

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss relevant theories and literature related to the research. It comprises of three points: the theoretical review and the theoretical framework. The first point describes about teaching English as a foreign language, speaking, and Project-based Learning. The second point discusses the review of previous research, and the last point discusses the framework synthesized from the theories.

A. THEORETICAL DESCRIPTION

This theoretical review would discuss the theories used in this research. Those theories are (1) Teaching English as a Foreign Language, (2) Speaking, and (3) Project-based Learning.

1. The Nature of Teaching English As Foreign Language

English is increasingly used as a means of education in schools and universities, with lessons such as information technology, management, and humanity making specific use of English. Many research papers published in all subjects are in English. English is also commonly taught as a foreign language for students intending to continue their studies.¹ Teaching English as a foreign language or TEFL as it is more often generally called, means teaching English as a foreign language in countries where English is not their main language. Teaching English as a foreign language involves being able to express English articulately and interestingly ways. English teachers encourage students to develop their English ability by listening, reading, writing, and speaking. Teaching English as a foreign language is also supported by the use of course books, technology-based resources, and audio-visual aids.²

¹ Allan Lauder, "The Status and Function of English in Indonesia: A Review of Key Factors," *MAKARA, SOSIAL HUMANIORA* 12, no. 1 (2008): 12, <https://doi.org/10.7454/mssh.v12i1.128>.

² Ikhti Imaniah and Yudhie Indra Gunawan, *Teaching English as Foreign Language (Teaching and Learning Strategies)* (Tangerang: FKIP UMT Press, 2017).

Learning English refers to learning how to communicate in English. The teachers should teach it as naturally as possible to make the interaction happen. The teachers need to give the students some authentic materials and also common languages that relate to students' real-life context.³ It enables the students to communicate actively in English through insightful skills for day-to-day communication, global community interaction, and specific purposes.⁴

The goal of teaching speaking is to improve students' oral production. Richards and Renandya state that since the aim of language teaching is to provide the students with communicative skills, classroom activities seem to be an important component of language learning. Therefore, the teacher should consider certain elements of the design and management of activities that make the students easier to understand.⁵

2. Speaking

a. The Speaking Skill Definition

Speaking is the most important English skills in foreign or second language acquisition. There are several definitions of speaking that have been explained. In the oxford dictionary, speaking means have a conversation that uses a specific language to talk to somebody.⁶ Speaking is an interactive process of meaning construction that comprises producing,

³ Meiga Rahmanita and Nur Mukminatien, "Teaching English as A Foreign Language: Making Use of Spontaneous Language," *Jurnal Pendidikan Humaniora* 7, no. 1 (2019): 28, <https://doi.org/10.1080/00131726709338061>.

⁴ Maryska Firiady, "Communicative Language Teaching Through Speaking Activities Designed in a Textbook," *Language and Language Teaching Journal* 21, no. 1 (2018): 105, <https://doi.org/10.24071/llt.2018.210111>.

⁵ Jack C Richards, *Communicative Language Teaching Today* (United State of America: Cambridge University Press, 2006).

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https://www.oxfordlearnersdictionaries.com/definition/english/speak_1?q=speaking

processing, and receiving information.⁷ Speaking is defined as a tool for communicating ideas that are organized and formed by following the needs of the listener. It means that the speaker should try to express his or her ideas clearly so that those ideas can be received well.⁸ Based on the aforementioned definitions, it can be concluded that speaking is a complex cognitive ability, not only sounds that the speaker produce but also a set of significant words and body language that can be interpreted by the listeners either direct or indirect ways.⁹

b. The Importance of Speaking

Language is a media for communication. We interact with others, deliver information, convey the arguments, and express our feeling through language. Communication is taking place where there is a conversation. Without conversation we cannot communicate each other.¹⁰ With the advent of English learning, research on the improvement of the level of speaking skills of students has gained ground among current educational practitioners and linguists. Speaking skills is necessary to be mastered by most EFL and ESL learners.¹¹ It becomes an important skill because people who want to communicate easily and effectively with others need a good English speaking skills. In education term, students will find themselves

⁷ Srinivas, "The Importance of Speaking Skills in English Classrooms."

⁸ Hendra Heriansyah, "SPEAKING PROBLEMS FACED BY THE ENGLISH DEPARTMENT STUDENTS OF SYIAH KUALA UNIVERSITY," *Lingua Didaktika* 6, no. 1 (2012): 37.

⁹ Rahmawati, "IMPROVING ENGLISH SPEAKING ABILITY USING THE TEAM-GAMES-TOURNAMENT TECHNIQUE," *English Education Journal* 8, no. 1 (2017): 4.

¹⁰ Mrs Ishrat Aamer Qureshi, "THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS," *Minnesota Medicine* 91, no. 4 (2008): 2.

¹¹ Asma Ounis, "The Assessment of Speaking Skills at the Tertiary Level," *International Journal of English Linguistics* 7, no. 4 (2017): 96, <https://doi.org/10.5539/ijel.v7n4p95>.

in a number of social interactions with various kinds of people, both local and foreign. According to this statement, students should have more than just the skills to use in daily conversation but they should master excellent speaking skills that can be used in every kind of situation especially to face their future.¹²

c. **The Basic Types of Speaking**

Speaking as an instrument of communication is important for mastering English learning. The teacher should give the students a series of basic types of speaking. It comprises of imitative, intensive, responsive, interactive, and extensive. In addition, there must be certain tasks and requirements that can be used in assessing students' speaking ability. According to Brown, each types of speaking have its own standard which should be learned by the students.¹³

1) **Imitative**

This type allows the students to copy words, phrases, or sentences. Pronunciation is the primary focus of the imitative speaking assessment. This type, communicative speaking skill is not the main focus because the students are only imitating orally without adding an explanation. Some activities that can be used in this type of speaking are drilling or phone pass. Phone pass is an activity that lets the students read aloud, repeats sentences, say words, and answer some questions. The rates assessed are pronunciation, the fluency of reading, repeat fluency, repeat accuracy, and listening vocabulary. Thus, in imitative speaking, the

¹² K Karunia, R W Anggraini, and R Hartono, "Analyzing Students' Perception of Speaking Problems and Mispronunciation At English Department UIGM," *Jurnal Global Expert* 7, no. 2 (2018): 60, <http://ejournal.uigm.ac.id/index.php/GE/article/view/775>.

¹³ H. D, Brown, *Language Assessment Principles and Classroom Practice* (United State of America: Longman Pearson, 2004), <http://pbi.mercubuana-yogya.ac.id/wp-content/uploads/2014/09/Ebook-Brown-LanguageAssessment.pdf>.

teacher focuses on speech sounds and phonemes produced by the students.

