

Project-Based Learning: Enhancing Efl Students' Speaking Skill Through Vlog

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Abstract. *The research that has been conducted is entitled "Project Based Learning: Enhancing Efl Students' Speaking Skill Through Vlog At The Seventh Grade Of Smp It Al Hijrah Deli Serdang", with the background being that students' english speaking skills are quite apprehensive and learning activities are still just listening and lecturing. Even though the facilities and infrastructure at the school are very adequate and the capability curriculum to be achieved is higher order thinking (HOT). The methodology in this research is to use quantitative methods with pre test, treatment, and post test design approaches in the experimental class and control class. The population in this study were student of class VII SMP It Al Hijrah. This study used a sample of 2 classes, namely for experimental class as many as 21 student from VII C and the control class as many as 21 students from class VII D. This study used a lottery method with random sampling style to select the sample. The validity processing tool uses the IBM SPSS Statistics Version 29 application. The result of this study revealed that there was a significant influence from the use of PBL through Vlog on students' speaking skills in SMP. This can be seen from the increase in the result of the test, namely a sig (2-tailed) value of $0.001 < 0.05$ or $t_{count}(3,139)$ higher than $t_{table}(1,684)$.*

Keyword: *PBL through Vlog, Speaking Skill, and Students.*

Abstrak. Penelitian yang telah dilakukan berjudul "Project Based Learning: Meningkatkan Keterampilan Berbicara Siswa Efl Melalui Vlog Pada Kelas Tujuh Smp It Al Hijrah Deli Serdang", dengan latar belakang bahwa keterampilan berbicara bahasa Inggris siswa cukup apresiatif dan aktivitas pembelajaran masih hanya mendengarkan dan memberi ceramah. Padahal sarana dan prasarana di sekolah sangat memadai dan kurikulum kemampuan yang ingin dicapai adalah berpikir tingkat tinggi (HOT). Metodologi dalam penelitian ini menggunakan metode kuantitatif dengan pendekatan pre test, treatment, dan post test design pada kelas eksperimen dan kelas kontrol. Populasi dalam penelitian ini adalah siswa kelas VII SMP It Al Hijrah. Penelitian ini menggunakan sampel sebanyak 2 kelas yaitu untuk kelas eksperimen sebanyak 21 siswa dari kelas VII C dan kelas kontrol sebanyak 21 siswa dari kelas VII D. Penelitian ini menggunakan metode undian dengan gaya random sampling untuk memilih sampelnya. Alat pengolah validitas menggunakan aplikasi IBM SPSS Statistics Version 29. Hasil penelitian ini mengungkapkan bahwa terdapat pengaruh yang signifikan dari penggunaan PBL melalui Vlog terhadap keterampilan berbicara siswa di SMP. Hal ini terlihat dari peningkatan hasil pengujian yaitu nilai sig (2-tailed) sebesar $0,001 < 0,05$ atau t hitung (3,139) lebih tinggi dari t tabel (1,684).

Kata Kunci: PBL melalui Vlog, Keterampilan Berbicara, dan Siswa.

1. INTRODUCTION

In Indonesia, English is now a mandatory subject for middle and high school students. This is mainly based on educational standards. Minister of Education and Culture Regulation Number 69 of 2013, namely regarding:

“The basic framework and curriculum structure for middle and high School states that English is the first foreign language that must be learn in secondary school in Indonesia whose purpose is to equip students in mastering four basic skills. The four of basic skill are Listening, Reading, Speaking, And Writing.”

English language has a very important position in the Curriculum 13 which must be mastered by state junior and senior high school students. This is in line with Al-Farisy's (2021) opinion which states that middle and high school students must be competent in four basic English skills, where these skills aim to increase the competitiveness of the Indonesian nation with the global community.

One of the most important skills that students must master and understand is speaking. It is very important to learn and communicate with others. According to Brown, learning speaking skills is very important to communicate and convey ideas both in the classroom and outside the classroom. According to Brown (2000), speaking ability is the most important ability that students must have in communicating and conveying their ideas. The goal is to succeed in learning English.

Those who study English must understand and master all important aspects of communication, such as grammar, vocabulary, pronunciation and fluency. This makes speaking a difficult challenge for them.

