

**THE IMPLEMENTATION OF SIMPLE PROJECT-BASED LEARNING
SYNTAXES TO IMPROVE COMPEREHENSION ELEMENT IN
TEACHING SPEAKING**

THESIS



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**STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION
DEPARTMENT OF LANGUAGE, ART, AND HUMANITIES
HAMZANWADI UNIVERSITY
2024**

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A Thesis

Submitted to the Hamzanwadi Selong Teacher Training and Education Council in
the Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan
in English Language Education

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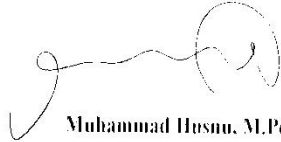
APPROVAL

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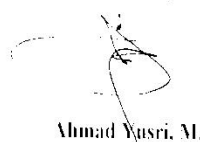
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Accepted by the Board of Examiners as the requirement for the degree of
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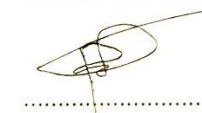
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ABSTRACT

Speaking is one of English skills to obtain better achievement and communication skills collaborating one another. This research aims to know the implementation of simple Project-Based Learning (PJBL) syntaxes in improving comprehension elements in teaching. Speaking is the expected skill that is always promoted at school and university. This research is qualitative research. The data collection used close-ended interview. Data analysis was carried out by describing the results of observation. However, the sample of this research took class VIII students of SMA 1 Sembalun as research participants. Importantly, the results of research were that PJBL helped students' comprehension when directly speaking about the narrative text in front of class. It is such a bonus that research PJBL also improves student vocabulary based on students' answers. Many projects can be used in PJBL to improve students' Comprehension and Project-Based Learning (PJBL) can be used to help students improve their speaking

Keywords: Project-Based Learning, Comprehension, Speaking Skill

ABSTRAK

Berbicara merupakan salah satu keterampilan berbahasa Inggris untuk memperoleh prestasi yang lebih baik dan keterampilan komunikasi yang saling berkolaborasi. Penelitian ini bertujuan untuk mengetahui penerapan sintaksis Project-Based Learning (PJBL) yang sederhana dalam meningkatkan elemen pemahaman dalam pengajaran. Berbicara merupakan keterampilan yang diharapkan dan selalu dipromosikan di sekolah dan universitas. Penelitian ini merupakan penelitian kualitatif. Pengumpulan data menggunakan wawancara tertutup. Analisis data dilakukan dengan mendeskripsikan hasil observasi. Namun, sampel penelitian ini mengambil siswa kelas VIII SMA 1 Sembalun sebagai partisipan penelitian. Yang terpenting, hasil penelitian adalah bahwa PJBL membantu pemahaman siswa ketika berbicara langsung tentang teks naratif di depan kelas. Hal ini merupakan bonus bahwa penelitian PJBL juga meningkatkan kosakata siswa berdasarkan jawaban siswa. Banyak proyek dapat digunakan dalam PJBL untuk meningkatkan pemahaman siswa dan Project-Based Learning (PJBL) dapat digunakan untuk membantu siswa meningkatkan kemampuan berbicara mereka

Kata kunci: *Project-Based Learning, Pemahaman, Keterampilan Berbicara*

DECLARATION

I declare that this thesis contains no material that has been accepted for the award of any other degree or certificate by any university, nor does it contain material previously published or authored by any other person, except where due reference is made in the thesis text. I clarify that this thesis does not contain content that has been accepted for the award of any other degree or certificate at any university, nor does it contain material previously published or written by any other individual, save where due reference is made in the thesis text.

Pancor, 20th August 2024



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DEDICATION

This thesis is dedicated for:

- My beloved parents (Seride and Suharni). Thank you so much for your sacrifice, struggle, advice, support, and guidance for me. I love you so much there.
- My beloved sister and all my family. Thank you so much for all your support in finishing my thesis.
- My beloved all friend. Thank you so much for your support and advice in finishing my education.
- My beloved lectures. Thank you so much for your guidance, support, and your advice, may Allah bless you all.

MOTTO

Flow Like the Water

AKNOWLEDGEMENT

First of all, praise and great gratitude to Allah Subhanahuwata'ala for blessing. Peace and invocation to our Prophet Muhammad Shalallahu Alaihi Wasallam wich

Present researcher has finished this thesis to complete the duty. On this occasion, the present researcher would like to say thank you so much for everyone who have support the present researcher to finish this thesis. The researcher is also expressing her extremely grateful to the following people:

1. Dr.Ir.Hj. Siti Rohmi Djalilah, M.Pd, Rector of Hamzanwadi University.
2. Dr.Drs.H. Mohzana, S.Pd. M.Pd, the Dean of Faculty Language, Art, and Humanities (FBSH) Hamzanwadi University.
3. M. Adib Nazri, M.Pd, the Head of English Education Study Program. Muhammad Husnu, M.Pd, the Secretary of English Education Study Program.
4. Muhammad Husnu ,M.Pd, my thesis supervisors that had given the a great guidance trough the academic year and had already motivated me to finish the Thesis by giving advices, comments, and corrections that has made me learn many new things in academic.
5. Ahmad Yusri, M.Pd, the second Thesis Advisors that had given me that the kindness, guidance, support, comments, and suggestions to finish this Thesis.
6. All the lectures of English Education Study Program.
7. To all my family that always give me so much love for my motivation.

The last, for my classmate, who always support each other and Their motivation.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is one of English skills and plays important role as it is the most spoken language in the whole countries. It becomes a tool to convey ideas (Suherman & Kertawijaya, 2023). Having a good speaking skill is one of the guarantees to obtain the better achievement and the communication skill. Having a good communication skill drives people collaborating one other. Generally, point out that a large number of language learners study English in order to develop proficiency in speaking. To do social interaction with other country people, ones must master it.

(Rao, (2019) states the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Therefore, it can be constructed that speaking plays significant role for learner who is learning English. Today people realizes the importance of mastering speaking as the key to do many activities in education, science, technology, sport, and business. For instance, in Indonesia, the university student who wants to continue his or her study to higher level has to pass the English test which is designed to measure students' comprehension for international communication.

In addition, speaking is the expected skill that always promoted at school and university. According to (Maulana et al., (n.d.) , mastering the art of speaking is the single most important aspect of learning a second or foreign

language, and success is measured in terms of the ability to carry out a conversation in the language. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken proficiency. Based on the statement, we can say that the most language learners are targeting speaking skill as the main skill that should be mastered.

The ideal class of teaching speaking must show the interactive communication during the process in the class. The interaction between lecturer and learners is also peer interaction among the learners. It is good model of learning rather than learners just knowing the theory or function of the language. The good speaking class always lets the learners to actively talk and practice the speaking by mean that learn to use the language.

Obviously, they must be free to talk without hesitation of making mistakes. It is because the atmosphere of the class has been designed as an enjoyable place to express their ideas. In addition, teacher builds up the confidence of each student to always try to talk.

Meanwhile in some of non-English classes learners were totally difficult to express their ideas. That happened because Speaking English is a strange thing. They do not speak English in daily class as students of English class. When they learn English, only small number of the students directly practiced to speak English. Many learners are silent at the class. They do not enjoy the class and even become very frozen.

