

CHAPTER II

LITERATURE REVIEW

A. Speaking Skill

Speaking is the most important skill in the learning process (Ying et al., 2021). Speaking is a language skill that must be mastered by students in learning a language because the purpose of language learning is communication (Guebba, 2021). The importance of having English speaking skills as a communication tool and thinking tool is also seen in English subjects. In general, many students still find it difficult to convey ideas, thoughts, questions and so on using good and correct English. In addition, speaking, asking and giving an opinion is one of the phrases contained in the lexis and grammar. So, teacher needs to give a variety of phrases to the students to make their English-speaking skill more fluent.

Speakers must pronounce the distinctive sounds of language clearly enough for others to understand them. Some of the things used in measuring speaking skills are fluency, accuracy, and comprehensibility (Heaton, 1988). Here is the explanation:

a. Fluency

Speaking fluency is an essential skill in language learning and communication that enables one to speak confidently and effectively. Learners of English as a foreign language (EFL) face many challenges in

developing speaking fluency due to various linguistic and contextual factors. Although they have a strong understanding of grammar and vocabulary, EFL learners often face difficulties to pronounce fluently and sound naturally. Fluency can be measured by counting the number of marker hesitations, such as repetitions and false starts, and the speed of delivery (Khomurodovna and Safarova 2024). In other words, the speed of language and the number of disfluencies used indicate fluency. Prioritizing the development of speaking fluency helps language learners gain confidence and acquire the ability to actively participate in real conversations. Articulate their ideas and viewpoints and effectively handle diverse social and professional contexts (Cherry, 2021).

b. Accuracy

Error-free speech that conforms to the rule system of the language being learned is called accuracy. Student-generated language can be considered accurate if it conforms to the norms of the target language. The language students produce can be considered accurate as long as it conforms to the interlanguage level at which they interact. Limited attention resources affect the fluency, accuracy and complexity of students' speaking, especially when there are many tasks to complete. Accuracy is divided into two categories: specific and general. The

specific category focuses on specific forms, such as plurals similar to morphology and native languages. However, the general accuracy measure takes into account the accuracy of speech in the two accuracy categories: specific and general. average accuracy value and provides a more reasonable value of the accuracy of students' speech]. Accuracy measures include percentage of correct T-units, percentage of errors, and percentage of correct vocabulary usage (Ghani et al., 2023).

c. Comprehensibility

The extent to which a speaker can understand a listener despite minor errors in grammar, pronunciation, or vocabulary, is called comprehensibility. Comprehensibility, in the context of English-speaking skills, is essential for effective communication as it focuses on the listener's ability to understand the intended message, rather than linguistic perfection. Several components influence comprehensibility. These include sentence organization, clarity of pronunciation, and the listener's level of familiarity with the speaker's accent (Saito et al., 2023). English as foreign language (EFL) learners often prioritize comprehension over accuracy, especially in real-world communication situations that emphasize conveying meaning. How easily the listener can understand the speaker's main concepts without frequent requests for

explanation or misunderstanding is a way to measure comprehensibility. Comprehensibility is an important part of overall speaking proficiency because it helps EFL learners communicate better, increases their confidence, reduces anxiety, and encourages them to participate more actively in conversations.

Overall, speaking is an effective verbal communication skill that is determined by a balance between fluency, accuracy, and comprehensibility. These three aspects are interrelated and must be developed simultaneously. Fluency facilitates smooth communication, accuracy ensures linguistic precision, and comprehensibility guarantees that messages are well understood. Therefore, in speaking instruction, these three factors must be the primary focus so that students can communicate confidently, accurately, and clearly.

B. Project Based Learning

Project-Based Learning (PjBL) is an important learning process, especially in design-related disciplines such as creative media design. Here, students learn by doing, building on their own knowledge and experiences. Through PjBL, students are fully engaged in their learning, applying the skills and knowledge they acquire in class on projects to solve authentic problems. The philosophy of PjBL is that learning can be more interesting when students initiate it through what

they want to know, rather than being instructed by the teacher. PjBL motivates students to engage with the project, which in turn increases interest in learning and improves their level of understanding. By observing and participating in PjBL, students build experiences, constructs and abstract concepts. They also participate in an experiential learning cycle that helps them generalize, internalize and conceptualize their understanding. Through this progression, students can acquire and apply knowledge, increase engagement, achieve milestones, and build confidence, ultimately keeping their motivation levels high (Oh et al., 2020).

