



Analysis of the Effectiveness of Project-Based Learning in Improving High School Students' Motivation in Speaking

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Abstract

This study is aimed to investigate the impact of Project-based learning (PjBL) on enhancing motivation among high school students in English speaking proficiency. Utilizing a qualitative case study approach, data was gathered through questionnaires and interviews. The sample of this study is 16 students in the 11th grade at a Public Senior High School in Medan, aged between 16-17 years old, selected through purposive sampling. The participant engaged in PjBL activities in their English-speaking class, where their motivation levels were assessed before and after the implementation of PjBL. The finding revealed a significant increase students' motivation and confidence in speaking English following their participation in PjBL activities. This study contributes to the understanding of how PjBL can positively impact students' motivation in language learning, emphasizing the need for further research in diverse educational settings.

Keywords: *project-based learning, motivation, speaking, language learning*

Introduction

Academicians have been exploring a range of innovative teaching models in an attempt to discover more efficient ways to teach and learn in recent years (see: Albashtawi & Al Bataineh, 2020; Inderawati, 2017). The goal of this ongoing exploration is to uncover and implement ways that have the most impact on the effectiveness of the teaching and learning process and are able to enhance the

overall student learning experience. This shows a dedication to innovation and adaptation in education, with the ultimate aim of giving students the most fulfilling and interesting educational experience (Ellis & Goodyear, 2013; Bentley, 2012; Novita & Paragae, 2023). Flipped learning, problem-based learning, cooperative learning, and project-based learning are teaching models that have received a lot of attention lately, mainly since they correspond with a paradigm shift in education: from teacher-centered to student-centered learning (Shin, 2018). To that extent, an essential component of student-centered learning is student motivation. Motivation is the strength for students when learning languages (Yuzulia, 2021). Eccles & Wigfield state that motivation is a combination of student needs and goals (Shin, 2018). Goals will motivate students' actions to achieve results (Ames, 1992). Seeing how important the role of motivation is in learning, especially in language learning, choosing and using teaching methods that can strengthen students' motivation is relevant.

One of the strategies that can be utilized is Project-based learning (PjBL). PjBL is a strategy that can provide students with a variety of skills as they work through the tasks (Ningsih et al., 2020). By doing a better analysis and applying critical thinking to the topic, learners can enhance their capacity for dealing with complex real-world challenges (Widiyati & Pangesti, 2022). Students can be creative and constructive by using project-based learning (Ummah, Inam, & Azmi, 2019).

For that matter, based on the researchers' observation of the speaking English learning process in senior high school, students face some problems in speaking English. One of the problems is the lack of students' motivation in English class. There were some indications of students' speaking skills that dealt with students' motivation, including the students' enthusiasm when speaking English in the class; the students' unpreparedness when the teacher explains fully in English; and the students' laziness in speaking English. These problems can be related to the senior high school students' motivation to speak English.

According to Stoller, Project-based learning (PjBL) is one of the teaching models that support foreign language learning (Sirisrimangkorn, 2018). The benefits of using PjBL in language learning are that it can increase students' learning motivation, language skills, ability to collaborate in groups, content learning, foster self-confidence, autonomy, and train decision-making skills (Sirisrimangkorn, 2018). Thomas (2000) stated that PjBL is a teaching model in which the organization of learning is linked to the project. At the end of project learning, students must be able to produce a final product. Tasks performed by students in PjBL include designing, solving problems, making decisions, conducting investigations, and so on (Faozi et al., 2020). PjBL is a learning model that deals with everyday problems in the world so that the knowledge gained from PjBL learning activities will help students face and solve problems they face in the real world.

