



ENHANCING ENGLISH SPEAKING SKILLS OF VOCATIONAL SCHOOL THROUGH PROJECT-BASED LEARNING AT SMK YPM 5 SUKODONO

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Abstract:

Accounting students at SMK YPM 5 Sukodono have a lack of speaking skills in English, this can be seen when students speak in class through presentations. This research focuses on improving accounting students' speaking skills through in-class presentations as part of PjBL. The aim is to explore how this PjBL method improves students' English-speaking communication skills. The scope of this research describes the use of PjBL in improving the speaking ability of English language learners in accounting students. This research used the Classroom Action Research (CAR) method in two cycles. The subjects of this study were 35 accounting students including 4 males and 31 females, SMK YPM 5 Sukodono. The study at SMK YPM 5 Sukodono focused on improving English speaking skills among class XI accounting students through mindmap projects and presentations. The results showed a significant improvement in students' English-speaking skills. The PjBL method has significantly enhanced students' English-speaking skills through group learning activities. This innovative approach, which encourages students to express their opinions and support each other, has been particularly effective in Cycle I and Cycle II of CAR. The PjBL method promotes fluency, confidence, and enthusiasm in students, thereby boosting their motivation to speak English.

Keywords: *Classroom Action Research (CAR), English-speaking skill, Project-Based Learning (PjBL), Vocational school*

1. INTRODUCTION

The Indonesian curriculum mandates that English be taught in schools from primary through senior high school. In vocational high schools (SMK), English is now a required course in vocational schools. It is essential for enhancing students' global competitiveness, communication skills, access to information, cultural understanding, educational continuity, and responsiveness to globalization. These factors collectively contribute to preparing students for successful careers in an increasingly interconnected world (Isadaud et al., 2022).

Then one of the main reasons why students have poor English speaking abilities is because they are not motivated to study the language. Several studies have examined the relationship between student enthusiasm to study English and speaking proficiency (Anggraini et al., 2022).

In fact, the lack of English speaking skill among vocational students is a multifaceted problem involving linguistic challenges, psychological barriers and environmental factors. Addressing these issues through targeted practice and a supportive learning environment can help improve their speaking ability (Tantri et al., 2023). This something happened to case in this research case study, which found a lack of English speaking skills in vocational students. This is known through an interview with the English teacher, which states that students experiencing low English speaking skill then delays in fluency in speaking English

Effective strategies in enhancing English-speaking skills for vocational students include understanding individual learning styles, creating a supportive environment,



and focusing on fluency and voice to improve spoken English (Liu, 2012). One of the strategies that can be used is through the Project-Based Learning style. Project-Based Learning (PjBL) presents a viable solution to this problem. By engaging students in dynamic and cooperative projects, Project Based Learning (PjBL) motivates them to use English in practical, real-life situations. PjBL includes teamwork activities that require students to apply communication, analytical thinking, and problem-solving skills. Assigning students to work on projects relevant to their future lives or professions will change the focus of learning from traditional teacher-led teaching to active student participation (Ewenddy et al., 2023).

Project Based Learning (PjBL) is based on educational theories that emphasize its effectiveness in improving English language skills. PjBL creates an authentic learning context by engaging students in real-world projects, encouraging practical use of language. PjBL offers many opportunities to practice speaking, such as the inside-outside circle technique, which fosters a comfortable environment for language use. PjBL also increases students' motivation and confidence, which are key factors in improving language performance. By focusing on project-related topics, PjBL encourages targeted language use, expanding students' vocabulary and communication skills. In addition, its collaborative nature supports peer interaction, which is important for developing speaking proficiency (Widanta, 2003).

From the above, it can be concluded that this research centers on improving accounting students' English-speaking skill through in-class presentations as part of Project Based Learning (PjBL). This research seeks to illustrate how PjBL can improve their overall communication skills in English, including pronunciation, vocabulary, grammar and fluency. The scope of this research outlines the application of PjBL in advancing the English language skills of vocational school students specializing in accounting.

Classroom Action Research (CAR) is a reflective process in which educators systematically assess learning practices to improve student learning outcomes. It involves cycles of planning, implementing, observing, and reflecting on teaching strategies to identify effective methods tailored to student needs. The main objective of CAR in the context of English language learning is to discover and develop teaching strategies that suit students' learning styles and needs. This is crucial to improving the effectiveness of English language teaching (Latief, 2016).

