Improving Interpersonal Speaking Learning Outcomes and Students' Confidence as Well as Exploring Students' Responses through Project-Based Learning

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Abstract

This project-based Classroom Action Research aims to improve students' speaking skills in the Interpersonal Speaking course, which are still low, and to enhance students' self-confidence. This research uses the Kemmis and McTaggart method and consists of 2 cycles. Planning, implementation, observation, and reflection are components in each cycle. This classroom action research was conducted two meetings in each cycle. The instruments used consisted of pre-test and post-test, questionnaires and observation sheets. The results of this study were analysed using simple statistical methods with the following outcomes: the pre-test score was 62 and the post-test score was 68 in the first cycle, while the pre-test score in the second cycle was 64 and the post-test score was 78. The students' confidence level also increased by 75% during the second cycle. This indicates an improvement in speaking skills, an increase in students' confidence, and a positive response to the material. After the method was used, the speaking learning outcomes in the Interpersonal Speaking course improved. Recommendations for this research include strengthening the implementation of PBL through relevant project designs, approaches to boost confidence, utilization of technology, evaluations based on student feedback, professional development for lecturers, and integration into the curriculum. By implementing these recommendations, it is expected that students' learning outcomes and their confidence in interpersonal speaking will improve, and their responses to the learning process will become increasingly positive.

Abstrak
Penelitian Tindakan kelas yang berbasis proyek ini bertujuan untuk meningkatkan kemampuan berbicara mahasiswa pada mata kuliah Interpersonal Speaking yang masih rendah dan untuk meningkatkan tingkat percaya diri mahasiswa. Penelitian ini menggunakan metode Kemmis dan Mc Taggart dan terdiri dari 2 siklus. Perencanaan, pelaksanaan, observasi dan refleksi adalah komponen dalam setiap siklus. Penelitian tindsakan kelas ini dilakukan dalam dua siklus, dengan dua pertemuan setiap siklus. Instrumen yang dipakai terdiri dari Pre-test dan post-test, angket dan lembar observasi. Hasil dari penelitian ini dianalisis dengan menggunakan metode statistic sederhana dengan hasil; pre-test nya adalah 62 dan hasil post-tesnya adalah 68 disiklus pertama, sedangkan hasil pre-test siklus kedua adalah 64 dan hasil post-testnya adalah 78. Tingkat kepercayaan mahasiswa juga meningkat sebesar meningkat 75% selama siklus kedua dilakukan. Hal ini menunjukan adanya peningkatan keterampilan berbicara, peningkatan kepercayaan diri mahasiswa dan respon positif terhadap materi. Setelah metode digunakan, hasil belajar berbicara mata kuliah Interpersonal Speaking meningkat. Rekomendasi untuk penelitian ini antara lain penguatan dalam implementasi PBL yaitu dengan desain proyek yang relevan, adanya pendekatan untuk meningkatkan kepercayaan diri, pemanfaatan teknologi, evaluasi yang berbasis pada tanggapan mahasisswa, pengembangan dalam professional dosen serta tentang integrasi ke kurikulum. Dengan menerapkan rekomendasi ini, diharapkan hasil belajar mahasiswa dan kepercayaan diri mereka dalam interpersonal speaking akan meningkat, serta tanggapan mereka terhadap proses pembelajaran akan semakin positif.

INTRODUCTION

In the era digital interaction and Industry 5.0 Era, interpersonal speaking skills is one of a key component of effective communication. These skills are not only giving personal and professional relationship but also play a crucial role in boosting students 'confidence and engagement in divers contexts. Despite their significance, many educational environments still struggle to achieve the desired

learning results in interpersonal speaking. Factors such as a lack of confidence, insufficient practice opportunities, and also unengaging instructional methods often hinder student' progress (Frazier & Brown, 2001).

