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RESEARCH ARTICLE

The Implementation of Project-Based Learning in Teaching Speaking in Indonesian EFL Classroom

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Abstract: The purpose of this study is to determine the effect of the implementation of project-based learning in Indonesian EFL classroom in order to enhance students' speaking skill. Experimental design was adapted in this study. The participants of this study was the twelfth grade students of SMAN 2 SIDRAP in the academic year 2023/2024. Through a random sampling technique, the students of XII MIPA 6 was selected to be the research sample. The research instrument was speaking tests which conducted through pre-test and post-test. The result of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows that the students' speaking skill improved significantly. It was proved by result mean score of students' pre-test and post-test which the students' mean score in pre-test was 15.88 and the students' mean score in post-test was 18.81. It indicates that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 18.5%. It could be concluded that the implementation of project-based learning in teaching speaking in Indonesian EFL classroom can enhance students speaking skill.

Keywords: Project-Based Learning, Speaking Skill, EFL Classroom.

1. Introduction

Learning English has become essential in this globalization era, particularly for the younger generation, due to its widespread use in various sectors such as education, economics, social and technology. In Indonesia, people use Indonesian language as the primary language, while English is considered as a foreign language. English plays a significant role as a language of science, technology, and art. Those who are proficient in English will find it easier to acquire information and knowledge through communication. Therefore, speaking skills in English have become very important to be learned by English learners, especially in Indonesia as one of the developing countries that is strengthening its role on the world stage.

Speaking is a crucial component in the process of learning English, as it enables students to become more comfortable with language and better able to communicate. As a teacher, it is essential to provide opportunities for students to practice speaking and use engaging teaching material to increase their enthusiasm for learning English specially in speaking.

Several factors contribute to difficulties in speaking, including a lack of confidence, nervousness when speaking in front of others, and lack of vocabulary. These obstacles make many people unable to express themselves effectively and make them feel hard to develop their speaking skill.



Experiencing teaching and learning in Indonesian EFL classroom a few years ago definitely becomes strength to conduct an experiment especially in speaking. Most of the Indonesian EFL classrooms just focused on reading and writing only. The ability to speak was completely lost, but we clearly see the importance of speaking for connection in the real world.

In accordance with the findings of Klein and colleagues (2009), project-based learning is an educational approach that empowers students to independently explore and demonstrate their understanding of subject matter by utilizing a variety of presentation methods. By implementing project-based learning, it is expected that students' speaking abilities can progressively advance. This enhancement in speaking skills is attributed to the fact that project-based learning involves students collaboratively addressing and resolving real-world challenges through project work, fostering active engagement in practical situations.

However, the implementation of project-based learning in teaching English speaking in Indonesian EFL classroom requires further exploration and research to determine the most effective methods and strategies to use. This research would provide insights and recommendations for teachers to improve the quality of English teaching and learning in Indonesia, specifically in the area of speaking skills.

Regarding this background, the researcher was interested to conduct a research entitled "The Implementation of Project-Based Learning in Teaching Speaking in Indonesian EFL Classroom". The goal of this research is to know the effect of the implementation of project-based learning in Indonesian EFL classroom in order to enhance students' speaking skill.

2. Literature Review

2.1. Speaking

According to Gronbeck (1992:2), speaking conveys information by expressing ideas, asking questions, and providing replies that are related to their viewpoints or arguments that might persuade pupils to accept their position. It is intended that students would be able to use their speaking skills through speaking exercises. Brown (2007:25) stated that social contact is important in interactive language functions because it is not what you say but how you express it through body language, eye contact, gestures, physical touch, and other nonverbal communications. Nonverbal communications can assist those who are speaking in gaining listener attention. As a result, communication will be more effective.

According to Widdowson (1985:57), speaking is a kind of oral communication that involves two elements: the speaker, who offers the message, and the listener, who receives or accepts the message. To put it another way, communication entails the useful talent of listening.

Harmer (1991) stated that there are six skills elements of speaking namely:

- 1) Vocabulary

Vocabulary is closely in line to speaking, as we cannot articulate thoughts without memorizing vocabulary. As a result, learning this part is fairly necessary before practice speaking. Students may struggle to remember terminology they have previously learned due to a lack of practice and application. They need to practice that terminology more in order to remember it.

- 2) Pronunciation

Pronunciation is one of the behaviors in which the speaker attempts to generate clearer language when speaking. According to Webster (1983), it is the style of speaking something that articulates the speech. We recognize that pronouncing is one of the parts of speech that has a significant relationship with vowel and consonant, stress, and intonation. It will be learnt via repetition and imitation. As a result, English

teachers must have a high quality of pronunciation so that students can emulate them during the learning and teaching process.

