**CHAPTER II**

**THEORY STUDY, CONCEPTUAL FRAMEWORK AND HYPOTHESIS**

**A. Theoritical Review**

**1. The Review of Speaking**

Speaking is a productive skill because people produce language by speaking. Speaking is one of the observable language skills, (Nashruddin: 2018). Then Brown (2004) states that “speaking skill can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".

Speaking is the active use of language in terms of sharing meaning (Cameron: 2001). In other words, speaking is the active use of language to express meanings so that other people can make sense of them. The label productive uses of language can be applied to speaking receptively. To construct an understanding of a foreign language, learners will use their existing language resources, built up from previous experience of language use. To speak a foreign language to share understanding with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listener will understand speaking activities, because they are so demanding, and require careful and plentiful support of various types, not just support for understanding, but also support for production.

On the other hand, McDonough and Shaw (2013) point out that speaking is not an oral form of written language because it requires learners' ability to use its sub-skills to form a complete competency of spoken language With this argumentation, it can be concluded that speaking differs from oral form of written language because to achieve speaking competency learners are not only required to be able to speak but they also need to be able to master speaking sub-skill such as pronunciation, stress, intonation, turn-taking ability, and so on. When the speakers are involved in speaking activity, speaking sub-skills will give some important contributions for maintaining or managing their relation to the other speakers. This relation is useful for delivering their message clearly and for communicating successfully.

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners (Richards: 2008). Learners often measure their success in learning a foreign language through how much they feel their speaking skill has improved. Therefore, the lecturess should attempt to get the best method, which is good to improve students' speaking skills since there are varieties of methods, appear from direct approaches where he focuses on specific features of oral interaction to indirect approaches where he focuses on creating a condition for oral interaction which is appropriate for students.

**2. Aspects of Speaking**

In teaching speaking, some aspects need to be considered by English lecturers. Brown (2001) proposes four aspects of speaking skills fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the lectures to design the speaking activities for his students. Therefore, a good speaking activity has to cover all these four aspects.

* 1. Fluency

A speaker is considered a fluent speaker if he can use the language quickly and confidently, with few hesitation or unnatural pauses, false starts, word searches, etc. (Noonan: 1999). Speakers need to know where they have to pause and stop their speaking in an appropriate place. Furthermore, it can be said that speaking is performed fluently if the speaker does not produce word by word at a time in his speaking. Therefore, a good speaker is demanded to be able to produce words in his speech into groups of words that form a meaningful unit (phrases or clauses).

* 1. Accuracy

Noonan (1999) points out that accuracy happens when students‟ speech matches what people say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects such as parts of speech, tenses, phrases, sentences, etc. Therefore, to achieve the level of accuracy, the students are demanded to use the correct grammatical structures in their speech.

* 1. Pronunciation

At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore, at the advanced level, the pronunciation goals can focus on elements that enhance communication which will cover stress patterns, intonation, voice quality, etc.

* 1. Vocabulary

Vocabulary becomes a very important part of language learning which can be used to determine students’ English speaking fluency. They can generate sentences only by using words; therefore, they cannot speak fluently without having a sample vocabulary. Some students have only limited vocabulary which makes them meet some difficulties in speaking. Therefore, English lecturers must make some efforts to enrich the students‟ vocabulary. Noonan (1999) proposes four principles for teaching vocabulary:

* + 1. Focus on the most useful vocabulary

The most useful vocabulary that every language learner needs, whether they use the language for listening, speaking, reading, or writing or whether they use it in formal and in informal situations is the most frequent 1000-word family of English.

* + 1. Focus on the vocabulary in the most appropriate way.

The lecturess needs to clearly distinguish the way they treat high-frequency words from the way they treat low-frequency words.

* + 1. Give attention to the high-frequency words across the four strands of a course.

High-frequency vocabulary should get attention through teaching and studying and should be met and used in communicating messages in listening, speaking, reading, and writing.

* + 1. Encourage learners to reflect on and take responsibility for learning. The learners need to realize that they must be responsible for their learning.

**3. Types of Speaking Performance**

Brown (2004) describes six categories of speaking skill areas as follows:

1. Imitative

This category includes the ability to practice intonation and focusing on some particular elements of language form; that is, only imitating a word, phrase, or sentence. The important thing here is focusing on pronunciation. The lectures use drilling in the teaching-learning process. The reason is by using drilling, students get the opportunity to listen and to orally repeat some words.

1. Intensive

This is the students’ speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud which includes reading paragraphs, reading the dialogue with a partner in turn, reading information from the chart, etc.

1. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of the very short conversation, standard greeting and small talk, simple requests, and comments. This is a kind of short reply to lectures or student-initiated questions or comments, giving instructions and directions. The replies are usually sufficient and meaningful.

