

PROJECT-BASED LEARNING FOR ENHANCING STUDENTS' SPEAKING SKILLS

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ARTICLE INFO	ABSTRACT
Article history: Received: November 13, 2023 Revised: January 23, 2024 Accepted: February 13, 2024 Published: June 30, 2026 Keywords: English Language Teaching, Project-Based Learning (PBL), Speaking Skills, Video Dubbing	Developing students' English speaking skills remains a major challenge in secondary education, requiring innovative instructional approaches that promote authentic communication. This study examined the effectiveness of Project-Based Learning (PBL) in improving the speaking skills of Grade XI students at UPT SMA 2 Jeneponto using a pre-experimental research design. The novelty of this study lies in integrating video dubbing of narrative texts as a project-based speaking task to enhance students' fluency and vocabulary. Data were collected through pre-test and post-test assessments. The findings revealed significant improvements in students' speaking performance, with fluency scores increasing from 29.19 to 65.58 and vocabulary mastery showing substantial gains. Statistical analysis confirmed a significant effect of PBL on speaking achievement ($p = 0.000 < 0.05$), leading to the acceptance of the alternative hypothesis. This study contributes empirical evidence that PBL is an effective, student-centered approach for fostering speaking proficiency and communicative confidence in English classrooms. <i>This is an open access article under the CC BY-SA license.</i> 
How to cite: Wahyuni, S., Anugrawati, N. ., & Firman. (2026). Project-Based Learning for Enhancing Students' Speaking Skills. Journal of Language Testing and Assessment, 6(1), 16–23. https://doi.org/10.56983/jlta.v4i1.1116	
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INTRODUCTION

Language plays a fundamental role in human communication, enabling individuals to express ideas, exchange information, and build social relationships. According to Ba'dulu (1974), language is a system of arbitrary symbols used by members of a particular community to communicate and interact with one another. In today's globalized world, English has become the dominant international language, serving as a medium of communication in education, science, technology, business, and many other fields. Therefore, mastering English is essential for students, as it provides broader academic opportunities and enhances their ability to compete in an increasingly interconnected world. Among the four language skills—

listening, speaking, reading, and writing—speaking is particularly important because it enables learners to communicate ideas effectively in real-life situations.

Speaking is considered one of the most challenging skills for English as a Foreign Language (EFL) learners to master. According to Naved (2015), speaking is one of the core competencies that students are expected to achieve in EFL learning. Likewise, Kayi (2006) states that speaking is a productive skill that allows learners to express their thoughts, opinions, and feelings through verbal communication. However, many students experience difficulties in speaking English due to limited vocabulary, lack of confidence, fear of making mistakes, and insufficient opportunities to practice. These challenges often result in passive classroom participation and low speaking proficiency. Consequently, English teachers need to implement engaging instructional strategies that encourage active participation and provide students with meaningful opportunities to use English in authentic contexts.

One instructional approach that addresses these challenges is Project-Based Learning (PBL). According to Kemendikbud (2014), PBL is a student-centered learning approach that engages learners in investigating real-world problems and producing meaningful projects through collaborative activities. This approach encourages students to develop communication, critical thinking, creativity, and problem-solving skills while actively using English throughout the learning process. Based on preliminary observations at UPT SMA 2 Jeneponto, many students showed limited interest in learning English because classroom instruction was predominantly teacher-centered, resulting in minimal interaction and speaking practice. Consequently, students lacked confidence and were reluctant to express their ideas in English. In response to these conditions, this study implemented Project-Based Learning to create a more interactive learning environment and to examine its effectiveness in improving students' speaking skills.

