



Simple Project Based Learning To Improve Pronunciation Element In Teaching Speaking

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Abstract: The purpose of this research is to improve students' speaking skills through a project based learning, making them more immersive and active. This study used experimental techniques and analysis of students' cognitive abilities with quantitative research techniques through oral tests. The research questions considered in this study are: was there a significant effectiveness of simple project-based learning syntaxes in teaching speaking (pronunciation element) and to what extent was the effectiveness of simple project-based learning syntaxes in teaching speaking (pronunciation element)?. The purpose of this study is to know whether the Simple project-based learning syntaxes to teach speaking (pronunciation element) contributes significantly to the senior high school students' speaking ability of eleventh grade student of MA NW Juet academic year 2024. And the perpose of this research is to find out the extent of Simple project-based learning syntaxes in teaching speaking (pronunciation element). The analytical methods used for data processing are included in the Social Science Statistics 22.0 for Windows. The results before applying the project based learning technique, only 50% of students are able to spek in English and after applying the project based learning, it improved student's ability to speak in English by 80%. Applying project based learning , especially speaking, This is the right strategy to improve students' speaking skills (pronunciation).

Keywords: Project Based Learning, PBL ,Teching Speaking Skils

1. INTRODUCTION

Language is the most important resource we use to communicate with each other(Tan et al., 2020). Language is one of the means of communication that everyone in the world uses. Good language helps you communicate clearly with others. However, every region of the world has a different language, so every community needs one of the most commonly used languages in the world.

English is one of the most popular languages for communicating with people around the world, but it is on the decline as an international language. Anyone can use English as a language to communicate with people from different countries. Currently, English is considered a second language, or foreign language, in Indonesia. Therefore, English as a foreign language is taught in elementary schools, junior high schools, high schools and universities.

To reflect the importance of English proficiency, many countries, especially in Indonesia's education system, have incorporated English as a second or foreign language into their curricula, starting learning English at an early age. English includes empathy skills in the educational process.

There are four skills you should master when learning English. That is listening, speaking, reading and writing. These abilities are interrelated and cannot exist in isolation. Therefore, students should master these four skills. This was proposed by (Ahmadi & Ismail, 2012) suggest that acquiring language skills solves the communicative needs of the target language.

Speaking is one of English skills, plays important role as it is the most spoken language in the whole countries. It becomes a tool to convey ideas. Having a good speaking skill is one of the guarantees to obtain the better achievement and the communication skill. Having a good communication skill drives people collaborating each other. Generally (Wahyuningsih & Afandi, 2020) point out that a large number of language learners study English in order to develop proficiency in speaking. To do social interaction with other country people, ones have to master it.

Students often face several challenges when it comes to speaking, which can hinder their ability to communicate effectively. One common problem is anxiety or lack of confidence, which can cause hesitation, stuttering, or an overly quiet voice (Riadil, 2020). Pronunciation issues, such as misarticulating sounds or incorrect intonation, can lead to misunderstandings and reduce the clarity of their speech (Wahyuningsih & Afandi, 2020). Limited vocabulary and grammatical errors can also make it difficult for students to express their ideas clearly and accurately.

Students often face several challenges when it comes to speaking (pronunciation). One common issue is the difficulty in distinguishing and producing sounds that do not exist in their native language, leading to mispronunciations (Aulia, 2018). Additionally, incorrect stress patterns and intonation can make their speech sound unnatural or confusing. Anxiety and lack of confidence can further exacerbate these problems, as students may rush their speech or mumble, making it harder for listeners to understand them. Limited exposure to native speakers and authentic listening materials can also hinder their ability to develop accurate pronunciation (Jariyah, 2020).

Project-based learning (PjBL) is an educational approach that experts advocate for its effectiveness in fostering deep understanding and critical thinking (Maros et al., 2023). This method involves students actively exploring real-world problems and challenges over an extended period, culminating in a final project that demonstrates their learning. According to educational experts, PBL encourages collaboration, communication, and problem-solving skills, as students must work together to investigate and address complex issues. It also

allows for the integration of multiple subject areas, making learning more interdisciplinary and relevant(Guo et al., 2020).

Project-based learning (PBL) offers numerous benefits that enrich students' educational experiences and prepare them for future success. By engaging in PBL, students develop critical thinking and problem-solving skills as they tackle real-world challenges(Darmuki et al., 2023). This approach promotes collaboration and teamwork, allowing students to learn from each other's strengths and perspectives. PBL also enhances retention of knowledge as students apply concepts in practical contexts, making learning more relevant and memorable(Maros et al., 2023).

Using project-based learning (PBL) to teach speaking and pronunciation offers a highly effective approach that integrates real-world application with language skills development. PBL encourages active engagement, requiring students to use and practice speaking in meaningful contexts, which naturally improves pronunciation. By working on projects that involve presentations, dialogues, and collaborative discussions, students can practice correct pronunciation in a supportive, interactive environment(Nugroho & Anugerahwati, 2019). This method also allows for immediate feedback from peers and instructors, which is crucial for refining pronunciation skills

This study aims to examine several research questions. That is:(1) was there a significant effectiveness of simple project-based learning syntaxes in teaching speaking (pronunciation element)? (2) To what extent was the effectiveness of simple project-based learning syntaxes in teaching speaking (pronunciation element)?

