

IMPLEMENTATION OF PROJECT-BASED LEARNING IN SPEAKING LEARNING: A CASE STUDY ON THIRD SEMESTER STUDENTS AT IAINU TUBAN

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Abstrak

English plays a crucial role as an international language for communication and for the advancement of science and technology. In Islamic higher education, English instruction aims to develop students' proficiency in the four essential language skills: listening, speaking, reading, and writing. Among these, speaking is often regarded as one of the most challenging skills to master. This study investigates the implementation of Project-Based Learning (PjBL) in a speaking course for third-semester students at IAINU Tuban. Using a qualitative case study design with a phenomenological approach, data were collected through classroom observations, semi-structured interviews with students, and documentation during the English Communication course. The data were analyzed descriptively to explore students' learning experiences and the instructional process. The findings indicate that the implementation of Project-Based Learning effectively enhanced students' speaking performance by engaging them in collaborative projects that required academic writing, oral presentations, and interactive classroom discussions. Students demonstrated greater confidence, active participation, higher motivation to practice English, and improved ability to communicate their ideas orally. Furthermore, the integration of writing and speaking activities promoted a more meaningful learning experience and strengthened students' overall English proficiency. The study suggests that Project-Based Learning is an effective instructional model for improving speaking skills while simultaneously fostering collaborative learning and academic communication in English language classrooms.

Key Words: Project-Based Learning, Speaking Skills, English Language Teaching, Qualitative Case Study, Higher Education

INTRODUCTION

Language is a means of delivering ide, feeling and desire and English is a global language used by major parts of the people in the world. In Indonsia, English language is still foreign language considered important in transferring and

developing science, technology, art and building relationship between countries (Fauzi, 2021: 24). Knowing the significant role of English as a means of communication and gaining science and technology, so Indonesian government through Ministry of Research, Technology and Culture and Ministry of Religious Affair puts regulation into effect where English Language become obligatory subject given in University. The intention of having English subject is that the students have skill of basic English which can be developed by themselves and useful for them in building their carier after they have graduated from their studies. Therefore in the study program of PAI, IAINU Tuban, the subject of English is given for two semesters. In semester two students gets the subject of Bahasa Inggris (English Subject) which includes the materials of Speaking, Reading, Writing and Listening supported by Grammar and Structure and vocabulary as additional materials. The four skills are taught integratively so that students are hoped to understand all the elements of English. In semester three, the Institution puts the subject of Bahasa Inggris Komunikasi (English for Communication) which stresses on the speaking practice supported by the writing in form of a paper. Students must write a paper and present the paper in front of the classroom and answer the questions from their friends related to the topic of discussion. The other students ask questions, argue the opinion and give comment on the topic. The model of the lecturing is project-based learning and students-centered learning which means that students are asked to write a paper and find the references by themselves and present the paper in front of the classroom in form of discussion. Writing a paper and presenting before the classroom and answering the questions from their friends become group task and to be active to ask question and give comment and argue in the classroom and do their homework become individual task. The researcher is sure that this kind of learning model is enjoyable and attractive, therefore, he chooses the title *“Implementation of Project-Based Learning in Speaking Learning: A Case Study on Third Semester Students at IAINU TUBAN.”* The researcher wants to describe the implementation of project-based learning in speaking learning of the students of semester three PAI study program IAINU Tuban.

Project-based learning is very suitable to be applied to the course of English for Communication (Bahasa Inggris Komunikasi). Implementation is derived from the word to implement (verb) which means to carry an undertaking, agreement, promise into effect (Hornby, 1980: 426). Project-based learning means the strategy of task focusing on the practice of learning in the classroom by emphasizing on using the model of student-centered learning more than lecturer-centered learning (Nugroho and Mirjam, 2019: 79). Project-based learning helps students to increase their speaking skill and it is a kind of model of learning which is suitable to be implemented as the manifestation of student-centered learning. It is because the model can help students to increase various skills such as social, cooperative, group cohesiveness, problem solving and higher-order critical thinking skills (Hidayat, et als, 2024: 3399). This model is suitable for speaking learning because it may include the learning of writing in form of a paper because speaking means the activity to produce words or sentences to express feelings, ideas and desires and to convey message to the hearer in order to get information (Budiman, 2011: 8). To speak English for students of non-English department is difficult because they are not used to practice (Maulana and Lolita, 2023: 123). This model can also increase the ability of students' writing because they must write a paper and present it in discussion in front of the classroom. Writing is the act of forming symbols or combination of symbols from one's ideas and the symbols are arranged to form a word, the words are arranged to form a sentence, the sentences are arranged to form a paragraph and the paragraphs are arranged to form an essay (Byrne, 1981: 1). The act of writing includes various language knowledge such as grammar, structure, syntax, vocabulary, punctuation and general knowledge to enrich ideas (Wishon and Burks, 1980: 1). In this model too, students must learn English writing and speaking seriously because English learning need great effort. English learning is derived from the word to learn meaning the process of finding knowledge either in form of giving or accepting knowledge (Sugono, 2008: 1162) and English is an international language used in formal forum and in science and technology (Fauzi, 2020: 1). The researcher researches the learning of English speaking based on project as a model of learning speaking practically and used to discuss a paper in English and to know speaking activity in the classroom. To this day, this kind of

model is suitable and enjoyable for students; they are enthusiastic, active in arguing and the class atmosphere is lively.