The present researcher also found one condition that the class was not so interactive. It was only teacher who talked. The students were much silent and just paid attention to the explanation of their teacher. This is caused by the students inhabit and lack of interest. In the reality, many teachers forget to always stimulate students to try to speak. They even much more Bahasa Indonesia than English. The language that is used by teacher gives much impact to the students. If the teacher keeps using English more than mother language, students will be getting familiar about it. Yet the fact now shows that the teacher of non-English class uses too much mother language in delivering the lesson. That influences students to stay with mother language rather than speak English.

Besides that, the common problem that faced by students of non-English class are lack of vocabulary and grammatical structure. Those make the students are afraid to do mistakes that make them difficult to speak because they do not know how to build a construction words well. A good teacher must care more about the students. They must be creative to think about the appropriate technique for the better understanding of the students. An interesting fact showed that the students enjoy talk with their friend rather than only paying attention to the teacher explanation. From this situation we can create the solution to overcome the problem and make the students feel comfort to speak. Project-Based Learning (PJBL) was very relevant to be designed based on the condition of the students. It is better for the teacher to let students learn with their friends through group discussion. The discussion

among the students will give them opportunity to have communicative learning.

That is about how to avoid the meaningless discussion in studying speaking. Every forum must have their leader to be the representative of the teacher in each group. The role of the teacher was taken by the student who acts as the leader. They will be peer educator who must take responsibility to make their friends understand all. During the discussion there will be active communication which is stimulated by the leader of each group.

1. To overcome the problem, the researcher intends to conduct the research on the Implementation of Simple Project-Based learning (PJBL) syntaxes to improve comprehension element in teaching speaking.
2. To overcome the problem, the researcher intended to conduct the research on the implementation of Simple project-based learning (PJBL) syntaxes to improve comprehension element in teaching speaking.

Speaking about second grade students of *SMANISembalun* in School year 2023-2024.

B. Focuse of the study

From the elaboration in the background the researcher scoped the broad problem areas in order to have distinctive focus.

1. The subject of this study is the second-grade students of *SMANI Sembalun* in the School year 2023-2024
2. The object of this study is focus on Simple project-based learning (PJBL) syntaxes to improve comprehension element in teaching speaking.

C. Purpose of study

1. To know whether the implementation of simple project-based learning (PJBL) syntaxes improve comprehension element in teaching speaking.
2. How Simple project-based learning (PJBL) syntaxes improve comprehension element in teaching speaking.

D. Significance of the study

This study was intended to give theoretical and practical contributions to the teaching of speaking in *SMAN 1 Sembalun*.

1. Theoretically

The result of this study was expected to give valuable knowledge in teaching speaking through simple project-based learning (PJBL) syntaxes to teaching speaking specially for comprehension element of speaking at *SMAN 1 Sembalun*.

2. Practicality

The data and information that gathered in this study are expected to be useful for the teacher and the students.

a. For the teacher.

The result of this study is expected to give contribution to solve the shortcoming of teaching speaking.

b. For the students.

All the participants during the process of implementing simple project-based learning (PJBL) increased their speaking through a new

learning strategy that increased their motivation and improve their speaking achievement.

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Language

1. Theory of Language

Language is a tool of communication. Richards and Redgers (1986) stated “language is the functional view that language is a vehicle for expression of functional meaning.” In addition, language is interactional view, it sees language as a vehicle for realization of interpersonal relations and for the performance of social transaction between individuals (Prasetyaningrum, n.d.).

From those theories of language, language is a tool used to communicate which is more complete and effective to convey the idea, message, purpose, feeling, and opinion to other people, it is one of the implementation of language function in society.

Language theory as a communication tool in interaction which deviates from previous habit that emphasized the structure of language. In this theory, language is seen no more than system of grammatical structure, but language is seen as a communication system that to develop communication competencies in learning (Wati et al., 2024). Hymes also say that, language theory need to be seen as the part of general theory which is consisted of communication and culture. In addition, someone who has communication competencies need

knowledge and ability to use the language. Therefore, language needs to be seen in two contexts:

On the one hand, human system of concept of conceptualization and on the other, the actual use of language in society (Agustina et al., 2023).

English language as communicative interactive communication has enough theories, although it is still not too integral which is specially intended to support the theories about this strategy. There are some characteristics from language theories as a tool of communication:

1. Language is a system for express the meaning.
2. Main function of language is communication and interaction.
3. Language structure reflected the use functional and communication.
4. The unit of language not only about the grammatical characteristic and the structure, but also in category of functional and communicative.

2. The Nature of Communication

Human activity as called of communications complicated phenomenon and continuously change. But, there are some characteristics we can find in communication. Those characteristics have relevance with language teaching. We can say that as communication if there are two or more people do interaction, seem as speakers and listeners, readers and writers. Muhammad (2000, p. 69-70) stated that “interaction implies both reception and expression of

message between senders and receivers, readers and writers, and listeners.”

There are some reasons in communication, such as:

- a. They want to do interaction. In communication, people have their own choice to talk or not.
- b. Having the purpose of communication. The speakers get the feedback from what they have stated.
- c. Choosing the language code and the right word to achieve the communication objective.

Communication is an exchange of ideas, concepts, information between two persons and more. In doing communication, at least, there are two persons, speaker and listener. Canale (1983) provides a definition of communication as;

“The exchange and negotiation of information between at least two individuals uses verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension processes.”

Morrow (1977) and Widdowson (1978), Breen and Candin (1980) lists the following characteristics of communication as.

1. A form of social interaction
2. Involving a high degree of unpredictability and creativity
3. Taking place in discourse and sociocultural contexts that constrain appropriate language use.
4. Limited by psychological constraints

5. Having a purpose
6. Involving authentic language
7. Being judged as successful or not by the achievement of the communicative purpose.

From those limitation and explanation about language before, it is much clear that knowledge and communication skill are important in life. Communication strategy is a way to express a meaning, in second language or foreign language, a student who has limit mastery of the language.

It must be claimed that communication which has been delivered before cannot be separated from interaction even it will be achieved only if there interaction (Wati et al., 2024). Furthermore, he stated that messages of communication can be found whether in verbal or nonverbal communication.

At the same time, the interaction happens as long as there is interest between speakers and listener. As what wells revealed that: Linguistic interaction is a collaborative activity involving the establishment of triangular relationship between the senders, the receiver, and the context of situation (Wells, 1981, p.2).

3. Language Functions in Communicative Actions

When someone communicates (communicative actions), it is always uses language by utilizing the potential of communicative language functions to convey a message (Prasetyaningrum, n.d.). Thus, every

communication action carried out by Searle and Austin (1969) always contains illocutionary acts (utterances), locusi actions (contained in utterances), and perlokusi actions, effects that arise on the listener, may not negate the communicative function of the language.

The term language function can be identical to the term language usage (Dwimaulani, 2022). So, the function of language can be interpreted as "the way people use language". Theoretically, language functions can be defined in two, namely macro functions and micro functions (Asrobi et al., 2023). Language macro functions can be explained as follows and for micro functions already included.

