



The Use of Project-Based Learning Method in Teaching Speaking

Erika Ermi Sentiyasari¹, Khoiriyah² and Suhartono³

¹²³ Universitas Nusantara PGRI Kediri/English Language
Education Department, Indonesia

¹Sentiyas10@gmail.com

²khoiriyah@unpkediri.ac.id

³suhartono.unp@gmail.com

ABSTRACT

Speaking skills are a fundamental ability in language related to oral communication, such as conversations, dialogues, and monologues. This skill is considered a foundation that helps students develop other communication abilities. For students who use English as a second language, speaking fluently often poses challenges. This article aims to explain the use of Project-Based Learning as an innovative approach in teaching speaking skills. Project-Based Learning allows students to engage in projects that result in products, publications, or presentations as learning outcomes. Students are given the opportunity to develop their knowledge through creativity in tasks aligned with their interests and individual differences. They learn in an engaging and relevant context while working on these projects. Implementing Project-Based Learning can enhance students' skills, help them manage themselves, and build their confidence. This article also discusses the teaching of speaking skills, the concept of Project-Based Learning, the stages of teaching speaking using Project-Based Learning, and the benefits of this approach.

KEYWORDS: *Speaking, Teaching Speaking, Project-Based Learning*

2.0 INTRODUCTION

English is not just a foreign language, but an international language that plays an important role in many aspects of our lives today. It is used as a means of global communication. Moreover, the world has entered the era of Super Smart Society 5.0, which is characterized by advanced technology. With the progress of time, information and communication technology has also developed. Nowadays, many students are familiar with gadgets, and almost all of them use them. Within these gadgets, much of the information is dominated by the English language. In other words, English has become a necessity for students to face the future. In this era, English proficiency is not just a need but also a crucial skill for navigating the Society 5.0 era, particularly in the academic field. Understanding and mastering English is essential for students to support their studies. This enables them to achieve success in an era that prioritizes technological advancements and global communication.

In the process of learning English, there are four important skills: listening, speaking, reading, and writing. Speaking skills are one of the four competencies that must be mastered. This skill is crucial for English learners as a foreign or second language (Rao, 2019). Good speaking ability is important for students, as it allows them to communicate with people around the world. According to Zuhriyah (2017:122), speaking is a way for people to express themselves and communicate orally with others. Speaking is one of the macro skills in language that

involves the ability to engage in verbal communication, such as in conversations, dialogues, and monologues. Competence in speaking is one of the primary goals of English language learning. This skill is considered a foundational step that helps students develop other communication competencies. Furthermore, speaking skills also involve effective communication abilities and other important elements such as pronunciation, fluency, grammar, and vocabulary.

Many students are unable to communicate in English, even though they have been studying it since elementary school through high school. Students often face various difficulties, especially in speaking skills. Shen and Chiu (2019) suggest that there are several factors contributing to speaking difficulties in students, such as psychological issues (e.g., nervousness, fear of making mistakes, and lack of self-confidence), linguistic problems (e.g., vocabulary, grammar, lack of expression, and poor sentence organization), and environmental issues (e.g., insufficient context for practicing English conversation). Therefore, effective learning is needed through good teaching methods that support the learning process. Teachers need to be selective in choosing teaching methods, considering that different methods may be more suitable for certain materials. What works for one subject may not necessarily work for another. Each subject has its own characteristics, which also affect the type of model used to teach that material. To address this, the Project-Based Learning method is used as an appropriate approach to support the development of speaking skills. Project-Based Learning is a learning method that emphasizes student-centered activities and is often integrated with real-world contexts to produce products that are designed and discussed within groups (Widiyati & Pangesti, 2022). Students are given the opportunity to participate in solving real-world problems and building knowledge in an authentic professional context through project-based learning. Projects as open-ended tasks can stimulate student interest and motivation, offering opportunities for decision-making, goal-setting, strategic planning, self-monitoring, and reflection on performance. By implementing Project-Based Learning, it is hoped that students will be able to improve their speaking skills.