In short, imitative speaking means that the students just repeat what has been said. The only main focus in this type is pronunciation. As aforementioned in the definition above, the aim of imitative speaking is to help the English teacher to assess students' pronunciation ability.

Scoring criteria of imitative speaking:

3 = excellent pronunciation and phonemic awareness

2 = appropriate pronunciation

1 = partially correct pronunciation, intelligible speech

0 = silent, unacceptable, severely flawed pronunciation

2) Intensive

Intensive speaking is the kind of speaking that does not focus on the phonological aspect. Understanding of meaning is the main focus of this speaking type with limited interaction. The teacher focuses on measuring of producing words, phrases, or sentences (no more than a sentence). Some example of intensive speaking activities is reading aloud sentences, completion of dialogue, picture-cued assessment, and oral questionnaires. Reading aloud sentences is a form to assess the students' skill to be fluent that focuses on stress and intonation while reading. Completion of dialogue is a form to measures students' skills to follow a spoken conversation. Picture-cued assessment is a form to entails the English teacher asking students what is in the picture or what is going on in the picture. Then the English teacher asked to give a sentence response using the picture as a visual aid.

In other words, intensive speaking supposes the students to respond to short-sentence productions. Minimal knowledge of the students is needed; semantic play a role in this type of speaking. It is designed to test the students'

working knowledge in very particular areas of English such as grammar, phrasal verbs, and other aspects of the English language.

Scoring criteria of intensive speaking:

3 = the students read almost fluently, recognizing stress, intonation, and correct pronunciation

2 = the students had limited difficulties in recognizing stress, intonation, and correct pronunciation

1 = the students had a lot of errors in recognizing stress, intonation, and correct pronunciation

3) Responsive

Responsive speaking involves interaction and text comprehension but at the restricted level of a very short talk, basic greetings, simple requests and comments, and small conversation. This is a kind of short response to the questions or comments initiated by the teacher or student, giving instruction and direction. These responses are generally adequate and meaningful. In responsive speaking, a conversation is needed essentially although in the limited sentence but the student is still required to speak correctly.

In short, responsive speaking requires students to participate in short discourse sessions actively. It is important for helping the English teacher assess students' skills to participate in a discussion with one or more partners. Students' creativity is more needed in this type. The teacher can use some forms of responsive speaking assessment, such as; 1) Question-answer. This form requires the English teacher to ask some questions to the students. The student response may be one sentence or may more detailed answer depending on the question asked by the teacher. 2) Eliciting questions from the teacher. This form requires the students to ask the teacher questions. Essentially, the students hold control over the conversation. 3) Giving instructions and direction by comparing objects using comparative and superlative. This

form requires the students to be able to offer feedback in a specific situation. The topics should be relevant to student interest. 4) Paraphrasing. This form requires the students to listen to some sentence paragraph. After finishing the paragraph, the teacher asks the students to make a summary of what they have heard.

4) **Interactive**

The length and scope of interaction which often requires several participations are the main focus of interactive speaking. The students also learn about the literal meaning of the sentence at a high level in this speaking type. Interactive speaking has a similar meaning to responsive speaking. In responsive speaking, the students have learned the literal meaning of a sentence at basic level. However, interactive speaking is much more involved. It is important to assess the students' skills in producing a detailed depth discussion with one or more participants.

Here some assessments we can use in interactive speaking. (1) Interview. It allows the students to use what they have studied in an authentic situation. It also allows the students to participate in meaningful dialogue. (2) Role Play. It allows the students to have fun with English learning. Moreover, it also gives the students a mock situation that imitates real-world situations. (3) Games. It is the easiest way to get students' participation in English learning. There are many games that can be used, for example, Information Gap Grids. In this game, the student interviews another student in English to determine the answer to various questions.

5) **Extensive**

Extensive speaking is the most complicated type of speaking skill. It comprises a wide variety of speech production. The students should communicate with each other such as answering some questions during the discussion session. The

most important aspect that should be paid attention to is the content and how to convey the material such as fluency, pronunciation, grammar, eye contact, aids, expression, gesture, volume, etc. it can be defined that extensive speaking is a complex speaking ability that needs strong language components. Extensive speaking extremely important, the students are asked to produce speech clearly. Usually, there is no interaction between the speaker and the listener. Only one person speaks during the time.

There are some extensive speaking assessments that can be used by the English teacher. (1) Oral Presentations. It gives the students an opportunity to use what they have learned in English learning class by summarizing everything into an effective presentation. (2) Pictured-Cued Story-Telling. It gives the students by giving examples of how something is used in discussion or to illustrate the situations. (3) Retelling a story. In this extensive speaking assessment, the teacher asks the students to re-tell a story they have heard. They allow modifying the story from its original form.

d. The Speaking Assessment

1) Vocabulary

One of the language elements that are crucially needed in learning and communication is vocabulary.¹⁴ Vocabulary is a list of words to convey, communicate, and express ideas the speakers' feeling. The role of vocabulary is a critical tool for students because a lack of vocabulary can influence the success of the

¹⁴ Hernawati, "Building Up the Studets' English Vocabulary Trough Fanny Stories At SMP Negeri 2 Duampanua Kab. Pinrang," *ETERNAL (English, Teaching, Learning and Research Journal)* 1, no. 2 (2015): 203, <https://doi.org/10.24252/eternal.v12.2015.a4>.

English teaching-learning process.¹⁵ It will completely help students mastering four skills of English (speaking, listening, writing, and reading). By mastering vocabulary the students could enrich their new vocabulary when they study English in class, it also could be applied and used in their daily life.¹⁶

2) Grammar

Language acquisition without grammar will be misleading. The students would not be able to use the language properly without grammatical skills. Grammar allows the students to be aware of parts of a language, such as nouns and verbs. The students will know, understand, and also use the grammatical principles if they study grammar itself.¹⁷ There are some grammar definitions. According to Richards and Schmidt, grammar is a structured description of language and how language parts such as words and phrases are formed into sentences. In the other words, grammar is the elements of the language and rules on how to arrange words into phrases and how phrases are arranged into sentences.¹⁸ Grammar classified into several types.¹⁹

¹⁵ MOFAREH ALQAHTANI, "THE IMPORTANCE OF VOCABULARY IN LANGUAGE LEARNING AND HOW TO BE TAUGHT," *International Journal of Teaching and Education* 3, no. 3 (2015): 22.

¹⁶ Fika Nurul Hanifia, "THE USE OF VOCABULARY JOURNAL IN ENRICHING STUDENTS' VOCABULARY MASTERY AND STUDENTS' ATTITUDES TOWARD ITS USE," *The Journal of English and Education* 1, no. 1 (2013): 86.

