
Implementation Of Project-Based Learning And Its Contribution To Students' English Speaking Ability At Mts Jamiatul Huda

Muhammad Haekal Firdaus, Dini Hidayati, Subadar
Universitas Panca Sakti Bekasi, Indonesia
Email: mhmdhklfrds@gmail.com

ABSTRACT

This study aimed to investigate the implementation of Project-Based Learning (PjBL), students' perceptions and learning experiences, as well as the contribution of PjBL to students' English speaking ability at MTs Jamiatul Huda. This study employed a qualitative approach with a descriptive method. The data were collected through interviews, classroom observations, and documentation. The participants of this study consisted of students, and English teacher. The findings revealed that the implementation of PjBL was carried out through group discussions, project assignments, and presentations that encouraged students to become more active in the learning process. Students generally showed positive responses toward the implementation of PjBL because the learning activities were considered more interesting, interactive, and less monotonous. In addition, PjBL contributed positively to students' speaking ability, particularly in improving their confidence, fluency, and participation in using English during classroom activities. However, the study also found several challenges in the implementation of PjBL, including limited instructional time, differences in students' abilities, and uneven participation during group activities. Overall, the study indicates that the implementation of PjBL contributes to supporting the development of students' English speaking ability when accompanied by proper classroom management and a supportive learning environment.

Keywords: *Project-Based Learning, speaking ability, English learning, students' perceptions*

INTRODUCTION

In this era of globalization, English has become an essential means of communication in education and everyday life because it is one of the most widely used international languages. In Indonesia, English is a compulsory subject that students are expected to learn from elementary school to higher education. According to Simbolon (2014), English consists of four language skills: reading, writing, listening, and speaking. Mastering these four skills is essential for students to compete in an increasingly interconnected world, both academically and professionally. English proficiency enables students to access information, knowledge, and technology, much of which is presented in English. Furthermore, English competence supports students in participating in cross-cultural communication, pursuing international educational opportunities, and improving their global competitiveness.

At the same time, education in Indonesia is facing significant challenges in responding to rapid global and local changes. Adam A et al. (2024) state that these challenges include disparities in educational quality between urban and rural areas, limited educational infrastructure, and unequal access to quality education.

Moreover, the rapid advancement of technology requires educational institutions to adapt to digital transformation. However, not all schools have adequate facilities, and many teachers still need to strengthen their competencies in implementing innovative learning models, integrating technology into classroom instruction, and developing learning practices that meet the demands of the twenty-first century.

Within this context, English proficiency has become one of the essential competencies students need to face globalization, technological development, and international communication. Among the four English language skills, speaking is considered one of the most important because it reflects students' ability to use English actively in real communication. According to Program et al. (2017), speaking is a language skill that uses words to convey ideas, opinions, and feelings verbally to create effective interaction and communication. Similarly, Rao (2019) explains that people can fulfill their communication needs when they are able to express their ideas, opinions, and feelings effectively. These perspectives indicate that speaking ability plays a crucial role in helping students build communication skills, develop knowledge, and prepare themselves for future educational and professional opportunities.

Despite its importance, developing English speaking ability remains a challenge for many students. Speaking requires not only vocabulary and grammar mastery but also confidence and opportunities to use the language in meaningful communication. In many classrooms, students still hesitate to speak English because they have limited vocabulary, inaccurate pronunciation, insufficient grammatical knowledge, and fear of making mistakes in front of teachers or classmates. Consequently, students often become passive during English lessons and rarely participate in oral communication activities.

This condition is also found at MTs Jamiatul Huda. Based on preliminary observations, some students tend to be passive during English learning and are more accustomed to using Indonesian or their local language in everyday communication. Furthermore, the learning process is still relatively teacher-centered, resulting in limited opportunities for students to practice speaking English actively. As a consequence, students have fewer opportunities to develop confidence, fluency, and the ability to express their ideas through authentic communication.

Considering these conditions, a learning model that actively engages students and provides meaningful opportunities to communicate in English is needed. In line with the implementation of the Independent Curriculum, which emphasizes student-centered learning, teachers are encouraged to apply learning models that promote active participation, collaboration, creativity, and authentic learning experiences. One learning model that is considered appropriate for achieving these objectives is Project-Based Learning (PjBL).

