

**THE EFFECT OF PROJECT-BASED LEARNING ON THE 11TH GRADERS'
SPEAKING SKILLS: A PRE-EXPERIMENTAL STUDY AT SMA 4
MUHAMMADIYAH SUGIHWARAS**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
Siska Yuliana Dewi
NIM 21120083

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO
2025**

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APPROVAL SHEETS

The skripsi entitled **"THE EFFECT OF PROJECT-BASED LEARNING ON ENHANCING 11TH GRADERS' SPEAKING SKILLS: A PRE-EXPERIMENTAL STUDY AT SMA 4 MUHAMMADIYAH SUGIHWARAS"** is compiled by:

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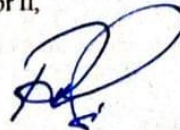
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This is to certify that this skripsi has been approved by the Board of Examiners as the requirement for the degree of Sarjana in English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro on 30th July 2025

Bojonegoro, July 30th 2025

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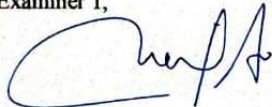
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MOTTO

“Everything will be okay.”

(Unknown)

“Jadilah versi terbaik dari diri sendiri”

(Unknown)

“I am worthy, I am enough, and I shine in my own way.”

(Siska Yuliana Dewi)

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First and foremost, the writer would like to express the highest gratitude to Allah SWT, the Almighty, for His endless blessings, guidance, and strength so that the writer was able to complete this thesis entitled “THE EFFECT OF PROJECT-BASED LEARNING ON ENHANCING 11TH GRADERS' SPEAKING SKILLS: A PRE-EXPERIMENTAL STUDY AT SMA 4 MUHAMMADIYAH SUGIHWARAS.” This thesis is submitted to fulfill one of the requirements for obtaining the Bachelor of Education degree at IKIP PGRI Bojonegoro.

On this occasion, the writer would like to express her sincere gratitude to those who have supported and contributed to the completion of this thesis:

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The writer realizes that this thesis is still far from perfect. Therefore, any constructive criticism and suggestions are highly appreciated. May this work be useful for the readers and inspire further research in the field of English language education.

Bojonegoro, July 10th 2025



The Writer

STATEMENT OF AUTHENTICITY

I, the undersigned below:

Name : Siska Yuliana Dewi

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

The Effect of Project-Based Learning on Enhancing 11th Graders' Speaking Skills: A Pre-Experimental Study at SMA 4 Muhammadiyah Sugihwaras

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, I **personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.



Bojonegoro, July 10th 2025

Siska Yuliana Dewi
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ABSTRACT

This study aims to examine the effect of Project-Based Learning (PBL) on enhancing the speaking skills of 11th-grade students at SMA Muhammadiyah 4 Sugihwaras. Speaking, as one of the essential skills in English language learning, is often considered challenging due to the need for fluency, coherence, accuracy, and confidence. The traditional teaching methods applied at the school have not significantly improved students' speaking abilities, prompting the need for more innovative and student-centered approaches such as PBL. The research employed a quantitative method with a pre-experimental design using the One-Group Pretest-Posttest model. The sample consisted of 16 students from the 11th grade. Data were collected through speaking tests administered before and after the treatment. The treatment involved a series of project-based speaking activities, including video presentations and collaborative tasks designed to foster communication, creativity, and critical thinking.

The results revealed a significant improvement in students' speaking performance after the implementation of PBL. The average speaking score increased from 50.17 in the pre-test to 79.58 in the post-test. Statistical analysis using SPSS version 23 and a paired sample t-test showed a significance value of 0.000, indicating that the improvement was statistically significant. The findings suggest that Project-Based Learning is an effective method for enhancing students' speaking skills, particularly in terms of fluency, vocabulary usage, pronunciation, and confidence.

This research contributes to the growing body of literature supporting PBL as a meaningful and impactful strategy in English language teaching. It is recommended for educators to implement PBL as a regular method to foster students' active participation, improve speaking proficiency, and prepare them for real-world communication challenges.

