Simple Project-Based learning to Improve Grammar Element in Teaching Speaking

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Abstract. This paper aims to show the Simple project-based learning in Teaching speaking, success. English and student attention using techniques during the learning process. quantitative data Experimentally conducted and collected using pre-study, treatment, and post-study techniques Offer multiple-choice tests before and after applying the technique. Although the data are qualitative, Utilize surveys by distributing surveys to students and teacher also conducting multiple related interviews to simple project-based learning. Only test results before applying the technique 65% of the students are proficient in speaking English, but after demonstrating The technique, it improved the student's English speaking ability to 89%. On the other hand, student analysis Studies have also shown the Simple project-based learning in Teaching Speaking techniques are effective to Improve the students' English skills. Application of Simple project-based learning Techniques in Learning For this reason, improving your English, especially your speaking skills, is the right strategy to improve your students' skills. Techniques can turn abstract concepts into reality in the classroom.

Keywords:project based, improve gramar, teaching speaking.

1. INTRODUCTION

Language is a complex communication system that humans use to convey meaning, express ideas, and interact with others. It contains a set of rules, vocabularies, and structures used to build and understand messages. Language is an important part of human culture and identity and plays a key role in shaping the way we communicate and interact with others. It can also provide insight into the history, beliefs and values of specific groups and communities. Language is the primary means of communication, always within a social context (Gregory & Carroll, 2018).

On the basis of the above observations, we derive an understanding of language, that is, the natural human attitude of communicating with other people using symbols and sounds, involving the five senses, in order to convey stimuli and responses to those with whom we communicate. can do. You will be able to understand and understand the meaning and purpose of symbols, sounds and signs.

Speaking effectively requires not only the use of correct grammar, vocabulary and pronunciation, but also the ability to understand and respond appropriately to various social and cultural contexts. This includes the ability to actively listen, participate in conversations, and use non-verbal communication to get your point across. Improving your speaking skills is

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a rewarding experience that opens up new opportunities for personal and professional growth and helps improve communication, build relationships and foster personal and intercultural understanding.

Language teaching must be tailored to the special needs and interests of the student. Teachers must consider students' language backgrounds, cultural experiences and learning styles, and utilize a variety of teaching strategies and resources to create dynamic and engaging learning experiences. Teaching speaking skills depends on factors such as available resources, class size, student motivation and level of engagement, and teacher experience and training level. Despite these challenges, there are also some effective strategies that teachers can use to improve teaching of speaking skills. For example, teachers can create safe and supportive learning environments, use different teaching strategies and resources, and tailor instruction to student needs and interests. Teachers can also provide feedback and ongoing support to students to improve their speaking skills and address individual needs and challenges.

Project-based learning is a teaching methodology that transforms students into subjects or fellow students, accelerating the learning process to produce final products. This means that students receive assistance in understanding their own learning activities, work on learning projects in a collaborative manner, and produce learning outcomes in the form of products.

That's why it's successful. This learning is greatly influenced by the activeness of students. As a constructivist, Project-based learning provides students with instruction in real-world situations so they can develop lifelong learning. Project-based learning in concept Giilbahar & Tinmaz (2006) is a model that can organize projects in learning.

The current curriculum requires students to have cognitive skills and abilities in the real world and have noble character and be more active. Transition from teacher as information sources become facilitators of learning carried out by students constructing their own knowledge through the habit of producing products learn it. Because learning leads to independent learning of students constructing their own knowledge is still very low. Even though it's learning has been directed through the Student Activity Sheet (LKS) which aims to:Learning is not centered on the teacher and there is discussion material and questions, but the teacher always plays a big role in solving the questions presented in the worksheet.

Project-based learning provides the opportunity to kind of imitate what scientists do and it is very interesting and fun if done well. According to Beyhan (2010) through project-based learning students can freely cross scientific disciplines to solve problems by giving

students the freedom to explore themselves. In this way, students are motivated to explore when they are in learning which frees them up without many rigid rules like when learning in the classroom.

