

THE USE OF PROJECT BASED LEARNING (PJBL) MODEL TO INCREASE STUDENTS' ACTIVE PARTICIPATION IN SPEAKING CLASS AT SMAN 1 KERUAK

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ABSTRACTS	ARTICLE INFO
Observations at SMAN 1 KERUAK show that students' active participation in speaking classes is still low, so appropriate intervention is needed in the learning process. Student activeness in learning is an important and fundamental issue that every teacher must understand, realize, and develop in the learning process. The purpose of this research is to find out how the use of project-based learning (PjBL) can increase students' active participation in speaking class at SMAN 1 Keruak. This research focused on class XI students at SMAN 1 KERUAK for the 2023–2024 academic year. The research method used is Classroom Action Research (CAR). The results of the data obtained from observation sheet show that students can fulfilled all of indicators of active participation, and the data field notes show that after using the project-based learning (PjBL) model, students became more actively participate in speaking class, and the data questionnaire show that the use of project-based learning (PjBL) model getting a positive response from all students totaling 34 stuents with an overall score of 93.52%. Based on the findings, it could be concluded that the use of project-based learning (PjBL) model can increase students' active participation in speaking class at SMAN 1 KERUAK.	<p>Article History: <i>Received: May 14th 2025</i> <i>Revised: May 24th 2025</i> <i>Published: May 2025</i></p> <p>Keywords: <i>Project-based learning (PjBL) model,</i> <i>Activeness speaking,</i> <i>Learning model</i></p>

INTRODUCTION

Student activeness in learning is an important and fundamental issue that every teacher must understand, realize, and develop in the learning process, as explained by Nurmala A. R. (2017: 2). And Helmiati (2016) opinion about active learning is learning that aims to optimize all potential that students have based on characteristics so that students achieve satisfactory learning outcomes. The importance of student activeness in the learning process is explained

by E. Mulyasa (in Nurmala A. R. 2017: 2). He states that student activeness in the learning process is very important because learning is said to be successful and of high quality if all or at least most students are actively involved, both physically, mentally, and socially, in the learning process. From the above understanding, it can be concluded that the active participation of students in the learning process is an important factor in achieving optimal learning outcomes. This activity itself is also very influential on the assessment of student report cards because teachers also take an assessment of the active participation of students in the classroom. When students are actively involved in learning, they are more likely to understand the lessons taught. However, the lack of active participation of students in the learning process is still often found in the classroom.

The preliminary observation made at SMAN 1 Keruak, which is located in Tanjung Luar, Keruak District, East Lombok Regency, West Nusa Tenggara, with a total of 1,297 students. This observation was conducted in class XI IPS-5, which amounted to 37 students. This observation was carried out by means of interviews, and the results of the observations obtained consisted of two, namely, the results of interviews with English teachers from class XI IPS-5 and the results of interviews with students of class XI IPS-5. The following are the results of interviews with English teachers and students of class XI IPS-5 conducted at SMAN 1 Keruak.

In the interview activity conducted with the English teacher of class XI IPS-5, the results of the interview stated that from class XI, which amounted to 12 classes—6 science and 6 social studies—the class with the lowest level of active participation in the classroom was class XI IPS-5. In class XI IPS-5, only 4-5 students actively participated in the classroom. And for the results of interviews with students from class XI IPS-5, researcher got the statement that there are several factors that make students less active in the classroom, namely the lack of teacher interaction with students, which causes students to get bored easily, and the friendship environment factor, which greatly affects student activeness in the classroom.

Based on the results of the interview activities above, the researcher concluded that the level of active participation of students in class XI IPS-5 is low, based on the result of interview with English teacher who stated that only 4-5 students actively participate in class. Increasing students participation is a challenge faced by teachers, so teachers must use the right learning strategies and methods to increase the active participation of students in the classroom, and in this case, the researcher tried to find solutions to the problems that occur. From several factors that exist, researcher tried to improve the learning methods in which researcher offered the use of project-based learning models (PjBL) to increase the active participation of students in the speaking class at SMAN 1 Keruak.