1. An informative function that contains information
2. Transactional functions are used to talk about something between one person and another
3. Interactional functions are used to interact
4. The communicative function is used to express ability or rejection
5. The referral function is used to send facilities, specialties, etc.
6. Expressive function is used to express feelings
7. The setting function is used to control the soul
8. The function of orchids is to gain knowledge and get to know the environment
9. The instrumental function is to manipulate the environment so that it causes certain events

10. Imaginative function is to create imaginary ideas that contain beauty

4. Language Teaching Strategy

Abdurrozak (2000) states that the ability to teach is the ability to choose, organize, package and present teaching materials in conveying educational messages through certain fields of science and technology or arts, in accordance with the demands of curriculum and educational programs. Implicit in the summary, to have the ability to teach, especially in teaching English, there are two main abilities that must be mastered, namely what must be taught and how to deliver or teach. Talking about teaching English, it cannot be separated from teaching strategies that must be applied to achieve learning goal.

In generally the word "strategy" implies an accurate plan about activities to achieve specific goals (Maysuroh et al., 2022). In the field of language teaching and learning, the term strategy and techniques are often used interchangeably, both of them are synonymous. To understand the meaning of a strategy or technique more firmly, it is usually associated with the terms approach and method. This is in line with the opinion of Anthony (1988) who argues that:

...an approach is a set of correlative assumption dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught.

... method is an overall plan for the orderly presentation of language material, no part which contradicts, and all of which is based upon the selected approach, a method is procedural within one approach there can be many methods.

...a technique is implementation that which actually take place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

In various teaching languages can be found that the terms methods and approaches are often used interchangeably. However, basically both terms are not true synonym. Instead Westphal (1979) states that the method is a combination of elements of syllabus, approach, and strategy.

The syllabus refers to the subject matter content of a given course or series of courses and the order in which it is presented; the approach is, ideally, the theoretical basis or bases which determine the ways in which the syllabus is treated; a strategy or technique is an individual instructional activity as it occurs in the classroom; method consists of combinations of these three factors, although some combinations are more congruent with course goals than others (Nazri et al., 2024).

In the field of applied linguistics, specifically, the term strategy implies procedures used in learning, thinking and others as a way to

achieve a goal (Husnu et al., 2024). Briefly, it can be concluded that strategy or technique is procedures used to achieve an agreed goal.

Marton (1988:2) defines a language teaching strategy as ‘a globally conceived set of pedagogical procedures imposing a definite learning strategy on the learner directly leading to the development of competence in the target language. Those procedures are derived from a set of correlative assumptions concerning the nature of language and language functions.

Language teaching techniques are directly linked to the notion of developing competencies and success in obtaining and maintaining practical mastery of English.

The main purpose of the teaching strategy is to provide ease of learning, so that in teaching, great attention must be given to students. The conclusion, the purpose of using the teaching strategy is to influence the state of motivation and effectiveness of the learner to select, obtain, organize or integrate knowledge (Marzuki et al., 2024).

B. Project-Base Learning (PJBL)

a. Definition of Project_Base Learning

Project Based Learning (PJBL) is a learning model that makes students the subject or center of learning, emphasizing the learning process which has a result in the form of a product. It means that students are given the freedom to determine their own learning activities, work on learning projects collectively collaboratively until a

result is obtained in the form of a product. That's why it's successful. This learning is greatly influenced by the activeness of students.

As a constructivist, project-based-learning (PJBL) provide learning in real problem situations for students so they can give birth to permanent knowledge. Project-based learning (PJBL) in concept Giilbahar & Tinmaz (2006) is a model that can organize projects in learning.

Project-Based Learning (PJBL) provides opportunities for a centered learning system in students, more collaborative, students are actively involved in completing projects independently and working together in teams and integrating problems real and practical. The goals to be achieved for students are very diverse, for example thinking skills, social skills, psychomotor skills, and skills process. According to Zhou (2005), this learning curriculum aims to improve qualities in imagination and creativity; acquire human values, developing one's potential, developing critical thinking, and develop a committed and responsible personality.

The current curriculum requires students to have cognitive skills and abilities in the real world, and have noble character and be more active. Transition from teacher as information sources become facilitators of learning carried out by students constructing their own knowledge through the habit of producing products learn it. Because learning leads to independent learning of students constructing their

own knowledge is still very low. Even though it's learning has been directed through the Student Activity Sheet (LKS) which aims to Learning is not centered on the teacher and there is discussion material and questions, but the teacher always plays a big role in solving the questions presented in the worksheet.

The lack of total student involvement in learning is due to students not making enough effort to find information themselves, and this reduces the meaning of active and effective learning. Students tend to learn to be able to answer test questions by memorizing the subject matter rather than understanding, analyzing a problem, and solving problems that may be faced every day, so their critical thinking is less trained.

As a result, from a cognitive perspective it is also lacking, as evidenced by the average achievement The value of learning outcomes in previous competencies is still less than the minimum competency standard, often teachers have to carry out remedial measures. Efforts to overcome this problem require effective learning activities to form students so they can learn independently without forgetting cognitive, affective and psychomotor aspects, one of which is by using project-based learning. According to Umamah & Andi (2015), Project-Based Learning (PJBL) is an innovative learning approach that really emphasizes contextual learning through complex activities.

The focus of learning lies in Projects on the core concepts and principles of a study discipline, involving students in investigations of solving learning problems, giving students the opportunity to autonomously construct their own knowledge by producing real products. Mihardi, Harahap, & Sani (2013) explains that project learning is identical to science-based learning as carried out by scientists. Students who are involved in the project as a whole will choose a topic, decide on an approach, conduct experiments, draw conclusions and communicate the results of the project they have worked on. Short, Harold, Lundsgaard, Morten F V., Krajcik (2008) stated that project-based learning as science-based learning has several fundamental features, where the current learning process can go through several stages starting from the stages of asking, appreciating, analyzing, associating, and conclude.

A learner will be motivated for a job if there is attention to arouse and maintain curiosity and interest, there is relevance to students' needs, there is confidence to develop positive expectations, and satisfaction, which provides extrinsic and intrinsic reinforcement for trying. At the same time, according to Purnomo (2015), it needs to be continuously encouraged through giving rewards so that student motivation increases.

Project-based learning provides the opportunity to kind of imitate what scientists do and it is very interesting and fun if done well.

According to Beyhan (2010) through project learning students can freely cross scientific disciplines to solve problems by giving students the freedom to explore themselves. In this way, students are motivated to explore when they are in learning which frees them up without many rigid rules like when learning in the classroom.

The role of the mentor in this case is the teacher when project-based learning is very important, because it will guide their thinking patterns so that students' creativity and critical thinking emerge from the surrounding environment. Project-Based Learning is a learning model that has been developed in many countries. developed like the United States. If translated into Project Indonesian, Project-Based Learning means project-based learning (PJBL).

Project-Based Learning (PJBL) is a learning approach that pays attention to understanding. Students explore, assess, interpret and synthesize information in a meaningful way. Active learning is closely related to creative individuals. According to Puspitasari (2018), individual creativity can bring out student creativity as a result of completing their learning with certain projects. Strengthening was also put forward by Nate K. Hixson (2012) who believes that creative behavior results from a serious enthusiasm for learning. Project-based learning (PJBL) is an active type of learning that involves students independently with the criteria that this learning will also increase students' thinking skills towards metacognition such as critical thinking

about projects that will be worked on through problems found by students. This project-based learning (PJBL) is authentic; indirectly this learning will involve students in constructive investigations. The hope is that through autonomous learning according to Sari (2015), student responsibility can be better and can give rise to students' creative ideas, because when working on projects they will definitely be different in their work from traditional projects or conventional learning. Han, Capraro, & Capraro (2014) explains that students in project-based learning have autonomy in investigating and responding questions of complex problems, or challenges, practicing skills demanded in the 21st century (collaboration, communication and critical thinking).

