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

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Abstract: *Speaking is one of the English skills needed to obtain better achievement, and communication skills are needed when collaborating with one another. This research aims to know the implementation of simple Project-Based Learning (PJBL) syntaxes in improving comprehension elements in teaching. Speaking is the expected skill that is always promoted at school and university. This research is qualitative. The data collection used close-ended interviews. Data analysis was carried out by describing the results of the observation. However, the sample of this research took class VIII students of SMA 1 Sembalun as research participants. Importantly, the research showed that PJBL helped students comprehend the narrative text directly in front of the class. It is such a bonus that research PJBL also improves student vocabulary based on students' answers. Many projects can be used in PJBL to improve students' Comprehension, and Project-Based Learning (PJBL) can be used to help students improve their speaking. Keywords: Project-Based Learning, Comprehension, Speaking Skill.*

INTRODUCTION

Language is a tool of communication. Richards and Rodgers (1986) stated, "Language is the functional view that language is a vehicle for the expression of functional meaning." In addition, language is an interactional view; it sees language as a vehicle for realizing interpersonal relations and the performance of social transactions between individuals (Richard & Redges, 1986). From those theories of language, language is a tool used to communicate, which is more complete and effective in conveying ideas, messages, purposes, feelings, and opinions to other people; it is one of the implementations of language functions in society.

Speaking is one of the English skills and plays an important role as it is the most spoken language in the whole country. It becomes a tool to convey ideas. (Richards et al., n.d.) Having good speaking skills is one of the guarantees of obtaining better achievement and communication skills. Good communication skills drive people to collaborate with one another. Generally, point out that a large number of language learners study English in order to develop proficiency in speaking. To have social interaction with people from other countries, one must master it. (Rao (2019) states that mastery of speaking skills in English is a priority for many second-

language or foreign-language learners. Therefore, it can be concluded that speaking plays a significant role for learners who are learning English. Today, people realize the importance of mastering speaking as the key to doing 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 (Maulana et al. (n.d.), 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 as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. Based on the statement, we can say that most language learners are targeting speaking skills as the main skill that should be mastered. The ideal class of teaching speaking must show interactive communication during the process in the class. The interaction between the lecturer and learners is also peer interaction among the learners. It is a good model of learning rather than learners just knowing the theory or function of the language. A good speaking class always lets the learners actively talk and practice speaking by learning to use the language.

Meanwhile, in some non-English classes, learners found it totally difficult to express their ideas. That happened because Speaking English is a strange thing. They do not speak English in daily class as students of English class. When they learn English, only a small number of the students directly practice speaking English. Many learners are silent in class. They do not enjoy the class and even become very frozen.

English language as communicative interactive communication has enough theories, although it is still not too integral, and it is specially intended to support the theories about this strategy. Language theories have some characteristics as a communication tool: Language is a system for expressing meaning. The main function of language is communication and interaction. Language structure reflected the use of functional and communication. The unit of language is not only about the grammatical characteristics and the structure but also the categories of functional and communicative. The Nature of Communication Human activity is called communication. It is a complicated phenomenon that continuously changes. But, there are some characteristics we can find in communication. Those characteristics have relevance to language teaching. We can say that as communication if there are two or more people who interact, they seem to be speakers and listeners, readers and writers. Muhammad (2000, p. 69-70) stated that "interaction implies both reception and expression of message between senders and receivers, readers and writers, and listeners."

Abdurrozak (2000) states that the ability to teach is the ability to choose, organize, package, and present teaching materials in conveying educational messages through certain fields of science and technology or arts in accordance with the demands of curriculum and educational programs. Implicit in the summary, to have the ability to teach, especially in teaching English, there are two main abilities that must be mastered: what must be taught and how to deliver or teach. Talking about teaching English cannot be separated from teaching strategies that must be applied to achieve learning goals.

In general, "strategy" implies an accurate plan of activities to achieve specific goals (Tarigan, 1990). In language teaching and learning, strategy and techniques are often used interchangeably, and both are synonymous. To understand the meaning of a strategy or technique more firmly, it is usually associated with the terms approach and method. This is in line with the

opinion of Anthony (1988), who argues that:

…an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught.