RESEARCH METHOD

This study employed a pre-experimental research design using a one-group pre-test-post-test approach. This design was selected because it enables the researcher to examine the effect of an instructional treatment by measuring students' performance before and after the intervention within a single group. Through this approach, the researcher was able to determine whether Project-Based Learning (PBL) contributed to improvements in students' speaking ability by comparing their pre-test and post-test scores. The participants consisted of

one class of Grade XI students at UPT SMA 2 Jeneponto, who served as the experimental group. Before the implementation of Project-Based Learning, students completed a pre-test to assess their initial speaking proficiency. They then participated in a series of speaking activities based on Project-Based Learning, including collaborative tasks and project presentations designed to promote authentic communication. At the end of the treatment, the students completed a post-test using the same speaking assessment criteria to measure any improvement in their speaking performance. The primary objective of this study was to investigate the effectiveness of Project-Based Learning in improving students' speaking ability. By comparing students' speaking performance before and after the intervention, the researcher evaluated the impact of PBL on key speaking components, particularly fluency and vocabulary mastery. The findings of this study are expected to provide empirical evidence supporting the use of Project-Based Learning as an effective student-centered instructional approach for enhancing English speaking skills in secondary school classrooms.

RESULT AND DISCUSSION

Result

According to studies done at UPT SMA 2 Jeneponto, employing project-based learning significantly improved students' speaking ability. The following data illustrates this.

Table 1. The mean score of the students' speaking ability

MAKERS	AVERAGE		THE IMPROVEMENT (%)
FLUENCY	PRE TEST	POST TEST	59.47%
	49.33	78.67	

The implementation of project-based learning at UPT SMAN 2 Jeneponto resulted in a significant improvement in the speaking fluency of the students, as seen by the 59.47% percent change in fluency between the pre- and post-tests. Table 4.5 demonstrates that the mean scores for fluency in expressing thoughts improved to 59.47 percent from 49.33% on the pre-test and 78.67% on the post-test.

Sub section 1 Pre-Test

In this study, eleventh grade students at UPT SMA 2 Jeneponto were tested using pre-experimental research to see if the Project-Based Learning technique improved speaking skills in the 2023–2024 academic year. The pre-test results are shown as follows:

Table 2. The Result Frequency of pre-test

No.	Classification	Score	Pre-Test	
			F	%
1.	Excellentt	96-100	0	0%
2.	Very Well	86-95	1	3%
3.	Well	76-85	1	3%
4.	Just Well	66-75	1	3%
5.	Fair	56-65	9	30%
6.	Bad	36-55	13	44%
7.	Very Bad	0-35	5	17%
Total			30	100%

Table 2 presents the pre-test percentage. It reveals that 0% of the students scored in the Very Good Category (96-100), and 3% of the students scored in the Very Good Category (86-95). There is only 1 student (3%), in the Good category (76-85). One student (3%) obtained a score in the Very Poor Range (66-75). Additionally, 9 (30%) pupils were in the Fair group (56-65). There were thirteen students (44%) in the Bad group. Additionally, five people (17%) were placed in the Very Bad Category. According to the results, the student's speaking proficiency on the pre-test fell into the "poor" range.

Sub section 2 Treatment

The course of treatment involved the researcher giving a brief explanation of the narrative text material and introducing the students to the dubbing procedure in class. Pupils experiment dubbing videos after learning about it. Regarding the title, it is a narrative text about a fable. As students use the dubbing method to learn about narrative texts, the researcher poses questions on the subject, to which the students respond in accordance with their level of proficiency. A friend or researcher can amend a statement if there is an error in the pronunciation of a term. This has a significant impact on the post-test outcomes as well.

Sub section 3 Post-Test

The result of post-test could be present in the following:

Table 3 The Result Frequency of post-test

No.	Classification	Score	Post-Test	
			F	%
1.	Excellentt	96-100	0	0%
2.	Very Well	86-95	8	27%
3.	Well	76-85	9	30%
4.	Just Well	66-75	8	27%
5.	Fair	56-65	4	13%
6.	Bad	36-55	1	3%
7.	Very Bad	0-35	0	0%
Total			30	100%

Table 3 displays the post-test percentage for the 30 students. It shows that 8 (27%) of them had speaking fluency scores in the Very Good Category (86-95). 9 students (30%) of the 76-85 students had the Good Category. 8 people, or 27% of the total, had moderately poor grades (66-75). 4 students, or 13%, had fair grades. 1 student (3%) was impoverished. Based on these findings, it is possible to conclude that the students' speaking fluency was rated as very good. Place the labels above for tables and below for figures.

