

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents the method used in conducting this research. It shows the research design, subject and setting of the study, research procedure, data and sources of data, data collection, and data analysis.

#### **A. Research Subject and Setting**

The research setting is the place or environment where the phenomenon is being studied. This research took place in the school of SMK YASEMI Karangrayung. Researcher chose English teachers as research subjects to collect data following the research questions. This research started on April 04<sup>th</sup>, 2023 and finished on 06<sup>th</sup> May, 2023. The data of the research was obtained by interview scripts, observation, and documentation. Interview scripts are taken from informants (teachers), observation are taken when the students teaching and documentation is taken from relevant documents (syllabus and teaching modules) of English teachers in the 2022-2023 school year.

#### **B. Research Design**

This study used a qualitative-descriptive method involving 4 English teachers in SMK YASEMI Karangrayung. Qualitative research is a type of scientific research. In general, scientific research consists of an investigation that systematically uses a set of predetermined procedures to answer a question, then gathers data and produces findings that are new and have applications that go beyond the research's immediate scope. Process and

meaning (the subject's point of view) are emphasized in qualitative research. The theory is usually used as a reference so that the research focus matches the facts. Then, this study will describe the teacher's perception of implementing Merdeka Curriculum through the Project Based Learning (PjBL) method using social media in teaching students speaking skills, and the obstacles faced by the teachers in implementing Merdeka Curriculum through Project-Based Learning using social media in teaching students speaking skills. The researcher hopes that this research can contribute to teachers' strategy in teaching speaking skills and solve the problems faced by teachers in implementing these learning methods.

### **C. Data Source**

Data is information collected by researcher to answer research questions. This sort of research data focuses on qualitative research data, which is expressed verbally, in written language, or both. Numerous sources of data can be used in qualitative research. According to Mack et al., (2005) field notes, audio recordings, and transcripts are examples of this type of data. What is meant by data sources in research is the subject from which data can be obtained. When using interviews in collecting data, the data source is called an informant, which is a person who responds to or answers questions both in writing and orally. If using observation, the data source is in the form of objects, movements, or processes. When using documentation, it is the documents or records that are the source of the data. The data in this research were collected from sources/informants. The main data came from in-depth

interviews with teachers, supporting data came from classroom observations and from teachers who offered extra background information on students' using blended learning, as well as the final material from researcher' notes.

#### **D. Data Collection Technique**

In data collection techniques, researchers use triangulation techniques. According to Sugiyono (2013), Triangulation means that researchers use different data collection techniques to get data from the same source. Researchers collect data by collecting data while testing the credibility of the data, namely checking the credibility of data with various data collection techniques and various data sources. In terms of this data collection, researcher go directly to the object of research to obtain valid data applying the triangulation method described below:

##### **1. In-depth interview**

According to Sugiyono (2013) an interview is a conversation conducted by an interviewer to get information from informants. This method is used to get data through direct interviews guided by the researcher and the person providing information using an interview list. In this case, the researcher used a structured interview, in which an interviewer sets his problems and questions to be asked in search of answers to a strictly structured hypothesis.

In carrying out the interview technique, the interviewer must create a good relationship so that the informant or teachers is willing to cooperate, feels free to speak, and can provide actual information. The

interview technique researcher use is structured (written), namely by compiling several questions that will be submitted to informants. This is intended to make the conversation in the interview more directed and focused on the intended purpose and avoid too comprehensive talks. The standard used in selecting the participants and the research location is so that the researcher can collect data that is rich in information about their perceptions and descriptions by the teachers towards implementation of Project Based Learning (PjBL) through Merdeka Curriculum using social media in teaching speaking ability.

## **2. Observation**

Observation data in qualitative research is the result of observations recorded by researcher during field studies. In this process, researcher systematically record behaviours, interactions, situations, or contexts relevant to the research topic. Observation can be done non-participatively, where the researcher only observes from a distance. Observation data can be in the form of written, audio, or video records of teachers' in teaching speaking ability using Project Based Learning (PjBL). From these observations, the researcher identifies patterns, trends, and meanings in the observed situation, and provides insight into understanding the phenomenon being studied.

## **3. Documentation**

Documentation is finding data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions,

meeting minutes, leggers, agendas, etc. The documentation method is a non-human source, which is quite useful because it is available, so it will be relatively cheap to spend costs to obtain it; it is a stable and accurate source that reflects the actual situation or condition and can be analyzed repeatedly without changing (Samsu, 2021).