RESEARCH METHOD

The kind of research is qualitative research in form of a case study. Qualitative research is inquiry strategy which emphasizes on the finding of meaning, concept, characters, symptom and phenomena description in natural and holistic ways and presented naratively (Yusuf, 2017: 329). Qualitatif research is a scientific research aimed at understanding the phenomena in social context naturally by stressing on the process of interaction of deep communication between researcher and the researched phenomena. Phenomena means all things experienced by the subject of research for example, behavior, perception, motivation, and others in holistic way by describing them in form of words and language naturally and by using many scientific methods (Hadi, dkk, 2021: 12). The form of the research is a case study. A case study is a range of scientific activity done intensively and deeply about real life event or activity happening in the certain place today (Hadi, et als, 2021: 29). Learning English speaking using project-based learning model in rural university such as Pai study program IAINU Tuban is a rare thing because the use of the model requires students' speaking habit and sufficient time of learning.

The researcher uses a phenomenological approach where he observes and interpretes facts based on the phenomena existing before, during and after English teaching and learning process although it is subjective (Arifin, 1994: 46-47). Phenomenological approach tries to find meaning psychologically from a group of individual's experience reflected from phenomena and facts in the context of daily life of students when they are taught English through deep research (Murdiyanto, 2020: 29). Meanwhile, the research method he uses is descriptive-qualitative method which means that researcher only describes his data and his finding so that it becomes a research work in this article (Moleong, 2017: 3-10). The object of the research is the semester three students of A class of PAI IANU Tuban and the number of students are 29 students. The time of research is 6 to 20 november 2025. During the research, he tries to find data about the object of research in form of

information and facts by interview and direct observation (Haryoko, et als, 2020: 119). The source of data are two- primary data and secondary data. Primer data is the paper of presentation, the ability of students to answer their friends questions and to give logical argument and the individual activity of forum during the presentation. Secondary data are taken from references related to the project-based learning, theories and principle of learning speaking and theories of research as a means to analize and interpret data (Arikunto, 2002: 23).

In the reseach, the researcher is the main instrument who describes data and research finding. He stresses on the process more than the result, focuses on the main points and discusses the finding as good as possible. As the key instrument, he has function to decide focus of research, to find information, to collect data, to analyze data, to interpret data and to conclude all he thinks needed (Nasution, 2023: 90). The other instruments are the worksheet of observation and documentation from phenomena of classroom activities, the grade from evaluation. He collects the data by using the techniques of observation and documentation. After he collects the data, he then analyzes the data –qualitative data which tells the process of finding data, recording data during the observation in order that the reseacher can present his finding well (Murdiyanto, 2020: 78). He analyzes data through several stages; the first is collecting data. He collects all data supoorting the research he finds. The second is reducing unimportant data. He reduces the data he thinks unimportant. The third is displaying valid data. He displays all data and research finding about the implementation of project-based learning. The fourth is concluding data. He then discusses and concludes data and research finding based on the fact and phenomena happening before, during and after the class (Miles and Huberman, 1984: 48-51). He then validates all data and research finding by doing triangulation meaning to crosscheck data to the object of research, theories he uses and to the phenomena in the classroom. Since the researcher is the key instrument, so he must also undestand the method and the theories he uses and understand the topic he discusses. In short, he must also check the quality, analyze, interpret and conclude all data and his finding by the end of research (Abdussamad, 2021: 141).

RESULT AND DISCUSSION

Implementation of Project-Based Learning in Speaking Learning

The researcher researches class A students of semester three of PAI study program IAINU Tuban and they belong to non-English department students. The number of students are 29 consisting of 10 male and 19 female. For them to learn English Speaking is difficult because they are not used to do. The researcher must know that they do not need foreign language especially English and think that English is difficult for them. Therefore, the researcher must use special model he considers suitable and able to attract them and one of the models is project-based learning. The model involves utilizing intelligence from within the individual, from groups of people and from the environment to solve meaningful, relevant and contextual problem (Rahmawati, AP and Etika Dewi K, 2024: 27). Based on the observation and documentation, the researcher finds that project-based learning model can create active and creative learning and in the evaluation, the students grades of the subject of English for Communication (Bahasa Inggris Komunikasi) in semester three are better than the grades of the subject of English (Bahasa Inggris) given in semester two.

