

## Developing English-Speaking Materials for Broadcasting Students by Applying Project-Based Learning

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### Abstract

Project-based Learning is the most appropriate teaching method suggested in Curriculum 2013. It consisted of effective methods and integrated processes that assist vocational school students in overcome their English-learning difficulties. The problems in SMK SWASTA Dwi Tunggal 1 are English-speaking Materials for Broadcasting students are not specific, not integrated with Project-based Learning completely. The objective of the research is To increase the students English speaking skill. The subjects of the research consisted of 16 students. This research was categorized as research and development. It was undertaken to develop English-Speaking material for Broadcasting Major. In this research, the design of research that has been applied is ADDIE (Analysis, Design, Development, Implementation, Evaluation). the result of computation in N-Gain test, the average was 0.731, that means normal index criteria of N-Gain are accepted. Because it was higher than 0.7. So, the researcher concluded that developing English speaking materials by implementing project-based learning for broadcasting students is effective. It can be seen from the result of the means improvement between pre-test and post-test in class X from broadcasting major in SMK Dwi Tunggal. the mean of pre-test was 59.6 and the mean post-test was 89. Because of the pre-test was higher than post-test, so the model that applied in class X in developing English speaking materials is a good model and affect students' speaking skill.

**Keywords :** *Broadcasting Students, English Speaking, Project based Learning*

### Abstrak

Pembelajaran berbasis proyek merupakan metode pengajaran yang paling tepat yang disarankan dalam Kurikulum 2013. Metode ini terdiri dari metode yang efektif dan proses terpadu yang membantu siswa sekolah kejuruan dalam mengatasi kesulitan belajar bahasa Inggris mereka. Permasalahan yang ada di SMK SWASTA Dwi Tunggal 1 adalah Materi Berbahasa Inggris untuk Penyiaran tidak spesifik, tidak terintegrasi dengan Project based Learning secara utuh. Tujuan dari penelitian ini adalah Untuk meningkatkan keterampilan berbicara bahasa Inggris siswa. Subjek penelitian terdiri dari 16 siswa. Penelitian ini dikategorikan sebagai penelitian dan pengembangan. Hal ini dilakukan untuk mengembangkan materi berbahasa Inggris untuk Jurusan Penyiaran. Dalam penelitian ini, desain penelitian yang diterapkan adalah ADDIE (Analysis, Design, Development, Implementation, Evaluation). Hasil perhitungan uji N-Gain diperoleh rata-rata sebesar 0,731 yang berarti kriteria indeks normal N-Gain diterima. Karena lebih tinggi dari 0,7. Jadi, peneliti menyimpulkan bahwa pengembangan materi berbicara bahasa Inggris dengan menerapkan pembelajaran berbasis proyek untuk siswa penyiaran adalah efektif. Hal ini terlihat dari hasil peningkatan rata-rata antara pre-test dan post-test pada siswa kelas X jurusan penyiaran di SMK Dwi Tunggal. rata-rata pre-test adalah 59,6 dan rata-rata post-test adalah 89. Karena nilai pre-test lebih tinggi dari post-test, maka model yang diterapkan di kelas X dalam mengembangkan materi berbicara bahasa Inggris adalah model yang baik dan mempengaruhi siswa. ' keterampilan berbicara.