- 3) Grammar
Cook (2009) stated that there are various types of grammar, including Perspective Grammar, Traditional Grammar, Structural Grammar, and Grammar as Knowledge. Grammar involves the study of language, encompassing the forms and structure of words (phonology) as well as the conventional arrangements within phrases and sentences (syntax).
- 4) Fluency
Fluency is the way of learner to speak easily and accurately without doubt anymore. Fluency also refers to how well the learner communicate the meaning rather than making mistake in grammar, pronunciation and vocabulary. People who speak English fluently can create smooth and easy to understand the conversation with other people.
- 5) Comprehension
Comprehension is the universal ability to receive and understand information conveyed by a speaker or conversation partner, as well as to grasp the context of the conversation.
- 6) Self-Confidence
Sara (2015) said that self-confidence is essential for foreign language learners. When learners have faith in their abilities, it makes it simpler for them to learn and confront their tasks during the learning process. Students' self-esteem also has an impact on their skill.

2.2. *Teaching Speaking*

Richards and Renandya (2002:204) mentioned that effective oral communication desires to use language appropriately in social interactions that involves oral communication and paralinguistic elements to speak like pitch, stress and also intonation. Additionally, non-linguistics like gestures, expressions and also visual communication are needed in conveying messages directly without any accompanying speech.

Related to some definitions above we can conclude that speaking is a language that can carry on a conversation and make great interactions that involved verbal communication.

2.3. *Speaking Skill in EFL Classroom*

The objectives of an English as a Foreign Language (EFL) speaking course for learners are as follows, as outlined by Newton in 2020: (1) to enable learners to quickly engage with and produce meaning-centred language; (2) to instil motivation in students by involving them in successful listening and speaking activities; and (3) to ensure that early learning is as pertinent as possible to their language usage requirements. In the context of speaking, individuals typically aim to achieve specific goals, exchange ideas, explore various aspects of the world, or simply interact socially. Educators and instructional materials utilize a variety of methods, ranging from direct approaches that concentrate on particular aspects of spoken communication (such as turn-taking, managing topics, and questioning techniques) to indirect methods that create circumstances conducive to oral interaction through group work, task-based activities, and other strategies, as discussed by Richards and Renandya in 2002.

In the process of acquiring a foreign language, the absence of automaticity, a solid grasp of grammar, and a rich vocabulary can hinder the development of fluency in that language, as indicated by Thornburry in 2005. Practice, particularly in interactive conversation, plays a crucial role in enhancing speaking skills. In general, there are no notable variations in the cognitive stages involved in mental processing between one's native language and a foreign language. Similar to native language speakers, those learning a foreign language engage in speech production by following a sequence of conceptualizing, formulating, and

articulating, especially during self-monitoring. Essentially, the skills required for effective speaking are comparable and theoretically transferable from one's native language to a foreign one.

2.4. Project-Based Learning

Klein (2009) stated that project-based learning is an instructional method that enables students to independently seek out content knowledge and showcase their newfound comprehension through diverse presentation methods. This learning approach utilizes a real-world problem as the initial stage for gathering and integrating knowledge.

In accordance with the description provided by Klein in 2009, as referenced by Rahayu and Hartono in 2016, Project-Based Learning is an educational approach that employs genuine, real-life projects. These projects are founded on compelling and captivating questions, tasks, or issues, and they are used to instruct students in academic subjects within the framework of collaborative problem-solving.

From the definitions presented above, it can be concluded that Project-Based Learning is an educational method that involves the use of genuine, real-world projects. These projects revolve around stimulating and engrossing questions, tasks, or challenges and are employed to educate students in academic subjects while encouraging them to collaboratively address these problems. This approach empowers learners to independently seek out knowledge and showcase their newfound comprehension through various presentation methods..

3. Method

3.1. Research Design

Experimental class was applied by researcher in this study. This study design aims to find a certain effect on controlled conditions (Sugiono, 2009). The quasi-experimental design was used in this study which used experimental and control class. Experimental class received project-based learning as treatment, while control class received discovery learning as treatment.

In this method, there were two classes which are experimental class and control class. The experimental class got pre-test, project based learning as a treatment, and post-test, while the control class got pre-test, discovery learning as a treatment, and post-test. This method was appropriate in this research because it could describe whether the implementation of project-based learning is effective to enhance students' speaking skill or not. This research was designed as follow:

Table 1. The Research Design

O1	X1	O2
O3	X2	O4

O1: Pre-test in experimental class

O2: Post-test in experimental class

O3: Pre-test in control class

O4: Post-test in control class

X1: The treatment which applied the project-based learning method in experimental class.