¹⁷ Çağrı Tuğrul Mart, "Teaching Grammar in Context: Why and How?," *Theory and Practice in Language Studies* 3, no. 1 (2013): 15, <https://doi.org/10.4304/tpls.3.1.124-129>.

¹⁸ Muh Saeful Effendi, Umi Rokhyati, and Ucti Al-muchanifah Rachman, "A Study on Grammar Teaching at an English Education Department in an EFL Context," *International Journal on Studies in English Language and Literature* 5, no. 1 (2017): 43, <https://doi.org/10.20431/2347-3134.0501005>.

- a) Prescriptive grammar: it is a way to describe how someone is supposed to say something, not to explain how someone says something.
- b) Traditional grammar: a framework for the use of sentence structures in the schools, based on classical language grammar.
- c) Structural grammar: a method for defining language sentences focused on the preparation of smaller structures into a larger structure.
- d) Linguistic/grammatical competence: viewed from this perspective, grammar is a person's awareness of the structure of a language that has regularity. The language owner knows how to use grammar without learning it.
- e) EFL grammar: someone who is a notary native speaker of a language can learn the grammar of a language by learning it. This style combines some elements of conventional and structural grammar.

3) Fluency

Speaking is an activity that reproduces the word orally. It means that there is a mechanism of sharing thoughts between the speaker and the audience. It is essential to have fluency as the ability to have other speaking components.²⁰ Fluency means that speech output is well delivered in a conversation. Having confidence in delivering a speech and be able to respond to a particular theme without any hesitation in choosing words.²¹ Another definition said that fluency is the ability of the speaker to produce speech at the same time without problems of hesitation, silent pauses, full

¹⁹ Vivian Cook, *Second Language Learning and Language Teaching*, Fourth (London: Hodder Education, 2008).

²⁰ Siti Surinah Harahap, Rivi Antoni, and Ummi Rasyidah, "An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir" (Universitas pasir Pengairan, 2015).

²¹ Yenny Rahmawati and Ertin, "DEVELOPING ASSESSMENT FOR SPEAKING," *Indonesian Journal of ENglish Education* 1, no. 2 (2014): 202.

pauses, self-correction, repetitions, and false beginning.²² Good fluency in speaking makes someone's English skill much better and sounds smoother, natural, and also more impressive to the listener. It also provides more efficient interaction due to the lack of speaking distractions.

4) Pronunciation

Pronunciation is one of the English aspects that supporting English language skills because speaking English needs a good pronunciation of the language to deliver understandable communication.²³ Pronunciation refers to the skill to use the appropriate stress, rhythm, intonation, and other standard correctness of a word in a spoken language.²⁴ It can be called mispronunciation when the speakers do mistakes in pronunciation with their speaking. Mispronunciation can be described as an act of pronouncing linguistic expressions in a way that is considered incorrect or unconventional. Improving the understanding of EFL students about pronunciation is completely needed, because mispronunciation may lead to miscommunication, misperception, and misunderstanding in communication among the participants.²⁵ The

²² Salam Mairi, "AN ANALYSIS OF SPEAKING FLUENCY LEVEL OF THE ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS NEGERI PADANG (UNP)," *Lingua Didaktika* 10, no. 2 (2016): 162.

²³ Mohammad Syarif Hidayatullah, "IMPROVING STUDENTS' PRONUNCIATION THROUGH WESTERN MOVIE MEDIA (A Classroom Action Research at 4th Semester in English Education of IAIN Sultan Amai Gorontalo)," *Journal Al-Lisan* 3, no. 1 (2018): 94.

²⁴ Devi Mulatsih, "PRONUNCIATION ABILITY BY USING ENGLISH SONG IN INDONESIAN STUDENT OF UNSWAGATI CIREBON," *PERSPEKTIVE: Journal of English Language and Learning* 2, no. 2 (2015): 295.

²⁵ Ronald Maraden Parlindungan Silalahi, "Pronunciation Problems of Indonesian EFL Learners: An Error Analysis," *Journal of English Language and Culture* 6, no. 2 (2016): 163.

speaker can be accepted when the speaker's English is of great value to listen to and the partner in talking can understand what the speaker says.²⁶

e. **The Model of Speaking Assessment**

1) **Role Play**

Asking students to speak about their feelings is not easy. Some problems that make them hard to speak because they may be afraid and shy of doing mistakes. The teacher should permit to the students to explore their feelings and how to explain.²⁷ Role is an effective strategy in assessing speaking in the English classroom.²⁸ Role play is an activity that is exploited by various approaches to language techniques. This technique is virtually one of how the teacher can give the students a chance to practice and improve a variety of real-life spoken languages in the classroom.²⁹ Role play is a method that makes the students feels like someone else in a particular situation by improvising and conceiving the real world in a different situation in speaking practice. It helps students to be easier to speak or interact with others in the classroom by using the target language and enables the students to participate actively in the teaching and learning process.³⁰

²⁶ Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 2.

²⁷ Pipit Rahayu, "Role Play Strategy in Teaching Speaking," *Jurnal Ilmiah Edu Research* 4, no. 1 (2015): 64.

²⁸ Suwandi and Taufiqulloh, "Designing Speaking Test," *Eksplanasi* 4, no. 8 (2009): 190.

²⁹ Mohammad Aliakbari and Behroz Jamalvandi, "The Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach," *Journal of Pan-Pacific Association of Applied Linguistics* 14, no. 1 (2010): 20.

³⁰ Juvrianto CJ, "Improving the Students Speaking Ability Through Role Play Method," *IJET (Indonesian Journal of English Teaching)* 7, no. 1 (2018):

There are three types of role play:³¹

a) Fully scripted role play

In this first type, each word is given in a completely scripted role play and every student should understand or memorize the role. This type of role play can be appropriate for beginner level students who do not know the situation.

b) Semi-scripted role play

The second type of role play involves a model of conversation with some missing words and the students should know how to fill the blanks with appropriate words for this situation. So, the students can change the main conversation in any way and set up their own conversation. It is called semi-controlled because the teacher prescribes the textbook includes language input, but students also determine the material depend on the structure that provides a situation for creating a real life context. This type can be used for beginner to higher student level of proficiency, those the students should be familiar with the key procedures and try to get a higher level of tasks as semi-scripted role play is less organized and less controlled than fully scripted role play.

c) Non-scripted role play

In the third of role play where the students can be given keywords of dialogue, keyword of information, or context and purposes in less controlled and organized tasks. In this type, the students engage in mini conversations

334file:///C:/Users/tosiba/Downloads/IMPROVINGTHES,
<https://doi.org/10.15642/ijet.2018.7.1.331-340>.