Project based learning consists of approaching a complex problem or question that work teams must answer through research, design and real application of a proposal. The work team consists of students with different personalities, abilities, competencies, interests, etc., who work together to provide a feasible solution to a real problem. Teams are given a long period of time for their project, during which they must learn to apply some specific content from their course of study (specific competencies) and a number of personal skills (generic competencies), such as teamwork and communication.

From the beginning to the end of the learning, students are organized in randomly generated teams using a specific program. The aim is to simulate a real-world work scenario

where they have to work with new, unfamiliar people. In addition, classroom desks are organized in groups to facilitate two key competencies: communication and teamwork (Crespí et al., 2022).

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PjBL is a learning model that focuses on solving complex problems and encourages students to understand the material through the process of investigation, collaboration and experimentation when creating projects. In addition, PjBL integrates various subjects (materials) in the curriculum, making learning more contextual and meaningful.

According to Hinostroza (2025), the process of project-based learning is as follows:

1. Creating a question or project assignment is the initial stage.

The purpose of this stage is for learners to see and study the questions that arise from current phenomena. To foster students' curiosity, teachers provide stimulus in the form of problems related to the real world.

2. Develop a project plan.

Learners and teachers design a project plan after discovering the problem or question. In this planning, learners establish the actions to be taken, the techniques to be used, and the objectives of the project. Allocating resources and dividing tasks within the team are other aspects of project planning.

3. Creating a schedule.

Learners create a schedule of activities as part of a real-life project. Scheduling is essential to ensure the project can be completed on time. With a clear schedule, learners can work more purposefully and achieve their goals.

4. Monitor project activities and progress.

The teacher monitors the project. Monitoring is done to ensure that learners do not deviate from the plan. Learners also independently evaluate the progress of their project to ensure that each stage is going well.

5. Test the results.

At this stage, data and facts from the experiment or research are analyzed and compared with data from various sources. At this stage, students should be able to make valid and meaningful conclusions by relating their findings to relevant theories.

6. Evaluating the experience or activity.

At this stage, an evaluation is conducted to evaluate the entire project process and results. The purpose of this evaluation is to determine the success of the project and the obstacles it faces during the project. The results of this evaluation can be used as a reference for the improvement of the next project, either in the same or a different subject. Learners benefit from the evaluation in improving their critical and creative thinking skills.

1. Project Based Learning in Speaking

PjBL is a learning approach that focuses on solving real-world problem-based projects. These projects provide students with opportunities to speak actively in role-play activities, group discussions, and presentations, which directly affect their speaking skills (Belharb & Hayat, 2020). PjBL is expected to first improve students' speaking fluency by giving them more time to practice speaking spontaneously during various project activities (Choochana and Phinta, 2021).

The original situation of PjBL allows students to practice speaking spontaneously without anxiety, which enables them to develop their speaking ability naturally and fluently (Ceneciro et al., 2023). In addition, the continuous practice of the project helps

students get used to conveying their ideas more confidently. Secondly, it is possible that PjBL can improve students' pronunciation accuracy. Students are often required to convey their ideas orally during the project process. They can practice using proper grammar and pronunciation through this process. Students can correct their mistakes directly with the help of the teacher or group mates. In the end, they will be better at speaking (Spring, 2020).

Students learn to convey their messages in a way that is easy to understand and clear through PjBL. Activities such as group discussions, collaboration, and presentations help students increase their focus on conveying concepts with appropriate intonation and logical sentence structure. PjBL allows students to improve their understanding of speech through feedback from listeners, be they teachers or friends, even though there may be small errors in pronunciation or grammar (Cherry, 2021).

Additionally, projects that are relevant to real-world situations help students learn to change their speaking style so that listeners can understand the message being conveyed. Therefore, PjBL is an effective method for improving three main aspects of students' speaking skills: fluency, accuracy and

comprehensibility. Project-based learning experiences can help students improve overall and contextual speaking skills.

2. Characteristics of Project Based Learning

Project-based learning (PjBL) is an inquiry-based learning approach. This approach involves students in building knowledge by completing significant projects and developing products that can be applied in the real world (Guo et al., 2020). Students in PjBL face problems or difficulties related to everyday life and must work together in teams to find useful solutions. Students not only gain theoretical knowledge but also acquire skills that can be used in the professional world.