This article aims to introduce the Project-Based Learning method as an innovation applied by educators in teaching speaking skills. It is important for teachers to use varied teaching methods to make the learning process more engaging and enjoyable. This can prevent boredom and help maintain student motivation to achieve optimal learning outcomes. Every method has its own strengths and weaknesses. Therefore, choosing the right teaching method is key to achieving learning objectives. The Project-Based Learning method offers an interesting alternative to overcome the weaknesses of conventional methods and allows students to develop their speaking skills. Through this article, it is hoped that educators will gain a deeper understanding of the Project-Based Learning method and apply it effectively in teaching speaking in the classroom.

2.0 RESULTS AND DISCUSSION

Speaking is a language skill used for verbal communication. Speaking skills are one of the most challenging aspects of learning English. However, this skill can be mastered through consistent practice, allowing speakers to communicate fluently. Kholis and Aziz (2019) define Project-Based Learning as a method that enables students to carry out projects to produce products, publications, or presentations as outcomes of their learning. Project-Based Learning is a teaching model that uses projects or activities as the core of the learning process. Specifically, in language learning classrooms, the implementation of Project-Based Learning is considered to have a positive impact on the students' learning process.



2.1 Teaching Speaking

Teaching can be defined as a fundamental process of delivering information to students. In the teaching process, a teacher's role is to transfer knowledge, messages, or skills to students. This process also involves interaction between the teacher and students, creating a more dynamic learning experience. Many educators have varying definitions of what teaching entails, reflecting the complexity and diversity of approaches in this field. Cohen (in Ball & Forzani, 2009) reveals that teaching, defined as the effort to help others learn specific skills, is a routine activity performed by many people in everyday life.

Thornbury (2005) states that speaking is an interactive process that requires the ability to collaborate in managing turn-taking. He emphasizes that speaking is a skill that must be developed and practiced separately from learning grammar. According to Brown (2007), teaching involves guiding students to develop their ability to communicate effectively in spoken language in the target language. Brown highlights the importance of an interactive and communicative approach to language teaching, where speaking is considered an essential skill, along with listening, reading, and writing. Teaching is a complex activity and requires formal training to become a professional teacher. A professional teacher is one who can understand and adapt to dynamic changes influenced by student characteristics, advancements in the field, technological changes, and other factors. This is also true in English language teaching, especially when teaching young learners, which can often be challenging. Therefore, teachers need to find methods that encourage students to actively engage in the learning process.

According to Nunan in Kayi (2006:1), teaching speaking means teaching students to: (1) produce sounds and patterns of English pronunciation, (2) use words and sentences, as well as stress patterns, intonation, and rhythm in the second language, (3) select appropriate words and sentences based on social context, audience, situation, and material, (4) organize their thoughts in a logical and meaningful order, (5) use language to express values and opinions, and (6) use language quickly and confidently without many unnatural pauses, which is known as fluency.

The teaching process is an effort to provide information and help students acquire new knowledge, skills, and attitudes. When teaching speaking skills in English, the teacher plays a role in supporting students to achieve learning goals that can enhance their language activity and abilities. It is essential to pay attention to crucial aspects of speaking during the learning process. According to Mora (2010), there are five aspects of speaking: comprehension, fluency, grammar, vocabulary, and pronunciation. Speaking skills are often seen as one of the main challenges in learning English because students face difficulties such as a lack of knowledge about the topic, low participation, and the use of their native language, which can hinder speaking ability (Tuan & Mai, 2015:9-10).

Teaching speaking generally involves providing linguistic elements with the expectation that students can combine them and speak fluently. The process of language learning can vary depending on the situation, as there are many factors influencing it. Before teaching speaking, teachers need to understand the background and goals of the students, including gathering personal information such as language background, proficiency level, and the students' goals and needs. Afterward, teachers should find an effective teaching method that encourages students to speak actively.

