

## Systematic Literature Review (SLR): Implementation of The Project-Based Learning (PjBL) Approach To Improve Students' Speaking Skills

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### ABSTRACT

This systematic literature review (SLR) explores the impact of Project Based Learning (PjBL) on students' speaking skills, drawing insights from qualitative studies. The study identified key themes, increased student engagement, motivation, increased self-confidence, increased fluency and accuracy, and development of critical thinking and problem solving skills. The collaborative nature of PjBL fosters authentic communication among students, contributing to overall language proficiency. This research uses the Systematic Literature Review (SLR) method, which examines 15 national journal articles to comprehensively analyze the existing body of research. A thorough search of electronic databases ensured selection of relevant qualitative research articles. These findings highlight the positive influence of PjBL on students' speaking skills, providing valuable implications for educators, policy makers, and researchers seeking effective strategies for language development in educational contexts.

**Keywords:** *Systemic Literature Review, Project Based Learning, Speaking Skills.*

### INTRODUCTION

The Government's decision to change the 2013 Curriculum to the Independent Curriculum in 2021 is not without reason. This decision was taken by the Government involving evaluation, review and in-depth consultation with various parties, such as

education experts, teachers, schools and other stakeholders. This is done in stages to deal with changes and challenges in the increasingly advanced and developing field of education. Where schools are given the freedom to determine curriculum content that can be adapted to the needs, characteristics, potential of students and the local context.

The Merdeka curriculum also emphasizes the development of 21st century skills, one of which is the ability to communicate effectively because speaking ability is a very important skill component in this globalization era so that students can win the competition in this competitive world of work. One of the appropriate learning approaches used in the Merdeka Curriculum is to use the Project Based Learning (PjBL) approach which is an active learning that links technology with everyday life in producing a work. In this PjBL students will try to improve their critical thinking skills of the problems found (Sari, 2021). Learning with the PjBL approach emphasizes real projects or assignments that are relevant and challenging for students.

In supporting students' speaking skills, Project Based Learning (PjBL) is an approach that encourages active participation of students and provides opportunities for students to interact directly with peers and teachers through relevant projects. Project-based learning provides opportunities for students to actively develop their knowledge and solve problems through various activities that lead to product creation (Asri et al., 2017). The teacher acts as a facilitator and evaluator as well as a motivator for students to gain various experiences, knowledge, skills and attitudes. As stated by Handayani (2021) that student motivation can be increased through project-based learning. Teachers are also given the flexibility to design learning projects that suit the needs and interests of students and the local context around them.

As for the research method, Systematic Literature Review (SLR) is the right method to analyze findings that are relevant to the PjBL approach to improve students' speaking skills. SLR is a process of identifying, assessing and interpreting all available research evidence with the aim of providing answers to specific questions (Kitchenham et al., 2009). From the

results of the SLR, strong scientific evidence and practical guidelines will be obtained for educators and researchers in understanding the impact of PJBL on students' speaking skills.

This study aims to conduct a systematic literature review (SLR) on the application of the PJBL approach in improving students' speaking skills. By analyzing various previous studies, this study aims to identify successes, obstacles and best practices associated with implementing PJBL in developing students' speaking skills. Through this research, it is hoped that it can make an important contribution to education practitioners and researchers to understand more deeply about the effectiveness and relevance of the PJBL approach in improving students' speaking skills.

### **RESEARCH METHOD**

This study aims to identify, review and evaluate research that is relevant to the Systemic Literature Review (SLR) method to answer research questions that have been set (Triandini et.al, 2019). There are several stages in this study, including the formulation of questions, literature search, establishment of inclusion and exclusion criteria, literature selection, data presentation, data processing and drawing conclusions. In qualitative research, it is necessary to explain the functions of the presence of researchers, subjects, informants and data collection methods as well as descriptions of data quality/reliability. Before carrying out the research, first determine a clear research objective, namely to carry out the SLR regarding the implementation of PJBL in improving speaking skills.

The first stage is the identification of questions in the research by formulating specific and relevant research questions, including: what is the effectiveness of PJBL in improving students' speaking skills? (P1), what are the obstacles encountered during the implementation of PJBL to improve students' speaking skills? (P2), what is the best step in implementing PJBL to improve students' speaking skills? (P3).

