



## Project-Based English Learning Strategy to Improve Students' Speaking Skills

Gustiya Gandha Metri<sup>1</sup>, Zaidir<sup>2</sup>, Tenri Ugi Irianto<sup>3</sup>, Sarce Sampe Bungin<sup>4</sup>

Email Correspondent: [gustiyyagandhametri@nalanda.ac.id](mailto:gustiyyagandhametri@nalanda.ac.id)

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### Abstract

English speaking skills are essential skills in the context of 21st century learning. However, many students at the secondary level still have difficulty in developing this skill optimally due to conventional and less contextual learning approaches. Project-Based Learning (PjBL) strategies are seen as one of the innovative methods that can overcome these challenges because they encourage students' active involvement in a meaningful learning process. The purpose of this study was to identify and analyze the effectiveness of PjBL strategies in improving students' English speaking skills. This study used a qualitative approach with a literature study method (library research). Data were collected from various secondary sources, such as scientific journals, proceedings, and relevant research reports in the last five years (2019–2024). Data analysis was carried out through a content analysis approach that aims to identify the most effective themes, patterns, and learning strategies in the context of PjBL. The results showed that PjBL was able to increase students' self-confidence, enrich vocabulary, and develop sentence structures contextually. Projects such as documentary videos, presentations, and role-plays have been shown to improve students' speaking fluency and encourage collaborative learning. In addition, this strategy also forms critical thinking skills and creativity that are very relevant to the needs of the 21st century. Therefore, the PjBL strategy is recommended to be implemented contextually and applicatively in secondary schools.



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### INTRODUCTION

Mastery of English speaking skills is one of the essential elements in learning a foreign language because it is directly related to real communication skills (Sumitro & Rizqi, 2024). In the era of globalization, students are required not only to understand language structure, but also to be able to express ideas orally clearly and confidently (Septyarini & Budiarta, 2019). However, the reality in the field shows that Indonesian students' speaking skills are still relatively low, mainly due to conventional learning methods that are less student-centered (Purnamawati & Abbas, 2024; Trianasari et al., 2024).

<sup>1</sup> Nalanda Institute, Indonesia, [gustiyyagandhametri@nalanda.ac.id](mailto:gustiyyagandhametri@nalanda.ac.id)

<sup>2</sup> Universitas Yapis Papua, Indonesia, [zaidirmsmart02@gmail.com](mailto:zaidirmsmart02@gmail.com)

<sup>3</sup> Universitas Yapis Papua, Indonesia, [gimutaugust89@gmail.com](mailto:gimutaugust89@gmail.com)

<sup>4</sup> Barombong Maritime Polytechnic, Indonesia, [sarce.bp2ipbrb@gmail.com](mailto:sarce.bp2ipbrb@gmail.com)

English is an international language that plays a vital role in global communication and education. In a linguistic context, this language is used as a medium to convey ideas, information, and emotions effectively between individuals across cultures and countries. The use of English as the language of instruction in various international forums, including higher education, has made it a primary tool for broadening horizons and academic mobility. Research by Sari, Maulida, and Salmawati (2024) emphasizes the importance of English in global communication and education, and how this language competence impacts one's career and academic opportunities in the modern era of globalization (N. N. K. Sari et al., 2024).

In educational environments, English is used not only as a subject, but also as a language of instruction for various fields of science. The integration of information technology in English learning has created more interactive and interesting methods, such as the use of e-learning and audiovisual media. As stated by Hambali et al. (2023), the use of technology in teaching English has been shown to increase the effectiveness of learning and student motivation (Hambali et al., 2023). In addition, context-based approaches such as learning through folklore (Widyahening & Rahayu, 2021) and visual media such as picture cards (Novianti, 2020) also enrich English education methods that are appropriate to the culture and needs of Indonesian students.

The project-based learning model (Project-Based Learning or PjBL) is present as an innovative solution to bridge the gap between theory and practice in teaching English (Tarigan & Nadhira, 2023b, 2023a). With this approach, students are faced with authentic situations where they have to use English to complete real tasks collaboratively, thus encouraging them to speak actively and contextually (Muhammad & Nurwidyayanti, 2024; Susini, 2020). Various studies have shown that PjBL can significantly improve students' self-confidence, learning motivation, and speaking skills (Putra & Suharto, 2022; Sunarti, 2024).