Critical thinking that uses basic thinking to solve problems, by analyzing, arguing, evaluating, determining what steps should be taken, concluding and generating insight into each problem. A meaningful learning model will not only be useful for students but also for teachers in creating a classroom culture that can foster a kind of inclination, sensitivity and ability to reach further and be flexible.

Project-based learning improves the quality of learning and leads to higher levels of cognitive development through student engagement with complex problems. The hope is that students will have the ability to solve problems with all the creativity they have. By it, students' cognitive abilities will increase.

In the Project-Based Learning approach, the teacher acts as a facilitator for students to obtain answers to guiding questions. Meanwhile, in "conventional" classes, the teacher is considered the person who best understands the material and therefore all information is given directly to the students.

In the Project-Based Learning class, students are accustomed to working collaboratively, assessments are carried out authentically, and learning resources can be greatly expanded. This is different from "conventional" classes which are used to individual class situations, assessment is more dominant on the outcome aspect rather than the process and learning resources tend to be stagnant.

Project-based learning is a learning model in the form of real tasks such as project work, in groups, and in depth to gain a meaningful learning experience.

b. The simple Project-Based Learning (PJBL) Procedure

The procedure in using simple project-based learning procedure is as follows:

Step 1: Grouping the class into some groups.

Step 2: The teacher introduces the material or a new vocabulary by showing a real object, uncomplete picture series.

Step 3: The teacher tells the story based on the uncomplete picture series.

Step 4: Each group retell the story based on the uncomplete picture.

Step 5: Each group finish the story based on their own group version.

Step 6: Presentation

c. The advantages and disadvantages of Project Based Learning (PJBL)

Mahasneh & Alwan (2018) have proven that project-based learning can encourage students to increase creativity and other abilities involved in the learning process. This model is also applied by Made, Suranti, & Sahidu (2016) in learning in higher education which focuses on the main (central) concepts and principles of a discipline, involving students in problem solving activities and other meaningful tasks, providing opportunity Students work autonomously to construct their own learning, and ultimately produce valuable and realistic work products. The implementation of project-based learning in the teaching and learning process is very important to improve student academic achievement. If they get a learning model that applies project-based learning, then this will really help them to be ready to enter the world of skill-based work. Project-based learning conditions their learning on how to lead them to complete projects independently and work together in teams on problems that arise. exists in the real world (work environment), so it will help the process of adapting to the work environment in the future. Project-based learning according to Doppelt (2003) is a learning method that originates from a constructivist approach which leads to problem solving efforts. Constructivism gives learners independence to plan and carry out their own learning or

collaborate under the coordination of a teacher or lecturer. In such a learning context, learners are required to have a good sense of independence (self- 12 Project Based Learning Tutorial regulated learning) as the main modality in constructivist learning. The Buck Institute for Education (1999) in Frank & Barzilai (2006) states several things related to the characteristics of PJBL, including: students are decision makers and create frameworks, there are problems whose solutions are not determined beforehand, students as designers of processes to achieve results, and students are responsible for obtaining and managing the information collected.

Takes a lot of time to solve the problem, Requires quite a lot of money, Many educators feel comfortable with the traditional classroom, where the educator plays a major role in class, A lot of equipment that must be purchased, Students who have weaknesses in experimenting and gathering information will experience difficulties, There is a possibility that some students are less active in group work, so It is feared that students will not be able to understand the topic as a whole.

C. Speaking

1. Definition of Speaking

There are many definitions of speaking that have been revealed by some experts about speaking skill.

Tarigan (1982) said that speaking is an ability to produce articulation sounds or words to express feelings, ideas or opinions.

Irawati (2003) revealed that speaking is one of the central elements of communication of an interactive process in which an individual alternately takes the role of speakers and listeners use to communicate an information, ideas, and emotions to others using oral language.

Ikawati (2012) states that speaking is natural way communicate. Without speaking, people must remain in most total isolation from any kinds of society.

From the definitions by the experts it can be said that speaking is about the way to communicate with others in constructing information, ideas, and emotion so that listener understand what we want to produce.

2. Aspects of Speaking

According to Hughes (Cambridge University Press, 2003), There are five components of speaking namely Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

- a. Comprehension or Intelligibility is refers to the property of the speaker which can be understood with little or no conscious effort on the part of listener.
- b. Word pronunciation accuracy is sound accuracy refers to produce individual sounds (consonant and bowel) properly.
- c. Grammatically accuracy is refers to the ability to use grammatically structure properly.

- d. Lexical accuracy is refers to the ability to use vocabulary properly.
- e. Fluency is refers to properly of a person that delivers information smoothly and effortlessly.

Relating to the aspects of speaking, the present researcher will limit the focus on aspect of comprehension to improve in teaching speaking.

3. Aspect comprehension of Speaking

(Suherman et al., 2024) says: comprehension is person's ability to grasp the meaning and significant of material studied, which is stated by describing the main content of a reading or changing data presented in a certain form to another form other" if comprehension is a measure of a person's ability to do something understand or comprehend the activities carried out, then in learning Teachers must understand what they are teaching to students. Daryanto (2008:160) state that: comprehension is this ability is generally obtained emphasis in the teaching and learning process. Students demand to understand or comprehension what is being though, know what is being thought communicated and can utilize it without obligation connect it to other things. Nana Sudjana (2004:24) stated: comprehension can be divided into three categories, the lowest level is comprehension of translation, starting from the translation in terms of meaning actually. The second level is interpretive comprehension, connect previous parts of that is known next, or connect some parts of the graph with events,

distinguishing between the main and non-main. The third or highest level is comprehension extrapolation. With extrapolation hopefully someone can see behind what is written, can make predictions about consequences or can expand perception in terms of time, dimensions, cases, or problems. In Bloom's taxonomy, comprehension is classified in the cognitive domain second level. Comprehension is higher level in comparison with knowledge this means that understanding is not just knowing, but also want student to learn what they can use or apply what he has learned and understand. According to Anas Sudjiono (2001:50) Comprehension is a person ability to understand something after it is known and remembered. In other words, comprehension is knowing about something and being able to see it from various angles. A teacher conveys understanding something if he can provide an explanation or provide an explanation or provide description more details about it using his own words. From the explanation above, it can be concluded that comprehension is a person's ability to understand or interpret something. Somebody you can said to understand if you can provide explanation of the information can be detailed using his own words according to existing concept. Event better if someone can provide and example of what he learned from the problems around him.

D. The Study Hypothesis

The hypothesis of this study can be formulated as: The project-based learning (PJBL) procedure is effective to improve comprehension element (simple present tense) in Teaching Speaking.

E. Relevant Study

The Project-base Learning in Teaching Speaking implemented as one of the proper efforts for the betterment process of teaching speaking for learners. This study looked at the previous studies which were related to this study. The following s studies were used by present researcher:

The Effectiveness of PJBL Method in Improving Students Reading Comprehension. This research was conducted by *Nurbianta Hana Dahlia* in *Kalimantan*. This study aimed at finding the significant contribution of PJBL Method in teaching reading. The design of this research was *pre-experimental research* that provided both *pre-test* and *post-test*. The results of this research are; 1) The test instrument used in this research was appropriate in term of the objective and applicable in this particular situation because the prepared test curricular valid and reliable, 2)The result of posttest slightly higher than pretest in conducted PJBL method in SMPN 13 Berau, 3) There is significant difference of jigsaw method used that exists on respondents specifically students in SMPN 13 Berau during learning English as Second Language (ESL) specifically for reading instruction. The hypothesis of this research is accepted because there is

significant effect of PJBL Method in Improving Students Reading Comprehension to the First Grade at SMPN 13 Berau 2017/2018.