³¹ Dhea Mizhir Krebt, "The Effectiveness of Role Play Techniques in Teaching Speaking for EFL College Students," *Journal of Language Teaching and Research* 8, no. 5 (2017): 865–66, <https://doi.org/10.17507/jltr.0805.04>.

based on the keywords, materials, or simply context. By using this type, the students can build up their opinions and thoughts, and develop a language at their level, acting out in some context based on their comprehending. Students of intermediate to advanced level can be practice this type in a free and organized way that often involves specific skills such as problem-solving and critical thinking.

There are many benefits of using role play as a technique of teaching. It is useful for create an energizing fun activity to do, encouraging the students to contribute actively, time-efficient, practical learning is more effective than instructions, delivering complex concepts in a simple way, enriching new things in the teaching-learning process, etc.³² Role play helps the students to apply language feedback and minimize peer confrontations. It is also encourages a two-way relationship between the teachers and the students in order to achieve higher levels of the foreign language domain. Finally, the teachers need to learn how to create an interesting learning environment that integrates with various approaches.³³

2) Interview

There are some techniques that can be used by the teacher in teaching speaking. The teacher should create a classroom environment where the students can interact like real life, authentic events, and meaningful assignments that improve their English speaking ability. Moreover, collaboration

³² CJ, "Improving the Students Speaking Ability Through Role Play Method."

³³ Maria Asuncion Rojas and Jhonny Villafuerte, "The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development," *Theory and Practice in Language Studies* 8, no. 7 (2018): 727, <https://doi.org/10.17507/tpls.0807.02>.

between students is needed to achieve task completions. Interview is a speaking learning technique widely used by English teachers. In this technique, the teacher will decide the topics that will be used as interview material for students, and then the students ask questions based on the topics delivered by the teacher. This technique allows the students to collect some information from other sources so that they are prepared can practice the topics not only in the classroom in order to develop their social skills.³⁴

Dale defines that interview is a means of collecting data from one person to another or to others that enables the individual to express an opinion to others in a structured way. On the other words, interview is a good way to get information and give the participants an opportunity to practice improving their speaking and listening abilities. Using interviews as a speaking teaching technique gives opportunities to the students to become more active and interest in the learning process in the class activities or the environment and to build a conversation to discuss the purpose and new information. It will give more experiences for the students because they practice the material directly, so it will be easier for the students to memorize the lessons.³⁵

There are some benefits of interview as one technique of English speaking learning, they are:³⁶

³⁴ Hasriani G, "Interview as a Learning Technique in Speaking Subject: Students' Perspective," *Language Circle: Journal of Language and Literature* 13, no. 2 (2019): 133–34, <https://doi.org/10.15294/lc.v13i2.18976>.

³⁵ Laili Hendriani, "Three Steps Interview in Teaching Speaking Skill for EFL Learners," (*VELES*) *Voice of English Language Education Society* 2, no. 1 (2018): 39, <https://doi.org/10.29408/veles.v2i1.607.g433>.

³⁶ Irma Sri Anggraeni, Martono, and Hefy Sulistyawati, "IMPROVING STUDENTS' SPEAKING SKILL USING DIRECT INTERVIEW TYPE," *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret* 46, no. 2 (2005): 64.

- a) Increasing the frequency and variety of second language acquisition through different types of interaction
- b) Increasing the ability to develop or use the first language in ways that promote cognitive growth and improve the ability of the second language
- c) Giving the opportunities to integrate language with content-based instruction
- d) Giving the opportunities to include a wider range of curricular material to stimulate language learning as well as conceptual learning
- e) Giving freedom for the teachers to master a new professional skill in particular to emphasize communication
- f) Allow the students to act as resources for each other, thus assuming a more active role in English speaking learning

3) Games

Due to the innovative learning that is developing in this era, the teachers have to provide the students with a communicative environment which to increase their speaking skills. Games have become important for the students and teacher. More than provide entertainment and relaxation, games also encourage the students to use the target language in innovative and communicative activity.³⁷ Game is an activity that is entertaining, stimulating, and challenging which the students play and interact with others. It means that the teachers must bring the games in the teaching process in order to make the students do

³⁷ Gulin Yolageldili and Arda Arikan, "Effectiveness of Using Games in Teaching Grammar to Young Learners," *Elementary Education Online* 10, no. 1 (2011): 219.

not feel bored and lazy when they are learning English.³⁸

Game is an effective way in developing students' speaking skills in that it is a complex communication process so that they can attempt to express their ideas, emotions, thought, and feeling expressed based on their own real life. Besides, games will help the students to attract their interest and increase their motivation in the English learning process. Moreover, games also increase students' communication and cooperation skills with each other. Furthermore, games can be used at any part of a lesson; at the beginning, games may diagnose what the students can or cannot do; during the lesson, to reach language practice purposes; at the end as appreciation.³⁹

4) Oral Presentation

The effectiveness of communication is needed for every part of our life in general, especially in English learning because it becomes the benchmark of language learning achievement. Oral presentation is one of the teaching technique varieties that can be used by the English teacher. Oral presentation means conveying essential points to the audience share information or become the topic of a discussion. Oral presentation helps the students to participate in their learning process, demonstrate their skills to communicate, and develop their competence to face the

³⁸ Anisya Fitriyah Rizki and Wirhayati, "TEACHING VOCABULARY USING GAMES: A CASE STUDY AT 7TH," *Jurnal Penelitian Bahasa Dan Sastra* 2, no. 2 (2013): 38, [http://eprints.unpam.ac.id/4315/1/Jurnal Penelitian Bahasa %26 Sastra%2C Vol.2 No.2 Des 2013.pdf](http://eprints.unpam.ac.id/4315/1/Jurnal_Penelitian_Bahasa_%26_Sastra%2C_Vol.2_No.2_Des_2013.pdf).

³⁹ Deguang Zhu, "Using Games to Improve Students' Communicative Ability," *Journal of Language Teaching and Research* 3, no. 4 (2012): 802–3, <https://doi.org/10.4304/jltr.3.4.801-805>.

globalization era.⁴⁰ Baker argues that oral presentation is a formal discussion, speaking to a group as a natural interaction. The goal of this activity is to communicate with others. It is designed to inform or convince the English foreign language learners. Oral presentation occurs in a limited time setting and should be effective to deliver the information.⁴¹

Using oral presentation as a teaching-learning technique gives some advantages because:⁴²

- a) Student-centered
- b) Requires the use of all elements of language skills
- c) Provide the students with realistic language activities
- d) Give other value in a language classroom
- e) Support students' interest and motivation

f. The Rubrics for Speaking Assessment

The rubric is a coherent aspect of requirements for the students' work which contains the descriptions of the level of results on the basis of the criteria. A rubric provides structure for doing observation. The teacher can match the students' ability to the description in the rubric in order to describe the result. The quality of assessment based on a rubric also includes some descriptions of the result that can be used for feedback and evaluate students' achievement. It will be different from an assessment that is done by the teacher without rubric. Assessment without describing the result will stop the action in a classroom and students' skill will

⁴⁰ Sladana Zivkovic, "THE IMPORTANCE OF ORAL PRESENTATIONS FOR UNIVERSITY STUDENTS," *Mediterranean Journal of Social Sciences* 5, no. 19 (2014): 468.