The role of the mentor in this case is the teacher when project-based learning is very important, because it will guide their thinking patterns so that students' creativity and critical thinking emerge from the surrounding environment. Project-Based Learning is a learning model that has been developed in many countries. developed like the United States. If translated into Project Indonesian, Project-Based Learning means project-based learning.

Project-based learning improves the quality of learning and leads to higher levels of cognitive development through student engagement with complex problems. The hope is that students will have the ability to solve problems with all the creativity they have. By it, students' cognitive abilities will increase.

In a project-based learning approach, teachers help students find answers to common questions. In the "conventional" class, the teachers divide students into groups according to who understands the material best. As a result, all the information was given secretly to the students.

Unlike the "conventional" classes used for individual class situations, where assessments focus on results rather than processes and learning resources tend to stagnate, project-based classes teach students to collaborate.

Speaking skills are an important part of communication. In Indonesia, English is studied from elementary school to junior high school and high school graduation. They have been learning English since elementary school, but their speaking skills are not yet fully developed According to (Sinaga & Oktaviani, 2020). Speaking is a difficult aspect for students to master. Everything is important when it comes to speaking. Ideas about what to say, how to use language, grammar, vocabulary and pronunciation. They are very difficult to learn. Students pay attention not only to the four language skills, but also to elements of English such as vocabulary, grammar and pronunciation. These elements are of fundamental importance in acquiring English skills today.

Speaking is one of the most important English skills, a complex process in which thought and language interact. This can be mastered not only by students in formal education, but also by those studying in non-formal education such as English courses. To acquire it,

students must have sufficient language skills. In this way you will not only acquire vocabulary and know the syntax, grammar and spelling of words, but also learn pronunciation, intonation and intonation. Now it is important to acquire speaking skills. It's important for two reasons. The first is for academic purposes. Many educational institutions are starting to use English as a means of communication to present or discuss any subject, especially English subjects. I found it important to utilize my speaking skills in this area. The second is for professional purposes. Now that the government has introduced MEA (ASEAN Economic Citizens), many companies tend to hire people with language skills, so language skills are an added value for those looking for a job.

To acquire these skills, people follow different routes in life, such as learning these skills at school or in English courses. They spend years learning their speaking skills in schools such as middle school and high school. However, many of them fail to master their speaking skills despite years spent in school. On the other hand, those who take English courses for a short period of time usually demonstrate their language skills well enough. Some schools do not implement educational processes that allow students to have easy access to English. The most likely is the effect of multiple causes, such as: In formal education, it seems difficult to create a favorable environment for instilling in students the desire to use their conversational skills to communicate outside the classroom. However, there are some formal educations that provide such an environment. Nevertheless, communication efforts in Britain appear to be failing. This is probably because the environment of the institution itself has less influence.

Overall, researchers apply culturally appropriate instruction to students to achieve a strong education, recognize the importance of diversity, equity and inclusion in the classroom, and address the needs and strengths of all students. We strive to build a learning environment that meets.

Several research questions will be considered in this study, including: (1) Are the techniques of simple project-based learning effective in teaching speaking ? (2) How are the techniques of speaking instruction in simple project-based learning Teaching? What are your thoughts on the application of oral instructional techniques in education? The objectives to be achieved in this study are: 1. To investigate whether simple project-based learning methods are beneficial for language learning. 2. How to examine how simple project-based learning engaging teaching methods are in teaching speaking? 3. How to interpret student perceptions of the use of simple project-based learning strategies in speaking instruction?

The purpose of this research is to make a theoretical and practical contribution to speaking education for EFL learners. This refers to: (i) Theoretically, the results of this study are expected to provide valuable insights into language teaching through simple project-based learning in sixth form schools. (ii) It is hoped that the data and information collected in this study will be useful to teachers and students. (a.) For teachers, the results of this study are expected to help overcome shortcomings in language teaching. (b) For students, in the process of practicing culturally responsive teaching, all participants improved their speaking skills through new learning strategies that increased motivation and improved speaking performance.