Digital interaction era and Industry 5.0 Era is the newest concept nowadays. The concept of Society 5.0 is not limited to production factors but also addresses social issues by integrating physical and virtual spaces (Skobelev & Borovik, 2021). The goal of this concept is to facilitate the needs of society through the utilization of knowledge based on modern technology. For example, artificial intelligence (AI), the Internet of Things (IoT), and robots. The term Society 5.0 itself only became popular 2 years ago, specifically on January 21, 2019. In its implementation, Society 5.0 requires the adoption of advanced technology that can connect various aspects of human life, such as education, transportation, health, and industry. The application of this technology enables the creation of a smarter, more productive, and more sustainable society.

The students of English Education program should take six levels of speaking. That's why the students should practice more to achieve the goal. The interpersonal speaking subject has become a mandatory course in the English Education Program for the third semester at Nahdlatul Ulama University Purwokerto. There are some student's problems in joining speaking class. The experienced difficulties in speaking. The low vocabulary, grammar and difficulty in determining a topic to start speaking are the problems are faced by students.

Interpersonal speaking, the act of exchanging ideas, emotions, and information through spoken words, us a comer's tone of human interaction. This rule of communication fosters connection, make relationships and also serves as a powerful tool for collaboration and understanding. In an era increasingly dominated by digital communication, the value of effective interpersonal speaking is crucial in personal, professional and societal contexts. Some of importances of interpersonal speaking are: building and maintaining relationship, enhancing professional success, resolving conflicts, encouraging collaboration, strengthening cultural and social understanding, enhancing emotional well-being, and adaptability in a digital world.

Interpersonal speaking is more than a skill; it is an essential aspect of human connection. Effective verbal communication influences every aspect of life, from interpersonal connections to professional encounters. Developing our interpersonal speaking skills will continue to be essential for promoting understanding cooperation, and development as we navigate a world that is becoming more interconnected by the day.

In doing speaking, self-confident is also necessary. Self-confidence plays a pivotal role in the sector of academic, social, and personal development of students. In the context of higher education, students' ability to overcome obstacles, take advantage of learning opportunities, and form lasting connections is greatly influenced by their level of self-confidence. It includes their confidence in their capacity to complete assignment, reach objectives, and get past challenges in their academic career.

University students 'self-confidence can influence how they approach problem-solving, participate in debates, and adjust to changing surroundings because they are frequently exposed to a range of novel experiences and expectations. In addition to help them succeed academically, it also helps them get ready for their post-graduation personal and professional activities.

According to (Japar & Awalya, 2020), self-confidence is the profound belief that one can accomplish something for oneself, one's family, his religion, his country, and his community. One trait of people with high or good levels of self-esteem is confidence (Rostiana et al., 2018). Additionally, the individual will be accountable for his actions, feel free to do anything he wants, engage with people in a kind and patient manner, be driven to succeed, and be able to see his own advantages and disadvantages.

Innovative teaching strategies are crucial in today's classrooms to equip pupils for issues they will face in the real world. Project-Based Learning (PBL), one of these approaches, has drawn a lot of interest due to its capacity to develop critical thinking, problem-solving, and teamwork abilities. PBL is a teaching strategy that involves students in practical, relevant projects that are based on real-world issues, enabling them to actively explore and gain knowledge and skills.

Project based learning offers university students a way to close the gap between theoretical learning and real-world application as they get ready to enter dynamic and competitive professional domains. It motivates students to take charge of their education, collaborate with others in groups, and solve challenging, multidisciplinary challenges. PBL helps students develop their leadership, creativity, and communication skills while also helping them grasp academic subjects more thoroughly.

By integrating PBL into higher education curricula, educators can create engaging learning experiences that prepare students for lifelong learning and professional success. Understanding how PBL impacts student learning and its implementation challenges can help universities refine their approaches and maximize the benefits of this transformative educational strategy.

Teachers are increasingly using Project-Based Learning (PBL), a student-centered educational method, to solve these issues. PBL gives students the opportunity to work together on practical projects that promote involvement and contextualized learning. According to research, PBL is especially successful at improving language learning outcomes by giving students meaningful and real-world communication contexts (Thomas & Ph, 2000); Richards & Rodgers, 2014). Additionally, by encouraging independence and self-directed learning, PBL has been shown to increase students' motivation and self-esteem (Bell, 2010).