Based on Kemmis and McTaggart (1998), CAR usually consists of several cycles. Each cycle includes:

- a. In planning, teachers identify specific problems in their teaching and develop lesson plans to address these problems.
- b. Implementation, the planned strategies are implemented in the classroom.
- c. Observation, teachers observe the implementation process and collect data on student responses and engagement.
- d. Reflection: After implementation, the teacher reflects on the results obtained to determine what worked and what needs to be improved. This reflection forms the basis of planning for the next cycle.



CAR emphasizes the importance of adapting teaching methods to actively engage students. For example, strategies such as Contextualized Teaching and Learning can be applied to improve certain skills, such as reading, by making lessons more relevant to students' lives. The iterative nature of CAR allows for continuous improvement of teaching practices. If the results of a cycle are unsatisfactory, the lesson plan is revised and tested again in the next cycle. This ongoing process helps educators develop more effective strategies for teaching English. Engaging in CAR not only benefits students but also contributes to teachers' professional growth. By critically evaluating their teaching methods, educators can improve their skills and adapt to the evolving needs of students.

Students need good English language skills for self-development and self-improvement. Speaking skills are considered mechanical skills because the more you speak, the more you can improve your speaking skills (Faridah et al., 2020). When studying at school, speaking skills are needed to convey opinions, provide information, and receive news (Lesni et al., 2022). In the case of English language learning in the classroom, speaking ability is one of the important aspects expected from students. In addition, speaking skill is the main goal in learning English, especially to practice articulation fluency and expand vocabulary.

Speaking skills, particularly in making group presentation projects, have been chosen as the focus of this Classroom Action Research (CAR). The presentation project is considered a very simple speaking skill that involves giving and receiving information. In this case, students are asked to present the results of the mindmap project from the procedural text material. In order to make learning more relevant to students, the material is contextualized with everyday life, such as how to use the Canva application, how to buy books online, and so on.

Speaking plays an important role in helping students improve their vocabulary and grammar, which in turn will strengthen their writing ability. Through speaking, students can express emotions, share ideas, tell stories, make requests, and engage in discussions, so they can practice the various functions of language. These skills are invaluable outside of the classroom, as proficient language speakers often have better career prospects in various industries. As highlighted by Baker and Westrup (2003), individuals who speak English fluently have a higher likelihood of accessing quality education, securing well-paying jobs, and advancing in their careers (Leong & Ahmadi, 2017).

Fluency is a key characteristic of speaking skills and is often the main goal for teachers when developing students' speaking skills. Hughes (2002) defines fluency as the ability to speak in a clear and understandable manner, ensuring that communication flows smoothly and without losing the listener's attention. Hedge (2000) adds that fluency involves coherent responses by connecting words and phrases, articulating sounds correctly, and applying appropriate stress and intonation. Alongside fluency, accuracy is the second important characteristic of speaking performance, which focuses on using correct grammar, vocabulary and pronunciation. Fluency is very important for students when learning a foreign language, but accuracy is also equally important in the



learning process. Teachers should prioritize accuracy in their teaching by encouraging students to focus on the correct forms of language, such as grammatical structures, vocabulary, and pronunciation. Paying attention to these elements will ensure that students not only speak fluently but also use language accurately and effectively in real-life communication. Balancing fluency and accuracy is the key to mastering a foreign language (Mazouzi, 2013).

Project-based learning (PjBL) caters to a variety of students' learning preferences by allowing them to engage with the material in a meaningful and cooperative manner (Ifwandi et al., 2024). This method encourages in-depth exploration of subjects in the real world, promoting active engagement and hands-on learning. PjBL places great importance on student dedication and focus, so it is especially beneficial for vocational learners who gain practical insights by tackling real-world challenges related to their career goals. By encouraging students to engage in simple dialog about real-life contexts, helping them understand and respond to each other's personal experiences, and promoting interdisciplinary perspectives, this approach greatly supports high school students in their academic development. Here, students take an active role in planning, executing, and concluding the project (student-centered).

