

ENHANCING STUDENTS' ORAL COMMUNICATION IN DESCRIBING ROOM USING PjBL METHOD

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ABSTRAK

Penelitian ini meneliti tentang meningkatkan komunikasi oral siswa dalam menggambarkan room menggunakan metode PjBL. Penelitian ini menggunakan penelitian kuantitatif dengan desain penelitian experimental yang terdapat kelas experimental dan kelas kontrol. Subjek dari penelitian ini adalah siswa kelas X-3 dan X-5 di SMA Muhammadiyah 10 Surabaya. Pengumpulan data menggunakan pretest- posttest untuk mengetahui pemahaman siswa pada kelas eksperimen. Perlakuan akan diberikan untuk mengetahui pemahaman siswa. Teknik analisis data menggunakan uji normalitas, uji homogenitas, dan uji t. Berdasarkan analisis data terdapat hubungan yang signifikan antara komunikasi lisan siswa dengan metode PjBL, nilai signifikansi pretest pada uji normalitas sebesar $0,014 > 0,005$ dan $0,010$ dan posttest sebesar $0,019 > 0,005$ dan $0,012 > ,005$, nilai signifikansi uji homogenitas pada pretest $383 > 0,005$ dan posttest $0,341 > 0,005$ lalu selanjutnya uji t untuk menguji hipotesis nilai signifikansi pretest sebesar $,002 < ,005$ dan posttest sebesar $,001 < ,005$ setelah di uji t test peneliti menguji menggunakan paired sample t test, nilai signifikansi sebesar $,000 < ,005$ dan yang terakhir eta kuadrat untk mengetahui korelasi dua variabel yang digunakan, nilai signifikansi yang didapat adalah $,395 > ,005$. Dengan demikian, Peneliti menyimpulkan bahwa variabel terikat dan variabel bebas mempunyai pengaruh atau pengaruh dalam meningkatkan komunikasi lisan dalam mendeskripsikan ruangan dan juga penerapan metode PjBL.

Kata kunci: komunikasi oral, menggambarkan ruang, PjBL

ABSTRACT

This research examines improving students' oral communication in describing rooms using the PjBL method. This research uses quantitative research with an experimental research design with pretest-posttest and treatment and uses snowball sampling techniques in the experimental class (X-5) and control class. The subjects of this research were students in classes X-3 and X-5 at SMA Muhammadiyah 10 Surabaya. Data collection uses pretest-posttest to determine students' understanding of the experimental class. Treatment will be given to determine students' understanding. Data analysis techniques use normality tests, homogeneity tests, and t-tests. Based on data analysis, there is a significant relationship between oral communication students' and the PjBL method, the pretest significance value in the normality test is $.014 > .005$ and $.010$ and the post-test is $.019 > .005$ and $.012 > .005$, the significance value of the homogeneity test in the pretest, $383 > .005$ and posttest $.341 > .005$ then next t-test to test the hypothesis the pretest significance value is $.002 < .005$ and posttest is $.001 < .005$ after the t-test the researcher tested using a paired sample t-test, the significance value is $.000 < .005$ and that Finally, eta squared to determine the correlation between the two variables used, the significance value obtained was $.395 > .005$. Thus, the researcher concluded that the dependent variable and independent variable had an influence or influence in improving verbal communication in describing the room and also the application of the PjBL method.

Keywords: describing room, oral communication, PjBL,

INTRODUCTION

Background of the Study

In the communication used between countries English is used, therefore it results that English is a language that students should have basic abilities. Because speaking is one aspect of student competency that students must master well, the 4 aspects of English proficiency, speaking is a competency that students must master because it relates to student communication skills Dhani (2018). Speaking skills are one of the abilities that should be possessed because of someone's expertise when speaking we can see the competence of that person. According to Brown (2004) language is a means of communication. Speaking is an active activity that is observed directly. In addition, speaking is one of the productive skills needed in English skills, According to Harmer (2001) productive activities are skills produced by students, in other words, students need articulation and writing of words to produce language. in speaking, including fluency and speaker engagement to maintain pronunciation, vocabulary, and grammar. In this case, we can conclude that English proficiency is very necessary for our benefit.

