

**AN EXPLORATION OF STUDENT'S EXPERIENCE IN LEARNING
SPEAKING THROUGH PROJECT BASED LEARNING AT
MTS ATTHAHIRIYAH**



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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
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UNDERGRADUATE THESIS

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By

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APPROVAL

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Tittle : *An Exploration of Student's Experience in
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Learning at Mts Atthahiriyah*

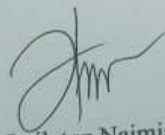
After being checked and revised, the thesis has been approved to be examined.

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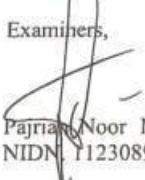
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Declare that this undergraduate thesis is my original work. gathered and utilized especially to fulfil the purposes and objectives of this study .and has not been previously submitted to any other university for any degree or other purpose. I also declare that the publications cited in this work have been properly acknowledged, if someday .it is proven otherwise. I understand that my degree will be revoke.

Banjar, August 12, 2025

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ABSTRACT

Hasunah, 2025, “ *An Exploration of students’ Experience in learning speaking In learning at Mts Atthahiriyah Academic years of 2025/2026*. Thesis English Education Department, Faculty of teacher Training and Education. Nahdlatul Ulama University, of South Kalimantan, Advisor (I), Fikri Fuady azmy M.Pd, (II) Lailatun Najmiah M.Pd

Keywords: *Project Based Learning, Speaking skills*

This research aims to explore An Exploration of students Experience as a method in learning speaking through project based learning at MTs Atthahiriyah. This will investigate how students perceive the effectiveness of PBL in improving speaking skills and identify the challenges they face during the implementation of PBL. The study employs a qualitative approach to gain in-depth understanding of how PBL influences students’ oral communication abilities in an English learning context. Data were collected through questionnaires distributed to students and interviews conducted with English teachers and selected students. The findings indicate that Project-Based Learning encourages student engagement, promotes collaborative learning, and provides more opportunities for authentic language use, all of which contribute positively to the development of speaking skills. Moreover, students reported increased confidence and motivation to speak English during and after participating in project-based activities. The study concludes that PBL is an effective pedagogical approach to support the improvement of speaking skills among junior high school students. this approach enables to develop their communication skills in a more engaging and interactive way, which in turn enhances their confidence speaking English. furthermore, the findings suggest that PBL can be adapted to various learning context to promote students centre learning and improve language proficiency.

ABSTRAK

Hasunah, 2025, “ *Eksplorasi Pengalaman Siswa dalam Pembelajaran Berbicara di Madrasah Al-Qur'an Atthahiriyah Tahun Ajaran 2025/2026*. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama, Kalimantan Selatan. Adviso (I) Fikri Fuady azmy M. Pd (II)Lailatun Najmiah M. Pd

Kata kunci: Pembelajaran Berbasis Proyek, Keterampilan Berbicara

Penelitian ini bertujuan untuk mengeksplorasi Eksplorasi Siswa (PBL) sebagai metode dalam pembelajaran berbicara melalui pembelajaran berbasis proyek di MTs Atthahiriyah. Penelitian ini akan menyelidiki bagaimana siswa memandang efektivitas PBL dalam meningkatkan keterampilan berbicara dan mengidentifikasi tantangan yang mereka hadapi selama penerapan PBL. Penelitian ini menggunakan pendekatan kualitatif untuk mendapatkan pemahaman mendalam tentang bagaimana PBL memengaruhi kemampuan komunikasi lisan siswa dalam konteks pembelajaran bahasa Inggris. Data dikumpulkan melalui kuesioner yang dibagikan kepada siswa dan wawancara yang dilakukan dengan guru bahasa Inggris dan siswa terpilih. Temuan menunjukkan bahwa Pembelajaran Berbasis Proyek mendorong keterlibatan siswa, mendorong pembelajaran kolaboratif, dan menyediakan lebih banyak kesempatan untuk penggunaan bahasa yang autentik, yang semuanya berkontribusi positif terhadap pengembangan keterampilan berbicara. Selain itu, siswa melaporkan peningkatan kepercayaan diri dan motivasi untuk berbicara bahasa Inggris selama dan setelah berpartisipasi dalam kegiatan berbasis proyek. Penelitian ini menyimpulkan bahwa PBL merupakan pendekatan pedagogis yang efektif untuk mendukung peningkatan keterampilan berbicara di kalangan siswa SMP. Pendekatan ini memungkinkan mereka untuk mengembangkan keterampilan komunikasi mereka dengan cara yang lebih menarik dan interaktif, yang pada gilirannya meningkatkan kepercayaan diri mereka dalam berbicara bahasa Inggris. Lebih jauh lagi, temuan ini menunjukkan bahwa PBL dapat diadaptasi ke berbagai konteks pembelajaran untuk mendorong pembelajaran yang berpusat pada siswa dan meningkatkan kemampuan berbahasa.