Keywords: Project-Based Learning, Speaking Skills, English Language Teaching, Pre-Experimental Design, Senior High School Students

PREFACE

All praises and gratitude be to Allah SWT, the Most Gracious and the Most Merciful, for His countless blessings, strength, and guidance, which enabled the writer to complete this undergraduate thesis entitled “THE EFFECT OF PROJECT-BASED LEARNING ON ENHANCING 11TH GRADERS' SPEAKING SKILLS: A PRE-EXPERIMENTAL STUDY AT SMA 4 MUHAMMADIYAH SUGIHWARAS.” This thesis is submitted as a partial requirement for obtaining the Bachelor of Education degree at the English Education Study Program, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro.

The writer would like to express her sincere appreciation and deepest gratitude to all individuals who have supported and guided her throughout the writing of this thesis, especially to:

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5. The writer's friends and fellow students who have shared many unforgettable experiences, motivation, and encouragement throughout the years;
6. All individuals who have contributed, directly or indirectly, to the completion of this thesis.

The writer is aware that this thesis is still far from perfect. Therefore, constructive suggestions and criticism are warmly welcomed. It is the writer's hope that this thesis may provide valuable insights and references, especially for those who are interested in English language teaching and learning.

Bojonegoro, July 17th 2025



The Writer

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CHAPTER I

INTRODUCTION

A. Background of Study

English speaking skills are one of the most important basic skills for students, especially at the senior high school level. This skill is not only needed in academic contexts, but also in daily life and to prepare students for the increasingly globalized world of work. English as an international language is used for various purposes, ranging from social communication, business, to research. Therefore, the ability to speak English is needed by students to be able to compete in the global world (Baker & Westrup, 2013). According to Baker and Westrup (2013), speaking English enables students to communicate quasly in diverse situations and participate in global exchanges. Furthermore, they emphasize that developing strong English-speaking skills helps students build confidence and achieve success in their future careers.

Based on initial observations of SMA Muhammadiyah 4 Sugihwaras, the school has one class for the 11th grade, with 16 students. Their speaking skills are still fairly low. Students often have difficulties in speaking fluently, conveying ideas systematically, and feel anxious when asked to speak in public. Speaking is a challenging skill as it requires learners to integrate fluency, coherence, and grammatical accuracy simultaneously (Brown, 2018). There is one class of 11th-grade students consisting of 16 students, with 10 females and 6 males.

The speaking skills of all 16 students were assessed, focusing on pronunciation, grammar, fluency, comprehension, and vocabulary. The average score obtained from the most recent evaluation was 75, reflecting the students' current speaking abilities. This comprehensive assessment was conducted to understand their initial level of proficiency and identify areas for potential improvement in their speaking skills. The average score for the students in your study was found to be 75, aligning with findings that similar methods can help gauge and later improve students' speaking skills (*Jurnal Pendidikan Surya Edukasi*, 2018).

Based on interviews conducted with students of SMA Muhammadiyah 4 Sugihwaras, it was found that students also tend to be more comfortable using Indonesian compared to English, even though they have studied English for many years. This shows that the learning methods applied so far have not been effective enough in improving students' speaking skills significantly. Most of the English teaching of SMA Muhammadiyah 4 Sugihwaras still uses conventional methods that emphasize face-to-face practice and text-based teaching. Although the face-to-face practice and text-based teaching methods provides a foundation for students to understand sentence structure and vocabulary. It provides less space for students to develop their speaking skills in a more natural and meaningful context. In addition, learning models like the face-to-face practice and text-based teaching that focus too much on theory and memorization often make students feel pressured and unmotivated to speak (Goh & Burns, 2013).

