

**IMPROVING STUDENT'S SPEAKING SKILL BY USING PROJECT-  
BASED LEARNING IN THE ELEVENTH GRADE OF SMK NEGERI 2  
BANDAR LAMPUNG**

**(Undergraduate Thesis)**

**Nanda Nur Rohmah**

**1953042012**



**ENGLISH DEPARTMENT  
LANGUAGE AND ARTS EDUCATION DEPARTMENT TEACHER  
TRAINING AND EDUCATION FACULTY LAMPUNG UNIVERSITY  
BANDAR LAMPUNG**

**2023**

## ABSTRACT

### IMPROVING STUDENT'S SPEAKING SKILL BY USING PROJECT-BASED LEARNING IN THE ELEVENTH GRADE OF SMK NEGERI 2 BANDAR LAMPUNG

By

Nanda Nur Rohmah

Project-based learning is a method that makes student can choose their own project. This research aims to improvement of students' speaking skills using project-based learning among the eleventh-grade geomatic student Smk Negeri 2 Bandar Lampung. The design of this research was one design pre-test and post-test consisted of three meetings. The subject of the research was the students of class XI which consisted of 27 students. The instrument of this research was. The result of students speaking skills in terms of aspect speaking and test, treatment I, and treatment 2 The research showed thatthere was a significant improvement in the students speaking skills used by project-based learning. This statement could be proven by The result of the post-test was higher than the result of the pre-test. The highest score of the pretest was 74 and the highest score of the post-test was 80. The gain score was 15,41. Teaching English speaking through project-based learning with an interesting way, enjoyable, and relaxed situation improved the students' interest in learning English is a good result because they got improvement in speaking and students speaking skills could be improved through Project- Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction moreover, project-based learning activities have made students build knowledge and think critically.

**Keywords:** project-based learning, speaking skill, improving students speaking skill

**IMPROVING STUDENT'S SPEAKING SKILL BY USING PROJECT-  
BASED LEARNING IN THE ELEVENTH GRADE OF SMK NEGERI 2  
BANDAR LAMPUNG**

**By**

**Nanda Nur Rohmah**

**Undergraduate Thesis  
Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree  
In**

**The Language and Arts Education Department  
Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
BANDAR LAMPUNG  
2023**

**Research title** :IMPROVING STUDENT'S SPEAKING SKILL BY  
USING PROJECT-BASED LEARNING IN THE  
ELEVENTH GRADE OF SMK NEGERI 2 BANDAR  
LAMPUNG

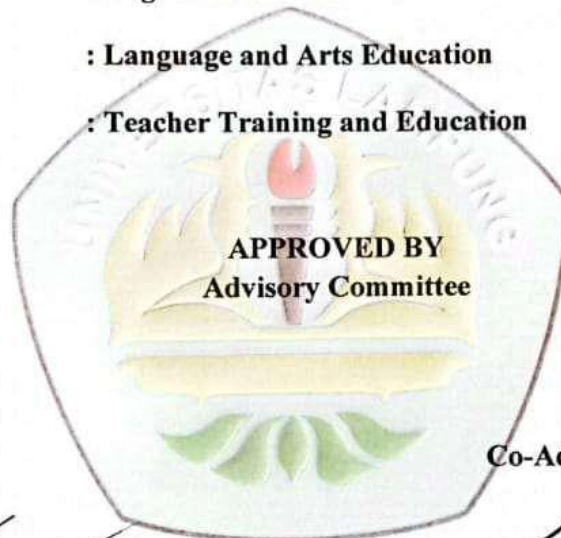
**Name** : Nanda Nur Rohmah

**Students number** : 1953042012


**Study Program** : English Education

**Department** : Language and Arts Education


**Faculty** : Teacher Training and Education



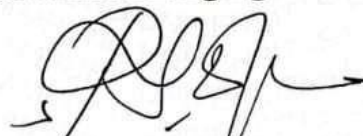
**Advisor**

  
**Budi Kadaryanto, M.A.**  
NIP 198103262005011002

**Co-Advisor**

  
**Novita Nurdiana, M.Pd.**  
NIK 231804870916201

**The chairperson of  
The Department of Language and arts education**

  
**Dr. Sumarti, S.Pd., M. Hum.**  
NIP 197003181994032002

**ADMITTED BY**

**1. Examination Committee**

**Chairperson : Budi Kadaryanto, M.A.**




**Examiner : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**



**Secretary : Novita Nurdiana. M.Pd.**



**Dean of Teacher Training and Education Faculty**

**Prof. Dr. Sunyono, M. Si.**  
NIP. 19651239 1991111 001 

Graduated on: 13<sup>rd</sup> April

## LEMBAR PERNYATAAN

Yang bertandatangan dibawah ini, saya :

Nama : Nanda Nur Rohmah

NPM : 1953042012

Program studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : Improving Student's Speaking Skill By Using Project-Based Learning In The Eleventh Grade Of Smk Negeri 2 Bandar Lampung.

Menyatakan bahwa skripsi ini hasil karya saya sendiri, sepanjang sepengetahuan saya karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, Mei 2023

Yang membuat pernyataan



Nanda Nur Rohmah

## **CURRICULUM VITAE**

This research was written by Nanda Nur Rohmah, she was born in Gedung Aji, Lampung Tengah 20<sup>th</sup> September 2000. She is the fourth child of Muhammad Shodiq and Sriningsih. She has four siblings consisted of one younger sisternamed Elza Amalia and two oldest siter and one oldest brother.

Her education began at TK Al-Mubarak Uman Agung lampung tengah, and continue her study at SD Negeri 1 Atap 2 Selagai Lingga, after finish her education in junior high school she took in the same place SMP NEGERI1 Atap 2 Selagai Lingga Lampung Tengah.and for senior high school she school at SMA Negeri 1 kalirejo Lampung Tengah and graduated in 2018 .In August 2019, she enrolled in Lampung University, majoring English Education study program,teacher training and education faculty.

