



THE USE OF PROJECT-BASED LEARNING TO IMPROVE THE STUDENTS' SPEAKING SKILL AT UNIVERSITAS ABULYATAMA

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Abstract: : *The objective of this study is to know the use of Project-Based Learning to improve the students' speaking skill at the students of third semester of Abulyatama University. The study was quantitative approach which used pre-experimental research. This study only took eight students as sample of the research by using purposive sampling technique. The sample was divided into two groups, namely Group A and Group B. The instruments used in this study were pre-test and post-test. The result of the study showed that the use of Project-Based Learning can improve students' speaking skill. It can be proven by the t-test result and the students' scores on pre-test and post-test. It can be seen based on the mean in pre-test of the Group A was 62.5 and mean in post-test was 90. While the mean in pre-test of Group B was 50 and mean in post-test were 65. Based on the result of the computation of statistical hypothesis test, the students' speaking score can be calculated by using t-test with significance $\alpha = 0.05$. It indicated that the difference was significant because the t-test result was higher than the t-table ($3.81 > 2.92$). The students' scores based on the Group A result was indeed better than their scores in Group B which indicates that the treatment contributes the students' speaking skill as seen from the scores difference. In other words, it can be concluded that Project-Based Learning was able to improve students' speaking skill. The project provides opportunity to the students to become more creative and engaged in the interaction. The Project-Based Learning can be promoted by the teacher as a teaching method to English speaking skill.*

Keywords : *Project-Based Learning, Speaking Skill*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui penggunaan Pembelajaran Berbasis Proyek dapat meningkatkan keterampilan berbicara mahasiswa pada mahasiswa semester ketiga Universitas Abulyatama. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan penelitian pra-eksperimental. Penelitian ini hanya mengambil delapan siswa sebagai sampel penelitian dengan menggunakan teknik purposive sampling. Sampel dibagi menjadi dua kelompok, yaitu Kelompok A dan Kelompok B. Instrumen yang digunakan dalam penelitian ini adalah pre-test dan post-test. Hasil penelitian menunjukkan bahwa penggunaan Pembelajaran Berbasis Proyek dapat meningkatkan keterampilan berbicara mahasiswa. Hal ini dapat dibuktikan dengan hasil t-test dan nilai pada pre-test dan post-test. Hal ini dapat dilihat berdasarkan nilai rata-rata pre-test kelompok A adalah 62,5 dan nilai rata-rata post-test adalah 90. Sedangkan nilai rata-rata pre-test kelompok B adalah 50 dan nilai rata-rata pada post-test adalah 65. Berdasarkan hasil perhitungan uji hipotesis statistik, skor berbicara mahasiswa dapat dihitung dengan menggunakan hasil uji-t dengan signifikansi = 0,05. Hal ini menunjukkan bahwa perbedaan tersebut signifikan karena hasil uji t lebih tinggi dari tabel-t ($3,81 > 2,92$). Nilai mahasiswa berdasarkan hasil Grup A memang lebih baik daripada nilai mereka di Grup B yang menunjukkan bahwa dengan kontribusi keterampilan berbicara mahasiswa terlihat dari perbedaan skor. Dengan kata lain, dapat disimpulkan bahwa Pembelajaran Berbasis Proyek mampu meningkatkan keterampilan berbicara

mahasiswa. Proyek ini memberikan kesempatan kepada mahasiswa untuk menjadi lebih kreatif dan terlibat dalam interaksi. Pembelajaran Berbasis Proyek dapat dipromosikan oleh guru sebagai metode pengajaran keterampilan berbicara bahasa Inggris.

Kata kunci : Pembelajaran Berbasis Proyek, Keterampilan Berbicara

There are four skills students must complete in mastering English when they learn English in the university. These four skills include listening, speaking, reading and writing which are referred to as "the four language skills" (Kurniasih, 2011). Of the four language skills, speaking seems to be the most important skill to master. However, not all of these students who learn English at university are competent in speaking. Many students cannot communicate each other in English either in the class or outside the class. These students are frequently vacuum and passive in English communication, and they have low achievement in speaking. To deal with that problem, it is suggested to use appropriate approaches that can encourage all of them to actively participate in the learning process and improve their speaking ability. In the teaching learning, teacher is the leader on choosing a learning method that using in class. Usually, teachers' centered has weakness. The teacher should create a good atmosphere in class. Speaking activities do not work in class because many factors prevent students from speaking English with their friends. These students are afraid of making mistakes, of being laughed at by his or her friends and having lack of confidence in their ability. The students also think that learning English is not interesting, this is because the method or strategy used does not improve student learning that focuses on teachers. To solve this problem, the teacher should know

about new method that can be used in class to improve students' interest and speaking skill. For mastering speaking, there are several methods used, one of which is Project-Based Learning.