Marton (1988:2) defines a language teaching strategy as 'a globally conceived set of pedagogical procedures imposing a definite learning strategy on the learner directly leading to the development of competence in the target language. Those procedures are derived from a set of correlative assumptions concerning the nature of language and language functions. Language teaching techniques are directly linked to the notion of developing competencies and success in obtaining and maintaining practical mastery of English.

Project Learning (PJBL) is a learning model that makes students the subject or center of learning, emphasizing the learning process and resulting in a product. It means that students are given the freedom to determine their own learning activities and work on learning projects collectively and collaboratively until a result is obtained in the form of a product. That's why it's successful. The activeness of students greatly influences this learning. As a constructivist, project-based learning (PJBL) provides learning in real problem situations for students so they can give birth to permanent knowledge. Project-based learning (PJBL) in concept Giilbahar & Tinmaz (2006) is a model that can organize projects in learning. Project-based learning (PJBL) provides opportunities for a more collaborative, centered learning system for students. Students actively complete projects independently, work together in teams, and integrate real and practical problems. The goals to be achieved for students are very diverse, such as thinking skills, social skills, psychomotor skills, and skills process. According to Zhou (2005), this learning curriculum aims to improve qualities in imagination and creativity, acquire human values, develop one's potential, develop critical thinking, and develop a committed and responsible personality.

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The present researcher also found one condition: the class was not so interactive. It was only the teacher who talked. The students were very silent and just paid attention to the explanation given by their teacher. The student's lack of interest causes this. In reality, 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 an 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 construct words well. A good teacher must care more about the students. They must be creative in thinking about the appropriate technique to better understand the students. 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. Project-based learning (PJBL) was very relevant in designing based on the condition of the students. It is better for the teacher to let students learn with their friends through group discussion. Discussing that problem made the present researcher take this "the implementation of simple project-based learning (PJBL) syntaxes improve comprehension element in teaching speaking."

RESEARCH METHODS

The design used in this research is descriptive qualitative. Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of the qualitative research. Research setting refers to the place and time the research is conducted. Researchers conducted this research at SMAN 1 Sembalun for class XIII students. The participants in this research were students of SMAN 1 Sembalun. In this case, the researcher took class VIII students of SMAN 1 Sembalun. Data analysis was carried out by describing the results of observations. After that, the researchers present explained the results of their interviews. In this research, researchers used Miles and Huberman (as quoted in Sugiyono) "qualitative data analysis activities are carried out interactively and continue continuously until completion, the data is saturated. Activities in this analysis model include Data reduction and data display.

RESULTS AND DISCUSSION

Result

In the observation stage during teaching and learning activities, researchers found findings in the form of students' difficulties related to learning, including a lack of vocabulary, which resulted in what the students wanted to convey not being able to be expressed. Then, students experienced difficulties in expressing vocabulary because of the fear of mispronunciation, which resulted in a lack of confidence. Yourself to speak in public.

From the collection of observational data from the free test carried out on July 19, 2024, in class eleven, the teacher implemented a project-based learning method by providing an understanding of how to develop vocabulary by providing stories that they would read along with listening to sounds related to what they would read. To improve good and correct pronunciation.

On the third day, the researcher observed the teacher carrying out the posttest after explaining the material that had been prepared by the teacher using the PJBL method. Then, the researcher also observed the teacher on the day of the posttest. The teacher gave the same questions as the same text in the pre-test implementation. Thus, on the last day, researchers conducted interviews with students who had taken part in the lesson on the previous day.

Additionally, the interview process resulted in the researcher's conclusion that students can learn more easily with the PJBL technique because students and teachers are equally active in the purpose of implementing the project-based learning method, with this method the atmosphere in the classroom is more exciting, and presents a different nuance, the class is more relaxed, interactive and increases students' courage to speak in front of their friends.

This is by what has been conveyed by the teacher, namely regarding their understanding after reading a story and also how the differences in students' understanding after the teacher applies project-based learning are compared to before applying the method. Based on the results

of interviews with students and teachers regarding project-based learning, there are several important findings regarding the difficulties and effectiveness of this method in improving students' abilities, especially in comparing the narrative texts.