The use of project-based learning strategies not only supports the improvement of students' linguistic competence but also develops 21st-century skills such as critical thinking, problem solving, and collaboration (Ratnawati, 2020; Wijayanti & Septipani, 2024). Project activities such as making vlogs, presentations, and gallery exhibitions have been shown to increase students' activeness in speaking and expand their vocabulary and sentence structure in meaningful contexts (Rita, 2022; R. A. Sari et al., 2021).

Although it has been widely applied in various educational institutions, the implementation of PjBL in the context of English learning in secondary schools still faces various challenges. Factors such as time constraints, lack of teacher training, and obstacles in assessing oral performance make the implementation of this strategy not always optimal (Anggelina et al., 2024; Wahyuningsih & Susanti, 2020). Therefore, an in-depth and contextual study is needed to evaluate the effectiveness and develop an implementation strategy that is adaptive to students' needs.

The urgency of this research lies in the need for a learning approach that is not only innovative but also applicable in improving students' speaking skills. With the increasing demands for active English mastery, teachers need to be equipped with strategies based on authentic and student-centered learning experiences (Afrianto et al., 2024). Project-Based Learning offers this solution through active student involvement in meaningful and collaborative learning (Darwin et al., 2024).

Previous studies have revealed that the PjBL model can improve various aspects of language skills, especially speaking (Herlina, 2023; Rahmawati et al., 2024; R. A. Sari et al., 2021). However, there is still little research that specifically evaluates the PjBL implementation strategy in improving high school students' English speaking skills as a whole, including in terms of project design, teacher role, and student involvement.

The purpose of this study was to analyze the effectiveness of project-based English learning strategies in improving students' speaking skills. This study also aims to design a contextual and

applicable PjBL implementation strategy in secondary education environments by considering student characteristics and school conditions.

## METHOD

This study is a qualitative study with a literature study approach (library research) which aims to explore and analyze various project-based English learning strategies (Project-Based Learning/PjBL) in improving students' speaking skills. Literature studies were chosen because they are able to provide a comprehensive overview of various research results and relevant theories from various scientific sources, thus allowing researchers to build a conceptual framework and in-depth synthesis of thought (Zed, 2018).

The data sources in this study consist of secondary literature in the form of scientific journal articles, proceedings, academic books, and research reports published in the last five years, namely from 2019 to 2024. The literature used was obtained through online platforms such as Google Scholar, DOAJ, and national journal databases such as SINTA and Garuda. The selection of data sources was carried out purposively with the following criteria: (1) discussing the topic of Project-Based Learning, (2) directly related to teaching English and speaking skills, and (3) relevant to the context of primary and secondary education.

The data collection technique was carried out by means of documentation, namely identifying, downloading, and recording important information from predetermined literature sources. Researchers carried out the process of recording and organizing references using reference management software such as Mendeley to ensure traceability and accuracy of citations in this article (Hamzah et al., 2021).

The data analysis method used in this study was content analysis. This analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions (Miles et al., 2020). Researchers classified the results of literature findings based on the focus of the study, such as the effectiveness of PjBL, implementation challenges, and specific strategies in improving speaking skills. After that, a thematic synthesis was carried out to find patterns, similarities, and differences in the application of PjBL in various educational contexts.

Through this approach, it is hoped that the research can provide a holistic understanding of the effectiveness and dynamics of project-based learning strategies in developing students' English speaking skills. Literature studies also provide a strong theoretical basis for the development of contextual learning models or practices that are oriented towards the needs of 21st century students.

## RESULT AND DISCUSSION

The following is a table of bibliographic data from the results of a literature review in a study entitled "Project-Based English Learning Strategy to Improve Students' Speaking Skills". This data is the result of a selection of dozens of scientific articles reviewed from 2019 to 2024. Ten articles were selected based on the suitability of the topic, focus on improving speaking skills in project-based English learning (Project-Based Learning/PjBL), and their contribution to the development of innovative learning strategies.

