
Enhancing Students' English Skill through the Implementation of Project-Based Learning

Siti Khikmiyah

Islamic Institute of Uluwiyah Mojokerto, Indonesia

sitikhikmia@gmail.com

ABSTRACT

This study was conducted to obtain data and information about the effectivity of project-based learning on students' English skill. This research was conducted at Islamic Institute of Uluwiyah Mojokerto consisting of Islamic family law and Islamic religious education majors. This research was quasi-experimental research that uses a project-based learning model as a treatment. The sample was 60 students taken from two majors. Both of majors consisted of 30 students. The hypothesis was analyzed statistically by SPSS 20 program using independent t-test analysis. The results of data analysis showed that the sig-value 0.004 is smaller than 0.05 as the significant level. Thus, it can be concluded that the implementation of project-based learning model was effective on students' English skill.

Keywords: Enhancing, English Skill, Project-Based Learning

I. INTRODUCTION

English has a significant role in broadening horizons in the field of science and technology (Muna & Aziz, 2021). The development of increasingly rapid and up-to-date information must be balanced to absorb the information effectively and efficiently. Science and research results are spread globally and can be known by everyone in any part of the world. Dissemination of the latest and up-to-date information is presented using international languages, especially English so that everyone worldwide can understand it.

The study of Islamic law is also inseparable from the development of science and technology that transfers information in English. The users (stakeholders) also emphasize that graduates from the Islamic family law study program Institute of Uluwiyah Mojokerto are able to speak English actively or passively. Students are required to master English to support their level of capability in the world of work. In fact, in learning English, they may experience various obstacles and obstacles that will make it difficult for students to absorb useful knowledge and information from various sources.

Learning difficulties are one of the problems faced by students in the learning process. Learning difficulties are the situations in which students are not able to learn effectively due to some problems or interruptions in the learning process. Thus, the students cannot achieve the expected learning outcomes (Al Halim, 2019). Students who have learning difficulties will appear from various symptoms that are manifested in their behavior. One of them is the lack of student motivation in learning, which can affect students' understanding of the material presented (Herlina & Suwatno, 2018).

One of the teaching methods that can be implemented to foster student motivation is the project-based learning model (PBL). In its implementation, Project-Based Learning is proven to be an effective method to activate students' learning abilities. Students will indirectly be required to carry out several processes in the learning process, including planning, working, reflecting, and evaluating independently (ALMABRD, 2018). PBL has enormous potential to make learning experiences more interesting

and meaningful for adult students. In PBL, students are encouraged to be more active in their learning. PBL focuses on questions or problems, which encourage students to understand the concepts of a given topic or problem.

In addition, Project-Based Learning is also defined as a learning method that emphasizes the meaningful learning process through active exploration activities carried out by students on the problems given (Putri, Artini, & Nitiasih, 2018). Exploration activities are activities that involve critical thinking skills possessed by students. Students look for new solutions/ideas/thoughts in completing a given project by bringing up new innovations using their honed creative thinking skills. Therefore, in Project-Based Learning, lecturers act as companions, facilitators and understand the minds of students.

In learning English, there are four skills, namely listening, speaking, reading, and writing, that students should master. The four types of skills have different levels of understanding so that they can be taught differently. Effective mastery of English will

support the improvement of the quality and capability of students so that they can compete in today's modern era. This study was conducted to determine the effect of PBL in improving students' English learning outcomes. Through PBL learning, the learning outcomes are expected to be more meaningful and more independent in learning. In PBL, students are required to be able to solve problems and complete assignments.

II. Literature Review

Project-Based Learning

The definition of project-based learning model is a Learning model that engages students in problem-solving activities and offers them the opportunity to work autonomously on their own learning and finally produce an efficient product. (Kholis & Aziz, 2020).

More explanation taken from (Putri et al., 2018) explained that project-based learning is a Learning model that uses some matters as the first step in collecting and integrating new knowledge based on students' experience in activities. Each learning model has certain characteristics. These

characteristics indicate the characteristics of the learning model and the learning objectives to be achieved. The project-based learning model has certain characteristics, which is student-centered learning.

