THE IMPLEMENTATION OF PROJECT BASED LEARNING MODELS TO IMPROVE STUDENTS' SPEAKING SKILLS

A THESIS

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STATEMENT

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MOTTO

” Exhaust your body for something useful.”
(M A A)

DEVOTION

To my parents who tirelessly and lovingly offer extraordinary prayers for their children and provide support both morally and materially. Thank you for the sacrifice and hard work of nature to educate me.

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ABSTRACT

Implementation of the Project-Based Learning Model to Improve the Speaking Skills of Eighth Grade Students A SMPN 04 Bojonegoro, English Education Study Program, Faculty of Teacher Training and Education, Nahdlatul Ulama Sunan Giri University. Main Advisor Moch Zainuddin, S.Pd., M.Pd., and Assist Advisor Khoirul Wafa, S.Pd., M.Pd.

The purpose of this study is to enhance students' Speaking Skills using the implementation of Project Based Learning model. Therefore, the research question is: How can Project Based Learning improve students' Speaking Skills? Thus, the research methodology used is Classroom Action Research (CAR). This study was conducted in three cycles. The researcher not only conducted research in a single cycle but also included a pre-test and post-test; the pre-test was conducted before implementing the Project Based Learning model, and the post-test was performed after each cycle. Each cycle consisted of planning, action, observation, and reflection. Data were obtained from tests, observations, and interviews. Tests were used to measure students' speaking skill performance, observations were used to understand the implementation of Project Based Learning model during the teaching and learning process, and interviews were used to track students' progress and identify any teaching challenges. From the research results, the researcher found that the Project Based Learning can enhance students' speaking skills. Consequently, during the teaching and learning process, students became more engaged. Research findings indicated that students' speaking skills improved from cycle to cycle. In cycle I, the average student score was 66.125, in cycle II it increased to 72.875, and in cycle III it further rose to 75.25. Meanwhile, observation results from the pre-test were only 49%, whereas in the final post-test, a score of 81% was achieved. In conclusion, it can be deduced that the Project Based Learning model enhances students' Speaking Skills.".

Keyword : Speaking Skills, Project Based Learning

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