Implementing PJBL in English Language Learning in 9-Year Elementary School. This research was conducted by Evis Kapurani in European University of Tirana, Doctoral School, Albania. The purpose of this study was to analyze the results that the use of a contemporary interactive student-centered method has when it is used in learning a foreign language compared with traditional method. This was an empirical study. The results show that using PJBL is a successful method in both learning and teaching compared with other traditional method.

Referring to these studies, the researcher finds the similarities among Project-Based Learning (PJBL). The studies are focus on how improving student using cooperative learning and group working. Meanwhile, the dissimilarity is located on the technique. The new technique of communicative relies on the role of leader who acts a part as a teacher.

F. Theoretical Framework

This research was built by some theories which are connected each other and related to Project-Base Learning as the ideal technique in teaching speaking. Those are theories of speaking skill, project-based learning and group discussion. First of all, Richards (2018, p. 19) states the mastery of speaking skill in English is a priority for many second-language or foreign-language learners. According to Nunan (1991, p. 39),

mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

It was stated that when someone PJBL, it used language by utilizing the potential of PJBL functions to convey a message (Pranowo, 1996, p. 90). In Harvard Business Review, Bob Frish and Cary Greene (2018) revealed the Leadership Summit is the meetings of the leaders are certainly worth time. They can serve as powerful catalyst to align leader, develop solution to some problems, introduce new strategies, and fuel collaboration across the summit. From this statement we know that Leadership Discussion is designed to gather many leaders and discuss about important things. The present researcher designs this activity to teach speaking for student which has the similar activity with Leader Summit. This is a good opportunity for the students with their own group.

This research starts from a problem on the use of conventional class discussion that is found in the initial observation which mostly students got difficulties in understanding the material that explain by teacher. Relating to this condition, it is a must to think the proper technique to achieve the students' betterment in reading. The researcher will provide the fresh technique as an effort to overcome the problem namely PJBL. This strategy will be great opportunity for everyone to experience the valuable learning. Hopefully in the future, the ability of students in speaking will be better.

G. Research Question

There was a significant contribution of Project-Based Learning comprehension about future tense in teaching speaking at EFL class.

1. Can the simple project-based learning (PJBL) procedures improve the comprehension elements in teaching speaking?
2. To what extent are simple project-based learning procedures to improve comprehension elements in teaching speaking?

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design used in this research is descriptive qualitative. Qualitative research emphasizes the depth of data obtained by researchers. The deeper and more detailed the data obtained, the better the quality of the qualitative research. Descriptive research is research conducted to describe a variable, either one or more (independent) variables without making comparisons, or variables that are related to another variable (Sugiyono, 2019). Kriyantoro stated that, "qualitative research aims to explain phenomena by collecting data in as much depth as possible". This research is included in a qualitative descriptive design because it is intended to explore the use of Project-based learning (PJBL) syntaxes to improve comprehension element in teaching speaking.

B. Setting Of the Study

Research setting refers to the place and time the research conducted. Researchers was conducted this research at SMAN 1 Sembalun for class XIII students at SMAN 1 Sembalun

C. Populasi and sample of the study

Research participants are the population and research sample. The participants in this research were students of SMAN 1 Sembalun. In this case, the researcher took class VIII students of SMAN 1 Sembalun as research participants.

D. Data collecting Technique

In this section the researcher will explain how to analyze the data. Data analysis was carried out by describing the results of observations. After that, the researchers present explained the results of their interviews. The current researcher also explores the use of Projects-based learning syntaxes to improve comprehension elements in teaching speaking.

E. Data analysis

In this research, researchers used Miles and Huberman (as quoted in Sugiyono) "qualitative data analysis activities are carried out interactively and continue continuously until completion, the data is saturated. Activities in this analysis model include:

1. Data Reduction

Data reduction means summarizing, choosing the main things, focus on the things that are important, looking for patterns and themes and removing unnecessary ones. Those the data that has been reduced will provide a clear picture and make it easier for researcher to conduct further data collection, and look for it when needed.

2. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. However, what is most often used to present data in qualitative research is narrative text. By displaying the data, it will be easier to understand what is happening, and plan further work according to that understanding.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

1. Observation Result

This observation explains the results of research carried out by researchers at SMAN 1 Sembalun regarding "the application of simple project-based learning to increase comprehension element in teaching speaking". In the context of English language learning regarding findings and discussions, this chapter includes an explanation of how to apply the project-based learning method (PJBL), which goes through the stages of learning preparation, implementation, assessment, and challenges encountered by students, as well as the implementation of the evaluation. The findings and discussion in this research will be presented based on the results obtained from observations and interviews.

In this observation stage, the researcher carried out several stages in implementing the PJBL method at SMAN 1 Sembalun. The initial stage will be carried out on July 18 2024 from 09.00 to 11.00 WITA involving one class, namely class eleven with a total of twenty-five students. Where the learning stage in the class has three stages or three sessions. At the beginning of the session, the teacher's main focus is to provide theoretical understanding and basic knowledge to students according to the material to be discussed. Next, in the second stage or second session, we switch to the method applied by connecting the material taught according to the practical method that will be used. In the final stage, the teacher evaluates the results that will be prepared by students based on the students' understanding and ability to speak based on the method applied. The main aim of this research is to improve students' speaking and communicating abilities, which are measured through the way students convey the results of projects or

assignments given by the teacher.

In the process of teaching and learning activities, it was found that there was a learning atmosphere where the teacher started the lesson by giving a short story about the Kasarung and Purbasari langurs, where the story was relevant to the learning objectives of project-based learning. After the teacher finishes telling the story, the teacher asks students to write vocabulary and opinions about the story told. In this observation stage the teacher divides the students into several groups and each group chooses one friend to represent each group and conveys the vocabulary that has been obtained and conveys the opinions obtained from the story. This process is a practical method used to measure the extent of where is the student's ability to speak by conveying opinions based on vocabulary obtained from the story. At this moment the teacher tries to actively involve students in class by asking students to convey something from what they learned during the learning process.

During teaching and learning activities, researchers found findings in the form of students' difficulties related to learning, including a lack of vocabulary which resulted in what the students wanted to convey not being able to be expressed due to a lack of vocabulary, then students experienced difficulties in expressing vocabulary because of the fear of mispronunciation which resulted in a lack of confidence. yourself to speak in public.

From the collection of observational data from the free test carried out on July 19 2024, in class eleven, the teacher implemented a project-based learning method by providing an understanding of how to develop vocabulary by providing stories that they would read along with listening to sounds related to what they would read. to improve good and correct pronunciation.

on the third day the researcher observed the teacher carrying out the posttest after explaining the material that had been prepared by the teacher

using the PJBL method, then the researcher also observed the teacher on the day of the posttest, the teacher gave the same questions as the same text in the pre-test implementation thus on the last day, researchers conducted interviews with students who had taken part in the lesson on the previous day.