According to Rizky & Suharmoko (2019), a deficiency in vocabulary and grammar was the reason Indonesian students found it difficult to speak English. When speaking, they frequently mix up the two tenses because they have trouble telling the difference between simple past and simple present tenses, for example. The disparities in English tenses also cause them trouble when it comes to choosing the appropriate language for speech. According to Tawarik (2017), learning grammar and vocabulary is one strategy students can use to get over their challenges speaking Indonesian. Because grammar and vocabulary are related, it is crucial for students to grasp them in order to overcome speaking challenges in the classroom. There is a positive relationship between mastery of grammar and vocabulary and ease of communication and speaking according to grammatical rules.

So, if students are weak in mastering vocabulary, it will be difficult for students to communicate all the feelings, thoughts and ideas they have and it will be difficult to develop the four language skills, especially speaking skills.

In addition, students face difficulties in Speaking because they have weaknesses in Pronunciation and Fluency. They also cannot pronounce some words correctly because they do not understand the differences that exist in languages. Differences in spelling,

pronunciation, emphasis and intonation between the source language (Indonesian) and the target language (English) cause students' pronunciation difficulties. Pronunciation is a challenge for foreign language students because they have to understand and master aspects of pronunciation. Hewing (2003) stated that this includes difficulty mastering vowel sounds, consonants, consonant clusters, connected speech, intonation, syllables and word stress due to pronunciation that is different from the original language.

Beside that, students are not fluent in speaking because they need sufficient time to convey their ideas through speaking. When they are forced to speak directly, they will not be able to recognize the correct vocabulary and will not be able to communicate fluently. Saraswat (2017) stated that students' difficulties in the fluency aspect were caused by their difficulty in connecting one sentence to another in conversational form. In addition, students experience difficulties in fluency aspects because they do not know how to pronounce vocabulary correctly. Therefore, to be fluent, students must be able to pronounce vocabulary correctly.

Based on my observation besides the difficulty in aspect of speaking, students face other obstacles. The first is students' lack of desire and effort to speak English in class. students to be able to speak, the effort made, and the sense of interest in speaking. Students are less motivated to learn to speak because they are not enthusiastic and less interested in speaking English. They also think speaking English is hard to understand and practice. Therefore, Harmer (1991) stated that motivation is very important in speaking because it directs students to achieve their goals.

The next obstacle it showed the problem of how the traditional method used by the English teachers to teach English. Moreover she used the same method all the time. Thus making students bored and less interested in English. The English teacher at the school also never gave students the opportunity to speak and only focused on their assignments. Even though it is clear that the teachers must be facilitators for their students. (Kumaradavile, 2006) believes that as a good teacher, the teaching and learning process is student-centered and must have the task of understanding the purpose of language for students, whether as a method, communication or principle.

The last obstacle was when researcher saw the students making videos with the topic taken at that time being about Favorite Places. And in the video recording, it can be seen that many students are shy, hesitant, stutter and nervous in speaking. After being observed and asked they said that they could not speak well because they were confused about what to say.

After observing, the researcher was able to conclude that the reason they had difficulty in saying things in English was due to lack of practice in speaking English.

Then why do students have difficulty speaking English and why are they lack interest about learning English because the teachers who teach them only teach English through patterns taken from worksheets. So they rarely speak English and the English teacher only gives them assignments to work on the worksheets that have been provided. Every day during English learning, the teacher only asks to complete the questions on the worksheet without any feedback from the teacher himself. In fact (Combe & Codreanu, 2016; Moore, Nicholls, Strengers, Maller, & Horne, 2017) says that positive and negative feedback is very important in the learning context.

Teachers should provide feedback to students because it is very useful and shows students what their current level of ability is and tells them what to do if they receive unsatisfactory feedback. So it can be concluded that feedback is very important and as a teacher it is his duty to provide feedback in learning in order to improve students' levels.

The obstacle and difficulties in students' speaking skills definitely exist overcome by educators or teachers using creative learning strategies. Learning Strategy plays a very important role in creating more effective learning. Teachers need creative strategies to support the learning process and help student problems in class. One model of learning strategy that can be implemented used by teachers is using Vlog. Vlogging is an activity by recording videos about certain topics in video form, then posting and uploading them to one of your social media. Students can use this social media to improve their English skills by creating videos on certain topics and then post those videos on their personal pages. Then the teacher can give feedback and assessment of student Speaking results. So, students can make corrections and improve their Speaking skills based on input from the teacher and assessment. Therefore, Project Based Learning (PBL) using Vlogs can be used as a platform for accommodate their Speaking practice. Vlog media is also capable Increase self-confidence, reduce shyness and nervousness. Vlog can help students check their own performance through video recordings and allows for reflection after the video is posted in improving it speak and be confident

In this instance, the researcher sought to determine whether or not PBL using vlogs actually improved students' speaking abilities and offered additional advantages. The researcher then comes to the conclusion that speaking is crucial for students since effective speakers are highly valued and needed in today's world. However, students must overcome numerous challenges in order to become effective speakers.