Project-Based Learning (PjBL) is an educational approach that engages students in hands-on projects to solve real-world problems, bridging theoretical knowledge with practical application. PjBL fosters essential skills such as problem-solving, reasoning, and communication, which prepare students to face modern professional challenges. As a key part of Education 5.0, PBL integrates technology to create personalized, collaborative, and compassionate learning experiences. PjBL promotes meaningful learning by enabling students to apply knowledge in real-life contexts and emphasizes social and emotional development through teamwork and empathy. Overall, PjBL is a dynamic strategy that equips students for personal and professional success (Nayak et al., 2024).

Learning by creating a project also known as Project-Based Learning (PjBL) is a method allowing students to design, plan, and carry out an extended project that produces a publicly exhibited output such as a product, publication, or presentation. Through PjBL, the learners are engaged in purposeful communication to complete authentic activities (project work), so that they have the opportunity to use the language in a relatively natural context and participate in meaningful activities that require authentic language use (Abubakar & Arshad, 2015). PjBL is characterized by its relevance to the real world, active learning, skill development, collaboration, technology integration, focus on social and emotional growth, and emphasis on reflection and assessment. These characteristics make PjBL a powerful educational approach that prepares students for future challenges, which is particularly pertinent for the vocational students in this study.

Vocational schools, also referred to as trade schools or technical schools, specialize in providing practical, career-focused education designed to prepare students for targeted job markets. Their programs are aligned with industry needs, ensuring students gain relevant skills in the workplace. These schools prioritize experiential learning,

allowing students to participate in real-world work environments, and their programs are generally shorter, allowing for faster entry into the job market. Vocational programs often incorporate a cross-disciplinary approach, encourage teamwork among students from different fields, and provide networking opportunities through industry links and internships. Ultimately, vocational schools focus on employability, equipping students with hands-on skills and knowledge that match the demands of today's working world (Chernyshova & Tokmylenko, 2020).

Vocational schools, or vocational high schools (VHS), are institutions focused on equipping students with practical skills and training for specific careers, preparing them to enter the workforce directly after graduation. In Indonesia, the government aims to expand vocational education to address unemployment by setting a goal of 70% vocational high schools compared to 30% general high schools. Career guidance plays a crucial role in helping students make informed decisions about their future, with vocational schools emphasizing job readiness over broad academic education. Globally, many countries recognize the value of vocational training in enhancing youth employability.

2. METHOD

This study used the Classroom Action Research (CAR) method, which was conducted in two cycles, to harmonize to improve the teaching and learning process and achieve better results. The study involved 35 accounting students from SMK YPM 5 Sukodono, Sidoarjo, during the 2023/2024 school year, with the participant group consisting of 4 males and 31 females. PTK was chosen for its effectiveness in systematically addressing educational challenges and promoting continuous improvement in classroom practice. The researcher made direct observations of the implementation of the Project-Based Learning (PjBL) model to assess its impact on improving students' English language skills. Documentary data for this study was obtained from the presentation scores of students in class XI Accounting at SMK YPM 5 Sukodono, which served as a key component in the analysis of student progress.

CAR is conducted in cycles to investigate changes during implementation (Madsen et al., 2020). This study implemented CAR with two cycles, where each cycle consists of four stages: planning, implementation, observation, and reflection, illustrated as follows (adapted from Kemmis & McTaggart, 1998).

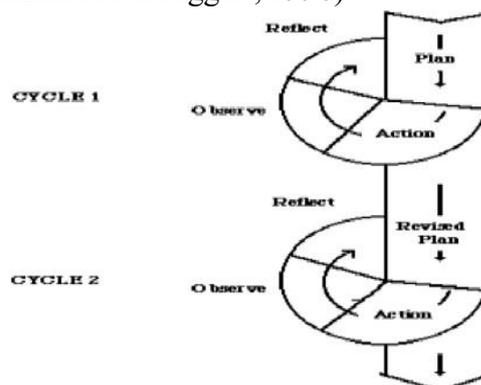


Figure 1 Two-cycle Classroom Action Research (CAR)



The difference between the two cycles lies in the topics given, where the first topic is about review material using mindmaps (initial conversation) and the second topic is about presentation projects (content knowledge). The review material by creating a mindmap (initial conversation) was chosen to make the students recall their memories of the previous week's material. The presentation project was chosen based on the practicality of the class activity.