Project-Based Learning is a student-centered learning model that encourages learners to acquire knowledge and skills through meaningful projects. In this model, students work collaboratively to solve problems, discuss ideas, complete projects, and present the results of their work. Through these activities, students are not only expected to understand the learning material but also to practice English in communicative and contextual situations. Therefore, the implementation of PjBL is expected to contribute to students' speaking development by providing more

opportunities to express ideas, interact with peers, improve self-confidence, and use English for authentic communication.

There are already plenty of studies about the application of Project-Based Learning in English language learning which highlight its significant role in fostering students' linguistic skills. Yet, most of those previous studies pay little attention to the qualitative aspect of PjBL since their concern is mostly on the measurement of students' performance. Therefore, it is necessary to conduct further research on how Project-Based Learning is applied in teaching practice and how students feel while engaging in such a process.

Based on these considerations, this study focuses on the implementation of Project-Based Learning and its contribution to students' English speaking ability at MTs Jamiatul Huda. Rather than emphasizing statistical measurement, this study seeks to explore how Project-Based Learning is implemented during English lessons, how students participate in project-based learning activities, and how they perceive the development of their speaking ability throughout the learning process. The emphasis is placed on understanding students' learning experiences and the changes they perceive in their confidence, participation, fluency, and willingness to communicate in English while engaging in project-based activities.

Based on these considerations, this study focuses on exploring the implementation of Project-Based Learning (PjBL) and its contribution to students' English speaking ability at MTs Jamiatul Huda. Rather than measuring learning outcomes statistically, this qualitative study seeks to examine how PjBL is implemented in English language learning, how students participate in project-based activities, and how they perceive their learning experiences and the contribution of PjBL to the development of their English speaking ability. Through this approach, the study aims to provide a comprehensive understanding of the implementation of PjBL and its role in supporting students' confidence, participation, fluency, and willingness to communicate in English.

Based on the background presented above, this study is entitled "The Implementation of Project-Based Learning and Its Contribution to Students' English Speaking Ability at MTs Jamiatul Huda."

METHOD

This study employed a descriptive qualitative approach with a case study design to explore the implementation of Project-Based Learning (PjBL) and its contribution to students' English speaking ability at MTs Jamiatul Huda. The qualitative approach was selected because the study focused on understanding the learning process, students' perceptions and experiences, classroom interactions, and the contribution of PjBL to speaking development rather than measuring its effectiveness through quantitative analysis. The research was conducted at MTs Jamiatul Huda, Bojongmangu District, Bekasi Regency, West Java, Indonesia, during approximately four months, from August to November 2025. The participants consisted of one English teacher and four eighth-grade students who were selected based on classroom observations and their speaking ability.

Data were collected through classroom observations, semi-structured interviews, and documentation. Classroom observations focused on the

implementation of the six stages of PjBL adapted from Trianto (2017), namely preparing questions, developing a project plan, making a schedule, monitoring students and project progress, testing and grading the project, and evaluating the learning process. Students' speaking ability was also observed using a speaking assessment rubric adapted from Brown and Abeywickrama (2019), covering comprehension, fluency, vocabulary, pronunciation, and grammar. Four students representing different levels of speaking ability were selected for interviews. Semi-structured interviews were conducted with the English teacher and selected students to obtain detailed information about the implementation of PjBL, students' learning experiences, challenges, and perceived benefits. Documentation included lesson plans, student project products, photographs, assessment notes, and other relevant materials.

The collected data were analyzed using the interactive model of Miles et al. (2020), consisting of data reduction, data display, and conclusion drawing and verification. Data credibility was maintained through source and technique triangulation, member checking, and peer debriefing. Ethical considerations were also applied by obtaining research permission, informed consent, and parental or guardian approval.

RESULT

The Result of The Teacher Interview

This section presents the findings regarding the contribution of Project-Based Learning (PjBL) to students' English speaking ability at MTs Jamiatul Huda. The findings were obtained through a semi-structured interview with the English teacher, who implemented Project-Based Learning during the Procedure Text lesson. The findings are presented based on the five speaking components proposed by Brown & Abeywickrama (2019), namely comprehension, fluency, vocabulary, pronunciation, and grammar.

Contribution to Students' Comprehension

Based on the interview, the teacher explained that Project-Based Learning helped students better understand the Procedure Text before speaking. Students were required to understand each step of the procedure before presenting it in English through a video tutorial.