1. Transactional (dialogue)

It is carried out to convey or exchange specific information.

1. Interpersonal (dialogue)

It is carried out more to maintain social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interviews, role play, discussions, conversations, and games.

1. Two Types of Speeches:
2. Informative: Informative Speaking generally centers on talking about people, events, processes, places, or things.

An informative speech may be a five-minute overview of an object or an event, a three-hour seminar covering an abstract concept, or anything in between. But virtually any informative speech will indeed benefit from good supporting information. General Reference resources are a good place to start.

1. Persuasive: Persuasive Speaking is the type of speaking that most people engage in the most. This type of speech can involve everything from arguing about politics to talking about what to eat for dinner. Nothing makes an argument more persuasive than a solid factual base. Use the library's collections to get statistics, research, and other information to craft the best possible argument.

**4. Developing Speaking Activities**

Several methodologists and teaching specialists suggest and describe the organization of activities focused on the development of speaking skills with different names and numbers of stages. Three elementary stages have been suggested: the pre-activity stage, the during-activity stage, and the conclusion stage. For this thesis, the researcher adopted these three stages. Primarily, the lessons plan in the current study will be based on Harmer’s (2001) theoretical inputs related to organizing pair work and group work, which originally and as suggested, each stage includes certain areas of focus, for which didactic principles have been collected as a synthesis of several sources. Harmer (2001), when considering organizing group work and pair work concerning various communicative and pre-communicative speaking activities, proposes three stages-before, during, and after. The three stages are explained as follows:

* + - 1. Pre-Activity Stage

The first stage, the pre-activity stage, includes two focus areas - 'engage-instruct-initiate sequence', of which the name has been borrowed from Harmer (2001), and 'grouping students', which means dealing with the ways that can be initiated to divide learners into groups or pairs in case of including group work and pair work activities.

* + - 1. During-Activity Stage

During-activity stage focuses on ‘the roles of the lectures’ that he can take on during activities, and, what can be suggested concerning the roles of the lectures. Another focus area concentrates on ‘providing feedback during activities’; and, finally, ‘the mother tongue use’, which discusses attitudes towards mother tongue use in the classroom, and actions that can be taken to promote the use of English will be included in this stage.

* + - 1. Conclusion Stage

The conclusion stage includes the areas which focus on the process of ‘stopping the activity’, which means the appropriate time and method selection; and, ‘providing feedback’ after the activity.

**5. Students’ Problem in Learning Speaking**

The students often face some difficulties in doing speaking activities. Some students may be successful in performing speaking activities, but most of them get many problems with speaking activities. Here are some problems with speaking activities (Ur: 1996):

1. *Inhibition*. Unlike reading, writing, and listening, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited to try to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.
2. *Nothing to say*. Even though they are not inhibited, you often hear learners complain about not being able to think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should speak.
3. *Low or uneven participation*. Only can one participant talk at a time if he is to be heard; in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
4. *Mother tongue use*. In classes where all, or several, the learners share the same mother tongue, they may tend to use it: because it is easier, and it seems as if it is unnatural to speak to one another in a foreign language, and because the students feel less ‘exposed’ if they are speaking their mother tongue.

Next are Linguistic Factors that make the students difficult to speak English:

* + - * 1. Lack of Vocabulary

Vocabulary has been increasingly recognized as necessary to language use. Lack of vocabulary knowledge could lead to students’ difficulties in language reception and production and becomes an obstacle for them to express their ideas in English (Smith, R &John, D.:1980). Vocabulary, as Smith further argues, is the basis for speaking or conversational skill. In this case, the more words students know, the more they can say and understand things presented, both oral and written, in English. The importance of vocabularies for students has also been argued by some theorists like Huyen and Huyen, Nga, (2003). They say that to communicate well in a foreign language like English, students should acquire an adequate number of words and should also know how to use them accurately. This means that teaching vocabulary to the students should also be accompanied by an explanation of each use of the vocabulary given.

*Causes of Lack of Vocabulary*

Based on his research on Vietnamese students, Huyen, and Nga (2003) say that there are two factors causing students’ lack of vocabulary. First, they consider that the lectures' explanation is simply for meaning or definition, pronunciation, spelling, and grammatical functions. In this context, they consider that those things mentioned are nothing to do with vocabulary learning.

* + - * 1. Lack of Understanding of Grammatical Patterns

It has been argued so far that learning grammar cannot be separated from learning a foreign language. Dykes (2007: 5) points out that grammar is a language to talk about language. It is impossible, for example, to offer a meaningful explanation for why we say 'did it well' rather than 'did it good' if there is no shared understanding of the language for talking about language – to explain that 'good' being an adjective qualifies a noun, e.g. 'He did a good job,' but 'well', an adverb, is used for adding meaning to a verb, e.g. 'he did it well'. Learning a foreign language becomes difficult since the target language has a different system from the native language (Haryanto, 2007).