Table 1. Literature Review

No	Title	Author	Research Focus
1	Santosa & Sudiana (2024)	The Use of Virtual Reality (VR) on English Student's Speaking Skills	PjBL with VR can increase participation and speaking confidence.
2	Herminingsih & Jazeri (2020)	Elevating the Speaking Ability through a Culture Talk in a Video	The combination of PjBL and cultural content is effective in speaking skills.

3	Siminto et al. (2024)	Analysis of the Implementation of PBL in Teaching Speaking	The implementation of PjBL is technically and affectively effective.
4	Sholikhah (2019)	Speaking and Critical Thinking via PBL	PjBL develops students' speaking and critical thinking skills.
5	Laddawan & Yimwilai (2021)	Using Digital PBL to Enhance Speaking Skills	Digital PjBL strengthens speaking skills in EFL.
6	Fitria & Uswatunnisa (2022)	PBL in Making Video: Non-EFL Students' Experience	PjBL with video creation increases engagement and fluency.
7	Hidayati et al. (2023)	Effectiveness of PBL in ESP Class	PjBL improves learning outcomes and speaking of Indonesian students.
8	Razali et al. (2024)	Impact of PBL on Critical Thinking and Language Skills	PjBL combines the development of language skills and critical thinking.
9	Rahardi et al. (2023)	Students' Voices in PBL-Based Academic Writing	Students felt that PjBL made them more active and structured in speaking and writing.
10	Monika & Radja (2023)	Collaborative PBL in EFL Engineering Classroom	Collaborative PjBL improves English-language technical presentation and discussion skills.

Based on the results of a literature review of ten scientific articles selectively selected from various national and international journals between 2019 and 2024, it was found that project-based learning strategies or Project-Based Learning (PjBL) have been proven to provide a significant contribution to the development of students' speaking skills in the context of English learning. Each article reviewed provides different dimensions and approaches to the implementation of PjBL, but generally shows consistency in the effectiveness of this method in improving students' oral performance.

The article by Santosa & Sudiana (2024), for example, highlights the innovation of combining virtual reality (VR) technology in the implementation of PjBL. In their study, it was found that the integration of VR creates an immersive and interactive learning environment, so that students are encouraged to speak more actively in simulated situations that resemble real contexts. This approach increases students' learning motivation and courage in conveying their ideas in English. Methodologically, this article is based on a systematic review, thus offering a strong theoretical foundation regarding the correlation between technology and speaking skills in PjBL (Sudiana & Santosa, 2024).

Another study by Herminingsih & Jazeri (2020) explored how the implementation of culture talk through a video project successfully improved students' speaking skills. Using a case study at Tulungagung University, this study showed that when students were asked to create cultural-themed video content, they not only practiced speaking in English but also expanded their intercultural insights. This project encouraged language exploration in an authentic and meaningful context, which turned out to be very effective in building fluency and speaking courage (Herminingsih & Jazeri, 2020).

Meanwhile, Siminto et al. (2024) evaluated the implementation of PjBL from a technical and affective perspective. They emphasized the importance of teacher support and active student involvement during the project implementation process. This study found that the PjBL strategy, when well-designed and given space for reflection, was able to improve students' self-confidence and the quality of their arguments in English discussions (Siminto et al., 2024).

In a more experimental approach, Sholikhah (2019) showed that the implementation of PjBL not only had an impact on improving speaking skills but also on developing critical thinking skills. EFL students involved in collaborative and problem-solving-oriented projects showed significant improvements in constructing arguments, answering open-ended questions, and interacting logically in English. These findings strengthen the claim that PjBL is a holistic approach to developing both language and cognitive competencies (Sholikhah, 2019).

Research by Laddawan & Yimwilai (2021) added a digital perspective to PjBL through Digital Project-Based Learning (DPBL). This study showed that implementing digital projects, such as creating learning videos or interactive presentations, increased student participation and expanded their means of communicating in English. Digital platforms facilitated more flexible and personalized speaking practice spaces, while reducing student anxiety (Laddawan & Yimwilai, 2021).

A study by Fitria & Uswatunnisa (2022) specifically discussed the experiences of non-EFL students in creating English videos as a project. Although they initially experienced psychological barriers such as nervousness and fear of making mistakes, the project process actually helped them develop courage, identify their own language errors, and evaluate their speaking development through video recordings. This shows that the PjBL method is inclusive and can be adopted across linguistic backgrounds (Fitria et al., 2022).