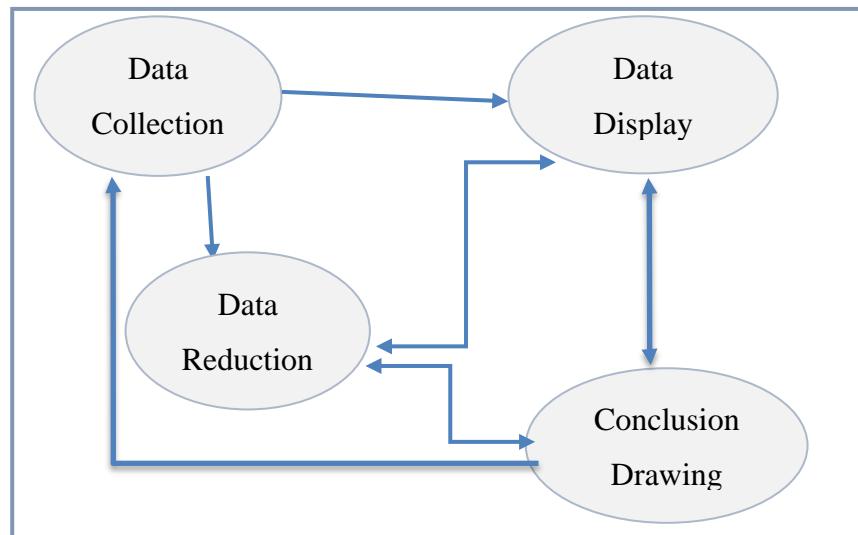
This documentation method is used to obtain data in the form of records and other documents related to this research problem. The data obtained through this documentation are the condition of teachers and students in English teaching; and the evidence of researcher conducting interviews with teachers.

## **E. Data Analysis**

This section presents the data analysis procedures for the collected data to answer the research question. Data Analysis techniques were carried out by processing the result of interview transcripts, observation notes, and document reviews. The data were analyzed based on the interactive analysis model proposed by Miles & Huberman (1994), the process analysis is done through 4 stages namely; data reduction, data presentation, conclusion drawing, and data collection from the interactive cycle process.

**Figure 3. 1** Figure Component of Data Analysis; Interactive Model

(Adopted from Miles and Huberman, 1994



## 1. Data Reduction

In this section, the researcher explains how to examine data through the processes of choosing, concentrating, simplification, and transformation. The information gathered via observations, interviews, and records is extensive and intricate. Data reduction is therefore required to make the data comprehensible and usable. Researcher then concentrated on research questions in order to decrease the data, obtaining on the implementation of Project Based Learning (PjBL) method through the Merdeka Curriculum using social media in teaching students' speaking skills at SMK Yasemi and the obstacles faced by the teachers in implementing the Merdeka Curriculum through the Project Based Learning (PjBL) method using social media in teaching students' speaking skills at SMK Yasemi. The data that is not related to this is separated.

## **2. Data Display**

A data display is a grouping of structured information from which inferences can be made. We can better grasp what is going on and what to do by displaying data. In this study, tables, narrative prose, and brief remarks are used to show the data.

## **3. Conclusion Drawing**

Drawing conclusions is another name for verification. Researcher start making assumptions about what something means at the start of data collection and hold these assumptions loosely. They also keep an open mind and practice skepticism, but conclusions may not be reached until the data collection is complete. In this study, data were collected through interviews, observational notes, and document analysis. The final data collection process, which comes after data reduction and data display, is conclusion drawing (Miles & Huberman, 2014). Additionally, in this study researcher started to identify the factors that were crucial for drawing results. As a result, the collected data will support the final conclusion in a valid and consistent manner.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher will explain the findings in the results. A discussion of the results of the study on The Implementation of Project-Based Learning (PjBL) in Teaching Students Speaking Skills on Merdeka Curriculum at SMK Yasemi carried out in this chapter. Data collection was carried out from April 04<sup>th</sup>, 2023 and finished on 06<sup>th</sup> May, 2023. The data collection method was carried out by in-depth interviews with the informants and triangulation informants about the The Implementation of Project-Based Learning (PjBL) in Teaching Students Speaking Skills on Merdeka Curriculum at SMK Yasemi learning method. All data has been collected and carried out by analyzing the contents of the research results. Furthermore, the researcher presented the findings and discussed them following the findings obtained. The findings of the research explained as follows:

#### **A. FINDING**

##### **Project-Based Learning (PjBL) Method**

###### **a. Implementation of Project Based Learning (Pjbl) by Teachers in Teaching English Speaking Skills**

In this interview, the researcher discusses the results of implementing the Project Based Learning (PjBL) method in English teaching in the Merdeka Curriculum. The focus is on revealing the various approaches, practical steps, and their impact on learners' English proficiency and holistic skills. In-depth analyses will illustrate

the effectiveness and challenges of implementation of Project Based Learning (PjBL) in the context of innovative and contextualized English language learning.

**Table 4. 1 Implementation of Project Based Learning (PjBL) by Teachers in Teaching English Speaking Skills**

T-1	<p>Struktur pelaksanaan pengajaran yang menggunakan PJBL menyesuaikan langkah-langkah yang terdapat pada Project Based Learning, yakni :</p> <ol style="list-style-type: none"> <li>(1) Penentuan pertanyaan mendasar (start with essential question)</li> <li>(2) Menyusun perencanaan proyek (design project)</li> <li>(3) Menyusun jadwal (create schedule)</li> <li>(4) Memantau siswa dan kemajuan proyek (monitoring the students and progress of project)</li> <li>(5) Penilaian hasil (assess the outcome).</li> </ol>
T-2	Sama seperti dengan mapel lain yg dimulai dengan menentukan project dan diakhiri dengan evaluasi dan presentasi
T-3	Ada 6 atau 8 struktur yang saya ketahui. Metode PJBL baru dilaksanakan sekali pada kelas 11. Saya tidak mengharuskan PJBL karena saya lebih menggunakan Genre Based untuk bahasa inggris yg kebanyakan materinya Text.
T-4	<p>Ada 6 cara yang saya gunakan dalam pembelajaran dimetode ini, yaitu :</p> <ul style="list-style-type: none"> <li>– Menentukan pertanyaan mendasar.</li> <li>– Mendesain perencanaan proyek.</li> <li>– Menyusun jadwal.</li> <li>– Monitoring dan evaluasi peserta didik dan perkembangan proyek yang dijalankan.</li> <li>– Pengujian hasil.</li> <li>– Evaluasi pengalaman</li> </ul>

According to the findings of in-depth interviews regarding application of the PjBL method in English-speaking learning, the teachers has implement the PjBL method in the class. The stages that have been carried out by the teachers are determining basic questions (beginning with essential questions), creating project plans (designing projects, compiling schedules, creating schedules), keeping an eye on the students' and the project's development, and assessing the outcome.

## **b. Development of Project-Based Learning (PjBL) in Teaching Speaking Skills**

This study interviewed educational practitioners to gain insight into developing a Project-based Learning (PjBL) method in teaching English speaking skills. The aims are to detail the implementation strategy, challenges, and results in shaping students' communicative abilities. The researcher found that teachers developed the PjBL Method according to students' abilities.

**Table 4. 2 Development of The Project-Based Learning (PjBL) Method in Teaching Students' English-Speaking Skills**

T-1	<i>...tidak semua materi bisa menerapkan metode ini maka penerapannya terbatas. Hanya ada beberapa materi yang dapat menggunakan metode PjBL seperti Procedure text, Narasi, Announcement, offering service, memo, schedule.....</i>
T-2	<i>Penerapan Model PjBL di Procedure text Narasi saya buat berkelompok. Hal ini membuat siswa akan fokus terkait materi pembelajaran di kelompoknya dan kelompok lain. Mereka secara tidak sadar memiliki sifat bersaing untuk mendapatkan poin tambahan jika mau bertanya.....</i>
T-3	<i>Dalam materi Procedure Text di kelas TKR saya minta siswa untuk membuat video "Procedure Text" berupa materi otomotif yang telah mereka pelajari dan diupload ke Instagram masing - masing. Contoh cara mengganti ban, mengganti oli, atau pemasangan otomotif lainnya...</i>
T-4	<i>Di materi Procedure Text Kelas 11 saya akan mengelompokkan siswa dan meminta siswa untuk membuat poster yang sesuai dengan jurusan masing masing. Seperti di Jurusan TKJ saya meminta siswa untuk membuat langkah - langkah mematikan komputer dalam bentuk poster....</i>