2. LITERATURE REVIEW

2.1 Languages

Languages a tool of communication. (Rajendran et al., 1986) Stated "language is the functional view that language is a vehicle for expression of functional meaning." In addition, language is interactional view, It sees language as a vehicle for realization of interpersonal relations and for the performance of social transaction between individuals (Rajendran et al., 1986).

According to these theories of language, language is a more complete and effective tool for communicating and communicating ideas, massages, purposes, feelings, and opinions to others.

Language theory as a communication tool in In this theory, language is seen as a communication system that develops communication skills through learning, not just as a system of grammatical structures. (Hymes, 1972). Hymes also say that language theory needs to be seen as the part of general theory which consists of communication and culture. In addition, someone who has communication competencies need knowledge and ability to use the language.

2.2 Project-based learning

Project-based learning is a learning approach that places students as the subject or center of learning and emphasizes the learning process that produces the end product. This means that students are given the freedom to choose their own learning activities and collaborate with each other to complete the project until the results are made. That's why it worked. Student activity greatly affects this learning.

As a constructivist, project-based learning provides learning in real problem situations for students so they can give birth to permanent knowledge. Project-based learning in concept Giilbahar & Tinmaz (2006) is a model that can organize projects in learning.

Project-based learning provides an opportunity for a student-centred learning system because students prefer to work together in teams and work independently when completing projects. They also learn about real-world problems. These include thinking skills, social skills, psychomotor skills, and process skills. According to Zhou (2005), this learning curriculum aims to improve qualities in imagination and creativity; acquire human values, developing one's potential, developing critical thinking, and develop a committed and responsible personality.

The current curriculum requires students to have cognitive skills and abilities in the real world and have noble character and be more active. Transition from teacher as information sources become facilitators of learning carried out by students constructing their own knowledge through the habit of producing products learn it. Because learning leads to independent learning of students constructing their own knowledge is still very low. Even though it's learning has been directed through the Student Activity Sheet (LKS) which aims to:Learning is not centered on the teacher and there is discussion material and questions, but the teacher always plays a big role in solving the questions presented in the worksheet.

Students do not make enough effort to find out on their own, resulting in a lack of overall student involvement in the lesson. As a result, learning is ineffective and active. Instead of understanding, analyzing, and solving problems that may be faced every day, students tend to learn to be able to answer test questions by memorizing topics. As a result, their ability to think critically is reduced.

As a result, from a cognitive point of view it is also less, as demonstrated by the average learning achievement in previous competences is still less than the minimum competence standard, and teachers often need to make improvements. To overcome this problem, effective learning activities are needed to shape students so that they can learn independently without neglecting cognitive, affective, and psychomotor aspects. One method that can be used to this goal is project-based learning. According to Umamah & Andi (2015), Project-Based Learning (PJBL) is an innovative learning approach that really emphasizes contextual learning through complex activities.

In the Project, the focus of learning lies on the core concepts and principles of the discipline of study. It involves students in solving problems and gives them the opportunity to build their own knowledge independently by creating real products. Mihardi, Harahap, & Sani (2013) explains that project learning is identical to science-based learning as carried out by scientists. This project involves students choosing a topic, determining an approach, conducting an experiment, drawing conclusions, and communicating the results. Short, Harold, Lundsgaard, Morten F V., Krajcik (2008) stated that project-based learning as science-based learning has several fundamental features, where the current learning process can go through several stages starting from the stages of asking, appreciating, analyzing, associating, and conclude.

If attention is given to arousing and maintaining curiosity and interest, relevance to student needs, and self-confidence to foster positive expectations and satisfaction, a student will be motivated to do the work. At the same time, according to Purnomo (2015), it needs to be continuously encouraged through giving rewards so that student motivation increases.

Project-based learning provides the opportunity to kind of imitate what scientists do and it is very interesting and fun if done well. According to Beyhan (2010) through project-based learning students can freely cross scientific disciplines to solve problems by giving students the freedom to explore themselves. In this way, students are motivated to explore when they are in learning which frees them up without many rigid rules like when learning in the classroom.

