

Using Project Work to Strengthen Thai Students' Learning Attitude toward English Language

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Abstract: The practical significance of this research relates to assisting the students to develop interest in learning English, improve students' speaking skill and the method by which English lessons are delivered in Thai schools. This study aims to (1) utilize Project Work to strengthen Thai students' learning attitude toward English language; (2) outline Thai students' perceptions toward Project Work; and (3) observe the impact of Project Work on Thai students' speaking ability. The study employs qualitative research style by using (1) students' learning attitudes observation form; (2) students' perception of Project Work-Based Learning questionnaire form; and (3) students' English speaking ability observation form. The subjects consist of 57 4th year pre-service English teachers at Suan Sunandha Rajabhat University (SSRU). The findings unfold that the participants' learning attitude toward English significantly strengthened while engaging in a Project Work-Based Learning. Learners complete and submit tasks on time; respond and participate in the activities on a rating scale of 4 indicating an excellent attitude. The data also shows that 93% of the respondents are satisfied that Project Work-Based Learning helped improve their English-speaking ability and interest in learning English. Furthermore, the data from the speaking ability observation form discloses that 79% of the subjects' speech is generally fluent, with occasional lapses while searching for the correct manner of expression; 12% is fluent and effortless and near to that of a native speaker. Therefore, this study highly recommends the implementation of PBL to improve students' speaking ability and learning attitude toward English.

Keywords: Project Work-Based Learning, Learning Attitude, Perception, Strengthen

1. Introduction

It is unquestionable that conventional teaching method have a tendency to be heavily textbook based and causes students to have less interest and creativity in doing their work (Hastuti, 2016). It is a very common knowledge among ESL teachers in Thailand that non-engaging teaching materials and orthodox teaching methods are among the main causes of students' low motivation in the learning process. They become non-motivated as the result of the small number of activities presented by teachers who uses the traditional method of teaching English language. As claimed by Hunter, students will respond to the learning positively if they believe on the process of learning itself, otherwise it causes some disadvantages on the learning process (Hunter, 2014).

Giving opportunities to students to use as much English as they can in real life contexts can never be overemphasized, especially for Thai students who have limited chances not only to be exposed to native English speakers, but also the opportunity to use English in their day-to-day lives. These challenges call for all concerned parties to re-evaluate and deploy a suitable English language teaching and learning technique that is aimed at encouraging students to learn and use English language with clear importance placed on communication and real-world purposes, and Project Work-Based Learning tends to fit this situation. Miller (2016) views PBL as a teaching strategy that offers English language learners the same opportunity as the native speakers to interact in authentic communication situations. He upholds that no other communication situation is as authentic as involving in the real communication situations with real people in solving a realistic problem like executing a project.

Project Work-Based Learning is a student-centered instruction encompassing a self-motivated classroom approach in which students gain a deeper awareness through active investigation of challenges and problems of the real world. John Dewey is perceived as one of the early advocates of Project-Based Learning or if nothing else its standards through his concept of "learning by doing". In "My Pedagogical Creed", Dewey listed his convictions including the view that "the instructor isn't in the school to force certain thoughts or to shape certain propensities in the kid, however, he is there as an individual from the local area to choose the impacts which will influence the kid and to help him in appropriately reacting to these. For this explanation, he advanced the purported expressive or valuable exercises as the focal point of relationship. Project-Based Learning (PBL) is an achievable teaching and learning approach capable of improving Thai students' English ability due to the fact that, it is based on communicative approach. Projects are organized around a driving question, and students participate in a variety of tasks that seek to meaningfully address this question. PBL is flexible and students decide the path for their learning goals. Subsequently, PBL permits students to study profoundly (Helm & Katz, 2011). As stated by Weegar & Pacis, "The student, as the creator, will create their own concept and beliefs towards knowledge based on their prior knowledge" (Weegar & Pacis, 2012).

The central idea of Project-Based Learning is that real-world problems engage students and prompt reflective insights as students acquire and apply new knowledge in a problem-solving situation. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structure meaningful assignments, tutor for both knowledge development and social skills, and carefully assess what students have learned from experience. Project-Based Learning creates opportunities for groups of students to investigate meaningful questions that require them to gather information and think critically. PBL is established in the reformist educational development, which upheld for more students focused and experiential ways to deal with training that help further learning through dynamic investigation of certifiable issues and difficulties (Pellegrino and Hilton, 2012; Peterson, 2012). Lee et al also stipulated that, student-centered learning approaches are ideal in that they allow students to organize their own learning contents. "Project-Based Learning enables students to find practical and complex problems by themselves, plan solutions, and perform collaborative research to solve problems" (Lee et al, 2015).

