



THE EFFECT OF PROJECT-BASED LEARNING TOWARD STUDENTS' NARRATIVE SPEAKING SKILL

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ABSTRACT

To address persistent challenges in students' speaking proficiency, the researcher adopted the Project-Based Learning (PJBL) approach as a pedagogically sound alternative. This study aimed to evaluate the effectiveness of PJBL in enhancing learners' narrative speaking abilities. Carried out at MA Mathalibul Huda Mlonggo, the investigation involved Grade 10 students from the MIPA 1 and MIPA 2 streams. Employing a quantitative research paradigm with a Quasi-Experimental Design, data were subjected to statistical analysis using an independent samples t-test via SPSS version 25. The outcomes revealed that the PJBL strategy significantly enhanced students' narrative speaking performance, as evidenced by a post-test mean score of 77.56 in the experimental cohort, notably surpassing the control group's mean of 66.22. The significance value of 0.000—well below the conventional alpha threshold of 0.05—confirmed a statistically meaningful disparity between the two groups. In light of these findings, English language educators are strongly encouraged to integrate PJBL into their instructional repertoire to foster more dynamic, creative, and learner-centered environments for narrative learning. The approach has proven effective in cultivating a communicative and participatory classroom atmosphere. This study concentrated on the implementation processes, classroom dynamics, and educational outcomes linked to the application of PJBL.

Keywords: *PJBL, Narrative, Speaking*

1. INTRODUCTION

The Minister of Education has issued a new curriculum, which is intended to address the challenges facing education development in Indonesia. Merdeka Curriculum, as a solution to the backwardness of Indonesian education, which has worsened due to the pandemic (Khairita et al., 2023; Bhwana, 2023; Alves et al., 2020; Pujiastuti & Haryadi, 2023). This curriculum is also a response to the rapidly accelerating pace of modern times. It is implemented to cultivate students' productivity, creativity, and innovation by strengthening their competencies (Mubarak & Sofiana, 2022; Bhwana, 2023; Gulsanam, 2024).

Speaking represents one of the key competencies students need to master. They should master it in order to communicate effectively with others and ensure their message is understood by the listeners. In English Language Teaching especially

for speaking, teachers need to create an environment that fosters effective communication and language development. Changes to Indonesia's national curriculum present new challenges for English teachers. They must consider well-structured learning plans, creative and engaging teaching and learning processes, and appropriate assessments of learning outcomes (Sofiana; Mubarak; Yuliasri, 2019; Fialka et al., 2024; Ceballos et al., 2020). Strategies for developing speaking skills in the classroom were varied. Teachers were advised to incorporate interactive activities to create a more engaging learning environment, such as pair and group discussions, role-plays, debates, and simulations, to encourage active student participation. Students need opportunities to express opinions on topics relevant to students' lives through communication activities. Project-Based Learning is also essential. Teachers can implement Project-Based

Vol 8, No 2 (2025): ESTEEM

Learning activities that require significant verbal communication among students. All of these activities provide opportunities for students to express themselves verbally and practice language use in various contexts.

Based on the study by Andas (2020) and Nielsen et al. (2020), there were four primary challenges faced by students in speaking English were identified. First, students often worry about making mistakes, receiving criticism, or feeling embarrassed. Second, a lack of vocabulary and grammar hinders their ability to generate ideas and participate actively in speaking activities. Third, low or uneven participation is observed, with only a few students contributing to discussions. Lastly, interference from their native language can impede their ability to speak fluently in English.

There are two main factors that influence students' speaking abilities; internal and external factors. Internally, students may lack motivation to speak English. Externally, classroom conditions can hinder their language development. Interviews with English teachers at Madrasah Aliyah Mathalibul Huda Mlonggo revealed similar challenges: students often lack vocabulary and motivation to speak English.