The form of response received by the teacher is that all teachers use the Project Based Learning (PjBL) method in Procedure Text. Teachers develop Project Based Learning (PjBL) according to the existing majors. In the assignment, teachers make group discussions to produce products from this learning. The teachers has implement

inquiry and development the phase of Project Based Learning (PjBL) by Lammer J, and Boss (2015). T-4 who has made a learning plan in the form of making posters by students. The students look for various references to make interesting posters and work together with members of one group. Here, students' creativity and critical thinking are developed. After they finished the product or poster they made, they displayed it with a presentation in front of the class. The students become focused in their group or other groups, the students are more active, some students feel enthusiastic in learning and can solve problems. Another impact is to make students more focused in doing something in the form of activities in learning.

In application of the Project Based Learning (PjBL), the teachers hopes that students can further improve their ability to produce a project (authentic material) in English lessons. Students are encouraged and motivated to be able to create and produce a project that is explored by students themselves, collaborate with peers in a group, which in the end they communicate in the form of a display of project work that can improve English language skills.

**c. Achievements of Learning Outcomes (*Capaian Pembelajaran*) in Teaching Speaking Skills**

This research describes the teacher's perception of the learning outcomes in the development of Project-Based Learning (PjBL) method in teaching English speaking skills to students. The focus is on

analyzing this approach's design, implementation, and results in improving students' oral communication skills. Through in-depth studies/ interviews, this research found benefits, challenges, and recommendations for using PjBL in teaching English that focuses on aspects of speaking.

**Table 4. 3 Achievements of Learning Outcomes in Teaching Speaking Skills**

T-1	<i>Capaian Pembelajaran (CP) terpenuhi dengan cara saya tidak akan meninggalkan materi awal semisal materi tersebut belum terlampaui dengan baik 70% murid bisa memahaminya maka saya akan menerapkan metode PjBL dalam kelas.....</i>
T-2	<i>Capaian Pembelajaran sudah ditentukan oleh pemerintah sehingga guru tinggal mengaplikasikan di setiap kelas. Misal Fase E untuk kelas 10 dan Fase F untuk kelas 11 dan 12. Setiap guru memiliki cara dan metode tersendiri dalam menerapkan PJBL sehingga memudahkan siswa dalam mengikuti pembelajaran di kelas....</i>
T-3	<i>Dalam PJBL, ada enam langkah pembelajaran, yaitu: (1) Menentukan pertanyaan mendasar; (2) Membuat perencanaan proyek; (3) Membuat jadwal; (4) Memantau kemajuan siswa dan proyek; (5) dan (6) Evaluasi Pengalaman.</i>
T-4	<i>Disesuaikan dengan jurusan masing- masing. Untuk pembelajaran projek siswa lebih antusias dan memunculkan kekreatifitas siswa.</i>

From the result of the depth-interview the teachers have implemented the Learning Outcomes. Learning Outcomes are learning competencies that learners must achieve at each phase of development. Learning Outcomes include a set of competencies and scope of material, comprehensively arranged in the form of a narrative. Learning Outcomes have been determined by the government so that teachers only need to apply them in each class. In SMA/SMK, Phase E and Phase F are used. Phase E for grade 10 and Phase E for grades 11 and 12. Each teacher has their own way and method in applying PJBL

in the department they teach so that it makes it easier for students to follow the learning in class.

#### **d. Using social media in teaching speaking**

Researcher found that some teachers had adopted social media, and some had yet to speak English. The researcher analyzes the approach, benefits, and challenges of integrating social media in teaching English, creating a comprehensive view of its impact on learning effectiveness.

**Table 4. 4 Using social media in Teaching Speaking**

T-1	<i>Penggunaan sosial media sudah digunakan namun belum maksimal. Dikarenakan fokus siswa akan terpecah jika setiap pembelajaran menggunakan social media. Mereka akan cenderung terlalu nyaman di social media seperti instagram atau tiktok daripada pembelajaran. Saya menggunakan hanya sesekali saja dalam pembelajaran</i>
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T-1 uses youtube to teach the students. She shares a speaking material video with the titled Procedure Text (Social function, structure of text, language features, task) by Madam English Youtube Channel, the link [https://youtu.be/e30jQrrirgg?si=H1WAv\\_Kd9M1e6CDh](https://youtu.be/e30jQrrirgg?si=H1WAv_Kd9M1e6CDh) . The teachers explain the learning by video, the student's task, and the student's presentation. The teacher makes discussion group. The students watched the video then make a summary uses language that is easy understanding and good sequence from the video. After that, the teacher assigns the students to create a procedure text to make something (food, drink, or according to their school major) like in the

