

PROJECT BASED LEARNING TECHNIQUES TO IMPROVE SPEAKING SKILLS

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ABSTRACT

This Classroom Action research was to describe the application of the Project Based Learning (PBL) technique through group work in teaching English especially for a speaking class in two cycles. Each cycle consisted of three meetings. The research was done in six major steps: preliminary preparations, planning, acting, observing, reflecting, and evaluating of the results of the teaching-learning speaking process. The instruments used in collecting the data were the researcher's and the students' observation sheets, tests, and student questionnaire sheets. The result from the first cycle was that the score for the researcher's participation at the end of the first cycle was 73%, which is categorized as good; while after the second cycle the score was 90%, which is categorized as very good. With regard to the students' participation, the percentage score after the first cycle was 70%, which is in the middle category. This increased significantly after the second cycle to 81% in the good category. Furthermore, the students' improvement in speaking skills can be proved by comparing the results from the pre-tests and the post-tests. Their average score pre-teaching was 67, and post-teaching after the first cycle it rose to 71. Moreover, after the second cycle the students' post-test result increased to 79. This means that the success indicator was reached. Consequently, PBL technique can improve the students' speaking skills. Finally, data from the questionnaire shows that 90% of the students chose the options "agree" and "strongly agree" to the use of the PBL technique in their speaking class. They also responded positively to the use of the PBL technique in the process of teaching-learning speaking.

Key Words: *Speaking Skills, Project Based Learning (PBL).*

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INTRODUCTION

Speaking is one of four EFL language skills to be learned by students at vocational schools. By learning speaking students can improve their ability to give their opinions or ideas. Kayi (2006) adds that speaking is the productive skill in the oral mode. Besides, learning speaking will be useful for students because speaking as a verbal communication is a common way to communicate with others. Ur (1996) claimed that mastering speaking skills is the most important aspect of learning a second or foreign language.

In addition, Nunan (1991) states that the ability to function in another language is generally characterized in terms of being able to speak that language and the success of which is measured in terms of the ability to carry on a conversation in that language. This means that a person who becomes a speaker should be able to communicate so they can be understood by another person as a listener. Therefore, students are expected to master speaking skills well to use as a system of communication to obtain and share information with others.

In the Indonesian schools curriculum 2013, it states that speaking is one of the skills in the standard content of the syllabus with a competency standard which reads "to understand the meaning of written and spoken procedural text, in the form of manuals and tips" (Silabus Diknas kd.3.6, 2013). 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.

However, the reality showed that the students at SMKN 1 Banda Aceh were not able to communicate well orally, not even to describe their personalities or their daily activities in English. Their low ability was indicated by their low scores from their English lessons. Their average score was 65 while the Minimal Grade or *Ketuntasan Minimal* (KM) for the school was 76.

Speaking as a skill needs much exercise and practice, otherwise the students' speaking cannot be improved. Brown (1994) states anxiety is one of problems faced by students in speaking because they are afraid to be judged as stupid and incomprehensible persons. So, it can be concluded that some students do not want to speak because they are afraid of making mistakes in speaking.

Research Background

Most general English teachers tend to avoid teaching speaking to students. The reasons may vary between one teacher and the other. Most English teachers say that teaching speaking is hard, because it needs active skills of the teachers to perform as a role model, meanwhile they feel that they do not have an adequate capability to be such a model. Some teachers say that they do not know what and how to teach (speaking), while others have said that they had difficulty designing the activities and tasks that will make the students active and participate in the process of learning. Therefore, what the English teachers usually does is to train the students to do structured drills or to ask and answer questions. In other words, they tended to apply such traditional ways of teaching speaking even though the new 2013 Curriculum was implemented a few years ago.

Based on the writer's observations and teaching experiences, there are some problems that can affect the students' failure in speaking English. First, the students do not have enough time to practice speaking because the teacher spends too much time teaching structure and reading. As a result, she teaches speaking only incidentally or does not teach it at all. Therefore, the students have difficulty speaking. Speaking as a skill needs much, much practice. Without much practice the students will not be able to speak fluently. As stated by Davis (2003) through practicing the language, the student can discover a steadily expanding series of topics and learn best when they are actively involved in the process.

