**THE IMPLEMENTATION OF A PROJECT-BASED LEARNING APPROACH IN TEACHING SPEAKING TO THE STUDENTS**

**AT 10TH GRADE IN SMKN 1 SEPULU**

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**Abstrak:**

Penelitian ini bertujuan untuk mengeksplorasi implementasi pendekatan pembelajaran berbasis proyek (Project-Based Learning) dalam pengajaran keterampilan berbicara pada siswa kelas 10 di SMKN 1 Sepulu. Metode ini dipilih karena kemampuannya dalam meningkatkan partisipasi aktif siswa dan memfasilitasi pembelajaran yang lebih bermakna. Penelitian ini menggunakan metode kualitatif dengan pengumpulan data melalui observasi kelas, wawancara dengan guru, dan kuesioner kepada siswa. Hasil penelitian menunjukkan bahwa pendekatan pembelajaran berbasis proyek efektif dalam meningkatkan kemampuan berbicara siswa. Siswa tidak hanya mampu berbicara dengan lebih percaya diri, tetapi juga lebih kreatif dalam menyampaikan ide-ide mereka. Namun, beberapa tantangan seperti keterbatasan waktu dan kesulitan dalam penilaian masih perlu diperhatikan dan diatasi. Dengan demikian, pembelajaran berbasis proyek dapat menjadi alternatif yang efektif dalam pengajaran keterampilan berbicara jika didukung dengan perencanaan dan pelaksanaan yang matang.

**Kata Kunci**: *: Pembelajaran Berbasis Proyek, Pengajaran Berbicara, Bahasa Kelas, Pendekatan Pendidikan Keterampilan*

***Abstract:***

*This study aims to explore the implementation of the project-based learning approach in teaching speaking skills to 10th grade students at SMKN 1 Sepulu. This method was chosen because of its ability to increase active student participation and facilitate more meaningful learning. This study used a qualitative method with data collection through classroom observations, interviews with teachers, and questionnaires to students. The results of the study showed that the project-based learning approach was effective in improving students' speaking skills. Students were not only able to speak more confidently, but also more creatively in conveying their ideas. However, several challenges such as time constraints and difficulties in assessment still need to be considered and overcome. Thus, project-based learning can be an effective alternative in teaching speaking skills if supported by careful planning and implementation.*

***Keywords:*** *Project-Based Learning, Teaching Speaking, Language Skills Educational Approach Classroom,*

**INTRODUCATION**

Speaking involves delivering, receiving, and processing information. According to (Bakhtiar, 2020), speaking is the process of creating meaning using verbal and non-verbal components in various settings. Linguists define speaking skills as the ability to use language in oral communication. In psycholinguistics, speaking is a productive skill that involves a mental process. This mental process includes words, phrases, and sentences. A word determines its meaning and the entailment possibilities of sentences.

However, many teachers tend to ignore their students’ speaking ability and only teach according to the content of the book. Argues that using grammar-translation method, recitation, and dictation to teach English only helps students translate text without improving their speaking ability. Therefore, teachers need to give students more opportunities to teach their students.

The implementation of project-based learning strategies in vocational high schools, which using the teacher in SMKN Sepulu. The process leading to the end-product of project work provides opportunities for students to know the students’ confidence and independence. Students demonstrate increased self-esteem and positive attitudes toward learning. Project-based learning can help enhance students’ autonomy, especially when they are actively engaged in project planning and become more responsible for their own learning. The authentic activities can provide opportunities for students to examine tasks from different perspectives, enhance collaboration and reflection, allow competing solutions, and diversity of outcome. (Marisah & Robiasih, 2017) argues that this process can help enhance students’ autonomy by promoting purposeful communication to complete authentic activities with real-world relevance and utility. Students need to understand that they are learners and users of the English language, and what they learn should be suitable for the project they are working on. They also need to know their English language skills and target language.

This study will conduct at a Vocational High School in Sepulu regency, East Java, which offers one programs: industrial electronics engineering. The English teacher used project-based learning to identify the English language skill and knowledge needs of the vocational students that are relevant to their program. However, finding suitable materials for their projects was challenging. Vocational high schools aim to create employees who can meet the needs of companies. Therefore, project-based learning is now being used in the teaching-learning process for vocational high schools. The study to identify the target and learning needs for designing a problem-based learning strategy in vocational high schools. Poject-based learning is a comprehensive approach to classroom teaching and learning that engages students investigating authentic problems. The study seeks to determine the specific needs of vocational high school students in order to design an effective project-based learning strategy.

**RESEARCH METHOD**

Study is a study that uses the method of content analysis and collecting data through literature research, researchers seek to publish or perish with project-based keywords. Then obtained several articles related to project-based learning in the search results of project-based learning. The articles (hidayati, 2021) were then analyzed and synthesized to determine the role of project-based learning in learning. The problems studied in this study are the characteristics, effectiveness and implementation of projectbased learning in learning.