The researcher also did not forget to conduct interviews with the teachers being observed regarding the use of the PJBL method being implemented.

2. Interview result

Researchers conducted interviews with students to determine student perceptions. From the results of the interviews, researchers can conclude that students can learn more easily with the PJBL technique because students and teachers are equally active as the purpose of implementing the project-based learning method, with this method the atmosphere in the classroom is more exciting and presents a different nuance, the class is more relaxed, interactive and increases students' courage to speak in front of their friends.

In accordance with what has been conveyed by the teacher, namely regarding their understanding after reading a story and also how the differences in students' understanding after the teacher applies project-based learning compared to before applying the method. Based on the results of interviews with students and teachers regarding project-based learning, there are several important findings regarding the difficulties and effectiveness of this method in improving students' abilities, especially in comprehens the narrative texts.

Researchers found that students face several difficulties when reading stories, such as difficulty following a storyline with many characters or complex events, and difficulty understanding difficult words or stories with complicated storylines. However, they felt that their reading skills improved after reading the stories given by the teacher, because they practiced more often and received guidance. They also used strategies such as listening attentively, focusing on the main idea, and looking for clues in the text to understand the deeper meaning. Students also mentioned that the narrative text was generally easy to understand, but there were some parts that required more time and focus, especially when analyzing symbolism or complex story elements. In terms of teaching methods, students stated that the methods used by the teacher were quite effective, but they expected more interactive activities to increase their engagement in learning. Students felt that the methods used helped them understand the moral values and messages of the stories they read.

Interviews with teachers also provided an overview of the challenges in implementing the project-based learning (PBL) method. Teachers faced difficulties in providing materials, technology, or access to relevant resources. However, this method was considered effective in increasing student engagement and making it easier for them to understand the material. Teachers felt that PBL provided opportunities to develop creative projects and made them more of a facilitator in learning. Another challenge was the

lack of tools or teaching materials used, which could complicate the learning process in the classroom.

Overall, the project-based learning method is considered to have great potential in improving students' speaking skills and understanding of narrative texts, as long as it is accompanied by adjustments to teaching methods that are appropriate to students' needs and learning styles.

3. Discussion

The purpose of this study is to understanding the most common and least common problems that students in Grade XI SMAN I Sembalun encountered in their presentation. There are 25 students participating in this study, and in this study, random sampling is used. In this study, the research results are extent of simple project-based learning PJBL syntaxes improve comprehension element during the class study.

In this Part, the researcher discussed the result of this Project-Based Learning (PJBL) it made quickly understood and comprehended the narrative text and any topic in English subjects. PJBL technique can help more the confidence of students when speaking English, due to the Close Ended Question data collection, it found that using PJBL method directly interacts with students and easily understood by the students. (Mirah Setia Dewi, 2020) agree that the students those taught by PJBL is better than the students those taught by using conventional method.

The other research that supports the result of this research was PJBL proven to help students' comprehension any topic and project given by the teacher where this comprehension is part of speaking skill. The students very confidence to speak up and it used same data collection which is interview that given positive result during PJBL treatment such as the students were enthusiastic and felt challenged during speaking project (We, 2020). Project based learning help students' comprehension this result line with (S & We, 2020) research found about comprehension where The PJBL enabled more opportunity to practice inside and outside the classroom since it emphasized on the real-life activities. It means that it did not merely give drilling and grammar focus, but it also offered more comprehensive language aspects.

Specifically, The pupil could understand the topics given by the teacher by Using PJBL. Pupil could get the point about how comprehension of any projects given by the teacher in English topic while using this comprehension help the students to describe, to understand and to finish projects given in English Subject. This result also supported by the result of (Alfatihah, Ismayanti, Syam, & Santira, 2022) that Project based learning improved project students speaking skill event used different project with this research. The important one is the Project-Based Learning (PJBL) is proven improved students speaking skill whether through reading project for instance Narrative text project like this research, even implemented PJBL in Online class project as used by

(Alfatihah, Ismayanti, Syam, & Santira, 2022) , or event giving class treatment as (S & We, 2020) Finally, Project-Based Learning (PJBL) can be used in any English Project to help students improve their speak.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The study aim to determine the effectiveness of using implementation of simple project-based learning (PJBL) syntaxes improve comprehension element, for eleventh-grade students at SMAN I Sembalun in the 2023-2024 school year. Additionally, it aim to explore the implementation project-based learning syntaxes and their impact and helped students to compresence the narrative text when directly speaking about the text In Front of class.

From the answer of the students only one student said it difficult to comprehend the storyline of the narrative text but the rest of the students as a sample said their ability to comprehend the narrative text improve and this helped every student can speak In Front of the class. A good implementation of PJBL help the sample of this research easy to understand whether the text use forward flow and backward flow. The answer of “I can understand”, Not hard to understand”, “easy to understand” it means they comprehend and understand the narrative text itself.

The students also give testimonial that their reading ability improve when this reading is part of speaking out the narrative text in front of the class. The pupil also testified that by reading the narrative text again and again it improves their comprehension about storyline, the flow, and the meaning of the text. Project given like narrative text to the students is good method to help students' comprehension of the text as their basic to speak fluently in front of

the class. Not only that, PJBL also improves student vocabulary based on students' answers. Many projects can be used in PJBL and chosen narrative text as project based to improve students' comprehension and understanding is the best choice and it prevents to help students improve their English proficiency especially comprehension and understanding.

B. Suggestion

Based on the findings in this research propose some suggestions.

1. For the teachers

As English teacher, we need to be creative, just any project to implement the project based learning full stop. Even a narrative text as a project based is only one choice but as an English teacher, we could choose many projects to implement it project-based learning. The implemented various projects it helps children to use their intelligence in mastering English skill. Not only comprehension element that can be improved but also other elements like grammars, vocabulary, and fluency as part of speaking skill.

2. For the students

As a student, they should know that English is needed for era, self-study it's not only in a classroom with the teacher but the student is suggesting finding any method that can make the student itself easy to understand the English proficiency. The student also can use your smartphone to see and watch any contents that could help them to improve their English skill. Repeat the lesson after school can help student save the

knowledge that got from the teacher full stop. Thing to find any project after school also suggesting. Use project best project Based learning in many project and don't afraid to try new project that you project based. Is the student find a hard thing In doing new project independently, the student can ask the teacher to help them.

3. For the school or Institution

First for the school, the school must support the teacher by preparing any media needed when the teacher want to use project best learning or other project in teaching English subject. Not world of the teacher are able to buy any media for teaching, so support from the school by giving specific amount of fund or giving a specific funding how's the teacher become more creative and of course the student will be more interest and enthusiastic when they study about English subject. all of the teacher has enough salary to buy media to support their teaching practice. So, the school must take part on it.

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APPENDIX

Appendix 01 instrument of the study

OBSERVATION FIELD NOTES

DAY 1

Field notes during the research at SMAN 1 Sembalun. In this study, the researcher has observed since the researcher was given permission to conduct the research on July 18 to July 20, 2024. The following are what the researcher did during the research:

Date	Monday, 18, Juli, 2024
Location	SMAN 1 Sembalun
Subject	11 th Grade of SMAN 1 Sembalun
Goal	Observing the state of the school environment

OBSERVATION RESULT

Reseacher
On Thursday, 18 July, 2024, is the day that the researcher comes to SMAN 1 Sembalun. The purpose of the researcher going to SMAN 1 Sembalun is to follow up the researcher planning to do the research there, which is to meet with the headmaster of SMAN 1 Sembalun to give a research letter from the campus and ask permission to do research there. In addition, researcher also made observations in the school environment and saw how the teaching methods used by English teacher during teaching in the classroom.