video. Cooperation between students is needed in this task because active students will think critically and wisely in uniting various opinions in the group. The teacher hopes that the inactive students can be motivated to learn in this lesson. When there are student-groups finished their task, they should present group by group in front of the classmates. In the students-group presentation, the teacher opens a questions and answer session in their presentation. If there is a mistake in explaining the results of the questions and answer session, the teacher adds and correct it. The teacher said using social media is less optimal because the students do not focus in the material and task, so she minimizes social media in teaching speaking.

**Table 4. 5 Using social media in Teaching Speaking**

T-2	<i>Sudah, menggunakan Youtube untuk pemberian materi Descriptive Text. siswa merangkum materi dari video tersebut</i>
T- 3	<i>Sudah, menggunakan Youtube. Saya berikan siswa video pembelajaran speaking dan siswa akan mencatat materi yang belum ada di modul di buku masing – masing.</i>
T-4	<i>Sudah, menggunakan Youtube. Hanya pemberian video pembelajaran speaking.</i>

T2 share Youtube video of Descriptive Text material to the students from Juwariyah Juwariyah account. The link video is <https://youtu.be/FCaN1s49FCw?si=6Lqg9WyUuayOSF9M>. The students should make a summary and their task is made a descriptive text about things that they use in Students Major Practice such as the types of clothing fabric, tools used to repair the motorcycle etc. After that the assignments are collected to the teacher.

T-3 is an Automotive Light Vehicle Engineering (*TKRO*) teacher, she uses a YouTube video from GeoBeats Science entitled How to Check Oil Level and the link [https://youtu.be/zmwLj1pnreg?si=u\\_X2zQgv6t9xa8Wy](https://youtu.be/zmwLj1pnreg?si=u_X2zQgv6t9xa8Wy) as an example of procedure text implementation in the automotive field. The teacher said that finding an ideal example that is easy for students to understand is a bit difficult because the students' level of understanding of vocabulary is still low so it takes extra time and energy to explain this material. After the students were given drilling in the form of videos, the teacher formed several groups and gave assignments that were still related to the video examples given, namely procedure text about automotive. The evaluation of the assignment given by the teacher is in the form of evaluation on the aspect of students' writing ability in making Procedure Text without any assessment of students' speaking.

T-4 as Computer and Network Engineering (*TKJ*) teacher only shared Procedure Text material. The teacher shared a video that is still related to their class department, *TKJ* class. The video is titled "Designing the Poster in Canva | Skill" by Canva and the link of the video as follows

<https://youtu.be/fOjN3MWc3Ho?si=3ODh235sraF2xcPe>. From the video, students are asked by the teacher to create a Procedure Text related to Poster making in Canva and then practice it directly and the

results of the Poster Making Project are uploaded to the Google Drive provided by the teacher.

Based on the result of interviews regarding the use of social media, all respondents have used social media, the forms of social media used are YouTube. However, there is one teacher who uses social media but not optimal. The teacher explained that the use of social media is not yet optimal because students' focus is divided if every lesson uses social media or mobile phones, so the use of social media in speaking lessons is minimized only a few times a semester. Other teachers argue that the use of social media is only as a media for collecting assignments and learning materials that are not yet in the module.

**e. Supporting Facilities and Infrastructure for Teaching Speaking in Project-Based Learning (PjBL) Method**

The Merdeka Curriculum teaching module refers to a variety of media tools or facilities, techniques, instructions, and guidelines that are designed in a systematic, engaging, and definite manner according to the needs of students. Through interviews, researcher explored essential facilities and infrastructure supporting learning English speaking skills in class.