She did her Community Service Program (KKN) at Sinar Harapan, Tanggamus, in 2022. During the program, she helped the students from elementary school, junior high school, and senior high school in learning English. Besides, she also has teaching experience as an English teacher of Senior High School Pre-Teaching Service Training (PLP) from August to September 2022 at SMA Life SkillsKesuma Bangsa,,Natar. From september 24th to 15th Octoberth 2022

## MOTTO

Sebaik-baik Manusia Adalah yang Paling Bermanfaat bagi Manusia.”  
(HR. Ahmad, ath-Thabrani, ad-Daruqutni. Hadits ini dihasankan oleh al-Albani  
di dalam Shahihul Jami' No:3289)

“Fa-inna ma'al 'usri yusran.. inna ma'al 'usri yusran  
fa-idzaa faraghta faanshab”  
“Maka sesungguhnya bersama kesulitan ada kemudahan,  
sesungguhnya bersama kesulitan ada kemudahan  
Maka apabila engkau telah selesai (dari sesuatu urusan),  
tetaplah bekerja keras (untuk urusan yang lain)”  
(QS. Al-Insyirah: 5-7)



## ACKNOWLEDGMENTS

All praise and thanks to the Almighty God, Allah Subhaanahu Wa Ta'ala, for His countless blessings, which enabled the writer to complete her paper titled "Improving Student's Speaking Skill by Using Project-Based Learning in The Eleventh Grade of Smk Negeri 2 Bandar Lampung" as part of the S-1 Degree in English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

Indeed, the writer will never complete her college thesis unless she receives support, guidance, and encouragement from nice people. As a result, the author wishes to offer her deepest thanks and great respect to:

1. Dr. Feni Munifatullah, M. Hum. as academic advisor, and head of English Education Study Program.
2. Sir Budi Kadaryanto, S. Pd., M. A., as the first advisor for providing valuable input along with time, his thoughtful understanding, supportive guidance, in-depth knowledge, and great encouragement.
3. Miss Novita Nurdiana, S. Pd., M. Pd as the second advisor for her suggestion and correction. in finishing the undergraduate thesis;
4. Prof. Ag. Bambang Setiyadi., M.A., Ph.D. as the examiner for his suggestion and criticism since the proposal seminar;

5. Her strong wonder women my sister Elza Amalia and her mother Sriningsih for love and countless sacrifice, who have given her endless support and taught her how to be a good human being for others;
6. Her best friends: Bajang squad Janti N.S, Riska Eka Wahyuni, and Santi Febi Susela who always accompanied and supported the writer during her up and downtimes;
7. All friends in KKN; Tegar Luqmantoro, Mirda Maradona, Mei Indriyani, Agsha Intan Aulia, Ajeng Pratiwi, and Janti Normauli S, for in Desa Sinar Harapan, Talang Padang and all her friends in PLP 1 & 2; Ersa Salsabila, Anastasya Lousie S, Noufal, Andika Nurhanyani, and Wisnu
8. Her roommate Novita Rahayu for her partner sambat.
9. Her bestie Dede Gita Pratiwi (degot) who always me in up and down.
10. The principal of SMK N 2 Bandar Lampung for allowing the writer conduct the research; and Miss Rina, miss Dian., miss risky and all of the second grade students especially (XI Geomatic 1) of SMK N 2 Bandar Lampung academic year 2022/2023 for being helpful during the research process; In the end, the writer hopes that this paper can be used as one of the references which may provide a shade of light especially forthose who are interested in carrying out an investigation about improving students' speaking ability through Project Based-Learning..

Bandar Lampung, 04 July 2022

Nanda Nur Rohmah

## **DEDICATION**

This script is dedicated to:

My beloved Family: mother, sister grandfather and my grandmother

My honorable lecturers in English Education Study Program

My gorgeous friends in English Department 2019

My Almamater, University of Lampung

## TABLE OF CONTENTS

	<b>Page</b>
ABSTRACT .....	i
COVER .....	ii
APPROVAL .....	iii
ADVISION.....	iv
LEMBAR PERNYATAAN .....	v
CURRICULUM VITAE .....	vi
MOTTO .....	vii
ACKNOWLEDGMENTS.....	viii
DEDICATION .....	x
LIST OF TABLES.....	xiv
LIST APPENDICES.....	xv
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background of the research .....	1
1.2. Research Question.....	4
1.3 The objective of the research .....	4
1.4 Uses of the research .....	4
1.5 Scope of this research.....	5
1.6 Definition of Terms.....	5
1.6.1 Project-Based Learning .....	5
1.6.2 Teaching Speaking Skill .....	5
1.6.3 To improve .....	6
CHAPTER II .....	7
LIRETATURE REVIEW.....	7
2.1 Concept of Speaking .....	7
2.2 Kinds of Speaking .....	8

2.3 Aspect of speaking .....	9
2.4 Teaching Speaking .....	11
2.5 Characteristics of A Successful Speaking Activity.....	13
2.6 Speaking Teaching Strategies .....	14
2.7 Project-Based Learning .....	16
2.7.1 Definition of project-based learning.....	16
2.7.2 Benefits of Project-Based Learning.....	17
2.7.3 Disadvantages of Project-Based Learning .....	18
2.7.4 The stages of Project Based Learning (PJBL) .....	18
2.8 Teaching Speaking in Merdeka Curriculum.....	19
2.9 Previous Study .....	21
2.10Theoretical Assumption .....	22
CHAPTER III.....	24
RESEARCH METHODOLOGY .....	24
3.1 Research Design.....	24
3.2 Population and Samples .....	24
3.3 Technique of Data Collection .....	25
3.4 Research Procedures .....	26
3.5 Research Instrument.....	27
3.6 Validity and Reliability of the Instruments .....	28
3.6.1 Validity .....	28
3.6.2 Reliability .....	29
3.7 Rubric of Scoring System.....	31
3.8 Data Analysis .....	33
3.9 Hypothesis Testing.....	33
CHAPTER IV.....	34
RESULTS AND DISCUSSIONS.....	34
4.1 The Implementation Project Based-Learning in Teaching Speaking	34
4.1.1 Pre-test Result .....	37
4.1.2 Post-Test Result .....	37
4.1.3 Distribution Frequency pre-test and post-test.....	37
4.1.4 Normality Test .....	39

4.2 Hypothesis Testing .....	40
4.3 Result of Each Aspect .....	43
4.4 Significant Improvement of Students' Speaking Achievement after being Taught using project-based learning. ....	44
4.5 Significant Improvement of Aspect Students' Speaking Achievement after being Taught using project-based learning.....	45
4.6 Discussion.....	46
4.6.1 The improvement of Project Based-Learning in speaking .....	47
4.6.2 The improvement of Project Based-Learning in aspect of speaking 49	
CHAPTER V .....	55
5.1. Conclusion .....	55
5.2. Suggestion.....	56
REFERENCES .....	58
APPENDICES .....	62

## LIST OF TABLES

Table 1 Scoring Rubric Aspect of Speaking Test.....	31
Table 2 Rating Scoring Sheet of Speaking.....	32
Table 3 Distribution Frequency Students' Pre-Test Score of Speaking .....	37
Table 4 Distribution Frequency Students' Post-Test Score of Speaking .....	37
Table 5 Analysis N-Gain.....	39
Table 6 N-Gain Pre-Test-Post-Test .....	39
Table 7 Result Of The Normality Test.....	40
Table 8 Paired Sample Test Pre-Test Post-Test .....	41
Table 9 Normality Test Pronunciation.....	41
Table 10 Normality Test Grammar.....	42
Table 11 Normality Test Vocabulary .....	42
Table 12 Normality Test Fluency .....	42
Table 13 Normality Test Comprehension .....	43
Table 14 The Gain Each Aspect of Speaking.....	43

