

Exploring Teachers' Perception on Project Based Learning (PJBL) in Teaching Speaking of Report Text at Junior High School

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ABSTRACT

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At the junior high school level, the ability to speak English, especially in the form of report text, is an important focus in the curriculum. One innovative learning method that is widely applied at various levels of education is Project Based Learning (PjBL). Using PjBL in learning can contribute to supporting the teaching and learning process and developing students' speaking skills. This research explores teachers' perspectives regarding implementing Project-Based Learning (PjBL) in teaching speaking report text. The focus of this research is to understand teachers' perceptions of the implementation of PjBL in speaking skills, their approach to planning, implementing, and assessing PjBL, as well as the benefits and challenges they face. Data for this study was gathered through interviews and documentation using the case study methodology. The results showed that teachers believed that PjBL increased student engagement, provided real-world experience, increased motivation, and allowed peer-feedback. PjBL implementation includes three main stages: planning, implementation, and assessment. The benefits identified from implementing PjBL include improving students' pronunciation skills, vocabulary knowledge, creativity, and self-confidence. However, challenges include limited time allocation, diverse student learning styles, and uneven student participation. These findings can contribute to educators optimizing the use of PjBL to improve students' speaking abilities.

INTRODUCTION

In the current era of globalization, effective communication skills, especially speaking skills, are very important for success in various aspects of life. Speaking skills are essential they are not only useful for communicating but also for expressing thoughts and feelings (Azzahra et al., 2019) It helps convey ideas and fosters better understanding and connection with others. Speaking is a way of conveying ideas, thoughts, and feelings using English to provide information and express ideas sequentially, clearly, and comprehensively (Astutik, 2015). It means that speaking is a fundamental aspect of communication, not only helping learners communicate effectively in the target language but also explore deeper experiences and express thoughts. Speaking well allows people to connect with others, work with diverse groups,

convey ideas and solutions to problems, develop concepts, and work with others to realize their ideas and innovations. Good speaking skills can facilitate effective communication, productive collaboration, and the development of ideas that are useful in a variety of real-world situations.

However, in practice teaching speaking skills in junior high school is quite challenging. Based on an interview that the researcher conducted with one of the English teachers at MTsN 2 Kota Blitar, teaching speaking about report text at the junior high school level is quite challenging. Considering that English is not their first language, students often find it difficult to practice using English in classroom activities. Limited vocabulary and lack of student motivation are the main obstacles to improve speaking skills. Apart from that, students who lack background knowledge about certain topics are also a major obstacle in understanding the topics in the text. One text that often makes students confused to understand is report text. This text generally contains various topics such as social issues to communicate findings, research results, analysis, or recommendations. Complex text content and difficult vocabulary are factors that can influence student understanding. Therefore, when teaching speaking skills, teachers should use a variety of innovative strategies. Students will be able to acquire English more successfully and learning objectives will be met to the best of their abilities. One of the strategies successfully used by this teacher is Project Based Learning.

Students actively participate in developing a project, either individually or in groups, as part of the Project Based Learning (PjBL) learning model, which aims to improve speaking and other English language proficiency (Andreas et al., 2024). PBL assigns students to design and complete a project that calls for them to use their imagination, creativity, and knowledge to solve a problem or challenge from the real world. Students gain a deeper comprehension of English language concepts as well as improved spoken English communication skills through this process (Sirisrimangkorn, 2021). By actively participating in project creation, collaboration, presentations, and reflective practices, students gain valuable opportunities to practice and enhance their spoken English abilities in authentic and purposeful ways. One of the goals of PjBL is to facilitate students developing their insight through problem-solving activities, independent learning, collaboration and intrinsic motivation (Dewi, 2016). Engaging in authentic, hands-on projects that address real-world problems allows students to develop critical thinking skills and creativity.