Second, students' lack of vocabulary is also a big factor affecting their failure in speaking English. Students need to have a fairly large useful vocabulary since this language aspect is very important in practicing speaking. It is important for students to learn a lot of useful vocabulary. Third, some students are not interested in speaking because the teacher does not teach in an interesting way. The teacher rarely uses interesting media; she tends to focus on using board markers and the whiteboard. Fourthly, some students do not find the language meaningful in their real life. They are not able to relate the academic content to their real life situation. Thus, students learn a language just for a test, not for what they need in their real life.

Based on the researcher's record from the previous academic year, her students' achievements in English proficiency (Year XI AK1 of SMKN 1 Banda Aceh), especially in the speaking area were below standard (only 20 percent of them got a score more than 76 or 3.04).

The causes of this problem were not fully identified until recently, whereas the Education Department has been trying to solve the problem through English teacher workshops but the quality of teaching speaking has not yet improved.

To overcome the problems stated above, many kinds of strategies, methods and approaches could be applied in teaching speaking. For these reasons, the researcher decided to try the Project Based Learning technique as an alternative for teaching speaking because many research findings say that this technique is effective for teaching speaking. The PBL technique refers to a method allowing to do the designing, planning and carrying out tasks in order to produce, publish and present a product (Patton, 2012). Through the PBL technique, learners are engaged in purposeful communication to complete authentic activities (project-work), so that they have the opportunity to use the language in a relatively natural context and participate in meaningful activities which require authentic use of EFL language skills.

Moreover, in the PBL technique, the students sit together, face one another, and talk freely about the problem. They sit in a circle discussing the problem which needs to be solved. This situation creates free communication in which the students use the language freely in the classroom without feeling shy. The success of the PBL technique application has been reported by Gaer (1998) who taught EFL speaking skills to a population of Southeast Asian refugees who were in beginners-level ESOL (English for Speakers of Other Languages) classes. Their speaking skills improved by using PBL rather than by using any other traditional method.

To support this research, some previous studies were reviewed by the researcher. First, research conducted by Permatasari (2013) in her journal. She found that the teacher's role changed from that of a lecturer to a guide leading learners. The learners also assumed new roles in learning. They became collaborators and active participants rather than being only passive knowledge receivers. The class mode also changed from teacher-centered to learner-centered. With these changes, most of the class time became devoted to the learners, which allowed for a greater quantity and richer variety of language practice. Consequently, the structures and the features of the speaking tasks in the group work made the college English classes more attractive.

Secondly, research conducted by Maulany (2013) whose findings showed students' positive responses to the PBL technique in class. This

contributed to a significant increase in the students' participation in their speaking class. The general results obtained also indicated some improvements in students' speaking when they were assessed individually. Hence, the PBL technique could have significant pedagogical implications and could be a practical technique if it is carefully planned to teach speaking skills amongst students.

Thirdly, research done by Febriawati (2012) also showed that there was a significant improvement in the speaking performance of students who were taught by using the PBL technique and those who were taught through a conventional method. The students made good improvement in some aspects of speaking skills such as pronunciation, vocabulary, accuracy and fluency. Moreover, it also changed the students' behaviour. They were more confident to speak English and got more actively involved in the teaching-learning process. In addition, they had many more opportunities to speak. Furthermore, they were motivated to bring dictionaries to help themselves in the learning of the speaking skills. Also, the activities of the Project-Based Learning Technique made the class atmosphere more enjoyable.

Accordingly, the researcher conducted a classroom based action research study to improve the quality of her teaching performance and to improve the students' speaking skills using the PBL Technique with the year eleven, accounting one class at SMKN 1 Banda Aceh.

Research Questions

Based on the background above, the problems of this study can be formulated as follows:

1. Can the speaking skills of the year eleven Accounting One students of SMKN 1 Banda Aceh in the 2014/2015 academic year be improved through the implementation of the PBL technique?
2. What is the result from the application of the PBL technique to try to improve the speaking EFL skills of the students from year eleven Accounting One at SMKN 1 Banda Aceh?
3. Will the PBL technique help the teacher to teach speaking EFL more effectively to year eleven Accounting One students at SMKN 1 Banda Aceh?
4. What are the students' responses to the application of the PBL technique in the speaking EFL classes for year eleven, accounting one at SMKN 1 Banda Aceh?