The teacher stated:

"Menurut saya, Project-Based Learning membantu siswa memahami materi dengan lebih baik karena mereka tidak hanya membaca materi Procedure Text, tetapi juga menerapkannya secara langsung melalui proyek. Ketika siswa membuat video tutorial, mereka harus memahami urutan langkah-langkah terlebih dahulu sebelum menjelaskannya dalam bahasa Inggris. Dari hasil pengamatan saya, sebagian besar siswa mampu menjelaskan prosedur dengan lebih jelas setelah menyelesaikan proyek tersebut."

(I believe Project-Based Learning helps students better understand the material because they not only read the procedural text but also apply it directly through projects. When students create video tutorials, they must first understand the sequence of steps before explaining them in English. From my observations, most students are able to explain the procedure more clearly after completing the project.)

The interview findings indicate that students demonstrated better comprehension because they were able to explain the sequence of procedural steps more clearly after completing the project.

Contribution to Students' Fluency

Regarding speaking fluency, the teacher explained that students had many opportunities to practice before presenting their projects. Repeated speaking practice during the project contributed to greater confidence and smoother speech.

The teacher stated:

"Saya melihat siswa menjadi lebih lancar berbicara karena mereka berlatih berbicara beberapa kali sebelum merekam dan mempresentasikan proyek mereka. Meskipun beberapa siswa masih berhenti sejenak ketika berbicara, mereka menjadi lebih percaya diri dan mampu berbicara lebih panjang dibandingkan sebelum mengikuti proyek."

(I see students become more fluent in speaking because they practice speaking several times before recording and presenting their projects. Although some students still paused when speaking, they became more confident and able to speak at greater length than before taking part in the project.)

These findings show that repeated speaking practice throughout the project contributed to students' speaking fluency.

Contribution to Students' Vocabulary

The interview also revealed that Project-Based Learning contributed to students' vocabulary development. Students learned new vocabulary related to Procedure Text while preparing their projects.

The teacher explained:

"Siswa mempelajari banyak kosakata baru yang berkaitan dengan bahan makanan, peralatan memasak, kata kerja tindakan, dan ungkapan yang digunakan dalam Procedure Text. Ketika menemukan kata yang belum mereka ketahui, mereka bertanya kepada saya atau mencarinya di kamus sebelum menggunakannya dalam naskah mereka."

(Students learn a lot of new vocabulary related to food ingredients, cooking equipment, action verbs, and expressions used in Procedure Text. When they come across a word they don't know, they ask me or look it up in a dictionary before using it in their text.)

The findings indicate that students expanded their English vocabulary through project activities that required them to search for and use new words in meaningful contexts.

Contribution to Students' Pronunciation

The teacher explained that students' pronunciation improved because they repeatedly practiced speaking before recording their video tutorials. During the project, the teacher also provided pronunciation corrections whenever necessary.

The teacher stated:

"Ada peningkatan dalam pengucapan siswa karena mereka berlatih berulang kali sebelum merekam video. Selama proses proyek berlangsung, saya juga mengoreksi pengucapan mereka ketika melakukan kesalahan. Namun, beberapa siswa masih mengalami kesulitan dalam mengucapkan kata-kata yang belum mereka kenal."

(There was improvement in the students' pronunciation because they practiced repeatedly before recording the videos. Throughout the project, I also corrected their pronunciation when they made mistakes. However, some students still had difficulty pronouncing unfamiliar words.)

These findings indicate that repeated practice and teacher feedback contributed to students' pronunciation development, although some pronunciation difficulties remained.

Contribution to Students' Grammar

Based on the interview, the teacher explained that students demonstrated improvement in using simple imperative sentences commonly found in Procedure Text. However, grammar was not the primary focus during the project.

The teacher explained:

"Siswa menunjukkan peningkatan dalam penggunaan kalimat imperatif sederhana yang umum digunakan dalam Procedure Text. Namun, grammar bukanlah fokus utama saya selama pelaksanaan proyek. Saya lebih memprioritaskan keberanian dan kelancaran siswa dalam berbicara terlebih dahulu, sedangkan kesalahan tata bahasa saya perbaiki secara bertahap melalui pemberian umpan balik."

(Students showed improvement in their use of simple imperative sentences commonly used in procedural texts. However, grammar was not my primary focus during the project. I prioritized students' confidence and fluency first, while I gradually corrected grammatical errors through feedback.)

The findings indicate that students showed gradual improvement in grammatical accuracy, particularly in using simple imperative structures during project presentations.

