

ABSTRACT

Abdul Aziz. 180101030482. The Implementation of Project-Based Learning in Students' Speaking Skills. Advisor Contents and Research Methods Dr. Ridha Fadilah, S. Pd, M. Ed and Advisor Language and Writing Techniques Nor Izzatil Hasanah, S. Pd, M. Pd, in English Education Study Program Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin. 2022.

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.