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Analysis Project-Based Learning of English Speaking Skills in Merdeka Curriculum

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Abstract: This qualitative study explores the perceptions of teachers and 10th-grade students in senior high school on the use of Project-Based Learning (PjBL) to improve English-speaking skills within the Merdeka Curriculum. Data were collected through interviews, observations, and document analysis. Teachers observed that PBL effectively enhances student engagement, collaboration, and speaking confidence, though they noted challenges such as time constraints and varying English proficiency levels. Students reported that PjBL increased their confidence and motivation, as it allowed for self-expression and interactive learning. Classroom observations showed that PjBL promoted active student participation, with teachers facilitating and providing feedback on speaking skills. Document analysis highlighted improvements in students' creativity and vocabulary usage, despite occasional grammar issues. The study concludes that PBL, aligned with the Merdeka Curriculum, fosters English-speaking skills and encourages active learning, though additional support is needed to address challenges in collaboration and classroom management.

Keywords: English Speaking skill, Merdeka Curriculum, Project-Based Learning

INTRODUCTION

This study aims to analyze the Project-Based Learning (PjBL) method for improving English-speaking skills in the independent curriculum based on the perceptions of students and teachers in senior high schools. English language skills in this day and age are very necessary to be able to compete with the global world. In education, the curriculum plays a very important role in shaping the direction and quality of a country's education. In Indonesia, changes in the curriculum have become an important part of efforts to improve the national education system in order to achieve better educational development goals. Along with global demands and the needs of society, changes in the curriculum have become a necessity to ensure the relevance, effectiveness, and sustainability of education. Curriculum change in Indonesia has been a subject of continuous debate and transformation over the past few decades. As a developing country, Indonesia faces various challenges in creating a curriculum that addresses the complex needs of society, integrates local and global values, and prepares young people to compete globally.

In connection with the change in the Minister of Education that requires the 2013 curriculum to change to the independent learning curriculum. Along with the changes in the curriculum, it becomes a new challenge for teachers and students to adapt to the new curriculum. Curriculum changes in Indonesia are the result of several factors that evolve over time such as the need for relevant education. According to research conducted by Jojor & Sihotang in 2022, in a study conducted by (Yanti & Novaliyosi, 2023), it was found that Merdeka Belajar Curriculum is expected to be a solution in improving learning because it has three main characteristics. First, it focuses on project-based learning to develop interpersonal skills that are in line with the Pancasila learner profile. Second, this curriculum offers flexibility in material and structure, allowing students to learn according to their individual needs. Finally, Merdeka Belajar Curriculum encourages breakthroughs and innovations in disciplines that are constantly evolving.

Merdeka Belajar Curriculum is a revolutionary approach in the Indonesian education system that provides freedom and flexibility to schools and learners in the learning process. With a focus on creativity, innovation and autonomy, this curriculum allows schools to customize learning according to local needs, student conditions and the times. Teachers are encouraged to be innovative learning facilitators, while students are encouraged to actively participate in their learning process (Kamila & Agus RM, 2023). The competency-based approach becomes the main foundation, where the development of skills, understanding and attitudes are prioritized in every aspect of learning (Norawati & Puspitasari, 2022). In addition, the use of technology as a learning tool is becoming increasingly concerned, with the integration of information and communication technology in every stage of learning. Through Merdeka Belajar Curriculum, Indonesia seeks to renew national education to produce graduates who are competent, adaptive, and ready to face future challenges in the era of globalization.

One of the key aspects of the Merdeka Belajar Curriculum is its encouragement of competency-based learning. This curriculum emphasizes not only the mastery of subject matter, but also the development of skills, understanding and attitudes necessary for student success in various aspects of life (Shofiyuddin et al., 2023). With this approach, students are encouraged to develop their potential holistically, not only in the academic realm but also in social, emotional, and other life skills. In addition, Merdeka Belajar Curriculum also recognizes the important role of technology in supporting the learning process (Yanti & Novaliyosi, 2023). By utilizing information and communication technology, this curriculum encourages the use of digital platforms and online resources to expand access to learning materials and facilitate interaction between teachers and students. This provides opportunities for learning that is more dynamic, interactive, and in line with the ever-changing technological developments, thus preparing students to be more competent and adaptive in facing future challenges.