Overall, the interview findings demonstrate that Project-Based Learning contributed to the development of students' English speaking ability across the five speaking components: comprehension, fluency, vocabulary, pronunciation, and grammar.

The Result of The Students' Interview

This section presents the findings regarding students' perceptions and experiences of the implementation of Project-Based Learning (PjBL) in English learning at MTs Jamiatul Huda. The findings were obtained from semi-structured interviews with two eighth-grade students who participated in the Procedure Text project involving the creation of a video tutorial about their favorite food or drink. The findings are organized into two major themes: students' perceptions and students' experiences.

It is important to note that the categorization of participants into high and low speaking ability was based solely on the classroom speaking assessment conducted during the observations and was used only to represent different levels of speaking performance in selecting the interview participants. This categorization does not indicate positive or negative perceptions of Project-Based Learning. The interview findings revealed that students from both speaking ability categories generally expressed positive perceptions and meaningful learning experiences, although they encountered different levels of confidence and language-related challenges throughout the learning process.

Students' Perceptions

Interest in Learning

Based on the interviews, the four students expressed positive perceptions toward the implementation of Project-Based Learning. They stated that learning English through project activities was more interesting than conventional classroom

instruction because they were actively involved in creating a video tutorial instead of only reading textbooks or taking notes.

N.Z.F. stated:

"Menurut saya lebih seru karena kami tidak hanya belajar dari buku, tapi juga membuat video bersama teman-teman."

(I think it's more fun because we don't just learn from books, but also make videos with friends.)

Similarly, K.F. explained:

"Menyenangkan karena kami bisa belajar sambil membuat video."

(It's fun because we can learn while making videos.)

Likewise, A.G.A. also expressed a positive opinion:

"Menurut saya pembelajarannya lebih menarik karena kami belajar sambil membuat proyek bersama teman-teman, jadi tidak hanya membaca buku."

(In my opinion, the learning process is more interesting because we learn while creating projects with our friends instead of only reading textbooks.)

Another participant, A, also shared a similar opinion. She stated:

"Menurut saya lebih menyenangkan karena kami belajar sambil membuat video bersama kelompok."

(In my opinion, it is more enjoyable because we learn while creating videos together with our group.)

When asked whether they were more interested in learning through Project-Based Learning, the four students answered positively. The first participant explained that the learning process involved more practice than note-taking, while the second participant mentioned that group activities made the learning process less monotonous.

The findings indicate that students perceived Project-Based Learning as an engaging learning approach because it involved practical activities, collaboration, and active participation rather than teacher-centered instruction.

Ease of Understanding the Material

Based on the interview results, the researcher found that four students believed Project-Based Learning helped them understand the Procedure Text material more easily. Instead of only studying the theory, students directly practiced writing procedural texts and demonstrating the procedures through video tutorials.

N.Z.F. stated:

"Iya, karena saya langsung mempraktikkan cara membuat makanan/minuman favorit sehingga lebih mudah memahami langkah-langkah dalam procedure text."

(Yes, because I immediately share how to make favorite food/drinks so that it is easier to understand the steps in the procedural text.)

Meanwhile, K.F. explained:

"Iya, karena saya bisa langsung melihat contoh yang diberikan guru lewat video yang ditayangkan."

(Yes, because I can directly see the examples given by the teacher through the videos shown.)

A.G.A. also shared a similar opinion:

"Iya. Saya lebih mudah memahami karena langsung mempraktikkan langkah-langkahnya saat membuat video."

(Yes. It was easier for me to understand because I directly practiced the steps while making the video.)

Similarly, A explained:

"Iya. Guru kasih contoh terlebih dahulu, kemudian kami langsung mempraktikkannya dalam proyek."

(Yes. The teacher first gave us examples, and then we immediately practiced them through the project.)

The four students also explained that writing the procedural steps and producing the video tutorial were the activities that most helped them understand the lesson.

Classroom observations also showed that students were able to organize procedural steps correctly and discuss the sequence of activities while preparing their projects.

Based on these findings, the researcher identified that Project-Based Learning helped students understand the Procedure Text material through direct practice and contextual learning activities.

Perceived Learning Benefits

Based on the interview results, the researcher found that students perceived several benefits from participating in Project-Based Learning. These benefits included improved understanding of the material, increased English vocabulary, greater confidence in speaking English, and more opportunities to practice speaking during project activities.

