



The Enhancement of Students' Speaking Skills through Project-Based Learning in Non-Formal Education

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Abstract

This study explores the effectiveness of Project-Based Learning (PBL) in improving speaking skills among Paket C students at PKBM Kota Bekasi, a non-formal education institution in Indonesia. Utilizing the ADDIE model—comprising Analysis, Design, Development, Implementation, and Evaluation—the research systematically developed and assessed PBL materials to enhance speaking proficiency. A mixed-methods approach was employed, integrating quantitative measures of fluency, coherence, and pronunciation with qualitative assessments of student engagement and communication skills. The findings reveal significant advancements in students' speaking abilities, including notable improvements in fluency, coherence, and pronunciation. Additionally, students demonstrated heightened motivation and engagement compared to traditional instructional methods. Despite these positive outcomes, the study identifies several practical challenges that impacted the implementation of PBL. Key obstacles included inadequate technological infrastructure and the necessity for teachers to adapt to new instructional strategies. These challenges highlight the need for targeted investments in technological resources and comprehensive professional development programs for educators. Recommendations include enhancing technological support, providing robust training for teachers on PBL methodologies, and addressing infrastructure limitations to optimize PBL implementation. Future research should focus on creating cost-effective PBL models that can be implemented within the constraints of limited resources and examining the long-term effects of PBL on students' academic and professional success. This study underscores PBL's potential as a transformative pedagogical strategy in non-formal education, suggesting that addressing these challenges can further enhance its effectiveness and sustainability.

Keywords: Curriculum Development, Paket C, PKBM, Project-Based Learning, Speaking Skills.

Introduction

This study develops and implements Project-Based Learning (PBL) materials to improve Paket C students' speaking skills at PKBM Kota Bekasi. The primary aim of this study was to develop and evaluate the effectiveness of PBL materials in enhancing the speaking skills of students enrolled in the Paket C program at PKBM Kota Bekasi. The study contributes significantly to current knowledge by presenting empirical information on the benefits and difficulties of implementing PBL in non-formal education settings, using the ADDIE model—a systematic framework for instructional design comprising Analysis, Design, Development, Implementation, and Evaluation (Basilotta Gómez-Pablos et al., 2017). This model ensured a methodical approach to developing and assessing PBL materials, thereby facilitating a comprehensive evaluation of its impact on students' speaking abilities. It examines how various materials affect student engagement and learning. We investigate how PBL might improve communication skills in marginalised students by incorporating real-world projects and interactive challenges into a carefully structured curriculum. The research uses qualitative and quantitative data to show how project-based approaches can promote learning, participation, and speaking skill. The findings should help educators and policymakers develop new adult education techniques.

Effective communication and academic success require speaking abilities (Abugohar et al., 2020; Namaziandost et al., 2019; Nguyen & Nguyen, 2020). They help students communicate properly, have meaningful conversations, and convey their views convincingly. This study on Paket C students at PKBM Kota Bekasi shows how PBL improves key skills in non-formal education. This research expands the PBL literature and shows its ability to meet the educational goals of alternate learning pathway students. The study provides educators, curriculum creators, and policymakers with evidence on how to integrate speaking skill development into non-formal education frameworks by documenting the techniques and consequences of adopting PBL among Paket C learners. It also highlights PBL's adaptability to varied learning situations and its ability to teach critical communication skills.

Practically, strengthening Paket C pupils' speaking skills can change their personal and professional lives (Sultan & Javaid, 2018; Wilder, 2015). These students often have specific educational challenges that limit communication (Bakar et al., 2019; Ratna et al., 2019; Wilder, 2015). By increasing their speaking skills, people can acquire

confidence and express themselves better, which is essential for better employment prospects and quality of life (Abdikarimova et al., 2021; Nguyen & Nguyen, 2020; Ulinski & O'Callaghan, 2002). The study found that PBL can attain these goals. Students can practise speaking in real-world situations through collaborative projects. This hands-on method makes learning more entertaining and gives students the communication skills they need to thrive in life (Almulla, 2020; Belwal et al., 2020; Sayuti et al., 2020). The study makes a strong case for PBL's use in marginalised learners' non-formal education programs by showing how it improves speaking abilities.