2.2 The concept of Project-Based Learning

The use of Project-Based Learning has become common in the field of education. This teaching model is frequently applied because it helps students develop the ability to solve problems independently and work collaboratively in groups. Project-Based Learning is a model that uses projects or activities as the core of the learning process. This model focuses on student-oriented

learning activities, which are often connected to real-life situations (Widiyati & Pangesti, 2022:73). According to Kholis and Aziz (2019), Project-Based Learning is a method that allows students to carry out projects with the aim of producing products, publications, or presentations as outcomes of the learning process.

Project-Based Learning is characterized by the development of students' thinking skills, which allows them to become more creative and skilled, while also promoting collaboration and teamwork among students (Indriyani & Wrahatno, 2019). Students are given the opportunity to build knowledge through creative tasks that are tailored to their interests and individual differences. They connect the new knowledge they learn with the foundational knowledge they already have, and apply it to similar situations. By working on projects, they learn in a meaningful and engaging context.

Greenier (2020) states that Project-Based Learning helps students develop social and affective skills, language knowledge, and communication skills necessary to produce high-quality projects. This teaching model has advantages in developing students' skills, such as thinking, problem-solving, and creativity, making it effective in supporting students' self-management and boosting their confidence.

The teacher's role in Project-Based Learning is as a facilitator who encourages students to explore, evaluate, and interpret information in order to produce learning outcomes. Students will learn independently to acquire new knowledge through their experiences during the learning process, starting with facing challenges in gathering information and data.

Based on the explanation above, it can be concluded that Project-Based Learning is an effective teaching model for training students to solve problems, collaborate, and develop creativity. Through projects that are relevant to real-life situations, students are given the opportunity to learn independently and connect new knowledge with what they already know. Project-Based Learning also helps students improve their critical thinking, problem-solving, and social and communication skills. The teacher serves as a facilitator, guiding students through the process of exploration and information gathering, so they can learn in a more meaningful and confident way.

Project-Based Learning consists of several stages. According to the explanation of the research stages modified from Sani (2014), Project-Based Learning involves students in long-term activities to design, create, and present a product to solve a real-world problem. The process starts with: 1) identifying the problem to be used as the project, 2) planning and dividing students into groups, 3) setting up a schedule, 4) the teacher monitors the learning process, 5) students present their project results, and the teacher provides feedback (both oral and written), and 6) the teacher and students together reflect on and evaluate the learning process (Sarwandi, 2019:210).

Meanwhile, according to Rais in Lestari (2015), the process of Project-Based Learning includes: 1) starting with a question that triggers a challenge, 2) planning the project design, 3) setting up the activity schedule, 4) monitoring and evaluating students' project progress, 5) assessing the product results, and 6) at the end of the learning process, both the educator and students together evaluate the experiences gained.

2.3 Stages Teaching Speaking Using Project-Based Learning

Project-Based Learning is a learning approach that involves students in long-term activities focused on solving real-world problems. Students work in groups to design, create, and present products aimed at solving these problems. The learning process in Project-Based Learning directly supports the development of various skills, including speaking skills. In the context of teaching speaking, Project-Based Learning has a significant impact, as students are often placed in situations where they need to communicate effectively, both orally and in writing. Below is a deeper explanation of how the Project-Based Learning process, as described by Sani (2014) and Sarwandi (2019), correlates with teaching speaking skills.



1. Identifying the Problem to Be Used as a Project

The first step in Project-Based Learning is identifying the problem that will be the focus of the project. In the context of teaching speaking, this provides students with an opportunity to discuss and formulate relevant problems, as well as determine solutions that they can present verbally. Students will engage in in-depth conversations to understand different perspectives and develop their arguments. This stage is crucial for improving speaking skills, as students must speak about the problems they choose, share ideas, and listen to others' opinions.

Correlation with Teaching Speaking:

- a. Students can discuss in groups to formulate problems and solutions. This involves conversation, brainstorming, and negotiating opinions, which sharpens their speaking skills.
- b. They can practice speaking in the context of everyday conversations or debates related to the issues they identify.

2. Planning and Group Division

At this stage, students are divided into groups to plan and execute their projects. This process often involves intensive group discussions, joint planning, and task division. Students need to communicate clearly to ensure that all group members understand the project's objectives and their individual roles.