The role of the mentor in this case is the teacher when project-based learning is very important, because it will guide their thinking patterns so that students' creativity and critical thinking emerge from the surrounding environment.

Project-Based Learning is a learning approach that pays attention to understanding. Students explore, assess, interpret, and synthesize information in a meaningful way. Active learning is closely related to creative individuals. According to Puspitasari (2018), individual creativity can bring out student creativity as a result of completing their learning with certain projects. Strengthening was also put forward by Nate K. Hixson (2012) who believes that creative behavior results from a serious enthusiasm for learning. Project-based learning is an active type of learning that involves students independently with the criteria that this learning will also increase students' thinking skills towards metacognition such as critical thinking about projects that will be worked on through problems found by students. This project-based

learning is authentic; indirectly this learning will involve students in constructive investigations. The hope is that through autonomous learning according to Sari (2015), student responsibility can be better and can give rise to students' creative ideas, because when working on projects they will definitely be different in their work from traditional projects or conventional learning. Han, Capraro, & Capraro (2014) explains that students in project-based learning have autonomy in investigating and responding questions of complex problems, or challenges, practicing skills demanded in the 21st century (collaboration, communication, and critical thinking).

Critical thinking that uses basic thinking to solve problems, by analyzing, arguing, evaluating, determining what steps should be taken, concluding, and generating insight into each problem. A meaningful learning model will not only be useful for students but also for teachers in creating a classroom culture that can foster a kind of inclination, sensitivity, and ability to reach further and be flexible.

Project-based learning improves the quality of learning and leads to higher levels of cognitive development through student engagement with complex problems. The hope is that students will have the ability to solve problems with all the creativity they have. By it, students' cognitive abilities will increase.

In a project-based learning approach, teachers help students find answers to guiding questions. In "conventional" classes, teachers provide information directly to students because they are considered to be the people who understand the material best.

In contrast to "conventional" classes, which are accustomed to individual class situations, where assessment focuses on outcomes rather than processes, learning resources tend to be stagnant, and students learn to work together and collaborate, in project-based classes.

Project-based learning is a learning model in the form of real tasks such as project work, in groups, and in depth to gain a meaningful learning experience.

3. METHODOLOGY

There are quantitative and qualitative methods that researchers use to collect data. Acquiring data by this quantitative method yields numerical data from the evaluation results of oral tests that evaluate students' speaking ability, and qualitative data in the form of

informational descriptions obtained from observations, interviews, and questionnaires of students.

The qualitative method uses observation methods to analyze teacher and student learning activities. In the observation process, researchers conduct interviews with students, communicate with them, and ask them direct questions. The results show that the techniques used in the learning process can improve students' speaking skills.(Williams & Corwith, 2021). Surveys were conducted online and offline to ask students' opinions about their learning strategies. Students received a questionnaire to find out what techniques were used during the learning process to make learning more comfortable and easier to understand.

The researcher used qualitative and quantitative methods for data collection and analysis, which included interviews, questionnaires, observations, and two student focus groups. The qualitative method was chosen because of the subjectivity that guides all processes, including subject selection, hypothesis formulation, method selection, and data interpretation.(Cuthbertson et al., 2020) interviews are the one of the richest sources of data in case studies. Therefore, this study used a semi-structured interview with focused questions to reveal the facts and implications used by her two teachers who participated in this study. Elements of the protocol were compiled from a questionnaire completed by my class teacher who was part of the school's instructional team. These teachers participate in interviewing and selecting potential teacher candidates for our school. In addition, researchers found that "skilled leaders confronting mediocre instruction" (Van den Borre et al., 2021) and "educational comprehension for understanding and engagement" for understanding the "mind". We considered questions from the Strategies that Help with Strategy" (Borges et al., 2021)

Teachers need to validate their knowledge and insight in teaching students to speak. Through these open-ended interview questions that lead to conversations and descriptive sessions, researchers can identify patterns and commonalities that make up culturally engaging teachers. Qualitative research methods aim to "enable researchers to understand the attitudes and behavior of people in natural, social and cultural contexts" (Mohajan, 2020a, p. 72) Quantitative methods, on the other hand, are used to assess the effectiveness of tools and instruments applied to research subjects.