X2: The treatment which applied the discovery learning method in control class.

3.2. Research Setting

This research was conducted in the second semester of third grade in the academic year 2023/2024. The location of study was at SMA Negeri 2 SIDRAP which located at Jl. Wolter Monginsidi No.4, Rijang Pitu, Kec. Maritengngae, Kabupaten Sidenreng Rappang, Sulawesi Selatan.

3.3. Research Subject

The research subject was from third grade students of SMAN 2 SIDRAP and there were 10 classes of third grade in that school. There were two classes chosen randomly to be the subject of this research. Those classes were divided by experimental class and control class.

3.4. Procedure of Collecting Data

The data provided reality about some steps which were used in process of collecting data that was collected through pre-test and post-test during study, the students followed the research through the implementation of project-based learning in Indonesian EFL classroom. To find the data the researcher used technique of collecting data as follow:

- 1) Pre-test
Pre-test was employed to assess students' speaking proficiency before implementing a new instructional strategy in the teaching and learning process. The researcher conducted pre-test in the beginning of the research by asking the students to express their idea about the folklore video. This pre-test was given for knowing how far the students' speaking skill in experimental class and control class.
- 2) Treatment
Treatment was given to the students in experimental class and control class during teaching speaking skill. The purpose of this research was to find out the students' skill in speaking after giving treatment during teaching and learning process through the implementation of project-based learning. So, treatment was a contemporary strategy by researcher which could be accepted by students or not. The researcher gave a lesson to the students about folklore that used project-based learning activities, Treatment was given for 6 meetings in the experimental class. In this treatment the researcher guided the students to make a product of the project which is making the folklore story from Sidenreng Rappang, while in control class the researcher gave a discovery learning for the students as a treatment in 6 meetings.
- 3) Post-test
Post-test were conducted after the students got different treatments, experimental class thought project-based learning technique and control class through discovery learning. The researcher asked the students to express their ideas about the video in both class. The result of this test intended to find out the effect of project-based learning technique in order to enhance students' speaking skill. The result of the scoring was compared with pre-test, so the researcher would know how far the effect of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom.

3.5. Research Instrument

The researcher applied speaking test as an instrument to collect the data of this study through pre-test and post-test. In assessing the students' speaking skill, the researcher used oral language scoring rubric based on the criteria of accuracy, fluency and comprehensibility.

3.6. Data Analysis Technique

The data were taken through pre-test and post-test.

- 1) The Analysis of Speaking Accuracy

Table 2. The Analysis of Speaking Accuracy

Classification	Score	Standards
Excellent	9.1 – 10	The students demonstrate proficient speaking abilities and exhibit a strong grasp of the English language.
Very Good	8.1 – 9.0	The students articulate themselves effectively and possess an extensive range of vocabulary.
Good	7.1 – 8.0	The students effectively convey their thoughts and



Classification	Score	Standards
Fair	6.1 – 7.0	demonstrate proficiency in English. The students sometimes speak quickly, yet they generally do a commendable job of using appropriate language.
Poor	5.1 – 6.0	The students speak very quickly, and a significant portion of their statements lack adequate language.
Very Poor	0.0 – 5.0	The students speak very quickly, using numerous inappropriate phrases, limited vocabulary, and minimal dialogue.

2) The Analysis of Speaking Fluency

Table 3. The Analysis of Speaking Fluency

Classification	Score	Standards
Excellent	9.1 – 10	The students speak perfectly without any obstacle.
Very Good	8.1 – 9.0	The students speak very well, with only occasional unnatural pauses.
Good	7.1 – 8.0	The students speak fluently and effectively.
Fair	6.1 – 7.0	The students have made a conscious effort in selecting their words and are not excessively hurried.
Poor	5.1 – 6.0	The students speak with occasional hastiness, but overall, their delivery is fairly smooth.
Very Poor	0.0 – 5.0	The students communicate rapidly, and longer sentences lack smoothness and effectiveness in conveying their message.