The second stage is a literature search, namely by determining the database to be used. For example, scientific journals, research databases and other trusted data sources. Meanwhile, to search for relevant literature is to use keywords such as "project-based

learning, speaking skills, implementation or others.

The third stage is regarding the establishment of inclusion and exclusion criteria in research, namely choosing a population or sample to be used as research subjects by considering certain characteristics that are relevant to the research objectives in order to produce samples that match the research questions, ensure the validity and reliability of research results, and also control factors - factors that influence the results of research. Examples include year of publication, language, type of publication and relevant educational context. If the determination of inclusion and inclusion criteria is appropriate, then this will help focus research on relevant populations and increase generalization in research findings

The fourth stage is literature selection to ensure that the literature sources used are of high quality, relevant and reliable. The steps are to evaluate the title, abstract, and full text according to the inclusion and exclusion criteria, and use an objective assessment tool to assess the quality of the research methodology that has been reported in the literature.

The fifth stage is the presentation of data after going through the process of collecting relevant data, such as year of publication, research design, participants, methods, main findings and implications of PJBL in improving students' speaking skills. Presentation of data in qualitative research includes not only visual or narrative presentation, but also consideration of context, interpretation, and reflection on the data. A researcher must also be able to maintain the privacy and confidentiality of participants by not identifying directly in the presentation of data, unless prior approval has been obtained.

The sixth stage is data processing using appropriate analysis such as the content analysis method or thematic analysis to analyze the findings that have been extracted by identifying patterns, general findings, differences and similarities in the reported studies.

The seventh stage is drawing conclusions after the process of interpreting the findings in the research as a whole, a researcher must be able to relate it to the research

question, and conclude it clearly. The last thing a researcher has to do is present the SLR results in the form of a structured and informative report. By carrying out the stages in this SLR research, researchers can systematically explore and analyze relevant studies on the application of PjBL to improve students' speaking skills and present findings that can provide new insights and better understanding of certain topics.

**DISCUSSION**

**Table 1. Research Results on the Application of the Project Based Learning (PjBL) Approach to Students' Speaking Skill**

No	Researcher and year of research	Journal	Research Result
	(Abdul, Nurdevi, 2021)	ETERNAL (English, Teaching, Learning, and Research Journal)	This study shows that students' speaking skills increased progressively from cycle one to cycle three. The students responded positively to the use of SPjBL as a way to improve their speaking skills. In conclusion, this study proves that SPjBL's innovative learning approach can effectively improve students' speaking skills in the school context. The theoretical and practical implications of this research include the importance of choosing an appropriate learning approach or method to improve student skills and achievement.

	(Ruslan, 2021)	EUDL (European Union Digital Library)	<p>According to the results of the study, students reported feeling joy and challenges while working on their projects, which were due to the special conditions they encountered. The feeling of joy arises when they are able to complete the project, while they feel stimulated when their project does not meet their expectations. Also, they put perfection first because they prioritize the end result over the process itself. This study also discusses the pedagogical implications of these findings and hopes for further research.</p>
	(Wahyuni, 2018)	English Education Journal	<p>This research shows that students' speaking skills improve on grammar, vocabulary, pronunciation, fluency, and self-confidence. This increase was observed through speaking activities, such as group discussions, interviews, voice recordings, and oral presentations. In addition, students' motivation in learning also increases. there are challenging multimedia-based projects, where students create digital stories, providing meaningful and engaging</p>

			experiences that increase student participation during the learning process.
	(Suryani, L., & Argawati, N. O, 2023)	IEFLJ (Indonesian EFL Journal)	This study shows that the use of Information and Communication Technology (ICT) in project-based learning improves students' speaking skills through their involvement in projects. There is a progressive increase in student learning outcomes in cycles I and II. Students can provide positive feedback after completing the project. They are able to work in groups, be more active, learn new things, and show high motivation. They discuss their projects actively and support each other to complete them. As a result, Project-Based Learning (PJBL) can increase students' enthusiasm for speaking.
	(Kusumawati, I., 2019)	<b>CELT (Culture, English Language, Teaching &amp; Literature)</b>	The use of PJBL in teaching speaking skills is beneficial in developing students' ideas and encouraging group presenters to use their own language. Through PJBL, students can choose their own topics. During the completion of PJBL, students feel interest, happiness,