This is what makes this research very important, because the existence of several problems above made the researcher decide to create activities that were very appropriate and in accordance with students' needs, as well as interesting and fun that were able to involve students and be able to engage overcome their problems in Speaking. In this case the researcher carried out treatment using PBL using Vlog. And here are some explanations regarding the reasons researcher use PBL via Vlog.

Vlog is short for video blogging or video log, and refers to a type of blog where most or all of the contents is in video format. Students can access this application via their smartphone. The app is very easy to access and students can upload their videos to YouTube on their blog.

2. LITERATURE REVIEW

Project Based Learning

PBL is widely used and has been shown to improve students' efficacy and abilities. PBL is a teaching approach that, according to Fathurrohman (2015), PBL is a learning method that uses project as a learning tool to achieve student competencies and skill.

(Coffey, 2015) said that PBL is a teaching approach that certainly involves students. The project is structured around questions, then students take part in sharing tasks and trying to answer these questions. Agree with Terry et al (2011) that PBL is a model of learning activities that is initially teacher-centered, then student-centered. So it can be concluded that PBL is innovative learning.

PBL refers to learning strategies that focus on classroom practice and are student-centered without being teacher-centered (Harun, 2006). PBL certainly helps students build skills to live in a world based on technology and high knowledge. And requires students to have the ability to overcome basic obstacles (Listening, Reading, Speaking And Writing) as well as skills in this digital era. With this PBL, students are required to become independent workers, critical thinkers, and eternal learners.

From several statements above, the researcher determined that PBL according to (Harun, 2006) is based on student characteristics and the problems students face at school. (Harun, 2006) believes that there are six steps in implementing PBL. Namely starting from essential questions, developing steps, designing a project schedule, completing the project

supervised by the teacher, providing an assessment, and finally providing an evaluation regarding the project.

Many experts state that PBL is very effective in EFL learning. As (Rochmahwati, 2016) has obtained successful results regarding the use of PBL which has a very fast influence on students' speaking skills. Agree with (Supe & Kaupuzs, 2015) that the use of PBL can help students improve the language used in class and make them more active and make learning more interesting. So it can be concluded that this method is very effective in improving students' speaking skills.

Increasing student activity background, student responses to other students, and actual group work are some of the aspects that impact this PBL approach. Students become more critical thinkers as a result. Many students' speaking abilities, including grammar, vocabulary, fluency, and self-assurance, are impacted by this PBL. Thus, the researcher affirms that PBL learning has a significant impact and advises English teachers to employ this strategy as a substitute model to help students get past the challenges they encounter during the teaching and learning process.

According to this passage, God made humans in a unique way. individuals, tribes, nations, and so forth, both male and female. The goal of this is to facilitate interpersonal relationships. Thus, language is a tool for communication that can help people get to know one another. People can learn about many branches of science and technology through conversation.

If non-native English speakers want to improve their English speaking skills, they must first study the language patterns and learn to pronounce each word correctly. To communicate well, you not only need to be proficient in language aspects, but also the ability to process language and information at the same time (Harmer, 2015). To get better at speaking English, we need practice. Non-native English speakers who wish to gain proficiency in English must master information and practice simultaneously due to its complexity.

Students must become proficient speakers in order to communicate effectively. building concepts that will be expressed through speaking and communicating is the first step in building speaking skills.

Interacting also entails talking. This demonstrates how the act of speaking helps to establish effective communication by bridging the conceptual gaps between the speaker and the listener. Speaking students want to become more proficient communicators, enhance their capacity for self-expression through various media, and abide by social norms that are

relevant in all contexts. Speaking abilities, according to Sari (2017), are the capacity to process language and information simultaneously, as well as the ability to communicate effectively between two people in order to transmit ideas. We need to practice speaking English more if we want to improve. Because English is so difficult, non-native speakers who want to become proficient in the language must learn it and practice at the same time.

Ability to produce word sounds that express one's intentions and feelings. Speaking abilities, which are predicated on a person's self-confidence to communicate accurately and honestly by eradicating feelings of shyness, anxiety, and low self-esteem, are one measure of the caliber of language learning.

Speaking Skills

The capacity to communicate thoughts through spoken phrases is known as speaking skills. Tales, speeches, presentations, and so on are a few instances of speaking abilities.