1. Data of Learning Preparation

Before teaching English Speaking, the researcher prepares everything needed in the model of project-based learning optimally. He prepares the plan of one semester learning which includes: (a) the achievement of learning of study program containing the target of skills of writing and speaking, interacting of communication in the classroom, asking and answering questions, giving comment and opinion; (b) short description of subject containing the tasks of students either group task like writing a paper based on decided topics, presenting it in classroom discussion and answering questions from their friends, or individual task like asking questions, giving comment, opinion and idea and even helping to answer the questions; and (c) topics of discussion containing the topics students must write in a paper such as *“Religious Moderation and Strengthening the Unitary State of the Republic of Indonesia”*, *“Islam: the Best Religion”*, and *“Al-Qur’an and Al-Hadits: The Main Guideline for the Moslems.”* Planning of research can be seen in the guideline below:

Name of Institution	: Institute of Islamic Religion of Nahdlatul Ulama Tuban (Islamic Education Study Program)		
Address of Institution	: Manunggal Street 10 – 12 Sukolilo Tuban – East Java.		
Class/ Semester	: A / 3		
Subject	: English for Communication		
Topic of Discussion	: See Learning Materials		
Time Allocation	: 3 Meetings x 90 minutes.		
Basic Competence			
1. To write an English paper on a specific topic and to present it in front of the classroom as a group assignment.			
2. To ask questions, to argue logically, and to give opinions.			
Indicator			
• To be able to manage the discussion in front of the classroom well.			
• To be able to write an English paper, to present it in front of the classroom, to ask and answer the questions based on the topic of discussion.			
Learning Method			
• Learning Model: <i>Project-Based Learning</i> .			
• Learning Approach: <i>Scientific Approach</i> .			
• Learning Method : <i>Lecturing and discussion</i> .			
Learning Materials		Tools	
The Topic of Presentation:		• A marker and a Whiteboard.	
1. Religious Moderation and Strengthening the Unitary State of the Republic of Indonesia.		• Paper of Presentaion,	
2. Islam: the Best Religion.		Projector LCD	
3. Al-Qur'an and Al-Hadits: The Main Guideline for the Moslems.		• Speaker	
-			
Learning Procedure			
Opening (10 Minutes) for 1 x Meeting			
✚ Orientation			
▪ The researcher prepares students physically and psychologically by asking about their news and readiness to learn.			
▪ The researcher asks a group of students to open the presentation and to start the discussion.			
Apperception			
▪ The reseracher asks students to demonstrate their English speaking they have learned in semester two.			
✚ Motivation			

▪ The researcher states that students have competence to write a paper and to speak English so that it is not difficult for them present it in English. ▪ The researcher conveys the mechanisms and Learning objectives for the subject matter that will be discussed at the meeting.	
Main Activity (70 Minutes) for 1 X Meeting	
Learning Procedur	Activity
<i>Stimulation</i>	a. The researcher motivates and stimulates students to dare to speak English and to focus on the topic of learning. He observes and documents all the activities students do during the discussion. b. The students read the paper and ask the questions to the presenter, write things they do not understand and ask them to the researcher and listen carefully the explanation from the researcher. All the activities done in the classroom must be in English.
<i>Problem statement</i>	▪ The researcher gives opportunity to the students to ask a lot the questions related to the topics of discussed.
<i>Data collection</i>	▪ The reseacher collects the data by the techniques of observation and documentation. He observes the activities – before, during and after the presentation in the classroom. Then he gives an assignment to the next group to write a paper and to present it in the next meeting.
<i>Data processing</i>	▪ After the class has been over, the researcher processes tha data to know the result of the learning.
<i>Verification</i>	▪ The researcher verifies the result of his observations and summarizes them on the students attendance list sheet.
<i>Generalization</i>	▪ The researcher concludes that the activity of English speaking learning based on project runs well. The students can write English paper, manage the discussion, dare to speak English, can ask and answer the questions and the situation of the classroom is conducive and lively.
Closing (10 Minutes) for 1 x Meeting	
▪ The researcher ask students to answer the questions, give opinion about the discussion and give assignment to the next group to write a paper on decided topic and present it next week. The group of presentation expresses thankfulness, apologizes to the audience and closes the discussion.	
Evaluation/Assessment	

- Cognitive: writing and speaking task (students can write and speak English and manage the discussion well and the audience are active to respond).
- Affective: taken from the result of direct observation on students behavior in the classroom. They active in responding and create the situation of classroom learning condusive and lively.
- Psychomotor/Skills: Students use gestures to make the partner understand. Project or Performance Assessment is taken from the evaluation of speaking, and writing.

