The Implementation of Simple Project-Based Learning Syntaxes to Improve Pronunciation Element in Teaching Speaking

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Abstrak

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan berbicara siswa melalui pembelajaran berbasis proyek, sehingga meningkatkan keterlibatan dan partisipasi aktif mereka. Dengan menggunakan pendekatan kualitatif, data dikumpulkan melalui wawancara mendalam dan observasi kelas yang melibatkan sepuluh siswa kelas sebelas di SMAN 1 Sembalun tahun akademik 2024. Analisis tematik digunakan untuk mengidentifikasi pola dan tema utama dalam data yang dikumpulkan. Temuan menunjukkan bahwa siswa merasa metode berbasis proyek merupakan cara yang lebih menyenangkan dan bermakna untuk berlatih berbicara. Mereka melaporkan peningkatan kepercayaan diri dan keterlibatan dalam aktivitas berbicara karena adanya kesempatan untuk bekerja dalam kelompok dan mengerjakan proyek yang relevan. Namun, beberapa siswa juga menghadapi tantangan, seperti kesulitan dalam kolaborasi kelompok dan manajemen waktu.

Kata Kunci: Pembelajaran Berbasis Proyek, PBL, Mengajar keterampilan berbicara dan pengucapan

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.

Keywords: Project-Based Learning (PBL), teaching speaking skills and pronunciation

Introduction

Speaking is one of the most crucial English language abilities because it is the language spoken the most throughout the nation. It becomes a tool to convey ideas. Having good speaking skills is one of the guarantees of obtaining better achievement and communication skills. Good communication skills drive people to collaborate. (Richards and Renandya, 2002) Many language learners study English in order to develop proficiency in speaking. To interact socially with people from other countries, one must master it.

(Richards, 2008) states that mastery of English-speaking skills 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 instance, 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), 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. This includes interaction between lecturers 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 or fear of making mistakes. 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.

In the meantime, it was extremely difficult for students to express themselves in certain non-English classrooms. 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 student's lack of interest causes this. Many teachers forget to always stimulate students to try to speak. There are even more Bahasa Indonesia than English speakers. The language that the teacher uses has a great 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 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 do not know how to build construction works well. A good teacher must care more about the students. They must think creatively about the appropriate technique to better understand the students. An interesting 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 role of the teacher was taken by the student, who acts as the leader. They will be peer educators who must take responsibility to make their friends understand all. During the discussion, there will be active communication, which the leader of each group stimulates.

Method

This research used the qualitative method. This research is included in a qualitative descriptive design because it is intended to explore the use of Project-based Learning (PJBL) to improve pronunciation elements in teaching speaking. The researcher will conduct the research in the Eleventh grade of SMAN 1 Sembalun, located at Jl. Raya sembalun, kec. Sembalun, kabupaten Lombok Timur. The researcher took the Eleventh grade of SMAN 1 Sembalun as research participants. Data collecting techniques in this research, such as observations, interviews, and the current researcher, also explore project-based learning (PJBL) to improve understanding and application of pronunciation elements in

teaching speaking. In this research, researchers used Miles and Huberman. Data reduction means summarizing, 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 brief descriptions, charts, relationships between categories, flowcharts, and the like.

Result and Discussion

1. Observation Results

To gain a comprehensive understanding of the student's activities in the classroom, particularly during speaking classes, the present researcher carried out a covert participant observation on July 18, 2024. To ensure the students' behavior remained unaffected by the observation, they were unaware that their activities were being monitored. This approach was chosen to capture a genuine representation of the classroom dynamics,

The observation focused on the teaching and learning process, including how students engaged with the speaking exercises and interacted with the teacher and their peers. The researcher utilized an observation sheet to systematically document various aspects of the classroom activity, including the nature of student responses, teacher interventions, and overall class participation.

This observational method provided a rich, detailed view of the instructional environment, revealing patterns in student behavior and teacher-student interactions that might not be evident through other data collection methods. By meticulously recording these observations, the researcher aimed to gain deeper insights into the effectiveness of the teaching strategies and the students' engagement levels, contributing to a more nuanced understanding of the classroom dynamics.