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Speaking difficulties can be brought on by a variety of circumstances, including a lack of practice, low self-esteem, mother tongue disparities, difficulty mastering certain speaking skills, and a fear of making mistakes.

a. Lack of speaking skills

A common reason why many EFL students lack proper speaking abilities is their fear of making a mistake. This is a result of the fact that many schools do not organize and provide speech instruction for each class. Consequently, they don't talk much. The fact that classroom language instruction emphasizes language theory over speaking practice is another contributing element.

b. Lack of self-confidence

Because they are apprehensive about employing the incorrect word, they lack confidence when speaking. When they have to speak in front of the class, they are apprehensive, bashful, and lack confidence. However, pupils won't be prepared to practice speaking in the future if teachers make them talk without first helping them comprehend the components of speaking.

c. Differences in mother tongue

Students frequently employ their mother tongue when learning a foreign language. This is a result of their ingrained habit of speaking only in their mother tongue. One example of this is the use of different accents and grammatical constructions. You therefore feel awkward and unprepared when asked to talk in a foreign language.

d. Anxiety for

Making errors This relates to the preceding element. Due to their lack of speaking experience and different mother tongues, they are not prepared to talk and are terrified of making mistakes.

e. Because they are not proficient in speaking, students find it difficult to express themselves.

When practicing speaking, students who struggle with grammar will find it difficult to put words together in phrases and will become confused. Pronouncing the right words incorrectly will make it difficult for students to communicate since others will not comprehend what they are saying.

Vlogs

The term "vlog" is undoubtedly recognizable to today's youth. The contemporary generation may easily record their own videos as time and technology advance. Beginning with videos that they find intriguing and will publish online, they will cover a wide range of topics, including daily activities, personal lives, jobs, hobbies, interests, and abilities. In addition to enjoying themselves, they will gain more money. Because of this, the younger generation is now highly motivated to make and share vlogs.

Vlogs are used as a means of communication with a large audience, which helps students develop a variety of skills, including using technology, thinking creatively, becoming more self-assured, and expanding their vocabulary. These skills will all help students' speaking abilities, especially in English, to grow.

Benefits of vlogs, according to Helianthunsonfri (2017), include:

1. Vlogs allow for more organic self-expression than text blogging does.
2. Using Vlogs improves learning growth techniques
3. Vlog expands the avenues for expression and communication by include personal video postings.
4. Vlogs can help viewers better understand today's digitally evolved world.
5. One can use Vlogs to expand their self-publishing beyond blogging.

3. METHOD

Location of the reserch at SMP IT Al Hijrah Deli Serdang in jl. Perhubungan, Lautdendang, Medan City, North Sumatera. In this study, the researcher methodology to be used is the quantitative method. According to Balvanes And Caputi (2001), quantitative research focused on collecting and numerical data and using them to generalize findings across populations or to explain certain phenomena. This study used a quasi-experiment pre test and post test reserach design. The purpose of this study, to determine the enhancement of using the PBL through Vlog on students' speaking skills, is suitable for this experimental methodology.

Futhermore, in this design the research sample divide into two groups, namely the experimental class and control class. Before the learning process begins, a pretest give to each class. These two groups then receive various treatments. The experimental class give a learning intervention using PBL through Vlog . Meanwhile, the control class receive teaching in the learning using traditional method by English Book.

A population is a collection of people who differ from other groups in terms of personality. The subjects of this study were 7th grade of SMP IT Al Hijrah Deli Serdang in the 2024/2025 academic year. This study use a lottery method with random sampling style to select the sample. The name of each class is written on a piece of paper, which is then place with the other papers in the glass. Three sheets of paper are removed from the glass after shaking. Thus, two class of sample are taken.

The instrument in this research is use pre test and post test. The pre-test and post test use to measures responses to variable x, namely project-based learning, and measures student improvement or variable y. The researcher give a pre-test to students in the form of a written

test. The test consist of questions from researcher to students, there are 10 question related to topic.

The analysis used to test this hypothesis is a simple correlation analysis technique. However, before the analysis is carried out, a requirements test must be carried out, namely Validity and Reliability, Normality Test, Homogeneity Test, t_{test} and Test The Hypothesis.

4. FINDING AND DISCUSSION

In this section the researcher describes the data that has been collected using IBM SPSS Statistics version 29. The data obtained includes information about students' speaking abilities which was collected using 2 tests, namely pre-test and post-test. After conducting this research, the researcher finally obtained data from students. The data scores obtained by the researcher contained pre-test and post-test from the experimental class and control class. For an explanation, we can see the table below.