N.Z.F. stated:

"Kalau manfaatnya pada saya, saya jadi lebih memahami materi procedure text dan lebih berani berbicara menggunakan bahasa Inggris."

(As for the benefits for me, I understand the procedural text material better and am more confident in speaking English.)

Similarly, K.F. explained:

"Saya mendapatkan kosakata baru baru dalam Bahasa Inggris dan lebih berani berbicara di depan kelas."

(I gained new understanding in English and became more confident in speaking in front of the class.)

A.G.A. stated:

"Iya. Walaupun awalnya sulit, saya jadi lebih terbiasa berbicara bahasa Inggris karena sering latihan."

(Yes. Although it was difficult at first, I became more accustomed to speaking English because I practiced frequently.)

Regarding her experience of using English during the project, A explained:

"Iya. Selama proyek saya jadi lebih sering menggunakan bahasa Inggris sehingga lebih percaya diri dibandingkan sebelumnya."

(Yes. During the project, I used English more frequently, so I became more confident than before.)

The four students also stated that the project required them to practice speaking repeatedly during rehearsals and presentations.

Observation data also showed that students became more confident when presenting their projects and answering questions from the teacher.

Based on the findings, the researcher identified that Project-Based Learning provided meaningful learning benefits, particularly in improving students' confidence, vocabulary, understanding of the material, and speaking practice.

The interview findings indicate that Project-Based Learning encouraged students to participate actively in collaborative learning activities. Students became more engaged through discussions, shared responsibilities, communication with peers, and cooperation during the completion of the project.

Experience Students'

Involvement in the Project

Based on the interview findings, all participants reported that Project-Based Learning encouraged them to become more actively involved in classroom activities. Students participated in group discussions, completed assigned responsibilities, prepared the project materials, and collaborated with their peers throughout the learning process.

N.Z.F. stated:

"Iya, saya lebih merasa lebih sering terlibat percakapan dengan teman-teman kelompok."
(Yes, I felt more involved in conversations with my group members.)

Participant K.F. also shared a similar experience:

"Iya, saya jadi lebih sering bertanya kepada ibu guru dan teman-teman."
(Yes. I asked the teacher and my classmates more frequently.)

Similarly, A.G.A. explained:

"Iya. Saya jadi ikut mengerjakan tugas kelompok karena setiap anggota punya tugas masing-masing."

(Yes. I participated in completing the group task because every member had their own responsibility.)

Likewise, participant A stated:

"Iya. Saya ikut berdiskusi dengan teman dan membantu menyiapkan video kelompok."
(Yes. I participated in discussions with my classmates and helped prepare the group's video.)

The interview findings indicate that Project-Based Learning encouraged students to participate actively in collaborative learning activities. Students became more engaged through discussions, shared responsibilities, communication with peers, and cooperation during the completion of the project.

Challenges Encountered

Although students expressed positive perceptions of Project-Based Learning, they also experienced several challenges during the implementation of the project. The difficulties reported by participants varied according to their individual learning experiences.

N.Z.F. explained:

"Saya mengalaminya saat pertama kali karena saya harus menyesuaikan dengan pembelajaran yang sedang dilakukan."

("I experienced difficulties at the beginning because I had to adapt to this learning method.")

Participant K.F. also experienced challenges during classroom presentations. He stated:

"Ada, karena lebih sering maju ke depan kelas."

("Yes, because we had to present in front of the class more often.")

Likewise, participant A explained:

Similarly, A.G.A. stated:

"Ada. Saya sering lupa kosakata bahasa Inggris dan masih malu saat berbicara."

("Yes. I often forgot English vocabulary and still felt shy when speaking.")

Likewise, participant A explained:

"Ada. Saya masih merasa gugup kalau harus berbicara bahasa Inggris di depan kelas."
("Yes. I still felt nervous whenever I had to speak English in front of the class.")

Overall, the interview findings indicate that students encountered several challenges during Project-Based Learning, including adapting to the learning model, unequal participation among group members, limited vocabulary, speaking anxiety, and nervousness during presentations.

Experience Using English

The interview findings also revealed that Project-Based Learning provided students with meaningful opportunities to use English in authentic learning situations. Throughout the project, students practiced English while discussing with group members, preparing scripts, recording video tutorials, and presenting their projects.