The following are its characteristics:

a. Driving Question

Each project begins with a driving question that encourages students to think critically and find solutions to problems. This question serves as the centerpiece of the project and provides clear direction for students to focus on the learning objectives. Driving questions are often open-ended and require in-depth exploration, encouraging students to gain a broader understanding.

b. Learning Goals

PjBL emphasizes achieving specific learning goals, which include developing skills and knowledge in the real world. These goals include modern skills such as critical thinking, communicating, and collaborating. Clear learning objectives help students understand the importance of each job and project.

c. Participation in Educational Activities

PjBL encourages students to participate in various educational activities, both individually and in groups. Students have the opportunity to learn from direct and contextual experiences through active participation in these activities, which instills in them a sense of responsibility for their learning process.

d. Collaboration Among Students

One of the main characteristics of PjBL is teamwork. Students work in groups to complete projects that require them to work together, share ideas, and support each other to complete assignments. This collaboration helps students learn important social and interpersonal skills, such as communication, joint problem solving, and collective decision making.

e. Scaffolding Technologies

Technology helps PjBL students learn and enhance their experience. These technologies can take the form of platforms, applications, software, or applications that enable data collection, collaboration, research, and presentations. With the help of this technology, students can collaborate and access information in a more creative and efficient way.

f. Creation of Tangible Artifacts

PjBL differs from other approaches because it produces tangible artifacts or products that can be measured and used in the real world. These artifacts are not just about creating products, but also about the process students go through in integrating the knowledge, skills, and problem solving they learn through mobile learning.

PjBL provides students not only theoretical knowledge but also practical skills that are essential for employment. By using PjBL, they get used to working in teams, solving complex problems, and producing useful products. This method is increasingly recognized as an effective learning strategy, not only in higher education but also in primary and secondary schools. This is due

to the fact that it can increase students' motivation, improve their ability to work together, and provide a more meaningful learning experience.

3. Benefits of Project Based Learning

Project-based learning (PjBL) methods have many benefits in learning, especially in preparing students to face the challenges of the 21st century. One of the main benefits of PjBL is that it increases student engagement in learning by providing them with the opportunity to work on projects that are meaningful and relevant to the real world (Omelianenko et al., 2024). With PjBL, students not only acquire theoretical knowledge, but they also acquire skills that are essential for daily life.

By encouraging students to take responsibility for their own learning process, PjBL also helps develop their intrinsic motivation (Wijnia et al., 2024). This method not only prepares students for exams, but also prepares them for future life, both in education and work. Students learn to communicate effectively, work together, and appreciate different perspectives through teamwork. Additionally, this holistic approach enhances students' learning experience, fosters their self-confidence, and prepares them to

become independent, adaptive, and capable of facing real-world challenges.

Therefore, Project-Based Learning (PjBL) has many advantages in supporting effective learning that is relevant to the demands of the 21st century. PjBL can increase student engagement through meaningful projects related to the real world, thereby not only helping students understand theory, but also developing important skills such as communication, collaboration, problem solving, and responsibility for their own learning process. Furthermore, this approach encourages intrinsic motivation, boosts self-confidence, and shapes students into independent, adaptive individuals who are ready to face various challenges in the future.

C. Previous Studies

The first, research by Urgilez (2022), with the title Project-based Learning (PjBL) in Developing Speaking Skills in the Classroom, with a quantitative approach quasi-experimental methodological design, observation and interviews as research techniques, pretest and posttest research instruments, a sample of 50 students divided into two groups. The results found that the use of the PJBL method in the experimental group resulted in an increase in students' oral production from partially unsatisfactory (44%) to moderately

satisfactory (76%) within 8 weeks, indicating that this approach has positive results. Results would be much more satisfactory if applied with more focus and perseverance. The similarities of this study are using Project-Based Learning (PjBL) as a learning method to improve speaking skills, using a quasi-experimental approach with the division of experimental and control groups, using pre-test and post-test as a measuring tool for improving speaking skills. While the difference is that Urgilez's research examines high school students or equivalent, the research to be carried out focuses on junior high school students. And Urgilez focused on improving oral production, while this study is broader in measuring fluency, accuracy, and comprehensibility.