The research (suryani, june 2020) used in this study is qualitative class action research.The purpose of the study is twofold, first apply learning to write project based learning to improve students ‘ writing skills.In addition, it also expresses the opinion of students on the application of teaching methods used. Classroom action research is defined as research used to promote better learning and teachers as classroom researchers. In other words, the teacher understands the problems that exist in the classroom and looks for ways to solve them.

The researcher used two instruments n this study, namely observation and interview.

1. Observation

Observation is an activity carried out to observe directly a certain object with the aim of obtaining a certain amount of data and information related to the object. (prayogo, 2021) Observation is a technique Data that has certain characteristics when collected and compared other technologies. Observation is not limited to people, but also includes objects another realm. By (sugiyono, 2018) observing activities, researchers can learn about behavior and the meaning of behavior. the above understanding of the observation method can take observations from Class X students with a way of data retrieval through direct observation of news or events.

2.Interview

The researchers used bilingual during the interviews to get more information from the participants easily and in depth. The consent of the participants is also sought to record the entire interview process using a voice recorder.

**RESULT AND DISCUSSION**

In this section the first research question about, how is the student’s experience in using Project Based Learning as a learning medium. This study decided to conduct observations during two meetings. The first activity carried out by the teacher was to greet all students in the class by saying “Assalamualaikum” and the students answered “Waalaikumsalam” simultaneously and continued by asking the students “How are you today? Then the students answered simultaneously “Alhamdulillah I’m fine”, and continued by reading a prayer together, after that the teacher started the day’s learning by speaking briefly explaining the material about speaking. After the teacher explained and felt it was understood. The teacher gave some examples of speaking English using Project Based Learning, and asked the students to repeat it again. After that the teacher introduced the “industrial electronics engineering” project to the students, some already knew about project learning, some students already knew and some students did not know, then the teacher had to explain the project learning again, after all students understood. The teacher showed the “Industrial electronics engineering” equipment to all students.

In this second The study used an interview system to strengthen the results of the research questions. In this case, the study asked four questions to the teacher.

First Researcher: What challenges do teachers face when introducing project-based learning media using industrial electronics engineering?

Teacher: Do you still find it difficult when you first implement the project, because some students are still confused about electronics engineering in English?

Second Researcher: What do teachers think about student activities in learning to speak using project-based learning media?

Teacher: That this project media really makes students' activities more active than before, usually students are noisy, but after being introduced to the game, they become more active in class and participate in learning.

In the next question, the researcher asked the teacher’s opinion about student activities in learning to speak using learning-based project media. In this case, the teacher argued that this project media really made student activities more active than before. Usually students are noisy, but after being introduced to the game, they became more active in class and participated in learning.

In the third question, the researcher asked the teacher about the condition of the students, did the students look active in learning or were they lazy? The teacher said that the students were very happy with this media and looked very serious about learning. Because they had used projects like this technique, however, some of these students initially did not like the project.

In the fourth and final question, the researcher asked the students’ reactions when the teacher introduced learning-based project media. According to the teacher, as students, they were still confused about what learning-based project media was and were afraid to be introduced by the teacher. However, many of them quickly understood and were happy to know this media.

Based on the results of research conducted by researchers regarding the implementation of Project-Based Learning in speaking learning for students the learning process will be discussed, including the implementation of learning and problems in the application of project-based learning.

The research conducted observations and interviews to support this research directly form student. Based on the results that have come out, it can be concluded that learning using project-based learning can be applied to build students to be able to improve the learning process by using students’ speaking skills. The use By (sahrawi, volume 4, nomor 4,agustus 2021 ) of project-based learning provides a very significant contribution to improving students’ speaking skills and actively participating in learning. There are some students who make mistakes, according to (muhammad hunafatun ichsan, 2021) in the way students speak and use language after the increase in errors from the first cycle to the last cycle.

That the teacher’s structuring and questions are very important in encouraging students to think about the substantive aspects of the investigation. Then, this method builds students’ teamwork skills. It challenges students to demonstrate their teamwork skills. Furthermore, this project-based learning encourages students to be creative and innovative. They are stimulated to create, design, and make projects innovatively. Finally, project-based learning encourages students to have problem-solving skills. When doing a project, it stimulates them to think how to solve the problems they face in the project. By (firdayanti firdaus, maret-april 2023) In their research which said that critical thinking skills have an impact on improving skills in solving problems in life or problems in learning. Considering the findings drawn above, it implies that project-based learning is an effective use of project-based learning methods to improve students’ speaking skills, build students’ teamwork skills, improve problem-solving skills, and stimulate students to be active, communicative, creative, and innovativ.

**CONCLUSION**

From the results of the study it can be concluded that the use of project-based learning media seems very useful for students to support interesting speaking skills to students. In addition to industrial electronics engineering students are able to communicate well by their teachers and can increase self-confidence in students' speaking skills. By using this media schools can provide experiences for student development and meaningful to students, using project-based learning media to improve students' formal learning. This is likely to improve innovative and effective learning in the field of students' speaking skills. The results of this study provide a basis for an approach to practice-oriented learning to improve students' speaking.

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