3) The Analysis of Speaking Comprehensibility

Table 4. The Analysis of Speaking Comprehensibility

Classification	Score	Standards
Excellent	9.1 – 10	The students' speech is very clear and easy to understand.
Very Good	8.1 – 9.0	The students' speech is generally clear and understandable, although there are some words that may require clarification after giving their presentation.
Good	7.1 – 8.0	The students' objective and broad meaning are quite apparent. Only a few words are unnecessary within the theme.
Fair	6.1 – 7.0	The students' statements are easy to understand. Their focus remains consistent, although they often require interruptions to express or clarify their point.
Poor	5.1 – 6.0	The listener can understand what the students say, but complex sentences from the speaker are difficult to comprehend.
Very Poor	0.0 – 5.0	The students' speech is difficult to understand and often not relevant to the topic.

4) Students' Score Standards

Table 5. The Students' Score Standards

Score	Standards
9.1 – 10	Excellent
8.1 – 9.0	Very Good
7.1 – 8.0	Good
6.1 – 7.0	Fair
5.1 – 6.0	Poor
0.0 – 5.0	Very Poor

5) Finding Significant Difference Pre-test and Post-test

Finding significant difference between pre-test and post-test by calculating the value of the test, the researcher used SPSS Statistic 25 to find the significant difference between students' pre-test and students' post-test.

6) Finding Percentage of Students' Enhancement

Finding out the enhancement of students' pre-test and post-test by using the formula as follow:

$$\% = \frac{x_2 - x_1}{x_1} 100\%$$

Explanation:

=: The percentage of enhancement

x1: The total of pre-test

x2: the total of post-test

7) The Standards for Hypothesis Testing

Table 6. The Standards for Hypothesis Testing

Ratio	Hypothesis	
	H0	H1
t-test > t-table	Accepted	Rejected
t-test < t-table	Rejected	Accepted

Hypothesis:

H0: There is no significant difference of the students' speaking skill before and after giving treatment about the implementation of project-based learning.

H1: There is significant difference of the students' speaking skill before and after giving treatment about the implementation of project-based learning.

Decision making basis:

- a. If the significant value < alpha 0.05 H0 is rejected and H1 is accepted.
- b. If the significant value > alpha 0.05 H0 is accepted and H1 is rejected.

4. Results

4.1. The Enhancement of Students' Speaking Accuracy

The enhancement of the students' speaking accuracy at the third grade students of SMAN 2 Sidrap is displayed according to the table below:

Table 7. The Enhancement of Students' Speaking Accuracy

No.	Experimental Class			Control Class		
	Mean Score Pre-test	Mean Score Post-test	Enhancement	Mean Score Pre-test	Mean Score Post-test	Enhancement
1	5.2	6.2	18.6%	5.2	5.6	8.48%

The table 7 shows the calculating result of students' pre-test and post-test. In experimental class, the students mean score in pre-test was 5.2 and the students mean score in post-test was 6.2 with the enhancement percentage 18.6%. In control class, the students mean score in pre-test was 5.2 and the students mean score in post-test was 5.6 with the enhancement percentage 8.48%. Based on the data, it can be concluded that the students' speaking accuracy in experimental class which used project-based learning method increases significantly rather than control class which used discovery learning method.



4.2. The Enhancement of Students' Speaking Fluency

The enhancement of the students' speaking fluency at the third grade students of SMAN 2 Sidrap is displayed according to the table 8.

Table 8. The Enhancement of Students' Speaking Fluency

No.	Experimental Class			Control Class		
	Mean Score		Enhancement	Mean Score		Enhancement
	Pre-test	Post-test		Pre-test	Post-test	
1	5.5	6.5	17.5%	5.5	5.9	7.34%

The table 8 above shows the calculating result of students' pre-test and post-test. In experimental class, the students' mean score in pre-test was 5.5 and the students' mean score in post-test was 6.5 with the enhancement percentage 17.5%. In control class, the students' mean score in pre-test was 5.5 and the students' mean score in post-test was 5.9 with the enhancement percentage 7.34%. Based on the data, it can be concluded that the students' speaking fluency in experimental class which used project-based learning method increases significantly rather than control class which used discovery learning method.

4.3. The Enhancement of Students' Speaking Comprehensibility

The enhancement of the students' speaking comprehensibility at the third grade students of SMAN 2 Sidrap is displayed according to the table 9.

Table 9. The Enhancement of Students' Speaking Comprehensibility

No.	Experimental Class			Control Class		
	Mean Score		Enhancement	Mean Score		Enhancement
	Pre-test	Post-test		Pre-test	Post-test	
1	5.1	6.1	19.5%	5.1	5.5	6.71%

The table 9 shows the calculating result of students' pre-test and post-test. In experimental class, the students' mean score in pre-test was 5.1 and the students' mean score in post-test was 6.1 with the enhancement percentage 19.5%. In control class, the students' mean score in pre-test was 5.1 and the students' mean score in post-test was 5.5 with the enhancement percentage 6.71%. Based on the data, it can be concluded that the students' speaking comprehensibility in experimental class which used project-based learning method increases significantly rather than control class which used discovery learning method.