Classroom Action Research (CAR) involves four essential steps: planning, action, observation, and reflection (Erbilgin, 2019). In this study, each of these steps was implemented systematically, with the details of implementation outlined as follows:

Cycle 1 (Creating Mindmaps: Focused on Initial Conversation)

Planning

In the first cycle, the focus was on helping students recall and organize their knowledge of the previous week's material through the creation of mind maps. The lesson plan was developed to engage students in a conversation about the material they had learned. The main objective was to improve their English-speaking skills by having them discuss the steps involved in creating a mindmap with their groups.

Action

At this stage, the students were assigned to create mindmaps in groups with different examples of text procedures. They were then asked to create mindmaps in English. This activity aims to improve their ability to organize information while practicing speaking with a group of friends.

Observation

The researcher observed the students' participation in the activity, which is creating their mind maps. The main aspects observed were the use of vocabulary, as well as confidence in speaking English.

Reflecting

After the activity, the researcher reviewed the results. It was seen that although the students had made progress in recalling and organizing information, a significant number of students still faced challenges in terms of confidence and speaking fluency. This reflection helped shape the direction for the next cycle, which focused more on mindmap presentation.

Cycle 2 (Presentation Projects: Focused on Speaking in Front of the Class)

Planning

For the second cycle, the focus shifted to developing formal presentation skills. The students were assigned to prepare a presentation project based on each group's procedural text topic. The aim was to improve their public speaking skills by having them present their projects in front of the class, simulating a real professional environment.

Action

The students work in groups to create a detailed presentation based on the assigned topic. They collaborated to design the division of tasks during the presentation, organize the content, and practice the presentation in English. Each group then presented their



project in front of the class, using English to explain the content and answer questions from their peers.

Observation

During the presentation, the researcher observed the students' ability to speak confidently in front of the class. The main areas of observation include fluency, pronunciation, vocabulary, grammar, and their ability to effectively communicate complex ideas.

Reflecting

After the presentation, the researcher reflected on the progress that had been made in Cycle 2. It was seen that the students showed significant improvement in speaking with more confidence and using a wider vocabulary. However, there were still challenges in maintaining clear communication of complex ideas and using specialized terms correctly. This reflection provided insight into areas that could be improved in future lessons.

In this part, the researcher analyzed the students' scores in speaking. The form of the test was the presentation. Moreover the researcher used the KKM that has been made by the school which is 70, as the measurement to see the students' speaking skill.

- a. To calculate the total score of students' speaking ability in every test:

$$\text{Score} = \frac{\text{Sum of individual score}}{\text{Maximum score}} \times 100$$

- b. To calculate the mean of students' speaking ability scores in every test:

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} = Mean Score

$\sum X$ = Sum of individual score

N = Total number of individual

- c. To calculate the percentage of the student's development in speaking ability:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students' improvement

F = Students frequency who passed the minimum score

N = Total number of students

3. FINDING AND DISCUSSION

From the test results in cycles 1 and 2, researchers classified the scores using the formula in the data analysis. The goal was to find out how many students reached the standard set by the teacher. Moreover, the result of the cycle 1 test was calculated to average and percentage, the result is below.

Cycle 1

- a. Mean score

$$\bar{X} = \frac{\sum X}{N}$$

Explanation:

\bar{X} = Mean Score

$\sum X$ = Sum of individual score

N = Total number of individual

Total students' score: 2.484 Total number of students: 35 So, $2.484 : 35 = 70,9$

- b. Table of percentage scores of students' presentation results

Table 1 Scores of students' presentation 1

No.	Score	Criteria	Frequency	Percentage
1	95 - 100	Excellent	-	-
2	85 - 94	Very good	2	5,7%
3	75 - 84	Good	8	22,8%
4	65 - 74	Fairly good	24	68,5%
5	55 - 64	Fair	-	-
6	35 - 54	Poor	-	-
7	0 - 34	Very poor	-	-
			34	97,9%

From the data above, it can be seen that there was 0% of students got the excellent category, there were 5,7% of students got the very good category, there were 22,8% of students got the good category, there were 68,5% of students got the fairly good category, there was 0% of students got the fair category, there was 0% of students got the poor category, and there was 0% of students got the very poor category. The percentage of imperfect scores was 100% because there was 1 student who did not participate in the presentation.