Research conducted to test a theory or method using data in numerical form to arrive at the conclusion of the study. This qualitative study uses an experimental design in which researchers measure variables before and after applying the method. The experimental design

used included three techniques (Curtis et al., 2022, p. 50; Mohajan, 2020b). That is, pre-examination, treatment, and post-examination. A pre-test was conducted to check the students' basic skills before using the demonstration method. The researchers' treatment allowed the students to learn the demonstration technique for three weeks. After testing, researchers will run tests during treatment to cover the results of using the demonstration technique.

4. FINDINGS AND DISCUSSION

This section describes the observation results. Observational measurements were carried out by him three times. Researchers participate in learning as both teachers and observers. Observations provide the author with the necessary facts. Pre-treatment, post-treatment and post-test data will continue to be available. After this procedure, current investigators used interviews, questionnaires, and watchlists.

The purpose of this study was to test the effectiveness of simple project-based learning in teaching speaking and determine its impact on student learning and engagement. Researchers sought to identify and investigate simple project-based learning engaging practices and strategies that influence student participation and motivation, and the frequency of use of these practices in the classroom. The purpose of this study was to examine how simple project-based learning appropriate teaching practices affect student participation and motivation in the classroom. and their relationship to teachers' knowledge and beliefs about simple project-based learning relevant and practice-based teaching.

Before conducting the observations, the researchers asked the students to read some vocabulary related to everyday activities. Learning materials tell stories about everyday activities. Observations were made by the researcher three times, and the researcher acted as both teacher and observer in the class. The first observation was made the researcher on april 15, 2024. Before the beginning of the lesson, the teacher asked the captain to lead a prayer. Everyone prays fervently. Next, the researcher greets the students and tries to strike up a conversation.

The researchers gave the students a pretest and asked them vocabulary related to their daily activities and what they were doing after waking up. Through these activities, researchers can observe students' speaking abilities. Observations were made by observing the learning process of teachers and students in the classroom. The researchers distributed observation sheets to take notes during class. When researchers made their observations, researchers

received the following negative notes from students, Lack of preparation before beginning learning, difficulty with pronunciation, grammar and vocabulary but on this research the researcher only focused on the grammar element.

Researchers have identified several difficulties students face when speaking English in class: pronunciation problems, unsupportive environments, lack of vocabulary and lack of grammar element. The researchers performed this treatment on may 23, 2024. Researchers used pictures to simple project-based learning materials to help students easily memorize vocabulary related to everyday life. After memorizing the vocabulary, they put together sentences and started talking to their friends about their daily activities. Through this treatment, researchers can learn pronunciation, fluency, grammar and comprehension.

After applying the simple project-based learning method to the learning process, researchers conducted a post-test on may 30, 2024. Oral assessment includes elements derived from the student's oral competence, such as: Pronunciation, Grammar, Vocabulary, Fluency and Comprehension. On the final day, researchers interviewed students to find out how they perceive the use of this technique. Based on the results of the interviews, the researchers concluded that this simple project-based learning strategy uses methods of interacting directly with students and uses project media that can be easily understood by students as objects, so this simple project-based learning strategy is effective for learners speaking English. We can conclude that it helps build confidence in addition, the teacher will teach you while having a dialogue such as a question and answer session. The researcher use facial expressions and clear pronunciation to keep students engaged and have fun speaking English.

After collecting and analyzing the data, the researchers determined that the pre-test average score was 11.50, with an average score range of 9-15. The average score after the test was 14.55 points, the lowest score was 12 points, and the highest score was 23 points.According to the speech data of the students, the average score after the treatment tended to be higher than before the treatment. Compared to before the test, the test result after the average is higher.