Further, Haryanto adds that when someone learns a foreign language, he often undergoes interference where he applies his mother tongue or first language structure to the structure of the foreign language which is different from his~~/her~~ native one. As it is known, efficient communication cannot take place without correct grammar (Savage et al, 2010). This idea is similar to Foppoli’s statement (2016). He points out that grammar provides students with the structure they need to organize and put their messages and ideas across. In this sense, they will not be able to convey their ideas to their full extent without a good command of the underlying grammar patterns and structures of the language. Therefore, teaching grammar explicitly is also helpful for students to speak English better.

*Causes of Lack of Understanding ~~of~~ Grammatical Pattern*

In terms of the cause of lack of understanding of grammatical patterns, Dykes (2007: 192) argues that students’ inability to use grammar correctly is also caused by: confusion between words, past tense and past participle, double negatives, double comparatives, and redundant Adverbs.

* + - * 1. Incorrect Pronunciation

In many cases, especially in EFL class, most students do not have the self-confidence to speak English because they do not know how to pronounce a certain word well. They are also afraid of being an object of their peers’ evaluation. This condition becomes an obstacle for them to speak in English class (Gilbert, 2009). Gilbert also points out that it is common for students to feel uneasy when they hear themselves speaking with the rhythm of a second language. They find that they “sound foreign” to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major barrier to improved clearness in the second language. All these show that allowing students to practice pronouncing words more in class is also worth considering.

*Causes of Incorrect Pronunciation*

In her further note, Varasarin (2007) points out that pronunciation is an area that some lecturers avoid or are reluctant to teach because they find it difficult to teach due to their low ability in the pronunciation area. This means that a good command of English pronunciation should also be the focus of the lecturess’ professional development so that they can become a good model for their students The fact that pronunciation has not been the lecturess’ concern has been proven by studies conducted by Varasarin (2007). In this case, she finds that many lecturers tend to avoid dealing with pronunciation because they lack confidence, skills, and knowledge. All these show that focusing on improving both lecturess and students’ pronunciation is urgent to be conducted.

**6. The Barriers to Speaking English**

In the teaching-learning process, the lectures have inhibition to achieve success in teaching. There are some problems with speaking skills that lecturers can come across in helping learners to speak in the classroom. Musliadi (2016:77) points out that several problems in teaching and learning speaking skills come from the learners’ internal factors and others come from their external ones. Nuraini (2016:12) points out that the effectiveness in teaching and learning speaking not only comes from internal factors but is also influenced by external ones. Therefore, problems or barriers to the speaking ability of the learner appear from internal and external factors.

The observations showed that students’ main barrier was individual barriers; nervousness, lack of vocabulary, feeling unable to speak precisely, grammar error, being underestimated in presenting information in order, and lack of confidence. The students confirmed that the individual barrier was the main barrier they face, and then the language barrier, and environment, followed by interpersonal barriers. Since they did not feel able to speak English naturally and think about how to pronounce correctly a word or how to use the correct grammar structures, they said that it was difficult to grow their confidence. In addition, they were also afraid of making mistakes. Because most of them thought that people might laugh at them if they mispronounced some words as in Indonesia is referred to –*takut salah;* then they preferred not to interact in English until they knew for sure that they were not making any mistakes. However, even if practice cannot make you perfect, at least it can make you speak fluently. Another issue was that students thought that English was complicated and difficult, so they already put a barrier since they did not make any effort and they told themselves that they could not learn that language (Nasution, Hasibuan, & Tambusai: 2022).

Swary (2014) shows some problems in speaking English in her research.

1. Low Vocabulary Mastery

The learners still feel difficult to answer question-by-question when the lectures make a conversation in English. Some learners admit that they do not know how to say a word in English that they want to say. Generally, their vocabulary mastering was limited. It means that most of them were in low ability in English too. Of course, that was not only their duty but also the big duty for lectures especially their English lectures how to make them get many kinds of vocabularies as many as possible.

1. Grammar as a Stumbling Block

The problem in grammar is not different from the problems of mastering vocabulary for, almost all of the learners are low in mastering English grammar. Sometimes they make mistakes in the use of English grammar but it is not a big problem for learners in the process of learning English speaking. Because their material and their knowledge of grammar would be increased in the next steps of their study at the next level that going to be passed by them.