Researchers found that students face several difficulties when reading stories, such as difficulty following a storyline with many characters or complex events, and difficulty understanding difficult words or stories with complicated storylines. However, they felt their reading skills improved after reading the stories the teacher gave because they practiced more often and received guidance. They also used strategies such as listening attentively, focusing on the main idea, and looking for clues in the text to understand the deeper meaning. Students also mentioned that the narrative text was generally easy to understand, but there were some parts that required more time and focus, especially when analyzing symbolism or complex story elements. In terms of teaching methods, students stated that the methods used by the teacher were quite effective, but they expected more interactive activities to increase their engagement in learning. Students felt that the methods used helped them understand the moral values and messages of the stories they read.

Interviews with teachers also provided an overview of the challenges in implementing the project-based learning (PBL) method. Teachers faced difficulties in providing materials, technology, or access to relevant resources. However, this method was considered effective in increasing student engagement and making it easier for them to understand the material. Teachers felt that PBL provided opportunities to develop creative projects and made them more of a facilitator in learning. Another challenge was the lack of tools or teaching materials used, which could complicate the learning process in the classroom.

Overall, the project-based learning method is considered to have great potential in improving students' speaking skills and understanding of narrative texts, as long as it is accompanied by adjustments to teaching methods that are appropriate to student's needs and learning styles.

Discussion

The researcher discussed the result of this Project-Based Learning (PJBL). It quickly understood and comprehended the narrative text and any topic in English subjects. PJBL technique can help improve students' confidence when speaking English; the Close Ended Question data collection found that using the PJBL method directly interacts with students and is easily understood by the students. (Mirah Setia Dewi, 2020) I agree that the students taught by PJBL are better than those taught by conventional methods.

The other research supporting this research was PJBL, which was proven to help students' comprehension of any topic and project given by the teacher, where this comprehension is part of speaking skills. The students were very confident in speaking up, and the same data collection was used, an interview that gave positive results during the PJBL treatment. For example, the students were enthusiastic and felt challenged during the speaking project (We, 2020). Project-based learning helps students comprehend this result in line with (S & We, 2020). The research found that comprehension was enhanced when the PJBL enabled more opportunities to practice inside and outside the classroom since it emphasized real-life activities. This means that it did not merely focus on drilling and grammar but also offered more comprehensive language aspects.

Specifically, The pupil could understand the topics given by the teacher by Using PJBL.

Pupils could get the point about how comprehension of any projects given by the teacher in English topic while using this comprehension helps the students to describe, understand, and finish projects given in English Subjects. This result is also supported by the results of (Alfatihah, Ismayanti, Syam, & Santira, 2022) Project learning improved project students' speaking skills. The event used different projects with this research. The important one is that Project-Based Learning (PJBL) is proven to improve students' speaking skills, whether through reading projects, for instance, Narrative text projects like this research, or even implemented PJBL in Online class projects as used by (Alfatihah, Ismayanti, Syam, & Santira, 2022), or event giving class treatment as (S & We, 2020) Finally, project-based learning (PJBL) can be used in any English project to help students improve their speaking skills.

CONCLUSION

Based on the research findings, the implementation of Project-Based Learning (PJBL) in English language teaching demonstrates significant positive outcomes in improving students' speaking skills and narrative text comprehension. Several key conclusions can be drawn:

1. PJBL proves to be an effective method in enhancing students' confidence in speaking English and their understanding of narrative texts. This is evidenced by observational and interview data showing increased student engagement and active participation in learning activities.
2. Implementing PJBL creates a more interactive and engaging learning environment where teachers and students actively participate in the learning process. This method provides students with opportunities to develop their English language skills through practical and contextual projects.
3. Despite certain challenges in PJBL implementation, such as resource limitations and material preparation difficulties, the method consistently shows better results compared to conventional teaching methods in improving students' speaking abilities and comprehension.
4. The success of PJBL implementation is supported by previous research findings (Mirah et al., 2020; We, 2020; Alfatihah et al., 2022), which demonstrate similar positive outcomes, where this method offers more comprehensive opportunities for language practice both inside and outside the classroom.

In conclusion, Project-Based Learning proves to be an effective teaching approach for enhancing students' English language skills, particularly in speaking and narrative text comprehension, when implemented with appropriate adjustments to students' needs and learning styles. The method's versatility allows for its successful application across various English projects and learning contexts, consistently yielding positive results in improving students' speaking abilities.

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