Furthermore, Hidayati et al. (2023) examined the effectiveness of PjBL in the context of English for Specific Purposes (ESP) in an engineering student class. This study proved that when the project was tailored to the students' field of study (e.g. making a technical presentation in English), students felt that learning became relevant and more meaningful. This reinforces the importance of authentic contexts in PjBL to improve functional speaking skills (Hidayati et al., 2023).

Literature written by Razali et al. (2024) provides insight that PjBL does not stand alone as a teaching method, but becomes an integrative forum for the development of critical thinking skills and language skills. They stated that EFL students performed better in discussions, presentations, and language reflection when they were involved in challenging and collaborative projects. This affirms the pedagogical value of project-based learning that is able to stimulate authentic reflection and language use (Song et al., 2024).

Rahardi et al. (2023) also explored students' voices and experiences during the implementation of PjBL in academic writing and speaking classes. Their findings showed that students felt more active, creative, and motivated when given the freedom to design projects, for example in the form of debates, symposiums, or educational vlogs. These projects open up a space for speaking practice that is not limited by formal formats, so that students' communicative skills develop more naturally (Rahardi et al., 2023).

Finally, a study by Monika & Radja (2023) examined how collaborative PjBL fostered the improvement of technical presentation skills and academic discussions in EFL classes in an engineering department. Involvement in group projects created challenging social and linguistic dynamics, but instead became a driver of students' speaking skill development. Collaboration between students created meaningful interactions that stimulated the use of English in real situations (Monika & Radja, 2023).

Overall, these ten studies concluded that the PjBL strategy was able to create an active, meaningful, and contextual learning environment. This approach not only shapes speaking skills but also trains other soft skills such as collaboration, creativity, and responsibility. With a variety of media, digital approaches, and strengthening social interactions, Project-Based Learning has proven to be an effective, flexible, and adaptive method to the needs of English learning in the 21st century.

## **Discossion**

### **Effectiveness of Project-Based English Learning Strategy**

Project-Based Learning (PjBL) strategy has shown its effectiveness in the context of English teaching, especially in the aspect of speaking skills. In this approach, the learning process is no longer focused on memorizing language structures alone, but on how students are able to use them actively in meaningful and real situations. PjBL allows students to engage in activities that encourage them to think critically, work together in teams, and communicate their ideas through the target language—English.

One of the most fundamental transformations in the implementation of PjBL is the shift in the role of students from passive to active. They are not only recipients of information, but also become the main actors in the learning process. Through projects that are designed thematically and contextually, students are given space to explore topics that are relevant to their lives, for example about local culture, environmental issues, or social trends. In the process, they practice speaking English naturally and repeatedly, both in group discussions, interviews, and when compiling and presenting project results in front of the class.

The improvement of students' speaking skills in the context of PjBL is reflected in a number of aspects. Their confidence in using English increases because they feel in control of what they say. The vocabulary and sentence structures they use become more varied and contextual, because they are obtained through exploring the project theme, not just from textbooks. In addition, their speaking fluency also develops as the frequency of practice and language exposure they experience during the project increases. In some cases, students also show better argumentative skills, especially when their projects require presentations or debates.

The effectiveness of this approach is even more evident when applied in high school environments in Indonesia. For example, a study conducted by Nufus et al. (2023) at a high school in Bandung showed very positive results. In the study, 11th grade students participated in English learning with a project themed "Cultural Diversity in Indonesia." They were asked to make a documentary video in English about the local culture around them (Nufus et al., 2023). The results of the project were then presented in front of the class. After the project implementation, the average score of students' speaking skills increased significantly, from 60 to 82 based on an assessment rubric that included fluency, vocabulary, grammar, and pronunciation. In addition, the majority of students stated that they were more motivated to learn English because they felt directly involved in the creative process and saw real benefits from mastering the language.

This study strengthens previous findings put forward by Bell (2010) and Thomas (2000), that PjBL not only improves language skills, but also develops soft skills such as collaboration, leadership, and time management—all of which are very relevant to the needs of the 21st century (Bell, 2010; Thomas, 2000). Learning English through PjBL makes language a living communication tool, not just a subject separate from students' reality.