1. Pronunciation Trouble

Sometimes the learners make mistakes in pronouncing some English words. Although the lectures have given an example of how to pronounce in English, they still make errors when they repeat that words. It will make them increase their speaking ability because they do not believe in themselves. Most of them are afraid if they make mistakes in terms of pronouncing the words. Most of them lack the confidence to pronounce the words in English because when they make some mistakes in pronouncing the English words, their classmates will laugh at them.

1. Shyness, Nervousness, and Fear of Making Mistakes

Most of the learners felt shy, nervous, and fearful of making mistakes when they tried to speak English. Psychologically, that situation will give a negative effect on those who tried to show up in front of their friends. When the learners feel nervous, it would be possible for them to lose their words in their mind and they will forget what they want to say. ‘Wah, wah, wah, your English is very, very bad’.

1. Lack of Confidence

The important key to increase speaking ability is self-confidence. When the learners try to speak English, they should have big confidence because it will help them at least stand...try, standing...trying to continue their speaking as well as they can. No matter how badly their speak, when they have high confidence it will be done.

1. Limited Practice

Learners can master a language, not only English but also every language if they always practice. If so they cannot do anything, even if they memorize so much vocabulary in their mind, even if they were mastering all of the grammar but He is writing a letter it would be useless.

1. Minimum Opportunities

Every learner needs opportunities in their class, because if they have an opportunity they can practice speaking English. Sometimes learners should give opportunities as much as possible. Opportunity is one of the factors that influence learning English speaking. Some learners just have a little opportunity to speak up in front of their friends, because their lectures may went them time to speak.

1. Environmental Factors

The environment is one of the factors that influence learning English Speaking because They will habit it seems that you only know.’ speaking’. Have you ever heard people say, I want to speak English? In the teaching and learning process, the lectures used Indonesian dominantly. It would be better for him. It is better for you to do English in the class activity to make the learners habitual with English. Those students will be helped to increase their new vocabulary and they 'I can speak English. Now I know that your hobby is speaking

1. Dominant Mother Language

The problems have come from both lectures and the learners themselves. In the teaching and learning process, the lectures used Indonesian dominantly, his reason is in order the learners understand what the lecturers say. If the lectures used English more than Indonesian, it would be impossible for the learners to catch the materials. If both lecturers and learners used their mother tongue dominantly over the target language, it would make them more passive and unable to speak English and would still have a low ability to it. “Do you speak English?” “Yes, I speaking English”

1. Low Motivation

Motivation is an important aspect of increasing the speaking ability, but I do not have a book, big motivation to English in Indonesian style. Their feeling about English was changeable. For the learner, they do not like English, but if the material is easy to understand speak English.

1. Facility Issues

The facility can influence learners' motivation to learn English. Every school maybe have learners with different facilities to improve the learning process. If the facility at the school has been fulfilled, then the learners will enjoy the learning process through the lectures. The lectures also can teach his learners can make learners so wonderful. For example, the lectures show a video native speaker by LCD projector. It will make the learners have references before they make a dialog.

1. Poor English Strategy Teaching

The lecture strategy is a way to create interest in students to focus and enjoy the teaching and learning process. To make the learner have good English speaking ability, the first thing to do is to make the learner interested in two mistakes in English, because how can the learner get good achievement in English if they are not interested? So the lecturers must master various strategies in teaching spoken English. Based on several explanations about the factors that become obstacles in the teaching and learning process according to some of the experts above, the researcher concludes that the obstacles in the teaching and learning process are caused by many factors. Based on some of the previous explanations, the inhibiting factors come from internal and external factors. Internal factors are factors that arise from within the learner himself, these factors include (1) motivation, (2) nothing to say including lack of vocabulary, wrong pronunciation, and grammar as a stumbling block, (3) confident shyness including fear of being wrong, nervous, and afraid of being criticized, (4) mother tongue, (5) age, and (6) identity and language ego. While external factors are different from internal factors. External factors come from outside students or other people. These factors are (1) lecture factors, (2) student independence, and (3) school factors consisting of limited time, large classes, limited practice, minimal opportunities, facility problems, and English teaching strategies which cause low participation and identity. and language ego, and (4) environmental factors.

**7.** **Model Project-Based Learning (PjBL)**

# Understanding Project-Based Learning (PJBL)

Model learning recommended for use in curriculum 2013 is model learning which is oriented on participant education (student-centered) wrong only one is model learning *Project-based Learning*. In the 2013 curriculum implementation module it is explained that *Project Based Learning* is model learning which uses project/ activity as core learning. Participants educate do exploration, evaluation, interpretation, synthetic, and information to produce various forms of study.

