although no students achieve the excellent category, the majority of students (96%) obtained scores in the good category, indicated that the project-based learning model contributed to the development of students' pronunciation skills. Secondly, concerning vocabulary, all students scored in the good category, demonstrating that the project-based learning model succesfully enhance students' mastery of vocabulary. Thirdly, regarding fluency in speaking the result indicated that the majority of students (96%) achieved scored was effective in enhance fluency in speaking. Lastly, in the aspect of comprehension, most students (96%) receive scores in the 'good' category, signifying that this learning model was effective in enhancing students' understanding of the taught material. Therefore, it can be conclude that the implementation of the Project-based learning model positively contributed to the development of students' speaking skills in various aspects, as evident from the assessment conducted by the teachers. This is line with Alfatihah (2021), Findings that Project-based learning can sifnificantly improve speaking skills, this is based on the result of students' perception questionnaire which shows the very high category. Additionally, in reality based on the observation and analysis conducted by the researcher on the project video assignment, the grades given by teacher 1 aligned with the group projects completed by the students. This statement is substantiated and supported by the data obtained through school observations and recorded video projects outcomes. Meanwhile, teacher 2 assigned relatively high grades, but they did not correspond to the actual video project result on the students. This statement also corroborated by the video project outcomes obtained during the research.

5. CONCLUSION AND DISCUSSION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher would like to summarize some conclusion as follow:

1. The teachers have not fully implemented the Project-Based Learning Model. The findings illustrate a discrepancy between the intended Project-Based Learning Model and the practical applications by the teachers. Despite endeavors to

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integrate specific elements of the Project-Based Learning Model, both teachers demonstrate disparities in their instructional methodologies, particularly in the assessment and evaluation of project outcomes.

2. The assessment of the four components of speaking showed that the average score was good. Meanwhile, based on the researcher's observations and analysis of the project video assignment, the grades assigned by teacher 1 were consistent with the group projects produced by the students. This statement is confirmed and supported by facts gathered from observation and video project outcomes. Meanwhile, teacher 2 issued rather high grades, but they did not correspond to the actual video project outcome for the pupils. This assertion is also supported by the video project results produced during the research.

B. Suggestions

Based on the data analysis and conclusion, the researcher proposes some suggestion as follows:

1. The English teacher are suggested to follow all the project based learning stage especially in the last part of evaluating the project to ensure the project-based Learning models' objectives are adequately met. Therefore, it would have been excellent if the teacher had implemented the entire Project Based Learning Model syntax, as it would have greatly benefited the students' scores.
2. Teachers needed professional development and advance training to effectively implement and integrated project-based learning model into their teaching practices. Additionally, the study emphasized the importance of consistent and standardized implementation of project-based learning model across classroom to ensure that students had a uniform and profound learning experience. As innovative teaching methodologies continued to evolve, ongoing support and training became crucial to bridging the gap between theoretical models and practical implementation in the classroom.
3. This research can serve as an extra source of reference for academics looking into the project-based learning approach. Additionally, further research is advised to compare project-based learning with other learning models in the classroom.

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