There have been several previous studies that conducted research related to the implementation of Project Based-Learning in teaching speaking. These research focuses on several aspects, for example: 1) PjBL is used to improve speaking skills through drama (Amarullah & Rachmawaty, 2019; Anggraini, 2022; Sirisrimangkorn, 2018), 2) PjBL is used to improve speaking skills through vlog videos (Jumaya, 2022; Niron, 2020; Suharto et al., 2021), 3) PjBL using presentations (Mu'man, 2023; Sirisrimangkorn, 2021), 4) PjBL is used in teaching reports text (Hardiyanto, Ari Nurweni, 2019). Several studies show that the use of PjBL in speaking can be done using various methods to increase students' motivation in learning and develop speaking skills. However, previous studies focused on how to use PjBL in speaking activities. There have been no previous research that have examined teachers' views on the implementation of PjBL in teaching speaking of report text at the junior high school level.

Implementing project-based learning using drama can increase students' opportunities to learn English, explore experiences, increase their self-confidence in speaking, and build their character and interpersonal skills (Amarullah & Rachmawaty, 2019; Anggraini, 2022; Sirisrimangkorn, 2018). On the other hand, PjBL using vlog videos also has a significant influence on students' speaking skills, especially in the aspects of pronunciation, grammar, fluency, vocabulary, and comprehension (Jumaya, 2022; Niron, 2020; Suharto et al., 2021). Implementation of PjBL using presentations has a positive impact, especially on students' speaking skills by presentation assignments, scaffolding activities, and integrative skills practice (Mu'man, 2023; Sirisrimangkorn, 2021). Also, positive outcomes for student achievement are also obtained when teaching report writing using PjBL, particularly when it comes to the areas of written material, organization, vocabulary, structure, and writing quality (Hardiyanto, Ari Nurweni, 2019). The results of previous research show that Project Based Learning can have a significant effect on students' speaking skills and other soft skills.

The difference between this research and previous studies lies in the type of text, media used, and the application of differentiated learning in PjBL. In this research, the teacher used recount text to teach speaking and the media used was making a weather report video. Apart from that, teachers apply differentiated learning to find out students' interests. Therefore, this research investigates more deeply 'Teachers' Perceptions of the Implementation of Project-Based Learning in Teaching Reported Text Speaking in Junior High Schools'. This study intends to investigate teachers' viewpoints regarding the planning, implementation, and assessment strategies for PjBL in junior high school reporting text speaking, as well as the advantages and difficulties encountered. To collect data for the case study research design and qualitative method, interviews and documentation were used in this study. Therefore, limitations of this research may occur in terms of generalization of the findings because it focuses on one teacher and one school only. In addition, time and resource limitations can also affect data analysis and interpretation.

METHOD

In this research, researchers used qualitative descriptive methods to present data. The researcher also used a case study research design by selecting an English teacher at MTsN 2 Blitar City as a participant. The researcher chose this research subject because the teacher has ten years of extensive experience in teaching and designing learning strategies that focus on developing Critical Thinking, Collaboration, Communication, and Creativity skills. In addition, teachers have comprehensive insight into the effectiveness of PjBL and the implementation of 4C at the junior high school level. The teacher also applies differentiation learning in teaching using the PjBL method.

In collecting data, researchers conducted interviews and document analysis. The instruments used were interview guides and documents, including the syntax for using PjBL in speaking. Primary data in this research are the results of interviews. Meanwhile, secondary data is the syntax of the PjBL guidelines used by participants in learning. Furthermore, the data analysis procedure includes 1) making interview transcripts, 2) data reduction, 3) triangulation, and 4) drawing conclusions.

RESULTS AND DISCUSSION

Teacher's Perception of the Implementation of Project-Based Learning in Teaching Speaking of Report Texts

To answer the first research question, the results of interviews with an English teacher of MTsN 2 Blitar are presented. In the interview, the teacher was asked about her experiences using PjBL to teach speaking report text. The results are as follows:

- a. The use of PjBL is effective for increasing student engagement through collaborative learning.