## LIST APPENDICES

Appendix 1 Research Schedule .....	63
Appendix 2 Students Score Pre-Test .....	64
Appendix 3 Students Score Post-Test.....	65
Appendix 4 N-Gain Pre-Test and Post Test .....	72
Appendix 5 N-Gain Each Aspect of Speaking .....	72
Appendix 6 Analysis of Normality.....	73
Appendix 7 Analysis of Hypotesis .....	74
Appendix 8 Reliability of Speaking Test.....	76
Appendix 9 Table Frequency of Pre-Test and Post Test .....	77
Appendix 10 The Transcription of Pre-Test and Post-Test .....	79
Appendix 11 Alur Tujuan Pembelajaran/silabus.....	81
Appendix 12 Students Worksheet .....	103
Appendix 13 Instrument of The Speaking Pre-Test and Post-Test .....	111
Appendix 14 Research Later .....	114
Appendix 15 Documentation.....	116



## **CHAPTER I**

### **INTRODUCTION**

This chapter describes the background of the problem, formulation of the research, objectives of the research, scope of the research, and definition of terms.

#### **1.1 Background of the research**

English is known as an international language or lingua franca, the language used for communication tools in the global realm. Mastering English is very important for communicating, especially in the academic field. There are so many teachers and instructors who suggest their students have good communication skills to support their studies. Speaking skill is one component skill in English as a Foreign Language essential to master. This is similarly expressed by Richards (2008) and Bahadorfar & Omidvar (2014) stated that speaking skill is a productive skill and become the main priority that must be mastered by students in the learning and teaching process of foreign languages.

In Indonesia, English is use as a foreign language. And rarely use as an intermediate language for everyday communication Broughton (2003). Then, the students used English only in classroom, and some special requirements wereused in aptitude tests. As a compulsory subject at each educational level, Englishis intended for students of at least six years (middle and high school). and some elementary schools include English as a subject in their school.

Related to the importance of mastering English-speaking skills, however, students tend to face many difficulties in speaking. Shen and Chiu (2019) stated that difficulties faced by students in speaking English were psychological problems (e.g., nervousness, fear of making mistakes, and lack of confidence), linguistic problems (e.g., insufficient vocabulary, grammar, expressions, insufficient sentences organization, etc.), and environmental problems (e.g., lack of learning context for English conversation).

However, Haryudin, (2017) stated that the critical problem that is faced by many students is how to be able to speak English well. And he found that there are still many students who cannot speak English even though they studied English from kindergarten till senior high school and it is around 11 years since they studied English in school. And they also take courses for studying English but they still faced the same difficulties in increasing their English skills, especially speaking.

Akmal (2018) also shows that students have problems speaking English. and he found that students' speaking ability is still low, inadequate, and far from expectations. Students also do not pay too much attention in class. Then, they had low an interest in learning sometimes they can be shy, nervous, and lack confidence when answering questions or presentations from teachers. They are also unable to express their ideas with proper vocabulary and correct grammatical form during presentations. The student speaks English in 2-3 sentences and can switch between the native language which is (the Javanese language) and second the language is (the Indonesian language).

There are many ways to help students learn to speak. One way to do that is through project-based learning. Levin (2001) stated that "project-based learning is a teaching method that encourages learners to apply critical thinking, problem-solving skills, and content knowledge to real-world problems. "real-world problems and problem more active as facilitators to guide students in the learning process.

According to Patton (2012), Project-based learning is one of the recommended methods. Project-based learning refers to an approach that allows "students to design, plan, and complete an extension project that produces publicly available output, such as a product, publication, or presentation".

Finally, as a suitable method, project-based learning is recommended for teachers to use Project Based- Learning (PJBL) in speaking classes and to solve those entire problems. In Project-based learning, the students not only study the language but the students also learn how to use that language in their daily life, besides, it leads the students to be critical thinking, and become active learners, and the class would be fun and dynamic because the students can do a project based on their own creativity and usually it would be easier to explain and to present our own creation to other people. Based on the ideas above, the researcher implemented project-based learning in the speaking class. Hence, the researcher would conduct a study entitled "IMPROVING STUDENTS SPEAKING SKILLS BY USING PROJECT- BASED LEARNING.

## **1.2. Research Question**

Based on the background of the problem previously presented, there are two questions formulated for the study as follows:

1. Is there any significant improvement in students speaking ability after being taught by using Project Based Learning?
2. How is each aspect improved after being taught by using project-based learning?

## **1.3 The objective of the research**

In relation to the research, statements mentioned above, the general objective of this study is to improve the students' speaking skills. Specifically, it aims:

1. To investigate the improvement of students' speaking ability after being taught by using project-based learning in an English classroom at XI Geomatic 1 in SMK N 2 Bandar Lampung.
2. To know how each aspect of speaking is mostly improved by project-based learning

## **1.4 Uses of the research**

The result of this research would be expected to contribute some significant theoretical and practical.

1. **Theoretically** this research also gives more information or reliable reference for secondary teachers to improve the students' speaking skills.
2. **Practically**, the researcher gives a real sample and experience to the other researcher and the reader in the way of Project-Based Learning to improve the students' speaking skills. And the findings of this research would be expected

for all teachers and learners in order that they are able to understand and implemented the method for improving students speaking skills.

### **1.5 Scope of this research**

The researcher was conduct in eleventh grade students of SMK N 2 Bandar Lampung. in the academic year 2022/ which focusing on students' speaking skills by using Project Based Learning in procedure text. Procedure text was used as the material of the learning process since procedure text is contained in ATP (alur tujuan pembelajaran) for vocational high school.

### **1.6 Definition of Terms**

There are some definitions or word used in this research that needs further explanation to avoid readers' confusion.

#### **1.6.1 Project-Based Learning**

Project-based learning is a teaching method in which students gain knowledge and skill by working for an extended period to investigate and respond to a complex question, problem, or challenge. Also, project-based learning gives the students' complex assignments based on challenging questions or problems that involve students in design, problem-solving, decision-making, or inquiry activities and provide the opportunity to work independently for relatively long periods of time with a real product or presentation.

#### **1.6.2 Teaching Speaking Skill**

Speaking is the productive skill of language to express ideas and send messages to listeners, teaching speaking is a process where a teacher helps the students to

provide and to facilitate them to obtain the learning goal which is to improve their performance in speaking skill.

### **1.6.3 To improve**

To improve, in this study, means to had a significant improvement to achieve the criteria of success in speaking skills in this research, to improve is to focus on student's speaking ability by using Project Based learning method.