In a speaking class, student motivation is a component that plays an important role in encouraging students to achieve deep learning. Motivation is an important aspect of successful learning and teaching (Muslim, Hamied, & Sukyadi, 2020). Ahmed and Al-ward (2020) also stated the same thing: motivation is an important factor that leads to successful second language learning. Motivating students to be stimulated in learning can be done through the application of certain teaching. Brophy (1998) states that motivation is students' willingness to engage in learning activities and their reasons for participating in learning activities. So, it can be concluded that students will achieve their goals when they have high motivation to do things that can achieve those goals. Positive motivation is the most potential component for students to be able to handle tasks.

Student motivation can come from internal factors and external factors, which are related to the types of motivation, namely intrinsic motivation and extrinsic motivation. Extrinsic motivation is motivation that comes from within a person (Cahyono & Rahayu, 2020). Meanwhile, extrinsic motivation is motivation whose factors come from outside a person. In the research of Ulfa, Bania, and Samudra (2019) reported that student motivation can be caused by several factors, such as socioeconomic status (e.g., school, geographic location), classroom situation, dream job or profession, and parental and teacher support. Muslim, Hamied, and Sukyadi (2020) Investigated EFL students' motivation by building individual motivation and social motivation. Individual motivation is motivation that can be seen in the students themselves, including students' attitudes towards learning, new learning environments, confidence in their abilities, and ideal self. Meanwhile, social motivation, based on Kusumawati's (2020) statement, is motivation that comes from outside, such as family influence, teacher influence, learning materials and instructions, peer's influence and learning experience.

There have been various previous studies that support the effectiveness of PjBL learning on students' speaking skill development (e.g: Aguskin, 2020; Alfatihah et al., 2022; Suryani & Argawati, 2023; Widiyati & Pangesti, 2022; Wuntu et al., 2022). Suryani & Argawati (2023) discover positive results from the application of ICT and PjBL to students' speaking skills. Moreover, students' learning outcomes improved significantly after the application of ICT and PjBL in speaking class. Furthermore, Wuntu et al. (2022) also found that the implementation of PjBL was beneficial in improving students' speaking skills in reporting procedure text. Finally, Alfatihah et al. (2022) revealed that project-based learning is beneficial for students. Widiyati & Pangesti (2022) demonstrates how using this PjBL approach can raise student engagement in the English language learning process by facilitating the exchange of knowledge and information through discussions and learning activities that center on problem-solving techniques. Students' critical thinking and comprehension skills can be enhanced by project-based learning. It has also been shown that employing PjBL can boost the students' mood. They are becoming more

critical of cultural issues as their communication skills improve (Aguskin and Maryani, 2020). However, there is a little evidence that investigate the use of project-based learning as teaching model in improving senior high school students' motivation in speaking English. Using PjBL as a teaching model in speaking class that organizes learning around project can increase students' motivation in the speaking class. This study can provide insightful perspective on how effectively project-based learning (PjBL) helps to increase high school students' motivation to speak English. Additionally, the study aims to determine whether PjBL significantly improves students' speaking skills, which is important for informing language education practices. PjBL can encourage the application of knowledge in real-world situations, improves problem-solving abilities, builds teamwork, and stimulates conceptual understanding. PjBL engages students in real-world settings and fosters critical thinking and communication skills, thus preparing them for potential professional obstacles.

Therefore, the researcher attempted to find out whether project-based learning (PjBL) improves senior high school students' motivation in speaking class significantly and to find out how the students experienced about using project-based learning (PjBL) in speaking class.

Method

This study employed a qualitative case study as the methodology in order to completely evaluate the effect of project-based learning (PjBL) on senior high school students' motivation in speaking class. Cresswell (2014) claimed that case studies are a type of qualitative design where a program, event, activity, process, one or more people are thoroughly examined by the researcher. The case(s) are constrained by time and activity, and researchers gather comprehensive data over an extended period of time utilizing a range of data gathering techniques. Furthermore, a case study is described by Baxter and Jack (2008) as a type of research methodology that enables researchers to examine a phenomenon utilizing a variety of data sources.