**Kata Kunci :** *Siswa Penyiaran, Berbicara Bahasa Inggris, Pembelajaran Berbasis Proyek*

## **1. Introduction**

Speaking as a tool of communication in English is an important skill required in the global atmosphere, we can exchange information with others by communicating, it requires our speaking skills. Unlike the other three aspects, speaking skills are more difficult to learn (Putri et al., 2020). There are still many students cannot face various challenges when learning English as their second language, especially in improving their speaking skill. It is challenging for students in Indonesia to master English speaking skills because English is the foreign language to them. This obstacle is influenced by several factors, both internal and external factors faced by students while studying. There are some previous researches related to the development of English-speaking materials. Those are research by Papatungan et al (2018) the result of need analysis showed that in the part of students' responded background it was found that the students had a lack of experience of learning speaking English especially in nursing vocational. In the target needs and learning needs showed that students needed materials for speaking which were attractive and interesting and based on nursing vocational. The product of this study was supplementary English-speaking materials for nursing vocational. The results of the book evaluation from the expert showed that the developed supplementary English-speaking materials for nursing vocational school were categorized as strongly agreed and suitable to be applied in the teaching learning process, and the research by Suroyo et al (2018) the researchers adopted some steps in educational research and development proposed by Borg and Gall in Vocational School 1 Kendal. The researcher chose one class of eleventh graders that had 32 students in it. In conducting the study, the researcher observed the existing materials and interviewed the teachers for the needs analysis. After that, the researcher developed the ESP vocational speaking materials, then conducted the expert validation to several experts and tests and gave questionnaires to the students. The researcher, then, calculated the product's effectiveness by using t-test. It was found out that the product was considered effective based on the t-test results and very good based on the questionnaire analysis. There were also some English-speaking materials for vocational students, but unfortunately, they were not in the form of ESP materials. The other research by Lumbannahor et al (2023). It was found that 83% of students agreed that the existing materials currently used by the students were irrelevant with business and management programs. The irrelevance materials were then developed through CTL approach and relevant to their study program and work life situation. The learning materials were developed into 6 units of speaking material. The learning materials were then validated by two experts. The average score of the validation was 88, It showed that learning materials were very good, relevant and feasible. It is believed that students' speaking skill can be going up gradually through routines activities in the classroom (Tami et all, 2021; Mahrian et all, 2022). Several research revealed that project completion activities in the classroom led to the students' participation and it enhanced their communication skill since they completely understand both content and meaning of the project (Villalobos et all, 2015;Guo et all, 2020; Chen, 2018; Grennier, 2020).

As far as the researcher's observation in SMK Swasta of Dwi Tunggal 1 at Tenth Grade, the students' speaking skill is categorized lower and needs to be increased. It is because the students do not have enough time to practice speaking because the teacher spends too much time teaching ructure and reading. Students in vocational schools need English material for specific purposes especially in speaking, but it is still limited and still available which makes the teaching and learning process could not be effective.

In this case, the researcher focused on developing students' speaking skill material by implementing Project-based Learning for vocational school students of Dwi Tunggal at Tenth Grade. As the researcher found in the observation, the students' fluency was very hesitant to practice because they had limited vocabulary and they thought English was so difficult, and it made them lazy and they did not have the courage to speak. This research has attempted to develop English-speaking materials taken from the book they use. Particularly, from Chapter V in book of Splash Smart Path to Learning English for SMK/MAK Grade X published by Erlangga. Therefore, the researcher decided to study about Developing English-Speaking Materials by Implementing Project-based Learning for Broadcasting Students at Tenth Grade of SMK Swasta Dwi Tunggal 1 in 2024/2025.

The researcher deals with implementing project-based learning, the problem of the research formulated as follows: How are the English-speaking materials taught for Broadcasting students. How is the development of the students' English-speaking materials by implementing Project-based learning for Broadcasting students at tenth grade of SMK Swasta Dwi Tunggal 1. How is the students' English-speaking skill after implementing Project-based learning in speaking materials for broadcasting?

Based on the formulation of the problem, the objective of the research is: To investigate the English-speaking materials taught for Broadcasting students. To develop students English-speaking materials by implementing Project-based learning for Broadcasting students at tenth grade of SMK Swasta Dwi Tunggal 1. To increase the students' English-speaking skills after implementing Project-based learning in speaking materials for broadcasting.

## **2. Literature Review**

### **2.1 Project-based Learning**

According to Megayanti et al (2020) Project-based Learning is one of the models that allow students to get more involved in the learning process. A lot of strategies critical for enhancing the 21st-century skills are taught in an innovative approach of Project-based Learning. It is usually done by dividing students into groups to achieve shared goals. In its implementation, students are asked to work on a project in a long time, from one week to one semester. Students are required to solve a real case or answer questions with high complexity. Chen et al (2019) state that Project-based Learning is generally considered an alternative to traditional, teacher led education. It has a medium to large positive effect on students' academic achievement compared to traditional education. It also to bear in mind, that Project-based Learning cannot replace traditional education. It is an efficient method for the development of 21st-century skills because it supports critical thinking and problem solving, interpersonal communication, information, and media literacy, cooperation and leadership. Lubis et al (2020) states that Project-based Learning and digital media is the suitable collaboration in Indonesian students to improve their self-confidence and communication skill. Based on the explanation above, the researcher conclude that Project-based Learning is an educational approach that emphasizes learning through active exploration and engagement in real-world projects of learning. In Project-based Learning, students work collaboratively to investigate and respond to complex questions, problems, or challenges.