Objectives of the Study

In accordance with the research problems above, the objectives of this study are as follows:

1. This study aims at improving the EFLspeaking skills of the grade eleven, Accounting one students of SMKN 1 Banda Aceh in the 2014/2015 academic through the implementation of the PBL technique.
2. To find out if the results i.e. the scores of the students for speaking EFL will improve after using the PBL technique with the year eleven, accounting one students of SMKN 1 Banda Aceh.
3. To describe the processes used to implement the PBL technique to help the teacher to teach speaking more effectively to the year eleven, accounting one students of SMKN 1 Banda Aceh?
4. To find out what the responses of the students will be towards the implementation of the PBL technique in the speaking EFL class with year eleven, accounting one students of SMKN 1 Banda Aceh.

Significance of the Study

Basically, the three kinds of research significance are as follows: theoretical significance, practical significance, and the significance for further research and development. They are explained below:

(1) Theoretical Significance

This study can make a contribution to improvement in teaching speaking at Vocational Schools especially for improving the students' achievement in speaking EFL. The research findings will also enrich the previous theories and research finding about EFL English skills, especially speaking skills.

(2) Practical Significance

The research findings are expected to make a meaningful contribution both for teachers and students. For the teachers, the findings from the research are expected to provide a good alternative way or technique for teaching students to be able to communicate with EFL. Meanwhile, for the students, they can hope to get a new strategy, a variation in their learning activities that can help them improve their EFL speaking abilities.

(3) The Significance for Further Research and Development

The research findings could also provide some leads for further research and development efforts.

LITERATURE REVIEW

This section discusses some of the theoretical basis for the research done in this study.

Definition of the Project Based Learning Technique

Project-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. Students learn both thinking strategies and domain knowledge. The goals of PBL are to help students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Problem-based learning is a form of activity learning (Barrows, 2001).

The Components of PBL

PBL technique can be implemented in any kind of curriculum, field of study and in any class situation. According to Barrows (2011), there are seven features that can be identified as key components of PBL.

First, learner-centered environment. This component is designed to maximize student decision-making and initiative throughout the course of the project from topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to help learners make thoughtful decisions and revisions. By documenting learners' decisions, revisions and initiatives, teachers and learners will capture valuable material for assessing student work and growth.

Second, collaboration. This component is intended to give learners opportunities to learn collaborative skills, such as group decision-making, interdependence, integration of peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

Third, curriculum content. Successful integration of content requires projects to be based on standards, to have clearly articulated goals, and to support and demonstrate content learning both in process and product.

Fourth, authentic tasks. This element can take on many forms, depending on the goal of the project. PBL may connect to the real world because it addresses real world issues that are relevant to learners' lives or communities. A project may be connected to real professions through the use of authentic methods, practices, and audiences. Communicating with the world outside the classroom, via

the internet or collaboration might also make real world connections with community members and mentors.

Fifth, multiple presentation modes. This component gives learners opportunities to effectively use various technologies as tools in the planning, development, or presentation of their projects. Though the technology can easily become the main focus of a given project, the real strength of the multimedia component lies in its integration with the subject curriculum and its authentic use in the production processes.

Sixth, time management. It builds on opportunities for learners to plan, revise and reflect on their learning. Though the time frame and scope of projects may vary widely, they should all include adequate time and materials to support meaningful doing and learning.

Seventh, innovative assessments. Just as learning is an ongoing process, assessment can be an ongoing process of documenting that learning. PBL requires varied and frequent assessment including teacher assessment, peer assessment, self-assessment, and reflection. Assessment practices should also be inclusive and well understood by learners, allowing them opportunities to participate in the assessment process in ways not typically supported by more traditional teacher-centered lessons.

Advantages of the PBL Technique

Project-Based Learning offers many advantages and challenges when implemented in the classroom. There are some strategies to successfully meet these challenges. Based on Boss, Krajcik, and Patrick (1995), some of the advantages of the PBL technique in learning are:

1. Increase in motivation: learners can choose their own topics, the extent of content, and the presentation mode. Learners build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for learners.
2. Increase in problem-solving abilities: Project-Based Learning encourages learners to engage in complex and ill-defined contexts. From the beginning, learners identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, learners improve their problem solving skills thereby developing their critical thinking skills.
3. Improves media research skills: Project-Based Learning provides a real world connection to context. Learners conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve.