PjBL involves collaborative learning, which is one of the keys to increasing student engagement. There are three components to student involvement: emotional, cognitive, and behavioral (Yulhendri et al., 2022). The behavioral aspect is concerned with student participation in learning, such as attending class, asking questions, and focusing on the material. Cognitive involvement is associated with the strategic use of learning, expectations, and student motivation. Emotional involvement includes students' interest, enjoyment, and relationships with teachers and peers. Student involvement through collaborative learning in PjBL is shown in the table below.

Aspects of Student Engagement	Implementation of PjBL
Behavioral Engagement	<ul style="list-style-type: none">- Group Activities: Students work in groups, actively participate in discussions, and take part in each stage of the project.- Roles and Responsibilities: Each group member is assigned a specific role or task, for example creating captions, editing videos, or putting work together.- Active Participation: Students engage in interactive learning

	and actively participate in the learning process.
Cognitive Engagement	<ul style="list-style-type: none">- -Project Development: Students are involved in planning and developing their projects, exploring their interests, and directing the projects according to their goals.- Problem Solving: Students think critically in finding solutions to problems encountered in projects.- - Reflection and Feedback: Students reflect on the process and results of their projects and receive feedback to improve their work.
Emotional Engagement	<ul style="list-style-type: none">- Connectedness to Projects: Students feel emotionally connected to the projects they work on because of their relevance and freedom to express their creativity.- Interest: students show commitment and enthusiasm in completing the project, as well as a sense of pride in the final result of the project.- Collaboration and Community: Students feel solidarity and support within their groups, building positive relationships with peers during the collaborative process.

Table 1. Students engagement

Based on the table above, it shows that collaborative learning allows students to be active in learning. PjBL encourages students to work in groups, which develops their collaborative skills. Each group member can be assigned a specific role or task so that they learn to work together, share responsibilities, and resolve conflict. This gives students the freedom to complete their projects according to their creativity. The teacher said that using the PjBL method in speaking activities allows students to collaborate to complete the projects they create.

“I divided the students into several groups. Each group consists of three students. I asked them to make a video report to work together on their assignments.”

Based on this statement, the teacher divides students into several groups so that this allows them to discuss and divide tasks to complete the project. Some are tasked with creating text, editing videos, and putting their work together. Apart from that, PjBL makes learning interactive because students participate actively in the learning process. This can encourage them to explore their interests and direct projects according to their goals. Students exchange ideas in planning, develop their projects, and find solutions together. In line with this, the PjBL approach positively influences student engagement through collaborative learning by providing students with opportunities to engage in authentic tasks, collaborate with peers, and develop a sense of connectedness with the subject matter and their peers (Almulla, 2020). That means that PjBL can contribute to increasing students' active participation and collaboration with peers in solving problems through meaningful projects. Thus, PjBL is not only able to increase student involvement but also develop their skills and knowledge such as communication and critical thinking to solve problems.

b. PjBL provides real-world experience

PjBL projects are created to address real-world problems, allowing students to interact with complex real-world situations. This helps in the development of practical skills and an understanding of the relevance of what they are learning. Through PjBL students are faced with authentic problems that reflect the challenges they encounter in everyday life related to the topics they study. PjBL allows them to integrate their knowledge into meaningful projects. Participants said Pjbl can provide practical experience by involving students in relevant projects.

“I use PjBL when teaching material about report text. Students make a weather report video. So they can act as if they were reporters.”

Based on this statement shows that teachers can use PjBL by connecting learning in the classroom with practical applications outside the classroom. Students not only make videos but also practice speaking and make report texts. They also learn how to be reporters so this allows them to develop their communication skills and encourages students to gather various information to improve their critical thinking. It can provide meaningful experiences where students can apply the knowledge and skills they learn in real situations. Project-based learning (PjBL) provides real-world experiences by including authentic contexts, such as real-world problems or projects that allow students to engage and contribute to society. With this method, students can develop their critical thinking, problem-solving, and collaborative skills in contexts that are both meaningful and relevant (Chang, Choi, and \en-Akbulut 2024). Students can apply the theoretical knowledge they have learned in real-world scenarios and improve their comprehension by taking on real challenges. As a result, PjBL not only improves academic learning but also gives students the knowledge and abilities they need to thrive in real-world social and professional settings.

c. Pjbl can increase students' motivation in speaking.