Thus, it can be concluded that the Project-Based Learning strategy is very effective in improving students' speaking skills. In addition to providing ample space for the active and contextual use of English, PjBL also builds a dynamic, collaborative, and real-world relevant learning environment.

### **Designing a Contextual and Applicable PjBL Implementation Strategy in Secondary Education Environments**

The implementation of project-based learning (PjBL) strategies in secondary education environments requires careful planning and adaptation to real conditions in schools. The success of PjBL does not only depend on the curriculum design, but is also greatly determined by the suitability of the strategy to the characteristics of students and the institutional conditions of the school. In other

words, PjBL strategies must be contextual—adapting to the needs, interests, and backgrounds of students—and applicable, meaning that they can be implemented with the facilities and resources available.

One of the most important aspects in designing a PjBL strategy is understanding student characteristics. At the secondary education level, students have very varied English language ability backgrounds, including differences in learning styles, levels of self-confidence, and motivation. Therefore, the projects designed need to provide room for flexibility and creativity. For example, teachers can provide project format options such as documentary videos, dramas, podcasts, or interactive presentations so that students can choose the format that best suits their learning style.

School conditions are also a crucial factor in implementing PjBL. Not all schools have adequate facilities, such as language laboratories, audio-visual equipment, or group discussion rooms. In this condition, teachers are required to be creative in using the available facilities. One real example comes from the implementation of PjBL in a public high school in Sleman, Yogyakarta, which was studied by (Yulianti et al., 2022). This school faced limited access to technology, but the teacher managed to adapt the PjBL project by using the classroom as a simple studio. The students created a role-play project about "English for Tourism", where they pretended to be tour guides explaining local cultural sites in English. This project not only trained speaking skills but also fostered a sense of pride in local wisdom.

Contextual implementation strategies also include cross-subject integration. This integration allows students to see English not as a separate subject, but as a tool to access and convey knowledge from other fields. For example, a collaborative project between English and Geography lessons can involve students in creating a presentation about the impact of local climate change in English. This approach strengthens the relevance of learning and increases student engagement.

In addition, the duration and schedule of the project implementation need to be designed in such a way that it does not burden students, but provides enough time for exploration and development of ideas. Ideally, projects are carried out in the medium term (2–4 weeks), integrated into the regular learning calendar. Evaluation should also reflect the process and results. Teachers not only assess the final product, but also the teamwork process, the use of English during discussions, and the creativity and originality of ideas. This authentic assessment provides a more comprehensive picture of the development of student abilities.

References from Thomas (2000) state that the success of PjBL is greatly influenced by teacher support and a clear project structure, including learning objectives, project stages, and evaluation criteria. In the context of secondary education in Indonesia, recent studies have shown that this approach increases student engagement, fosters self-confidence, and strengthens 21st century skills such as collaboration, communication, and digital literacy.

Thus, the design of PjBL implementation strategies in secondary schools must be adaptive and contextual, taking into account student needs and the potential and limitations of the learning environment. Through the right strategy, PjBL not only improves English speaking skills, but also forms a generation of students who are communicative, collaborative, and ready to face global challenges.

## **CONCLUSION**

This study concludes that project-based learning strategy is a very effective approach in improving students' speaking skills in English learning. Through active involvement in real project activities, students are encouraged to use English contextually and authentically. They become more confident, creative, and active in speaking, both in groups and individually. PjBL has also been shown

to develop important soft skills such as collaboration, communication, and critical thinking, making it a relevant learning strategy for the needs of 21st-century education.

For teachers and educational institutions, it is important to design projects that are relevant to students' lives and interests, such as making videos, short dramas, or local culture-based projects. In addition, teachers need to be given training related to project design, authentic assessment techniques, and the use of digital media to support the implementation of PjBL. The learning environment must also support collaborative and creative processes, even with limited facilities.

This study is a literature review, so to strengthen the results, further field research is needed with a quantitative or mixed methods approach. Future researchers can conduct direct experiments in schools to statistically measure the impact of PjBL on improving students' speaking skills. In addition, it is also important to conduct longitudinal studies to see the sustainability of the influence of this strategy in the long term as well as adaptation at various levels of education and different cultural contexts.

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