Increasing vocabulary and fluency, It is understandable that students' English skills need to be improved. The statement above is supported by the researcher's experience during the internship at SMA Muhammadiyah 10 Surabaya, students experienced difficulties in fluency in oral communication and

vocabulary. Therefore, the researcher applied room describing material using the PjBL method to enhancing students' oral communication.

In addition, English is also very useful in the educational aspect for students to learn because it can provide benefits, namely, students can communicate between countries and get to know each other's culture. The benefits they get when they are able and have great opportunities are students get knowledge about social life between countries which is useful in cultural life and also students can have a different mindset. Thanks to the understanding/patterns of thinking they gain from these different cultures, students gain socio-cultural and intercultural knowledge that can enhance their critical thinking skills.

To help students achieve a good oral communication, the approach learning focuses on giving a students' project. In this case, the researcher is looking for the appropriate learning model to enhance students' critical thinking skills by using project-based learning (PjBL). because the selection of the method in the application of project-based learning (PjBL) is due to the activeness of students in doing projects that are useful for enhancing their oral skills. According to Rohmawati (2016) The application of project-based significantly influences students' speaking skills. According to Rohmawati (2016) this application provides positive results in developing students' speaking skills. students are trained to be able to analyze, collect

information, and also work on related projects so that students can solve problems and develop these projects to develop their creativity. According to Cocco (2007) students take part in the learning process to achieve goals through social interaction and , understanding knowledge gained.

Through this project-based learning method (PjBL), it is hoped students will be able to think critically and creatively so that the learning outcomes they obtain can be maximized or achieve targets in the learning process to enhance students' oral communication. According to Alan (2005) in the experience of students in PjBL, the goal is to prioritize originality in every project they work on to support the development of problem-solving skills with their creativity and creativity.

For this reason, this research was carried out by researchers because students have weaknesses in speaking aspects. Therefore to find out whether it is appropriate or not to apply project-based learning methods that can enhance students' oral communication when speaking English. then if this method is effective maybe the teacher can vary learning methods such as the PjBL method, according to Sari, F., Hafifah, G., & Mayasari, L., (2020) because it is linked to student skills, teachers must have media or a strategy to update. In accordance to background of the study, the researcher identified the following problems, the first is that The students' speaking skills in describing room have not yet been developed

by the teacher and the second students' speaking skills are still relatively low as indicated by the value of each student's speaking skill.

RESEARCH METHODOLOGY

Research Design

This study used quantitative research which uses numbers to collect data. According to Sari M et al, (2022) quantitative method research has the aims and objectives of studying a concentrated social phenomenon relationship between the variables being tested, quantitative research uses numerical data as a means of analyzing this knowledge. Furthermore, the design used in this research is quasi - experimental research which in this design has the goal of being able to prove the effectiveness of the treatment. According to Effendi (2013) experimental research is research to show the accuracy of the treatment carried out in the study. Control and treatment classes have been determined, the researcher designed a pre-test and post-test. According to Warda & Wijaya (2019) in this experimental design, there is an experimental group and a control group. The experimental group received treatment while the control group received learning in the usual way. then Both are equally given the pretest and posttest. The following is experimental design according to Fraenkel J.R. et al (2012) can be described as follows:

Table Experimental Design Research

	Control	Experiment
	S	S

Pre-test	V ₁	V ₁
Treatment	V	X
Post-Test	V ₂	V ₂

S = Subject

V₁ = Student's speaking score in the pre-test

V₂ = Students' speaking score in post-test

X = Treatment using describing room using PjBL Method

V = No treatment

According to Frankel & Wallen (2012) in this experiment, the researcher looks at the effects of one or more independent variables to see whether they affect these variables. independent variables are called experimental or treatment. besides that, the dependent variable usually refers to the research results

Population and Sample

According to Hernaeny (2021) the population is the object of research which is the most important thing in research and also the source of data from the research being conducted. The population of this study was class X students of SMA Muhammadiyah 10 Surabaya. In addition, according to Arikunto (2006) the sample is part or representative of the population studied. meaning that the sample is part of the population from the research data conducted. Consisting X-3 and X- 5, each class consisting of 26 and 28 students, The control class is X-3 and the experimental class are X-5, the sampling used snowball sampling according to Creswell (2012) the sample taken from a small number of participants will then become large so that it will provide satisfactory data.