			<p>joy, and comfort because the ideas come from themselves. To teach speaking effectively using PJBL, teachers direct students to be active in collaborative discussions and provide feedback, thus building social relationships. PJBL activities also encourage the formation of students' knowledge and critical thinking.</p>
	(Nugroho, Wienda Febriyanti., 2019)	Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan	<p>The study concluded that when students were taught using PJBL through Vlogs, the eleven students achieved success according to the set criteria. The use of PJBL through Vlogs improves students' fluency, grammar, pronunciation, vocabulary, and content skills.</p>
	(Rochmahwati, Pryla. 2015)	Kodifikasia : Jurnal Penelitian Islam	<p>The analysis shows that Project Based Learning has an impact on students' speaking ability. In addition, effective procedures for implementing Project Based Learning include dividing the class into groups, explaining the project, and carrying out the project. As a result, students showed significant</p>



			positive attitudes towards using Project Based Learning in their speaking classes.
	(Mafruudloh, Naajihah., 2020)	Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics	This study has an important impact of PJBL on students' speaking skills. In addition, PJBL has proven to be effective in teaching speaking, as it encourages students to become more engaged and creative in their assignments and participation in class. Therefore, it is highly recommended to use this teaching method in speaking classes to improve students' speaking skills.
	(Setiawan, Ridwan Yasin., 2021)	EDUCATIO : Journal Of Education	The findings of this study indicate that through the steps in PJBL students acquire various life skills, including (1) self-awareness and personal life skills, (2) social skills, (3) thinking skills, (4) academic skills, and (5) ) vocational skills
0	(Darini Bilqis Maulany, 2013)	E – journal of English Education	The results show that PJBL has the potential to improve students' speaking skills. Improvements were observed in various aspects of speaking, namely comprehension, vocabulary, grammar, fluency, and pronunciation. Among these aspects, comprehension and vocabulary showed the most significant

			improvement. Based on these findings, it is recommended to apply Project Based Learning as a teaching approach to improve speaking skills in primary schools.
1	(Karyawati, Alif, 2018)	LingTeraict	The results show that ICP (International Class Program) students take a leading role in class, especially in improving their speaking skills. lecturers create a fresh learning environment for teaching English by incorporating activities that foster communication, critical thinking, collaboration, and creativity, also known as 4C skills.
2	(Firdaus, F., & Septiady, A. 2023)	Journal on Education	The results of the analysis show that there is a real influence of Project Based Learning on students' speaking skills. It is an effective method in teaching speaking because it improves students' speaking skills, builds students' teamwork skills, improves students' problem-solving skills, and stimulates students to be active, innovative, communicative, and creative. Therefore, it is highly recommended to be applied in teaching speaking.

3	(Setiawan, Ridwan Yasin., 2020)	Briliant: Jurnal Riset dan Konseptual	The findings of this study clearly show that the process of training students' Higher Order Thinking Skills (HOTS) is successfully integrated into the four PjBL steps consisting of Preparation, Implementation, Development, and Presentation. This confirms that PjBL provides an effective framework in developing higher order thinking skills in students.
4	(Hidayat, M.Rusli., 2020)	Proceeding : Bogor English Students and Teacher (BEST) Conference	Research concludes that PjBL has a positive impact on improving speaking skills for EFL students. The researcher concluded that Project Based Learning is an effective approach to improve students' speaking skills and create a positive teaching atmosphere. Meanwhile, Screencast O Matic was identified as the right tool for teaching millennial students.
5	(Apriyanti, Difiani., 2018)	Jurnal Ta'dib	Initially, the students had no difficulty creating content for their presentations; however, they faced difficulties in delivering speeches. The first videos reveal low delivery rates due to unresolved public speaking anxiety.