State of the Art or novelty in the implementation of this research, which distinguishes it from other studies, is that this research aims to improve speaking skills, particularly interpersonal speaking. The objective of this research is to understand how students participate and respond or perceive the method. Several previous studies have been conducted related to improving English speaking skills using project-based learning. Research by (Buteikienė, 2008); Kamisah et al., 2013) examined English speaking skills using project-based learning. A similar study was also conducted by (Maulana & Royal, 2024) to improve English speaking skills, but their research was conducted in a simpler manner. Based on the explanation above, it can be concluded that this research can provide novelty

value because it is conducted with additional methods and variables. This research is expected to contribute to the development of education, especially for university students, to improve their speaking skills.

METHOD

This research conducted used action research with the project-based learning method. (Suharsimi-Arikunto, n.d., 2007) stated that action research is an observation of learning activities in the form of an intentional action that occurs and is manifested together in a class. The purpose of this classroom is to continuously improve and enhance classroom learning practice (Prihantoro & Hidayat, 2019). This method is deemed appropriate because the primary objective of this research is to address the learning problem experienced by students, which is the low speaking ability in the Interpersonal Speaking subject. In addition, another objective is to determine student participation and gather their responses regarding the method. The research design used in this study was Classroom Action Research (CAR) based on the Kemmis and McTaggart model. This model integrates the acting (action) and observing (observation) components as a unified process. Both activities must be carried out simultaneously; as an action is implemented, observation must also be conducted concurrently. The research was conducted over two cycles with two meeting in each cycle.

Basically, classroom action research consists of planning, action, observation and reflection (Widiyani, 2021). This planning consists of the actions to be carried out in the action stage, then the action stage is conducted along with observation and groups are formed to solve the problem. The researchers took action research while simultaneously observing what happens in the classroom. After the action and observation, research data obtained and analysed to determine whether the research objectives and results have been fully achieved or not. Cycle one and two are conducted until the researched problem is resolved and there is an improvement in the objectives and learning process.

The subject of this research were third-semester English Education students who taking the Interpersonal Speaking subject at Nahdlatul Ulama Purwokerto.

The instruments used are questionnaires, tests, and observation sheets. Tests were in the form of descriptions of speaking abilities, and reflection notes on learning the interpersonal speaking course through the project-based learning method. The test here collects data related to the measurement of ability, skills, competence, and mastery of the material. In addition, students are asked to speak in English according to the material. The test instrument is checked with a speaking assessment rubric, the second instrument is a questionnaire containing written statements and for gathering information about the improvement Interpersonal speaking . The questionnaire used is a closed questionnaire. The next instrument used is an observation sheet that is used to monitor whether the model teacher here has made plans before the implementation of the action or not (Aztry, 2020). After all the data has been collected, simple statistical calculations will be performed by calculating the correlation and the percentage increase from this study. The instrument used is an observation sheet that is used to monitor whether the model teacher here has made plans before the implementation of the action or not.

The first step of the research is to prepare by creating a learning plan along with the action scenarios that will be implemented. This scenario includes the steps taken by lecturers and students in the action or improvement activities. In this case, preparations must include facilities and supporting resources for the implementation of the action. Next, carry out the action in the actual classroom demonstrated by the model teacher (lecturer) and observer during the lecture. The research method being implemented should not interfere with the lecturer's commitment to teaching. In this process, lecturers should not sacrifice students for the sake of research, but must always prioritize students because the goal is to improve the learning process.

The key to this Classroom Action Research is the actions taken repeatedly in order to achieve the desired improvement. The research conducted

consists of two cycles, each cycle comprising two lecture meetings. Started with planning, followed by implementation or action, and then observation was conducted. After that, reflection activities are conducted to measure whether the research has been achieved as desired or not. So, these activities are interconnected from planning to reflection.