As stated by Thomas Markham (2011), "PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum, a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience". In addition to that, Musa, Mufti, Latiff, & Amin stated that, "In Project-Based Learning, students can use their technological skills to participate in learning activities and learn not only language skills but also how to cooperate with their team members and how to collaborate with their group members to achieve predetermined learning objectives" (Musa, Mufti, Latiff, & Amin, 2011).

1.1. Importance of Project-Based Learning

1.1.1. Enhance Students Skills Development for 21st Century Workplace

When students engage in deep reasoning and problem-solving situations, the process will in turn propel the students to practice how to solve highly complex problems which requires students to have both fundamental skills in English language and teamwork, problem solving, research gathering, time management, information synthesizing, and utilizing high tech tools. With this blend of skills, students become directors and managers of their learning process, with some guidance from a skilled teacher.

1.1.2. Opportunity for Students with Varying Learning Styles and Differences

Improvements and hitches of 21st century work environment have brought forth new economy patterns which are fueled by innovation, driven by data, and information. Today's students have different learning styles that empower them to construct their insight dependent on changing fundamentals and encounters. Conventional content-based teaching styles have been a hindrance against students' capacity to feature their more extensive individual abilities. Project-Based Learning tends to these distinctions, since students should utilize all modalities during the time spent investigating and tackling an issue, become keen on the things they are doing, and they tend to accomplish task at a more significant level.

1.1.3. Enhance Students' Interpersonal Skills

Another advantage of Project-Based Learning is its effect on students' interpersonal skills. Because projects are often large and complicated, students are grouped together to figure out solution, which fosters communication skills and encourages even students with diverse and possibly conflicting personalities to seek out a standard ground, or at the very least some way to work together without constant tension. This sort of teamwork building helps introduce students to the specialization and delegation that are extremely prominent within the work- place. Some students will naturally be more proficient at some problem-solving methods than others, so students will work out a way to allocate resources (themselves) optimally by having a part of the group work on one subset of tasks while another part works on another subset.

2. Literature Review

2.1. Related Research on Project Work-Based Learning

Numerous experimental studies have established the positives effects of PBL on students' English language skills, learning attitudes and perceptions toward PBL. N. Astawa, L. Artini, and P. Nitiasih (2017) in their research entitled 'Project-Based Learning Activities and EFL Students' Productive Skills in English' made use of interview guide, observation checklist, open-ended questionnaire, and field note to analyze whether or not there is a significant difference in students' English productive skills before and after being taught using PBL. The results of their study showed a significant effect of PBL on students' English productive skills. PBL was found to improve students' enthusiasm, confidence, creativity, self-directed learning and collaborative learning skills. On

the part of the teacher, PBL was found to promote teaching motivation and satisfaction. In addition, the study recommended the implementation of PBL in EFL context, especially in an attempt to improve students' ability to speak and write in English as a foreign language. Furthermore, D. Thitivesa & A.M. Essien's (2013) data from their research, "The Use of Project to Enhance Student Teachers' Writing Skills in a Rajabhat University" showed that, the English major students improved their writing. Achievement means of the group in regards of grammatical correctness at sentence level was 28.6053 points out of the 40 total scores, and standard deviation was 3.1153 points. Comparing to the 80% attainment target, it was found that there were significant differences at 0.05 ($t=101.699$, $P\text{-value}=0.000$). Rochmahwati's (2016) study entitled "Project-Based Learning to Raise Students' Speaking Ability", was aimed at identifying the effect of Project-Based Learning toward the speaking ability of the students and its effective implementation. Findings from the data showed a positive impact on students' English-speaking skill after using PBL, and students' positive attitudes toward PBL.

A. Torres and L. Rodríguez (2017) conducted a research on Project-Based Learning to enhance a group of ninth graders' speaking skill in an English as a foreign language classroom. The data of their study were collected through field notes, transcripts of learners' oral performance, and one interview. The findings showed: (1) Project-Based Learning encouraged students to increase oral production through lexical competence development, (2) helped them to overcome fears of speaking in second language, and (3), increased their interest in learning about their school life and community.

L. Sirisrimangkorn (2018) investigated how the use of Project-Based Learning focusing on drama is beneficial to learners' speaking skills. Both quantitative and qualitative data analysis from the study showed that learners' speaking skills were improved as a result of the use of Project-Based Learning focusing on drama. The study went further to recommend the use of Project-Based Learning focusing on drama as an effective teaching method because it provides learners with opportunities to speak English and it is also seen as an enjoyable way for learners to learn a foreign language.

Ani Marisah, Rr. Hasti Robiasih's (2017) results on their study entitled, "The Implementation of Project-Based Learning to Improve Vocational Students' Speaking Skills" showed that (1) many students had the opportunity to speak English during the PBL implementation; and the students' interest in learning English increased significantly, (2) the strengths of PBL implementation deals with team work as stimulation for interactions and students could integrate their language skill to social skill and technology. Their study concluded that PBL can be used as an alternative learning model since it upholds language ability improvement as well as friendly and innovative abilities integration.