- c. Table minimum criteria of completeness (KKM)

Table 2 Minimum criteria of completeness 1

Criteria	Frequency	Percentage
Completeness	29	82,8%
Incompleteness	6	17,2%

The table above showed that there were 29 or 82,8% of students who passed the score standard (70) as a minimum criterion of completeness. It was categorized as completeness. Then, there were 6 students or 17,2% who did not pass the minimum criteria of completeness. It was categorized as incompleteness.

Cycle 2

- a. Mean score

Total students' score: 2.620 Total number of students: 35 So, $2.620 : 35 = 74,8$

- b. Table of percentage scores of students' presentation results

Table 3 Score of students' presentation 2

No.	Score	Criteria	Frequency	Percentage
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1	95 - 100	Excellent	-	-
2	85 - 94	Very good	2	5,7%
3	75 - 84	Good	8	22,8%
4	65 - 74	Fairly good	24	68,5%
5	55 - 64	Fair	-	-
6	35 - 54	Poor	-	-
7	0 - 34	Very poor	-	-
			34	97,9%

From the data above, it can be seen that there was 0% of student got excellent category, there were 11,4% of students got the very good category, there were 71,4% of students got the good category, there were 17,1% of students got the fairly good category, there was 0% of students got the fair category, there was 0% of students got the poor category, and there was 0% of students got the very poor category. The percentage of imperfect scores was 100% because there was 1 student who did not participate in the presentation.

c. Table minimum criteria of completeness (KKM)

Table 4 Score of students' presentation 2

Criteria	Frequency	Percentage
Completeness	29	82,8%
Incompleteness	6	17,2%

Based on the table above, it showed that there were 29 or 82,8% students who passed the score standard (70) as the minimum criterion of completeness. It was categorized as completeness. Then, there were 6 students, or 17,2% who did not pass the minimum criteria of completeness. It was categorized as incompleteness.

This action research aims to see the improvement of English speaking skills among the students of class XI accounting through the production of mind map projects and presentations featuring examples of procedure texts. The study involved 35 students who participated in the project production activities. The results from Cycle I and Cycle II showed a significant improvement in the English-speaking skills of the students who created the mindmap project and presentation. Their average score in the English-speaking assessment increased by 5,5% from Pre-research to Cycle II. The data shows a striking difference, which confirms that creating a presentation project of mindmap work related to procedure text is quite effective in improving English speaking ability and making it easier for students to understand the material among grade XI accounting students at SMK YPM 5 Sukodono.

Both teacher and student performance above affected the students' final test results in each cycle. In cycle 1, the average student score was 70,9 and increased in cycle 2 to 74,8. Jariah et al. (2024) states that although the PjBL model has a positive impact on students' speaking skills, the effectiveness of its implementation by teachers is crucial to achieve the best results and emphasizes the need for teachers to follow the PjBL framework to enhance students' learning experiences and skills. As stated above, it can



be concluded that the Project-Based Learning method is an alternative way to help students improve their English speaking skills. It is suggested that students should be more creative and active in expressing their ideas. The students should also think and play with their imagination to think about the topic related to authentic material.

4. CONCLUSION

This research aims to investigate the improvement of students' speaking ability through PjBL innovation using project mindmap and presentation. The results show that a learning model that involves creating projects in groups can improve students' cognitive learning domain. Students tend to learn more effectively when they engage in fun activities that allow them to freely express their opinions. They benefit from the opportunity to think critically, make corrections, and support their peers during the learning process. The innovation of Project Based Learning (PjBL) was very evident in the increase in student participation during Cycle I and Cycle II of the Classroom Action Research (CAR). In Cycle I, students learned the basic aspects of conversational speaking, and in subsequent cycles, they continued to develop the same topics to further improve their speaking skills.

The application of the PjBL method in teaching and learning activities has a positive effect on students' speaking ability. The students can speak fluently, confidently, and enthusiastically after they are taught by using the PjBL method in the learning activities. In addition, the steps in conducting the PjBL method in teaching activities facilitated them to have the opportunity to practice and boosted their motivation to speak English. Therefore, the PjBL method requires them to be active speakers in every activity.

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