The advantages of the project-based learning model proposed by the Ministry of Education and Culture are as follows: (1) increasing students' learning motivation to learn; (2) improve problem-solving ability; (3) make students more active in learning; (4) enhance collaboration; (5) encouraging students to be skilled at communicating; (6) improve students' skills in managing resources; (7) provide learning and practice experiences to students; (8) provide learning experiences that involve students; (9) involving students to learn to take information and knowledge which is then implemented in the real world; (10) make the learning atmosphere fun.

PBL Implementation Steps

The implementation of PBL can be carried out in three stages, namely preparation, learning, and evaluation, but from these three stages, it can be described into six stages as follows:

a. Preparation

The teacher designs or creates a project framework that is useful in providing the information needed by students in developing thinking about the project in accordance with the existing framework and providing resources that can help carry it out. This will support the success of students in completing a project

b. Assignment/topic assignment.

In accordance with project assignments given by the teacher or their own choice, students will obtain and read the project outline, then try to find sources that can help.

c. Plan activities.

Students work on individual projects, as well as in groups. Students determine the activities and steps according to the sub-topics and plan the processing time for all sub-topics. If working in a group, each member must follow the rules and have a sense of responsibility.

d. Investigation and presentation.

Investigations here include activities: asking experts and exchanging experiences and knowledge between groups. In its development sometimes contains observations and

experiments.

e. Finishing.

Students make reports, present in class, as a result of their activities. Then students make notes on the project for further development. Participants receive feedback on what they have made from groups, friends, and teachers.

f. Monitoring/Evaluation.

The teacher assesses all project work processes carried out by each group based on their participation and productivity in project work.

III. Research Method

Research Design

This research used a quasi-experiment research design. (Ary, Jacobs, Irvine, & Walker, 2018) designed that the designs do not include random assignment are known as quasi-experimental designs and used where true experimental is not feasible.

Table 1. Research Design (Ary et al., 2018)

Group	Pre-	Treatments	Post-
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	test		test
Experimental group	Y1	X	Y2
Control group	Y2	X	Y2

Based on the design above, the research design's main procedure is to give different treatments to both groups. Before giving the treatment, both groups are given a pre-test. Then for the experimental group, they are treated by using a project-based learning model. While for the control group, they will be taught by using direct instruction. After giving the treatment, the students will be given a post-test to measure the effectiveness of PBL on students' English skills.

Sample of the research

This study's subjects are two majors from students' universities at the Islamic Institute of Uluwiyah Mojokerto, namely Islamic family law and Islamic religious education. Both of majors consisted of 30 students. The researcher selects two classes that have an equal chance to be experimental group. The study takes time allocation based on the curriculum schedule. English subject has one meeting a week. This study is

held on September to December 2020.

Data analysis technique

The data gotten was in the form of quantitative data. Quantitative information was analyzed statistically by SPSS 20.

IV. Result and Discussion

Pre-test Score

Table 2. Descriptive statistics of Pre-test score.

Descriptive Statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
Exp	30	45	80	1875	62.50	9.716
Control	30	50	80	1925	64.17	9.833
Valid N (listwise)	30					

The descriptive statistics above showed that the mean score of every single class was different. The mean score of the experiment group was 62.50, and the control group's mean score was 64.17. Although there were differences in the mean and minimum scores, the different groups' differences were not significant. For more details, it can be seen from the diagram below:

Diagram 1. Students score of Experiment group

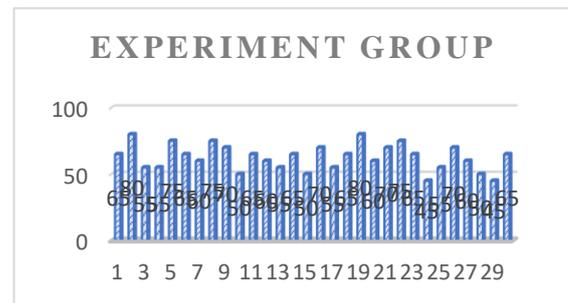
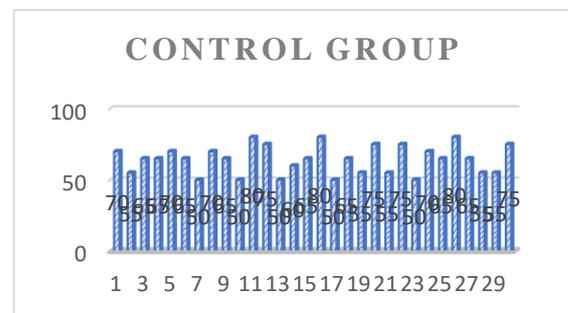


Diagram 2. Students score of Control group



Posttest Score

Descriptive Statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
Exp	30	60	90	2240	74.67	9.371
Control	30	55	85	2030	67.67	8.066
Valid N (listwise)	30					

After giving the treatment, finally, the students were given a posttest. It was to know the effectiveness of PBL on students' English skills. The result of the posttest showed there were highly different mean scores between

the two groups. The mean score of the experimental group was 74.67. In contrast, the mean score of the control group was 67.67. Although the mean score was highly different, it could not be justified that the difference was significant. It should be analyzed using Independent T-test Analysis to know the effectiveness of PBL on students' English skills. For more details of students' posttest scores, it can be seen from the diagram below: Diagram 3. Students score of experiment group

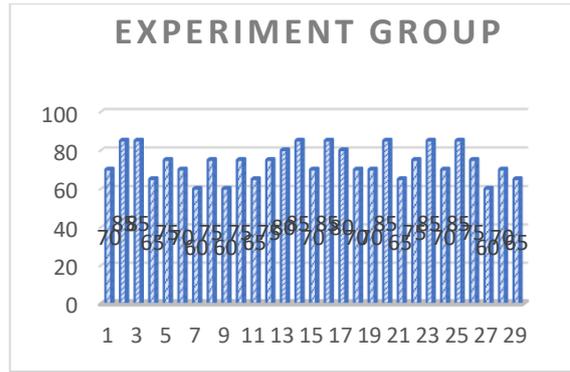
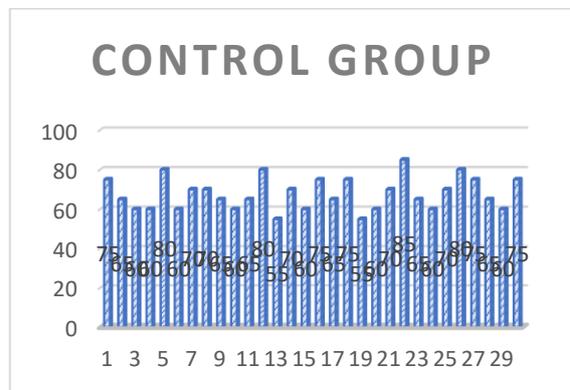


Diagram 4. Students score of control group



Independent T-test Analysis

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.041	.841	2.970	58	.004	6.333	2.133	2.065	10.602
	Equal variances not assumed			2.970	57.876	.004	6.333	2.133	2.064	10.602

Based on the computation above, it showed that the sig-value was 0.004. It is smaller than the significant level of 0.05. In accordance with the criteria for testing the hypothesis stated that if the sig-value was smaller than the sig-level, then the H1 is accepted. Thus, it could be justified that the difference was significant, which means that the implementation of PBL significantly affected students' English skills.

V. Conclusion

Based on the results of the data analysis described in the previous section, it can be concluded that implementing the project-based learning model was effective on students' English skills. This is evidenced by the results of the data analysis that has been carried out, with a post-test score of 60 students after the t-test was carried out in each group with the results of data analysis, that the sig-value 0.004 is smaller than 0.05 as the significant level.

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