⁴¹ Alan Barker, *Improve Your Communication Skills* (New Delhi: KoganPage, 2006), <http://books.google.com/books?id=NYC20hPM9sUC&pgis=1>.

⁴² Gavin Brooks and John Wilson, "USING ORAL PRESENTATIONS TO IMPROVE STUDENTS' ENGLISH LANGUAGE SKILLS," *Kwansei Gakuin University Humanities Review* 19 (2014): 203.

not develop. It is because the teacher does not show the quality of the students result and give a score directly without any reason. However, rubric divides assignment into a small component describing the students' result clearly and their levels of performance.⁴³

Speaking Assessment Indicators		
Aspect	Score	Details
Vocabulary	5	Vocabulary deliver accurately and detailed as that of a native speaker
	4	Well-chosen vocabulary; speaker deliver general vocabulary deal with the complex practical issue and social circumstances precisely
	3	Words option sometimes inaccurate, limitation of vocabulary prevents discussion of certain common social topics
	2	Limited vocabulary, repeated basic words sometimes happens
	1	Vocabulary is not appropriate for even the simplest speech
Grammar	5	No grammatical errors made by the speaker
	4	Able to use the language specifically at all levels that are usually important to the professional needs; grammatical errors are very rare

⁴³ Susan M. Brookhart, *How to Create and Use Rubrics for Formative Assessment and Grading* (United State of America: ASCD Publisher, 2013).

	3	Good grammar control; able to speak a language with adequate structural accuracy to participate formal and informal conversation on social, practical, and professional topics effectively.
	2	Frequent errors showing several uncontrolled main patterns and affecting the meaning
	1	Grammatical errors frequently happen even in simple structures
Fluency	5	Smooth and fluid speaking, no hesitation, no effort to search for words, the sound totally clear
	4	Smooth and fluid speaking, a little hesitation, a few search for words, inaudible word or more
	3	Speech is often hesitant and unclear, sentences left uncompleted
	2	Speech delivers slowly and uneven except for short or simple sentences
	1	Speech is so halting and fragmentary that communication is nearly impossible
Pronunciation	5	Correct phonetically, free of error, good accent, and sound like a native speaker
	4	Comprehensible, generally correct, error in pronunciation are quite rare
	3	Errors never affect with

		understanding and never disturb the speech
	2	Many errors affect comprehensibility
	1	Little communication and difficult to understand, most speech contains errors, many utterances are incomprehensible

g. The Speaking Problems

Indonesian learners are difficult to understand English because their mother tongue is not English. Teaching English in Indonesia focuses on students' communication skills and they have to master four language skills (listening, speaking, reading, and writing). Commonly, speaking is used to interact with others, communicate, and share information, because speaking is one of the skills to make a conversation. It is not easy to speak English. The EFL learners should master some crucial elements such as grammar, fluency, pronunciation, vocabulary, etc. The students who do not master the English elements will get some difficulties in English learning process.⁴⁴ There are a lot of problems faced by the EFL students in English speaking learning. First, the students often do mistakes in grammar and pronunciation aspects. They do not pay attention to the grammatical structure and correct pronunciation. Second, the students are afraid to make a mistake while speaking English, it influences to the students vocabulary mastery because they are less practice. Third, the teachers only deliver the material such as the completion, reading sentences, and written form. Lastly, the teachers often use Indonesian

⁴⁴ Sayuri, "ENGLISH SPEAKING PROBLEMS OF EFL LEARNERS OF MULAWARMAN UNIVERSITY," *Indonesian Journal of EFL and Linguistics* 1, no. 1 (2016): 49, <https://doi.org/10.21462/ijefll.v1i1.4>.

language while teaching so it cannot increase students' speaking ability.⁴⁵

Penny Ur mentions some factors that cause students speaking difficulties which are follows:⁴⁶

- 1) Inhibition. The students are afraid of making mistakes, anxious of criticism, and less of confidence
- 2) Nothing to say. The students are speechless to express themselves
- 3) Low or insufficient participation. The atmosphere of the class handled by a student because large of the other students are passive than active
- 4) The using of mother tongue. The students usually use their mother tongue because it is easier and they feels comfort when speaking by using their own language

In other source, there are some psychological factors that caused the students speaking problems:⁴⁷

- 1) Fear of Mistakes

Fear of mistakes in speaking has been a common issue for English foreign learners context, especially in Indonesia. Fear of making mistakes becomes the main factor that causes students' difficulties in speaking. This fear is related to the problem of evaluation and negative assessment. Furthermore, it is often influenced by other students laughing at or correcting by the teacher so that the students usually avoid participating in a speaking activity. Therefore, the teacher should make sure to the students that making mistakes is an effort in the learning process because the

⁴⁵ Hendriani, "Three Steps Interview in Teaching Speaking Skill for EFL Learners."

⁴⁶ Penny Ur, "A Course in Language Teaching," *A Course in Language Teaching Trainee Book* (New York: Cambridge University Press, 1996), <https://doi.org/10.1017/cbo9780511732928>.

⁴⁷ Ahmed Maher Mahmoud Al Nakhlah, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University," *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 101–4.

students can learn from the mistake they have made. Another reason of fear of mistakes is the students are afraid of seeming foolish in front of other students and they are focused on the value will be given by other students and teacher. It may be overcome by some possible solution to minimize fear of mistake. First, build emotional bonds between the students and teacher. It is used for making the students feel comfortable with their teacher and believe that they will be helped by the teacher if they do something wrong in their speaking. Second, the teacher should encourage the students' focuses in the classroom by making an interesting and funny learning atmosphere that can minimize students' nervousness.

2) Shyness

Commonly, students have phobias when speaking in front of others. Many students inhibited at a time when they need to speak English indicated by an emotional thing that is shyness. Most students fail at speaking performance because they are reluctant to show their speaking ability and feeling shy. This causes that shyness may be a factor of students' problems in English learning activities, especially in the speaking class. Therefore, it is necessary to pay attention to this factor to help the students do their best speaking ability.⁴⁸ Some shy students are affected by their character that they are very quiet. The students have less confidence and prefer to be shy because most of them find it very difficult to speak English in front of their friends and teachers. Another reason is the students feel shy laughed at by their peers if they are going to make mistakes when speaking. It may be overcome by possible solution to minimize shyness. The teacher should

⁴⁸ Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, third (United State of America: University of Michigan Press, 2017), <https://doi.org/10.3998/mpub.147778>.

create a friendly and flexible classroom atmosphere. It is expected for the students who have shyness will feel confident when speaking even they make mistakes. This way makes the students do not think about their error in grammar and pronunciation.