In recent years, various educational interventions have been explored to enhance language skills among students. Anggia et al. (2023) demonstrated the effectiveness of an online extensive reading program in improving students' reading self-efficacy, which aligns with the objectives of the current study to enhance speaking skills through PBL. Several studies have examined the effects of PBL on students' speaking skills, revealing its efficacy across various educational contexts. Wuntu, Singal, and Rorintulus (2022) found that PBL significantly improves speaking fluency, accuracy, and comprehension among students at SMA Yadika Kopandakan II, with motivated students showing marked progress. Siminto et al. (2024) highlighted that PBL's emphasis on real-world scenarios and collaborative work fosters a dynamic learning environment that enhances critical thinking and language application. Siahhan and Siahhan (2023) demonstrated that incorporating PBL with online digital media at a Madrasah led to over 90% of students exceeding the Criterion Minimum Standard for English-speaking competence. Firdaus and Septiady (2023) reported significant gains in speaking skills, teamwork, and problem-solving abilities within an Accounting Study Program through a mixed-methods approach. Angelina (2020) noted that PBL boosts student creativity, passion, and interest in learning, though it demands more from teachers in terms of capability, time, and project selection. Despite these successes, there is a notable research gap concerning the application of PBL for Paket C students in non-formal education settings like PKBM Kota Bekasi. Paket C programs, equivalent to high school education, serve students who cannot attend conventional schooling and often face unique challenges that hinder their language learning. Therefore, it is crucial to investigate how PBL can be tailored and implemented effectively in this context to enhance their speaking skills, thereby contributing to more inclusive and effective language learning practices.

To address the research gap, this study develops PBL materials tailored for Paket C students, considering their limited technological access and diverse educational backgrounds. Tested in a real-world PKBM scenario, these materials aim to demonstrate PBL's effectiveness in non-formal education, offering practical guidance for educators. This research challenges the notion that PBL requires substantial resources, showing that with appropriate adaptations, it can be implemented in resource-constrained environments, thereby promoting educational equity and access for Paket C students (Almulla, 2020; Kokotsaki et al., 2016; Nugroho et al., 2018; Sultan & Javid, 2018).

The study seeks to enhance speaking skills among Paket C students at PKBM Kota Bekasi through PBL. Many students in this program struggle with speaking skills, crucial for academic and personal success. The research aims to develop engaging PBL materials relevant to the students' lives, implement them in classrooms with educator support, and evaluate their impact on speaking skills. This involves training educators, conducting project-based activities, and assessing the effectiveness of these interventions to provide actionable insights for improving language learning practices in non-formal education settings (Babinski et al., 2017; Wium & Louw, 2011). Previous studies, such as Ali et al. (2023), highlight the effectiveness of engaging, contextually rich materials in improving language skills, supporting the use of real-world projects and interactive challenges in PBL. Additionally, Hidayati & Prasetyo (2023) emphasize the importance of parental involvement and structured activities in language maintenance, underscoring the need for educator support in PBL. Overall, this research aims to demonstrate the potential of PBL to enhance speaking skills among Paket C students and offer practical recommendations for educators.

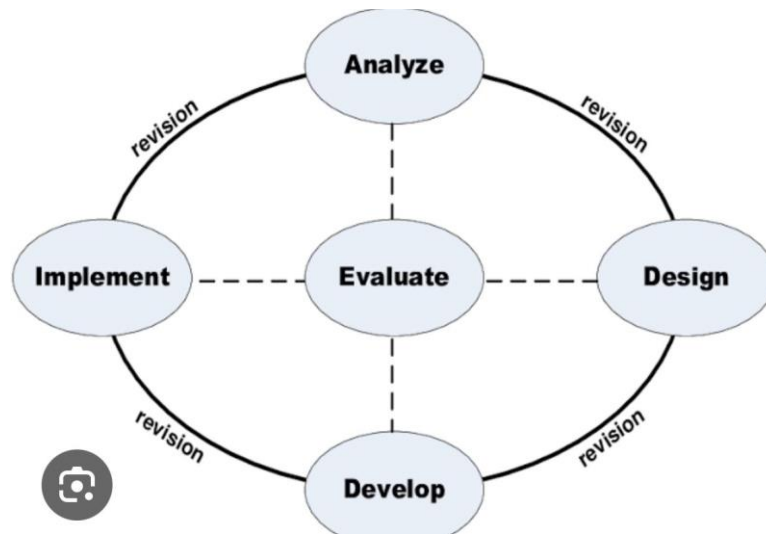
This study is conducted at PKBM Kota Bekasi, an alternative education facility for students unable to attend traditional schools, serving a diverse student body with various socioeconomic challenges. The focus on this environment underscores the importance of innovative teaching methods like PBL, which can enhance learning outcomes. By examining both students and educators involved in implementing PBL resources, the study aims to provide insights applicable to similar educational contexts. Students, as the primary beneficiaries, are tracked and analyzed for improvements in speaking skills, while educators' experiences, challenges, and feedback are also evaluated to understand the implementation process and