4. Increases in collaboration: in the processing stages, learners create and organize their own groups. They share knowledge and collaboratively construct artifacts. Through collaboration, they develop social communication skills and obtain multiple perspectives.
5. Increases in resource-management skills: successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources.

The Project-Based Learning technique offers many advantages when it is implemented in the classroom. Some of the advantages are increased motivation and improved problem-solving abilities, collaboration and communication skills, creative and critical thinking skills, media research skills, and resource management skills.

According to Fragoulis (2009:92), there are many benefits of implementing the Project Based Learning (PBL) technique in teaching speaking, they include the following:

1. PBL provides contextual and meaningful learning for students.
2. PBL can create an optimal environment for practicing speaking English.
3. PBL makes students actively engage in project learning.
4. PBL enhances students' interests, motivation, engagement, and enjoyment.
5. PBL promotes social learning that can enhance collaborative skills.
6. PBL can give an optimal opportunity to improve students' language skills.

According to Dörnyei (2001:100), the advantages of project work are: it encourages motivation, fosters group cohesiveness, increases the expectancy of success in the target language, achieves "a rare synthesis of academic and social goals", reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based contributions.

The Application of PBL in Teaching Speaking

There are some stages of the PBL technique implementation according to Bell (2010). The first is speculation in which teachers provide the choice of project topics initially based on the curriculum and discuss them with students. At this stage, teachers and students speculate possibilities that will lead smoothly to the projects. However, for beginner or lower level students, teachers can choose the projects themselves but still consider the problems of the students. It was

assumed by Gaer (1998:22) that students at the beginner or lower level do not have the language or confidence to develop project themes. Thus he assumes, teachers need to lead them first before they can decide for themselves.

The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, assigning roles, and methodology decision.

The third is conducting the project activities in which the students work out what was planned and designed in the previous stage. At this stage, the students gather information, discuss it with the members of their group, consult with the teacher about problems encountered in their work and exhibit their final products that might be in the form of a presentation, a performance, a product, a publication, etc. to the class or even to the wider community such as other classes, teachers, outsiders.

The last stage is when the students perform in front of the class. According to Fragoulis (2009), this stage also includes the assessment of the activities by the participants themselves and discussions about whether the initial aims and goals have been achieved and implemented in the process and the final products.

The PBL technique seems to match needs in teaching-learning English. PBL is simply defined as a technique that instruct students to solve problems and develop products (Moss & Van Duzer, 1998). According to Srikrai (2008), PBL technique activities can have characteristics as follows: (1) focus on content learning rather than on specific language patterns, (2) student-centered with the teacher as a facilitator or coach, (3) encourages collaboration amongst students, (4) leads to the authentic integration of language skills and processing information from multiple sources, (5) allows learners to demonstrate their understanding of content knowledge through an end product such as an oral presentation, a poster session, a bulletin board display, or a stage performance, and (6) bridges the use of English in class and the use of English in a real life context. More importantly, PBL is both process- and product-oriented (Stoller, 1997).

The implementation of project work differs greatly from one instructional setting to another. In some settings, fairly non elaborate tasks, confined to a single class session, are labeled as projects. In other settings, elaborate sets of tasks fill the process for completing the project and span an entire instructional unit; in settings like these, the benefits of project work are maximized because students

actively engage in information gathering, processing, and reporting over a period of time, and the outcome increases content knowledge and language mastery.

In applying the PBL technique in the classroom, Marx (1997) set out problems teachers may have with enactment during the class as below:

- (1) Time: projects often take longer than anticipated.
- (2) Classroom management.
- (3) Control: teachers often feel the need to control the flow of information while at the same time believing that students' understanding requires that they build their own understanding;
- (4) Support of student learning.
- (5) Technology use: teachers may have difficulty incorporating technology into the classroom, especially as a cognitive tool.
- (6) Assessment: teachers may have difficulty designing assessments that require students to demonstrate their understanding.

Based on the above, the teacher can discuss the end product with her students and explain what exactly they have to do and how, what they have to practice or learn, what they can expect and what is expected from them, the choices they have to make and the rules they have to follow. It is very useful from the start to draw a timetable, a plan and a check list of objectives for the project work so that the students can follow the stages of the project.