*Project Based Learning* learning model has the following advantages very important and useful for students, but the *Project learning model Based Learning* is rarely used by lecturers because it is deep the practice need preparation which is enough, and workmanship long. Mulyasa (2014) says *Project Based Learning*, or PjBL is model learning which aims to focus participants' education on the problem complex needed in do investigate and understanding lessons through investigation. Model this also aims to guide the participant to educate in a project collaborative that integrates a variety of curriculum subjects (materials), provide opportunities to para participant educate for dig content (material) with use various method meaning for himself, and experiment in a manner collaborative.

According to Daryanto and Raharjo (2012) *Project Based Learning*, or PjBL is a learning model that uses problems as the first step in gathering and integrating new knowledge based on experience and activity in a manner real. PjBL is designed for use on complex problems that require participants educate in doing an investigation and understand it.

Then Sugihartono (2015) revealed the project method is a learning method form of presentation to learners material lessons that start from a problem which is then discussed from various relevant sides so that a thorough solution is obtained and meaningful. This method allows students to analyze something problems from the perspective of students according to their interests and talents. Fathurrohman (2016) also says that a learning-based project is a learning model that uses projects/ activities as a means of learning to achieve competence attitudes, knowledge, and skills. This learning is a substitute for still learning lectures centered. The emphasis of this learning lies in the activities of the participants' education Which on end learning can produce a product that can mean and useful.

According to Saefudin (2014), project-based learning is a method of study that use problem as a step beginning in gathering and integrating knowledge new based on experience in real life. Project-based learning emphasizes the contextual problems that may be experienced by students directly so that project-based learning makes students think critically and capable develop their creativity through the development for product real form goods or services. Whereas according to Isriani (2015), a learning-based project is model learning which gives a chance to Lectures For managing learning in class with involved work projects.

Based on several understandings experts can conclude that the learning model *of Project Based Learning* is a learning model student-centered, namely departing from a problem background, which then next with the investigation so participant educate obtain new experiences from real activities in the learning process and can produce something project for reach competence aspect, cognitive, and psychomotor. Results end from Work project the is something product which between other form report written or oral, presentation or recommendation.

* 1. **The Principles of the Project-Based Learning Learning Model (PjBL)** According to Fathurrohman (2016) principle underlying learning project based is as follows:
		1. Learning centered on participant education which involves tasks on life real for enriching lessons.
		2. A task project says an activity study based on something theme or topic Which has been determined in learning.
		3. Investigations or experiments are carried out authentically to produce a product real which has been analyzed and developed based on a theme or topic arranged in the form of a product (report tattoo results works).
		4. Curriculum. PjBL no like on curriculum traditional because needs a strategy where the target project is the center.
		5. *Responsibility.* PjBL emphasizes *the responsibility* and *answerability* of the participants' education to their role models.
		6. *Realism.* Student activities are focused on similar work with situations which actually. Activity integrates task authenticity and produces a professional attitude.
		7. *Active learning.* Growing issues lead to questions and the desire of learners to determine relevant answers so that happens independent learning process.
		8. *The bait comes back* to the *discussion*. Presentation and evaluation to participant educate produce bait come back which valuable. Matter this push to direction learning based on experience.
		9. *General skills*. PjBL is developed not only in skills tree and knowledge just but also has influence big to skills fundamental like solving the problem, workgroup, and self-management.
		10. *Driving questions.* PjBL is focused on questions or problems that trigger students to solve problems with concepts, principles, and appropriate science.
		11. *constructive investigation.* PjBL as tit center, the project must be customized with participant knowledge education.
		12. *Autonomy.* Project make activity participant educate which is important. Blumenfeld describes a project-centered learning-based model on process relatively futures time, units learning to mean.

Based on the explanation above, it can be concluded that the principle of the PjBL *(Project Based Learning )* learning model is this learning emphasizes that learning must be centered on students because this learning model uses problems that may be encountered in life real which already determined theme And the topic, then experiment or research so that can produce products real accordingly with ability participant educate them, so participant educate can finish problem with draft, principle, and knowledge appropriate, so that becomes more meaningful.

# Characteristics Model Learning Project-based Learning (PjBL)

According to Daryanto and Raharjo (2012), Model Learning Project Based Learning has characteristics as follows:

* + 1. Participants are educated to make decisions about framework work.
		2. There is a problem or challenge filed to participant education.
		3. Students design processes to determine solutions to problems or challenges filed.
		4. Participants educate in a manner collaborative responsible for accessing and managing information to break problems.
		5. Process evaluation run in a manner continuous.
		6. Participants educate in a manner that periodically do a reflection on activities that are already run.
		7. The final product activity study will evaluate in a manner qualitative.
		8. Situation learning is very tolerant of error and change.

Based on the explanation so can be concluded that model learning PjBL *(Project Based Learning)* has the characteristic that lectures pose problems that must be solved by students, and then participant educate must design process and framework work for make a solution to the problem. Students must work together to search for information and evaluate the results of their work so that the problem can be resolved, and that participant educated can produce products from the background behind the problem.