Identifying students' speaking problems can benefit teachers by enabling them to develop effective solutions. Teachers should design instructional strategies that address these problems. Project-Based Learning (PJBL), which is aligned with Merdeka Curriculum, is a promising approach (Putri et al., 2023; Jaya et al., 2025; Lesiana et al., 2023). Through PJBL, students were involved in tasks that encouraged them to reflect on their thoughts, make informed decisions, and shape the direction of their projects, which in turn supported their language development. By engaging in PJBL, students build competencies in areas such as communication, presenting, organizing tasks, managing time, conducting research, reflecting on their work, collaborating in groups, leading others, and thinking critically (Goodman & Stivers, 2010; Jaya et al., 2024; Safitri et al., 2024; Tristiana et al., 2024). Moreover, Project-Based Learning serves as an effective medium for students to gain practical experience and enhance their competencies (Shofiyuddin et al., 2023; Sari & Alizar, 2023;

Zusniarni et al., 2024; Santyasa et al., 2020).

There are several studies related to the study, Sirisrimangkorn, (2018) and Muhaimin et al. (2024) found that implementing Project-Based Learning with an emphasis on drama was effective in enhancing students' speaking skills. Study from Wongdaeng, n.d. (2018) and Permana et al. (2023), The Project- Based Learning method enhanced students' motivation to learn English by encouraging active participation in the learning process. Furthermore, students perceived that working on projects fostered their communication and collaboration skills. The result study from Shofiyuddin et al., (2023) and Oe et al. (2022), The students held a very positive view of the Project-Based Learning method. Project-Based Learning influences students' active engagement in learning, according to research conducted by (Anggraini & Wulandari, 2021; Ada et al., 2021; Yu, 2023; Patty & Noija, 2023; Nurhadi & Yuliati, 2020). In this context, activeness refers to a learning process in which students take an active role (student-centered learning). Here, Project- Based Learning serves as a medium for discussing learning material, allowing students to communicate their opinions and providing a forum for them to analyze and think critically. A study by Sholikhah, (2020) and Rahmawati, (2022) demonstrated that Project-Based Learning (PBL) significantly improved students' speaking and critical thinking skill. Students enjoyed immersing themselves in the role of "artists" and actively participated in discussions, sharing ideas, and collaborating with their peers. Lastly, based on Riswandi, (2018) and Ceballos et al. (2020), the findings demonstrated that students' speaking performance developed, particularly in the areas of fluency, vocabulary acquisition, pronunciation accuracy, grammatical usage, and overall comprehension.

Existing research on Project-Based Learning (PJBL) has demonstrated its effectiveness in enhancing English language learning, particularly speaking skills. This study aims to delve deeper into the implementation of PJBL in ELT, focusing on specific activities, processes, and learning outcomes derived from the implementation of PJBL, wherein students developed projects in the form of role plays,

Vol 8, No 2 (2025): ESTEEM

dramas, and storytelling projects.

In this study researchers use Narrative Text material focusing on Narrative' Speaking in speaking classes and on the learning process using Project-Based Learning. The study aimed to find out the effectiveness of Project Based Learning toward Students' Narrative Speaking Skill and to examine the significant differences between students' narrative speaking

2. METHODS

This study used a quantitative research approach using a Quasi- Experimental design involving two variables. Variable X (independent variable) was Project-Based Learning (PJBL), while variable Y (dependent variable) was students' narrative speaking skills. In this study, the researcher employed a Quasi-Experimental design, particularly Nonequivalent Control Group Design. The main characteristic of a Quasi-Experimental Design was that it did not use randomization in selecting the research sample (Sugiyono, 2019; Taheri et al., 2022). In such studies, researchers often used existing groups to compare treatment outcomes, rather than randomly formed groups, and did not ensure that each group had the same characteristics. The population was the tenth grade of MA Mathalibul Huda Mlonggo. In this research, 72 students divided into two classes became the research sample. The researchers designated 10 MIPA 1 as the experimental class, consisting of 36 students, and 10 MIPA 2 as the control class, also comprising 36 students. Both classes have the same level of English proficiency. One class will be taken as an experimental class using PJBL method and the other class was assigned as the control group and was taught using conventional teaching and learning.

To found data, the researchers utilized pretests and posttests. The pretest, given before the implementation of the treatment, was conducted as an oral assessment. It was administered to assess the students' speaking abilities prior to the implementation of the treatment. Similarly, the post-test was administered after the treatment, also in the form of an oral test. It was used to assess the improvement in students' speaking ability after receiving the treatment. The researchers were guided by a scoring rubric to assess speaking skills. The

rubric consisted of four aspects: pronunciation, intonation, fluency, and accuracy of meaning. The post-test aimed to determine whether there was a difference between students taught using Project-Based Learning and those taught using a conventional method. The treatment involved the implementation of PJBL method to deliver Narrative Text material to the experimental group, whereas the control group was taught the same material using conventional instructional methods.