Merdeka Curriculum offers an approach where students take an active role in learning, focusing on character strengthening and hands-on experiences. It promotes the role of students as subjects, not objects, in the teaching-learning process (Shofiyuddin et al., 2023). Students are encouraged to collaborate and learn from the surrounding environment, with teachers facilitating meaningful learning (Kasmainsi et al., 2023). It is intended that the knowledge gained can be applied in everyday life and students can play an active role in society. To achieve this, it is important for students to develop critical thinking skills, communication, collaboration and creativity. Learning methods such as Discovery Learning, Inquiry Learning, Problem-Based Learning, Project-Based Learning, Production-Based Training, Teaching Factory, and Blended Learning can support the development of these skills and prepare students for the 21st century.

In the developing era of education, learning models are the focus of attention for educators in an effort to improve student learning outcomes and find out which methods can be used in learning according to the abilities of students (Yanti & Novaliyosi, 2023). The Project-Based Learning (PjBL) method has become one of the important pillars in the implementation of the Merdeka Belajar Curriculum in Indonesia. Project-based learning (PjBL) is a learning method that actively involves students in solving problems and expressing creative ideas (Apriliani & Listyani, 2021). In PjBL, students are involved from the beginning to the end stages, including the planning, execution and documentation of their projects. This approach emphasizes open-ended learning, where students interact with real and complex problems that require crosscutting solutions (kasmainsi et al 2023). Through PjBL, students also develop critical thinking, planning and problem-solving skills. They work collaboratively in groups to achieve project goals. The importance of language proficiency, especially English, in PBL is also recognized. However, students may face challenges such as fear of mistakes, lack of knowledge, and a tendency to rely on the native language. Nonetheless, the success of PBL can enhance students' ability to integrate attitudes, knowledge and skills. However, to achieve this, it requires students' readiness in planning and managing their time effectively.

The Project Based Learning (PjBL) method offers an innovative and interactive approach to learning, where students are not only passive objects, but also active subjects involved in the learning process (Rahmawati & Kusumaningtyas, n.d.). In PjBL, students are given challenging real-life projects, allowing them to apply the knowledge and skills they are learning in a practical context (Baihaqi, 2024). The projects often reflect real-life problems or challenges, thus providing an authentic and meaningful learning experience for students. One of the key aspects of PjBL is collaboration between students. They are grouped in teams to complete the projects, which allows them to learn collectively, share ideas and overcome challenges together. Through this cooperation, students not only develop social and collaborative skills, but also understand the importance of working in teams to achieve a common goal. In addition, PjBL also encourages the development of

problem-solving and critical skills, as students are exposed to situations that require in-depth analysis, evaluation and decision-making.

In addition, the independent curriculum with the pjbl method offers technology integration as one of the important components in PjBL in the context of the Independent Learning Curriculum. Students are given access to a variety of technology tools and platforms that support the learning process, from information search, communication between teams, to creative presentation of project results. The use of this technology not only expands students' access to learning resources, but also enriches their learning experience by utilizing various digital media and interactive tools. Thus, PjBL in Merdeka Belajar Curriculum not only provides a different and enjoyable learning experience for students, but also equips them with relevant skills and competencies to face future challenges. With a focus on project-based, collaborative, and technological learning, PjBL is one of the effective strategies to improve the quality of education and prepare Indonesia's young generation to become competent and adaptive future leaders.

English Language Teaching (ELT) in schools follows the regulation of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia which stipulates guidelines for implementing the curriculum as part of the learning recovery efforts (Mubarok et al., 2023). English is the main subject that students must learn. This is because English is one of the dominant languages used globally, both in the context of education, business, economics, and other fields, and serves as a lingua franca. The Indonesian government has been trying to meet global needs by improving the quality of education at all levels, by integrating 21st century skills into the latest curriculum. In the context of language learning, especially English, speaking skills have a very important role. This skill not only allows a person to communicate effectively with others in the language learned, but also is one of the main abilities needed in everyday life, both in social and professional settings. By mastering speaking skills, one can express their thoughts, feelings and ideas clearly and convincingly, and can actively participate in a variety of communication situations, ranging from informal conversations to formal presentations.

