

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Project-Based Learning (PjBL)

a. Definitions of Project-Based Learning (PjBL)

Project Based Learning (PjBL) is a learning model that engages students in in-depth investigation of real-world problems to produce meaningful products. This approach encourages collaboration, independence, and the development of critical thinking and problem-solving skills (Thomas, 2000). The Project-Based Learning (PjBL) method is designed to improve English speaking skills through active student engagement in the learning process and practical application in various projects relevant to real-world communication contexts (Siminto, Sari, Pambudi, Nurhastuti, & Merizawati, 2024). This approach emphasizes the importance of direct experience as a means to develop speaking competence more effectively. In line with this view, PjBL is also seen as an approach that requires student involvement in complex project tasks, necessitates team collaboration, and demands structured project management and adaptive attitudes to address teamwork challenges (Hussein, 2021). This indicates that PjBL is not only focused on the final product but

also emphasizes the learning process, which encompasses the integrated development of cognitive, social, and affective skills. Furthermore, PjBL is a student-centered learning environment that integrates problem-solving and collaboration to foster the development of critical thinking, higher-order thinking, and critical-analytical thinking skills (Loyens, Van Meerten, Schaap, & Wijnia, 2023). This approach is also considered a project-based curriculum that relies on teachers' core practices in effectively implementing this method (Dean, Grossman, Enumah, Herrmann, & Kavanagh, 2023). Therefore, PjBL can become a comprehensive learning approach if supported by appropriate implementation strategies and active involvement from both students and educators.

b. Benefits of Project-Based Learning

Research has demonstrated the effectiveness of integrating Project-Based Learning (PjBL) with various strategies to enhance students' speaking skills. Hoesny, Setyosari, Praherdhiono, and Suryati (2024) highlighted the benefits of combining PjBL with digital technology, showing that this integration significantly improved students' speaking performance, particularly in grammar, comprehension, and vocabulary. Although improvements in fluency and pronunciation were not as significant, the use of digital tools, such as voice

recorders and apps, provided students with a more practical and engaging way to practice their speaking skills, thus making the learning process more effective and accessible (p. n3). Similarly, Alfatihah, Ismayanti, Syam, and Santaria (2022) found that PjBL significantly enhanced students' speaking skills, as evidenced by a notable increase in the average speaking test scores of students in the experimental group. The results of the questionnaire, which indicated a "very high" rating, reflected students' positive perception of PjBL's effectiveness. Additionally, Widyastuti (2021) explained that when PjBL is combined with peer assessment, it can lead to substantial improvements in speaking skills by motivating students to engage more in speaking activities, reducing errors, and enhancing their participation. Peer assessment, in particular, fostered mutual feedback among students, further boosting their motivation to develop their speaking proficiency.

2. Speaking Skills

a. Definitions of Speaking Skills

Speaking skills are the ability to express thoughts, ideas, and feelings orally by using language accurately and effectively (Heaton, 1979, *Communication in the Classroom*, p. 57). Speaking skills are essential in learning a new language because

they enable individuals to interact, express feelings, and communicate with others (Miranda & Wahyudin, 2023). This skill is considered the most crucial in communication as it supports the processes of questioning, responding, and changing thoughts about a particular topic (Miranda & Wahyudin, 2023). Additionally, speaking skills play a significant role in students' professional lives, as good speaking abilities are essential for communicating with others, including fluency, accuracy, comprehension, vocabulary, and pronunciation, all of which contribute to improving students' speaking abilities (Arini & Wahyudin, 2022). In the context of second language (L2) learning, speaking skills include the ability to interact orally, which also involves improving fluency and reducing speaking anxiety (Hsu, Chen, & Todd, 2021). Through interactions with intelligent personal assistants (IPA) such as Amazon Echo Show, students can enhance their speaking skills by engaging in more verbal interactions (Hsu, Chen, & Todd, 2021). Therefore, speaking skills are not only essential in personal and professional communication but also involve fluency, accuracy, comprehension, vocabulary, and pronunciation, all of which play a role in overall speaking proficiency. The use of technology such as IPA can help reduce speaking

anxiety and improve fluency by encouraging more verbal interactions (Hsu, Chen, & Todd, 2021).

b. Benefits of Speaking Skills

Speaking skills are recognized as a competency that has a significant impact on improving students' communication abilities, both in face-to-face interactions and in digital contexts. These skills not only support effective communication but also contribute to the development of teamwork skills, problem-solving abilities, and encourage students to become more active, communicative, creative, and innovative in their interactions (Firdaus & Septiady, 2023). Furthermore, speaking skills play a crucial role in helping students develop oral communication abilities that are relevant to various academic and professional contexts (Bobkina & Domínguez Romero, 2020). Therefore, speaking skills are an essential element in preparing students to face various challenges in both academic and professional settings.