According to Parker (2019) researchers

will invite volunteer participants. Volunteer participants agreed and then participants were asked to recommend other contacts who fit the research criteria and who had potential as well, according mr.windi as the english teacher he said that X-3 is perfectly suitable to be used as a control class and X-5 is suitable to be used as an experimental class because in the academic value of English lessons X-5 is greater than X-3. which means the participant in question is a subject teacher at SMA Muhammadiyah 10 Surabaya.

Research Instrument

Pre-Test

According to Creswell (2012) giving a pre-test is to provide parameters for several traits or characteristics of participants before they receive treatment. Which can be interpreted as the pre-test being a test given before the trial. The aim of the pre-test is to measure students' comprehension when describing room.

Post-Test

According to Creswell (2012) giving a post-test is a parameter of several traits or characteristics that are assessed in students after treatment. It can be concluded after the post-test it is useful to find out which learning model is more effective for students' critical thinking patterns in describing rooms correctly

Reliability Test

After the test has been checked and is valid, the next step is to measure the reliability of the instrument. The test used in this study is the form of a written test and a video. Therefore, inter-rater reliability is used to

determine whether a test can be trusted or not. According to Suryabrata (2004) Reliability is a measuring tool order to prove the extent to which measurement results with these tools can be trusted. This can be indicated by the level of consistency (consistency) of the values obtained from subjects measured with the same measuring instrument under different conditions.

1. The researcher go the control and experimental classes to do the pre-test with the same material of describing room using PjBL Method
2. The researcher prepare the lesson plans and other teaching material to give the treatment.
3. Then, the researcher give the treatment of describing room using PjBL Method for enhancing oral communication. The teacher will teach the experimental class by using the lesson plan that made by the researcher. It is going to be done in experimental class for about 2 meetings.
4. The teacher teach the control group by using the lesson plan that made by the researcher used inquiry learning. The documentation will be taken during the teaching process.
5. The researcher give the post-test both in control group and experimental group with the different strategy for the treatment is using PjBL and for the control is inquiry learning.
6. The last, the researcher is going to

analyse the data of both classes by using SPSS Statistics version 25 to find out the result of describing the room using PjBL Method to enhancing oral communication.

Statistical Hypothesis

The following is the hypothesis :

Ha = Describing room using the PjBL method is effective in learning oral communication

Ho = Describing room using the PjBL method is not effective in oral communication

1. If the sig value (2-tailed) $< .005$ it can be said that enhancing students' oral communication in describing rooms using the PjBL method is effective, so Ha is accepted and Ho is rejected
2. If the sig (2-tailed) value is $> .005$, it can be said that enhancing students' oral communication in describing rooms using the PjBL method is not effective, so Ha is rejected and Ho is accepted.

RESEARCH FINDINGS AND DISCUSSION

The Result of Normality Test

To ensure and to know the score students of the experimental class and control class have normality test. the researcher did a normality test to analyze whether the data is normally distributed or not. Following the decision that has been determined, if the significant value is > 0.05 then the value is normally distributed, but if the significant value is < 0.05 then the value is not normally distributed.

The result of normality test control and experimental class in the Pre-Test Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	d	Sig.	Statistic	d	Sig.
X3	,236	2,003	,879	21	,014
X5	,253	2,001	,872	21	,010

a. Lilliefors Significance Correction

The table above describes the test results for the distribution of control and experimental classes in the pre-test. From the description of the pre-test in the table, it can be seen that the X-3 significance is $0.014 > 0.05$, while the significance of class X-5 was $0.10 > 0,05$, so it was decided that the students' pre-test scores were normally distributed. After testing the normality test on the pre-test of the control class and the experimental class, the researcher will continue to test the post-test of the control class and also the experimental class in the table as follows:

The result of normality test control and experimental class in the post-test Tests of Normality

Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	d	Sig.	Statistic	d	Sig.
Nilai Post Test X-3	,261	2,000	,890	22	,019
Nilai Post Test	,221	2,006	,880	22	,012

t						
X-5						

a. Lilliefors Significance Correction

Table 4.2 describes the test results for the distribution of control and experimental classes in the pre-test. From the description of the Post-Test in the table, the researcher uses shapiro-wilk, it can be seen that the X-3 significance is $0.19 > 0.05$. while the significance of class X-5 was $0.12 > 0,05$ so it was decided that the students' pre-test scores were normally distributed.