**Table 4. 6 Supporting Facilities and Infrastructure for teaching English Speaking in The Project-Based Learning (PjBL) Method**

T-1	<i>Sarana : Modul buku paket dari Airlangga dan jarang menggunakan hp dalam kelas karena fokus siswa akan terbagi Prasarana yaitu lab bahasa tetapi belum digunakan secara maksimal karena ruangannya digunakan untuk rapat</i>
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T-2	<i>Menggunakan Hp dan Buku. Dulu pernah menggunakan speaker tapi mengganggu di listening. Sebenarnya enak jika menggunakan LCD lebih mempermudah dalam mengajar.</i>
T-3	<i>Menggunakan Hp dan Buku</i>
T- 4	<i>Hanya menggunakan HP dalam pembelajaran</i>

It was found that all respondents have used the existing facilities and infrastructure to support the learning of students' speaking skills. Teaching English speaking skills to students has yet to be maximized due to limited facilities and infrastructure. Some teachers already use books and smartphones in the learning process but the lack of technology hinders active interaction and interactive learning between teachers and students. The school has a language lab, but it is not used optimally. The language lab is used as an impromptu meeting place if needed. Due to the limited infrastructure available, English language learning is not maximized. Students should be made to practice in language labs to hone their pronunciation skills and listening skills.

**f. The Assessment Implemented by Teachers in Teaching Students Speaking Skills**

In the Merdeka Curriculum, teachers carry out inclusive, holistic assessments of students' comprehensive values. The diagnostic assessment is used to adapt learning materials to students' abilities. Meanwhile, formative and summative methods are used to evaluate learning progress. Alignment between learning and assessment

promotes the holistic development of the learners. The researcher focused on teachers' application of assessment implementation.

**Table 4. 7 The Assessment System Implemented by Teachers in Teaching Students Speaking Skills**

T-1	<i>Untuk sistem penugasan saya minta untuk read aloud lebih menyenangkan di kelas. Dan untuk evaluasi kadang menggunakan partner (peer correcting) meskipun tetap membutuhkan bantuan guru karena bagi sebagian besar murid speaking merupakan hal yang sulit.</i>
T-2	<i>Untuk penugasan di materi Offering Asking saya buat berkelompok, rulesnya seluruh anggota harus berbicara menggunakan bahasa Inggris dan direkam. Saya menggunakan assessment berkelompok untuk evaluasi. Karena sudah ada form penilaian speaking per-grup.</i>
T-3	<i>Ada 2 sistem penugasan yang diberikan guru yaitu mandiri dan kelompok. Biasnya guru menggabungkan penilaian kelompok secara mandiri. Maksudnya kegiatan penugasan dilakukan berkelompok lalu penilaian keterampilan siswa akan dinilai secara individu. Seperti penugasan dalam Role Play, siswa dibentuk dalam beberapa kelompok dalam satu kelas. Kemudian guru akan memberikan arahan dalam permainan ini, siswa akan diberi situasi oleh guru seperti aturan dalam permainan ini. Ketika siswa berbicara guru akan merekam dan menilai bagaimana keterampilan berbicara siswa dapat memenuhi 4 aspek dalam speaking. Untuk evaluasi guru akan menunjukkan rekaman siswa dan memberikan perbaikan terkait 4 aspek speaking (vocabulary, pronunciation, fluency, dan grammar).</i>
T-4	<i>Penugasan akhir di Merdeka Curriculum siswa membuat poster melalui aplikasi canva dan pengumpulannya melalui Google drive setelah itu di presentasikan di depan kelas.</i>

From the interviews, the researcher found that the teachers have conducted the assessment. First of all, the teachers conduct a diagnostic test at the beginning of the lesson by doing a read aloud to identify students' needs, weaknesses and strengths before starting the lesson. The results will be used to diagnose problem areas that become the focus of future learning. After that, formative test. The test is conducted during the learning process by doing the assignment system

given by the teacher independently and in groups. Usually teachers combine group assessment independently. This means that the assignment activities are carried out in groups and then the assessment of students' skills will be assessed individually. The results of this test can be used to inform what to do next for individuals or groups of students as learning progresses. In addition to assessment in the form of formative test assignments can also be in the form of PTS (Mid Semester Assessment). Diagnostic and formative tests are types of Assessment for Learning, which means assessment to support decisions made before or during learning takes place. And finally teachers carry out summative tests, these tests are carried out at the end of the learning period, such as the end of the semester or the end of the year. Its purpose is to measure student achievement after completing one semester of learning. This test focuses on students' current understanding and provides information that teachers can use to design future learning strategies. The form of the test implemented by the teacher in the final assignment or summative test is in the form of students making posters through the canva application and collecting them through Google drive after which they are presented in front of the class. The results help teachers and students to adjust learning approaches. Another summative test conducted by teachers is PAS (End of Semester Assessment) as a form of school accountability to parents and students.

