

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING
IN STUDENTS' SPEAKING SKILLS**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2022 M/1444 H**



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**THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN
STUDENTS' SPEAKING SKILLS**

Undergraduated Thesis

Presented to Faculty of Tarbiyah and Teacher Training
In partial fulfilment of the requirements for the degree of
Sarjana Pendidikan

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STATEMENT OF AUTHENTICITY ✓

I, the undersigned, Abdul Aziz, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is otherwise, I understand that my degree will be revoked.

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ABSTRACT

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Keywords: *Implementation, Project-Based Learning (PBL), Speaking Skill.*

One of the main indicators in language learning in schools is speaking skills. Bygate in Torkey (2006). Speaking is one of the macro language skills related to the ability to perform oral communication, such as conversation, dialogue, and monologue. The use of Project-Based Learning in English language teaching is said to increase student autonomy and encourage active and student-centered language practice (Nguyen Van Loi, 2017). At MA Al-Falah Putera, the implementation of project-based learning (PBL) is to develop students' abilities to think critically, be creative with problems, and improve students' skills to be more active in learning.

The purpose of this study is to know the implementation of project-based learning in students' speaking skills and to find out the strengths and weaknesses of project-based learning in teaching speaking in MA Al Falah Putera Banjarbaru.

This study used a qualitative descriptive approach. The technique of data collection is in the form of observation and interviews. The subjects in this study were 1 class teacher and 30 students at MA Al Falah Putera Banjarbaru, while the object in this study was the implementation of project-based learning methods to improve students' speaking. Data analysis in this research uses Miles and Huberman analysis with data collection in the form of data reduction, data presentation and conclusion drawing/verification.

The results of this study indicate that the teacher uses four stages in the implementation of project-based learning in the student's speaking ability, namely: starting the project, developing the project, implementing the project, and assessing the project. In addition, drama and presentation activities make students active to speaking English. The strengths of implementing PBL in teaching speaking are that it can improve several aspects of students' speaking skills such as pronunciation, comprehension, vocabulary, and students' self-confidence. The weaknesses of implementing PBL in teaching speaking is that it takes a long time in the teaching and learning process, the time is too short in working on projects, there are some students who have difficulty speaking English, and some of them still don't understand learning because their characters and abilities are different.

ABSTRAK

Abdul Aziz. 180101030482. *The Implementation of Project-Based Learning in Students' Speaking Skills. Pembimbing Bidang Konten dan Metodologi, Dr. Ridha Fadilah, S. Pd, M.Ed dan Pembimbing Bidang Bahasa dan Teknik Penulisan, Nor Izzatil Hasanah, S. Pd, M. Pd, pada Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin. 2022.*

Kata Kunci: Penerapan, Pembelajaran Berbasis Proyek (PBL), Keterampilan Berbicara

Salah satu indikator utama dalam pembelajaran bahasa di sekolah adalah keterampilan berbicara. Bygate dalam Torky (2006). Berbicara merupakan salah satu keterampilan berbahasa makro yang berkaitan dengan kemampuan melakukan komunikasi lisan, seperti percakapan, dialog, dan monolog. Penggunaan Pembelajaran Berbasis Proyek dalam pengajaran bahasa Inggris dikatakan meningkatkan otonomi siswa dan mendorong praktik bahasa yang aktif dan berpusat pada siswa (Nguyen Van Loi, 2017). Di MA Al-Falah Putera, penerapan *project-based learning* (PBL) untuk mengembangkan kemampuan siswa untuk berpikir kritis, kreatif terhadap permasalahan, dan meningkatkan keterampilan siswa agar lebih aktif dalam pembelajaran Bahasa Inggris.

Tujuan dari penelitian ini adalah untuk mengetahui penerapan Pembelajaran Berbasis Proyek dalam kemampuan berbicara siswa dan mengetahui kelebihan dan kekurangan PBL dalam pembelajaran berbicara pada siswa kelas 12 bahasa Al Falah Putera bahasa Banjarbaru.

Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik pengumpulan berupa observasi dan wawancara. Subjek dalam penelitian ini adalah 1 orang guru kelas dan 30 siswa di MA Al Falah Putera Banjarbaru, sedangkan objek dalam penelitian ini adalah penerapan metode pembelajaran berbasis proyek dalam kemampuan berbicara siswa. Analisis data dalam penelitian ini menggunakan analisis Miles dan Huberman dengan pengumpulan data berupa reduksi data, penyajian data dan penarikan kesimpulan/verifikasi.

Hasil penelitian ini menunjukkan bahwa guru menggunakan empat tahapan dalam penerapan *project-based learning* dalam kemampuan berbicara siswa itu, yaitu: memulai proyek, mengembangkan proyek, menerapkan proyek, dan menilai proyek. Selain itu, hasil wawancara menyatakan kegiatan drama dan presentasi membantu siswa lebih aktif berbicara bahasa Inggris. Adapun kelebihan dari penerapan PBL dalam pengajaran berbicara yaitu dapat meningkatkan beberapa aspek keterampilan berbicara siswa seperti pengucapan, pemahaman, kosakata, dan kepercayaan diri siswa. Adapun kelemahan dari penerapan PBL dalam pengajaran berbicara yaitu membutuhkan waktu yang lama dalam prosesnya, waktu yang terlalu singkat dalam mengerjakan proyek, ada beberapa siswa yang kesulitan dalam berbicara bahasa Inggris, dan beberapa mereka masih belum memahami pembelajaran karena karakter dan kemampuan mereka berbeda.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ الصَّلَاةُ وَالسَّلَامُ عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ وَالصَّحْبِهِ أَجْمَعِينَ

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “The Implementation of Project-Based Learning in Students’ Speaking Skills”. Peace and salutation be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M. Pd, Dean of the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, M. Pd, Head of the English Education Department for the assistance and motivation.
3. My academic advisor, Nurlaila Kadariyah, S. Ag., M. Pd for the guidance and encouragement.
4. My thesis advisors, Dr. Ridha Fadilah, S. Pd., M. Ed as the advisor of contents and research methods for the advice, helps, suggestions and correction.
5. Nor Izzatil Hasanah, S. Pd., M. Pd, as the advisor of language and writing techniques for the advice, helps, suggestion, and correction.
6. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Rabi’ul Awal, 29th 1444 A.H
November, 09th, 2022 A.D

Abdul Aziz

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