## **CHAPTER II**

### **LIRETATURE REVIEW**

This chapter concerns about the literature review that used in this study: concept of speaking skill, teaching speaking, concept of project-based learning, characteristics of a successful speaking activity, speaking teaching strategies, the definition of project-based learning, forms of project-based learning, the benefits of project-based learning the teaching of speaking skills by using project-based learning methods.

#### **2.1 Concept of Speaking**

There are many definitions of speaking according to experts but speaking is an important tool in human daily life, and how people interact with others According to Rahman (1995) stated that speaking is a means of oral communication that involved two elements, namely the speaker who gave the messages and the listener who receives the message, in other words, the oral communication involves the productive skill of speaking and the receptive skill of speaking.

Burns in Bachtiar (2006) stated that speaking is a means of oral communication in expressing ideas, information, and feeling to others. It is the most essential way in which the speaker can express himself through language. Learning to speak developed several complex skills and different types of knowledge about when and how to communicate. In the other words, speaking was used to communicate

with others. From the definition above the researcher can conclude that speaking is a productive skill and symbol produced by the speaker to communicate with the listener to share meaning.

## **2.2 Kinds of Speaking**

There are two kinds of speaking, they are;

### **a. Speaking Performance.**

Manser (1991) states that performance is the person's process or manner of flay. Therefore, it can be concluded that speaking performance is the way of one's manner in speaking. Speaking performance in oral presentation is often used to assess the student's speaking skills because it helps teachers to see the level of students speaking skills. Besides, speaking performance in oral presentation is also helpful to train the students to convey their ideas formally.

### **b. Speaking Competency**

Manser (1991) defines that competency as the ability skill, and knowledge to do something. Competency in speaking is a whole package in mastering the language to be spoken orally, meaning that students can speak the language spontaneously with appropriate grammar and unburdened situations. Then, through this basic definition, it can be concluded that speaking competency is one's ability to speak. It is supported by adequate skill and knowledge and not assessed by how it was delivered. For further information, we are somewhat confused. Therefore, to make differentiate between competency and performance. The differentiation between competency and performance as the overt



manifestation of the ability competence is what one-day-only performance can be developed, maintained, and evaluated.

### **2.3 Aspect of speaking**

Speaking is not only speaking whatever people want to say, but they also should make the partner who speaks to them understand on what they talk about. There are some scoring categories for assessing speaking, according to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

#### **1. Comprehension**

In speaking, comprehension is the power of understanding an exercise aimed at improving or testing one understanding of a language in written or spoken or refers to the speakers' understanding of what are they saying to the listeners to avoid misunderstanding information; in addition, comprehension is to make the listeners easily catch the information from the speaker.

#### **2. Grammar**

Grammar is needed for students to arrange a correct sentence in conversation. It is in line with the explanation by Heaton (1978) who stated that students' ability to manipulate the structure and to distinguish appropriate grammatical form appropriateness. Moreover, Nelson (2001) stated that grammar is the study of how words combine to form sentences. From the statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms.

### **3. Vocabulary**

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, by knowing many vocabularies it would be easier to express our ideas, feeling and thoughts both in oral or written form.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, by knowing many vocabularies it would be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary used must be very familiar and it is used in everyday conversation to understand the spoken discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they spelled, and how they are pronounced. When teaching vocabulary, the teachers must explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of the meanings of words.

### **4. Pronunciation**

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and suprasegmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a language are produced clearly when people speak. In speaking, pronunciation plays a vital role to make the process of communication easy to understand.

## **5. Fluency**

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency.

### **2.4 Teaching Speaking**

Commonly teaching speaking only need practice moreover. So, the researcher believed that if a student always practices the English language, they should be able to master the English language easily. According to Richard, (2008). The understanding of speaking skills in English is a priority for many second-language or foreign-language learners. It shows that teaching speaking is important and need to be mastered by students because speaking allows students to communicate easily and make students easy to deliver their feeling or idea orally.

However, the aim of teaching speaking skills should make student improved their communication skills because students can express their idea or feeling and learn how to use language. Today, many teachers agree that students should learn to

speak a foreign language by interacting with each other or practicing with their partners. In this case, students must master several components of speaking, such as pronunciation, grammar, vocabulary, and fluency Syakur, (1987).

In short, English teachers must be creative in developing their teaching and learning process to create good conditions in the class, improve students' speaking skills, pay attention to the speaking component, and make English lessons more interesting.

According to Brown (2001), there are six categories that apply to the type of oral production that students are expected to do in class. They are:

### **1. Imitative**

Imitative speaking is a kind of practicing intonation or trying to pinpoint a certain vowel sound. It is carried out not for the purpose of meaningful interaction, but for focusing on some element of language form. This activity is usually performed in form of drilling;

### **2. Intensive**

Intensive speaking goes to one step beyond imitative to include any speaking performance that is design for practicing some grammatical aspect of language. It can be in the form of self-initiated or pair work activity;

### **3. Responsive**

Responsive speaking is meant by being able to give replies to questions or comments in a meaningful and authentic one or requires students to respond to a teacher or the other student's questions. For the example activities are question and answer, giving instruction and directions, and paraphrasing.

#### **4. Transactional (dialogue)**

In this case, transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended form of responsive language.

#### **5. Interpersonal**

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationships rather than for transmitting facts and information. These conversations are a little trickier for learners because they can involve some factors such as slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or even misunderstood it.

#### **6. Extensive**

Extensive speaking here is mostly in the form of a monologue, in the practice, the advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

### **2.5 Characteristics of A Successful Speaking Activity**

#### **1. Learners talk a lot**

As much as possible of the period allocated to the activity is in fact occupied by learner talk. This may seem obvious but often is taken up with teacher talk or pauses.

#### **2. Participation is even**

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are distributed.

### **3. Motivation is high**

Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

### **4. Language has levels of acceptance**

Learners express themselves in relevant utterances and they are easily understood by each other, and with an acceptable level of language accuracy

## **2.6 Speaking Teaching Strategies**

Students often think that the ability to speak is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language which they can use to help themselves expand their knowledge of the language.

### **1. Using minimal responses**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is by helping them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses enabling a learner to focus

on what the other participant is saying, without having to simultaneously plan a response.