The Project-Based Learning technique as an alternative in teaching speaking because a student-centered, cooperative teaching learning process to give the students more opportunities to share their idea and help each other in deal with the problem in speaking comprehension. Project-based Learning technique refers to strategies that build it potential to design, plan and do tasks to provide, publish and present products (Patton, 2012). Through project-based learning techniques, students engage in communication aimed at completing project-work activities, so they have the opportunity to use language in a relatively natural context and participate in meaningful activities that require the use of English Foreign Language (EFL) skills.

Based on the explanations above, this study wants investigate whether Project Based Learning (PjBL) can improve students' speaking skills. The research entitles "The Use of Project Based Learning to Improve the Students' Speaking Skills (Pre-Experimental Research at the Abulyatama University of Students in the Academic Year of 2020/2021)".

The research problem of this study is: To what extend the Project Based Learning improve the students' speaking skill at

Abulyatama University of Students in the Academic Year of 2020/2021?.

The objective of the study is to know the Project Based Learning improve the students' speaking skill at Abulyatama University of Students in the Academic Year of 2020/2021.

This research focuses on improving students' speaking skills by using the Project Based Learning. This study will choose the second semester students' at University Abulyatama. To evaluate the students' speaking score, there are two aspects that should be recognized by student in learning speaking, namely: vocabulary and comprehension. Due to covid-19 pandemic and learning cannot be done as usual. This study will use the WhatsApp application to do the research by online.

LITERATURE REVIEW

Speaking

Speaking is one of the four skills of learning a foreign language. It is important for language learners because speaking is the first form of communication. According to Torky (2006) speaking is an interactive process that involves the process and recipients of information to serve both interactional and transactional. In addition, speaking is a productive skill consisting of systematic verbal words that express a meaning (Nunan, 2003). This means that speaking is an important role in communication.

In speaking, there are some various elements that are used to help the students master English. There are five elements of speaking that must be attention by students if they want to speak well. Based on Nunan (2003) there are five components

of speaking are pronunciation, grammar, vocabulary, fluency, and comprehension.

In schools or colleges, English subjects usually rent teacher with no coaching to show spoken communication. Although speaking is completely natural, speaking during a language apart from our own is something however easy (Nunan, 2003). It implies that teaching speaking is not simple; as a result of English is not a language in Indonesian.

Furthermore, teaching speaking is a planned design for teaching materials, procedures, and controlling the activities especially for speaking skills (Brown, 2000). More specifically, this study focus on the method of teaching speaking that is the Project-Based Learning method (PjBL). According to Fragoulis (2009), PjBL provides several positive outcomes of teaching speaking skills, namely it can create an optimal environment for practicing speaking English and make the students actively engage in learning speaking and enhance the students' interests, and motivation when conducting speaking activities.

The performance of speaking skills also requires knowledge of possible activities in the classroom. It is important to make students perform meaningful speaking activities. According to Harmer (2007) states six categories of speaking activities as follows: (1) acting from a script, (2) communication games, (3) discussion, (4) prepared talks, (5) questionnaires, and (6) simulation and role play. Speaking assess the speaker to able to transfer their plan through speech.

According to Brown (2001) there are five categories of speaking skills that students are expected to carry out in the classroom, they are

imitative, intensive, responsive, interactive (dialogue), and extensive (monologue).

Project Based Learning

Project-Based Learning has been a long tradition in American public schools. As a general education method, the idea of project-based classroom teaching was introduced from agriculture and industrial arts, after first being implemented in primary schools, extended to all grade levels. According to Patton (2012), project-based learning had existed since the 1970s. During the 1970s, this learning had a bad reputation because it was not structured. Project-Based Learning was certainly not new because it was famous in the mid-twentieth century which was supported by John Dewey. Project Based Learning is a flexible methodology allowing multiple skills to be develop in an integrated, meaningful, ongoing activity. Project Based Learning (PjBL) has been defined differently by various authors. Project-based learning is that the educational strategy of empowering learners to pursue content data on their own and demonstrate their new understandings through a spread of presentation modes (Klein, Taveras, Hope, Commitante, Stripling, & Curtis, 2009). Moreover, the project-based learning is an educational approach designed upon learning activities and real tasks that have brought challenges for college kids to resolve. It is typically done by teams of scholars operating along toward a standard goal (Goodman, 2010).