Research Findings

The data and the findings were collected from the cycles that consisted of the planning of the action, the implementation of the action, and the analysis and reflection after each of two cycles. This part consists of two main sections: (1) results from cycle one, and (2) results from cycle two. The data and research findings were described from the cycles of planning, implementing, observing, analyzing, and reflections on actions taken.

Table 1. The Researcher's Activity Performance Average Scores in Cycle 1.

No	Meeting	Score	Qualification
1	Meeting 1	53	Middle
2	Meeting 2	63	Middle
3	Meeting 3	70	Middle
4	Total Average Score	72.66	Middle

From Table 1, the score from the first meeting was 53 or in the middle level, from the second meeting it was 63 still in the middle level, which increased to 70 still in the middle level at the third meeting. The final average score of the researcher’s performance was 73 also in the middle level. This still did not meet the success indicator, which was determined at the level of “good”. Thus the second cycle was needed to improve the researcher’s activity performance.

Table 2. The Students’ Activity Performance Average Scores from Cycle 1.

No	Meeting	Score	Qualification
1	Meeting 1	43	Middle (only some of students do the activity sometimes)
2	Meeting 2	49	Middle (only some of students do the activity sometimes)
3	Meeting 3	65	Middle (half of students do the activity sometimes)
4	Total Average Score	69.77	Middle (half of students do the activity more often)

With reference to the success indicators for the performance by the students’, it had not reached the criteria of success from the first to the third meeting. The score of the first meeting was 43 in the middle category, after the second meeting it was 49 still in the middle category, and after the third meeting it was 65 again, still in the middle category. The final score at the end of the first cycle was 70, again, in the middle category.

The result of the researcher’s performance in the first and second cycles is shown in Figure 1.

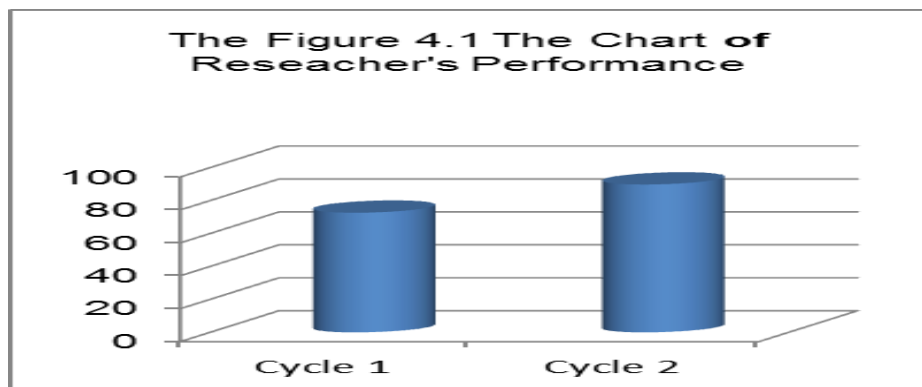


Figure 1. The Result of the Researcher’s Performance in Cycles 1 & 2.
Note: Cycle 1: 73 is middle; Cycle 2: 90 is good.

The results from the researcher's observation sheet showed that her performance at the end of the first cycle was 73%, which increased to 90% at the end of the second cycle.

The result of the students' performance in the first and second cycles is shown in Figure 2.