The Result Homogeneity Test

The purpose of the homogeneity test is to find out the grades of SMA Muhammadiyah 10 Surabaya students. Experimental and control class students have different abilities, therefore, in this case, it is deliberately tested to find out homogeneity whether the research sample has the same or different characteristics and skills. The homogeneity test was carried out after the researchers carried out the normality test. the researcher tested the homogeneity test using IBM SPSS 25. The homogeneity test data was obtained from the experimental and control classes on the pre-test scores. homogeneity test table as follows :

The result of homogeneity of the control class and experimental class in the Pre-Test Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Nilai siswa	Based on Mean	,774	1	52,383
	Based on Median	,508	1	52,479

Based on Median and with adjusted df	,508	1	36,683	,481
Based on trimmed mean	,740	1	52	,394

shows that the significance value of the homogeneity test in the Pre-Test is $383 > 0.05$ it can be said that the homogeneity test data for the control class and the experimental class are distributed homogeneously. if the data homogeneity is below < 0.05 then the data can be said to be not homogeneous, but the other way if the data is > 0.05 then it can be said that the data is homogeneous and can be used as a research sample. after testing the homogeneity test in the pre-test, The researcher conducted a homogeneity test to test the Post-Test. The following is the post-test data from the control class and the experimental class.

The result of homogeneity of the control class and experimental class in the Post-Test

Test of Homogeneity of Variances

		Levene Statistic	df	df2	Si g.
Nilai_siswa	Based on Mean	1,236	5	15	,341
	Based on Median	,290	5	15	,911
	Based on Median and	,290	5	5,678	,902

with adjusted df				
Based on trimmed mean	1,128	5	15	,388

shows that the significance value of the homogeneity test in the Post-Test is $341 > 0.05$ it can be said that the homogeneity test data for the control class and the experimental class are distributed homogeneously. if the data homogeneity is below < 0.05 then the data can be said to be not homogeneous, but the other way if the data is > 0.05 then it can be said that the data is homogeneous and can be used as a research sample.

The Result of T-Test

After carrying out the normality test and also the homogeneity test, next is the T-test. The T-test is presented to compare the mean values between the control class and the experimental class. to find out whether there is a mean difference between the two groups with the intention that the two groups come from two different samples, the researcher uses the independent T-test to find out this.

Independent Sample T-Test in Pre-Test

Researchers used independent samples to find the mean value in the control and experimental classes. to find out the basic decision-making, the following criteria and hypotheses;

1. Ho: There is no difference in the control and experimental classes
2. Ha: There are differences in the

- control and experimental classes
- If the result of sig (2-tailed) is more than .005 then Ho is accepted and Ha is rejected. but if the sig (2-tailed) value is less than .005 then Ho is rejected and Ha is accepted The following is the pre-test table using the independent sample test :

Descriptive Statistics of Mean Score in Pre-Test Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai siswa	Kelas X-3	28	64,29	9,400	1,776
	Kelas X-5	26	57,31	6,137	1,204

From Table 4.5, it can be known that the mean score of X-3 is 64,29, the standard deviation is 9,400 and the standard error mean is 1,776. While X-5 gains a score of 57,31, the standard deviation is 6,137 and the standard error mean is 1,204. From the data above it can be seen that both classes gain different mean, which indicates that both classes have different scores.