The project-based learning approach creates a quality learning setting within which students construct their information. Whereas within the old

school model the teacher was the task master, and within the new school model the teacher becomes the facilitator. According to Klein (2009), there are six characteristics as follows: (1) project-based learning leads students to analyze vital concepts and queries, (2) project-based learning is around an inquiry method, (3) it is differentiated in keeping with student desires and interests, (4) it is driven by student freelance production and presentation instead of teacher delivery of knowledge, (5) project-based learning needs the employment of creativeness, crucial thinking, and knowledge skills to analyze, draw conclusions regarding, and build content, and (6) it connects to the planet and authentic issues and problems. Project based learning are often enforced in any reasonably programmed, field of study and in any category state of affairs.

According to Fragoulis (2009), there are four stages of the project based learning implementation as follows: speculation, designing the project activities, conducting the project activities, and evaluation.

The role of Students and Teacher During Project Based Learning

According to Fleming (2000), there are two the role of the project based learning such as the role of the students and teacher. The first is that the role of the student shifts from “recipient of information” to “maker of meaning”. Real-world contexts and issues facilitate students to duplicate the approaches, methods, materials, roles, and language utilized by professionals. Clear standards and criteria enable students to replicate often on their work. Conferences with the teacher, critique

sessions, critique, and class discussions facilitate students to create changes that may improve the quality of their project. Within the course of those activities and interactions, students should create many choices concerning what is significant to them and to their purpose.

The second is that the role of the teacher usually shifts from: content expert” to “supportive coach” whereas students do project work. These are less stress on teacher presentation and a lot of on providing support and structure. Generally, teacher-coaches invite and use open-ended questions; foster reflective discussion; respect and worth diversity in learners and their questions; modify multiple representations of ideas, questions, and conclusions; model the tools of inquiry and investigation; seed student inquiry with powerful ideas and frameworks; and build assessment into the educational method.

Steps for Teachers in Planning and Managing Student Projects

Based on Fleming (2000), there are some steps for teachers in planning and managing student projects, such as: (1) choosing a focus for the project, (2) identifying essential knowledge and skill areas to be learned through project activities, (3) introducing the project and involves students in shaping it, (4) selecting a balance of teacher-led and student-centered activities, (5) established project time lines and milestones, (6) monitor student progress using planning, reporting, and feedback tools, (7) evaluated project impact and learning result, and (8) reflecting on gathered data and plan next steps.

The Advantages and Disadvantages of Project Based Learning

There are some of the advantages of the project based learning according to Mihic & Zavrski (2017). In the first, the teacher could realize the project-based work additional pleasant, interesting, and motivating. Next, the teacher frequently receives new concepts through direction completely different comes once a year with a replacement group of students and therefore additionally changing into a long learner.

The last, room management is simplified when students involved and concerned about the subject. By referring to the deficiencies in the implementation of Project-Based Learning can be minimized by the use of teamwork in the learning process and it would be more interesting if the classroom atmosphere is not monotonous, a few examples of the layout changes in the classroom, such as traditional class, discussion group, independent assignment, and presentation. Or create a fun learning environment, even for discussion can be carried out in the park, meaning that learning does not have to be done in the classroom.

The role of the instructor or teacher in Project-Based Learning should be as facilitators, coaches, advisors, and intermediaries to obtain optimal results by the power of imagination, creativity, and innovation of students.

Online Learning

This online learning is additionally administrated by utilizing the info technology. According to Dabbagh and Ritland (2005), online learning is associate with open and distributed learning system educational aids, that area unit had

created possible through the web and the network-based technology to facilitate the formation of learning and data processes through an important action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

In online learning technology, all teaching and learning processes that are normally done in the classroom are done live but virtual means at the same time a teacher teaches in front of a computer that is in one place, while students follow the lesson from other computers in different places. Course material can be obtained free of charge in the form of files that can be downloaded, while interactive teachers and students in the form of assignments or discussions can be done intensively in the form of discussion room.