Table 4.1 Quantitative and Qualitative Results

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test		9	15	11.50	1.653
Post-test	16	12	23	14.55	3.495

Table 4.2 Percentage Results
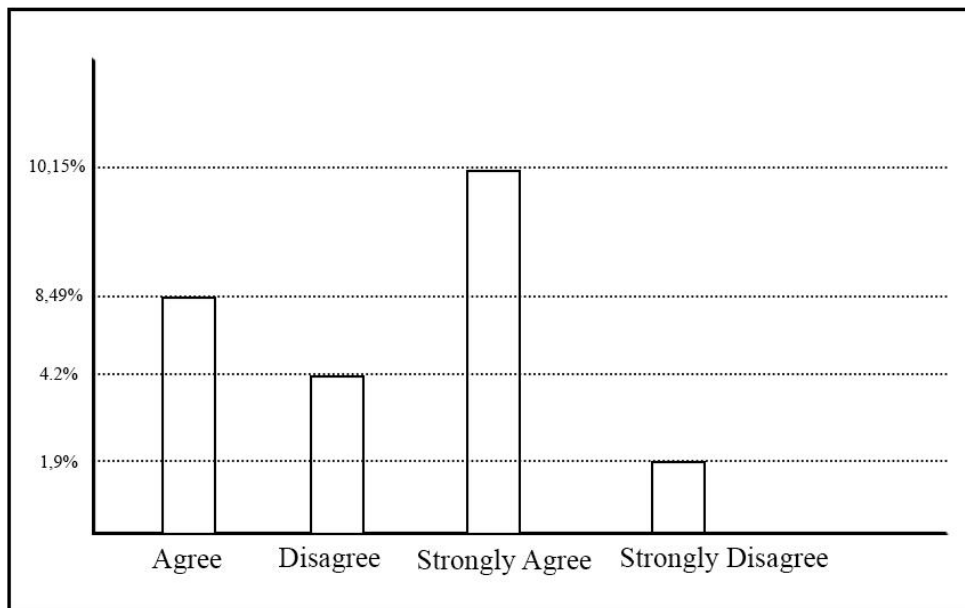
5. CONCLUSION

Researchers found that the simple project-based learning approach was effective in improving English speaking skills (grammar element), as evidenced by student activity in the class that engaged in asking questions and speaking in English, as well as higher perceptions of student success from interviews and questionnaires. can be concluded to be effective in improving Using simple project-based learning increases confidence in speaking English by motivating students to practice speaking to get used to speaking in English (Wulandewi et al., 2021). Researchers recommend using the simple project-based learning to encourage students to participate in the learning process.

The simple project-based learning practices and strategies used in this study foster effective instruction and create a culture that motivates students in this study to act positively. This study examines the components of project-based learning appropriate teaching practice and preparation. Plan your lessons/activities and days of the week. Select and use simple project-based learning relevant curricula and materials that take into account students, people, events. simple project-based learning aspects in the classroom. Link student learning with prior knowledge. and engage students in a real-world curriculum. An analysis of the surveys found consistent knowledge and beliefs about the impact of simple project-based learning appropriate education on student outcomes. Demonstrate ability to support student needs, as evidenced by

observed learning practices, based on simple project-based learning appropriate teaching knowledge and beliefs and the impact of those strategies on student outcomes.

The study also found that recognizing, experiencing, and embracing the simple project-based learning contexts represented by teachers in the classroom creates trusting relationships between teachers and peers that are beneficial to the teaching and learning process of students. It was also found that A review of the simple project-based learning confirms that teachers who engage with African-American students have a positive impact on academic performance when teaching through their own simple project-based learning and experiential filters (Miller, 2021). Learning about students' life experiences, home and community cultures, and the world in and out of school helps teachers build relationships and put those experiences into the context of teaching and learning (Hirsh-Pasek et al., 2022) .

This study uses activity theory to understand how simple project-based learning apealing teaching strategies and their frequency of use affect student participation and motion in the classroom. In this study, researchers interacted with students in the classroom community and used simple project-based learning appropriate methods as a tool to increase studemotivation and engagement, with the ultimate expectation of improving students' speaking skillscademic performance. used teachingstrategies.

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