## **2. Recognizing scripts**

Some communication situations are associated with a predictable set of spoken exchanges and a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students to develop their speaking ability by making them aware of the scripts for different situations so that they can predict what they would hear and what they need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

## **3. Using language to talk about language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner did not understand them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension checks. By encouraging students to use clarification phrases in class when a misunderstanding occurs and by responding positively when they do, the instructor can create an authentic practice environment within the classroom.

itself. As they develop control of various clarification strategies, students can gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

## **2.7 Project-Based Learning**

### **2.7.1 Definition of project-based learning**

Project-based learning is supportive for a second language and foreign language learning. Fried-Booth (2002), project-based learning is an approach that is popularly used to develop learners' *language* learning in different levels and contexts. The project work is student-centered and focuses in the end product and is useful for learners to develop their language skills. Project Based Learning accommodates the students to design, plan, and carry out a product through a project (Fragoulis, 2009; Patton, 2012).

According to Patton (2012) Project-based learning points to students designing, planning, and carrying out a project that produces a publicly- exhibited output such as a product, publication, or presentation. In implemented project-based learning the students not only study the language but also learn how to use that language in their daily life, besides, it leads the students to be critical thinking, become active learners, and the class would be fun and dynamic because the students can make projects based on their own creativity and usually would be easier to explain and present our own creations to other people.



Project-based learning is a teaching method in which students gain knowledge and skill by working for an extended period to investigate and respond to a complex question, problem, or challenge.

Therefore, we can assume that the implementation of project-based learning in language would promote students to have effective communication skills, both speaking and writing skills. Based on the explanation mentioned above, it can be concluded that project-based learning is able to accommodate the achievement of three Basic Competencies, namely attitudes, knowledge, and skills in the Indonesian merdeka curriculum. Therefore, project-based learning can be used as an alternative in implementing merdeka curriculum.

### **2.7.2 Benefits of Project-Based Learning**

Fragoulis (2009) and Bell (2010) stated that there are many benefits of implementing project-based learning in teaching English as Foreign Language:

1. Project based learning gives contextual and meaningful learning for students
2. Project based learning can create optimal environment to practice speaking English.
3. Project based learning can also make students actively engage in project learning
4. Project based learning enhances the students' interest, motivation, engagement, and enjoyment.
5. Project based learning promotes social learning that can enhance collaborative skills.

6. Project-based learning can give an optimal opportunity to improve students' language skill.

### **2.7.3 Disadvantages of Project-Based Learning**

According to Ivanova (2009), there are some disadvantages of using Project-Based Learning in teaching speaking.

1. The difficulty in implementing project based-learning is the inability of students to create a shared project vision among stakeholders and students are confused and do not know what to do next. If the teacher does not give clear instructions.
2. The research shows that although the PJBL approach is suitable for improving motivate of students, a single educational practice is not suitable allthe time.
3. The students and teachers need more time to prepare their learning activities. It would give an impact on the teaching-learning process, especially for teaching speaking.

### **2.7.4 The stages of Project Based Learning (PJBL)**

Fragoulis (2009) stated that there are some stages of PJBL implementation.

They are:

#### **1. Speculation**

In which teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that would lead to the projects smoothly (Bell, 2010).

However, for the beginner or lower-level students, teachers can choose the project by themselves but still consider the students' problem.

## **2. Designing the project activities**

Referring to organizing the structure of a project activity that includes group formation, role assigning, methodology decision, information source, etc. (Bell, 2010).

## **3. Conducting the project activities**

At this stage the students work on what have been planning and designing in the previous stage. And, the students gather information, discuss it with their group member, consult problems encountered in their work with the teachers, and exhibit their final products that might be in form of presentation, performance, product, publication, etc. to the wider community such as other classes, teachers, foreigners, etc.

## **4. Evaluation**

Fragoulis stated that evaluation is the assessment of activities from the participants and discussion about whether the initial aims and goals have achieved, implementation of the process, and final products. In the end students know their improvement and what are they have been learning.

### **2.8 Teaching Speaking in Merdeka Curriculum.**

Speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners

is to enable students to communicate effectively through oral language. Louma (2019) states that speaking is an important part of the curriculum in language teaching. Speaking is one of four English Foreign language skills to be learned by students at vocational schools. In addition, it is also supported of implementing

Merdeka belajar Curriculum which is curriculum merdeka more relevant and interactive where learning through project activities was provide wider opportunities for students to actively explore actual issues, such as environmental, health, and other points to support character and competency development.

Pancasila students. Through the Merdeka Curriculum, the students have more opportunities to know the interests, talents, needs, and abilities of students”.

(Kemendikbud.go.id) And in the Merdeka curriculum, states that speaking is one of the skills in the standard content of the Alur Tujuan Pembelajaran (ATP) with a competency standard that reads” to understand the meaning of written and spoken procedural text, in the form of manuals and tips” (ATP DIKNAS 10.c.4 2021).

The preparation of Learning Outcomes (CP) per phase also provides opportunities for students to learn according to their level of achievement (teaching at the right level), their needs, speed, and learning style in this occasion, the researcher was conducting research on students with phase F and the learning outcomes of listening-speaking reading watching, and writing presentations. So, the use of this Merdeka curriculum makes it easier for researchers to conduct research. and researchers can focus on learning outcomes with predetermined skills.

Speaking skills are important for vocational school students, because graduates are prepared for the work force. Ready for work means the graduates have been

provided with working skills and capabilities in their respective fields. Besides the curriculum demands, normally one requirement of many job vacancies is proficiency in English. The preparation of Learning Outcomes (CP) per phase also provides opportunities for students to learn according to their level of achievement (teaching at the right level), their needs, speed, and learning style. On this occasion, the researcher was conducting the research on students with phase F and the learning outcomes of listening-speaking reading watching, and writing presentations. So, the use of this Merdeka curriculum makes it easier for researchers to conduct research. and researchers can focus on learning outcomes with predetermined skills.

## **2.9 Previous Study**

There are some previous studies that discuss Project-based learning as the main tool for improving students speaking skills. Marlinda conducted the research. (2012) found, the results showed, there is a difference in the ability of creative thinking and scientific 2 performance between a group of students who studied with Project Based Learning and a group of students who learn by other methods. The results above proved to improve student learning outcomes so that teachers are encouraged to apply a learning-based learning model (PJBL).

Another research conducted by Desi Ratna Sari Simbolon (2015) found, the sample of this research was 30 students of the Eleventh grade, Teknik Instalasi Tenaga Listrik of SMK PGRI 3 CIMAHI. The students were assessed by using the speaking rubric by Brown 2004. The data were calculated by using SPSS. As the result, the technique can improve the student's speaking skills. It is concluded

based on the data analyzed. In the first cycle, the students were categorized as poor and low English speaking while in the second and third cycles, the students showed significant achievement and were categorized as having good averages. This technique can be effective technique that can be used by teachers who want to improve students' speaking skills.

Diki Riswandi (2018) stated that Project Based Learning is a modern teaching method. The core idea of Project Based Learning is to connect students' experiences with school life and to provoke students to acquire new knowledge. This study aims to (1) describe to what extent the use of Project-based Learning can improve the students' speaking skills and (2) describe the teaching and learning process when Project-Based Learning was implemented in the class. The subject of the study is the seventh-grade students at one of the junior high schools in Surakarta. The method of the study was classroom action research with two cycles. Furthermore, the data was improvement in the students' speaking skills.