# Benefit Learning Model Project-Based Learning (PJBL)

According to Fathurrohman (2016) benefit Learning based project are as follows:

* + 1. Obtain knowledge And Skills new in learning.
		2. Increase participant abilities to educate in solving problems.
		3. Make participant educate more active in solving problems which complex with form result products real form goods or services.
		4. Develop and increase skills Participants educate in managing source/ material/ tool finish task.
		5. increase collaboration participants educate specifically on PjBL which characteristic group.
		6. Participants educate to make decision dam make the framework work.
		7. There is a problem for which the solution was not determined before.
		8. Participants learn to design processes to get results.
		9. Participants educate and responsible answer for getting and managing the information collected.
		10. Participants learn to do the evaluation in a manner continuous.
		11. Participants educate in a manner regular to see back what they do it.
		12. Results end from product evaluated quality.
		13. The class has an atmosphere that tolerates mistakes and changes.

Based on these opinion expert can conclude that model learning *and Project-based Learning* own benefit that is participant educate become more active in solving problems, so that participant educate acquire new knowledge and skills, practice collaboration or work in the same group, and give students the opportunity to organize projects. Organizing the project is done by students making a framework work for finishing the problem which already been determined. Then participant educates must design process work starting from searching and managing information, and carrying out the project work process until evaluating the working result.

* 1. **Excess and lack of learning PjBL *(Project-based learning)***

Every model learning designed to make learning be effective and efficient, so the goal and results learn can be achieved with maximum. However, every model learner certainly has excess and lack. According to Daryanto and Raharjo (2012), Model Learning *Project Based Learning* has advantages and disadvantages as follows:

* + 1. Increase motivation study participants educate for study, push their ability to do important work, and they need for value.
		2. Increase solving ability problems.
		3. Make participant educate become more active and successfully solve problems complex.
		4. Increase collaboration.
		5. Push participants to educate them to develop and practice skills in communication.
		6. Increase the Skills of participants and educate them in managing sources.
		7. Provide experience to students learning and practice in organizing projects, and making allocations of time and resources source others such as equipment for finish task.
		8. Provide learning experiences that involve students in a manner complex and are designed for development in accordance with the world real.
		9. Make the learning atmosphere fun, so that students nor educators enjoy the process of learning

Every mote has drawbacks respectively. Although the method makes the atmosphere of study become pleasant and give student experience to organize projects so as to improve liveliness, practice cooperation and increase their ability to solve the problem, However, model learning also own weakness which is explained by Daryanto and Raharjo (2012), that is:

1. Need a lot of time to finish the problem.
2. Need costs quite a lot.
3. Many instructors are comfortable with traditional classes, where the instructor holds the main role in class.
4. The amount of equipment which must provide.
5. Students who have weaknesses in experiments and the collection of information will experience difficulty.
6. There is a possibility participants educate that not enough action in the workgroup.
7. When the topic is given to each group differently, worried participant educate no can understand the topic as a manner whole

In line with my opinion, according to Widiasworo (2016), the implementation of project-based learning certainly cannot be separated from all barriers and obstacles. These obstacles and constraints reflect that still found some weaknesses of this learning model, among others other as follows:

1. Learning-based projects need lots of time which must provide for finishing problems which complex
2. Many parents of students feel aggrieved because they add cost to entering the system new
3. Lots of instructors feel comfortable with class traditional, where the instructor plays a major role in class. It's been a tough tradition, especially for instructors who less or have not mastered the technology
4. The amount of equipment to be provided. therefore, suggested using team teaching in learning
5. Participants educate own weaknesses in test and collection information will experience difficulty
6. There is a possibility participants educate that not enough action in the workgroup
7. If the topics given to the respective group are different, worried participant educates not understand the topic as a whole.

However, various weaknesses in learning-based projects can be overcome with a number of following steps:

1. Facilitate participant education in facing problem
2. Limit time participants educate in finishing the project
3. Minimize cost
4. Provide equipment simple that there is an environment around
5. Choose a location study which easy reached.
6. Create an atmosphere study which pleasant so that lectures and participant educate feel comfortable learning.

*Project Based Learning* learning model as explained by the experts above, namely among them can increase the motivation of learning participants to educate, make participant educate become more active and succeed solve problems complex, increase collaboration among participants educate, and provide experience to students in learning and practicing organize projects. However, there are also advantages a number lack. lack from model learning *Project based Learning,* among other things, requires a lot of time that must be provided for solving complex problems, requires more costs compared to other learning models, there is the possibility of participants students who are less active in group work, and if the topic is given on respectively group different, worried participant educate no understand the topic as a whole. However, from some drawbacks the certain can search for the solution that is with limit time participants educated in completing the project, minimize costs by using equipment simple which there is environment around and choose location study which easy reached.