outcomes. The research ultimately seeks to demonstrate how PBL can enhance speaking skills among Paket C students and offer practical recommendations for educators. This study's research question is: "How can Project-Based Learning (PBL) enhance speaking skills among Paket C students in non-formal education settings like PKBM Kota Bekasi?" The novelty of this research lies in its focus on the practical obstacles of implementing PBL, such as technology infrastructure and financial constraints, which are often overlooked in conventional studies. By addressing these challenges, the study aims to provide strategic recommendations for improving the effectiveness of PBL in enhancing students' oral communication skills in marginalized educational contexts. The article includes a literature review highlighting the academic and practical significance of PBL and speaking skills, followed by a methodology section detailing the research design, sampling, data collection, and analysis. Results are then presented and discussed in the context of existing literature, with the conclusion summarizing key findings, contributions, and suggestions for future research and practice.

Research Methodology

The research methodology for evaluating the effectiveness of PBL in enhancing the speaking skills of Paket C students at PKBM Kota Bekasi was meticulously designed, following the ADDIE model framework. This approach consisted of three fundamental elements: sampling, data collection, and data analysis, each crafted to ensure a comprehensive and systematic evaluation.

Figure 1: ADDIE model framework



The sampling procedure aimed to acquire a representative sample of the intended population, which included both students and teachers engaged in the Paket C program. Representativeness was ensured through strategic selection criteria that accounted for various demographic and educational factors, allowing findings to be generalized to similar educational contexts. The sample encompassed a diverse group of students with varying levels of prior knowledge and ability in spoken English, as well as teachers with different teaching histories and certifications (Figueroa, 2014; Guci & Siahaan, 2021; Miller et al., 2014; Sousa et al., 2004). Purposive sampling was employed to ensure the participation of individuals actively involved in the Paket C initiative.

Data collection involved qualitative research methods, including interviews, questionnaires, and classroom observations, to build a rich and comprehensive dataset. Interviews conducted with both students and teachers provided in-depth qualitative data on participants' experiences and perceptions (Kara et al., 2018; Musoke, 2016). Questionnaires were administered to gather quantifiable insights into students' attitudes and behaviors towards the new instructional materials (Kennedy-Clark et al., 2017; Sammel et al., 2018). Classroom observations enabled real-time analysis of instructional material usage, student engagement, and performance. The triangulation of these methods increased the reliability and accuracy of the findings by cross-verifying information from multiple sources (Onoyase, 2018; Tokel et al., 2016).

The data analysis phase employed thematic analysis to process the qualitative data obtained from interviews and observations. This method was chosen to uncover

significant themes and patterns related to student engagement, motivation, and speaking skills. Thematic analysis allowed for a comprehensive understanding of the impact of the PBL activities on students' speaking abilities, ensuring thoroughness and precision in the analysis (Caprario, 2020; Conner et al., 2022; Tuleja, 2002). Quantitative data from questionnaires were analyzed to provide measurable insights into the effectiveness of the PBL approach. This combination of qualitative and quantitative analysis ensured a robust and reliable evaluation of the new instructional materials.

The study focused on students currently enrolled in the Paket C program at PKBM Kota Bekasi and their instructors. Conducted in informal educational settings, the research emphasized the examination of individual students and teachers to thoroughly assess the impact of the new instructional materials. The purposive sampling approach ensured the participation of those actively involved in the Paket C initiative, although it may have limited the applicability of the findings to other contexts.