Result of Independent Sample T-Test of Pre-Test

Independent Sample	
Levene's test	t-test for equality of means
For	

f	sig	t	df	Sig (2-tailed)	mean	std	95%	
							Lower	Upper
74	,383	3,20	52	,002	6,978	2,119	2,661	1,115
		3,252	46	,002	6,978	2,119	2,661	1,115

Table 4.6 shows that the significant result of the independent t-test is $.383 > 0.05$, which means that the significant value is higher. to find the t-test results for the mean equation, the researcher chose to use the sig (2-tailed) table. The sig (2-tailed) value of the independent sample test is, for the mean equality is $.002 < .005$ which indicates a significant level smaller than .005. based on basic decision making, If the result of sig (2-tailed) is greater than .005 then Ho is accepted and Ha is rejected and it can be indicated that there is no difference between the study results describing room using PjBL Method. however, if sig (2-tailed) is smaller than .005 then Ho is rejected and Ha is accepted and it can be indicated that there is a difference between the mean of the control and experimental classes.

Independent Sample T-Test in Post-Test

To get the average value of the control and experimental classes, the researcher conducted an independent sample test calculated by IBM SPSS 25. The following are the criteria and hypothesis;

1. Ho: There is no difference in the control and experimental classes
2. Ha: There are differences in the control and experimental classes
3. If the result of sig (2-tailed) is more than,005 then Ho is accepted and Ha is rejected. but if the sig (2-tailed) value is less than,005 then Ho is rejected and Ha is accepted.

**Descriptive Statistics of Mean Score in Post-Test.
Group Statistics**

	kelas siswa	N	Mean	Std. Deviation	Std. Error Mean
Nilai siswa post test	X-3	28	70,07	13,570	2,564
	X-5	26	78,96	6,282	1,232

From Table it can be known that the mean score of X-3 is 70,07, the standard deviation is 13,570 and the standard error mean is 2,564. While X-5 gains a score of post-test 78,96, the standard deviation is 6,282 and the standard error mean is 1,232. From the data above it can be seen that both classes gain different mean, which indicates that both classes have different scores.

Result of Independent Sample T-Test of Post-Test

Independent Sample										
Levene's test For equality of variances		t-test for equality of means								
		f	sig	t	df	Sig (2-tailed)	mean	std	95%	
Lower	Upper									
13,569										

The results of the significance analysis of the t-test levene for equality of variances is .001 < .005. To get the t-test results for mean equality, the researcher chose sig (2-tailed) which refers to the variance equation assumed as the basis for the decision in determining whether the experiment and control have the same significance or not in this post-test. sig (2-tailed) of the t-test equality means is .001 which is smaller than .005 which is smaller than the predetermined value of .005.

From the criteria and the basic decision hypothesis if the sig (2-tailed) result is lower than .005 it indicates that Ho is rejected, that

is, there is no difference between the two classes and H_a is accepted, that is, there is a difference from the two classes. but if the results are sig(2-tailed) more than .005 then H_0 is accepted there is no difference and H_a is rejected there is a difference between the two classes.

From the results of the analysis of the criteria and hypotheses, it was stated that the sig (2-tailed) score of the students' post-test was .001 which was less than .005, so H_0 was rejected, meaning that there was an average difference that occurred in the experimental class.

Paired Sample T-Test

After the researcher conducted a series of independent sample tests the researcher would test the paired sample t-test. to do a paired sample t-test to find out whether this paired sample has changed or not. so researchers will measure the results of the Pre-Test and also the Post-Test of experimental students. to make it easier to interpret, the following are the criteria and hypotheses of the paired sample T-test:

1. H_a = Describing room using the PjBL method is effective in learning oral communication
2. H_0 = Describing room using the PjBL method is not effective in oral communication
3. If the sig value (2-tailed) < .005 it can be said that enhancing students' oral communication in describing rooms using the PjBL method is effective, so H_a is

accepted and H_0 is rejected

4. If the sig (2-tailed) value is > .005, it can be said that enhancing students' oral communication in describing rooms using the PjBL method is not effective, so H_a is rejected and H_0 is accepted.

The following are the results of the Pre-Test and Post-Test :

Paired Sample of Statistics in the Experimental Class Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Paired	PreTest	57,31	26	6,137	1,204
	PostTest	78,96	26	6,282	1,232

The mean value in the experimental class pre-test was 57.31 then for the standard deviation was 6.137 and the mean standard error was 1.204. while for the mean value in the post-test, it was 78.96 then for the standard deviation it was 6.282 and the mean standard was 1.232. From the results of the table above it can be stated that the experimental class experienced a significant development in value after receiving treatment.