On the other hand, based on interviews conducted with English teachers of SMA Muhammadiyah 4 Sugihwaras, it was found that the school still predominantly uses conventional teaching methods, focusing on face-to-face practice and text-based teaching. This traditional approach has contributed to students' relatively low speaking proficiency. The face-to-face practice typically involves direct interaction with the teacher but lacks the dynamic and immersive aspects required for effective speaking practice. In this approach, the teacher often leads the lesson while students have limited opportunities for active, spontaneous speaking in authentic contexts (Alghamdi, 2021; Richards, 2015). Text-based teaching, which primarily emphasizes grammar, vocabulary, and reading comprehension, does not adequately prepare students for real-life conversations. This method tends to neglect practical communication skills such as fluency, pronunciation, and the ability to express ideas naturally in conversation (Dixon et al., 2019; Hashemian & Fadaei, 2013). While face-to-face interaction allows for some degree of feedback, it often fails to provide the extensive, collaborative practice needed for students to feel comfortable speaking in English (Teng, 2019). Furthermore, text-based methods might not engage students in meaningful dialogue, which is essential for building their confidence in using English for communication (Zhang, 2020).

As a result, despite years of English instruction, students tend to feel more comfortable using Indonesian in daily interactions. To address these challenges, more innovative and engaging methods such as

Project-Based Learning (PBL) could be introduced. Project-Based Learning (PBL) encourages students to engage in collaborative, real-world tasks that require active communication, thus creating an environment more conducive to developing speaking skills (Boudah, 2015; Moeller & Reitzes, 2011).

To improve students' speaking skills, a more innovative and effective approach is needed. One approach that has been proven to improve speaking skills is Project-Based Learning (PBL). According to Riswandi (2018), implementing innovative methods such as Project-Based Learning (PBL) has shown significant results in enhancing students' speaking abilities. This approach not only helps students build confidence but also encourages active participation and collaboration, addressing the need for more dynamic teaching methods in language learning. Project-based learning (PBL) is an active student-centred form of instruction which is characterised by students' autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices (Kokotsaki, Menzies, & Wiggins, 2016). Through Project-Based Learning (PBL), students gain the chance to practice and apply language skills in authentic, contextualized situations, thereby boosting their confidence and fluency in English (Structural Learning, 2024). Project-Based Learning (PBL) promotes an active learning environment where students are encouraged to collaborate, think critically, and communicate effectively in real-world contexts, all of which contribute to improving their speaking skills

(Edutopia, 2024). Project-Based Learning can make students more proactive in using their thoughts and ideas to achieve learning targets, especially speaking skills. In this case, they are encouraged to develop their creativity and that is when students will become more critical than usual. The use of project-based learning method will most likely give them experience and become something new and interesting to them since it is different from the usual teaching method.

Research conducted by Harris & Mooney (2014) shows that Project-Based Learning (PBL) improves students' speaking skills as it provides hands-on experience in communicating in English. According to Patton (2012), this method makes students design projects and plan what they need to do. Through projects involving presentations, group discussions, or video making, students are trained to speak more confidently and skillfully. Research highlights how video presentations allow students to self-assess their speaking performance, providing multiple attempts to refine their skills, which builds confidence and enhances verbal communication (Ritchie, 2016; Tsang, 2017). In addition, this method also reduces students' anxiety in speaking as they focus more on the outcome of the project rather than on the immediate assessment of their speaking ability (Caprile et al., 2014). Project-Based Learning (PBL) also encourages students to collaborate, which has a positive effect on the development of their speaking skills in group discussions and presentations (Wurdinger et al., 2013).

One important aspect of Project-Based Learning (PBL) is collaboration. Research by Zhang (2020) highlights that collaborative activities in Project-Based Learning (PBL) provide students with opportunities to practice speaking in meaningful contexts, which fosters language development. Furthermore, group work reduces speaking anxiety, as students feel more at ease communicating with their peers rather than solely with teachers or in formal settings (Wang, 2018). In the context of a speaking class, collaboration through Project-Based Learning (PBL) allows students to express their opinions on the project they are working on. They are required to share their opinions with each other in order to make the best decision for the project outcome. According to Lin and Yang (2019), such tasks require continuous verbal interaction, which improves students' communicative competence and prepares them for real-life scenarios. Additionally, collaborative tasks in Project-Based Learning (PBL) allow students to give and receive feedback, which further refines their pronunciation, grammar, and vocabulary (Kukulska-Hulme & Viberg, 2018).