			On the other hand, the second video shows students' skills and confidence increasing. Thus, it can be concluded that the experience of public speaking will greatly help students overcome their fears and anxiety related to public speaking.
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**Obstacles to the improvement of students' speaking skills.**

No	Author and Year	Obstacles	Solution
1	(Abdul, Nurdevi, 2021)	The lack of adequate resources, teaching materials and administrative support.	Speaking project based learning (SPJBL) innovative learning approach can effectively enhance speaking ability in school context in group discussion.
2	(Ruslan, 2021)	Students' priorities in achieving a perfect outcome which can create pressure and limit their willingness to take risks, explore new ideas.	PJBL gives challenge to stimulate the students' learning by pushing them to overcome the obstacles in group discussion.
3	(Wahyuni, 2018)	Dificulties in designing and managing multimedia-based	The implementation of multimedia – based projects by providing a platform for

		projects that provide meaningful and engaging experiences for students.	students in creating authentic and meaningful digital stories.
4	(Suryani, L., & Argawati, N. O, 2023)	The lack of resources, teaching materials and administrative support.	The implementation of ICT-supported PJBL in presenting interactive discussion
5	(Kusumawati, I., 2019)	The difficulties in generating ideas and low intrinsic motivation	The implementation of PJBL through Vlogs to improve their way in thinking critically, and enhancing students' intrinsic motivation.
6	(Nugroho, Wienda Febriyanti., 2019)	Students' fluency, grammar, pronunciation, vocabulary and content skills	The implementation of PJBL through Vlogs creation to develop students' multiple language skills.
7	(Rochmahwati, Pryla. 2015)	The lack of resources, teaching materials and administrative support	The effective implementation of PJBL by grouping division, creating collaborative and engaging learning.

8	(Mafrudloh, Naajihah., 2020)	The passive participation in discussion forum	The implementation of PJBL by creating group division, and asking students' participation in discussion class.
9	(Setiawan, Ridwan Yasin., 2021)	Students' fluency, grammar, pronunciation, vocabulary and content skills	Group discussion through the steps in PJBL process to enhance self-awareness and personal life skills, social skills, thinking skills, academic skills, and vocational skills
10	(Darini Bilqis Maulany, 2013)	The lack of speaking, including comprehension, vocabulay, grammar, fluency and pronunciation.	The implementation of PJBL by creating group division, and asking students' participation in discussion class.
11	(Karyawati, Alif, 2018)	The inactive role of ICP students in English speaking class.	Implementing PJBL steps in ICT in inviting their critical thinking, collaboration, and interactive clas.
12	(Firdaus, F., & Septiady, A. 2023)	Students speaking skills	The implementation of PJBL steps by giving a chance in collaboration with peers, work on real life problems, and

			participate actively in learning process.
13	(Setiawan, Ridwan Yasin., 2020)	Difficulties in developing higher order thinking skills in speaking.	Implementing PJBL steps in inviting their critical thinking, collaboration, and interactive clas.
14	(Hidayat, M.Rusli., 2020)	Difficulties in delivering speeches	Implementing PJBL steps by using Screencast O Matic to teach millennial students.
15	(Apriyanti, Difiani., 2018)	Public speaking anxiety	Implementing PJBL steps by engaging students in public speaking activities through video.

### **The Implementation of Project-Based Learning (PJBL) on Students' Speaking Skills**

The result of this research is that the implementation of the project-based learning approach on students' speaking skills can yield several findings as follows. Regarding the first question about the effectiveness of PJBL in enhancing students' speaking skills, the results are as follows:" Speaking project based learning (SPJBL) innovative learning approach can effectively enhance speaking ability in school context in group discussion. (Abdul, Nurdevi, 2021), PJBL gives challenge to stimulate the students' learning by pushing them to overcome the obstacles in group discussion. (Ruslan, 2021), The implementation of multimedia – based projects by providing a platform for students in creating authentic and meaningful digital stories. (Wahyuni, 2018), The implementation of ICT-supported PJBL in