N.Z.F. stated:

"Iya itu sangat membantu saya."
("Yes, it really helped me.")

Participant K.F. also stated:

"Iya itu sangat membantu karena selama proyek kami sebisa mungkin menggunakan Bahasa Inggris."
("Yes. It was very helpful because throughout the project we tried to use English as much as possible.")

Similarly, A.G.A. explained:

"Iya. Walaupun awalnya sulit, saya jadi lebih terbiasa berbicara bahasa Inggris karena sering latihan."
("Yes. Although it was difficult at first, I became more accustomed to speaking English because I practiced frequently.")

Likewise, participant A explained:

"Iya. Selama proyek saya jadi lebih sering menggunakan bahasa Inggris sehingga lebih percaya diri dibandingkan sebelumnya."
("Yes. During the project I used English more frequently, so I became more confident than before.")

The findings indicate that Project-Based Learning provided authentic opportunities for students to use English in meaningful contexts. Frequent speaking practice throughout the project helped students become more familiar with English and gradually increased their confidence in speaking.

Overall, the findings suggest that students' perceptions and experiences of Project-Based Learning were generally positive regardless of their speaking ability category. The differences observed between participants were primarily related to their confidence, language difficulties, and speaking performance rather than to their attitudes toward the implementation of Project-Based Learning.

CONCLUSION

Based on the findings of this study, the implementation of Project-Based Learning (PjBL) contributed positively to the development of students' English speaking ability at MTs Jamiatul Huda. The use of project-based activities created a more student-centered learning environment in which students were given opportunities to actively participate, collaborate with their peers, practice English, and communicate their ideas through meaningful activities. Rather than relying

primarily on conventional teacher-centered instruction, students were involved in planning, preparing, discussing, practicing, recording, and presenting a project in the form of a video tutorial based on Procedure Text. These activities provided students with contextual experiences that encouraged them to use English for communication rather than simply learning linguistic concepts theoretically.

The findings indicate that PjBL supported the development of the five observed components of speaking ability, namely comprehension, fluency, vocabulary, pronunciation, and grammar. Students demonstrated better comprehension of Procedure Text because they were required to understand and organize procedural steps before presenting them in English. Their fluency also improved through repeated speaking practice during project preparation, rehearsals, video recording, and presentations. In terms of vocabulary, students encountered and used new words related to food ingredients, cooking equipment, action verbs, and expressions commonly used in procedural texts. Repeated practice and teacher feedback also contributed to improvements in pronunciation, although some students continued to experience difficulties with unfamiliar words. Meanwhile, students showed gradual improvement in grammatical accuracy, particularly in the use of simple imperative sentences, although grammar was not the main focus of the project. The teacher prioritized students' confidence and fluency while providing grammatical feedback progressively throughout the learning process.

Students' perceptions and experiences further demonstrate the positive contribution of PjBL to English learning. The students generally considered project-based learning more interesting, enjoyable, and less monotonous than conventional classroom activities. Creating videos with their classmates allowed them to learn through practice, collaboration, and direct experience. They also reported that the project helped them understand the learning material more easily, acquire new vocabulary, become more accustomed to speaking English, and gain confidence when communicating in front of others. Classroom observations supported these perceptions, showing that students became more actively involved in discussions, shared responsibilities, project preparation, presentations, and interactions with teachers and peers.

Nevertheless, the implementation of PjBL was not without challenges. Some students needed time to adapt to the project-based learning process, while others experienced limited vocabulary, nervousness, speaking anxiety, or difficulty speaking in front of the class. Unequal participation among group members was also identified as a challenge. These findings suggest that the successful implementation of PjBL requires appropriate classroom management, clear distribution of responsibilities, sufficient instructional time, continuous teacher guidance, and a supportive learning environment.

Overall, this study concludes that Project-Based Learning can serve as a meaningful instructional approach for supporting students' English speaking development at MTs Jamiatul Huda. Its contribution was reflected not only in students' speaking performance but also in their confidence, participation, motivation, collaboration, and willingness to use English in authentic learning situations. Although the findings are based on a qualitative case study involving a limited number of participants, they provide valuable insight into how PjBL can

create opportunities for students to practice and develop speaking skills through contextual and collaborative learning. Therefore, teachers may consider integrating well-structured project-based activities into English speaking instruction while providing continuous scaffolding and feedback to address students' individual needs and challenges.