The second, research by Sirisrimangkorn (2021), the research title is "Improving EFL Undergraduate Learners' Speaking Skills Through Project-Based Learning Using Presentation", Speaking tests, interviews, questionnaires, and PjBL implementation guidelines are the research tools. To explain the findings, both quantitative and qualitative data were used to analyze them. The results showed that students' speaking skills improved significantly when PjBL was implemented. In addition, the interview results showed that PjBL with presentations improved students' speaking skills through presentation tasks, scaffolding activities, and key exercises. It is considered beneficial to improve students'

speaking skills in a learning environment that involves others. The similarities are that both research speaking skills and use PjBL as the main method of teaching, and use various research instruments, including speaking tests to measure learning outcomes. The differences are that Sirisrimangkorn's study will be conducted on EFL (English as a Foreign Language) students, while this study was conducted on junior high school students and Sirisrimangkorn used a mixed-method research approach, namely quantitative and qualitative, while this study is fully quantitative.

The third, research by Tu (2024), with the research title "The impact of project-based learning and local cultural content on EFL learners' speaking proficiency", Students' speaking ability was assessed with three tools used in this study. While the experimental group used local reading materials and PjBL approach, the control group used Western commercial materials and conventional lecture methods. Pre-test and post-test were conducted, and the oral responses of both groups were recorded and uploaded to the Tronclass system for evaluation. The results showed that improving English as a Foreign Language (EFL) learners' speaking ability by using project-based learning (PjBL) with local materials was highly effective. Combining active project-based tasks with culturally relevant content enhances a more dynamic learning environment and supports the development

of language skills and soft skills such as cooperation and thinking. The similarities of this study are both using the PjBL method to improve students' speaking skills and using an experimental approach with control and experimental groups and using pre-test and post-test to measure the effectiveness of PjBL. While the difference is in the learning material: Tu (2024), examined the effectiveness of PjBL with local cultural content as part of the learning strategy, while this study did not limit the teaching material to certain cultural aspects and Hsiu-Lien T's research also measured the impact of PjBL on students' social and cooperation skills, while this study only focused on improving speaking skills.

The fourth study was conducted by Huang and Sun (2022) with the title “Exploring the Effectiveness of Project-Based Learning on Speaking Test Performance.” This is literature review that aims to evaluate the effectiveness of Project-Based Learning (PjBL) in improving students' speaking performance on speaking tests. The researchers reviewed various empirical studies related to the use of PjBL in the context of EFL and ESL, particularly those focusing on speaking learning outcomes, teaching strategies, and assessment techniques. The results of the review showed that PjBL had a positive impact on students' speaking skills, especially in terms of fluency, confidence, and interactive communication skills. The similarity with this study is that

both examine speaking skills and the effectiveness of the PjBL method in English language learning. The difference is that Huang and Sun's study used a literature review method without collecting direct data, while this study used a quantitative approach with pre-test and post-test experiments on junior high school students.

Based on the four previous studies, it can be concluded that, in general, they all prove the effectiveness of Project-Based Learning (PjBL) in improving students' speaking skills, both at the high school and college levels, as well as in the context of EFL. However, there are several fundamental differences with this thesis. Previous studies focused on improving oral production alone, integrated local cultural content, used a mixed method approach, and some were in the form of literature reviews without direct data collection. Meanwhile, this thesis specifically examines junior high school students, uses a quantitative approach with a quasi-experimental design through pre-tests and post-tests, and measures speaking skills more comprehensively based on three main aspects, namely fluency, accuracy, and comprehensibility. Thus, this study has a more specific focus on different levels of education and on more structured speaking assessment indicators compared to previous studies.

D. Conceptual Framework

Students' English-speaking skills at SMPN 16 Bengkulu City are still low. Some of the main problems found include teachers using inappropriate methods when teaching speaking. In addition, the methods used are also not varied and monotonous. The last one is the low motivation of the students which is caused by the lack of confidence and fear of making mistakes that affect the accuracy and fluency of the students' speaking. Therefore, more effective learning methods are needed to help improve students' speaking skills.

Project-Based Learning (PjBL) is a learning approach that emphasizes real projects, which requires students to work together to solve problems or create specific products in the real world (Shi, 2024). It is considered an effective learning method. PjBL in English learning provides students with opportunities to practice speaking in various real situations, such as role-play, presentation, and group discussion (Simbana, 2023). This approach has several key components that support English language learning, among them real project-based where students engage in projects related to daily life, such as creating a presentation on a specific topic or creating a written work on a specific topic (Boss et al., 2022). In addition, PjBL enhances collaboration through group work, improving student interaction and communication. As a result, students' speaking skills improve (Farrow et al., 2024). Lastly, this method results in

meaningful learning where students have the opportunity to see tangible results of their efforts. This makes the learning process more interesting and relevant (Vaithianathan et al., 2024). Therefore, it is expected that the use of PjBL can help students at SMPN 16 Bengkulu City improve their English-speaking skills.