Based on the previous studies. The researchers were conducting the study for the purpose of examining whether there is an increasing student speaking skills and the researchers did not find any information about which aspect of speaking mostly improved after being taught by using project-based learning.

## **2.10 Theoretical Assumption**

In learning English, one of the skills that should be mastered the language is speaking. Speaking is the skill or ability of the students to express their idea and thought to other people. learn speaking skills not only to know grammar, vocabulary, and pronunciation but also students must understand ways to produce

language. The teacher makes some goals and should chose suitable method in teaching speaking. There are many students 'who have difficulty in speaking English, such as a lack of vocabulary, afraid to speak, and get some ideas when they speak. Project-based learning comes to help students who have difficulty speaking, and the teacher would make the right media to make students interested in following the lesson.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The researcher used a pre-experimental design which is the One-Group Pretest-Posttest Design Setiyadi (2018). A pre-test provides a measure of some attribute or characteristic that the researcher assessed for participants in an experiment before receiving treatment. A post-test is a measure of some attribute or characteristic that is assessed for participants in an experiment after a treatment.

And it can be seen that:

**T1 X T2**

T1 : Pre-test

X : Treatment

T2 : Post-test

#### **3.2 Population and Samples**

##### **1. The Population**

The population of this research were the eleventh-grade students of Geomatics SMK Negeri 2 Bandar Lampung in the 2022-2023 academic year. Each class contained 35 students, so the total population is 95 students.



## **2. The Sample**

The sample was representative of the larger group which is called the population. The way to select a sample is sampling process. The sample is the process of selecting several individuals for a study in such a way that the individuals represent the larger group from which they are selected. In the process of taking samples, the researcher was used a purposive sampling technique which is with the aim that the selected individuals or cases can represent cases that can answer the research problems. In taking the sample of research, researchers use existing theoretical foundations to conclude that the selected samples can represent the cases studied Setiyadi (2018).

The samples of this research was the student of SMKN 2 Bandar Lampung at the grade Eleventh of Geomatics with 27 students for the academic year 2022/2023, In the process of carrying out this research, the researcher is also a collaborator with English teacher lessons, while the researchers themselves act as Observer (people who observe).

### **3.3 Technique of Data Collection**

Data collection techniques used by researchers in this research are a pre-test (pre-test) and a final test (post-test). The technique of collecting data in this research uses quantitative data.

1. Pretest (pre-test) The initial test was given before the treatment was given; the pretest is carried out to find out the English Language skills possessed by students before the implementation of the project-based learning.

2. Giving treatment (treatment) In this case, the researcher applied project-based learning in English language learning.
3. Final test (post-test) After being given treatment, the next action is the post-test to determine the effect of using project-based learning.

### **3.4 Research Procedures**

The procedures of the research were as follows:

#### **1. Determining the Problem**

This research arrived at the problems which happen in the learning process. Some of the students consider speaking English difficult, even though they were already at advanced level. They also only used English in the classroom activities and forgot it after the class is over. Although they have more capabilities to speak English, they did not practice English except inside the classroom and they criticalthinking is low make they also have little chance to express their idea because of the limited time in the classroom and the number of students which made not all the students could perform their speaking skills in the classroom.

#### **2. Selecting and Determining the Population and Sample**

The population of the research was the whole Eleventh grade students of SMK N 2 Bandar Lampung Geomatics which consists of 95 students. The sample is one class eleventh geomatic which is consist of approximately 27 learners.

#### **3. Selecting the Instruments and the Materials**

The instrument is a speaking test. The materials were dealing with the Merdeka curriculum and were based on the core and basic competence that they used in English teaching-learning which is related to project-based learning.

#### **4. Administering the Pretest**

The pretest was administered before treatment of which aim is to know the students' speaking skill before giving the treatment through doing a speaking test.

#### **5. Conducting the Treatments**

The treatments were administered three meetings. Each meeting consists of 90 minutes. The activities were meaningful contexts such as students work in pairs. They worked in group to learn more about speaking English. They did repetition to speak English in each treatment.

#### **6. Administering post-test**

The post-test was given to the students to get their achievement and their improvement in speaking English.

#### **7. Analyzing the Test Result (pre-test and post-test)**

The score of all the tests were compared to see whether the score having any improvement. Three raters did the analysis to avoid subjectivity of the test results. The first rater is the author herself, and the second and the third rater is the English teacher class in SMK NEGERI 2 Bandar Lampung.

### **3.5 Research Instrument**

The researcher applied the use of speaking test as the instrument and to collect the data the researcher used pre-test and post-test. The pre-test is aim to know the student's speaking skills before treatment while the post-test aims to find out whether the students speaking develops after the treatment.

### **3.6 Validity and Reliability of the Instruments**

Reliability and validity are the indicators to determine the quality of a measuring instrument. The validity and reliability of the instrument used in this research are as follows:

#### **3.6.1 Validity**

According to Hatch and Farhadi (1982), there are two basic types of validity; content validity and construct validity.

##### **a. Content Validity**

Setiyadi (2018) explains that content validity is related to all items or tests in a measuring instrument. To fulfill this validity the researcher must look at the test indicators and analyze whether the tests represent all related ideas or domains with what is measured. To collect material that the researcher arranges mainly based on the syllabus or ATP (alur tujuan penelitian) made through the teacher. The researcher gets data from ATP or syllabus that match the objectives or specifications of the speaking. And this study focuses on skills speaking in 10.36 regarding spoken procedure text.

##### **b. Construct Validity**

Setiyadi (2018) states that construct validity is required for measuring instruments that have several indicators in measuring one aspect of the construct. If there is a measuring instrument that has several aspects and each aspect is measured by indicators. And the vision of the object or task must be based on the idea of what is being examined Nurweni (2018). The research designed and the assessment based on the concept of speaking with the aspect of speaking. And the instrument should

really test the student's abilities in speaking skills which focused on procedure text. And relation to this research, the test must involve the aspect of speaking proposed by harris in 1974 there are components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency to construct validity. Both validities above were combined to find out a valid test.

The researcher processed the speaking test based on the curriculum Merdeka. The researcher checked the standard competence and the indicator to achieve the valid test which is qualified. The researcher adopted those kinds of validity and use the indicator to create the speaking test and it could see that by applying the curriculum, standard competence, and indicators, the test is proving to be able to measure and is valid. And it can be show that in ATP (alur tujuan pembelajaran).