REFERENCES

- Acep Haryudin, & Jamilah S.A. (2018). Teacher's Difficulties in Teaching Speaking Using Audio Visual AID for Autistic Students. *ELTIN Journal*.
- Adam A, Sebe K.M, & Muhammad I. (2024). Perbedaan Implementasi Kurikulum 2013 dengan Kurikulum Merdeka Belajar di MAN 1 Kota Ternate. *Jurnal Pendidikan*.
- Agus, & Uun. (2018). *Pronunciation difficulties encountered by efl students in indonesia: sebuah studi kasus pada mahasiswa kelas integrated course*.
- Ahmed, A. A. A., Hassan, I., Pallathadka, H., Keezhatta, M. S., Noorman Haryadi, R., Al Mashhadani, Z. I., ... & Rohi, A. (2022). MALL and EFL learners' speaking: Impacts of Duolingo and WhatsApp applications on speaking accuracy and fluency. *Education Research International*, 2022(1), 6716474.
- Baharuddin, L. (2024). Implementasi metode pembelajaran berbasis proyek dalam pembelajaran Bahasa Inggris di MAN 1 Ternate. *JUANGA: Jurnal Agama Dan Ilmu Pengetahuan*.
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices (3rd ed.)*.
- Creswell J.W. (2014). *Desain Penelitian: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Sage Publications.
- Dalimunthe, L., & Haryadi, R. N. (2022). The effect of learning methods and vocabulary mastery on English speaking ability. *Lingua Educationist: International Journal of Language Education*, 1(1), 1-7.
- Fajriyah I. (2012). *Perilaku sosial komunitas pengguna internet: Studi kasus pada pengguna internet anggota komunitas tertentu netter di Kampung*.
- Faturrohman. (2022). Pembelajaran yang menyenangkan. *EnJourMe (English Journal of Merdeka)*.
- Haryadi, R. N. (2020). Pengaruh kebiasaan membaca terhadap kemampuan berbicara bahasa inggris sma negeri 99 jakarta. *Jurnal Manajemen Bisnis Dan Keuangan*, 1(2), 14-30.
- Humairoh, L. (2022). The use of self-talk strategy to improve students' speaking skill at the first grade, semester 1, academic year of 2021/2022 of Vocational High School XYZ. *JOLADU: Journal of Language Education*.
- Illeris, K. (2018). An overview of the history of learning theory. *European Journal of Education*.
- Isyam A, & Zainil Y. (2017). *Meningkatkan Kemampuan 'Grammar' Mahasiswa Jurusan Bahasa Inggris Fbs Unp Secara Lisan Dan Tulisan Fbs Universitas Negeri Padang*.
- Junita, E. R., Karolina, A., & Idris, M. (2023). Implementasi Model Pembelajaran Project Based Learning (Pjbl) Dalam Membentuk Sikap Sosial Peserta Didik Pendidikan Agama Islam Di Sd Negeri 02 Rejang Lebong. *Jurnal Literasiologi*, 9(4), 43–60. <https://doi.org/10.47783/literasiologi.v9i4.541>
- Leong L.M, & Ahmadi S.M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*.
- M. S. T. I. P, & Enstein. J. (2024). PENGARUH MODEL PEMBELAJARAN BERBASIS PROYEK (PROJECT BASED LEARNING) TERHADAP. *Jurnal Rumpun Ilmu Pendidikan*.