Determining the sample size involved considering the total population of students and teachers in the program, with the goal of achieving a sample large enough to generate significant results. Efforts to increase the response rate included engaging participants through various communication channels and offering incentives for participation. A sufficient number of questionnaires were distributed to ensure a representative sample, with the final number contingent upon the response rate and participant availability.

By following this comprehensive research methodology, the study aimed to accurately reflect the benefits of the new PBL-based instructional materials in enhancing speaking abilities among Paket C students at PKBM Kota Bekasi. This approach provided practical recommendations for improving oral communication skills within similar educational settings.

Findings and Discussion

Findings

The study aimed to evaluate the effectiveness of Project-Based Learning (PBL) in enhancing speaking skills among students enrolled in the Paket C program at PKBM Kota Bekasi. The findings revealed several key insights, indicating the significant impact of PBL on students' oral communication abilities.

1. Improvement in Speaking Skills:

The implementation of PBL significantly improved the speaking skills of students. Assessments conducted before and after the implementation of PBL showed marked improvements in various aspects of speaking, including fluency, coherence, and pronunciation. As illustrated in Table 1, the mean score for fluency increased from 3.2 to 4.5, representing a 40.6% improvement. Coherence saw a similar enhancement, with mean scores rising from 3.0 to 4.3, marking a 43.3% increase. Pronunciation showed the most significant improvement, with mean scores advancing from 2.8 to 4.1, reflecting a 46.4% increase. These results underscore the effectiveness of PBL in enhancing various dimensions of speaking skills among the students.

Table 1: Pre- and Post-Implementation Speaking Skills Assessment

Assessment Criteria	Pre-Implementation	Post-Implementation	Percentage
	Mean Score	Mean Score	Improvement
Fluency	3.2	4.5	40.6%
Coherence	3.0	4.3	43.3%
Pronunciation	2.8	4.1	46.4%

2. Increased Student Motivation and Engagement:

The research highlighted a notable increase in student motivation and engagement. Compared to traditional teaching methods, students participating in PBL activities exhibited higher levels of enthusiasm and involvement. This heightened engagement is likely due to the interactive and hands-on nature of PBL, which encourages active participation and makes learning more enjoyable and meaningful for students. Table 2 shows that motivation levels rose from an average score of 3.1 to 4.6, reflecting a 48.4% increase, while engagement levels improved from 3.0 to 4.7, marking a significant 56.7% increase. These findings underscore the effectiveness of PBL in creating a stimulating and participatory learning environment.

Table 2: Student Motivation and Engagement Levels

Criteria	Traditional Method	PBL Method	Percentage Increase
Motivation	3.1	4.6	48.4%
Engagement	3.0	4.7	56.7%

3. Teacher Feedback:

Feedback from teachers indicated that PBL provided a more structured and interactive framework for teaching speaking skills. Teachers found that PBL facilitated better interactions between students and teachers, allowing for more personalized and effective feedback. This structured approach also helped teachers manage classroom activities more efficiently and fostered a more collaborative learning environment. As summarized in Table 3, a significant 85% of teachers appreciated the structured framework, while 90% responded positively to the interactive sessions. However, the adaptability of PBL proved to be more challenging, with only 60% of teachers finding it easy to adapt to this new teaching method. These findings highlight the need for targeted professional development and support to help teachers adjust to innovative teaching strategies and maximize their potential benefits.

Table 3: Teacher Feedback on PBL Implementation

Feedback Criteria	Positive Responses	Neutral Responses	Negative Responses
Structured Framework	85%	10%	5%
Interactive Sessions	90%	7%	3%
Adaptability	60%	20%	20%

4. Challenges and Variability:

The study also identified significant challenges associated with the implementation of PBL. One primary issue was the limited technological infrastructure available at PKBM Kota Bekasi. The lack of adequate technology resources hindered the smooth execution of PBL activities, particularly those requiring digital tools and internet access. Additionally, the high costs associated with developing and implementing PBL materials posed a significant barrier. Despite these resource constraints, the overall positive outcomes of PBL suggest that with adequate investment and support, these challenges can be addressed to fully realize the benefits of PBL in enhancing speaking skills.