This research used both qualitative and quantitative data. The qualitative data in this study were obtained from observations and documentation during the lectures. The data from the observations will be analysed directly during the observation activities. The quantitative data in this study were obtained from observations, tests, and questionnaires. In the observation, there are seven indicators of student participation on the student observation sheet that can be calculated using simple statistics as follows:

$\% = \boldsymbol{n} / \boldsymbol{N} \times 100\%$

Explanation: n = The number of students who received √

N = Total number of students

Next, to calculate the average test scores before cycle one and after cycle two, the analysis was conducted using simple statistics as follows:

Average = (Total score of all students) /(all students)

Next, to determine the improvement of the students, the formula used is as follows:

$\% \text{Increase in students} = \frac{post\ test\ resul - pre\ test\ result}{pre\ test\ result} \times 100\%$

The questionnaire data were also analysed using simple statistics, specifically by calculating the percentage as the number of students who chose the item divided by the total number of students and multiplied by one hundred percent.

FINDINGS AND DISCUSSION

This research is classroom action research aimed at improving students' English-speaking skills, particularly in interpersonal speaking, in the English Education Study Program at Nahdlatul Ulama University Purwokerto. This research also aims to determine student participation and explore student

responses using the project-based learning method in the interpersonal speaking course, which will be used to enhance English speaking skills.

The research results conducted by the research team over two cycles in the Interpersonal Speaking course can be described as follows. The initial test data or pretest shows that students' mastery of speaking skills has not yet met the success target. During the course of the material and discussions using the project-based learning method after the second meeting in cycle 1, there was an improvement in English speaking skills. The average score of students in cycle 1 reached 65. The calculations in this study use simple statistics, namely calculating the average of the test scores achieved by students in the research class. After the implementation of the project-based learning method in material discussions and speaking English, the average score in post-test 1 or cycle 1 reached a value of 68. The increase in the average score has not yet exceeded the success category in the research, which is 20% of the average pretest score. The increase in score does not meet the success category in the research, so the study continues to cycle 2. From the second cycle, two actions were taken, and the average pretest score in cycle 2 was 78. The material taught was how to express personal opinions and how to be an emcee. The average post-test score from cycle 2 was 82. The graph of the improvement and development in enhancing students' English-speaking skills can be seen as follows:
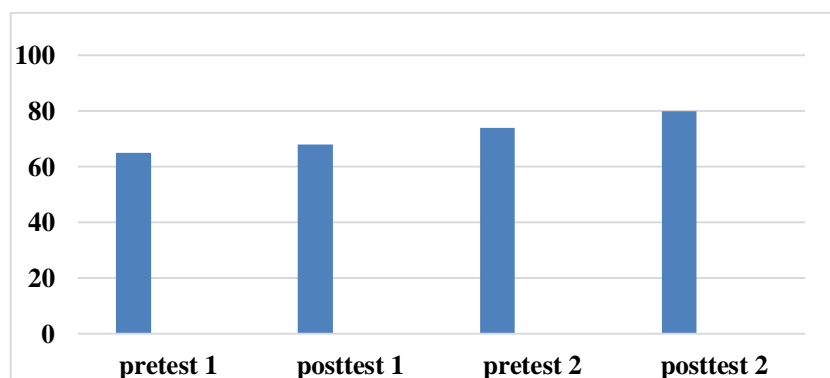
Graph 1: mean's score

Furthermore, the results of the observation show positive outcomes and impacts from the implementation of the project-based learning method on speaking skills. The observer lecturer opined that the lecturer conducting the

teaching or lectures had taught the material according to the predetermined plan, namely the RPS and the planning stages in each action during the research. This can be seen in cycle 1 where students in the class still did not understand how to express personal opinions and act as hosts using English. However, by the end of the lecture, some expressed a willingness to speak but still had a fear of making mistakes. In cycle 2, students showed their courage to speak in front of the class. The students appeared enthusiastic about attending the lectures. One of the indicators of student participation is their willingness to step forward in front of the class and not be shy during the learning process. Here is the evidence in the form of a picture of students conducting a discussion on scientific work material using the project-based learning method. Students were given a project that aligns with the material in the interpersonal speaking subject.