Following are the details of the paired sample test ;

Result of Paired Sample T-Test of Experimental Class

Paired Sample T-Test								
Pai	Pre	Mea	Std	Std	95% Confid	T	Df	Si

r 1	A n d P o s t t e s t	n	D e v i a t i o n	E r r o r M e a s u r e	E n c e I n t e r v a l O f d i f f e r e n c e				(2 - T a i l e d)
					L o w e r	u p p e r			
		- 21, 65 4	9, 66 6	1, 89 6	- 25, 55 8	- 17, 75 0	1 1 4 2 3	2 5 0	,0 0 0

The results of the calculation of the paired sample t-test show that the mean value in the table is 21.654 then for the sig (2-tailed) value in the paired sample results is $.000 < .005$. can be stated referring to the basic decision that if the sig value (2-tailed) $< .005$ then H_a is accepted and H_0 is rejected.

The Result of Eta Squared

After conducting the t-test, the researcher conducted an eta square test to see the correlation between the 2 variables where the 2 variables consisted of nominal data and interval data. The following are the results of the eta square test that has been carried out by researchers :

The Table of Eta Squared in Post-Test

Directional Measures			
			Value
Nominal by Interval	Eta	Nilai Siswa	,395
		Kelas	,562

The results of the eta square test analysis can be seen in the table, that the student score is 0.395 and the class score is 0.562. From these results, it can be concluded that the student's score is more than 0.005, this shows that in this process there is an influence that is

considered very large for this test. Therefore, the researcher concluded that the dependent variable and independent variable have an effect or influence enhancing oral communication in describing room and also implementing the PjBL method.

Discussion

The results of the PjBL method in describing rooms in this study found significance in enhancing students' oral communication in describing rooms using the PjBL method. The significant value in the normality test for the pre-test for class X-3 was $.014$ and for class X-5 was $.010$ (see in the table 4.1), and the significance value of post test for X-3 was $.019$ and for X-5 was $.012$ (see in table 4.2). According to the basis of the decision, it is determined that if $>.005$ then the data is normally distributed (Darmaji, 2018). After carrying out a normality tests, then a homogeneity test. The pre-test significance value for class X-3 was $.383$ (see table 4.3) and for the post-test was $.341$ (see table 4.4). In this case, it is in accordance with the basic decision that if the significance value is $>.005$ then the data is homogeneous (Darmaji, 2018).

Next, after carrying out normality test and homogeneity tests, the next step is the T-test. In this T-test, next is the t-test, in the descriptive statistics table it shows that the mean in the pre-test. class X-3 got a mean score of 64.29 and class X-5 got a mean value of 57.31 (see in table 4.5). And the results of the independent pre-test t-test show that the sig(2-tailed) value

obtained is $.002 < .005$ which indicates a significance level smaller than $.005$ (see in table 4.6). based on the basis for decision making, if the sig (2-tailed) result is greater than 0.005 then H_0 is accepted and H_a is rejected and it can be indicated that there is no difference between the results of research describing the room using the PjBL method according to Ardiansah (2023) if the significant value is less than $.005$ then there is a difference in the means. However, if the sig (2-tailed) is smaller than 0.005 then H_0 is rejected and H_a is accepted and it can be indicated that there is a mean difference between the control and experimental classes.

In descriptive statistics on the Average Score in the Post-Test, it shows that the average score for class X-3 is 70.07 and class X-5 is 78.96 (see in table 4.7). then the results of the independent sample t-test in the post-test show that the sig(2-tailed) value is $.001$ which indicates a significance level smaller than 0.005 (see table 4.8). based on the basis of decision making according to Ardiansah (2023) if the significant value is less than $.005$ then there is a difference in the means , if the sig (2-tailed) result is greater than 0.005 then H_0 is accepted and H_a is rejected and it can be indicated that there is no difference in the results of research describing the room using the PjBL method. However, if the sig (2-tailed) is smaller than 0.005 then H_0 is rejected and H_a is accepted and it can be indicated that there is a mean difference between the control and experimental classes.