The importance of speaking skills in language learning is also reflected in various aspects of the educational curriculum. The number of learning programs that emphasize speaking practice in real-life situations, such as role plays, debates, or presentations, is evidence that speaking skills are considered vital in the development of overall language skills (Rahmawati & Kusumaningtyas, 2024). Moreover, in an increasingly globally connected world, speaking skills in a foreign language, especially English, are becoming a highly valued competency, as it allows individuals to interact with people from different cultures and backgrounds. In an effort to improve speaking skills, learning approaches that focus on hands-on and contextualized practices, such as the project-based learning method, have become a popular choice. Through this approach, students are given the opportunity

to participate in projects that require active communication and collaboration with others. Thus, students not only gain practical experience in speaking, but also learn to convey their ideas clearly and convincingly in situations relevant to real life.

The development of speaking skills in English involves a number of important steps and strategies. Firstly, a solid understanding of grammar, vocabulary and intonation is essential to getting your point across clearly. Practicing correct sentence structure and expanding your vocabulary and understanding of idioms will improve your ability to communicate naturally. Secondly, consistent practice is essential. Through regular practice, one can improve fluency and confidence in speaking English. This can be done through various activities such as talking with friends or participating in discussion groups. Finally, openly accepting feedback and learning from mistakes is key to continuously improving one's speaking. With a willingness to keep learning, one can become more confident and effective in communicating in English.

Understanding students' and teachers' perceptions of the Project-Based Learning (PjBL) method in the context of the Merdeka curriculum is very important to evaluate the effectiveness of implementation and its impact on the learning process (Shofiyuddin et al., 2023). Students' perceptions include their views on the usefulness of the PjBL method in improving speaking skills, the level of involvement in the project, and satisfaction with the resulting learning. From the teachers' perspective, perceptions include their views on the effectiveness of PjBL in achieving learning objectives, the challenges faced in implementing it, and the strategies needed to support students in undergoing a project-centered learning process (Hasanah Safei, 2022).

This analysis of students' and teachers' perceptions of the PjBL method in the Merdeka curriculum can provide valuable insights into the factors that influence its acceptance and successful implementation (kamilatuzzulfa, 2023). Through this study, the strengths and weaknesses of students' and teachers' perspectives on PjBL can be identified, as well as the factors that influence their perceptions (Kasmainsi et al., 2023). Thus, recommendations can be put forward to improve the use and effectiveness of the PjBL method in the context of the Merdeka curriculum, including teacher training, resource development, and support needed to facilitate successful implementation. The importance of understanding student and teacher perceptions of the PjBL method in the Merdeka curriculum also relates to efforts to improve the quality of learning and ensure that this approach fits the needs and goals of national education.

By examining the analysis of the Project-Based Learning (PjBL) method on speaking skills in the Merdeka curriculum is an interesting and relevant topic in the current educational context. PjBL is a learning approach that emphasizes student-centered collaborative projects, allowing them to learn through hands-on experience and practical application (Rahmawati & Kusumaningtyas, n.d.). In the context of speaking skills, PjBL can be an effective means of developing students' verbal communication skills, as it

provides opportunities for them to practice speaking in authentic and relevant situations.

Through analyzing the implementation of the PjBL method in Merdeka curriculum, this research aims to evaluate its impact on the progress of students' English speaking skills. By studying students' experiences of learning approaches implemented by teachers, as well as studying teachers' experiences in teaching English using the PjBL method with the Merdeka curriculum, this research can provide valuable insights into the effectiveness of PjBL in improving students' English speaking skills (Yanti & Novaliyosi, 2023). In addition, this research can also identify factors that influence the implementation of PjBL in the context of the Merdeka curriculum, including the challenges faced and effective strategies to overcome them.

From the discussion, it can be concluded that Project-Based Learning (PjBL) is an effective method to gain practical experience and improve student competence, as well as having a positive impact on educators who are required to be more creative in providing learning methods to students with this independent learning curriculum (Rahmawati & Kusumaningtyas, 2024). However, there is a possibility that students are not interested in PjBL, so this does not really have a positive impact on improving their competence. Therefore, this study aims to analyze and explore the perceptions of students and teachers towards the implementation of Merdeka Curriculum after learning with the PjBL method in upper-level English speaking classes. Thus, research on student and teacher perceptions of the PjBL method in the independent curriculum can make a meaningful contribution to the development of more effective and relevant educational policies and learning practices in the context of the Merdeka curriculum.