B. Theoretical Framework

John Dewey, in his theory of Project-Based Learning (PjBL), emphasizes that learning through real-world experiences can significantly enhance students' overall skills, including speaking skills. PjBL allows students to actively engage in projects relevant to their lives, providing opportunities to use language authentically

and contextually. Through collaborative activities such as group discussions, presentations, and reflections, students naturally develop their speaking abilities, including fluency, vocabulary, and confidence. This approach also integrates students' interests and experiences, motivating them to communicate effectively. Thus, PjBL not only teaches language theory but also provides practical opportunities to improve speaking skills in real-life contexts.

According to Nguyen Thi Van Lam (2011), Project-Based Learning (PjBL) is a model that organizes learning around projects, engaging students in design, problem-solving, decision-making, or investigative activities. This approach fosters lifelong learning by enhancing motivation, problem-solving abilities, research skills, collaboration, resource management, communication, and language awareness.

- a. Project-Based Learning (PjBL): Project-Based Learning (PjBL) helps enhance students' speaking skills through four main aspects: Practical, Communicative, Innovative, and Creative. The practical aspect allows students to directly apply their speaking skills in real-life situations. The communicative dimension helps students practice speaking and interacting with peers or others, improving fluency and confidence. The use of innovative digital tools also enables students to practice

and assess their speaking abilities. Meanwhile, the creative aspect encourages students to speak in unique and expressive ways. All these aspects help students develop better and more confident speaking skills for everyday use. **Language Learning Strategies:** These are specific techniques used by students to improve their English language learning. This research will explore strategies such as metacognitive strategies (planning, monitoring, and evaluating their learning), cognitive strategies (practicing and applying new information), social strategies (interacting with peers), and affective strategies (managing emotions during the learning process). Understanding these strategies is essential for enhancing student engagement and success in language learning.

- b. **Speaking Skills:** Students' speaking skills can be understood through three main aspects: effective, competent, and comprehensive. Effective speaking refers to the ability to communicate ideas clearly and purposefully, enabling students to engage in meaningful conversations. Competent speaking not only involves fluency and accuracy but also the confidence to express themselves in different contexts. Lastly, comprehensive speaking includes the development of various language components such as vocabulary, grammar, and pronunciation, which are essential for clear and

accurate communication. By focusing on these three aspects, students can enhance their overall speaking abilities, leading to more successful communication in both academic settings and real-world situations.