In addition, the teacher can provide a discussion room without limitation of time and place so, students can express the problems they face in speaking activities and get responses from the teacher anywhere and anytime. Teachers are required to continue to improve the way they teach according to the demands of the times be able to direct students towards the use of technology in the educational environment in a positive direction. Apart from some of the problems above, during the COVID-19 pandemic, the government banned associations in several meetings such as schools, face-to-face meetings were abolished but learning had to be continued by online or daring school regulations (Kemendikbud, 2020). This is direct to the use of smartphones as media in Online

Learning is the WhatsApp application.

According to Cavus & Ibrahim (2008) claimed WhatsApp is across-platform instant messaging application for smartphones. In addition to text messaging, users can send pictures, videos, and audio media messages. WhatsApp is an application with a multi-platform messaging system that strongly supports learning activities through online systems. Where the teacher forms groups that contain students as group members. In groups, interactions occur between teachers and students in a class through group chats.

RESEARCH METHODOLOGY

Location and Time of the Study

The research was carried out at Abulyatama Universitas. It located in Jl. Blang Bintang Lama Km. 8.5 Lampoh Keude Village, Kuta Baro, Aceh Besar. This research was done at the third semester of students in the academic year of 2020/2021.

Research Design

This study used the form of quantitative approach to analyze the data. This research was conducted in the form of pre-experimental research. The sample of this study was the third semester students of English Education Program, FKIP, Abulyatama University. The data would analyze quantitatively to improve students' speaking skill by using Project-Based Learning method.

This research was done in four meetings. The first meeting was for pretest, the second and third meetings were for treatment, and the last meeting was for post-test. Due to covid-19 pandemic, the meeting was conducted by whatsapp application.

The sample was divided into two groups, each group consisted of 4 (four) students. Later, each group had its own whatsapp group. This group aimed for a communication tool to discuss and finish the project.

Population and Sample

The population in this research was the students of third semester of English Education Program, FKIP, Abulyatama University, consisted of 20 students. However, for the importance of this study, only 8 students were chosen as the sample. The sample was chosen by using purposive sampling technique. Furthermore, the sample of this study was the students who take speaking class in the academic year of 2020/2021.

Techniques of Collecting Data

Due to covid-19 pandemic, the learning process cannot be done as usual, so this study used whatsapp application as the media to gather the data. There were four meetings planned to gather the data. In the first meeting, this study created a group namely a research group, and invited all participants in the group. Then this study introduced her and told to the students that it's time to start to pretest. In the second meeting, the treatment was given to the students in research group. Then, the students were taught through whatsapp by presenting material in the form of PDF slides and providing an explanation of the material.

In the third meeting, the students were divided into two groups. Each group consists of 4 (four) students. Next, each group was assigned a project. First group made a video about connecting between hand washing and avoiding viruses. The other group made a video about how the virus

spread. The last meeting the students were given the post-test individually.

Techniques of Data Analysis

The data was obtained from 8 students by using the post-test. In analyzing the data, this study uses the following steps:

- a. put the scores into the table of distribution
- b. calculate the mean of group A and group B
- c. calculate the standard deviation of two group
- d. find out the significant differences by using t-test
- e. calculate the degree of freedom (df)

The next steps was to compare t-value and t-table at the degree of freedom and the level of significance $\alpha = 0.05$.). The criteria of the testing were as follow; if $t\text{-value} \leq t\text{-table}$, it means that H_a was rejected and H_o was accepted. If $t\text{-value} \geq t\text{-table}$, it means that H_a was accepted and H_o was rejected.

RESULT AND DISCUSSION

Research Finding

The Pre-test of Result

Based on the result, this study obtained pre-test data from group A and group B, which consists of 8 students. After this study analyzed the data from pre-test, this study would make the code about the criteria of speaking performance, there were; Vocabulary (V), and Comprehension (C). The score data of pre-test in form of speaking test was discussed in detail below.

Table 1. the Score Data of Pre-test in form of Speaking Test

| No | Group A | | | | Group B | | |
|-----|---------|----|----|-----|---------|----|-----|
| | R | V | C | T | V | C | T |
| 1 | S 1 | 30 | 20 | 50 | 30 | 30 | 60 |
| 2 | S 2 | 30 | 30 | 60 | 20 | 30 | 50 |
| 3 | S 3 | 30 | 40 | 70 | 20 | 20 | 40 |
| 4 | S 4 | 40 | 30 | 70 | 30 | 20 | 50 |
| Σ | | | | 250 | | | 200 |
| n | | | | 4 | | | 4 |
| Max | | | | 70 | | | 60 |
| Min | | | | 50 | | | 40 |

The table above showed the pre-test score data, there were differences in the pre-test results in group A and group B. The students' data score for both groups in the pre-test were shown in the following figure.