METHODS

This research utilizes a qualitative method, which focuses on collecting and analyzing descriptive data, such as words, pictures, or videos, to understand complex and contextual social phenomena. The qualitative approach is particularly suitable for this study, as its aim is to explore the perceptions of students and teachers at a state senior high school regarding the application of Project-Based Learning (PjBL) in English language instruction, specifically in the development of speaking skills within the independent curriculum. The research process begins with a well-structured design that outlines the intent, research questions, and the researcher's role, taking an exploratory approach to deeply understand the perspectives of the participants. Data is gathered through various techniques such as interviews, focus groups, observations, and document reviews to ensure comprehensive coverage. Analysis involves carefully examining the data using coding to reveal patterns and underlying narratives. Reflexivity, ethical considerations like informed consent and confidentiality, and techniques such as triangulation and member checking are key elements that contribute to the credibility and validity of the research. The findings are then presented in a manner that faithfully conveys the participants' experiences, often using direct quotes to support authenticity.

The data collected in this study consists of both primary and secondary data. Primary data is derived from the participants—teachers and students of a state Senior High School—who are involved in PBL to enhance their English-speaking abilities. Purposive sampling was used to select participants based on specific criteria, such as willingness to participate and prior involvement with PBL. To enhance the validity and reliability of the data, triangulation was applied by combining multiple sources and methods (interviews, observations, documentation) collected at different times. Member checking was also conducted by providing the participants with interview transcripts and summaries of research findings for their feedback. In addition to primary data, secondary data from journals, books, reports, and relevant online sources was used to build a strong theoretical and conceptual framework for the study.

FINDINGS AND DISCUSSION

This study aimed to understand the perceptions of teachers and 10th-grade students at a state senior high school regarding the implementation of the Project-Based Learning (PjBL) method in improving English speaking skills within the independent curriculum. The research findings were gathered through interviews, observations, and document analysis conducted throughout the study period. The detailed findings are as follows:

Teacher Perceptions of PBL Implementation

Based on the interviews conducted with the teacher involved in the study, the implementation of the Project-Based Learning (PjBL) method was generally considered effective in fostering the development of students' speaking skills. The teacher reported that PjBL successfully encouraged students to become more actively engaged in the learning process. By working on real-world projects and collaborative tasks, students were observed to demonstrate greater enthusiasm and commitment. This active involvement not only improved their verbal communication but also nurtured a sense of ownership over their learning. The teacher highlighted that through the stages of project development, students had more opportunities to express their ideas and practice speaking in meaningful contexts, which contributed significantly to building their confidence in using English.

One of the most prominent outcomes noted was the increased student independence. According to the teacher, PjBL helped guide students toward becoming more self-directed learners. Instead of relying heavily on teacher instruction, students were more motivated to seek information on their own, collaborate with peers, and prepare their presentations without constant supervision. This sense of autonomy was particularly evident during the planning and execution phases of the projects, where students managed their responsibilities and timelines with a higher degree of initiative.

In addition to enhancing speaking proficiency, PjBL was also seen as instrumental in developing students' soft skills. The teacher emphasized that critical thinking, teamwork, and problem-solving abilities were cultivated as students navigated the challenges of project work. Working in groups required students to negotiate roles, resolve conflicts, and synthesize diverse perspectives, all of which are essential skills not only in academic settings but also in professional and social environments. The process of brainstorming,

researching, and presenting also fostered creativity and allowed students to explore topics in depth.

Despite these positive outcomes, the teacher acknowledged that several challenges emerged during the implementation of PjBL. Time constraints were a significant issue, as project-based activities often require extended periods for planning, discussion, and completion. Additionally, the diverse levels of English proficiency among students posed difficulties. While more proficient and confident students actively participated in discussions and presentations, those with lower proficiency levels or a lack of self-confidence were hesitant to contribute. This imbalance required the teacher to offer additional support and encouragement to ensure that all students were involved and benefited equally from the learning experience. Nonetheless, the overall perception of PjBL was favorable, with the teacher expressing optimism about its potential to improve both linguistic and non-linguistic competencies in the EFL classroom.

Students' Perceptions of PBL

Interviews conducted with students revealed a generally positive reception towards the implementation of the Project-Based Learning (PjBL) method, especially when compared to traditional teaching approaches. Many students found the PjBL method to be more engaging and dynamic, as it allowed them greater freedom to express themselves. This was particularly evident in speaking activities, where students appreciated the opportunity to use the English language in more practical, meaningful, and interactive contexts.

One of the most prominent outcomes of using PjBL was a noticeable increase in students' confidence in speaking English. Through the process of preparing and presenting projects, students were regularly placed in situations that required them to speak publicly. This consistent practice in authentic settings appeared to reduce anxiety and build their self-assurance. Students reported that they felt more comfortable expressing their ideas in English, especially during project presentations where they were able to showcase their understanding in a structured yet creative way.