3) Anxiety

Anxiety is defined as a representative of worry or emotion. Emotionality refers to the physiological reactions, such as blushing or beating heart, and behavioral reaction such as stammering and avoiding eye contact. Worry refers to emotional responses, such as self-deprecating feelings or meaningless tasks.⁴⁹ It is important to paying attention to this factor because anxiety in speaking can affect students' speaking performance. There are three primary causes of students' anxiety that are communication apprehension, anxiety testing, and fear of negative assessment. Communication apprehension relates to the students' skill to communicate in the target language. In some cases, their inability in this aspect causes anxiety among their peers. The second is anxiety testing refers to the students' fear of being tested. The last is being evaluated by the teacher and their peers that can be affecting students' anxiety. In order to overcome speaking anxiety, the teachers should find strategies that will encourage students to participate in speaking activities by providing students with constructive reinforcements, supporting students, and create a friendly classroom environment to minimize students' anxiety, increase their confidence, and encourage their interest to communicate.

⁴⁹ Lindy Woodrow, "Anxiety and Speaking English as a Second Language," *RELC Journal* 37, no. 3 (2006): 310, <https://doi.org/10.1177/0033688206071315>.

4) Lack of confidence

It is widely understood that the students' difficulties in speaking related to self-confidence usually happens when the students realize that the participants do not understand what he or she said. In this case, the students who have less confidence will get some difficulties in communication. Most students argue that their English skill is not good enough and feel that they cannot to speak English fluently. It is important for the teacher to pay attention to building students' confidence. This proves that the teacher should learn from both theory and practical on how to build students' confidence. Therefore, the teacher should create a strategy to encourage students' interest in English as the best way to build students' confidence by providing frequent opportunities to practice their speaking freely. Besides, the teacher should also create a pleasant environment to improve students speaking skills. As a result, the students would have a better sense of confidence to speak English.

5) Lack of motivation

Motivation is a crucial thing we need to do something including the learning process. In language learning, the students need motivation because it enables them to improve their understanding of a target language.⁵⁰ In this context, motivation is an important factor that influences students' ability to communicate in speaking class. Students who have strong motivation in learning will be able to increase their achievement. Monotonous teaching, boredom, irrelevant materials, and incomprehension of the material can decrease students' motivation that causes students' hesitation to speak English in the classroom. The teacher should give motivation and support and try to know the students' problems. It

⁵⁰ Aulia Putri, "Low Motivation in Learning Speaking," *JOURNAL ANGLO-SAXON* 7, no. 1 (2016): 15.

is important because motivation gives the students a sense of interest in learning.

3. The Project-based Learning

a. The Definition of the Project-based Learning

Project-based Learning is defined as an educational approach that appropriates for the language learning process. In other words, Project-based Learning is a comprehensive educational method to involve the students in a continuous cooperative inquiry.⁵¹ Project-based Learning is teaching model that allows the students to participate actively in an individual or teamwork project to improve their English ability, especially in speaking skills. The project can be seen from the uniqueness of presentation, exhibition, or other activity where the students can discuss the issue based on the principles of Project-based Learning.⁵² The other source states that Project-based Learning (PBL) is a student-centered type of learning model which the students use their problem solving skill in learning process. The students will learn both thinking strategies and the application in real-world context.⁵³ Project-based Learning seems to match for English learning. It is different from traditional way because PBL focuses on the students, interdisciplinary, and integrated experiences in real-life context. In general, the activities of PBL can be mentioned as follows:⁵⁴

1) The learning content is more focused than

⁵¹ Fajar Andriansah, Peny Fitriyani, and Odo Fadloeli, "THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO ENHANCE STUDENTS' READING COMPREHENSION," *PROJECT: Proffesional Journal of English Education* 2, no. 2 (2019): 60.

⁵² Ananda Rifna Humairoh and Oikurema Purwati, "The Implementation of Project-based Learning to Teach Speaking A Spoken Advertisement for the Eight Graders of SMPN 40 Surabaya," *RETAIN* 2, no. 1 (2014): 2.

⁵³ Howard S. Barrows, *THE TUTORIAL PROCESS* (Springfield: Southern Illinois University School of Medicine, 2001).

⁵⁴ Kornwipa Poonpon, "Enhancing English Skills Through Project-based Learning," *The English Teacher* 40, no. 10 (2017): 2.

language pattern

- 2) The teacher become a facilitator
- 3) Enhance students' collaboration between their peers
- 4) Contributes to the authentic interactive of language skills and sharing information from different sources
- 5) Allow the students to express their understanding of the lesson through PBL activities
- 6) The using of English in a classroom and real-world context

b. The Steps of the Project-based Learning⁵⁵

1) Step One: Develop with the essential question

The Learning process is started by giving challenging essential questions to the students. The questions will lead the students to the context of Project-based learning to carry out controlled activities. The questions related to the real-world and begin an in-depth investigation.

2) Step Two: Design a project plan

In this step, the students are guided by the teacher to design a project plan and determine the activities to be done in the project from the first to the end. Collaborative plans between the students and teacher were expected for the students can freely express their knowledge in this project. Designing a project plan includes some activities which are as follows:

- a) Organize the tasks and activities
- b) The rule of the project
- c) Analysis of the final project required
- d) Establish the materials and tools required

⁵⁵ Fathullah Wajdi, "IMPLEMENTASI PROJECT BASED LEARNING (PBL) DAN PENILAIAN AUTENTIK DALAM PEMBELAJARAN DRAMA INDONESIA," *Jurnal Pendidikan Bahasa Dan Sastra* 17, no. 1 (2017): 87, https://doi.org/10.17509/bs_jpbsp.v17i1.6960.

3) **Step Three: Create the schedule**

The students guided by the teacher create a schedule based on the project plan. The aim of this activity is to provide the students with an understanding that to carry out a project needs a good schedule. The schedule includes several points which follow: (1) create a schedule to finish the project, (2) create a timeline for the whole project, (3) create the step of doing the project. After designing the schedule, the students can do this activity and explore the information from different sources.

4) **Step Four: Monitor the students' progress**

It is the teachers' responsible for monitoring the students' activities during the project completion. Monitoring is done by facilitating the students in their process. In other words, the teacher as a facilitator gives guidance for the students' activities.