DAY 2

Date	Monday, 19, Juli, 2024
Location	SMAN 1 Sembalun
Subject	11 th Grade of SMAN 1 Sembalun
Goal	

OBSERVATION RESULT

Researcher
<p>On Friday, 19 July 2024 researchers returned to school to conduct research. Researchers immediately requested permission to enter the class, when learning the research researchers took time to introduce ourselves to the students and students also introduced themselves. Researchers spoke his goal to enter into classes to students for research activities to run smoothly and conducting. Researcher took the last back seating to observe the students.</p> <p>Researchers while doing observation during the learning of the director researchers can see the problem when speaking in English classes in difficulties in pronunciation and environment that do not want to speak English and make students feel ashamed when will speak English. In addition, the researchers also see students who lack confidence of their bad grammar and less vocabulary.</p> <p>At the end of the research of research researchers explained the material that was delivered before out of the class. Students are very enthusiastic about the material that has been conveyed because they build of confidence students and easy to understand.</p>

DAY 3

OBSERVATION RESULT

Researcher
<p>On Saturday, 20 July 2024, researchers returned to unlocking and entering the class to continue observation activities to the students. Currently, the agenda is researchers conduct observation and documentation. Usually, before starting the teaching process, participants read prayers first, teachers and students repeat the material presented in prior to raise the students' memory. Today is the last day of the researchers conducted research, after data obtained by researchers from</p>

start to finish was quiet. After the researcher felt that the data needed enough, the researcher went to the principal and informed that research researchers were ended.

Interview Sheet
Close Ended Question

Name :

Address :

Age :

1. What are your difficulties when reading stories?
2. Did your reading ability improve after reading the story determined by the teacher?
3. How do you understand the text read by the teacher?
4. What do you think about the story text read by the teacher?
5. Can you retell what the teacher said during class?
6. What is meant by narrative text?
7. How do you understand the meaning of the narrative text being taught?
8. Is the narrative text difficult to understand?
9. what obstacles did you face while taking this lesson?
10. What do you think about the learning methods used by teachers during learning?

Appendix 02 Result of the Interview Students

Name : Inyoman Angga Nograha

Address : Sajang

Age : 17

T : What are your difficulties when reading stories?

S : Hard to concentration when to noisy around.

T : Did your reading ability improve after reading the story determined by the teacher?

S : yes, there is improvement.

T : How do you understand the text read by the teacher?

S : I can understand.

T : What do you think about the story text read by the teacher?

S : I like when the story is good.

T : Can you retell what the teacher said during class?

S : yes base on what material.

T : What is meant by narrative text?

S : a text that describe about story from beginning until end and tell about interesting thing and entertain thing.

T : How do you understand the meaning of the narrative text being taught?

S : read the story over and over again.

T : Is the narrative text difficult to understand?

S : not to hard to understand.

T : what obstacles did you face while taking this lesson?

S : many obstacles.

T : What do you think about the learning methods used by teachers during learning?

S : I like all method what teacher give but i really like practice.

Name : Ernawati

Address : Karya

Age : 17

T : What are your difficulties when reading stories?

S : when I get new verb.

T : Did your reading ability improve after reading the story determined by the teacher?

S : yes, my ability directly improve such as my pronunciation.

T : How do you understand the text read by the teacher?

S : I always repeat about the text when finish study.

T : What do you think about the story text read by the teacher?

S : good, because from the text I can get new verb and also for correction my pronunciation

T : Can you retell what the teacher said during class?

S : you must be study hard again although you know about the topic.

T : What is meant by narrative text?

S : tell one event in sequence.

T : How do you understand the meaning of the narrative text being taught?

S : listen correctly when my teacher explained to me.

T : Is the narrative text difficult to understand?

S : No difficult if me has study.

T : what obstacles did you face while taking this lesson?

S : about the pronounce when i get new verb.

T : What do you think about the learning methods used by teachers during learning?

S : good, because I can fast to understand about the material.

Name : Gusti Lanang

Address : Belok Petung

Age : 16

T : What are your difficulties when reading stories?

S : Understand the storyline and sometimes the story is also sometimes technical errors.

T : Did your reading ability improve after reading the story determined by the teacher?

S : Increasing is bound to increase, especially under direct guidance by the teacher.

T : How do you understand the text read by the teacher?

S : By reading, paying attention, and listening

T : What do you think about the story text read by the teacher?

S : Clear and easy to understand

T : Can you retell what the teacher said during class?

S : No problem. Definitely because I noticed that my teacher explained

T : What is meant by narrative text?

S : Text Narrative text is a type of text that contains fictional or real stories or stories that are presented in an interesting language style.

T : How do you understand the meaning of the narrative text being taught?

S : By repeating the story and understanding when it is explained about the narrative text itself

T : Is the narrative text difficult to understand?

S : The difficulties in understanding the narrative text material are only when connecting the storyline

T : what obstacles did you face while taking this lesson?

S : Cultivating vocabulary

T : What do you think about the learning methods used by teachers during learning?

S : Very good, easy to understand and understand

Name : Intan Duwi Alia Putri

Address : Bawak Nao

Age : 17

Occupation : Students

T : What are your difficulties when reading stories?

S : What makes it difficult for me to read the story is understanding what the storyline is

like, whether it uses a forward or backward flow.

T : Did your reading ability improve after reading the story determined by the teacher?

S : Yes, my ability improved because when I read the story I also improved my reading ability.

T : How do you understand the text read by the teacher?

S : By listening carefully when reading the story

T : What do you think about the story text read by the teacher?

S : My opinion about the story text read by my teacher is good, I understand what the storyline is like.

T : Can you retell what the teacher said during class?

S : I can do this by asking my teacher when there is something I don't understand.

T : What is meant by narrative text?

S : text narrative is telling a series of events in sequence and connected to each other.

T : How do you understand the meaning of the narrative text being taught?

S : By listening to my teacher when he explains and finding out more on social media

T : Is the narrative text difficult to understand?

S : It's not too difficult because my teacher explains it clearly.

T : what obstacles did you face while taking this lesson?

S : The obstacle I faced when facing this lesson was that I had difficulty buying the book itself.

T : What do you think about the learning methods used by teachers during learning?

S : In my opinion, the method is very good. I quickly understood and comprehended what narrative text is.