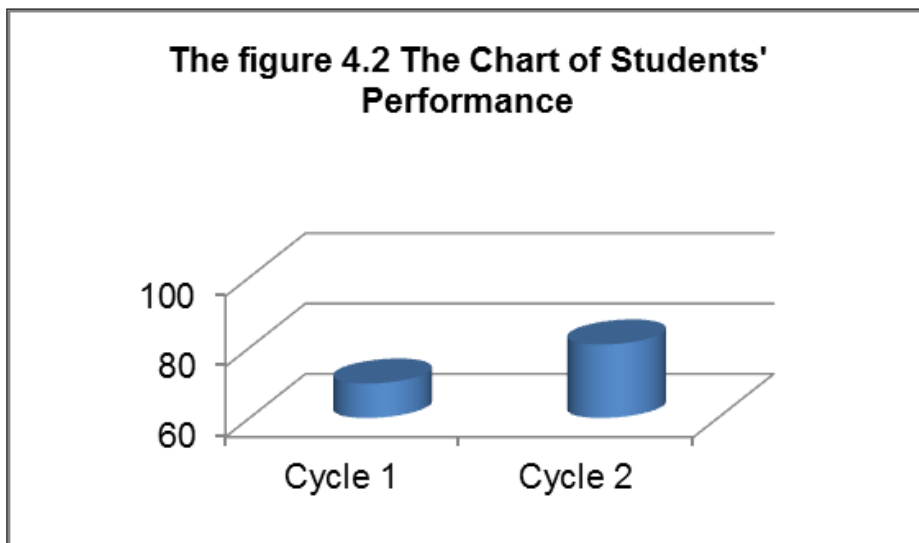


Figure 2. The Result of the Students' Performance in Cycles 1 & 2.

Note: After Cycle 1 = 70% which is in the middle.

After Cycle 2 = 81% which is good.

The students' participation during the teaching-learning speaking process. In the first cycle the students' observation sheet noted that the percentage of participation was 53% or in the good criterion. Furthermore, in the second cycle, the improvement of the students participation during the teaching-learning process increased gradually to 81% which is in the very good level. Thus the use of the PBL technique in teaching-learning speaking was successful.

The students' post-speaking test results after cycles 1 and 2 is shown in Figure 3.

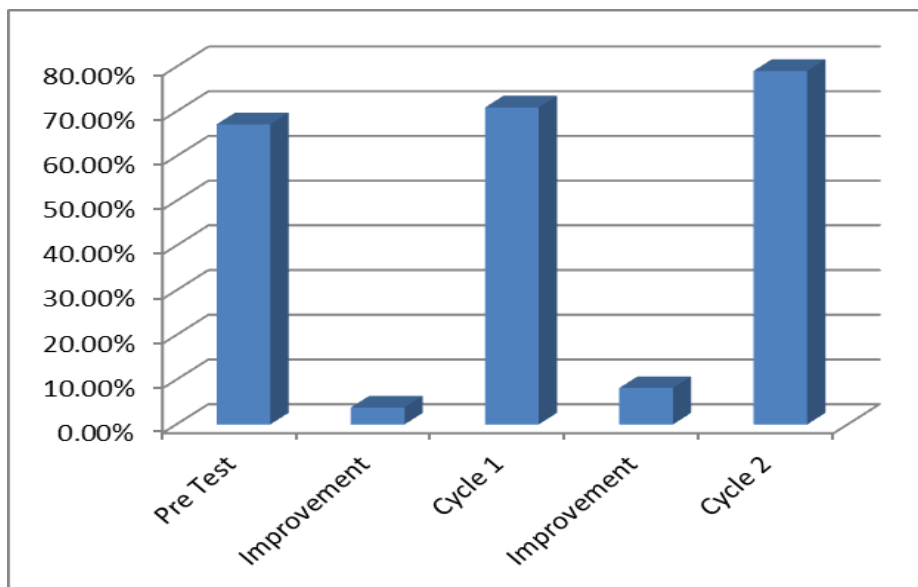


Figure 3. The Students’ Post-Speaking Test Results after Cycles 1 & 2.

Note: Pre Test : 67% = Middle
 After Cycle 1 : 71% = Good
 After Cycle 2 : 79% = Very Good

Based on the results shown above, the researcher concluded that the students had shown a positive response toward the application of the PBL technique for learning speaking EFL. This was proved by the average result at the end of the second cycle which was 79 or very good as shown above. Thus it could be said that the achievement of the students had exceeded the success indicator which was 76% or 3.04.

Discussion

After the researcher discussed the results from the tests, observations, and the questionnaire, it was found that the students showed improvement in their speaking activity. They also gave good responses to this research, which means that they agreed to learn speaking activities by using the PBL technique. The findings from this research were similar to those from previous studies conducted by Gaer (1998), Permatasari (2013) and Maulany (2013). This research showed significant improvement in the speaking skills of the students as a result of implementing the PBL technique. The progress was showed by the increases in the scores achieved in the tests from the pre-test to the cycle 1 post-test and then to the score in the final cycle 2 post-test.