During the class activity, the researcher identified several challenges faced by the students. Many students struggled with limited vocabulary, making it difficult to articulate their thoughts in English. This lack of vocabulary also led to frequent issues with pronunciation and grammar, further complicating their ability to participate effectively in speaking exercises. As a result, their overall confidence in using English was significantly affected.

In addition to vocabulary and grammar issues, students strongly fear making mistakes.

This fear was particularly evident in their pronunciation, where concerns about not sounding like native speakers made them hesitant to speak. Consequently, students appeared nervous and often defaulted to using their native language instead of practicing English. This nervousness and reliance on their first language hindered their active participation and language development in the classroom.

The first issue noted was a lack of preparation, evident when students gave feedback after explaining the material. Despite being asked general questions, only one student answered correctly, while others remained passive. The second issue was difficulty with pronunciation, grammar, and vocabulary, which was clear when students struggled to explain their material in English. Overall, the observation indicated that these problems of preparation and language difficulties are challenges in public speaking.

2. Interview Results

On July 18, 2024, the researcher interviewed ten of the 19 students from the 11th-grade Social Sciences class at SMAN 1 Sembalun. The researcher prepared ten questions, consisting of five general or easy questions and five specific questions designed to evaluate the students' understanding of pronunciation in their English language skills.

The interview was conducted to ensure that all information provided by the students of SMAN 1 Sembalun was properly documented. This interview allowed the researcher to thoroughly review the conversations and produce a more accurate report. This enables the research findings to be presented more clearly and comprehensively. The interview is also useful for evaluation and reflection. After the interview sessions, the researcher can examine the interactions and communication to assess the interview techniques' effectiveness. Additionally, interviews offer advantages in terms of documentation and maintaining research records. Using the prepared questions, the researcher conducted direct interviews with the students of SMAN 1 Sembalun. From the interviews with ten students, three were able to answer the specific questions well, demonstrating accurate vocabulary pronunciation and more structured sentence articulation compared to previous performances, as well as using varied yet relevant sentences in

the context of the questions posed by the researcher.

In contrast, the other seven students demonstrated weaknesses in their answers, such as unclear pronunciation of vocabulary, limited vocabulary, and an inability to pronounce even simple or very basic sentences when speaking. These seven students could only use the most basic vocabulary, such as words like "name," "you," "how," "student," "teacher," and other basic vocabulary.

Furthermore, from the interview results with the students of SMAN 1 Sembalun, the researcher concluded that most of the students' English-speaking skills, particularly pronunciation, are still not good. However, a small portion of them have mastered pronunciation well. This good pronunciation was acquired from the English education they had previously received, whether in school or through courses.

To observe student activities in the classroom, especially in speaking classes, the researcher conducted a covert observation on July 18, 2024, without informing the students about the observation. The observation involved directly monitoring the teaching and learning process occurring in the classroom. Using observation sheets, the researcher could record various classroom activities in detail, including interactions between the teacher and students and the dynamics occurring during the learning process. This observation aimed to thoroughly understand how students participate and interact in speaking activities and how teaching methods are practically applied.

This finding is consistent with several experts' statements in the language education field. Project-Based Learning (PJBL) is a model that makes students the subject or center of learning, emphasizing the learning process resulting from a product. Students are free to determine their learning activities and work on learning projects collectively and collaboratively until a result is obtained as a product. That's why it's successful. The activeness of students greatly influences this learning.

As a constructivist, project-based learning provides students with learning in real problem situations so they can give birth to permanent knowledge. This finding is supported by Giilbahar and Tinmaz (2006), a model that can organize projects in learning.

Conclusion

This teaching method is valuable for helping students develop their speaking skills, particularly pronunciation. Research indicates that this approach is highly effective. Using this technique, students can improve their pronunciation and speaking abilities while still having access to various learning opportunities and the freedom to interact with their peers. Studies reveal that students are more satisfied when they work in groups to complete classroom activities. Researchers have found that project-based learning strategies improve students' speaking proficiency. Their pronunciation and fluency in speaking in front of the class reflect this improvement. The researcher concluded that speaking exercises using this method could enhance students' pronunciation and speaking skills in English. Additionally, employing this strategy aids teachers in developing effective teaching methods. It is hoped that future research will use this teaching strategy as a model for teaching speaking.

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