The purpose of this study is to know whether the Simple project-based learning syntaxes to teach speaking (pronunciation element) contributes significantly to the senior high school students' speaking ability of eleventh grade student of MA NW Juet academic year 2024. And to find out the extent of Simple project-based learning syntaxes in teaching speaking (pronunciation element).

2. THEOROTICAL REVIEW

Project-Based Learning (PjBL) is a learning model that makes students the subject or center of learning, emphasizing the learning process which has an end result in the form of a product. It means that students are given the freedom to determine their own learning activities, work on learning projects collectively collaboratively until a result is obtained in the form of a product. That's why it's successful. This learning is greatly influenced by the activeness of students.(Maros et al., 2023)

The project-based learning in Teaching Speaking implemented as one of the proper efforts for the betterment process of teaching speaking for learners. This study looked at the previous studies which were related to this study. The following studies were used by present researcher:

The Effectiveness of Jigsaw Method in Improving Students Reading Comprehension. This research was conducted by *Nurbianta Hana Dahlia* in *Kalimantan*. This study aimed at finding the significant contribution of Jigsaw Method in teaching reading. According to the present researcher, she found out that this method project based learning was effective in improving English speaking skills.

3. METHOD RESEARCH

This study use quantitative research aimed at improving students' speaking skills, especially Pronunciation skills, using a project based learning, and also provides students with assessments and opinions. We also aim to examine the effectiveness of the project based learning syntaxe in teacing speaking (pronunciation element).

This study was conducted to test a theory or method by collecting data in numerical form to draw conclusions about the study. This quantitative study uses an experimental design that measures variables before and after application. There are three ways to use Design of Experiments. That is, pre-test, treatment, and post-test. The purpose of the pre-test is to determine a student's basic writing skills before applying project based learning. Post-tests After treatment, investigators used a project based learning and performed tests to obtain results.

The population of this study was the eleventh-grade students of *MA NW* in academic year 2024. The researcher took a B class of the eleventh-grade students. They had been the respondents in proving whether the project-based learning was effective.

And for the sampling the researcher use random sampling, the researcher took the samples by using the attendance of the class. The samples were chosen randomly as the sample of the study. There were 30 students become the sample on this research.

The instrument of this study the present researcher used an oral test. Researcher had the samples to record themselves and construct the stories to tell. This was to measure the students' understanding of using pronunciation element of speaking. The test will be concerning on linking word.

4. FINDING AND DISCUSSION

This section explains the results of the researcher's observations. the researcher participated in the class as a teacher and tutor. Observation allows the writer to get the facts we need. Pre-test, treatment, and post-test data will continue to be available. Observations were carried out three times, and the researcher also participated in the learning as a teacher and observer. This observation was carried out at MA NW Juet on May 1 2024. The observation was carried out by observing classroom learning for one week.

After applying exposure techniques in the learning process, researchers carried out a post-test on May 15 2023. The written assessment includes elements derived from students' speaking skills such as fluency, pronunciation, grammar and vocabulary.

On the last day, researchers tested students' speaking skills (pronunciation) directly to find out how they perceived the use of this technique. Based on the results of direct tests, researchers concluded that this strategy was effective in helping students improve their English language skills because it used a method of interacting directly with students.

When researchers collected and analyzed the data, the average score before the test was 33.10 and the average score after the test was 62.07, with the lowest and highest scores respectively being 51 and 80. The data shows that students' speaking skills tend to obtained a higher average score after being given treatment than before being given treatment. Compared to the pre-test, the post-test had a higher average.

As what had been stated, the researcher focused on the pronunciation aspect to assess. After calculating score both pre-test and post-test the statistic described the Mean score in pre-test was 33.10 and the Standard Deviation was 12.27. While in post-test the Mean score was 62.07 and the Standard Deviation was 15.44. This indicated there were the better performances after having the treatment. The samples got higher score in post-test.

Table 4.1.
Mean and Standard Deviation of Pretest and Posttest

Group	Mean	Standard Deviation
Pre-test	33.10	12.27
Post-test	62.07	15.44

5. CONCLUSION

This method of teaching speaking is acknowledged as a useful tool for assisting pupils in developing their speaking abilities (pronunciation). Studies indicate that this tactic works very well. With the help of this technique, students can improve their pronunciation and grasp of speaking while still having access to a variety of learning opportunities and the freedom to

engage with their peers. Studies reveal that when students work in groups to complete classroom activities, they are happy. Researchers discovered that project-based learning strategies help raise students' speaking proficiency. Students' pronunciation of language and their fluency in speaking in front of the class both reflect this. The researcher came to the conclusion that speaking exercises utilizing this method could enhance students' pronunciation and speaking abilities in English. Using this strategy to learn also assists teachers in obtaining suitable teaching strategies. and I sincerely hope that future studies will use this teaching strategy as a model for teaching speaking.

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