PjBL provides a meaningful and relevant context for students, so that they are more motivated to actively participate and communicate. When students are involved in real, relevant projects, they feel more interested and excited to talk about the topic. Additionally, PjBL encourages collaboration and teamwork, which requires effective communication between team members. Students are allowed to speak in supportive situations, where they can share ideas, provide input, and discuss with their peers. This collaborative environment helps students feel more comfortable and confident in speaking. Participants said that when teaching speaking by implementing PjBL students became more enthusiastic and confident.

"Yes, I got a positive response from students while implementing PjBL. They get a different experience than usual. They become more confident when speaking, and enthusiastic when participating in learning."

The statement above shows that providing projects that are relevant and interesting to students makes them more motivated to participate. Students show a higher level of participation and are more enthusiastic during the learning process. Students are encouraged to speak and collaborate with their friends which can increase their enthusiasm for speaking. On the other hand, students get a different learning experience than conventional methods. PjBL offers a more practical, interactive, and contextual way of learning, which makes students feel learning is more relevant and interesting. Also, the teacher allowed students to practice speaking by making videos and overcoming nervousness which can increase their self-confidence. It means PjBL helps students become more confident, especially in speaking skills. Asking students to present their projects or work together in teams, can help them feel more confident in conveying their ideas in front of others, fostering intrinsic and extrinsic motivation in students. Intrinsic motivation is supported by feelings of autonomy, connectedness, and competence, while extrinsic motivation is influenced by the classroom atmosphere and peer interaction (We, 2020). Thus, the PjBL method can encourage student self-confidence, cooperation, and motivation. This combination creates a learning environment that can help students to reach their potential. By creating a dynamic and relevant learning environment, PjBL increases students' motivation to speak, both in formal and informal contexts, thereby strengthening their overall communication skills.

d. PjBL allows students to provide peer feedback

Implementation of PjBL which allows students to provide feedback to peers to improve the quality of the projects they are working on. PjBL encourages students to use varied material resources and the internet for researching and completing projects, allowing them to discuss their projects with peers or give peer feedback to classmates (Rambe & Suganda, 2023). By assessing their peers' work,

students gain a deeper perspective on the course material and learning process. In this way, students not only learn from teachers but also from their peers, which enriches their overall learning experience. Participants said that during the implementation of PjBL, students gave each other feedback to design their projects.

“PjBL allows students to interact with each other, exchange ideas, and provide feedback to their friends. For example, when editing a report video, students give each other criticism and suggestions so that the video results are optimal and good”.

Based on this statement, the teacher allows students to provide input from their colleagues so that it can become an evaluation for students regarding what needs to be corrected to improve their project. Feedback from peers can help students improve their projects. Different perspectives can identify areas of improvement so students can make revisions and improvements, thereby improving the final quality of the project. Correspondingly, PjBL encourages students to reflect on their work while reviewing their peers' project designs, leading to improved self-assessment skills and project performance. This means that this process can make students more competent in assessing and improving their work, which has a positive impact on their academic and personal development.

Teachers Approach Planning, Implementation, and Assessment in Using Project-Based Learning to Teach Speaking of Report Texts at Junior High School.

Based on the guidelines used by teachers to implement project-based learning, there are 3 main stages carried out including:

a. Project planning stages

The project planning stage in PjBL is a fundamental stage that involves several important steps to ensure successful project implementation. With careful planning, projects can be implemented in a structured and directed manner. This allows students to learn deeply and meaningfully through direct experience. In the table below, several steps taken by the teacher are presented in planning the project.