### **3.6.2 Reliability**

Setiyadi (2018) reliability is the consistency of a measuring instrument or the extent to which the measuring instrument can measure the same subject at different times but shows relatively the same results. The reliability of a test can be defined as the extent to which a test produces consistent results when administered under similar conditions Hatch and Farhadi, (1982).

According to Arikunto (2010), the reliability of the test is that an instrument can be believed to be used as an instrument for collecting data because it has been good. It means that the test has some average result when it is tested on different occasions and the condition is the same as before.

Inter-rater reliability was applied in this research. It was account for three rows of scores which has from three correctors. In inter-rater reliability, the scoring could

be done equally. Where the students' speaking performance was evaluated equally by three correctors. Because the test is corrected by three correctors, generally the result of reliability could be reliable. To measure how reliable the scoring is, this research used Rank-order Correlation.

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$p$  : Coefficient of rank order

$d$ : Difference of rank correlation

$N$ : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

According to Arikunto (2006), the criteria of reliability are derived as follows:

0.8 – 1.0 : very high reliability

0.6 – 0.79 : high reliability

0.4 – 0.59 : medium reliability

0.2 – 0.39 : low reliability

0 – 0.19 : very low reliability

The computation showed that the reliability coefficient of the test is 0.895 (see appendix 5). It can be concluded that the test has high reliability since the range of high criteria of reliability is 0.6.00- 0.79 (Arikunto (2006)).

### 3.7 Rubric of Scoring System

In evaluating the students' speaking scores, a speaking task by Harris (1969) is used.

Based on the speaking task, there are five components, namely: pronunciation, fluency, grammar, vocabulary, and comprehension.

Aspects of speaking	Rating scales	Description
Pronunciation	17-20	Speech is fluent and effortless as that native speaker.
	13-16	Always intelligible though one is conscious of a definite accent.
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	5-8	Very hard to understand because of pronunciation problems most Frequently be asked to repeat.
	1-4	The pronunciation problem is so severe as to make speech unintelligible.
Vocabulary	17-20	Use of vocabulary and idiom virtually that is of native speaker.
	13-16	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	9-12	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	5-8	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1-4	Vocabulary limitations are so extreme as to make conversation virtually impossible.
Fluency	17-20	Speech is fluent and effortless as that of a native speaker.
	13-16	Speed of speech seems rather strongly affected by language problems.
	9-12	Speed and fluency are rather strongly affected by language problems.
	5-8	Usually, hesitant often forced into silence by language problems.
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	17-20	Appear to understand everything without difficulty.
	13-16	Understand nearly everything at normal speed

		although occasionally repetition may be necessary.
	9-12	Understand most of what is said at slower than normal speed with repetition.
	5-8	Has great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1-4	Cannot be said to understand even simple conversations in English.
Grammar	17-20	Grammar is almost entirely inaccurate phrases.
	13-16	Constant errors control very few major patterns and frequently prevent communication.
	9-12	Frequent errors show some major patterns uncontrolled and cause occasional irritation and misunderstanding.
	5-8	Few errors, with no patterns of failure.
	1-4	No more than two errors during the dialogue.

*Adopted by khairani 2020*

The students who get score ranging from one to four is consider 'inadequate', while the score ranging from five to eight could be said 'poor'. Moreover, the score ranging from nine to twelve is categorize 'fair', while the score ranging from thirteen to sixteen is categorize 'good'. Last, the score ranging from 17-20 is categorize 'outstanding'.

The score of speaking skill dealing with the five aspects would be computed in percentage as follows:

Table 2 Rating scoring sheet of speaking

Subject	Pronunciation. (1-20)	Grammar. (1-20)	Vocabulary. (1-20)	Fluency. (1-20)	Comprehension. (1-20)	Total (1-100)
1						
2						
3						
4						
5						



### **3.8 Data Analysis**

The students' scores were computed as follows:

1. Scoring the tests by using an inter-rater.
2. Tabulating the result of the test with repeated measure t-test and calculating the score of all tests. A statistic application named SPSS 23.0 for Windows is used to calculate the scores and to analyze whether there is an improvement in students' speaking achievement after the treatment.
3. Conclusion the conclusion was developed from the result of statistical computerization.

### **3.9 Hypothesis Testing**

The result of the t-observed or t-value was compared with the result of the t-table to determine whether the alternative hypothesis can be accepted or not. This study used a repeated measure t-test of The Statistical Product and Service Solution (SPSS)

$$H_0 = \text{Sig.} > 0.05$$

$$H_1 = \text{Sig.} < 0.05$$

- a.  $H_0$ : There was no significant improvement in students' speaking skills after being taught through Project-based learning technique.
- b.  $H_1$ : There was a significant improvement in students' speaking skills after being taught through Project-based learning technique.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher formulates conclusion based on the result presented in the previous chapter as well as the suggestions from the researcher regarding to the improving students speaking skill by using project based-learning at the English subject class XI Geomatic 1 SMK Negeri 2 Bandar Lampung it can be concluded as follows:

#### **5.1. Conclusion**

Referring to the discussion of the research findings of the previous chapter, and the research question, the researcher comes to the following conclusions. The purpose of this research is to find out whether there is an improvement in students' speaking achievement after the implementation by using project-based learning on the research, it can be concluded that:

1. Project based-learning can improve speaking skill in SMK N 2 Bandar Lampung XI major Geomatic 1 in the academic year 2022/2023 was effective. The teaching and learning process of speaking became more interesting and gave many opportunities for all students to express their idea by speaking in English. Using project doing provided many opportunities for students to speak English; indirectly it would build students' confidence to speak and
2. By implementing Project Based-Learning in teaching speaking could find out the increasing aspect of speaking, it is in line with analysis the result pre-test

and posttest on each aspect of speaking. It could be found that vocabulary was the aspect that increased the most than other. In addition, students get input word by implementing vocabulary, with the frequent students practiced speaking or communicating using English, it would make it easier for students to grasp the meaning or information from the conversation. Besides the language and speaking skills, the students experienced cooperation or collaboration through the group and pair works in Project-based learning (procedure text) also increased the student's interest, the students were allowed to design their own learning in terms of planning the project. Then, the activity is meaningful and challenging learning activities. It leads the student's creativity, and optimal effort.

## **5.2. Suggestion**

Considering the conclusions, some suggestions were proposed as follows:

1. The English teachers should be able to raise students' grammar understanding through any effective learning activity. and teachers should have creative thinking involving any problems happening in the class. Teachers should know and comprehend the whole situation of both the class and the school.
2. The English teacher can also modify the process of learning speaking through Project-based learning to get the interest of the students, and make students focus on the lesson.
3. English teachers should give more speaking practice in individual, pair or in group could help students in improving fluency and giving feedback could help students in improving students speaking skills.