Another significant finding was the improvement in students' motivation to learn English. Unlike conventional classroom activities that often rely on rote memorization or passive learning, the PjBL method encouraged active participation and teamwork. Students stated that working in groups not only made the learning process more enjoyable but also provided them with social interaction that further stimulated their interest. The collaborative nature of project work created a supportive environment where students could learn from one another, exchange ideas, and stay engaged throughout the learning process.

Despite the overall positive feedback, some students did highlight challenges, particularly in the area of collaboration. While group work was generally seen as beneficial, difficulties arose when there were notable differences in academic abilities among team members. Students noted that such disparities sometimes led to unequal contributions, misunderstandings, or conflicts within the group. These issues, although not dominant, suggested a need for better group management strategies and teacher facilitation to ensure

that all members could participate meaningfully and benefit equally from the collaborative experience. Overall, the student interviews underscored the potential of PjBL to enhance engagement, speaking confidence, and motivation, while also pointing out areas for improvement in group dynamics and equitable participation.

Classroom Observations

Classroom observations conducted during the learning process revealed that the implementation of the Problem-Based Learning (PBL) method significantly enhanced the level of interaction between students and teachers, as well as among students themselves. Rather than being the central source of information, teachers assumed the role of facilitators who guided the students through the learning process. This pedagogical shift allowed students to take on a more active and dominant role, promoting a more student-centered learning environment. The PBL approach created a dynamic classroom atmosphere where students were encouraged to think critically, collaborate with peers, and take ownership of their learning.

One of the key findings from the observations was the high level of student engagement during project activities. Students demonstrated genuine enthusiasm in completing the assigned tasks, which often required collaboration and group work. They were frequently observed participating in small group discussions, exchanging ideas, and formulating plans to accomplish their project objectives. This collaborative learning not only helped deepen their understanding of the content but also improved their communication and teamwork skills. The authentic, real-world nature of the tasks appeared to motivate students to contribute actively and meaningfully.

The feedback process played a crucial role in supporting student learning, particularly in enhancing their speaking skills. After each project presentation, teachers provided constructive feedback that addressed specific aspects such as pronunciation, vocabulary usage, and the clarity of message delivery. This targeted feedback was instrumental in helping students refine their oral communication skills. Students were receptive to the feedback, and many incorporated the suggestions into their subsequent presentations, demonstrating a willingness to improve and apply the guidance received.

Despite the overall success of the PBL approach, variations in student participation were observed. Academically stronger or more confident students tended to dominate the presentations and discussions, while less confident students were initially more reserved and passive. However, with consistent encouragement and intervention from the teachers, efforts were made to ensure that every student had the opportunity to participate. Teachers actively prompted quieter students to share their thoughts, posed questions to involve them in the dialogue, and created a supportive environment where all students felt their contributions were valued. As a result, even the less confident students gradually began to engage more, albeit at their own pace and in varying capacities. This inclusive approach contributed to a more balanced and equitable learning experience for all participants.

Document Analysis

The analysis of documents, including students' written assignments, essays, and compositions submitted throughout the project, provided valuable insights into the impact of Problem-Based Learning (PBL) on students' speaking and writing skills. These written artifacts served as evidence of students' language development and their ability to express ideas in English. The content of the documents revealed several key patterns, particularly in relation to creativity, language use, and overall linguistic performance.

One of the most notable findings was a marked improvement in students' creativity. As they engaged in PBL tasks, students displayed greater inventiveness and originality in composing essays and project reports. Their writing showcased a broader range of vocabulary and reflected a conscious effort to construct more complex and meaningful sentences. This indicates that the PBL approach encouraged learners to explore diverse topics, express personal viewpoints, and experiment with new language structures—an important step in advancing their communicative competence in English. The open-ended nature of PBL tasks likely fostered a more autonomous learning environment, enabling students to take ownership of their ideas and linguistic choices.

However, the document analysis also highlighted several challenges, particularly in terms of consistency in language use. Despite the rise in creative expression, some students continued to exhibit grammatical errors and inconsistent vocabulary usage across their work. These inconsistencies suggest that while students were motivated to use English in more dynamic and expressive ways, their technical mastery of the language remained uneven. This points to the need for more targeted and sustained instruction in grammar and vocabulary to support students in refining their language accuracy. Therefore, although PBL has the potential to enrich learners' linguistic expression and confidence, it must be complemented with structured linguistic support to ensure balanced development in both fluency and accuracy.