Correlation with Teaching Speaking:

- a. Students learn to speak clearly and effectively when planning and dividing tasks. They need to explain ideas, provide input, and discuss the steps to be taken.
- b. This gives students an opportunity to practice speaking in a collaborative context, strengthening their ability to present ideas in an organized and persuasive manner.

3. Creating a Schedule

At this stage, students create a schedule for carrying out their project. They need to plan the necessary steps to complete their tasks and manage time effectively. Creating this schedule often involves conversations within the group to discuss the time needed for each part of the project and ensure that everyone can meet deadlines.

Correlation with Teaching Speaking:

- a. During the time planning stage, students will talk about tasks and timelines, which helps them practice speaking directly and efficiently.
- b. They will also discuss priorities and time allocation, which introduces language related to time management, discussion, and planning.

4. Teacher Monitors the Learning Process

During the project process, the teacher monitors the project's progress and provides support when needed. This provides an opportunity for the teacher to observe students' verbal interactions, offer oral feedback, and guide students in both formal and informal communication situations. Students are often asked to talk about their progress, the challenges they face, and the solutions they have found.

Correlation with Teaching Speaking:

- a. The teacher can provide direct feedback on students' speaking skills. For example, when students present their ideas or discuss problems, the teacher can correct pronunciation, vocabulary usage, or sentence structure.
- b. This monitoring process provides opportunities for students to practice speaking in front of others in a less formal setting, helping to reduce anxiety about public speaking.

5. Students Present Project Results

At this stage, students present their project results to an audience, whether it's the class, the teacher, or an external audience. This presentation involves formal speaking and often requires the ability to speak confidently in front of others. Students must present their

findings, explain the solutions they have discovered, and answer questions from the audience.
Correlation with Teaching Speaking:

- a. Presentations are a prime opportunity to practice public speaking skills. Students must present their ideas clearly and in a structured way, using language appropriate for their audience.
- b. Project-based presentations develop formal speaking skills, including mastering presentation techniques such as clear voice usage, intonation, and body language to support message delivery.

6. Reflection and Evaluation of the Learning Process

The final stage is the reflection and evaluation of the learning process, where both the teacher and students assess what has been learned. Students are given the opportunity to talk about their experiences during the project, the challenges they faced, and what they have learned. The teacher provides feedback and evaluations of the learning process, as well as suggestions for improvement.

Correlation with Teaching Speaking:

- a. At this stage, students are encouraged to talk about the process they have gone through, analyze what worked well and what needs improvement, and discuss the lessons they have learned. This provides an opportunity for reflective and evaluative speaking.
- b. This evaluative discussion involves students in speaking analytically and introspectively, improving their speaking skills in the context of critical thinking.

2.4 The Advantages of Project-Based Learning

Project-Based Learning is an educational approach that focuses on real-world projects or complex tasks where students learn by working on these tasks in a relevant and practical context. Project-Based Learning offers numerous advantages, as mentioned by Dewi (2022) that can be highly beneficial for teaching speaking skills, especially in language learning or foreign language classrooms. Let's explore in depth how each of Project-Based Learning advantages correlates with teaching speaking.

1. Project-Based Learning Increases Student Learning Motivation

Motivation is a key factor in developing speaking skills. In speaking classes, students often feel anxious or shy about speaking, especially in a foreign language. Project-Based Learning, with its project-based approach, provides students with the opportunity to engage in more meaningful and relevant activities. They can see clear objectives for their tasks, such as giving presentations, making videos, or holding group discussions. By working on projects that interest them or relate to real-world contexts, students become more motivated to practice speaking and express their ideas.

Implementation Example: Students can be tasked with creating a video presentation or another project that involves verbal communication. The clear goals and real-world relevance of the project will motivate them to speak more confidently.

2. Project-Based Learning Improves Cooperative and Collaborative Learning Skills

Project-Based Learning often involves group work, requiring students to collaborate in planning and completing a project. In the context of teaching speaking, this collaboration is essential. Students frequently interact with one another, speak during discussions, or even give group presentations. This collaborative work not only improves speaking skills but also enriches their vocabulary and communication abilities because they have to speak and listen to each other to achieve a common goal.