4.4. Calculating Pre-test and Post-test

After calculating the students' speaking accuracy, fluency, and comprehensibility, the researcher calculates the descriptive analysis in pre-test and post-test for each class using SPSS Statistics 25 which presents in the table 10.

Table 10. Descriptive Statistics

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	32	12	21	15.88	2.600
Post-Test Experiment	32	12	25	18.81	3.560
Pre-Test Control	32	12	21	15.81	2.533
Post-Test Control	32	12	22	17.00	2.840
Valid N (listwise)	32				

The table 10 shows the calculating result of students' pre-test and post-test in experimental class and control class. In experimental class, the mean score of students' pre-test was 15.88 and the mean score of students' post-test was 18.81 with the enhancement percentage 18.5%. In control class, the mean score of students' pre-test was 15.81 and the mean score of students' post-test was 17 with the enhancement percentage 7%. Based on the data, it can be concluded that the students' speaking result in experimental class which used

project-based learning method increases significantly rather than control class which used discovery learning method.

4.5. Frequency and Percentage of Students' Pre-test and Post-Test

The researcher gave pre-test and post-test to the students in experimental class and control class. The result of those tests were calculated as the table below which displays the frequency and percentage of the students' result.

Table 11. The Frequency and Percentage of Students' Result

No.	Classification	Range	Experimental Class				Control Class				
			Pre-Test		Post-Test		Pre-Test		Post-Test		
			F	P	F	P	F	P	F	P	
1	Excellent	9.1 - 10	-	-	-	-	-	-	-	-	-
2	Very Good	8.1 – 9.0	-	-	2	6.3%	-	-	-	-	-
3	Good	7.1 – 8.0	-	-	4	12.5%	-	-	2	6.3%	-
4	Fair	6.1 – 7.0	7	21.9%	13	40.6%	5	15.6%	9	28.1%	-
5	Poor	5.1 – 6.0	12	37.5%	7	21.9%	13	40.6%	11	34.4%	-
6	Very Poor	0 – 5.0	13	40.6%	6	18.7%	14	43.8%	10	31.2%	-
	Total		32	100%	32	100%	32	100%	32	100%	

The table 11 shows in experimental class which used project-based learning in teaching speaking has a significance effect on students speaking result. In pre-test, 7 students from 32 students got fair score with percentage 21.9%, 12 students got poor score with percentage 37.5%, and 13 students got very poor score with percentage 40.6%. In post-test, 2 students from 32 students got very good score with percentage 6.3%, 4 students got good score with percentage 12.5%, 13 students got fair score with percentage 40.6%, 7 students got poor score with percentage 21.9%, and 6 students got very poor score with percentage 18.7%.

In control class which used discovery learning in teaching speaking has an effect of students speaking result. In pre-test, 5 students from 32 students got fair score with percentage 15.6%, 13 students got poor score with percentage 40.6%, and 14 students got very poor score with percentage 43.8%. In post-test, 2 students from 32 students got good score with percentage 6.3%, 9 students got fair score with percentage 28.1%, 11 students got poor score with percentage 34.4%, and 10 students got very poor score with percentage 31.2%.

Based on the data above, it can be concluded that the students' speaking result in experimental class which used project-based learning method has significant result to increase students speaking skill rather than control class which used discovery learning method.

4.6. Testing Normality of Variables

To know the normality of each variables, the researcher used the test normality by SPSS Statistics 25 which we can see in the table 12.

Table 12. Test of Normality

Kelas		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-Test Experiment (PBL)	.116	32	.200*	.950	32	.144
	Post-Test Experiment (PBL)	.137	32	.134	.962	32	.320
	Pre-Test Control (TBL)	.158	32	.041	.949	32	.131
	Post-Test Control (TBL)	.103	32	.200*	.965	32	.366

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table 12 shows the significant value using Kolmogorov-Smirnov Scale of each variables were greater than 0.05. In experiment class, the significant value in pre-test was 0.200 and post-test was 0.134. In control class, the significant value in pre-test was 0.141 and post-test was 0.200. It could be concluded that data from each variables with normal distribution with significant value higher than 0.05.

4.7. Paired Samples Test

For knowing the significance difference between students pre-test and post-test, the researcher used paired sample test with the table 13.