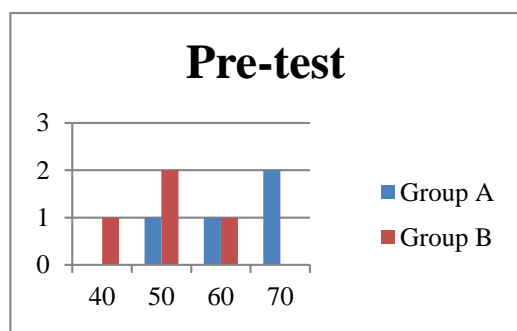


Figure 1 Pre-test Group A and group B

The result of the test was presented in frequency distribution of group A and group B which consist of maximum score, minimum score, mean, variance, and standard deviation in the pre-test. In summary, the data of the frequency distribution for both groups can be seen in table as follows:

Table 2 Frequency Distribution of Group A and Group B

| Data | Group A | Group B |
|--------------------|---------|---------|
| Max score | 70 | 60 |
| Min score | 50 | 40 |
| Mean | 62.5 | 50 |
| Variance | 68.75 | 50 |
| Standard deviation | 8.291 | 7.071 |

The Post-test of Result

The result of the post-test described that this

study was conducted to obtain the data from group A and group B, which consists of 4 students in each group.

Table 3. the Score Data of Post-test in form of Speaking Test

| No | Group A | | | | Group B | | |
|-----|---------|----|----|-----|---------|----|-----|
| | R | V | C | T | V | C | T |
| 1 | S 1 | 40 | 40 | 80 | 40 | 40 | 80 |
| 2 | S 2 | 40 | 40 | 80 | 30 | 30 | 60 |
| 3 | S 3 | 50 | 50 | 100 | 30 | 30 | 60 |
| 4 | S 4 | 50 | 50 | 100 | 30 | 30 | 60 |
| Σ | | | | 360 | | | 260 |
| n | | | | 4 | | | 4 |
| Max | | | | 100 | | | 80 |
| Min | | | | 80 | | | 60 |

The table above showed the post-test score data, there were differences in the post-test results in group A and group B. The students' data score for both groups in the post-test were shown in the following figure.

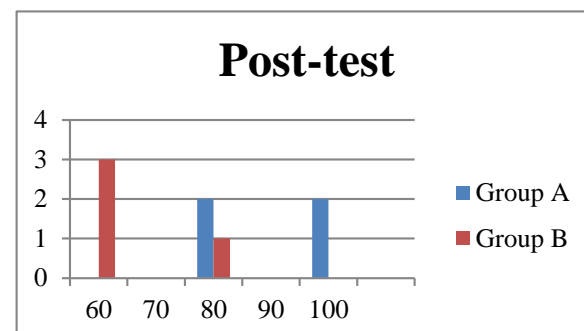


Figure 2 Post-test Group A and group B

In summary, the data of the frequency distribution for both groups can be seen in table below.

Table 4 Frequency Distribution of Group A and Group B

| Data | Group A | Group B |
|--------------------|---------|---------|
| Max score | 100 | 80 |
| Min score | 80 | 60 |
| Mean | 90 | 65 |
| Variance | 100 | 75 |
| Standard deviation | 10 | 8.660 |

The Criteria of Speaking Performance Score in Post-test for Group A and Group B

The result of post-test from the group A and group B regarding the value of the criteria of

speaking performance The students' score in form of speaking test was discussed in detail below.

Table 5. the Score of Post-test

| No | Respondent | Group A | Group B | Rasio |
|-------|------------|---------|---------|-------|
| 1 | Student 1 | 80 | 80 | 0 |
| 2 | Student 2 | 80 | 60 | 20 |
| 3 | Student 3 | 100 | 60 | 40 |
| 4 | Student 4 | 100 | 60 | 40 |
| Total | | 360 | 260 | 100 |

The data are shown in the following table:

Table 6. the Criteria of Speaking Performance Score

| No | Scale | Criteria | Group A | Group B |
|-------|--------|-----------|---------|---------|
| 1 | 81-100 | Excellent | 2 | - |
| 2 | 61-81 | Good | 2 | 1 |
| 3 | 41-60 | Fair | - | 3 |
| 4 | 21-40 | Poor | - | - |
| 5 | 1-21 | Very Poor | - | - |
| Total | | | 4 | 4 |

Statistical Hypothesis Test

The table below presented the hypothesis test of the students' group A and group B.