No	Project Planning Steps	Activities Description
1.	Formulating the learning objectives	<i>“The aim of implementing PjBL is to improve their 4C competencies which consist of critical thinking, communication, creative thinking, and collaboration skills.”</i>
2.	Determining the topic to be discussed	<i>“I chose the topic of report text in implementing PjBL where I asked students to make a weather report video. I chose the topic because it allows students to engage in learning and practice their skills according to competency standards.”</i>
3.	Grouping students in small groups	<i>“I usually use games or lotteries to determine student groups. Each group consists of three children.”</i>
4.	Designing and compiling the worksheet.	<i>“Previously, students did exercises on worksheets that I had designed. Then, I asked them to make a weather report.”</i>
5.	Designing learning resource needs	<i>“I give examples of report texts to students.</i>

		<i>Then, I asked them to look for weather report texts on the internet."</i>
6.	Determining the assessment design.	<i>"I prepare a scoring rubric to assess student performance."</i>

Source :(Anita, 2007 in Lanani, 2016)

Table 2. Project planning

To begin a project planning process, the learning objectives must be formulated. The goals of learning should be accurate, measurable, and in line with the project's main goals as well as the curriculum standards. This helps teachers ensure that all students understand what is expected of them and the direction they will take during the project (Lutfiyana et al., 2024). Based on the findings of the interview, the instructor developed projects that help students practice critical thinking, problem-solving, communication, creativity, and peer collaboration. Second, determine the topic to be discussed. The teacher chose topics based on curriculum standards and learning objectives to be achieved. Teachers consider how this topic can help students develop critical thinking, communication, creative thinking, and collaboration (4C) skills. The recount text topic was selected by the teacher based on the learning objectives and the competency standards that the students need to meet. Third, students are divided into multiple groups by the teacher. To determine groups, the teacher uses a random lottery and then students will get numbers that correspond to their respective groups.

Fourth, design and compile the worksheet. Before the teacher asked students to create a report text about the weather, they must ensure students' understanding of the report text by doing practice questions. Through practicing questions about report text, students can gain a deeper understanding of report text, its structure, linguistic elements, and social function. Fifth, designing learning resource needs. Teachers need to design learning resource requirements carefully so that projects can run effectively and students can achieve learning goals. In this case, the learning resources used by students come from the internet. This makes it easier for them to look for examples that are relevant to the weather report text. Apart from that, they also get lots of references so they can develop their critical thinking skills. Next, determine the assessment design. Based on this statement, teachers need to develop a clear and comprehensive scoring rubric to assess student performance fairly and objectively. Teachers play a crucial role in designing assessments that reflect the real-life situations and critical thinking skills emphasized in project-based learning, thus providing a comprehensive evaluation of students' learning outcomes (Lutfiyana et al., 2024).

b. Implementation stages

At the implementation stage of Project Based Learning (PjBL), teachers need to ensure that the project is aligned with the learning objectives which are intended to provide meaningful learning experiences for students. Aligning the project with learning objectives helps in focusing students' efforts towards achieving specific educational goals and outcomes (Halim et al., 2023). The following table contains the steps taken by teachers when implementing PjBL.

No	Steps	Description	Implementation of 4C
1.	Determining groups	The teacher determines the student groups using a lottery. Each group has 3 students	Collaboration: Develop students' ability to work in teams, divide tasks, and communicate with group members.
2.	Giving an example of a	The teacher gives an example of a report text about the weather to	Communication: Students learn from the