* 1. **Learning Model Steps PjBL (Project Based Learning)**

Steps implementation model learning PjBL (*Project based Learning*) according to Mulyasa (2014) is as follows:

* + 1. Prepare questions or project assignments. This stage is a step early so that students observe more deeply on the questions asked appear from existing phenomenon.
		2. Designing planning project. As step real answer the questions that exist are drawn up a project plan can go through test
		3. Develop a schedule for the concrete steps of a project. scheduling It is very important that the project is carried out in accordance with the agreed time available and in accordance with target
		4. Monitor activity and development project. Participant educate evaluate project which being worked on

Steps implementation model learning PjBL *(Project based Learning*) according to module Widiarso (2016) is as following:

Develop project planning

Fundamental question determination

Compile timetable

Monitoring

Evaluate experience

Test results

Figure 2.1. Steps for Implementing the PjBL Learning Model

Explanation steps model learning PJBL *(Project based learning)* is as following:

1. Fundamental question determination

Learning begins with essential questions, namely questions that can give assignments to students in doing something activity. Assignment topics are relevant to the real world participant educate. And starts with a investigation deep.

1. Develop project planning is done collaboratively between Lectures and participants educate.

Thus students are expected to feel "owned" over project the. Planning containing about rule play, election activity who can support in answering essential questions, by the way integrate various subject which possible, as well as know tool and material which can accessed for help solve project.

1. Compile timetable

Lectures and participant educate in a manner collaborative compile timetable activity in finish project. Activity on stage this between other:

* 1. Make timeline (allocation time) for finish project,
	2. Make deadline (limit time end) settlement project,
	3. Bring participant educate plan method which new,
	4. Guide participant educate when they make method which No relate with project, and
	5. Request participant educate for make explanation (reason) about election.
1. Monitor participants educate and progress project

Lectures responsible for do monitors to activity participant educate during finish project. Monitoring done with method facilitate participant educate on every process. With say other lectures role as a mentor for student activities. To make things easier monitoring process, a rubric is made that can record the whole activity Which important.

1. Test results

Assessment is carried out to assist lecturess in measuring achievement standard, role in evaluate progress each participant educate, give bait come back about level understanding Which Already achieved participant educate, help Lectures in compile strategy learning next.

1. Evaluate experience

On end learning, Lectures and participant educate do reflection on the activities and results of projects that have been carried out. Reflection process done good in a manner individual nor group.

From the description above it can be concluded that the *Project learning model Based Learning* starts with questions that can give assignments to students in do an activity. question must relevant with problems which possible experienced by learners in life real. From problem the then formed group small, where the group will design the project plan and compile schedule to use finish project the. Role Lectures here are for monitor work participant educate, test results and evaluate results work participant educate.

# Guidelines Guidance in learning project based

According to Isriani (2015) In guide participant educate in Project Based Learning there are several things that need attention and made footing action. As for guidelines guidance as following:

* + 1. Authenticity

Matter this can done with a number of strategy as following:

* + - 1. Encourage and guide students to understand meaningfulness from assignment which done.
			2. Designing task participant educate in accordance with ability so that he capable get it right time.
			3. Encourage and guide students to be able to produce something from the task he did.
		1. Obedience to mark academic

Matter this can done with a number of strategy following:

* + - 1. Encourage and direct students to be able to apply variety of knowledge/disciplines in completing assigned tasks done.
			2. Designing and develop task task which can give challenges to students to use various methods in solving problem.
			3. Push And guide participant educate for capable think level tall and solve problem.
		1. Study on world real

Matter this can done with strategy as following:

* + - 1. Push And guide participant educate for capable work on context real problems that exist in public.
			2. Push and direct so that participant educate capable work in situation organization which use technology tall.
			3. Push and direct so that participant educate capable manage skills personal.
		1. Active independently

Matter this can done with strategy as following:

* + - 1. Encourage and direct students to complete his job in accordance with timetable which he has made
			2. encouragement and direct participant educate for do study with various type method, media, and various source.
			3. Push and direct participant educate so that capable communicate with people other, well through presentation or media other
		1. Connection with expert

Matter this can done with strategy as following:

* + - 1. Push and direct students to be able to learn from person else that represent knowledge which relevant
			2. Push and direct participant educate work discuss with person other / his friend inside solve problem
			3. Push And direct participant educate For invite/ request party outside for involved in assessing performance
		1. Evaluation

Matter this can done with strategy as following

* + - 1. Push and direct participant educate so that capable do evaluation self to performance in do his job
			2. Push and direct participant educate for invite phal outside involved develop standard work related his job
			3. Push and direct participant educate for evaluate show it works from opinion expert in on can concluded that in implementation

Project Based Learning there are several things that need attention and made footing action that is authenticity, obedience to mark mark academic, study on world real, active independent, connection with expert, evaluation.