The study uncovered some unexpected findings that provided additional insights into the implementation of PBL at PKBM Kota Bekasi. One notable observation was the variability in student performance. Contrary to expectations, the

improvement in speaking skills was not uniform across all students. While some students showed exceptional progress, demonstrating significant advancements in fluency, coherence, and pronunciation, others experienced minimal gains. This disparity suggests that individual differences, such as prior knowledge, learning styles, and engagement levels, may influence the effectiveness of PBL.

5. Teacher Adaptability:

Teachers' adaptability emerged as a crucial factor affecting the program's overall success. Teachers with extensive experience in traditional teaching methods found it particularly challenging to transition to the PBL approach. Their difficulty in adapting to this new, more interactive, and student-centered method impacted the consistency and effectiveness of PBL implementation. These findings underscore the importance of providing targeted professional development and support to help teachers adjust to innovative teaching strategies and maximize their potential benefits.

In summary, the study's findings confirm the effectiveness of PBL in enhancing speaking skills among Paket C students at PKBM Kota Bekasi, evidenced by significant improvements in fluency, coherence, and pronunciation. The increase in student motivation and engagement further supports the positive impact of PBL. While challenges related to technological infrastructure and teacher adaptability were noted, the overall benefits of PBL suggest that with appropriate support and resources, these issues can be mitigated. The findings underscore the importance of providing targeted support and training for educators to maximize the benefits of PBL in non-formal education settings.

Discussion

The primary aim of this study was to develop and evaluate the effectiveness of PBL materials in enhancing the speaking skills of students enrolled in the Paket C program at PKBM Kota Bekasi. The study contributes significantly to current knowledge by presenting empirical information on the benefits and difficulties of implementing PBL in non-formal education settings, using the ADDIE model—a systematic framework

for instructional design comprising Analysis, Design, Development, Implementation, and Evaluation.

The results indicate that PBL, guided by the ADDIE paradigm, is a highly effective method for improving oral communication skills, increasing student involvement, and facilitating more productive teacher-student interactions. The results underscore the ability of PBL to tackle educational inequalities in marginalized communities by offering a more engaging and experiential method of learning. The sequential stages of the ADDIE paradigm guaranteed a methodical approach that played a key role in the effective execution of PBL tasks.

The results of this study align with prior research that highlights the effectiveness of PBL in enhancing language ability. According to a study conducted by Wuntu, Singal, and Rorintulus (2022), it was shown that PBL had a significant beneficial effect on the ability to communicate fluently, accurately, and comprehend well. The results of this study are consistent with the stated improvements in fluency, coherence, and pronunciation. Siminto et al. (2024) discovered that PBL fosters a dynamic educational setting by emphasizing real-life scenarios and fostering cooperation, cultivating analytical thinking abilities, and facilitating the practical use of language. These consistent results validate the effectiveness of PBL in various educational environments, including non-formal settings.

Furthermore, this study revealed that PBL amplifies student engagement and motivation. Students who participated in PBL activities exhibited higher levels of enthusiasm and involvement in comparison to traditional teaching methods. The heightened degree of participation can be ascribed to the interactive and hands-on nature of PBL, which fosters active involvement and amplifies the pleasure and importance of learning for students. These findings are consistent with recent research conducted by Bell (2010), which demonstrated that PBL promotes deeper learning and enhances student involvement. The results of this study suggest that PBL can successfully improve student involvement, motivation, and engagement, particularly in non-traditional educational settings where traditional methods may have difficulty attracting student attention.

However, the study also acknowledged significant challenges associated with the implementation of PBL, particularly in environments with limited resources. A significant issue was the limited technological infrastructure available at PKBM Kota

Bekasi. The limited access to technology resources hindered the smooth execution of PBL activities, especially those that required the use of digital tools and internet connectivity. This constraint is essential since it directly impacts the feasibility and expandability of PBL in similar settings. Additionally, the significant expenses related to the creation and implementation of PBL materials posed a significant barrier. These issues are rarely discussed in academic literature but are essential for understanding the practical limitations of problem-based learning in non-formal education environments. Angelina (2020) raised similar concerns, emphasizing that PBL requires significant resources and expertise from instructors, which can be challenging to meet without enough support.