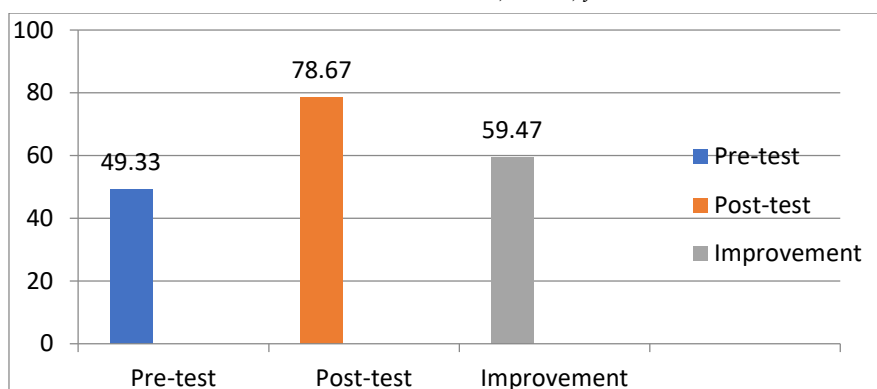


Chart 1 Shows the average student speaking fluency score

The supporting details score increased (59.47%) from the average pre-test score 49.33 and post-test of 78.67. It is known that the speaking fluency score for each indicator in the post-test is higher than the pre-test.

Discussion

Project-Based Learning (PBL) is a student-centered instructional approach that encourages learners to acquire knowledge and skills through meaningful projects and authentic learning experiences. Rather than relying on teacher-centered instruction, PBL actively involves students in investigating real-world problems, collaborating with peers, and producing tangible outcomes that demonstrate their understanding. According to Klein (2009), Project-Based Learning is an instructional method that enables students to develop academic knowledge through authentic, hands-on projects centered on engaging questions, problems, or challenges. In English language learning, this approach provides students with meaningful opportunities to use the target language while developing communication, collaboration, critical thinking, and problem-solving skills.

The implementation of Project-Based Learning in this study required students to complete speaking projects, including presenting and discussing their work in English. These activities encouraged students to express their ideas more confidently, organize their thoughts systematically, and interact actively with their classmates. As students collaborated throughout the project, they had repeated opportunities to practice speaking in authentic contexts, receive feedback from peers and the teacher, and improve their pronunciation, fluency, and vocabulary. Consequently, the classroom became more interactive and learner-centered, allowing students to develop their speaking competence through continuous practice rather than passive learning.

The findings demonstrate that Project-Based Learning had a positive impact on students' speaking skills. The comparison between the pre-test and post-test results revealed a substantial improvement in both fluency and vocabulary. As presented in Tables 4.5 and 4.6, the mean fluency score increased from 49.33 in the pre-test to 78.67 in the post-test, representing an improvement of 29.34 points. Similarly, students' vocabulary mastery improved from a mean pre-test score of 67.80 to 80.83 in the post-test. These findings indicate

that Project-Based Learning effectively enhanced students' speaking performance by providing meaningful opportunities to practice English in authentic communicative situations. The results support the view that PBL is an effective instructional strategy for improving speaking proficiency while simultaneously fostering students' confidence, engagement, and active participation in English language learning.

CONCLUSION

The findings of this study clearly answer the research question by demonstrating that Project-Based Learning (PBL) is effective in improving the English speaking skills of Grade XI students at UPT SMA 2 Jeneponto. The implementation of PBL resulted in a substantial improvement in students' speaking performance, with the mean score increasing from 49.33 on the pre-test to 78.67 on the post-test, representing a 59.47% gain. Statistical analysis further confirmed that this improvement was significant, indicating that the observed progress was attributable to the implementation of PBL. These findings suggest that PBL enhances students' speaking ability by providing meaningful opportunities for authentic communication, collaboration, and active engagement in language-learning tasks. As a result, students develop greater fluency, confidence, and communicative competence in using English. Therefore, this study concludes that Project-Based Learning is an effective instructional approach for improving English speaking skills among secondary school students.

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