The Students' Test Result after Cycles 1 and 2

To see the effectiveness of implementing the PBL technique in her speaking class the researcher compared the students' results from the pre-test before the first cycle. The students showed improvement in the post-test after the first cycle; the students' average score in the pre test was 67, which improved to 71 in the cycle 1 post-test, with an improvement in the test results of 4 points. The greatest improvement was after the second cycle, where the result from the post-tests was 79, which was an increase of 8 points from the results in the test after the first cycle. Thus it can be concluded that the implementation of the PBL technique was effective in improving the students' speaking skills.

The researcher concluded that the students had made significant progress in the learning of speaking following the application of the PBL technique. This was proved by the result after the second cycle, which was 79% or very good. Therefore, the achievement of the students had surpassed the success indicator – i.e. 76 or 3.04.

The Researcher's Activity Performance from Cycle 1 and Cycle 2

Based on the record of the researcher's activity performance in cycle 1, it was found that the total average mean score of the researcher's activity in cycle 1 was 73% which is in the middle category. Since the success indicator had not yet been reached, the researcher continued with the second cycle in order that the researcher could meet the criteria for the researcher's performance set out in the success indicators.

At the end of the second cycle, the researcher reached a score of 90% which is in the good category. The researcher's activity performance had surpassed the success indicator.

The Students' Performances from Cycle 1 and Cycle 2

There were some improvements shown during the teaching-learning process. Although only some of students tried to speak in the first meeting, the number rose gradually in the next meeting. In the last meeting of the first cycle, most of the students tried to speak. It was also noted that the students had started to use new vocabulary and had started to speak in English to their friends in their group.

Based on the results of the record of the students' activity performance checklist of cycle 1, it was found that the total average score of the students' activity performance of the cycle 1 was 70% which was in the "middle" criteria. While the total average mean score

of the students' activity performance after cycle 2 was 81%. The results after the second cycle had already met the criteria for the success indicator and were in the criteria of "good".

From the explanations above, the researcher concludes that the PBL technique is an appropriate and effective teaching-learning technique to be implemented in speaking classes. All the criteria for effectiveness in the teaching-learning of speaking showed improvement. It can be summarized that the PBL technique was effective in improving the speaking skills of the students.

The Students' Responses toward the Implementation of PBL Technique

At the end of the study, to know the students' responses about the application of the PBL technique in learning speaking, questionnaires were distributed to the 19 students to find out their response toward the implementation of the PBL technique in their speaking class. The students were asked to choose the offered options on the questionnaire that represented their response.

The mean score of the students' perception toward the implementation of PBL in their speaking class was 8.50 which belongs to the criteria "strongly agree". In conclusion, the students' responses were that the PBL technique gave a positive impact. The technique also stimulated their speaking skills to be better because the students became practiced speaking more. This was proved by the overall mean scores shown in the table above. All the responses of the students had met the criteria for success. In summary the majority of the students provided positive responses toward the application of the PBL technique in their speaking class during the teaching-learning process.

Referring to the whole process of the implementation of the PBL technique starting from the first cycle to the second cycle, the researcher thought that the research could end up after the second cycle as in this cycle of this action research all of the criteria set as success indicators had been achieved.

CONCLUSION

Based on the results of this research and the discussions above, the researcher has concluded that the application of the PBL technique could improve the students' speaking achievement. The students' improvement in cycle 1 increased from 67 in the pre- test to 71 in the

cycle 1 post-test, a test improvement of 4 in the first cycle. The greatest improvement was in cycle 2; the students' test result in the second cycle post-test was 79, an increase of 8 from the first cycle post-test which meant that the success indicator of 76 for this research had been surpassed. Furthermore, the number of students highly active in the teaching-learning activities increased gradually from the first cycle to the second cycle.

As for the result of the students' responses toward PBL technique, the students had positive responses in their speaking class. Based on their responses, this technique could make the students more motivated, happy, and confident to speak English.

Suggestions

Following the successful results of this study, the researcher offers several suggestions as follows.

Since the use of the PBL technique can improve speaking skills of students', it is suggested that English teachers use the PBL technique in the teaching-learning processes for speaking classes as it is effective and can improve students' speaking skills.

Referring to the proven effectiveness of the PBL technique in improving students' speaking skills, it is highly recommended that English teachers should use the PBL technique intensively in the teaching-learning processes for speaking EFL, since it is easy to be understood and followed by students.

It is strongly suggested that other researchers and teachers who have problems in teaching speaking can try to apply the PBL technique as it might help overcome problems in the classroom for both teachers and students.

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