Triangulation and Member Checking

Triangulation was conducted by combining data from various sources—interviews, observations, and documents. The triangulated results revealed that both teachers and students had positive views on the implementation of PjBL, although challenges in its application were acknowledged. Member checking was carried out by providing interview transcripts and summaries of findings to participants for feedback to ensure the accuracy of the data. Most participants agreed with the results, offering minor feedback that did not alter the main conclusions of the study.

The research results indicate that the PBL method was chosen because of its relevance to 21st-century skills, which emphasize critical thinking, collaboration, creativity, and communication, particularly in the context of English-speaking skills. The participating teachers noted that PBL enables students to engage in contextual and authentic learning, encouraging them to participate actively and become more confident in speaking English. Teachers also expressed that PBL aligns well with the principles of the independent curriculum, which emphasizes project-based learning to develop meaningful and practical communication skills.

From the data collected through interviews and observations, it was found that most students and teachers have a positive perception of the implementation of PBL. Students reported that PBL helps them better understand the learning material because they can directly apply it in real-life projects. Additionally, students feel more motivated and engaged in the learning process because they are given the freedom to develop creative ideas and work collaboratively. Teachers also shared a positive view, stating that PBL encourages students to be more independent, critical, and skilled in speaking, although they acknowledged challenges such as time constraints and the complexity of classroom management.

The implementation of PBL at a state senior high school follows a systematic approach, beginning with the planning of projects that are relevant to the English language learning themes, especially speaking skills. Based on classroom observations, teachers provided initial instructions on the project topic, after which students were divided into groups to collaboratively complete project tasks that required them to actively use English. Throughout the process, teachers acted as facilitators, guiding and providing feedback both during and after the project. At the end of the project, students were asked to present their results orally, serving as the primary medium for developing speaking skills. Additionally, written assignments and student reflections were collected as part of the assessment. Triangulation in data collection—before, during, and after the PBL implementation—revealed that students gradually gained confidence and improved their English-speaking skills. However, challenges such as time limitations and difficulties in collaboration within some groups remained issues for the teachers. Nevertheless, the findings confirm that PjBL can be an effective method for enhancing students' speaking skills if implemented properly and supported by thorough planning.

This study found that the Project-Based Learning method is effective in enhancing students' English-speaking skills at a state senior high school. Both teachers and students appreciated the method for providing broader opportunities for exploration and personal development, although challenges related to student collaboration and time constraints remained. Classroom observations and document analysis showed that PjBL significantly improved students' speaking skills, particularly in terms of confidence and language creativity.

CONCLUSION

This research succeeded in uncovering the elements of applying the courteousness proverb in advanced communication, particularly in Taulany TV vlogs. The results of the examination indicate that deviations from the proverb of amount and the proverb of relationship frequently happen when the speaker gives more data than is fundamental or makes articulations that are not specifically significant to the past discourse. These discoveries give unused insights into how respectfulness adages are adjusted within the setting of vlogs and emphasize the significance of considering relevant variables in advanced communication. By understanding the application of the standards of politeness in vlogs, we will improve the quality of social intelligence in an increasingly complex computerized world. This investigation also contributes to the improvement of more viable and moral communication speculations.

The research concludes that the implementation of Project-Based Learning (PjBL) in English language instruction at SMAN 1 Leuwimunding has proven to be effective in enhancing students' speaking skills. PjBL encourages active student participation, fosters independence, and develops critical soft skills such as teamwork, problem-solving, and critical thinking. Both teachers and students responded positively to PBL, noting increased student confidence and motivation in speaking English. However, challenges such as time constraints, varying levels of student proficiency, and issues in group collaboration were identified, requiring careful attention from educators.

Based on these findings, it is recommended that schools provide additional training and support for teachers to effectively implement PBL, especially in managing time and facilitating diverse student groups. Teachers should also consider differentiated instruction strategies to ensure all students, regardless of their language proficiency, can fully engage in the PBL activities. Moreover, schools may benefit from allocating more structured time for project completion, enabling students to explore the learning materials more deeply and collaboratively. Lastly, fostering a collaborative learning environment and providing consistent feedback can further enhance the effectiveness of PjBL in improving students' English-speaking skills.

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