Figure 2 : The score of Pre-Test and Post-Test in Experimental Class

Name Of Students	Experimental class	
	Pre-test	Post-test
KAR	72	88
AA	85	97
ZAI	86	98
MS	81	95
LHF	65	88
IN	61	92
KHZ	63	80
AH	76	80
FM	53	88
RZK	77	85
QS	75	92

AC	75	88
FAW	65	88
HAN	78	91
NM	65	88
SSY	55	90
NNA	77	78
SSP	68	85
FAS	56	88
AR	61	90
SSH	60	91
Sum	1,454	1,849
Mean	69.23	88.04
Mode	65	88
Median	68	88
Minimum Score	53	78
Maximum Score	86	98

According to the table above, score pre-test in the classroom experimental experience enhancement. From this table can seen that the average score pre-test student was 64.76 and in the pre-test experienced enhancement to 86.80. From that table show that use of “PBL through Vlog” provides enhancement in ability speak students at SMP It Al Hijrah Middle School.

Figure 2. The scores of Pre-Test and Post-Test in Control Class

Name Of	Control class
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Students	Pre-test	Post-test
QMU	68	85
SAN	80	95
FH	61	80
MAE	66	83
FAH	61	82
AAW	58	90
SH	55	80
ASA	72	80
STT	52	85
NS	55	81
RAM	65	85
ZPS	70	80
NKH	61	88
NHJ	72	82
ASD	52	80
ZSD	50	83
WAWA	50	83
RA	62	80
MIZ	53	85
DRA	55	88
AMY	53	80
Sum	1,271	1,755

Mean	60.52	83.57
Mode	61	80
Median	61	83
Minimum Score	50	70
Maximum Score	85	97

Based on the table above, the pre-test scores in the control class experienced enhancement. That matter can we look from students' pre-test average score namely 63.38 and post-test scores experienced enhancement to 81.76. This show that use of "English Book" in learning also improves ability speak student.

This study done For answer problem existing research , whether the use of PBL through Vlog has significant improvement to speaking skill at SMP It Al Hijrah Deli Serdang. So For explain answer from question above, data results from pre-test And post test has calculated use t - test formula (paired sample t test) with presumption under This :

H_a accepted if $t_{count} > t_{table}$ or if sig. (2 tailed) < 0.05 .

There is significant increase to using PBL through Vlog at SMP It Al Hijrah .

That matter can seen from the table, a sig (2 tailed) value of $0.001 < 0.05$ which means that hypothesis H_a accepted, H_o accepted if $t_{count} < t_{table}$ or if sig. (2-tailed) > 0.05 . There is significant enhancement to using PBL through Vlog at SMP It Al Hijrah. Can seen again from the table, that sig. (2-tailed) value of $0.001 < 0.05$ which means that H_o hypothesis rejected.

Based on analysis data students obtained in class VII SMP It Al Hijrah , it is known that ability speak student experience enhancement with using PBL through Vlog. Which is the result show that the use of PBL through Vlog has significant improvement on speaking skill student. The data results were obtained with using 2 tests, namely pre-test And post test . Student given a project to make a vlog video with "daily routine" theme . Student experience enhancement after using PBL through this Vlog . That can seen on page earlier that showed score pre-test and post test student If compared to . Where results in this study show that H_a accepted and hypothesis H_o is rejected.

5. CONCLUSIONS

Based on results data analysis and results discussion on page previously , researcher conclude that there is enhancement from use of PBL through Vlog on student class VII of It Al Hijrah Middle School . This clear from enhancement score student after treatment was carried out using Vlog. From calculations t-test is known that sig. (2-tailed) value of $0.001 < 0.05$ or $t_{count} (3,139)$ higher than $t_{table} (1,684)$. Because that , you can concluded that H_a accepted and Hypothesis H_o is rejected with statement that there is significant enhancement of implementation of PBL through Vlog at SMP It Al Hijrah Deli Serdang .

Based on results research that has been obtained , researchers provide some suggestions on every aspect based on problem in the final project. Following a number of advice :

For students , results study has show that ability speak student experience enhancement after given treatment with using Vlogging. That matter can seen from increasing student vocabulary , improving student pronunciation and also trust self when speak in front of class . However, it doesn't end there because student must keep going study so their speaking skill keep going increase . For achieve this target , students can take profit from PBL through Vlog which is very easy for done and naturally give significant increase to ability speak student .

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