5) **Step Five: Assess the result**

When all the instructional activities had been planned, the teacher assesses the design based on the questions: (1) the goal, (2) collaboration between students, (3) teachers' instruction, and (4) final presentation.⁵⁶ Assessment is carried out to help the teacher to measure the achievement of competency standards in evaluating the progress of the students, provide feedback on the level of understanding that has been achieved by the students, and help the teacher to develop teaching strategies.

6) **Step Six: Evaluate the students' experience**

The learning activity ends with a project evaluation activity. The activity includes teachers and students reflecting on project implementation.

⁵⁶ Sri Wahyuni, "THE IMPLEMENTATION OF PROJECT-BASED LEARNING TO DIRECT STUDENTS IN WRITING A RESEARCH PROPOSAL," *LANGUAGE CIRCLE Journal of Language and Literature* 8, no. 2 (2014): 197.

The students are required to express what they have understood and tell their experience during the process to the end of the project.

c. The Advantages of the Project-based Learning

Teaching English using Project-based Learning has some advantages. It comprises:⁵⁷

- 1) Enhance learning motivation: the students design their project to match with their interest and skills. This activity highly motivate for students.
- 2) Supports the students in developing problem solving skills: Project-based learning allows the students to participate in a context variety. From the beginning, the students identify their topics, problems, and possible solution.
- 3) Improving collaboration and team work: in the processing step, the students set up and organize their own groups. They share information and work together to create project. They develop social communication skills and gain different point of view through collaboration.
- 4) Improving resource management skills: Project-based learning gives the students with experience in project organization and time management with the necessary planning of resource.
- 5) Increase students' self-confidence: the students are allowed to explore their mind. They are freely creates their own project as creative as they want.

4. Online Learning System

a. The Definition of Online Learning

In this era, the internet becomes a vital information resource for the research and learning process. The teachers and students could share and gain information from the internet as their material to teach and learn.⁵⁸

⁵⁷ Heather Lattimer and Robert Riordan, "Project-Based Learning Engages Students in Meaningful Work: Students at High Tech Middle Engage in Project-Based Learning," *Middle School Journal* 43, no. 2 (2011): 18–23, <https://doi.org/10.1080/00940771.2011.11461797>.

⁵⁸ Haya Ajjan and Richard Hartshorne, "Investigating Faculty Decisions to Adopt Web 2.0 Technologies: Theory and Empirical Tests,"

The pandemic of Coronavirus caused the movement of educational institution from conventional learning to online learning (E-learning). E-learning is described as the use of technologies to acquire information in terms of education to support and improve the learning process.⁵⁹ Koohang and Harman define E-learning as the way of education delivery (all activities related to instructing, teaching, and learning) through a variety of electronic media.⁶⁰ Bermejo argues that E-learning is an education process that uses a computerized communication system as an environment for communication, sharing of information between the students and teachers.⁶¹ Alonso et al state E-learning is the use of the internet and multimedia technologies to develop the learning quality by supporting access to resources and services, as well as remote interaction.⁶²

b. The Advantages of Online Learning

There are a number of online learning advantages such as flexibility, accessibility, and comfort that will allow the students to access materials everywhere they study at their place. They assume that E-learning material is easy to access. E-learning facilitates social learning and thus results in enriching learning experiences. Hjeltnes et al mention the advantages of

Internet and Higher Education 11, no. 1 (2008): 71–80, <https://doi.org/10.1016/j.iheduc.2008.05.002>.

⁵⁹ Valentina Arkorful, “THE ROLE OF E-LEARNING, THE ADVANTAGES AND DISADVANTAGES OF UTS ADOPTION IN HIGHER EDUCATION,” *International Journal of Education and Research* 2, no. 12 (2014): 398.

⁶⁰ Alex Koohang and Keith Harman, “Open Source: A Metaphor for E-Learning,” *Informing Science* 8 (2005): 75–86, <https://doi.org/10.28945/488>.

⁶¹ Sergio Bermejo, “COOPERATIVE ELECTRONIC LEARNING IN VIRTUAL LABORATORIES THROUGH FORUMS,” *IEEE TRANSACTIONS ON EDUCATION* 48, no. 1 (2005): 140–49.

⁶² Fernando Alonso et al., “AN INSTRUCTIONAL MODEL FOR WEB-BASED E-LEARNING EDUCATION WITH A BLENDED LEARNING PROCESS APPROACH,” *British Journal of Educational Technology* 36, no. 2 (2005): 217–35.

E-learning including the efficiency of cost, long-term schooling, learning easiness, time effectiveness, and improved administration.⁶³ George and Vincent mention some E-learning benefits: first, online technologies provide student-centered approaches that give the students greater control of the learning experience. Second, E-learning and digital technologies will provide the students with highly interactive learning. Third, E-learning could enlarge the students' knowledge. Moreover, E-learning seems to suit as one of the ways to keep up the globalization era.⁶⁴

c. The Disadvantages of Online Learning

Besides several E-learning advantages, it also has some disadvantages, which are follows:⁶⁵

- 1) E-learning may kill the students' creativity
- 2) E-learning cannot determine the students' learning needs, concern, and other educational qualities
- 3) The students who enjoyed conventional learning get some difficulties on online learning system
- 4) There is no direct interaction between the teacher and students
- 5) E-learning does not match for practical lesson, because it needs a laboratory
- 6) The lack of students' self-discipline, they often delay doing the assignment given by the teacher in the online class.

B. THEORETICAL FRAMEWORK

This section discusses the synthesis of the related theories explained in the previous sub-chapter as well as their

⁶³ Tor Atle Hjeltnes, *Cost Effectiveness and Cost Efficiency in E-Learning* (Norwegia: The TISIP Foundation, 2004).

⁶⁴ Jennifer George-palilonis and Vincent Filak, "Blended Learning in the Visual Communications Classroom: Student Reflections on a Multimedia Course," *Electronic Journal of E-Learning* 7, no. 3 (2009): 247–56.

⁶⁵ Al-Maqtri M.A.T, "How Effective Is E-Learning in Teaching English?: A Case Study," *Journal of Education and Human Development* 3, no. 2 (2014): 650.

