

The Use of Project-Based Learning to Improve Vocabulary Among Eighth-Grade Students of Mts Nurul Iman Ujan Rintis

Rusdan Bakri^{1)*}, Lalu Abdul Khalik¹⁾, Ria Hendriani¹⁾

¹⁾ English Education Department, Universitas Qamarul Huda Badaruddin Bagu, Indonesia

*Email: urchulopapi@gmail.com

Abstract: *This research aimed to determine the effect of Project-Based Learning (PBL) in improving the vocabulary skills of eighth-grade students of MTs Nurul Iman Ujan Rintis. This study was motivated by the observation that students often rely on traditional learning methods, which can lead to low motivation and a temporary retention of vocabulary. This research used a quantitative pre-eksperimental design with a one-group pre-test and post-test approach. The sample consisted of 19 students from grade VIII A, comprising 8 males and 11 females. The findings show a significant improvement in students' vocabulary scores, with the average score increasing from 43.15 in the pre-test to 63.94 in post-test. The paired sample t-test confirmed the significance of the results, with a t-test value of -9.572 and a significance value of 0.000 (<0.05). These results indicate that PBL is an effective method for enhancing students' vocabulary mastery and that students were more motivated and enthusiastic about learning through projects.*

Keywords: *Project-Based Learning; Improving Vocabulary; Vocabulary Mastery; English Education*

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh Pembelajaran Berbasis Proyek (PBL) dalam meningkatkan keterampilan kosakata siswa kelas VIII di MTs Nurul Iman Ujan Rintis. Penelitian ini didorong oleh pengamatan bahwa siswa seringkali mengandalkan metode pembelajaran tradisional, yang menyebabkan motivasi rendah dan retensi kosakata yang bersifat sementara. Penelitian ini menggunakan desain pre-eksperimental kuantitatif dengan pendekatan satu kelompok pre-test dan post-test. Sampel terdiri dari 19 siswa kelas VIII A, yang terdiri dari 8 laki-laki dan 11 perempuan. Hasil penelitian menunjukkan peningkatan yang signifikan pada nilai kosakata siswa, dengan nilai rata-rata meningkat dari 43,15 pada pre-test menjadi 63,94 pada post-test. Uji t sample berpasangan mengkonfirmasi signifikansi hasil, dengan nilai t-test -9,572 dan nilai signifikansi 0,000 (<0,05). hasil ini menunjukkan bahwa PBL merupakan metode yang efektif untuk meningkatkan penguasaan kosakata siswa dan bahwa siswa lebih termotivasi dan antusias dalam belajar melalui proyek.

Kata kunci: Pembelajaran Berbasis Proyek; Meningkatkan Kosakata; Penguasaan Kosakata; Pendidikan Bahasa Inggris

1. INTRODUCTION

Vocabulary is a critical component of the English language, serving as the foundation for the development of all four skills: reading, writing, speaking, and listening. A broad and well-developed vocabulary is essential for students to effectively comprehend sentences and passages. Furthermore, a strong vocabulary is fundamental for effective communication and the construction of clear and structured sentences. Without a sufficient vocabulary, students may struggle with reading comprehension and had difficulty expressing their ideas in both oral and written forms.

However, many students at the time were taught using traditional, lecture-based methods that did not actively engage them. These methods often emphasized rote memorization without providing practical context for how vocabulary was used in daily life. As a result, the vocabulary they acquired tended to be temporary and did not become a lasting part of their language proficiency. This monotonous and uninteresting learning environment led to low motivation and a passive attitude towards developing English skills.

To address this issue, inovative learning approaches such as Project-Based Learning (PBL) were used to enhance students' vocabulary skills. PBL is a student-centered approach where students actively explore, collaborate, and created both individually and in groups, which fostered their academic and social-psychological development. This method allowed students to design, plan, and excuted a project that culminated in a publicly exhibited output, such as a video, a presentation, or a written story.

PBL offered significant benefits for vocabulary acquisition by encouraging students to learn words in a meaningful and broader context. Through contextual, real-life projects, students were guided to identify, understand, and apply vocabulary that was relevant to the topics they were studying, such as the environment or technology. This approach not only strengthened their language skill but also their knowledge and awareness of real-world issues. Given its potential, this research was conducted to determine the effectiveness of PBL in improving the vocabulary of eighth-grade students of MTs Nurul Iman Ujan Rintis.

2. RESEARCH METHOD

2.1 Research Deisgn

This research employed a quantitative method with a pre-experimental design, specifically a one-group pre-test and post-test design. The research was conducted to measure the improvement in studuents' English vocabulary skills after they were exposed to Project-Based Learning.

2.2 Participants

This research sampled of 19 students from grade VIII A of MTs Nurul Iman Ujan Rintis, consisting of 8 males and 11 females. This sample was selected to represent the population of eighth-grade students at the school.

2.3 Instruments

The instruments used for data collection were observation, tests (pre-test and post-test), and documentation. The tests consisted of 20 multiple-choice questions to measure the students' vocabulary ability. Observation was used to monitor the learning process to record supporting data, such as student information and school profiles.