Appendix 03 Result of Interview Teacher

No	Question	Respond
1	What are your difficulties in teaching using the project-based learning method?	The difficulty that I experienced are Requires a lot of time to solve problems Requires quite a lot of money Many educators feel comfortable with traditional classes, where educators play the main role in the A class lot of equipment must be purchased Students who have weaknesses in experimenting and gathering information will experience difficulties There is a possibility that some students are less active in group work, so it is feared that students will not be able to understand the topic as a whole.
2	Can your students understand the narrative text elements being taught?	With the Project-based Learning (PJBL) method students can more easily understand the elements of the text being taught because in this method students are trained to understand all of the elements contained in the text.
3	What was your experience of teaching for using method Project-based learning?	The results were extraordinary, my students were able to apply skills, research, analyses, create and even present products. This Project-based Learning (PJBL) activity has great potential to create an interesting and meaningful learning experience for my students, especially learning in the modern era. My students become more active in learning. Learning seems fun and meaningful for students. I feel tremendous benefits and changes in my students. Many skills have been successfully built from this learning. The potential effectiveness of project-based learning has been proven to increase my students' academic achievement, higher level thinking, critical and creative thinking skills, as well as students becoming more productive to become future professors.
4	How (comprehension) the	Students are able to remember and understand

material interacts with the material more deeply and for longer. "Students' understanding and memory in explaining the content of the material to others reaches a certain percentage. Interaction is also an important point in teaching and learning activities because not only students benefit, but teachers also get feedback on whether the material presented is well received by students. "For this reason, hearing students' experiences can be applied in learning methods before the teacher goes into theoretical explanations and after introductions.

5. What are your difficulties in applying this method?
- Availability a. Limited tools and materials, teachers are still not familiar with the syntax of the project-based learning model, and teachers are lacking. b. Able to determine projects that are appropriate to the project-based learning model. The inhibiting factor is that c. Requires quite a large amount of money, teachers have never received training regarding project-based learning models, students are not independent, and assessment takes a lot of time.

Appendix 03 Documentation







UNIVERSITAS HAMZANWADI

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Telp./Fak: +6237022554 Website: <http://www.hamzanwadi.ac.id> Email:

KONTRAK KERJA BIMBINGAN

Yang bertanda tangan dibawah ini, pihak pertama (Dosen Pembimbing Skripsi) dengan menandatangani kontrak Kerja Bimbingan dengan pihak kedua (mahasiswa bimbingan) melaksanakan bimbingan Skripsi selama enam bulan atau satu semester dengan jadwal sbb:

- BULAN PERTAMA : untuk Pendaftaran Proposal
- BULAN KEDUA : untuk Instrumen Penelitian
- BULAN KETIGA-KELIMA : untuk Bimbingan Skripsi

Demikian kontrak bimbingan ini dibuat dengan sebenarnya untuk dipedomani dan dilaksanakan sebagaimana mestinya

Pancor, 13.05.2024

Pihak Pertama
Pembimbing Petama

Muhammad Husnu M. Pd
NIP/N: 0003057703

Pihak Kedua
Mahasiswa Bimbingan

M. ERA AZHARI
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Pembimbing Kedua

Ahmad Yusri M. Pd
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Mengetahui
DEKAN FBSIP UNIV. HAMZANWADI

Dr. Drs. H. Mohzana, S.Pd., M. Pd.
NIP 19611231 198301 1 071



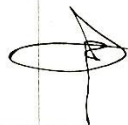
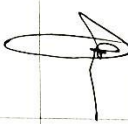
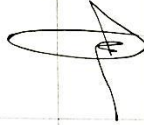
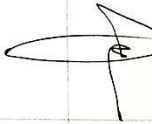

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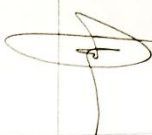

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Telp/Fax: +6237622954 Website: <http://hamzanwadi.ac.id> E-mail:

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2. Nomor Pokok Mahasiswa : 200202072
3. Semester : 8/Deiapon
4. Fakultas : Bahasa, Seni dan Humaniora
5. Jurusan/ Program Studi : Pendidikan Bahasa Inggris
6. Dosen Pembimbing :
1. Muhammad Husnu M.Pd
2. Ahmad Yusri M.Pd
7. Judul Skripsi : THE IMPLEMENTATION OF SIMPLE PROJECT-
BASED LEARNING SYNTAXES TO IMPROVE
COMPERHENSION ELEMENT IN TEACHING
SPEAKING
8. Jadwal bimbingan

NO	Tanggal Konsul	Materi Bimbingan	Tgl. Revisi Persetujuan	Paraf	
	15 April 2024	title ok	£		
	20 April 2024	outline ok	£		

29 April 2024	Chapter I of				✓
30 June 2024	Chapter II of				✓
30 June 2024	Chapter III of				✓
18 April 2024	proposal of				✓
29 April 2024	chapter I				
25 April 2024	chapter II				
6 June 2024	chapter III				
23 August 2024	Proposal Acc				
23 August 2024	Chapter IV Xu				

03 Oktober 2024	Acc chapter xv			
7 oktober 2024	Skripsi Revisi - proposal - bab 1 & 2 - chapter			

Pancor, 07-10-2024 ✓
Koordinator Program Studi

(M. Adib Nazri, M.Pd.)
NIDN 0824038801



UNIVERSITAS HAMZANWADI
FAKULTAS BAHASA, SENI, DAN HUMANIORA

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Nomor : 230 /UH.FBSH/LT/2024 2 Juli 2024
Lampiran : 1 (Satu) Eks.
Hal : **Mohon Izin Penelitian**

Yth. Kepala BAPPEDA Kab. Lombok Timur
di-
Tempat

Bismillahiwabihamdih.
Assalamu'alaikum Warahmatullahi Wabarakatuh.

Dengan hormat, kami permaklumkan bahwa untuk dapat menyelesaikan tugas akhir pada Program Studi Pendidikan Bahasa Inggris FBSH Universitas Hamzanwadi, maka mahasiswa di bawah ini:

Nama : M. ERA AZHARI
NPM : 200202072
Fakultas : Bahasa, Seni dan Humaniora
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi/Karya Ilmiah : THE IMPLEMENTATION OF SIMPLE PROJECT- BASED
LEARNING SYNTAXES TO IMPROVE COMPEREHENSION
ELEMENT IN TEACHING SPEAKING

Mohon kiranya diberikan izin melakukan penelitian di instansi lembaga yang ada di Lombok timur sesuai proposal terlampir.

Demikian, atas kerjasama yang baik disampaikan ucapan terimakasih.

Wallahul Muwaffiqu Walhadi Ila Sabilirrasyd.
Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Dr. Drs. H. Mohzana, S.Pd., M.Pd
NIP. 196112311983011071

Tembusan:

1. Rektor Universitas Hamzanwadi, di Pancor;
2. Kepala P3MP Universitas Hamzanwadi, di Pancor;
3. Koordinator Program Studi Pendidikan Bahasa Inggris, di Pancor.



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN

SMA NEGERI 1 SEMBALUN

Alamat : Jalan Raya Sembalun Kecamatan Sembalun Kab. Lotim – NTB
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SURAT KETERANGAN PENELITIAN

Nomor : 421.3 / 00 / SMAN.1 / 2024.

Yang bertanda tangan dibawah ini :

- 1. Nama : **JOHRI S.Ag.**
- 2. NIP : 19751231 200701 1 091
- 3. Pangkat/ Gol. Ruang : Pembina / IV/a
- 4. Jabatan : Kepala Sekolah

Menerangkan bahwa :

- 1. Nama : **M. ERA AZHARI**
- 2. NIM : 200202072
- 3. Pekerjaan : Mahasiswa
- 4. Jurusan : Pendidikan Bahasa Inggris
- 4. Program Studi : S1 – Pendidikan Bahasa Inggris

Yang bersangkutan memang benar telah melakukan **Penelitian** pada SMA Negeri 1 Sembalun Selama 4 Bulan dari Bulan Juli – Oktober 2024.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sembalun, 3 Oktober 2024
Kepala Sekolah



JOHRI, S.Ag.
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