Project-based learning (PjBL) is a learning method that gives teachers the opportunity to direct classroom learning through project-based work. Project-based learning is a learning method that can help students develop their thinking and become more active in their learning. This project-based learning (PjBL) model meets the criteria to increase students' active participation in speaking classes, where the learning process is more student-centered and students are given direct opportunities to express opinions freely. This can increase students' active participation in learning during class. This is also evidenced by the results of previous research conducted by Selly A. P. (2021), which shows that "the application of the

Project Based Learning (PjBL) method can increase student learning activeness in the learning process because during learning students have shown their activity starting from wanting to ask the teacher, students express their ideas and complete a project."

This project-based learning (PjBL) model has advantages and disadvantages. The advantages of project-based learning (PjBL), according to Thomas (2000, 8–18), are that it can improve student learning achievement, improve students' ability to solve problems, improve students' understanding of subject matter, improve understanding related to specific skills and strategies for introducing projects, changes in problem-solving groups, work habits, and other processes (PjBL). In addition to the advantages, project-based learning (PjBL) also has several disadvantages, namely that it requires a lot of time to solve the problem, requires a lot of money, a lot of equipment must be provided, students who have weaknesses in experiments and information gathering will experience difficulties, there is a possibility that students are less active in group work, and when the topic given to each group is different, it is feared that students cannot understand the topic as a whole. (Kemdikbud, 2014: 35).

RESEARCH METHODS

This research used the method of Classroom Action Research (CAR) by considering the research objectives, namely the use of project-based learning (PjBL) to increase students active participation in speaking class at SMAN 1 Keruak. According to Sereliciouz (2021), classroom action research is research conducted in the classroom using an action to improve the quality of the teaching and learning process in order to obtain better results than before. Classroom Action Research (CAR) possesses the ability to analyze problems that arise in the classroom. Research on teaching methods can provide valuable insights for school improvement as well as teacher professional development.

Kemmis and Taggart's model is a series of four integrated components, including plans, actions, observations, and reflections, united in one cycle. Dickens & Watkins (1999) explained that most researchers who use CAR agree that the classroom action research stage is a cycle of planning, implementing action, reflecting or evaluating, and then taking further action. The purpose of carrying it out (CAR) was explained by Sugiyono (2019). He explained that the purpose of classroom action research is to develop and improve the performance of an action carried out so as to produce knowledge about action procedures that are useful for achieving the desired results.

And with the use of CAR, researcher are trying to improve and develop the learning process at SMAN 1 Keruak, more precisely in class XI IPS-5, where students have a low level of activity, by implementing the project-based learning (PjBL) learning model.

The procedure in this research refers to the Kemmis & McTaggart (1988) CAR model, in which the research stage is divided into several cycles. In the Kemmis & McTaggart CAR model, each cycle of classroom action research procedures is divided into four stages, namely the planning, action, observation, and reflection stages (Trianto, 2011).

Here is a more detailed description of the four stages in the class action research cycle:

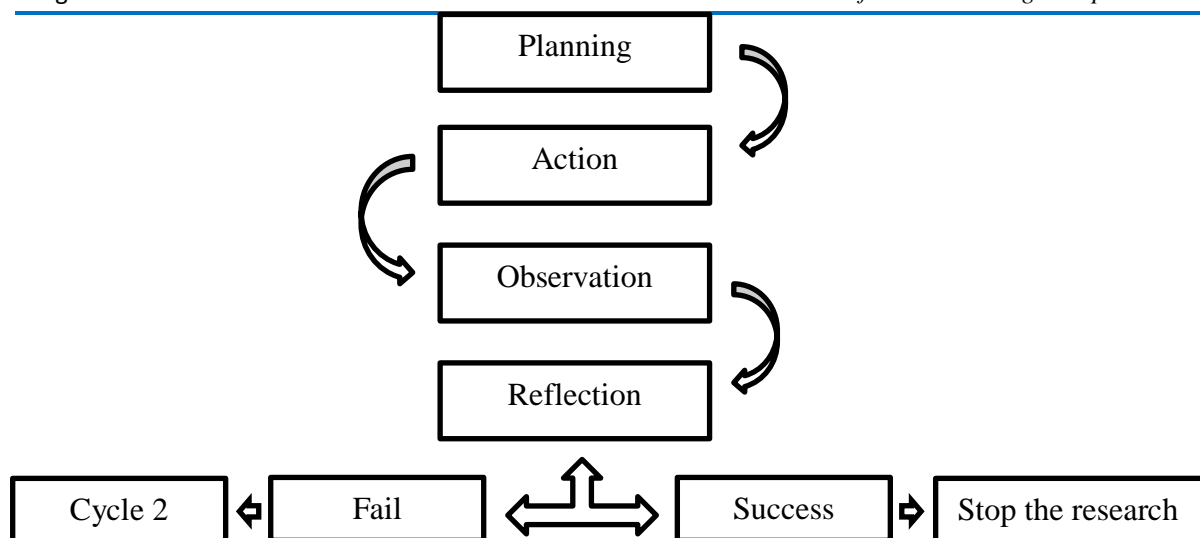


Figure 1. Classroom Action Research Implementation Tool

The cycles contained in classroom action research are continuous activities; if the first cycle meets the criteria and is deemed sufficient, then the research can be stopped. However, if there is no improvement in the first cycle, you must continue to the second cycle. The CAR cycle aims to revise, for example, competencies, processes, situations, methods, and work systems.

While the research approach used is a qualitative approach because carrying out actions that are highly prioritized is to reveal meaning, the implementation of CAR is carried out collaboratively and participatively between researchers and practical field practitioners.

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher explained about the result of the research that has been conducted at the eleventh grade students of SMAN 1 KERUAK. Through the collected data, we could see that this research can be considered as success in the first cycle so the reasercher stop the research and do not to be continue to another cycle. This thing also happen to answer the statement of the problem which is “The use of project-based learning (PjBL) can increase students’ active participation in speaking class at SMAN 1 KERUAK” that is explained below:

1. Data Obtained from Observation sheet

In this stage, researchers used observation sheets to observe students' active participation in speaking classes, as well as providing additional data that strengthens the teacher’s written report. There are 5 active participation indicators that the researcher observed. Based on the preliminary condition, there are just 4-5 students had active participation in class, and students only fulfilled 2 of the 5 indicators of students active participation, namely actively asking and answering questions. After using project-based learning (PjBL) model, students were able to fulfilled 3 other indicators, namely discussions, expressing opinions and presentations in front of the class. because students can fulfill the 5 indicators of active participation, it can be concluded that the use of the

PjBL model can increase students' active participation in speaking class at SMAN 1 Keruak.

2. Data Obtained from Field notes

In this stage, researchers also add data fields as additional data used to strengthen the data, field notes data was used by researchers as an instrument to record observations and reflections of researchers during the process of implementing project-based learning (PjBL) in learning. The field notes data included notes on student interactions, the level of active participation of students in the classroom, responses to project activities, and researcher reflections on classroom dynamics. Analysis of the field notes data revealed interesting patterns related to students' level of active speaking in class, such as asking questions, answering questions, discussing, expressing opinions, and being active in presentations. It was found that students involved in projects that were more contextualized and required teamwork tended to show higher levels of active participation. In addition, the field notes data also contained the researcher's reflections on effective strategies for facilitating group discussions and motivating students to contribute actively. Thus, the field notes data provided valuable insights into understanding the impact of PjBL implementation on students' active participation in the context of classroom learning.

3. Data Obtained from Questionnaire

In this research, the researcher used questionnaire as the supporting instrument in order to strengthen the data result that has been gathered from the main instrument (observation sheet & field notes). In this research, questionnaire were given after the learning process and consist of 10 statement with 2 options (yes and no). Those statements are generally consisted about the students' active participation in speaking class, the students' interest in learning English by use project-based learning (PjBL), and other factors such as the project.