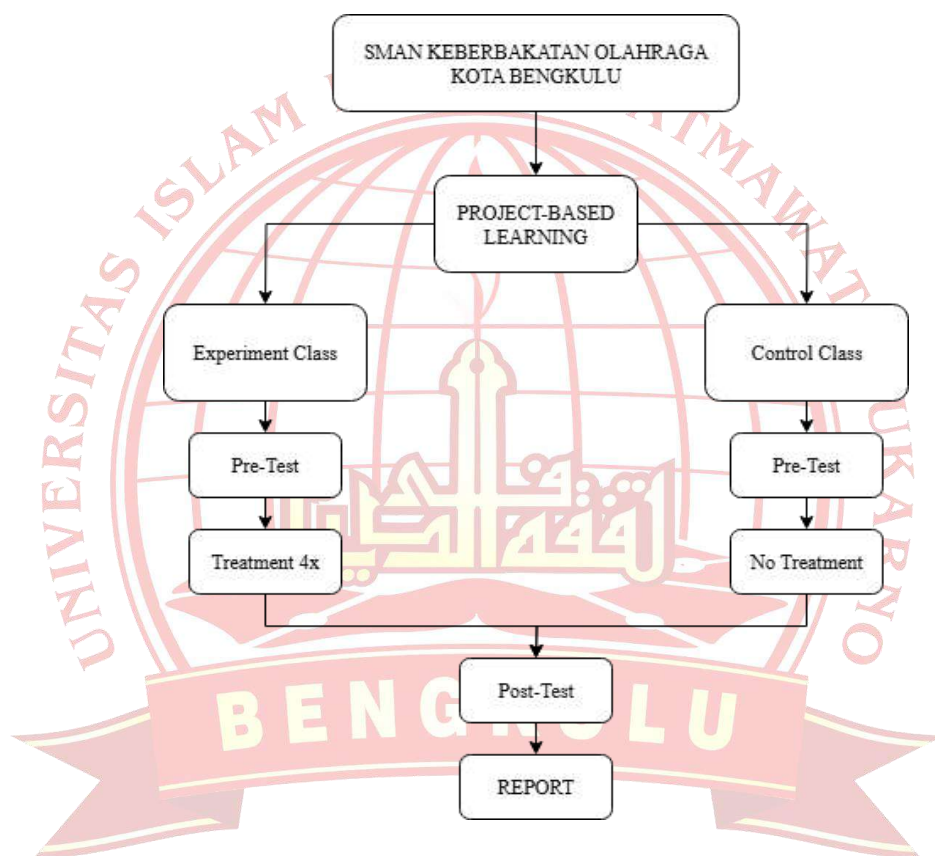


Diagram 2.1

Diagram 2. 1 Framework of the Research

This research was conducted at SMAN Keberbakatan Olahraga Kota Bengkulu to examine the effect of using the *Project-Based Learning* method on improving students' speaking skills. The study applied a

Pre-Test Post-Test Control Group Design involving two groups, namely the experimental class and the control class.

The experimental class was given a pre-test to measure their initial speaking ability, then received treatment through the implementation of *Project-Based Learning* for four meetings. After the treatment, the students took a post-test to measure their speaking improvement.

Meanwhile, the control class was also given a pre-test using the same instrument, but they did not receive any special treatment. They continued with conventional learning without *Project-Based Learning*. At the end of the period, the control class also took the same post-test as the experimental class.

The comparison between the pre-test and post-test results of both groups was analyzed to determine whether the implementation of *Project-Based Learning* had a significant effect on students' speaking skills. Therefore, this framework was designed to prove the hypothesis that *Project-Based Learning* can improve students' speaking skills more effectively than conventional teaching.

C. Previous Studies

A study by Benlaghrissi and Ouahidi (2024) aimed to investigate how the integration of Mobile-Assisted Language Learning (MALL) through mobile phones and

Project-Based Learning (PjBL) can enhance the speaking skills of EFL students in secondary schools in Morocco. The results indicated that mobile-based project instruction was significantly more effective in improving students' overall speaking performance—including fluency, coherence, lexical resources, grammatical range and accuracy, and pronunciation—compared to project-based learning and traditional instruction. The study conducted by Benlaghrissi and Ouahidi (2024) is relevant to the present research as both focus on improving EFL students' speaking skills through the implementation of the Project-Based Learning (PjBL) method. However, there are several notable differences between the two studies. Benlaghrissi and Ouahidi integrated technology through the Mobile-Assisted Language Learning (MALL) approach, utilizing mobile devices as the primary medium in conducting PjBL. In contrast, this study does not incorporate any technological components and instead applies the PjBL method conventionally within a face-to-face classroom setting. Furthermore, Benlaghrissi and Ouahidi compared three instructional approaches: mobile-based project instruction, conventional PjBL, and traditional instruction. Meanwhile, this study compares only two groups: an experimental group implementing PjBL and a control group employing conventional teaching methods. Another key distinction lies in the geographical context; while Benlaghrissi and Ouahidi's study was conducted in secondary schools in Morocco, the current research takes

place at SMAN Keberbakatan Olahraga in Bengkulu, Indonesia. Additionally, this study specifically highlights students' low self-confidence as a contributing factor to their limited speaking skills—an aspect that was not the primary focus of Benlaghrissi and Ouahidi's research.

Hao et al. (2024, pp. 159-189) added that PBL significantly impacts students' speaking abilities by creating a learning environment that fosters the development of critical thinking and creativity. This approach provides students with opportunities to engage in relevant practical tasks, enhancing their speaking skills through the integration of higher-order thinking in project-based activities. The study conducted by Hao et al. (2024, pp. 159–189) revealed that the implementation of the Project-Based Learning (PBL) method significantly influences students' speaking skills by creating a learning environment that fosters the development of critical thinking and creativity. This approach provides students with the opportunity to actively engage in relevant and practical tasks, thereby enhancing their speaking proficiency through the integration of higher-order thinking skills in project-based learning activities. These findings align with the present study, which also utilizes PBL as an instructional method to improve the speaking abilities of EFL students while encouraging active participation in the learning process. Both studies emphasize the importance of a collaborative and interactive learning environment as a key factor in the effectiveness of PBL implementation.

However, a notable distinction lies in the research focus: while Hao et al. concentrate on the enhancement of cognitive aspects such as critical thinking and creativity, the current study focuses more on improving speaking performance and addressing students' lack of self-confidence in oral communication. Additionally, differences in educational context are evident, as the current research is conducted at the senior high school level in Indonesia, whereas Hao et al.'s study is presumed to be conducted in a higher education.

D. Hypotesis

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.

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