Implementation Example: In a group project, students might be asked to prepare and deliver a joint presentation or conduct interviews with one another for a research project, which enhances their speaking interactions.

3. Project-Based Learning Enhances Student Creativity

Teaching speaking is not just about technical language use; it also requires creativity in expressing ideas in an engaging manner. Project-Based Learning allows students to think creatively, both in choosing topics, organizing content, and in the delivery of their presentations. By giving students the freedom to choose or design projects they are passionate about, Project-Based Learning motivates them to express themselves more creatively through speaking.

Implementation Example: Projects such as creating a film, participating in debates, or producing podcasts provide students with opportunities to express their creativity in language use, as they design themes, linguistic styles, and delivery methods in innovative ways.

4. Project-Based Learning Improves Academic Learning Outcomes

Well-structured Project-Based Learning can improve both understanding and speaking ability. When students engage in projects that include research, discussion, and presentations, they learn to formulate arguments, deliver information clearly, and communicate effectively. Project-Based Learning allows students to develop their speaking skills through continuous practice in informal yet structured situations. Ultimately, this leads to improved speaking proficiency, which can be measured through project evaluations or presentations.

Implementation Example: After completing a presentation-based project, students can be assessed not only on the content but also on their speaking skills, such as fluency, pronunciation, and overall communication effectiveness.

5. Project-Based Learning Enhances Communication Skills

Communication skills are at the heart of teaching speaking. In Project-Based Learning, students practice communicating in various ways, including verbally, non-verbally, and through digital platforms. Since students often work in groups or interact with external parties (e.g., experts or audiences), they are continuously engaged in communication that challenges them to adapt to different contexts and audiences. This is particularly helpful for improving their speaking ability.

Implementation Example: Students might be tasked with communicating with an external audience, such as interviewing an expert or giving a presentation to parents or the community, which involves both formal and informal communication skills.

6. Project-Based Learning Improves Problem-Solving, Management, and Resource Coordination Skills

In Project-Based Learning, students often face challenges that require critical thinking, problem-solving, and adaptability. All of these factors influence their speaking skills because they need to clearly communicate their solutions and ideas to others. Additionally, in projects that involve multiple tasks, students need to manage their time and resources, which also enhances their ability to communicate effectively in high-pressure situations.

Implementation Example: In a group project, students might need to manage aspects of the presentation, such as coordinating schedules, organizing materials, or preparing for a Q&A session, all of which help develop their speaking skills in collaborative settings.

7. Project-Based Learning Creates a Fun and Engaging Learning Environment

One of the key benefits of Project-Based Learning is its ability to create a more enjoyable and interactive learning environment. When students are engaged in projects that they have a personal interest in or that are relevant to the real world, they tend to feel more invested and enthusiastic. This positive environment makes students feel more confident and open to

practicing speaking. By fostering a fun and engaging atmosphere, students are less likely to experience speaking anxiety and more likely to enjoy the process of learning to speak.

Implementation Example: Projects such as performances or exhibitions, like creating a play, interactive presentations, or videos to be showcased in front of classmates and teachers, can reduce students' speaking anxiety and make speaking practice more enjoyable and engaging.

3.0 CONCLUSION

Overall, Project-Based Learning is an effective approach to developing students' speaking skills. Through processes such as identifying problems, planning projects, collaborating in groups, presenting results, and reflecting on learning, students are given numerous opportunities to practice speaking in meaningful and relevant contexts. Project-Based Learning helps enhance speaking skills not only in formal situations like presentations but also in group discussions, everyday conversations, and feedback sessions. This approach boosts students' motivation, creativity, and collaborative skills while providing enjoyable speaking experiences that reduce speaking anxiety, making it an effective method for teaching speaking. However, it is important to note that the success of implementing Project-Based Learning is greatly influenced by the teacher's role as a learning facilitator. While this model offers many advantages, there are also some drawbacks that could hinder the learning process. Therefore, it is expected that teachers will have the right strategies and approaches when implementing Project-Based Learning.



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