# System evaluation in Project Based Learning

According to Widiasworo (2016) Project appraisal is an assessment to a task that must be completed within a certain period / time. The task is in the form of investigations from planning, data collection, organizing, processing, and presentation data. Evaluation project can stiffened for know understanding, ability application, ability investigation and ability inform participant educate on eye lesson certain in a manner clear.

On evaluation project at least there is three matter which need considered, that is ability management, relevance, and authenticity.

* + 1. Ability management

Ability participant educate in choose topic, look for information, and manage time collection data as well as writing report.

* + 1. Relevance

suitability with eye lesson, with consider stage knowledge, understanding, and skills in learning.

* + 1. Authenticity

Project Which done participant educate must is results his work, taking into account the lectures's contribution in the form of guidance and support to participant project educate.

Project evaluation is carried out starting from planning, the work process, to results end project. That lectures need set matter matter which need rated, that is:

1. Compile design
2. Gather data
3. Analyze data And
4. Prepare report written

Report task or results study can served in form poster. The implementation of the assessment can use tools/assessment instruments in the form of checklist or scale evaluation.

**B. Relevant Research**

Research that is relevant to my thesis are:

# Speaking Project Based-Learning (SPjBL) As an Innovative Learning in Promoting Students’ Speaking Skill at Senior High School Context, author by Nurdevi Bte Abdul, et al (2021). Following abstract, this study concerns with the implementation of Project Based-Learning in promoting students’ speaking skill at senior high school context. It focuses on finding out students’ improvement in Speaking through Project-Based Learning (PjBL). It also described the teacher’s way in implementing PjBL, and students’ response. Since the learning activities focused on speaking materials, so the terms of Speaking Project-Based Learning (SPjBL) was used in this study. Classroom action research for three cycles was applied in this research. Each cycle consisted of four phases, namely planning, action, observation, and reflection. Students’ activity during the lesson running was observed and recorded. At the end of each cycle, the researchers conducted speaking test to know students’ improvement and interview was administered to students for knowing their response on SPjBL. The research findings indicates that the students’ speaking skill improve from cycle one to cycle two, and from cycle two to cycle three. It is proven by calculating students’ test score that cycle one is 77.85, cycle two is 82.61, and cycle three is 83.88. The students give positive response of the use of SPjBL in improving their speaking skill. Therefore, it can be concluded that, the SPjBL as an innovative learning could improve students’ speaking skill at school context. This study gives two implications on theoretical and practical in terms of applying the appropriate learning approach or method enhance students’ skill and achievement.

# The Effect of Project-Based Learning in Improving Students’ Speaking Ability, author by Elen Nokalia Angelina (2020). Following abstract, the aims of this study were to investigated the effect of Project-Based Learning in improving students' speaking ability. This research was conducted on students of grade X MIA-3 at SMAN 1 Simeulue Timur involved 31 students in the academic year of 2019/2020 and the English teacher as the research collaborator. The data of the study were in the forms of qualitative data. The qualitative data were obtained by questionnaire and interview analysis. The results of this research showed that the effect of the Project-Based Learning was able to improve the students‟ speaking ability. Based on the qualitative data, applying the ProjectBased Learning method gave the students more chances to speak in English. The students became more confident to speak up English. They actively participated during the teaching and learning process. The effect of classroom English helped the students to be more familiar with English. From the result of the questionnaire and interview indicated that the Project-Based Learning method could considerable improvement in some aspects of speaking skills such as pronunciation, fluency, comprehension, grammar, and vocabulary. It could be concluded that students‟ speaking skills could be improved through Project-Based Learning implementation and it also provided an opportunity for the students to become more creative and engaged in the interaction.

**C. Framework of Thinking**

This system represents the framework of relevant theories used in this research.

Theories of developing English speaking materials

Developing English speaking

Project Based Learning (PjBL)

Theories of English speaking

THE PRODUCT FOR STUDENTS AT STIKES DARMAIS PADANGSIDIMPUAN

Theories of developing English speaking design

# Figure 2.3. Framework of Thinking

**D. Hypothesis**

There are two hypotheses in this research as follows:

Ha : There is a significant influence on the Developing English Speaking Materials Based on Project Based Learning (PjBL) at STIKES Darmais Padangsidimpuan

Ho : There is no significant influence on the Developing English Speaking Materials Based on Project Based Learning (PjBL)at STIKES Darmais Padangsidimpuan