Table 7. the Hypothesis Test of Students

| Variable | t-test | t-table |
|-------------|--------|---------|
| $X_1 - X_2$ | 3.819 | 2.920 |

From the computation of independent t-value, it showed that the result of the independent t-test was 3.819. While t-table for $n = 4$ in level of significant $\alpha = 0.05$ was 2.920 because $t\text{-test} > t\text{-table}$ ($3.819 > 2.920$), H_a was accepted and H_o was rejected. Therefore, there was a significant of using Project-Based Learning to improve the student's speaking skill. Hence, the hypothesis of the research was accepted.

Discussion

In this study, source of the data that become as group A and group B class. In group, there was a new treatment in teaching learning

process. They were given Project-Based Learning as the method in teaching-learning speaking skills. The group consisted of 8 students; there were 4 boys and 4 girls. In group, this study divided the students into 2 groups. This study was used the whatsapp application as media, and it was used videos and materials in PDF form as a strategy in learning to make projects. Videos and materials in the PDF form were one way of teaching vocabulary to students online. Because learning through whatsapp application, students would feel more relaxed and comfortable. With such conditions, it would encourage students to dare to express what they want to tell in online forums. Because to asked questions or expressed their opinions they were not required to speak directly but can be through writing or voice recordings that they talk about in discussions through the whatsapp group application.

In this study, several things can be concluded. First, for both groups, they tend to have the similar problems; they were shy and lack vocabulary in speaking. For example, when they were doing the pre-test, most of them did not talk much and they pointed to their friend who was more able to speak. Their vocabulary was still limited and speaking stuttering, lack of understanding with the test given. After being given material about vocabulary and comprehension, in the post-test they experienced an increase in vocabulary and comprehension with the given project. The results obtained were analyzed from the tests given. Second, in the group, A showed more activity in the learning process. For example, they actively ask questions; they were also actively practicing speaking with their group chat even though their

grammar was not very good since they were in the third semester of students from the English department. Third, after applying the Project-Based Learning model, the students in the group showed their improvement in speaking. Most of them were in the very good and good category although there were still some students who were included in the fairly good category in speaking performance criteria.

From the explanation above, it could be considered that most of the third semester of students in Abulyatama University has improved their speaking skills after the application of using the Problem-Based Learning method. This study concluded that Problem-Based Learning could enhance the students' ability in speaking English; the students were more curious, happy, and interested in teaching-learning speaking skills.

CONCLUSION AND SUGGESTION

Conclusions

Based on the results of the analysis in the previous chapter, it can be concluded that: Project-Based Learning was a way to change the learning model from the traditional to the modern, where the learning model that used the active instructor (teacher-centered), now becomes active student (student-centered).

By implementing project-based learning approach in teaching English the teacher did not teach all material and speak up in the class. The teacher just guidance, monitoring and evaluate activity of the students.

The students by implementing project based learning in teaching English, the students work in group to share their idea and opinion also

accumulate new knowledge to create and produce the project.

The group discussions and the group works done during the implementation of project-based learning brought positive influence to the students' involvement in teaching and learning activities. The group consisted of students with different levels of proficiency. It enabled them to complete each other based on their expertise. It also created positive relationship among the students. The implementation of project-based learning in the English teaching and learning process of speaking was successful to improve the students' speaking skills.

The technique of data analysis in this study was statistical analysis with t-test to know the Project-Based Learning improve the students' speaking skill ability with significance $\alpha = 0.05$ by calculating the *degree of freedom (df)*, the result obtained that the value $t_{test} > t_{table}$; $3.189 > 2.920$ or H_a was accepted and H_0 was rejected. It means t-test was higher than t-table. It can be revealed from the hypothesis testing.

Suggestions

The teacher should know about the procedures of project based learning so that the teacher did not missing one of one of the procedures. Because the all of procedures project based learning was very important to make the students active and creative in the learning process.

The researcher needed to be careful before implementing the project-based learning in the classroom as it needed thorough preparation such as designing the project, arranging the

materials, determining the group, choosing the topic and the media, as well as planning for the time allocation and classroom management.

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