The sample of this study comprises 16 students of one class at the 11th grades in one of Public Senior High School in Medan. The age of participants varies from 16-17 years old. The selection of participant was done purposive and with careful consideration from class 11. Firstly, grade 11 students were considered as relevant subject as their age reflects the critical adolescence period where learning motivation has a significant role in academic and personal development. In addition, the significant learning experience that grade 11 students have enables them to provide an in-depth perspective on the impact of PjBL on learning in the context of a speaking class. In this research, the researcher acted as an observer in the classroom. Meanwhile, the teacher will teach English subject using the PjBL method.

Furthermore, as a mean of data collection, a questionnaire and interview were formulated and given to the students who approached with a PjBL. The questionnaire comprised of 15 different question on gauge students' perception about their motivation before and after Project-Based Learning have implemented. The questionnaire used the Likert Scale that consisted of five-point scales as follows: strongly agree, agree, neutral, disagree, and strongly disagree. After the data from questionnaire were collected, three randomly participant were chosen to be interviewed to look for more information and clarifications based on the responses of the participant in the questionnaire.

In this research, the researcher is using content analysis that will be interpreted qualitatively. Content analysis is a method that allows for inference by objectively, methodically, and broadly defining the different aspects of a communication. The steps in content analysis are text selection, choosing the analysis unit, creating content categories, unit marking, and analysis (Masyhuri, & Zainuddin 2009). The main purpose of content analysis is to reach the concept and relationship that can explain the collected data. The data will be summarized and interpreted qualitatively. In content analysis, the basic steps is to collect comparable data that fits within specific concepts and themes, then arrange and analyze it in a way that makes sense to the reader (Yıldırım and Şimşek, 2011). In order to preserve personal information, participant names and unique circumstances were not included in the questionnaire forms; instead, codes like P1, P2, and P3 were provided.

Results

This questionnaire was given to the participants at the beginning and end of the meeting. This is done to find out the participants' perception of their motivation in speaking before and after participating in project-based learning (PjBL) activities. While the post questionnaire was given to the learners to know the level of their motivation in speaking after the project-based learning has been completed. Learners' motivation in speaking using project-based learning can be explained as below:

Table 1. Average of Pre-questionnaire Students' Motivation in Speaking

N0.	Item Questionnaire	Score
1.	I feel challenged when involved in this learning project.	3.93
2.	I feel enthusiastic to speak up in this project learning activity.	3.37
3.	I am confident to express my opinions or ideas after participating in this learning project.	3.62
4.	This project is effective in improving my speaking skills.	3.43

5.	I feel clear about the learning objectives of each project.	3.50
6.	This project really motivates me to speak with my classmates.	3.68
7.	The project was effective in improving my confidence in speaking.	3.68
8.	I enjoyed engaging in speaking activities during this project.	3.31
9.	I felt happy and motivated to speak in the project team.	3.37
10.	This project helped me develop my English-speaking skills.	3.31
11.	The project was very relevant to my interests and learning needs.	3.18
12.	I was able to relate the project activities to my daily life.	3.37
13.	The project gave me the opportunity to speak in English.	3.75
14.	The project was very effective in improving my interpersonal communication skills.	3.56
15.	I feel that my motivation to learn English has increased with this learning project.	3.37
Average		3.49

The table above presents the averages of students' responses to the pre-questionnaire regarding the implementation of PjBL in improving students' motivation in speaking. The average score on the pre-questionnaire is 3.49. In this research, students were asked to answer the questionnaire before PjBL was implemented in the speaking class. After they answer the questionnaire, the teacher will teach the students' by implemented PjBL. This research was conducted in three meetings. Students' were asked to create a project for analyzing a song and sing it. They have to work and present the project as a team. Meanwhile, they were assigned to conduct the project, and the students were given the freedom to choose the song that would be analyzed. They have to analyze the song structure and figure of speech of the song they have chosen.