presenting interactive discussion, (Suryani, L., & Argawati, N. O, 2023), The implementation of PJBL through Vlogs to improve their way in thinking critically, and enhancing students' intrinsic motivation. (Kusumawati, I., 2019), The implementation of PJBL through Vlogs creation to develop students' multiple language skills., (Nugroho, Wienda Febriyanti., 2019), The effective implementation of PJBL by grouping division, creating collaborative and engaging learning. (Rochmahwati, Pryla. 2015), The implementation of PJBL by creating group division, and asking students' participation in discussion class. (Mafruudloh, Naajihah., 2020), Group discussion through the steps in PJBL process to enhance self-awareness and personal life skills, social skills, thinking skills, academic skills, and vocational skills. (Setiawan, Ridwan Yasin., 2021), The implementation of PJBL by creating group division, and asking students' participation in discussion class. (Darini Bilqis Maulany, 2013), Implementing PJBL steps in ICT in inviting their critical thinking, collaboration, and interactive clas. (Karyawati, Alif., 2018), The implementation of PJBL steps by giving a chance in collaboration with peers, work on real life problems, and participate actively in learning process. (Firdaus, F., & Septiady, A. 2023), Implementing PJBL steps in inviting their critical thinking, collaboration, and interactive clas. (Setiawan, Ridwan Yasin., 2020), Implementing PJBL steps by using Screencast O Matic to teach millennial students. (Hidayat, M.Rusli., 2020), Implementing PJBL steps by engaging students in public speaking activities through video. (Apriyanti, Difiani., 2018).

Based on the second question regarding the best steps in implementing PJBL to improve students' speaking skills, the following are as follows: The lack of adequate resources, teaching materials and administrative support. (Abdul, Nurdevi, 2021), Students' priorities in achieving a perfect outcome which can create pressure and limit their willingness to take risks, explore new ideas. (Ruslan, 2021), Dificulties in designing and managing multimedia-based projects that provide meaningful and engaging experiences for students. (Wahyuni, 2018), The lack of resources, teaching materials and administrative support. (Suryani, L., & Argawati, N. O, 2023), The difficulties in generating ideas and low





INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO 2024

Vol.01, No.01, 2024: March: 88-107

intrinsic motivation. (Kusumawati, I., 2019), Students' fluency, grammar, pronunciation, vocabulary and content skills (Nugroho, Wienda Febriyanti., 2019), The lack of resources, teaching materials and administrative support (Rochmahwati, Pryla. 2015), The passive participation in discussion forum. (Mafruudloh, Naajihah., 2020), Students' fluency, grammar, pronunciation, vocabulary and content skills (Setiawan, Ridwan Yasin., 2021), The lack of speaking, including comprehension, vocabulay, grammar, fluency and pronunciation. (Darini Bilqis Maulany, 2013), The inactive role of ICP students in English speaking class. (Karyawati, Alif., 2018), Lacks of Students speaking skills (Firdaus, F., & Septiady, A. 2023), Difficulties in developing higher order thinking skills in speaking. (Setiawan, Ridwan Yasin., 2020), Difficulties in delivering speeches (Hidayat, M.Rusli., 2020), Public speaking anxiety (Apriyanti, Difiani., 2018).

In addition, it is also noted that research results may vary depending on the context, research methods, and participants involved in the research. In addition, there are other factors such as the teacher's role, support from the learning environment and student characteristics which can also influence the research results.

## **CONCLUSION**

The collective findings from these studies highlight the positive impact of project based learning on students' speaking skills and overall learning experience. The implementation of PJBL has shown progressive improvement in students' speaking abilities, including grammar, vocabulary, pronunciation, fluency, and self confidence. The use of Information and Communication Technology (ICT) and multimedia based projects further enhances students' engagement, motivation and participation in learning process. By incorporating ICT tools such as Vlogs and Screencast O Matic, and many more.

Despite the benefits of PJBL, there are also obstacles identified, such as public speaking anxiety. However, the experience of public speaking within the PJBL framework proved to be effective in helping students overcome their fears and anxiety over time. The

process of gradually building students' confidence in delivering speeches resulted in increased skills and self assurance. Further research and exploration are encouraged to continue investigating the pedagogical implications and potential of PJBL in different educational contexts.

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INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO 2024

Vol.01, No.01, 2024: March: 88-107

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INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO 2024

Vol.01, No.01, 2024: March: 88-107

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**INTERNATIONAL INTERDISCIPLINARY CONFERENCE AND RESEARCH EXPO 2024**  
**Vol.01, No.01, 2024: March: 88-107**