The main difference between these three types of tests lies in the purpose and timing of their implementation. Diagnostic tests provide an initial picture of student needs, formative tests provide feedback during learning, while summative tests provide a final evaluation after learning is complete. Using these three types of tests in an integrated manner can provide a more comprehensive understanding of student progress and needs during the learning process.

**g. Suitability of Project Based Learning (PjBL) Method in Teaching Speaking Skill**

The teachers implemented the Project-based Learning (PjBL) method in teaching students speaking skills. From the results of interviews with teachers, researcher analyzed the suitability of Project Based Learning (PjBL) Method in teaching speaking skill. The results of this interview will reveal the extent to which the Project Based Learning (PjBL) method is in accordance with the objectives of learning speaking skills and provide insight into the effectiveness of this approach in a more interactive and contextual learning context.

**Table 4. 8 Suitability of Project Based Learning (PjBL) Method in Teaching Speaking Skill**

T-1	<p><i>Sesuai tahapan metode ini siswa akan mempresentasikan projek mereka ke depan kelas dengan cara berbicara menggunakan bahasa Inggris. Mereka menjelaskan temuan mereka di projek tersebut dari tahap awal sampai akhirnya mereka bisa membuat suatu karya / proyek tersebut. Saya rasa metode ini sesuai karena dapat meningkatkan keterampilan speaking siswa. Dan penggunaan projek lebih kreatif dan inovatif karena mereka akan berusaha untuk menemukan solusi dari permasalahan yang ada dari pada pembelajaran membaca teks di depan kelas.</i></p>
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T-2	<i>sesuai, karena jalan satu satunya untuk meningkatkan keterampilan siswa yaitu harus praktek</i>
T-3	<i>sesuai, diselaraskan dengan kemampuan berbicara siswa untuk pemenuhan nilai.</i>
T-4	<i>sesuai, tergantung kelas yang diajar karena biasanya untuk pembuatan projek poster itu hasil akhirnya kadang ada yang presentasi ada yang tidak</i>

Based on the results of in-depth interviews about the suitability of the Project Based Learning (PjBL) method in students' speaking skills, all teachers have agreed that learning using the Project Based Learning (PjBL) method is suitable for teaching students' speaking skills and brings positive impact. The form of progress by T-1 is presenting the students' project in front of the class by speaking in English. The students explained their findings in a project from the beginning to the end. Finally, they can make a work /project.

This method is appropriate because it can improve students' speaking skills. Students engage in language projects encouraging active interaction, improving speaking skills, and developing creativity and collaboration. They learn to speak in real contexts, resulting in fluent, more direct English communication and appeal in various situations. Using the PjBL (Project-Based Learning) method in learning English students' speaking skills has a positive impact.

## **h. Obstacles in teaching speaking skills using Project Based Learning (PjBL)**

In the growing digital age, education has undergone significant changes. One important change is the introduction of Merdeka Curriculum in Indonesia, which encourages the implementation of Project Based Learning (PjBL) with the use of social media as a learning media. This research aims to identify the obstacles faced by teachers in implementing this learning method, particularly in the context of teaching English speaking skills.

**Table 4. 9 Obstacles in implement Project Based Learning (PjBL)**

T-1	<i>PJBL itu model pembelajaran yang menggunakan masalah dunia nyata untuk siswa belajar dan menginvestigasi untuk di implementasikan ke dalam projek, jadi PJBL itu membutuhkan waktu yang lama dan siswa harus kolaboratif untuk menghasilkan projek yang bermakna. Kendalanya salah satunya di waktu. Terbatasnya waktu karena siswa SMK ada PKL untuk kelas 11 jadi waktunya tidak begitu banyak</i>
T-2	<i>Pembelajaran dengan metode PJBL, membutuhkan persiapan yang matang karena ada beberapa hal penting yg perlu dipahami yaitu adanya kendala waktu, biaya dan fasilitas yang harus tercukupi. Sementara Sekolah belum sepenuhnya menyediakan semua fasilitas yang dibutuhkan dalam pembelajaran Metode PJBL.</i>
T-3	<i>1. Waktu yang cukup lama dalam kegiatan pembelajaran. 2. Kurangnya sarana dan prasarana yang masih memadai.</i>
T-4	<i>siswa jarang memperhatikan</i>

The result of the interview revealed several obstacles faced by teachers in implementing Project Based Learning (PjBL) using social media in English language teaching. One of the main obstacles is the long time in the implementation. Teachers had difficulty in encouraging students to be collaborative so that it took a long time in

applying the Project Based Learning (PjBL) method to produce meaningful projects. Furthermore, the number of ways that are implemented and take a long time makes students lose interest in the learning process. In addition, the school has limited support and resources. The school does not have supportive facilities or adequate resources to implement Project Based Learning (PjBL) effectively.