The procedure for implementing Project-Based Learning included four steps: Step I (Topic Selection), Step II (Project Planning and Design), Step III (Conducting The Project Activity), and Step IV (Feedback and Evaluation). The Project-Based Learning process involved four main steps. First, students selected a story topic that interested them, such as a fairy tale, fable, legend, or myth. Next, students designed their project, considering their skills and interests, such as drama, role-play, or storytelling. The third step involved implementing the project plan. Finally, the project was evaluated, assessing both the process and the final project. The final output of the project was a video showcasing the students' work.

In this study, the researchers employed independent t-test analysis using SPSS 25. The data collected included pretest and posttest scores, which were compared to see if there was a significant difference and whether the findings were positive or negative.

3. RESULTS AND DISCUSSION

In this study, the researcher conducted research at MA Mathalibul Huda Mlonggo. A quasi-experimental research design was employed, using two classes as sample groups. The total of 72 students made up the population, which was split into experimental and control groups. In a quantitative research, the final data were collected in numerical form. The data were processed using SPSS 25. The initial step involved conducting a descriptive analysis, followed by normality and homogeneity tests, and concluding with an independent t-test. The normality test performed using the *Kolmogorov-Smirnov* method, yielded a significance value below 0.05, indicating that the data were not normally distributed. Since the finding of the normality test indicated non-normal data, the researcher employed the Wilcoxon nonparametric test as an alternative to

Vol 8, No 2 (2025): ESTEEM

the paired sample t-test, which requires normally distributed data and other assumptions to be met. To determine if there was a significant difference between the means of two paired samples, the Wilcoxon test was applied. The table below displays the Wilcoxon test results.

Table 1. Wilcoxon Test

Test Statistics		
	Posttest Experiment	Posttest Control - Pretest Control
Z	-5,272 ^b	-4,907 ^b
Asymp. Sig. (2-tailed)	0,000	0,000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

The basis for decision-making in the Wilcoxon test was as follows: if the Asymp. Sig. value was less than 0.05, the hypothesis was accepted; if the Asymp. Sig. value was greater than 0.05, the hypothesis was rejected. Based on the table above, the Asymp. Sig. value was 0.000, which was less than 0.05. Therefore, the hypothesis was accepted.

After the test was accepted, the researcher proceeded to the next analysis. To assess whether the data had equal or different variances, a homogeneity test was conducted. The table below displays the homogeneity test.

Table 2. Homogeneity Test

Test of Homogeneity of Variance			
		df2	Sig.
Result	Based on Mean	70	0,726
	Based on Median	70	0,920
	Based on Median and with adjusted df	67,502	0,920
	Based on trimmed mean	70	0,763

Based on the table, the significance value (sig) derived from the mean was 0.726, meaning it exceeded 0.05. This indicated that the data were homogeneous. A significance value greater than 0.05 indicated that the data were homogeneous.

Before conducting the treatment, at the first learning, a pre-test was given by the researcher to evaluate the students' foundational speaking skills. Then, in the experimental class, the researcher carried out teaching and learning activities using the Project-Based Learning method on the Narrative Text material. As is commonly known, Narrative Text is typically used to develop reading and writing skills. However, in this study, the researcher used Narrative Text material to enhance students' speaking skills. Project-Based Learning centers on students' creation of projects as a key part of the learning process. In this study, the researcher allowed students the freedom to design and create projects based on their interests. Students could choose project formats such as role play, drama, or storytelling. During the project design and creation process, students were required to present the progress of their work at each meeting until their projects were completed. The teacher was also expected to provide evaluations or feedback on the development of their work.