	report text	students via video.	examples provided to understand how to convey information clearly and effectively. Critical: Students analyze examples to understand the structure and important elements in the report text.
3.	Making a report text	The teacher asks students to make a report text about weather report. <i>“I asked students to make a report text about the weather.”</i>	Critical Thinking: Students use critical thinking skills to gather information, and analyze the structure of report text.
4.	Consulting the teacher	<i>Then, I gave them the opportunity to consult about how to make a good report text, and also how to read the text with correct pronunciation. After consulting and getting feedback from me, they can revise their text and practice pronunciation so that when making videos they can perform it optimally.”</i>	Communication: Students practice communicating clearly and effectively during consultations. Collaboration: Interaction with the teacher as a facilitator increases collaboration.
5.	Revising and practicing	After consulting and receiving feedback from the teacher, students can revise their texts and practice pronunciation.	Critical Thinking: Students evaluate and revise their work to improve quality. Creative: Revision requires the application of creative ideas to improve the report text. Communication: Develop effective speaking and presentation skills.
6.	Carrying out projects	Students work on their projects based on the instructions given by the teacher. Apart from that, the teacher also gave them a deadline of 2 weeks after which they had to submit them.	Collaboration: Develop skills of working in a team, dividing tasks and responsibilities. Communication: Ensure good communication within the team for effective coordination.

Table 3. Implementation stage

Based on the results of interviews and observations, the teacher determines the student groups in the project planning step. Each group consists of three students. This group activity allows students to collaborate and work together with their friends, manage assignments, and share thoughts to improve their collaboration skills. Second, the teacher provides an example of a report text about the weather to students via video. Students watch the video so they can do the assignment correctly. At this stage, students understand the example of a report text about a weather report that the teacher has given. They learn how to convey information and analyze the linguistic structure of report text. These activities

allow students to grow their abilities in communicating and thinking critically.

Third, the teacher asks students to make a report text. Students in each group carry out the project by investigating or thinking as closely as possible based on their experience. By gathering data, writing report text, and identifying its components, they also practice critical thinking at this stage. The instructor then asks the class to discuss how to write an excellent report and how to pronounce the text correctly. During this phase, the teacher serves as a facilitator, offering direction, responding to inquiries, and offering helpful criticism. Interaction and guidance from teachers can encourage their ability to communicate and collaborate with teachers so that teachers can find out students' ability levels and help students who are experiencing difficulties.

Fifth, after receiving feedback from the teacher, students revise their report text according to the suggestions and corrections given. Apart from that, students also practice pronouncing the report text correctly so that they are ready for presentations or making videos. At this stage, students use their ability to think critically to evaluate the text they create and revise their work to be better. In addition, repeated pronunciation practice allows students to develop their speaking skills. Finally, students do their assignments by collaborating with their friends. They share tasks with group members to manage the project. Teachers also provide deadlines for submitting assignments so that students feel they are responsible for submitting them on time. From the explanation given above, it is clear that the teacher's job in applying PjBL into practice is to act as a facilitator, supporting and guiding students who run into problems. In addition, the teacher's role is crucial in managing PjBL implementation to guarantee that every student participates fully in group discussions. This activity also develops students' abilities to collaborate and communicate with their teams, thereby creating effective coordination.

c. Assessment stages

The assessment stage in Project-Based Learning (PjBL) is the stage where students' work results are evaluated to assess the achievement of learning objectives and the quality of the project products they create. The assessment stage aims to provide constructive feedback to students, encourage reflection on their learning process, and help them improve their skills for future projects (Halim et al., 2023). Carrying out assessments helps identify strengths and weaknesses in the learning process, thereby enabling continuous improvement. The table below shows the stages of implementation.

No	Steps	Description
1	Carrying out project assessment	<i>"I assessed their work using the scoring rubric that I had created previously."</i>
2.	Student reflection	<i>"After that, I asked students to write reflections regarding the implementation of the PJBL that they had carried out."</i>
3.	Evaluating	The teacher evaluates the level of students' understanding of the report text and their speaking abilities.

