

**PENGARUH MODEL *PROJECT-BASED LEARNING* (PjBL)
BERMUATAN *DAILY ACTIVITIES* “NGAYAH” TERHADAP
KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA KELAS IV
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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berbicara Bahasa Inggris siswa sekolah dasar pada topik aktivitas sehari-hari, yang ditandai dengan kurangnya kepercayaan diri dan keterbatasan dalam mengungkapkan ide secara lisan. Penelitian ini bertujuan untuk menganalisis pengaruh model *Project-Based Learning* bermuatan “*Ngayah*” dalam topik *Daily Activities* terhadap keterampilan berbicara Bahasa Inggris siswa sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan eksperimen semu *nonequivalent pre-test post-test control group design*. Subjek penelitian berjumlah 59 siswa yang dibagi ke dalam kelompok eksperimen dan kelompok kontrol. Instrumen yang digunakan berupa penilaian performa berbicara yang telah divalidasi oleh pakar dan dinyatakan layak digunakan. Data dianalisis menggunakan statistik deskriptif dan inferensial melalui uji t setelah memenuhi uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa rata-rata skor *post-test* kelompok eksperimen mengalami peningkatan yang lebih tinggi dibandingkan kelompok kontrol. Hasil uji hipotesis menunjukkan nilai signifikansi kurang dari 0,05 sehingga hipotesis nol ditolak. Dengan demikian, dapat disimpulkan bahwa model *Project-Based Learning* bermuatan nilai *ngayah* berpengaruh signifikan terhadap peningkatan keterampilan berbicara Bahasa Inggris siswa sekolah dasar serta mampu menciptakan pembelajaran yang kontekstual, aktif, dan bermakna.

Kata kunci: *project-based learning*, *ngayah*, keterampilan berbicara

***THE EFFECT OF PROJECT-BASED LEARNING (PjBL) INTEGRATED
WITH “NGAYAH” DAILY ACTIVITIES ON THE ENGLISH-SPEAKING
SKILLS OF FOURTH GRADE STUDENTS AT SD LAB UNDIKSHA***

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ABSTRACT

This study was motivated by the low English-speaking skills of elementary school students on the topic of daily activities, as indicated by their lack of confidence and limited ability to express ideas orally. This study aimed to analyze the effect of the Project-Based Learning (PjBL) model integrated with “Ngayah” values in the topic of Daily Activities on elementary school students’ English-speaking skills. This study employed a quantitative approach using a quasi-experimental design with a nonequivalent pre-test and post-test control group design. The subjects of this study consisted of 59 students divided into an experimental group and a control group. The instrument used was a speaking performance assessment that had been validated by experts and declared appropriate for use. The data were analyzed using descriptive and inferential statistics through an independent t-test after fulfilling the normality and homogeneity tests. The results showed that the average post-test score of the experimental group increased higher than that of the control group. The hypothesis testing results showed a significance value of less than 0.05, indicating that the null hypothesis was rejected. Thus, it can be concluded that the Project-Based Learning (PjBL) model integrated with Ngayah values has a significant effect on improving elementary school students’ English-speaking skills and is able to create contextual, active, and meaningful learning experiences.

Keywords: *Project-Based Learning (PjBL), Ngayah, speaking skills*