In the context of SMA Muhammadiyah 4 Sugihwaras, the implementation of Project-Based Learning (PBL) is expected to help students to be more open and active in using English in various situations, both in formal and informal contexts. This approach aligns with findings from Georgiou and Kourtis-Kazoullis (2015), who argue that collaboration in language learning not only enhances speaking

proficiency but also encourages teamwork, problem-solving, and creativity in language use.

This research focuses on testing the effectiveness of Project-Based Learning (PBL) in improving students' English speaking skills of SMA Muhammadiyah 4 Sugihwaras. Specifically, this research aims to determine how Project-Based Learning can be a means for students to improve their fluency, confidence, and overall communication skills. Project-Based Learning's emphasis on collaborative and authentic tasks creates opportunities for students to practice English in a meaningful environment, potentially overcoming challenges faced in conventional speaking instruction (Harris et al., 2014; Dole et al., 2017).

The importance of this study leads to its contribution to practice and theory. Practically, this study can be used as a source of insight, knowledge and reference for educators regarding the implementation of effective methods to improve students' speaking skills, which are essential for success in academic, social and professional contexts (Putri et al., 2020; Yuliani & Lengkanawati, 2017). From another perspective, theoretically this research contributes to the growing literature on Project-Based Learning, which proves its role in improving language learning and shows its adaptability to various classroom environments (Fragoulis, 2009; Georgiou & Kourtis-Kazoullis, 2015). By emphasizing the potential of Project-Based Learning to encourage collaboration, communication and creativity, this study aims to support the development of innovative approaches in teaching speaking skills,

which in fact aims to prepare students' resources to face the demands of a globalizing world.

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Theoretically, this study contributes to the growing body of literature on Project-Based Learning, which attests to its role in enhancing language learning and demonstrates its adaptability to various classroom environments (Fragoulis, 2009; Georgiou & Kourtis-Kazoullis, 2015). By emphasizing the potential of Project-Based Learning (PBL) to foster collaboration, communication and creativity, this study aims to support the development of innovative approaches to teaching speaking skills, with the real goal of preparing students' resources for the demands of a globalized world. In this day and age, being able to speak English is no longer just an obligation and a means of communication but also a key to enter into various genres of life, including education and careers.

B. Formulation of the Problem

1. How effective is the implementation of Project-Based Learning (PBL) in improving the speaking skills of 11th grade students at SMA Muhammadiyah 4 Sugihwaras?

C. Objective of the Study

1. To examine the effectiveness of Project-Based Learning (PBL) in improving the English speaking skills of 11th grade students at SMA Muhammadiyah 4 Sugihwaras.

D. Significances of the Study

1. Theoretical Significance

This research carries several theoretical benefits, including:

1) Development of Learning Theories

This research contributes to the development of educational theories, especially those related to Project Based Learning (PBL). According to (Ferlazzo, 2019) carefully designed Project Based Learning activities promote communicative competence among English language learners by encouraging collaboration and practical language application. The implementation of Project Based Learning has been shown to significantly improve students' speaking skills, offering a practical and innovative approach to improving communication skills in English language learners (Hidayati, 2018).

2) Improved Understanding of Speaking Skills

The findings of this study can create a new perspective on how to improve English speaking skills

through project-based methods. Project-Based Learning can improve students' English speaking skills by providing authentic and meaningful learning experiences (Seftika et al., 2021). Through the implementation of PBL, students are given the opportunity to engage in real-life tasks that require them to use their language skills in an authentic context, thus improving their speaking ability. This approach not only improves fluency but also increases students' confidence in using English.