### **2.2 English Skill for Broadcasting Students**

Pakula (2019) states that Speaking is one of the most important skills when it comes to English learning. In this modern era, the need of mastering speaking ability is quite high for high school students. Due to the students have to keep up with the globalization where everything is changing so quickly. They need to adapt with the situation where everyone is competing to get a better future. Based on the statements above, the researcher conclude that English speaking skill refers to the ability to communicate effectively and fluently in the English language. It involves using vocabulary, grammar, pronunciation, and intonation to convey ideas, express opinions, ask questions, and engage in conversation with others. English speaking skill is a crucial component of overall language proficiency and is essential for various personal, academic, professional, and social contexts. English skill for broadcasting students must be adjusted to the needs of students in the broadcasting field so that in the future they can working in the broadcasting sector. This includes professionals such as journalists, news anchors, radio hosts, television presenters, producers, and other media personnel who communicate through various broadcasting platforms.

## **3. Method**

This research was categorized as research and development. It was undertaken to develop English-Speaking material for Broadcasting Major. Sugiyono (2018) says that Research and development method is research method used to produce certain product and test the effectiveness of the product. Research and development method have been widely used in the fields of natural science, engineering and industry. In this research, the design of research that has been applied is ADDIE (Analysis, Design, Development, Implementation, Evaluation). This research was conducted at SMK Swasta Dwi Tunggal 1 which is located at Jl. Medan Tanjung Morawa KM 14.5 Floor 2 Building C, Bangun Sari Baru, Kec. Tanjung Morawa, Kab. Deli Serdang, North Sumatra. The subject of this research were tenth grade students in the academic year of 2024/2025 which consisted of one class and students studied English in two times a week. In this research, tenth-grade students of Broadcasting major at SMK Swasta Dwi Tunggal 1 Tanjung Morawa were selected as the subjects of the research. The subjects of the research consisted of 16 students.

In this research, the data were collected by using two data collection techniques namely descriptive qualitative and quantitative data. To reach the objectives of the research, the researcher used some technique in collecting the data.

#### **- Documents**

In this research, students' document used to collect the data about students' learning needs, problems, potentials and their perception of the learning program that implemented. The documents are english book, the students' assessment, the students' worksheets, lesson plan and media.

#### **- Interview**

Another method that researcher used to collect the data in this research is interview. The form of interview that use is a structured interview; it means that the questions ask after they prepare first by the researcher formulate in the interview guidelines. In this case, the researcher tried to do an interview with English teacher. This interview used to collect data about how is the development of the students' English-speaking materials by implementing project-based learning for broadcasting students at tenth grade of SMK Swasta Dwi Tunggal 1.

- Designing the Broadcasting Project

The next step to collect the data was designing the broadcasting project. The design formed in online testing. Test is used to measure student's achievement in speaking skill before and after using material developed. There are two tests that use in this research, those are pre-test and post-test which is take in main field testing. Students composed a dialogue about Recount Text. Students recorded a video by practicing their dialogue. These tests are carried out to determine the effectiveness of material developed. In this research, the pre-experiment design is conducted by comparing the result of pre-test and post-test of the control group (one group pretest-posttest design).

The data in this research were analyzed by quantitative analysis. Quantitative analysis emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys.

#### **4. Result and Discussion**

##### **4.1 Result**

This research is a research and development that the design will be analyzed, designed, developed, implemented and evaluated. The objective of this research was to explain the development of the students' English-speaking materials by implementing project-based learning for broadcasting major students at tenth grade of Vocational School Dwi Tunggal. The data gathered were derived from the results of questionnaires and interviews to obtain the data related to developing English speaking materials by implementing project based learning for vocational students.

##### **1. Need Analysis of Broadcasting Students**

Project-based learning is the first aspect the researcher should know before developing English speaking materials. Researcher provide 5 questions to see the students need of broadcasting students at SMK Dwi Tunggal. The researcher only ask 2 students in interview as sample. The content of the interview discusses how important English is for broadcasting majors, especially in speaking skills, and whether their teachers often teach them with learning models, and from both broadcasting students' answers, they think speaking skills are more important because they are students from the broadcasting major. Of course they will often speak in their surroundings so they need a learning model that focuses on improving speaking skills in class. And their teachers have taught them with learning models but not often. Based on interviews with these students, the researcher concluded that broadcasting students in SMK Dwi Tunggal need to improve their speaking skill based on English speaking materials which is developed by implementing Project-based learning. Because they were not so often learning with a model.

Related to the students' need in speaking, broadcasting students of SMK Dwi Tunggal believe that speaking is one skill in English that have to be mastered.

The interview results showed that :

1. They need a model of learning is specific
2. They need a model of learning that focuses on improving speaking skills.
3. They need speaking practice more often and use a learning model.

The learning module to develop speaking skills that will be applied in dwi tunggal 1 private high school, which is a more specific teaching module for grade 10, the material in the module discusses recount text, which consists of 12 pages, in the module explaining what recount text is and getting to know more about the recount text section, and there are also several sample tests of recount text, to find out the student' abilities, then there is a description of project based learning, where students will produce a project in the form of a mini vlog based on students experience. So they are required to be active and creative in making the video starting from editing the video, and in the module there are many tests to find out their understanding after making the project.