2. Data of Learning Activity

a. Pre-Activity Phase

Based on the observation, the students use English as a means of communication in the classroom althauth their grammar need repairing. In the phase of pre-activity, the researcher opens the class and allocates the time 10 minutes in which he does: (a) Orientations. In the orientation, the researcher usually opens the class and begins the lesson by giving greeting, asking students condition and asking students to say prayers together. After saying prayers, the researcher prepares students physically and psychologically by asking their readiness to begin learning and asks the group of presentation to open and start discussion. (b) Apperception and motivation. In apperception and motivation, the researcher asks students to demonstrate their English speaking they have learned in semester two. He asks them to be active in speaking English althauth it is not fully correct. The students must dare to express their ideas in English and must understand the topic of discussion well. The researcher motivates them to learn English especially speaking and practice it more. The reseacher also tells the mechanisms and Learning objectives for the subject matter that will be discussed at the meeting.

b. Phase of Activity

Time allocated in this phase is 70 minutes. While the procedure in this phase is arranged as follows:

1) Stimulation

In this point, the researcher motivates and stimulates students to dare to speak English and to focus on the topic of learning. He observes and

documents all the activities students do during the discussion. The students read the paper and ask the questions to the presenter, write things they do not understand and ask them to the researcher and listen carefully the explanation from the researcher. All the activities done in the classroom must be in English. The researcher then observes the paper and the presentation of students and the response of audience. The researcher then observes items as follows:

- a) The students read the paper of presentation and must understand it. If they have something difficult to understand, they may ask them to the presenter or the researcher so that the students may understand it.
- b) The group of students write a paper and hand it to the researcher and the researcher reads and checks it. He observes all things they write in the paper.
- c) The group of students present the paper in form of discussion in front of the classroom. They must explain the topic written in the paper, answer the questions from their friends in the forum and their friends must ask question, argue the presenter's opinion, give suggestion and even help to answer the questions. All are done in English.

2) Problem statement

The researcher gives opportunity to the group of presentation and all students to discuss the topic in English. The group of presentation must explain their paper and the rest of students must ask a lot the questions related to the topics of discussed. By this way, the researcher knows the problems they face in learning English speaking. The problems are that they have weak grammar skills, poor vocabulary so that they are not confident in speaking English. However, the researcher always motivates and asks them to practice English and present paper in English, so they can slowly increase their English speaking and their self-confidence.

3) Data Collection

Remember that the object of the research are students of PAI study program, so it is usual that they are not used to speak English. The researcher collects the data in form of English paper and their English

speaking skill during the discussion. H collects them by the way of observation and documentation.

4) Data Processing

The researcher processes the data by: (a) analyzing the data (b) verifying the data and (c) validating the data. He then summarizes the data and concludes them.

5) Generalization

In general the result of the implementation of project-based learning is very suitable in learning English speaking. The skills of grammar and vocabulary of students increase and they begin to have self-confidence. They have also motivation to learn English and want to develop it.

c. Post-Activity Phase

This phase belongs to the phase of closing in which the researcher allocates 10 minutes. The researcher confirms the learning result at the meeting and asks the students to deliver questions related to the topics that have been discussed. He then gives appreciation to the group of presentation that have good performance and collaboration and asks them to close the discussion. **d.**

Evaluation

At this assessment stage, the researcher categorizes the assessment into 3 elements namely: cognitive, affective and psychomotoric. Cognitive is measured by the skills of writing a paper and speaking in the classroom. Students can write and speak English and manage the discussion well and the audience are active to respond. Affective is taken from the result of direct observation on students' behavior in the classroom. They are active in responding and create the situation of classroom learning conducive and lively. Psychomotoric is taken from Students' gestures to make the partner understand. Based on the observation and documentation, after three meetings of implementation of project-based learning, the learning outcomes are very satisfying. Students can write English paper and present it in discussion well. They can explain the paper and answer all their friends' questions well. Their friends who become the audience can ask questions, give opinions and

argumentations and even help presenters to answer the questions. They also use gestures to help their partners of speaking to understand what they say.

CONCLUSION

Based on the description above, the researcher concludes that the teaching and learning English speaking using project-based learning model to the third semester students of PAI study program IAINU Tuban is successful. In general, students can write English paper and present it in discussion successfully. All students either the presenters or audiences can express their ideas and questions in English well. During English learning, discussions and questions and answers, the class atmosphere is lively and dynamic. Students have begun to be able to focus on the lessons and have self-confidence to speak English. The students' appearance during discussions or presentations is very confident and impressive with their speaking and their gestures. The research also shows that their grades of the subject of English communication range from 75 to 95. In short, project-based learning model is very suitable to be implemented for students of non-English department.

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