Table 4. Assessment stage

Based on the results of the interview above, the first step in carrying out the assessment is for the teacher to assess the student's project using the scoring rubric that has been designed. The assessment results show that students have improved in terms of pronunciation and their vocabulary knowledge has increased. Second, the teacher asks students to write reflections while working on the project. The results of the reflection show that while participating in Pjbl students felt happy and enthusiastic about participating in speaking activities. Finally, the teacher evaluates the results of student work. Teachers provide feedback at the final stage of the project, highlighting what has gone well and what needs to be improved. This helps students to understand the outcome of the project and how they can improve

their performance.

The Benefits and Challenges Faced By Teachers in Implementing Project-Based Learning when Teaching Speaking of Report Texts at Junior High School.

The goal of project-based learning is to develop students' skills through student-centered projects. There are several important advantages to using PjBL when teaching speaking report texts to students' language development. According to the findings of interviews conducted with English teachers at MTsN 2 Blitar City, there were advantages and difficulties for both teachers and students when project-based learning was implemented. The following are the benefits of implementing PjBL in teaching speaking report text:

No	Benefits	Description
1.	Improve students' pronunciation skills	" Their pronunciation became better because I asked them to learn pronunciation repeatedly after I corrected the report text they had made."
2.	Enrich students' vocabulary knowledge	"When making report texts they found new vocabulary and I asked them to note down the vocabulary they found difficult and look for the meaning."
3.	Increase students' creativity	"I let students to use various video applications to edit their assignments to get great results."
4.	Encourage students' self-confidence in speaking.	"During the discussion process and practice with friends, their self-confidence increases. They are encouraged to share their thoughts and practice their speaking skills"

Table 5. Benefits of PjBL

a. Practice students' pronunciation skills.

Before students record a video report, they must practice pronunciation so that when they record the video they can convey it fluently and with good pronunciation. Students also provide frequent peer feedback while working on their projects. This activity gives students the opportunity to practice correct pronunciation so they can correct mistakes and improve speaking clarity. In line with this, by actively participating in PBL activities such as role plays and group presentations, students have the opportunity to practice speaking aloud, receive feedback from peers, and practice their pronunciation (Kusumawati, 2019) . It means that these interactive tasks require them to articulate their thoughts clearly and confidently in front of others, thereby providing a practical context for practicing spoken language. This continuous practice and feedback creates a supportive learning environment where students can refine their speaking abilities and improve their overall communication skills. Thus, incorporating PjBL into language learning, educators can create an engaging and effective environment that encourages improved pronunciation skills.

b. Enrich students' vocabulary knowledge.

In PjBL, students engage in projects related to real-world problems or interests, exposing them to vocabulary within meaningful contexts. Students are required to explore weather report texts as part of a video report project. Before students take a video, they create a weather report text. They are allowed to access various examples of weather report texts on the internet. This helps students discover and use new vocabulary relevant to the topic so that their vocabulary becomes richer and more varied. By being responsible for finding definitions, meanings, example sentences, and related information about the vocabulary, students improve their vocabulary retention and understanding (Somjai, 2020). This means that by integrating PjBL encourages students to delve into topics deeply, requiring them to read extensively and engage with various sources. This process makes new words more memorable and relevant.

c. Increasing student creativity

PjBL promotes a deeper comprehension and retention of the material by encouraging students to apply their knowledge in real-world contexts and to explore their interests. In this case, they can express their ideas for editing weather report videos in an interesting and innovative way. The teacher said that she let students to utilize various video editing application to edit their project to get great results. this activity encourages students' creativity to create the video interactively. Through Pjbl activities that require students to work on projects, they are encouraged to come up with innovative solutions, think outside the box, and explore different ways to approach tasks (Agustiawati, 2022). This process fosters creativity by challenging students to think creatively to solve problems. Moreover, working on projects often involves collaboration with peers, which exposes students to diverse perspectives and ideas, further stimulating their creative abilities. The iterative process of brainstorming, designing, testing, and refining ideas in PBL helps students develop resilience and adaptability, key components of creative thinking. Through these experiences, students learn to view challenges as opportunities for innovation, enhancing their overall creative skills. Pjbl encourages students to develop their projects in innovative and creative ways.

d. Encourage students' self-confidence in speaking.