To get the data related English speaking materials and wants implementing project based learning. The researcher distributed the questionnaire of 10 statements and the total number of respondent was 16 students. Researchers gave questions about student perception, whether Model of learning (PjBL) for English speaking materials for broadcasting student is interesting, using the PjBL can help to do task quickly, can improve students motivation in learning.. The data that has been obtained are analyzed using quantitative analysis. Showed to the result there the average results from the students of questionnaires with the assembling of the learning model based on project learning, And the result of the questioner that has been given to the students is that they agree more and the students showed a good result of the questionnaire by means applying the project based learning model of teaching in SMK Swasta Dwi Tunggal 1.

##### **2. Design of Module**

The design module is about recount text learning material, especially for class 10 broadcasting majors, with open modules that are more specific to this major, especially in speaking material by implementing project-based learning and arranged in an interesting and clear manner so that students can easily understand it. The module

consists of 13 pages, where this section includes an attractive cover, and there is also an explanation of what recount text is and its orientation, then in the module there is a pretest and posttest in the form of multiple choices regarding recount text material to find out how much knowledge the student has. about the subject matter of recount text, then the module also has a clear explanation in the table of the activity steps that will be carried out by students to complete their project, namely in the form of a mini vlog based on students' experiences and work on it in the group so that they are more active and freer to discuss later. the video will be submitted on their Instagram. And also after they submit the video is shown in class and other groups provide feedback.



**Picture 1.**  
**Cover of Module**

From the picture above, it is the cover of the module with a striking design and clear writing so it is very interesting to read, and very suitable for the broadcasting department because there is a picture theme of someone broadcasting, and also the name of the school and class is clearly written on it. cover the module and don't forget the email address of the author's school and university. Information is written in the right proportions so it doesn't look crowded.

**PART III PROJECT FOR BROADCASTING**

1. The name of project: Creating Mini Vlog Based on Students' Experience

2. Objective of project:  
 1) To create the creative video.  
 2) To improve students' motivation.  
 3) To improve students' English speaking.

3. Benefit:  
 1) For Project: motivation, assessing learning objectives, and deliver assessments of learning activities.  
 2) For Student: students to enhance competence and character in accordance with the Pancasila Student Profile: capacity, 1) Development, 2) Global Literacy, 3) Ethical Awareness, 4) Independence, 5) Critical Reasoning, and 6) Creativity.  
 3) Main outcome:

No	Stages	Description
1	Opening	1) Researcher gives an explanation about the project. 2) Researcher ask give the task for them.
2	Planning the project	For Students: 1) They project will be divided into 6 people in a group. 2) They will make a group about their competencies in each. 3) They will make a job task such as a reporter, commentator, a figure, interviewing etc. 4) After the duration is 3 minutes. 5) They will work together, it will be given a role by another group. 6) They will have to upload it into social media such as Instagram, Tiktok, Facebook, etc. For Researcher: 1) Researcher will give the motivation. 2) Researcher will give the task before doing the project.
3	Overseeing the schedule	For Students: 1) They have to join into their work group. 2) They only have to discuss about the job task. 3) After discussion, they have to write their job task then giving it to researcher. For Researcher: 1) Researcher will observe what they are doing. 2) Researcher will be supervisor only. 3) If the students still do not get it, researcher has to guide them.
4	Reporting the progress of the project	1) The students in a group have to write the script based on research task. The class assistant will be in a 10 min.

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**NEXT**

**Picture 2.**  
**Project for Broadcasting**

From the picture above, it is a project for broadcasting, where the explanation is explained using tables, the explanation is short, concise so it is easier to understand, and there are also steps so that students know what will be done in the opening, planning the project and evaluation. This assignment makes students more interested in working on the project.





Picture 3.

### The Test of Recount Text

From the picture above, there is a pretest and posttest which are very related to the recount text material, and the purpose of the pretest is to measure the level of knowledge of students regarding the learning material, and the pretest questions are for Knowing the level of success in delivering the material, whether students absorb the learning provided well. In the test, there are not only multiple choice questions, but there are essays and vocabulary building so that students can convey the answers that are in their own minds correctly.