Table 13. Paired Samples Test

		Paired Samples Test							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	-2.938	1.983	.351	-3.652	-2.223	-8.381	31	.000
Pair 2	Pre-Test Control - Post-Test Control	-1.188	1.424	.252	-1.701	-.674	-4.717	31	.000

The table 13 shows the value of sig, (2-tailed) in experimental class was 0.000 and the value of sig, (2-tailed) in control class was 0.000, it means that H0 is rejected and H1 is accepted. It can be concluded that there is an enhancement before and after giving the treatment to the students and there is an effect of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom.

5. Discussions

Based on the result data analysis of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows that the students' speaking skill enhanced significantly. It can be seen by the result of students' mean score in pre-test and post-test which the students' mean score in pre-test was 15.88 and the students' mean score in post-test was 18.81. It shows that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 18.5%. The result of t-test in the implementation of project-based learning in Indonesian EFL classroom is less than t-table which means there is significant difference of the students' speaking skill before and after giving the treatment.

That finding is in line with the theory from Artini, et.al. (2018) stated that Implementing project-based learning activities resulted in the enhancement of students' communication skills in English as a foreign language, notably in the productive skills of speaking (both monologue and dialogue), as well as in writing. Furthermore, Andanty (2020) stated that project-based learning is very beneficial for teachers and students during teaching and learning process, project-based learning is one of the effective ways in teaching English because the students not only learn the theories but also able to design the projects and practice in real situation. Alvionita (2022) in her research found that the students have reported experiencing beneficial effects that impact their learning process. Findings also suggest that integrating multimodal project-based learning focused on environmental listening and speaking enhances language skill acquisition among learners and fosters a deeper environmental consciousness.

5.1. The Enhancement of Students' Speaking Accuracy

The enhancement of students' speaking accuracy after the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows the significant enhancement. It is proven by the enhancement of students' mean score in pre-test and post-test where the students' mean score in pre-test was 5.2 and the students' mean score in



post-test was 6.2. It shows that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 18.6%.

That finding is in line with the theory from Moyer (2013) stated that project-based learning enabled students to enhance their existing language abilities while simultaneously exploring unfamiliar grammar constructs and cultural associations. Nargis and Arnelia (2018) in their research also found that project-based learning can make the students to be a good communicator. In this research showed that most EFL learners of LBPP LIA Depok were capable of conducting human communication specially using appropriate expression and intonation.

5.2. The Enhancement of Students' Speaking Fluency

The enhancement of students' speaking fluency after the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows the significant enhancement. It is proven by the enhancement of students' mean score in pre-test and post-test where the mean score of the students' pre-test was 5.5 and the mean score of students' post-test was 6.5. It shows that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 17.5%

That finding is in line with the previous research which done by Maulany (2013) said that doing projects in class could make students better at speaking. They mentioned that projects could help with understanding, knowing words, grammar, talking smoothly, and saying words clearly. Maulany suggested teachers use projects in class because doing speaking activities regularly can help students get better at speaking over time.

5.3. The Enhancement of Students' Speaking Comprehensibility

The enhancement of students' speaking comprehensibility after the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows the significant enhancement. It is proven by the enhancement of students' mean score in pre-test and post-test where the students' mean score in pre-test was 5.1 and the students' mean score in post-test was 6.1. It shows that the mean score of students' post-test is higher than the mean score of students' pre-test with the percentage of enhancement is 19.5%.

This result is supported by the findings from Alvionita, et al (2022) that reviewed the positive effect that the students' felt through project-based learning method. This previous study outlined that project-based learning gave positive impacts to the students' speaking skill in terms of students' speaking comprehensibility. Atikah, et al (2022) found that project-based learning can be an effective method in language learning, in the implementation of project-based learning in EFL classroom showed the positive experience from the students during teaching and learning process which can increase students' speaking skill.

6. Conclusion

The result of the implementation of project-based learning in teaching speaking in Indonesian EFL classroom shows that the students' speaking skill enhanced significantly. It can be seen by mean score of the result of students' pre-test and post-test which the students' mean score in pre-test was 15.88 and the students' mean score in post-test was 18.81. It shows that the students' mean score in post-test is higher than the students' mean score in pre-test with the percentage of enhancement is 18.5%. The result of t-test in the implementation of project-based learning in Indonesian EFL classroom is less than t-table which means there is significant difference of the students' speaking skill before and after giving the treatment. This results is taken by the students' speaking accuracy, fluency and comprehensibility.

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