3) Validation of Project-Based Learning Theory

The validation of Project-Based Learning (PBL) theory in education has been the focus of numerous studies assessing the effectiveness and reliability of this method in improving students' English speaking skills. For example, a study by Sukmawati et al. (2021) revealed that PBL-based learning modules are effective in improving students' speaking skills in Digital Simulation and Communication subjects. In addition, a study by Almulla (2020) proved that learning with a PBL approach can significantly increase student engagement in the English learning process. Another study by Arvianto (2015) found that PBL can improve the English speaking ability of grade 11 students in Surakarta, Indonesia. These findings support the theoretical validity of PBL as an effective method in improving students' English

speaking skills, as well as providing a solid foundation for the development of more effective learning strategies in language education.

4) Contribution to Educational Literature

According to Seftika et al. (2021) Project-Based Learning creates an engaging and authentic learning environment that encourages students to apply their knowledge in a real-world context, thus improving their speaking skills. This research is also in line with the findings of Sari et al. (2020), who state that “Project-Based Learning provides students with opportunities to practice and develop their speaking skills, leading to more confident and effective language use”. As such, this research not only expands the scope of PBL's potential but also offers a solid foundation for future investigations into the intersection between innovative teaching methods and the development of critical language skills. This research lays the foundation for a more evidence-based approach to teaching, reinforcing the need for continuous advancement in educational practice.

The study broadens knowledge on the role of PBL in improving speaking skills and establishes a theoretical basis for subsequent research in this field. It bridges the gap between theory and practice, offering insights that are both academically

valuable and practically applicable for educators and curriculum developers.

2. Practical Significance

This research carries several practical benefits, including:

1) Improvement of Students' Speaking Skills

The results of this study can provide insight to teachers and educators at SMA 4 Muhammadiyah Sugihwaras and other schools regarding the effectiveness of Project-Based Learning (PBL) in improving students' speaking skills. The PBL method allows students to practice speaking in various practical and applicable contexts, expand their vocabulary, increase self-confidence, and develop more complex speaking skills (Kokotsaki et al., 2016). By knowing the benefits of PBL, teachers can adopt this method to help students achieve better learning outcomes.

2) Guidance in Language Teaching

This research provides practical guidance to teachers in designing more interactive and contextualized project-based learning. PBL allows students to speak in realistic and meaningful situations, such as presentations, group discussions or debates (Putri et al., 2020).

3) Curriculum Development and Teaching Methods

The results of this study can serve as a foundation for designing an innovative project-based curriculum. This kind of curriculum allows students to practice speaking skills in a learning environment that focuses on collaboration and communication. Research by Bell (2010) shows that PBL-based curriculum can increase students' engagement in language learning, especially in the development of speaking skills.

4) Increased Student Motivation and Engagement

PBL methods show that involving students in practical projects can increase their motivation and participation (Wurdinger & Qureshi, 2015). In a more enjoyable and contextualized situation, students tend to speak and collaborate more actively, which in turn supports the improvement of their communication skills (Georgiou & Kourtis-Kazoullis, 2015).

5) Development of Training Programs for Teachers

The findings of this study can also be used by educational institutions to design training programs for teachers. This training can help teachers master the technique of implementing PBL effectively in language teaching, especially for speaking skills (Tamim & Grant, 2013).

Overall, the practical benefit of this study is to provide guidance to teachers, schools and policy makers to improve students' speaking skills through PBL. This is expected to support the improvement of learning quality and student learning outcomes.

E. Definition of Terminologies

1. Project-Based Learning (PBL)

Project-Based Learning (PBL) is a learning approach that emphasizes students to work on real projects that require research, collaboration, and problem-solving skills. Project-Based Learning encourages active collaboration, communication skills, and problem solving through a project-based approach. The study showed PBL increased student engagement and mastery of practical skills in verbal communication (Han, S., & Yim, S., 2021). Ramírez de Dampierre et al. (2024) emphasized that the implementation of PBL helps students develop higher-order thinking skills and apply knowledge in real situations, including speaking skills in an academic context. In the context of this study, PBL refers to the process in which 11 grade students at SMA Muhammadiyah 4 Sugihwaras engage in task-based projects related to speaking skills, such as making presentations or group projects that involve verbal communication. López et al. (2022) compared PBL and cooperative learning, finding

that PBL was more effective in developing communication skills as well as increasing students' active participation in presentations and group projects.