### 3. The Effectiveness of English Speaking Material by Implementing Project Based Learning

After the researcher interviewed and distributed the questionnaire, then the researcher assessed the students and the data were calculated into formulas to find out the effectiveness of English-speaking materials by implementing Project-based learning into the pre-test and post-test. Pre-Test and Post-Test result data from 16 students. The highest pre-test score is 75 and the lowest score is 50, and for the post-test the highest score is 95 and the lowest score is 80. The total score result of the pre-test in class X is 955 and the average in the pre-test is 59.6. Meanwhile, in the post-test, the total score is 1425 and the average score is 89.0. So, it can be concluded that the total and average scores in the post-test are higher than the total and average in the pre-test.

#### - N-Gain Test

The N-Gain score test is used to see the effectiveness of English speaking materials by implementing Project-based learning with the formula below:

$$\text{N-Gain Score} = \left( \frac{\text{posttest} - \text{pretest}}{\text{ideal score} - \text{pretest}} \right) \times 100$$

N-Gain score distribution :

N- Gain > 0.7 it will be high

0.3 < N- Gain < 0.7 it will be medium

N- Gain < 0.3 it will be low

The researcher identified that there are 4 students categorized as “Medium” and 12 students categorized as “High” while students with low categorized was 0. Mean score of N-Gain score was 0.731 and it categorized as high. In other words, the effectiveness of English-speaking materials by implementing Project-based learning is on the high level. It is better than not implementing Project-based learning for broadcasting students because the students' speaking skill as before.

#### 4.2 Discussion

Based on the results of the study, the researcher found that the effectiveness of English-speaking material by implementing project-based learning. The question of this research was: how is the development of the students' English-speaking materials by implementing project-based learning for broadcasting students at tenth grade of Vocational School Dwi Tunggal? In an attempt to answer this, it was hypothesized that students taught by implementing project-based learning showed an improvement. Most of the students achieve the higher level than before which is taught using conventional methods.

In implementation of project-based learning to develop students English speaking materials, limited and broad tests were conducted. A limited test was carried out at SMK Dwi Tunggal in broadcasting major. The mean score at the pre-test stage was 59.6 where the score of students was very minimal in speaking skills both in terms of fluency,

accuracy, pronunciation and intonation. Students' In the next phase, when the researcher implemented project-based learning to develop students' English-speaking material, the mean score of students' post-tests was increased until 89.

The data showed that implementation of project-based learning in developing students' English-speaking material for broadcasting students was effective. Implementing project-based learning is a good way for students' speaking skills. The development of English-speaking materials is also a good way to make students confidently learning English. In teaching an 0d learning process, Project-based learning improves students' speaking skills because the development of English-speaking materials helps them understand what they want to speak. This also makes students able to identify words and then confidently speak English.

According to Megayanti et al (2020) Project-based Learning is one of the models that allow students to get more involved in the learning process. A lot of strategies critical for enhancing the 21st-century skills are taught in an innovative approach of Project-based Learning. It is usually done by dividing students into groups to achieve shared goals. In its implementation, students are asked to work on a project in a long time, from one week to one semester. Students are required to solve a real case or answer questions with high complexity.

Chen et al (2019) state that Project-based Learning is generally considered an alternative to traditional, teacher led education. It has a medium to large positive effect on students' academic achievement compared to traditional education. It also to bear in mind, that Project-based Learning cannot replace traditional education. It is also related with the frequency of student practices speaking with real-life situation arranged by teachers (Ramadhani, 2023).

Lubis et al (2020) state that the using of Project-based Learning integrated with Telegram as media digital to share video absolutely effects on students 'communication skill because the students are able to think deeply in creating video project and feel comfortable to share with others on Telegram twice a week, it indicates that familiarity with their interlocutors and the community existed on Telegram group leads them to perfectly communicate with other in the real classroom context, and allows them to improve the ability to produce a meaningful idea to deliver.

## **5. Conclusion**

After conducting the research, the researcher concluded that developing English speaking materials by implementing project-based learning for broadcasting students was effective. It can be seen from the result of the means improvement between pre-test and post-test in class X from broadcasting major in SMK Dwi Tunggal. the mean of pre-test was 59.6 and the mean post-test was 89. Because of the pre-test was higher than post-test, so the model that was applied in class X in developing English speaking materials was a good model and affected students ' speaking skills.

Then, the result of computation in N-Gain test, the average was 0.731, that means normal index criteria of N-Gain are accepted. Because it was higher than 0.7. So, the researcher concluded that developing of students' English-speaking materials by implementing project-based learning for broadcasting students is developed. It was found that there was an increase with the mean of N-Gain test, it was 0.731 with a high category. With an increase in students' English-speaking materials, as well as a student's response in questionnaire were 78% and 88% stating that implementing Project-based learning to develop students' English-speaking materials a good way to improve students' speaking skills.

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