2.4 Data Collection

Data collection was carried out in two main stages: a pre-test and post-test. The pre-test was administered before the treatment to establish the students' initial vocabulary mastery. The treatment, using Project-Based Learning, was conducted over six meetings. The post-test, which used the same number of questions, was then administered to measure the students' vocabulary mastery after the treatment.

2.5 Data Analysis

Data analysis was conducted using descriptive statistics, a normality test, and paired sample t-test. The paired sample t-test was used to detemine whether there was a significant difference between the pre-test and post-test scores. A significance value lower than 0.05 would indicated that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

3. RESULTS AND DISCUSSION

The research findings demonstrated a significant improvement in students' vocabulary scores after the implementation of Project-Based Learning. The results from the pre-test and post-test showed a notable increase in the average score.

Table 1. Analysis Results

Test	Average Score	Lowest Score	Highest Score	Total
Pre-test	43.15	20	70	820
Post-test	63.94	40	95	1215

The average student score increased by 20.78 points, from 43.15 in the pre-test to 63.94 in the post-test. The paired sample t-test confirmed the statistical significance of this improvement. The t-test value was -9.572, and the significance value was 0.000, which was less than the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted, proving that there was significant effect of Project-Based Learning on improving students' vocabulary.

The finding aligns with previous studies that have shown the effectiveness of PBL in improving language skills. The contextual and student-centered nature of PBL allowed students to learn vocabulary in a more meaningful way than traditional methods, which relied on rote memorization. The projects provided a practical application for new words, which helped students internalize them and used them effectively. The students also showed greater motivation and enthusiasm during the learning process when creating their projects.

4. CONCLUSION

In conclusion, this research successfully determined that the use of Project-Based Learning had a positive and significant effect on improving the vocabulary mastery of eighth-

grade students of MTs Nurul Iman Ujan Rintis. The data from the pre-test and post-test confirmed a significant increase in students' scores, which was further supported by the paired sample t-test results. The findings of this study demonstrate that PBL is a valuable and effective teaching method for enhancing English vocabulary, and it can serve as a beneficial alternative to conventional learning approaches.

5. CLOSING STATEMENT

The reasearcher is grateful for the opportunity to conduct this study. We hope this article can contribute to the development of English language teaching theory and practice, and be useful for teachers, students, and other researchers.

REFERENCES

- [1] Effendy, I., & Abi Hamid, M. (2016). Pengaruh pemberian pre-test dan post-test terhadap hasil belajar mata diklat hdw. dev. 100.2. a pada siswa smk negeri 2 lubuk basung. *VOLT: Jurnal Ilmiah Pendidikan Teknik Elektro*, 1(2), 81-88.
- [2] Fatekhah, N., & Utami, FB (2022). Upaya Meningkatkan Kemampuan Penguasaan Kosakata Melalui Media Audio Visual (Penelitian Tindakan pada Anak Kelompok B di TK Islam Ruhama Kota Bekasi). *Jurnal Ilmiah Mandala Pendidikan*, 8 (4).
- [3] Habibah, U. (2024). Penerapan Model Pembelajaran Projec-Based Learning Untuk Meningkatkan Kemampuan Siswa Smk Al Musyawirin. *Journal of Comprehensive Science (JCS)*, 3(4).
- [4] Halim Purnomo, D. (2019). Tutorial Pembelajaran Berbasis Proyek. *K-Media All rights reserved*.
- [5] Hariyono, TC (2020). Pengajaran kosakata kepada pelajar muda menggunakan video di YouTube pada kursus bahasa Inggris. *Language Research Society*, 1 (1).
- [6] Hastuti, S. *Peningkatan kemampuan berbahasa dalam pembelajaran bahasa Indonesia dengan pendekatan integratif (penelitian tindakan kelas pada siswa kelas VIII A SMPN 17 Surakarta. tahun pelajaran 2007/2008)* (Doctoral

- dissertation, UNS (Sebelas Maret University)).
- [7] Hugerat, M. (2016). Bagaimana pengajaran sains menggunakan strategi pembelajaran berbasis proyek mempengaruhi lingkungan belajar di kelas. *Penelitian Lingkungan Belajar*, 19 (3), 383-395.
- [8] Ishtiaq, M. (2019). Resensi Buku Creswell, JW (2014). *Desain Penelitian: Pendekatan Kualitatif, Kuantitatif, dan Campuran*. Thousand Oaks, CA: Sage. *Pengajaran Bahasa Inggris*, 12 (5), 40.
- [9] Kholis, M., & Aziz, I. N. (2020). The Effect of Project-Based Learning on Students Vocabulary Achievement at Second Grade of Islamic Junior High School. *JEET, Journal of English Education and Technology*, 1(01), 1-19.
- [10] Kimsesiz, F., Dolgunsöz, E., & Konca, Y. (2017). The effect of project-based learning in teaching EFL vocabulary to young learners of English: The case of pre-school children. *International Journal of Languages' Education and Teaching*, 5(4), 426-439.
- [11] Matruty, E., & Que, S. R. (2021). Using flashcard as a media in teaching vocabulary for the eighth grade students of junior high school. *MATAI: International Journal of Language Education*, 2(1), 25-34.