Vygotsky's Social Development Theory and Constructivist Learning Theory are the basis of this research. These theories emphasize the importance of active engagement and social interaction in the learning process. Both theories support the importance of project-based learning (PjBL) to improve English speaking skills.

1. A key concept of Vygotsky's social development theory is the zone of proximal development (ZPD), which is the distance between independent learning and assisted achievement. Relevance of PjBL: Students can perform ZPD through discussion, presentation and feedback. Through exposure to diverse ideas and ways of speaking, social interaction in PjBL improves speaking skills.
2. Jean Piaget's cognitive theory, known as constructivism theory, emphasizes that active interaction with the environment, group discussions, and hands-on experiences are the way learning occurs. In PjBL, students are involved in designing projects and finding solutions, which results in meaningful learning.

This framework suggests that with the implementation of Project- Based Learning, students will get the opportunity to practice speaking English more effectively and meaningfully. Through the collaborative process, discussions, and project presentations, students not only improve their speaking fluency, but also their comprehensibility.

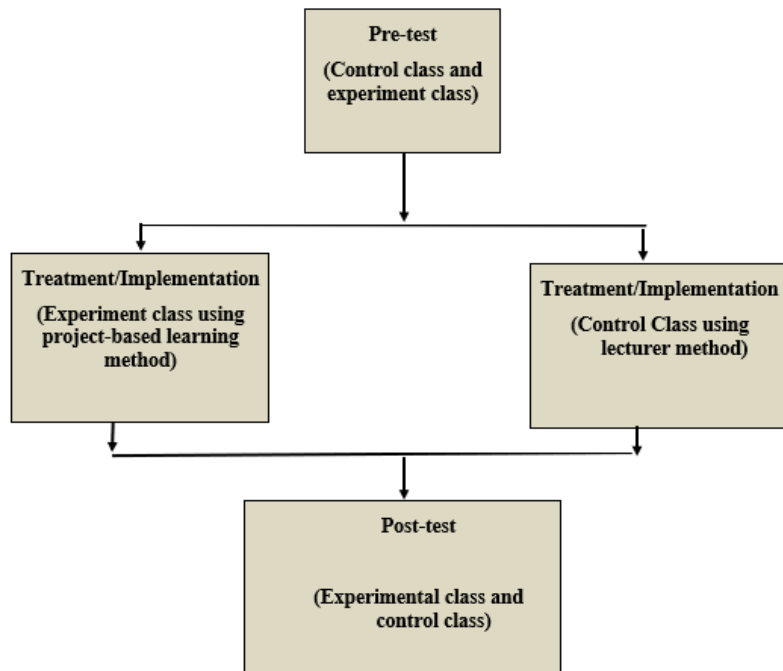


Diagram 1. The Conceptual Framework of the Study

The diagram illustrates the flow of experimental research conducted at SMPN 16 Bengkulu City to test the effectiveness of the Project Based Learning (PjBL) learning model in improving students' English-speaking skills. This research

began with giving a pre-test to two groups, namely the experimental class and the control class, to determine the students' initial skills. Furthermore, the experimental class received treatment in the form of learning with the PjBL model for four meetings, while the control class received conventional learning for four meetings. After the treatment was given, both groups took the post-test to measure the development of their speaking skills. The results of the pre-test and post-test were then analyzed and compiled in the form of a report to determine the effectiveness comparison between the two learning methods.

E. Hypothesis

Based on this opinion, it can be concluded that the hypothesis provides a temporary answer to the formulation of research problems, the truth of which must be tested first, which serves as a clear direction for the research to be carried out.

1. Alternative Hypothesis (H_a): There is a significant effect between the application of project-based learning methods on students' English-speaking skills at SMPN 16 Bengkulu City. ($H_1 = p \leq 0.05$)
2. Null Hypothesis (H_0): There is no significant effect between the application of project-based learning methods on students' English-speaking skill at SMPN 16 Bengkulu City. ($H_0 = p \geq 0.05$)