After knowing the mean in the control class and experimental class, the next step is the statistics paired sample t-test to find out whether the paired samples have changed or not. in the experimental class the score on the pre-test was 57.31 , then the standard deviation was 6.137 and the mean standard error was 1.204 . Meanwhile, the mean value in the post-test was 78.96 , then the standard deviation was 6.282 and the standard mean was 1.232 . From the results of the table above, it can be stated that the experimental class experienced significant improvement in scores after receiving treatment (see in table 4.9). Next are the results of the Experimental Class Paired Sample T-Test. The results of the paired sample t-test calculation show the mean value in the table is 21.654 , then the sig (2-tailed) value in the paired sample results is $0.000 < 0.005$. According to Wulandari, A., & Ahmad, A. (2020) can be stated referring to the basis of the decision that if the sig (2-tailed) value < 0.005 then H_a is accepted and H_0 is rejected (see table 4.10).

After carrying out the t test, the researcher carried out the eta square test to see the correlation between the 2 variables. In the table we can see that the eta squared test value is $.395$ (see in table 4.11). From these results it can be concluded that the student's score is more than 0.005 , according to Khikmah, S., & Wijaya, A. (2024) high value on eta squared implies that there is a significant impact on the variable. This shows that it has the effect or influence of improving oral communication in

describing the room and also the application of the PjBL method.

From these results the experimental class obtained significant results than control class even given the same material but different learning methods, for the control class is given using inquiry learning and for the experimental class is given PjBL method. The experimental in the pre-test got 57.31 and for the post-test got 78,96 post-test score was higher than the pre-test score and for the control class the pre-test got 64.29 and for the post-test got 70,07 as we can see the both class is got influence. Apart from that, according to Darmaji (2018) describing the room using the PjBL method also has an impact on enhancing students' oral communication. The pre-test and post-test results of the experimental class also showed that they got better after using the describing room with the PjBL method.

Based on data analysis and hypothesis testing, the t-test results are that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that the treatment given influences the use of describing room using the PjBL method in enhancing students' oral communication at SMA Muhammadiyah 10 Surabaya.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The theory of the PjBL method is a good strategy to enhancing students' oral communication. the application of the PjBL method to enhance students' oral

communication has a real impact on students, so they enjoy more in-class learning. In the learning process describing room materials using the PjBL method to improve students' oral communication, it is proven that the Post-test score achieved by the experimental class was 81 out of 12 students, where the score had reached the minimum score at SMA Muhammadiyah 1 Surabaya, from the previous pre-test score it was obtained 50-60 means that in the process of enhancing students' oral communication in the describing room using the PjBL method it is considered to meet the standard, namely a learning model to enhance students' ability to enhancing students' oral communication.

In addition, it is also supported by the data collection process showing that the application of the describing room using the PjBL method can be said to be successful because it can be seen from the pre-test and post-test scores of students in the experimental class, even in the learning process in class students are very interested when given a treatment that is when making a video because they talk to explain a room. in the process of speaking, they slowly enhance.

Suggestion

Based on the results of the study, the researcher provides the following suggestions:

For Teacher

In learning oral communication, the researcher hopes that maybe it can be more varied and maximized in the process of learning to

speak because basically speaking skill is a skill that must be possessed even though it is basic. so if learning speaking skills varies it will make students not bored and think English lessons are difficult and boring Also the teacher must motivate students to learn speaking skills.

For Student

For students may be able to pay more attention to the teacher in explaining in class. In addition, students also often watch videos in English to improve their language skills, especially vocabulary because this is very important in speaking skills. If they understand and remember vocabulary, especially in the room around them, it is easy for them to speak.

For Readers or The Next Researcher

Because the researcher carried out this research at an inopportune time, please for further researchers, please pay attention to the months that are felt to be able to retrieve data for the implementation of the PjBL in this described room. because the material describing the room using the PjBL method is good, Other researchers may try new things such as describing tourist attractions or describing things or can try with different objects.

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