- Megawati, M., Harimurti, E. R., Nurwiatin, N., & Nurhasanah, N. (2021). Hubungan Antara Kebiasaan Menonton Film Berbahasa Inggris Menggunakan English Subtitle Dan Kemampuan Berbicara Bahasa Inggris. *Research and Development Journal of Education*, 7(2), 363. <https://doi.org/10.30998/rdje.v7i2.8594>
- Miles M.B, Huberman A. M, & Saldana. (2020). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE Publications.
- Mulyani, I. S. (2018). Meningkatkan Kemampuan Berbicara Dengan Metode Debat Dalam Proses Pembelajaran Bahasa Inggris Pada Peserta Didik Kelas Vii C Smpn 4 Cianjur. *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 6(1). <https://doi.org/10.35194/jj.v6i1.255>
- Nur'Aini F. (2016). *Pedoman Praktis Menyusun SOP*.
- Octariani, D., & Rambe, I. H. (2018). Pengembangan Bahan Ajar Berbasis Project Based Learning Berbantuan Software Geogebra. *MES: Journal of Mathematics Education and Science*, 4(1), 16–21. <https://doi.org/10.30743/mes.v4i1.864>
- Program, J., Anak, S. P., Dini, U., Munasih, A., & Nurjaman, I. (2017). “Ceria” Upaya Meningkatkan Kemampuan Berbicara Melalui Metode Tanya Jawab Pada Anak Usia 4-5 Tahun. 6(1).
- Pugu, M. R., Riyanto, S., & Haryadi, R. N. (2024). *Metodologi Penelitian; Konsep, Strategi, dan Aplikasi*. PT. Sonpedia Publishing Indonesia.
- Rahimah S, & Widiastuty H. (2023). 2013 Curriculum And Merdeka Curriculum In English Learning. *Jurnal Pendidikan*.
- Rao. S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal*.
- Saboan. S, Whisnubrata A.A, Dimara. J, & Nabila A. R. (2024). IMPLEMENTASI MODEL PEMBELAJARAN PROJECT BASED LEARNING. *Pedagogika:Jurnal Pedagogik Dan Dinamika Pendidikan*.
- Schermerhorn, J. R., Uhl-Bien, M., & Osborn, R. N. (2020). *Organizational behavior*. Wiley.
- Simbolon, N. (2014). Pengaruh Pendekatan Pembelajaran Dan Kemampuan Verbal Terhadap Kemampuan Berbicara Bahasa Inggris Siswa Sma Negeri 14 Dan 21 Medan. *Jurnal Cakrawala Pendidikan*.
- Stepanie Bell. (2010). Project-Based Learning for the 21st Century: Skills for the Future. *A Journal of Educational Strategies, Issues, and Ideas*.
- Stiver. J.G, & Brandon. (2010). Project Based Learning”, Educational Psychology. *ESPY* 505.
- Suciani, T., Lasmanawati, E., & Rahmawati, Y. (2018). Pemahaman Model Pembelajaran Sebagai Kesiapan Praktik Pengalaman Lapangan (Ppl) Mahasiswa Program Studi Pendidikan Tata Boga. *Media Pendidikan, Gizi, Dan Kuliner*, 7(1), 76–81.
- Sugiyono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Syafitri, A., Yundayani, A., Kala, W., Stkip, K., & Negara, K. (2019). Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara Hubungan antara Kepercayaan Diri Siswa terhadap Kemampuan Berbicara Bahasa Inggris. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 1–8.
- Tarbiyah, J., Borneo, K., Aini, N., Kadir, M., Islam, U., Sultan, N., Muhammad, A., & Samarinda, I. (2024). Implementasi Project Based Learning (PjBL) dalam Menumbuhkan Kreativitas pada Pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) belajar mengajar adalah hal yang paling utama dalam mencapai tujuan pendidikan . 5, 301–312.
- Tarigan. (2008). Membaca Sebagai Suatu Keterampilan Berbahasa. *Angkasa*.
- Tarigan F.N, & Nadhira A. (2023). Improving Students’ English Speaking Ability with Hots-Based Project-Based Learning. *All Field of Sciens J-LAS*.

- Trianto. (2017). Mendesain Model Pembelajaran Inovatif, Progresif dan Kontekstual. *Prenadamedia Group*.
- Utami N.B, Kristin F, & Anugraheni I. (n.d.). PENERAPAN MODEL PEMBELAJARAN PROJECT BASED LEARNING (PJBL) UNTUK MENINGKATKAN KREATIVITAS DAN HASIL BELAJAR IPA SISWA KELAS 3 SD. *Jurnal Mitra Pendidikan*.
- Wahyuni, S. (2019). PENGARUH MODEL PEMBELAJARAN PROJECT BASED LEARNING TERHADAP KEMAMPUAN PEMAHAMAN KONSEP MAHASISWA 3 . Penyusunan Jadwal Pelaksanaan Proyek Proses Dan Hasil Proyek Laporan Dan Presentase Publikasi Hasil Proyek 4 . Penyelesaian Proyek Dengan Fasilitas dan Mo. *Jurnal Edutech*, 5(1), 84–88.
- Wiguna, P. G. A. (2024). Pengaruh Project Based Learning terhadap hasil belajar menulis dan berbicara siswa di SMAN 7 Denpasar. *Urnal Ilmiah Manajemen, Ekonomi Dan Akuntansi*.