Through the process of group discussions and making video reports, students get the opportunity to speak in front of their friends. This experience can increase their confidence in their English speaking skills because they are familiar with situations where they communicate orally. Making weather report videos can provide valuable experience to build students' confidence as they learn to overcome nervousness and speak clearly. Discussion and collaboration with classmates allow students to practice speaking in more relaxed and supportive situations that help them feel more comfortable and confident. In line with this, jBL encourages students to collaborate with their peers, share ideas, and present their work, which can help build communication skills and self-assurance in expressing their thoughts and opinions (Siahaan & Siahaan, 2023). It means that by working together on projects, students learn to articulate their thoughts clearly, listen to others, and constructively discuss different viewpoints. Additionally, presenting their work helps build self-assurance and confidence in expressing their ideas and opinions, both in academic settings and in their future professional lives.

On the other hand, the challenges faced during the implementation of the PJBL are as follows:

No.	Challenges	Description
1.	Spent a lot of time	<i>"The challenge I faced when implementing PJBL was that PJBL required quite a lot of time, almost one month for project planning and implementation."</i>
2.	Diversity of learning styles and student abilities in the discussion process.	<ul style="list-style-type: none"> - <i>"In one class their English skills vary. There are those who understand well but speak poorly. There are also those who find it difficult to memorize vocabulary and pronounce it. Therefore, I give students the opportunity to practice pronouncing texts and make lists of difficult vocabulary."</i> - <i>"What students often face during the discussion process is that some of their friends do not actively participate in discussions and work on their projects."</i>

Table 6 Challenges of PjBL

a. Implementation of PjBL spends time.

Based on this statement, teachers need one month to plan and implement the project. Teachers need to make careful plans so that the implementation of PjBL can achieve learning goals. Teachers must design projects that suit learning objectives and consider allocating sufficient time for each stage

of the project. Additionally, students need time to explore, collect data, and develop their projects. This requires more time than conventional, more structured teaching methods. At this time, teachers who face limited time in implementing Project Based Learning can benefit from effective planning and time management techniques (Sartika et al., 2022). This means that teachers must plan PjBL with full consideration so that time constraints during implementation can be overcome. Apart from that, teachers also determine assignment submission deadlines so that students must submit their projects on time.

b. Diversity of learning styles and student abilities in the discussion process.

Not all students have the same English skills. Acknowledge that each student has a unique way of learning and processing information, which requires personalized approaches to cater to diverse learning styles (Sartika et al., 2022). Some students may be more advanced while others may have difficulty with vocabulary, pronunciation, and sentence structure. Teachers need to provide additional support to students who experience learning difficulties. To implement PjBL as effectively as possible, it is clear from this statement that teachers must be aware of and comprehend the unique needs of each student as well as the diversity of their learning styles. Additionally in group projects, some students take a more dominant role while others participate less. To deal with this, teachers must ensure that all team members are involved and contribute equally. Teachers need to monitor and provide guidance to keep the project running according to plan.

CONCLUSION

Project-Based Learning (PjBL) is a valuable tool for teaching speaking report texts, enhancing students' language skills through interactive learning. Teachers believe it increases student involvement, provides real-world experience, boosts motivation, and allows for feedback from colleagues. The PjBL implementation process involves planning, implementation, and assessment stages. Benefits of PjBL include improved pronunciation, vocabulary knowledge, creativity, and self-confidence. However, challenges include time allocation, diverse learning styles, and uneven participation. Therefore, teachers should plan and allocate time, support students with learning difficulties, and ensure equal participation of the students. The results of this research can contribute as practical guidance for teachers on how to effectively implement PjBL in teaching speaking report text. In addition, it is recommended that further research examine the influence of contextual factors, such as classroom environment, availability of resources, and student characteristics, on the implementation of PjBL in teaching speaking report text.

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