4. Since this research has limited time because the students will face midterm exams, the limited time is also one of the reasons for the insignificant aspect of speaking, namely grammar, for future researchers to choose the right time so that researchers can achieve the objective of the research. Behind this research only focus on the student's significant improvement in speaking and each aspect of speaking, the researcher suggests for the next researcher to find out students' perception toward using project based-learning.
5. Suggestion for the future researchers this research was done in vocational high school level. Therefore, further researcher can conduct research in junior high school or university level.
6. And for the future researcher who want to conduct research with the same subject ,it is expected that further researcher can try to find out students improving skills with any other of English skill can be applied, such as combination listening and speaking and other activity such as games and role plays were able to improve the students' speaking skill, it is hoped this research would not only can be used for students, teacher, and lecture but also for English department.

## REFERENCES

- Abubakar, M. S. (2015, December 5). Improving The Second-Year Students' Speaking. 219-222.
- Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Rineka Bachtiar,
- Ida Wahyuni. 2006. Reducing Speaking Anxiety through Various Communicative Activities. Thesis. Makassar: FBS UNM.
- Banchi, H., & Bell, R. (2008). The Many Levels of Inquiry. *Science and Children*, 46(2),26-29. Retrieved from [https://books.google.co.id/books?id=wqGWBQAAQBAJ&pg=PA55&lpg=PA55&dq=Banchi+and+Bell+\(2008\)](https://books.google.co.id/books?id=wqGWBQAAQBAJ&pg=PA55&lpg=PA55&dq=Banchi+and+Bell+(2008)) (last accessed February 27th 2023)
- Barrows, H. S., & Tamblyn, R. M. (1980). *Problem-based learning: An approach To medical education*. New York: Springer.
- Bell, S. (2010). Project-based learning for the 21st century: skill for the future. *The Cleaning House*, 83: 39-43.
- Brown, H. Douglas. 2001. *Principles: An Interactive Approach to Language Pedagogy. Second Edition*. New York: Addison Wesley Longman.
- Cipta.Akmal. (2018). *The Effect of Role-Play Method on English Speaking Skill*. *Journal of Science and Social Research*, 1(1), 48–52. <http://jurnal.goretanpena.com/index.php/JSSR>
- Desi Ratna Sari Simbolon , Acep Haryudin, Efransyah. (2019, March). Improving Students' Speaking Skill Through Projecet Based Learning. *IKIP SILIWANGI*, 2. doi:<http://dx.doi.org/10.22460/project.v2i2.p241-246>
- Elen Nokalia Angelina, E. (2020). *The Effect of Project-Based Learning in Improving Students' Speaking Ability* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh)
- Fauziati, E. (2014). *Methods of teaching English as a foreign language (TEFL)*. Surakarta: Era Pustaka Utama.

- Fragoulis, L. (2009). *Project-Based Learning in Teaching of English as A Foreign Language in Greek Primary Schools: From Theory to practice*. (A Journal). English Language Teaching. Vol. 2 September 2009
- Fried-Booth, D. L. (2002). Project work. Oxford: Oxford University Press
- Gaer, S. (1998). Less Teaching and More Learning: Turning from traditional methods to project-based instruction, the author found that her students learned more. [Online] Available: <http://www.ncsall.net/index.html?id=385.html>. February 20<sup>th</sup>, 2012.
- Gijbels, D., Dochy, F., Van den Bossche, P., & Segers, M. (2005). Effects of Problem-Based Learning: A Meta-Analysis from the Angle of Assessment. *Review of Educational Research*, 75(1), 27–61. doi:10.3102/00346543075001027
- Harris, David. 1974. *Testing English as a Second Language*. New York: Mc. Graw. Hill Book Company.
- Haryudin, A. (2017). The Students' English-Speaking Competence Is Based on Ktsp Curriculum. *ELTIN Journal, Journal of English Language Teaching in Indonesia*, 1–12.
- Holubova, R. (2008). Effective teaching methods — Project-based learning in physics. *US-China Education Review*, 5(12), 27–36.
- Filippaton, D. & Kaldi, S. (2010). The Effectiveness of Project-Based Learning on Pupils with Learning Difficulties Regarding Academic Performance, Group Work, and Motivation. *International Journal of Special Education*, 25(1).
- Klein, J. L., Taveras, S., King, S. H., Committee, A., Curtis-Bey, L., & Stripling, B. (2009). *Project-Based Learning: Inspiring Middle School Students to Engage in Deep and Active Learning*. New York: NYC Dept. of Education.
- Knoll, M. (2014). Project Method. *Encyclopedia of Educational Theory and Philosophy*, 4(2), 665-669.
- Luoma, Sari. 2009. *Assessing Speaking*. Cambridge: Cambridge University Press.

- Maulany, D. B. (2013). The Use of Project-Based Learning in Improving the Students,, Speaking skill (A Classroom Action Research at One of Primary Schools in Bandung). *Journal of English and Education*, 84(2), 30-42. Retrieved from <http://ejournal.upi.edu/index.php/L-E/article/view/323> (last acc February 2023).
- Mikulec, E., & Chamness, P. M. (2011). Using Project-Based Instruction to Meet Foreign Language Standard. *The Clearing House*, 4(8), 81-86
- Millar, R. & Abrahams, I. (2009). Practical work: Making it more effective. *School Science Review*, 91(334), 59-64
- Prince, M.J. & Felder, R.M. (2006). PJBL vs Learn-by-Doing. Retrieved from <http://wiki.csc.calpoly.edu/PJBL/wiki/definition> (last accessed June, 26th 2020)
- Rahman. (1995). *Increasing the Students' Speaking Interest in Studying Speaking through Oral Communicative Activities*. Thesis of FBS IKIP Ujung Pandang.
- Richard, Jack.2008. *Teaching Listening and Speaking*. New York: Cambridge University Press
- Riswandi, D. (2018). The Implementation of Project-Based Learning to. *International Journal of Language*, 33-34.
- Setiyadi, A. B. (2006). *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.
- Setiyadi, Ag. Bambang. (2018). *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif Edisi 2*. Yogyakarta: Graha Ilmu.
- Scott, D. B., & Medioli, F. S. (1980). Quantitative studies of marsh foraminiferal distributions in Nova Scotia: Implications for sea level studies. *Cushman Foundation for Foraminiferal Research Special Publication*, 17(17), 1–58. <https://doi.org/10.1023/B>
- Shatz, M., & Wilkinson, L. C. (2004). *The education of English language learners*. New York: Guilford Press.

Simpson, J. (2011). Integrating Project-Based Learning in an English Language Tourism Classroom in a Thai University. A Thesis. North Sydney: Australian Catholic University

Syakur. (1987). The Component of Speaking Ability.

Thornbury, S. (2005). How to Teach Speaking. New York: Longman.

.