From the results of observations and tests obtained after conducting two cycles, it can be concluded that there is an improvement in students' interpersonal speaking and understanding of the material using the project-based learning method. This can be seen from the average post-test scores that exceed the threshold for research success. The results of the closed questionnaire filled out by students in the last meeting of cycle 2 show a positive response from the students. In this study, the aim is also to understand and observe student participation during the ongoing lectures. Based on the initial observation, the average student participation is still low, reaching only 50% of the total students.

Table 1. Students' Perceptions of the Project-Based Learning Method in Improving Speaking Skills

Items	Results
Learning motivation increased after studying through discussions and cooperation with friends.	50% of students strongly agree that learning motivation increased after implementation, and 40% of students agree with the project-based learning method.
Able to understand the material well when the project-based learning method was applied	40% of students strongly agree that students are able to understand the material well when the project-based learning method is applied, and 50% of students agree.
The teaching method used was very engaging.	50% of students strongly agree that the teaching method used is very interesting, and 50% of students agree
Became more daring to ask questions when experiencing difficulties and confidence increased.	75 % students agree that Became more daring to ask questions when experiencing difficulties and confidence increased.

The ability to speak English plays an important role for students to understand, so improvements were made.	80% students strongly agree that The ability to speak English plays an important role for students to understand, so improvements were made.

Overall, the average development of student participation has experienced an increase and improvement. In addition to the increase in student participation, the learning outcomes or academic achievements of the students have also improved beyond the success category. This is demonstrated by the average pre-test and post-test results in the second cycle with the tested subject matter. Based on the explanation above, it can be concluded that the students' speaking ability shows an average final post-test score exceeding the research success target. In addition to the test results showing improvement and active participation in lectures, the closed-ended questionnaires filled out by the students indicate a positive response.

Based on the explanation above, overall, teaching the interpersonal speaking course using the project-based learning method in class can enhance student participation. Furthermore, the researcher hopes that the study can be developed through the project-based learning approach to improve learning in other aspects of the learning process. This study Improved Interpersonal Speaking Skills The implementation of PBL led to a notable improvement in students' interpersonal speaking skills. By engaging in meaningful and contextualized projects, students were able to practice speaking in authentic scenarios. This approach provided opportunities to use language in a purposeful way, fostering better fluency, vocabulary usage, and overall communication effectiveness. Beside that increasing confidence in speaking the study showed that students became more confident in their ability to communicate orally. The collaborative nature of PBL allowed students to express their ideas and interact with peers in a supportive environment. This reduced anxiety and encouraged active participation, resulting in greater self-assurance in speaking. Positive Student Responses to PBL Students expressed enthusiasm and interest in the PBL approach. The opportunity to work on real-life projects made learning more engaging and enjoyable. They reported feeling more motivated to learn because

they could see the relevance of the tasks to their personal and academic lives. Collaborative skills development PBL encouraged teamwork and cooperation among students. Through group discussions, role-playing, and shared responsibilities in completing projects, students developed interpersonal skills that are essential for collaborative learning and future professional interactions. Challenges in Implementation Despite its benefits, some challenges were identified during the implementation of PBL. These included time management issues, as some projects required more time than anticipated, and the need for clear guidance to ensure all students participated equally in group activities.

CONCLUSION

Based on the description of the research results that have been conducted and written in the results and discussion, it can be concluded that students of the English Education Study Program at Nahdlatul Ulama University Purwokerto have experienced an improvement in attending classes and an increase in student participation in the material presented in class. Students also experienced an improvement in learning outcomes and English-speaking skills related to interpersonal speaking after being implemented with the project-based learning method. This can be evidenced by the positive increase in test results, observations, and questionnaires compared to before. The results of this research can be applied to the development of interpersonal speaking course learning in the English Education Study Program at Nahdlatul Ulama University Purwokerto. Furthermore, it can also be developed and optimized into higher quality teaching materials for the Interpersonal Speaking course.

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