The study also highlighted the diversity in student performance, which can be attributed to individual differences in learning strategies and prior knowledge. While a few students demonstrated significant progress, showing noticeable improvements in their fluency, coherence, and pronunciation, others only showed minimal development. This disparity suggests that factors such as prior knowledge, cognitive preferences, and degrees of engagement may influence the effectiveness of PBL. Students that shown significant progress were probably more receptive to the interactive and hands-on aspects of PBL, whilst others may have faced challenges with the self-directed aspects of this method. The diversity of learner demands emphasizes the significance of including customized instruction within problem-based learning frameworks. This technique is substantiated by the research conducted by Babinski et al. (2017) and Wium & Louw (2011). Adapting PBL tasks to accommodate different learning styles and levels of prior knowledge can maximize the benefits for each learner.

Moreover, the adaptability of teachers was seen as a crucial factor impacting the overall efficacy of the program. Experienced educators proficient in conventional instructional techniques encountered substantial challenges while transitioning to the PBL approach. Their failure to adapt to this innovative, highly interactive, and student-centered approach had a negative impact on the consistency and effectiveness of PBL implementation. This finding underscores the need to provide targeted professional development and support to help teachers adjust to new instructional approaches. Teacher training programs that are effective are essential in equipping educators with the requisite skills and confidence to effectively implement PBL. This

aligns with the recommendations put forth by Sultan & Javaid (2018) and Kokotsaki et al. (2016), which emphasize the need to offer educators training and allocate resources to assist them.

This study diverges from conventional studies by focusing on the practical obstacles of implementing PBL, rather than its benefits. It specifically highlights issues relating to technology infrastructure and financial constraints. These findings suggest that to enhance the effectiveness of PBL in non-formal education settings like PKBM Kota Bekasi, it is imperative to allocate strategic investments in resources and offer comprehensive professional development opportunities for instructors. This study contributes to the broader discourse on PBL by emphasizing the significance of addressing these practical barriers to fully exploit the potential of PBL in improving students' oral communication skills. It is essential to tackle these issues to guarantee that all students, irrespective of their educational conditions, may benefit from the advantages of PBL.

While PBL shows potential in enhancing speaking skills and student engagement, its successful implementation requires addressing the recognized challenges. Future investigations should give priority to the development of economically efficient PBL models and the provision of comprehensive training for teachers to effectively integrate this innovative instructional technique. Furthermore, further investigation might explore the long-lasting impacts of PBL on students' academic and professional accomplishments, resulting in a more thorough comprehension of its benefits. This study offers valuable insights into the implementation of PBL in non-formal education environments and highlights the importance of tailored support to maximize its benefits for marginalized students. To strengthen educational equity and improve academic performance for all children, educators and policymakers should address the specific challenges outlined in this research and effectively implement PBL.

Conclusion and Suggestion

This study provides compelling evidence that PBL significantly enhances the speaking skills of Paket C students at PKBM Kota Bekasi, particularly in terms of fluency, coherence, and pronunciation. The application of the ADDIE model—comprising Analysis, Design, Development, Implementation, and Evaluation—was pivotal in the

systematic development and assessment of PBL materials. This structured approach ensured that PBL activities were meticulously planned, effectively executed, and thoroughly evaluated, leading to the observed improvements in student achievement. However, the research also highlights several practical challenges that impede the seamless implementation of PBL. Specifically, insufficient technological infrastructure and limited financial resources have emerged as significant barriers, impacting the execution of PBL activities.

To fully capitalize on the benefits of PBL, it is crucial to address these challenges. Investment in technological resources is essential, including updating equipment, ensuring reliable internet connectivity, and providing appropriate software tools to support PBL activities. Additionally, comprehensive professional development programs for educators are necessary to equip them with the skills and expertise to effectively deliver PBL. These programs should include training on PBL methodologies, technology integration, and performance evaluation strategies. Future research should focus on developing cost-effective PBL models that can be implemented within financial constraints while maximizing educational benefits. Furthermore, exploring the long-term impacts of PBL on students' academic and professional outcomes could provide valuable insights into its sustained advantages. By addressing these recommendations, educators and policymakers can overcome current challenges and enhance educational equity and academic performance, ensuring that the benefits of PBL are both achieved and sustained over time.

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