After they have finished the project and present it, then they would give the post-questionnaire. The questions given in the pre-questionnaire and post-questionnaire were the same. So, from this, it can be shown how the experienced before and after the implementation of PjBL in speaking class, especially how their motivation in speaking before and after the implementation of PjBL. The answer of post-questionnaire addressed to the participant are given by the table below:

Table 2. Average of Post-questionnaire Students' Motivation in Speaking

N0.	Item Questionnaire	Score
1.	I feel challenged when involved in this learning project.	4.25
2.	I feel enthusiastic to speak up in this project learning activity.	4.12
3.	I am confident to express my opinions or ideas after participating in this learning project.	4.00
4.	This project is effective in improving my speaking skills.	4.18
5.	I feel clear about the learning objectives of each project.	4.18
6.	This project really motivates me to speak with my classmates.	4.50
7.	The project was effective in improving my confidence in speaking.	4.37
8.	I enjoyed engaging in speaking activities during this project.	4.37
9.	I felt happy and motivated to speak in the project team.	4.50
10.	This project helped me develop my English-speaking skills.	4.31
11.	The project was very relevant to my interests and learning needs.	4.00
12.	I was able to relate the project activities to my daily life.	4.12
13.	The project gave me the opportunity to speak in English.	4.50
14.	The project was very effective in improving my interpersonal communication skills.	4.06
15.	I feel that my motivation to learn English has increased with this learning project.	4.68

Average

4.27

The tables above present a comparison of students' responses on the pre- and post-questionnaires regarding their motivation in the speaking class when using PjBL. On average, the scores in the post-questionnaire are higher than those in the pre-questionnaire. With the average score on the post-questionnaire being 4.27. Particularly, the average score for statement number 7, 'The project was effective in improving my confidence in speaking,' is 4.37. This indicates that students feel more confident in speaking when PjBL is implemented in the class. Similarly, statement number 8, 'I enjoyed engaging in speaking activities during this project,' also has an average score of 4.37. This suggests that students had a positive experience while participating in speaking activities within the project. Furthermore, statement number 15, 'I feel that my motivation to learn English has increased with this learning project,' has the highest average score of 4.68. This result strongly supports the effectiveness of PjBL in enhancing students' motivation in the speaking class.

The table result show that students' motivation in speaking improve when PjBL have implemented in speaking class. To support it, there are three students that have chosen by the researcher to be interviewed about their experienced in speaking class using PjBL.

The implementation of Project Based Learning (PjBL) has been proven as an effective method in increasing students' motivation and confidence in public speaking. In this context, the results of the interviews with students highlighted the positive impact of PjBL on students' motivation and confidence. Students reported that they felt more motivated to improve their speaking skills as well as feeling more confident after engaging in project-based learning projects. These projects gave them the opportunity to test and improve their speaking skills in a supportive and project-oriented environment.

P1: *"Although I am nervous, learning with project is more fun and can train my confidence."*

P2: *"From this project, I am more motivated to train my confidence in public speaking."*

In addition to increasing students' motivation and confidence, the implementation of PjBL also provides valuable opportunities for students to actively express their ideas and opinions. In the context of PjBL projects, students are encouraged to actively participate in group discussions, presentations, and collaboration with classmates. This gives them the opportunity to convey their ideas, express their opinions, and contribute to the overall learning process. These projects create an inclusive and supportive environment, where every student feels valued and encouraged to participate. Therefore, PjBL not only helps in the

development of students' practical skills, but also in strengthening communication skills and the ability to convey ideas and opinions clearly and effectively.

P1: "This project gives me opportunity to be able to speak and convey ideas."

P3: "I feel more compelled to express my opinion in this project."

However, students agree that PjBL has a positive impact on them. With the application of PjBL in learning, they feel more motivated and excited to follow the learning process. Students stated that they were more motivated to improve their public speaking skills after completing the project. They felt encouraged and motivated to learn more about how to deliver effective presentations. This shows that PjBL is not only effective in improving students' practical skills, but also able to inspire and increase their motivation in learning.