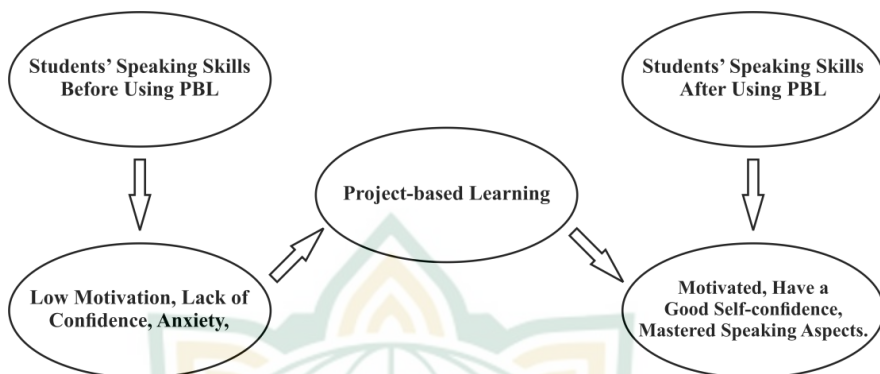
relationship in supporting this research, in order to answer the main research questions of the research, which identified how the implementation of Project-based Learning to encourage students' self-confidence in speaking ability. As stated in the previous research, the researcher must understand the underlying principles of the theories in this discussion.

Speaking is a crucial skill to be mastered. Without speaking skills, people cannot communicate with each other, especially English speaking. English becomes an international language in every sector of life such as education, technology, science, commerce, etc. In vocational high school, the limit of teaching time becomes another problem faced by the teacher. Only 2-4 hours meeting in a week seems too short for the teacher to deliver the material and give significant results in their teaching process. In addition, students should continue to practice English outside the classroom.⁶⁶ The teachers need to find out possible solution in order to overcome this problem.

The researcher argues that Project-based Learning is an effective approach to apply in the English learning process. Students with their own problems related to self-confidence, motivation, and anxiety, the teachers with their own problems in their limited time seem to match in this situation. Project-based Learning is a student-centered type of learning model in which the students use their problem-solving skills in presenting a project. The students are allowed to explore their knowledge facilitated by the teacher. The teacher guides the students in order to fulfill the project assignment. By giving them the freedom to finish the project, it will make the students more active in the learning process. Project-based Learning also attracts the students' interest, encourages their self-confidence, and decreases their speaking anxiety. As a result, the students' speaking ability will be improved and the teachers' target in teaching will be reached.

The theoretical framework above can be designed as follows:

⁶⁶ Interview with the English teacher of SMK Walisongo Pecangaan Jepara



C. REVIEW OF PREVIOUS STUDY

In conducting this research, the researcher read some other study about Project-based Learning, English speaking learning, speaking problems, and found some related studies. There are several researches that are concerned in Project-based Learning, speaking, and also speaking difficulties, but the research that the researcher will review is about encouraging the students' self-confidence to speak through Project-based Learning. The researcher would like to present a summary of the previous researches in order to briefly explain the concepts of the research.

The first research is conducted by Rini Haerani Latifah, Rahayu Jatiraga, and Odo Fadloeli, entitled "*The Implementation of Project-based Learning to Improve Vocational Students' Speaking Skills*" (2017). The goal of this study was to investigate the effectiveness of the implementation of the Project-based Learning in students' speaking skills. The researcher adopted a quantitative method and pre-experimental research design in one class. The population of this study is eighth students of SMPN 3 Padalarang with the total number of the population are 360 students with 31 as samples, and that is class VIII E. The data is obtained with the pre-test and post-test as an instrument to determine students' vocabulary as a representative of students' speaking skills. The findings of the research showed that there were significant statistically differences in the mean score of pre-test and post-test. The mean of pre-test is 63.87 and the

mean of post-test is 76.29. It means that score has increased after using Project-based Learning.

The second research done by Herlina Dewi, entitled "*Project-based Learning Techniques to Improve Speaking Skills*" (2016). The focused of this research is on the score of the students Accounting I of SMKN 1 Banda Aceh for speaking EFL after using Project-based Learning technique. The researcher uses the data from the cycles that consisted of the action planning, the implementation of action, and the analysis and reflection after two cycles. The findings of the research observation sheet revealed that her performance at the end of the first cycle was 73%, which increased to 90% at the end of the second cycle. Thus, using Project-based Learning as a teaching technique was successful.

The third research conducted by Chrisce Jounata Kaunang, entitled "*Using Project-based Learning in Enhancing Students' Speaking Skills at SMA PSKD 7*" (2017). The objectives of this study were to improve the students' speaking skills and students' interest in a speaking learning by using Project-based Learning. This study used classroom action research (CAR) method with the subject was the 25 students ten graders of SMA PSKD 7 Depok and the subjects comprises 13 males and 12 females. The researcher use quantitative data to analyze the data by counting the students' score of pre-test, post-test 1, and post-test 2. According to the data results, the each mean score of pre-test, post-test in cycle 1, and post-test cycle 2 were 49.12, 66.4, and 70.08. Based on the findings above, it means that Project-based Learning could improve the students' speaking skills.

The fourth study is delivered by Diki Riswandi, entitled "*The Implementation of Project-based Learning to Improve Students' Speaking Skill*" (2018). The goals of this research are describing the use of Project-based Learning to improve the students' speaking skills, and describing the teaching-learning process when the Project-based learning is implemented in the classroom. The subject of the research is the seventh grade students of SMP 1 Surakarta. The method used in this research was classroom action research (CAR) with two cycles. The first cycle had been done for three meetings. The result was found that 80% - 95% of the students participated in the group

of discussion and project. The findings obtained that there was some problems in speaking related the students' motivation and interest that may be caused by the lack of vocabulary mastery. The second cycle most students participate actively. It was found that 95% - 100% of the students were active and give their idea to the group of project. So, the conclusion is the Project-based Learning can improve the students' speaking skills and motivation.

All previous studies provide the researcher with a better understanding of teaching speaking skills through Project-based Learning and how to improve the students' interest in English learning process. The first study showed the effect of the implementation of the Project-based Learning. From the first study, the researcher could learn about the effectiveness of Project-based Learning in improving students' vocabulary mastery, develop their creative thinking, and increase their presentation skill. The first study gave the researcher point of view on how to improve students' speaking skill through Project-based Learning. The second study revealed the impact of the implementation of the Project-based Learning in students' speaking skill. Moreover, it also encourage the students' responses toward the implementation of Project-based Learning that make them more motivated, happy, and confident to speak English. The third study directed the researcher at the point of teaching speaking through Project-based Learning. It can be concluded that the implementation of Project-based Learning succeed make the students more confidence in dealing with their speaking. The fourth study showed that Project-based Learning could improve students' speaking skills. It was proved by the students' speaking achievement and the score gained.

Based on the previous studies above, there is some research gap that makes this research different. The previous studies use quantitative data to analyze the data by counting the students' scores of pre-test and post-test to know how far Project-based Learning give impact on the students' speaking skills. Meanwhile, in this study, the researcher uses descriptive qualitative research to analyze the data which emphasizes describing the online learning process using Project-based Learning.