Zhang et al. (2023) also stated that the importance of group awareness in PBL to improve students' collaboration and communication during project implementation in the classroom. Thus, this method really needs to be deepened in terms of theory and practice because reviewing students' opportunities to engage in real projects or situations is very broad so that it is also likely to improve students' English speaking skills.

2. Speaking Skills

Speaking skills refer to students' ability to express thoughts, ideas and information orally clearly and effectively. According to Alizadeh (2016) Project-Based Learning activities significantly contribute to improving learners' speaking fluency and grammatical accuracy by providing opportunities for structured and meaningful communication. Group discussions in EFL classrooms foster active participation, allowing students to improve their fluency, clarity of thought, and ability to interact in formal and informal speaking contexts (Kurniasih, 2020).

Oral presentations and group discussions are essential speaking tasks that enable learners to articulate ideas clearly

and improve their interaction skills (Thornbury, 2013). In this study, speaking skills are measured based on students' ability to speak fluently and eloquently, the ability to speak well in formal and informal situations, and the ability to communicate in a social or academic context. Fluency of speech involves the ability to produce connected utterances with ease, while maintaining accuracy and clarity in communication (Richards, 2015).

So, it can be said that students who have good speaking skills are students who are able to carry out conversations, oral presentations, and group discussions. According to Goh & Burns (2012), effective speaking assessment should focus on fluency, grammatical range, clarity of pronunciation, and the speaker's ability to engage in real-world interactions.

3. 11th Graders

The subjects in this study were 11th grade students at SMA Muhammadiyah 4 Sugihwaras who are in their second year of high school education, aged around 16-17 years old. Students aged 16-17 years, often categorized as upper-secondary learners, are at a stage where cognitive and linguistic skills are maturing, enabling them to engage with more complex tasks and learning processes (Harmer, 2015). According to Brown (2014) high school students in their second year of education typically demonstrate improved

focus and readiness to participate in structured learning, making them suitable subjects for language-related research studies. During grade 11, learners develop more analytical thinking and collaborative skills, which can be effectively harnessed through innovative teaching approaches such as project-based learning (Setiawan et al., 2021).

Students in the second year of high school education exhibit increased engagement and participation in classroom activities when instructional strategies align with their developmental stage and interests (Yusuf & Fitria, 2020). According to Putri & Arief (2019), students enrolled in grade 11 are often considered at the intermediate stage of language acquisition, where exposure to practical and interactive learning environments can significantly enhance their language skills. Therefore, the consideration for choosing an appropriate research subject is in the second grade of high school.

4. Pre-Experimental Study

This research design uses a pre-experimental approach to test the effect of Project-Based Learning (PBL) on students' speaking skills. Pre-experimental studies are often used in educational research when only one group is available for observation in the absence of a control group (Mafruudloh & Fitriati, 2020). According to Firdaus and Septiady (2023),

pre-experimental research allows the assessment of learning methods such as PBL by measuring changes in students' speaking ability before and after the intervention.

Sari and Rahmah (2023) emphasized that despite the absence of a control group, pre-experimental designs can still provide valuable insights into the impact of PBL on students' oral communication skills through structured assessments and observations. We (2020) explained that pre-experimental research, in contrast to quasi-experimental or true experimental designs, does not involve random assignment or comparison between different groups. Instead, this study focuses on the development of one group by administering a pre-test and post-test to analyze the improvement of speaking skills after the implementation of PBL.

Although this design has limitations in establishing strong cause-and-effect relationships, it remains a practical method for evaluating teaching effectiveness in real classroom settings with limited resources (Mafruudloh & Fitriati, 2020).