P2: "Learning with project make me more excited to speak in class and improve my speaking."

P3: "I am more motivated to enhance my public speaking skills after completing this project. Moreover, this project has inspired me to seek new knowledge about delivering effective presentations."

They found that through their projects, they could relate the subject matter to the real world, gain hands-on experience, and develop useful practical skills. In addition, they feel they contribute more to learning and feel they have greater responsibility for their own learning outcomes. Thus, the interview results show that PjBL significantly increases students' motivation and engagement in the learning process.

Discussion

Project-based learning is an effective method for teaching English as a foreign language, as it focuses on learner-centered activities and real-world contexts (Dhundi Raj Giri, 2016). This approach can improve students' speaking skills, critical thinking, and collaboration abilities. The implementation of project-based learning in the classroom can lead to better student engagement and better achievement in speaking skills.

Based on the result, most of students in this study indicated that implementation of PjBL in speaking class give positive effect for their speaking motivation. The results of the data analysis from the table show an increase in the number of student answers reflecting motivation in speaking in the post-questionnaire compared to the pre-questionnaire. This indicates that PjBL has successfully increased students' motivation in developing their speaking skills. In addition, interviews with students consistently revealed positive perceptions of their experiences with PjBL, where many of them expressed increased motivation and confidence in speaking as a result of participating in the learning projects. These findings are consistent with previous research which suggests that PjBL can motivate students by providing relevant learning contexts and encouraging active engagement in learning. Therefore, the results of these findings suggest that PjBL

is not only effective in improving students' practical skills, but also in strengthening students' motivation in the context of speaking learning.

Riswandi (2018) examined the implementation of PjBL to improve students' speaking in English class. PjBL helps improve students' fluency, vocabulary, pronunciation, grammar and comprehension in speaking English. The findings of this study show that PjBL can be a tool for students' speaking skills. The implementation of PjBL in teaching speaking skills helps to improve students' motivation and achievement.

Wuntu et al. (2022) also did the study on the implementation of Project Based Learning (PjBL) to improve students' speaking skills in a secondary school in Indonesia. The results of this study showed that there was a significant improvement in students' speaking skills after implementing PjBL. This study highlights the importance of using innovative teaching methods such as PjBL to improve student learning outcomes.

Thus, this study shows that the application of project-based learning (PjBL) method has a significant positive impact on students' learning motivation, particularly in the context of improving speaking motivation. Data analysis from the questionnaires showed a significant increase in students' motivation levels after engaging in project-based learning. The results of interviews with students also confirmed this finding, where many of them expressed increased motivation and confidence in speaking as a result of their experience with PjBL. These findings are consistent with the literature highlighting the benefits of PjBL in motivating students through relevant and project-centered learning. However, this study has some limitations, such as the limited sample size and the specific research environment. Therefore, future research can extend this study by involving a larger sample and testing the effectiveness of PjBL in various learning contexts. Thus, this study makes an important contribution to our understanding of the role of PjBL in enhancing students' learning motivation, and provides a foundation for further research in this area.

Conclusion

Based on the result of the study, it shows that the implementation of Project Based Learning (PjBL) in speaking class can significantly increase students' motivation and engagement in learning English. The results show that PjBL is effective in improving students' practical skills and strengthening their motivation in speaking learning. Students felt more challenged, enthusiastic, confident and motivated to speak in English after participating in PjBL activities. These findings highlight the benefits of PjBL in improving students' speaking skills and overall language learning experience.

In the context of English language learning, the application of PjBL not only improves students' speaking skills, but also creates a learning environment centered on active and relevant experiences for them. Thus, the implementation of PjBL can be an effective strategy in improving students' motivation and their speaking skills in English language learning. The implication of this study shows the importance of expanding the use of PjBL in English language learning curriculum, focusing on the integration of projects that challenge and enrich students' learning experience.

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