## **B. DISCUSSION**

In this section, the analysis of the implementation of the Project Based Learning (PjBL) method in the teaching speaking skills on Merdeka Curriculum at SMK Yasemi Karangrayung. Data were collected from interviews, observations and documentation. In this section, the discussion of the results is presented as follows:

### **Project-Based Learning (PjBL) Method**

Based on the results of the interview, Project-Based Learning (PjBL) is a method that allows students to work independently or in groups to produce project results that originate from everyday life problems. Students solve complex project problems with accurate product results, develop and improve students' skills in managing materials or tools to complete tasks, and increase student collaboration (Baharullah et al., 2022). The form of activity carried out in learning emphasizes students to produce various learning outcomes, students are involved in exploration, assessment, interpretation, synthesis and

information. This is in line with making Project-Based Learning (PjBL) the main character of the Merdeka Curriculum and students will have the ability and readiness to attend school at the next level (A. M. Sari et al., 2023).

The implementation of Project-Based Learning (PjBL) in the Merdeka Curriculum also includes a problem-solving approach, where students are encouraged to face real problems as the first step in learning. Learning is structured based on 4 phases which are the PjBL principles put forward by Larmer, Mergendoller and Boss (2015). The teachers break down this phase into 6 main activities, namely (1) determining basic questions; (2) designing project plans; (3) prepare a schedule; (4) monitoring and evaluating students and the progress of projects being implemented; and (5) testing results. In developing Project Based Learning, the material that is often used is Procedure Text. The teachers developed this method into procedure text material. The Project-Based Learning (PjBL) method in teaching students' English speaking skills received a good response. These encouraging results are in line with the findings of Fitria & Pattiasina, (2022) who found the positive impact of Project-Based Learning (PjBL) on English language learners. In line with Wuntu et al., (2022) who found an increase in students' speaking skills in project report procedure texts.

The results of student products produced in this learning method will be assessed. Assessment of learning outcomes should be able to reveal the dominant aspects of learning, namely cognitive, affective and psychomotor (Nasution, 2022). In the Merdeka curriculum there are 3 assessments by teachers, namely diagnostic, formative and summative. This is line with Budiono (2023) the types of assessments used in the Merdeka Curriculum are assessments at the beginning of learning or diagnostic assessments (cognitive and non-cognitive diagnostic), formative assessments and summative assessments. Assessment activities are not only seen as a process of making reports and assessing student abilities. However, in the new paradigm, assessment is an activity to collect and process data to determine learning development needs and student learning outcomes. So one of the objectives of the assessment is to monitor or monitor learning and can be used as learning feedback Susilo (2022).

To achieve innovative learning, teachers use social media to help teachers find material that suits their major. Various social media platforms, including YouTube, Instagram, Facebook, Whatsapp, Telegram, Twitter, Edmodo, and so on, can be used by users (teachers and students) to interact about everything anywhere and at any time (Sri Kuning, 2020). The most popular social media used by teachers in teaching English is YouTube. The teacher provides Procedure Text material then students understand it and create projects using these

learning resources. It can be said that if used wisely, social media can be a learning source.

In its implementation, teachers face challenges in implementing Project Based Learning (PjBL) using social media. Researchers found that the challenges faced by teachers were, (1) The long implementation process was one of the main challenges. Because teachers have difficulty getting students to work together, the PjBL approach takes a long time to use in order to produce a useful project. (2) Students become less interested in the learning process because of the many methods used and it takes a long time. (3) Schools also have few resources and support. Schools lack the resources and infrastructure necessary to successfully implement project-based learning (PjBL). Another challenge is making videos in English which requires a long time and process, the dominance of students who are super active, and the influence of their mother tongue in English (Hastuti, 2020).