The result showed that most of the students gave positive answers, for instance they have to showed their activity in speaking class, such as actively asking question, actively answer question, and giving their opinions. All these can be seen from the questionnaire result recapulation:

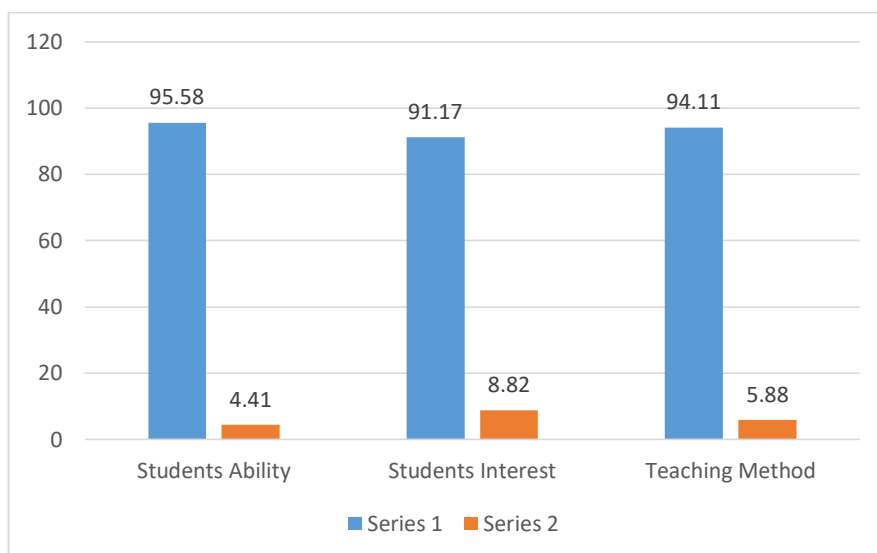


Figure 2. Students' response in the elements of questionnaire

As the chart revealed, mostly all of the students gave positive response in each element. In the first element, 95% of students stated that there are improvements in their active participation in speaking class by use of project-based learning (PjBL) model. In second element, 91% if students are interested to learn English using project-based learning (PjBL) model. And in the last element, 94% of students agreed that project-based learning (PjBL) model is an appropriate method to increase students active participation in speaking class and is a joyful teaching method in learning English.

Based on the finding, the result of this research could answered the statment of the study that contained in chapter 1 which said "How does the use of project-based learning (PjBL) can increase students' active participation in speaking class at SMAN 1 Keruak". The answer of the statement is the use of project-based learning (PjBL) can increase students' active participation in speaking class at SMAN 1 Keruak.

CONCLUSION

The research was about how does the use of project-based learning can increase student active participation in speaking class at SMAN 1 Keruak. It was conducted base on the students' problem that researcher has dound during the observation in SMAN 1 Keruak. The problem was the students have low active participation in class. Based on the preliminary condition, there are just 4-5 students had active participation in class, and students only fulfilled 2 of the 5 indicators of students active participation, namely actively asking and answering questions. After using project-based learning (PjBL) model, students were able to fulfilled 3 other indicators, namely discussions, expressing opinions and presentations in front of the class. because students can fulfill the 5 indicators of active participation, it can be concluded that the use of the PjBL model can increase students' active participation in

speaking class at SMAN 1 Keruak. The research was success and running well because of same reasons. The first reason is the result of observation sheet. It showed that the procces of implementation PjBL was running well because of the great cooperation among researcher as teacher, and students have showed their active participation during learning procces. And the second reason is the result of field notes. The field notes data revealed interesting patterns related to students' level of active speaking in class, such as asking questions, answering questions, discussing, expressing opinions, and being active in presentations. It was found that students involved in projects that were more contextualized and required teamwork tended to show higher levels of active participation. In addition, the field notes data also contained the researcher's reflections on effective strategies for facilitating group discussions and motivating students to contribute actively. And those reasons were supported by students positive response from questionnaire. Most of them claimed that PjBL can make the teaching and learning procces enjoyable and can increase students' active participation in speaking class.

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