At the final learning, the teacher administered a post-test to assess the effectiveness of the Project-Based Learning method on students' narrative speaking skills and to determine the significant differences between an experimental class (which used the Project-Based Learning method) and a control class (which used conventional methods). The table below displays the results of the students' Pretest Posttest scores

Table 3. Results Pretest Posttest Scores

	N	Min	Max	Mean
Pretest Exp	36	48	80	59,78
Posttest Exp	36	68	92	77,56
Pretest Cont	36	48	72	56,83
Posttest Cont	36	56	84	66,22
Valid N	36			

The result study indicated that the highest score in the experimental class was 92, compared to 84 in the control class. The lowest score was 68 in

Vol 8, No 2 (2025): ESTEEM

the experimental class and 56 in the control class. Additionally, the average pretest score in the experimental class was 59.78, which increased to 77.56 in the posttest. Meanwhile, the average score in the control class for the pretest was 56.83, and for the posttest, it was 66.22. This meant that there was a difference in scores between the experimental and control classes. Based on the issue of test normality explained by the researcher above, the researcher used the Wilcoxon test as a substitute for the paired sample t-test. In the finding of the Wilcoxon test data analysis, there was a positive rank or a positive difference in students' narrative speaking skills between the pretest and posttest. In the output table for the experimental class, there were 36 positive data points (N), which meant that all 36 students experienced an improvement. This indicated that the use of PJBL as a method in the experimental class had an effect. To examine the significance of the score differences in more detail between the pretest and posttest, the researcher used the Independent t-test. The table below displays the Independent Sample t-test.

Table 4 Independent Sample T-test

		Independent Samples Test						
		for Equality of		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Result	Equal variances assumed	0,124	0,726	-6,789	70	0,000	-11,222	1,6
	Equal variances not assumed			-6,789	69,680	0,000	-11,222	1,6

The data presented that the significance value (Sigmoid) for both the experimental and control groups was 0.000, which is below 0.05. This indicates a quantitatively significant difference, resulting in the acceptance of the alternative hypothesis (Ha). Consequently, it can be concluded that the use of PJBL had a had a meaningful impact on students' narrative speaking skills. Thus, the PJBL method proved to be effective in enhancing students' narrative speakin skill.

Based on the results of the study, it can be concluded that students who were taught using the PJBL method got higher scores than those who were taught with conventional methods. The effectiveness

of this method could be seen from how students behaved during the learning process, especially when they were designing and conducting their projects. Students in the experimental class were more active and interested compared to those in the control class. Students were very exited, they followed the teacher's instructions well, and enjoyed the learning activities. This contributed to a more effective and interactive learning process. PJBL method also helped improve students' speaking skills. During the lessons, students were more confident, interactive, and communicative. Many of them changed their opinion about speaking—from thinking it was difficult to feeling comfortable expressing their ideas and opinions. Students became more active when working on their projects and enjoyed sharing their ideas. This made learning more fun and not boring. When making the projects, students were very enthusiastic and had a good time. There were six groups in the class. Some groups made drama projects, while the others group made a storytelling. Most students chose topics like legends, myths, and folk tales. They took their projects seriously—even using costumes and props to match the characters in their stories. The final projects were recorded as videos. The learning activities became a fun and motivating learning experience, especially for improving students' speaking skills. However, even though the method had many advantages, there were also some weaknesses. Some students talked about things outside the topic. In some storytelling groups, a few students didn't get a chance to speak or take part in telling the story.

4. CONCLUSION

The research was conducted at MA Mathalibul Huda Mlonggo in class 10 MIPA 1 and 10 MIPA 2 with a total of 36 students in each class. According to the finding result, the researcher detertermined that the Project- Based Learning (PJBL) method was highly effective in teaching students' speaking skills, particularly in narrative text material. This was evident from the average post-test score in the experimental class, which was 77.56, compared to 66.22 in the control class. The effectiveness of this method was also supported by the significance value (Sigmoid) of 0.000, which was less than 0.05. This indicated a significant difference between the post-test scores of the experimental and control groups. Before the study was conducted, the researcher

Vol 8, No 2 (2025): ESTEEM

identified several problems during the observation stage, such as slow student motivation, a lack of confidence in speaking English, and classroom conditions that did not support the development of speaking skills. The PJBL method helped students overcome these issues. Through project design and creation activities, students had the opportunity to convey their ideas, thoughts, and emotions confidently, without the fear of making mistakes. Learning through PJBL made students more active, interactive, and confident. It also supported their vocabulary development and improved their skill to speak English. These findings showed that Project-Based Learning was an effective method for improving students' narrative speaking skills.

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Vol 8, No 2 (2025): ESTEEM

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Vol 8, No 2 (2025): ESTEEM

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