The benefits of PBL on students' speaking ability was also reported by the research of Diki Riswandi (2018) "The Implementation of Project-Based Learning to Improve Students' Speaking Skill". One of the aims of the study was to describing to what extent the use of Project-Based Learning could improve the students' speaking skill. The data were collected through speaking assessment and the result showed that there was improvement in the students' speaking skill. Some features which were improved included students' fluency, vocabulary, pronunciation, grammar, and comprehension.

Sayuti, H. A. M., Ann, T. G., Saimi, W. M. S. A., Bakar, M. A. B. Dawawi, S. N. A., & Mohamad, M.'s (2020) research objective to investigate pupils' speaking performance in English speaking skill before and after the implementation of Gold Standard Project-Based Learning yielded a positive result. It was revealed that students enhanced their English language speaking skill after GSPBL has been introduced and implemented as their classroom activity.

Esmail Zare-Behtash, Tayebe Sarlak's (2017) research examined the influence of PBL on Iranian EFL beginners of Chabahar Islamic Azad University. Their research involved the experimental group who experienced PBL and the control group who undergone traditional teaching method. The pre-test and the post-test were administered to both groups. The result of comparison through t-tests demonstrated the effectiveness of PBL to promote elementary EFL learners' speaking ability in terms of its five components which are, vocabulary, grammar, fluency, pronunciation, and organization.

Luh Putu Ayu Novita Dewi's (2017) action research, "Improving Speaking Competency of The Students at SMK N 4 Bangli Using Project-Based Learning", was aimed at improving speaking competency of the students using Project-Based Learning. The result of the study revealed a positive effect of PBL on students' speaking ability by reporting that learning English using Project-Based Learning could improve their speaking competency in terms of fluency, pronunciation, grammar, and vocabulary. The result of the post-test proved that the students' mean score was 80 which significantly improved from the pre-test result that was 69. The students also showed positive response towards the implementation of Project-Based Learning. Similarly, Zhang's (2015) research on PBL showed that students generally had positive views towards PBL after engaging in PBL setting. The questionnaire results also showed that PBL present the participants with sufficient opportunity for active learning,

enhanced their English reading skills, and increased their ability to use online resources. In addition, Newprasit and Seepho's (2015) research in Thailand entitled, "The Effects of a Project-Based Learning Approach on the Improvement of English Language Skills", revealed a significant improvement in the English language skills of the participants after engaging in PBL setting.

Another research that pointed to the positive effect of PBL on students speaking ability was conducted by Bakar et al (2019). The study employed PBL activities as a teaching strategy aimed at improving the oral communicative competence of Malaysian English language learners. Data were collected using a speaking test and a listening test, which were administered as pre-tests and post-tests, and a student questionnaire which was administered at the end of the study and MANOVA, as well as descriptive statistics analysis were used to analyze the data. The results revealed a substantial improvement in the learners' overall oral communicative competence and a high perception of PBL by the learners.

3. Research Questions and Objectives

3.1. Research Questions

Students' social and technological advancement often extend to the way students are comfortable when learning and they may favor one method over another. Considering the widely accepted view of the failure of traditional styles of teaching English in Thailand, the need to use student-centered teaching approach to meet the dynamic demands of the ESL classroom is indispensable. In my years of teaching English courses in Suan Sunandha Rajabhat University (SSRU), I have carefully noticed the weaknesses in students' speaking ability and their unproductive learning attitudes toward English. Most of the negative learning attitudes they usually display are: not submitting task on time; not asking for help when needed; and not responding actively nor participate in the class activities. It is due to these weaknesses in students' speaking ability and their unproductive learning attitudes toward English that led to these three research questions: (1) Does Project Work-Based Learning strengthen students' learning attitude towards English; (2) What are the views of the students toward Project Work-Based Learning; and (3) Does Project Work-Based Learning enhance students' English-speaking skill.

3.2. Research Objectives

The objectives of this research are (1) to utilize Project Work to strengthen Thai students' learning attitude toward English language; (2) to outline Thai students' perceptions toward Project Work; and (3) to observe the impact of Project Work on Thai students' speaking ability.

4. Research Methodology

4.1. Procedure

The procedure for this study was divided into 5 phases which are: (1) the assigning of project to the students; (2) utilization of Project Work-Based Learning; (3) the observation of the students' learning attitude; (4) the presentation of the assigned project by the students; and (5) the collection of students' views toward Project Work-Based Learning.

The first phase of the study was the assigning of project to the students. The project was for the students to choose, research, develop, and present a teaching demonstration suitable for Thai secondary students. The subjects of this study were entirely given the freedom to choose the topic and the level of secondary students their teaching demonstration should be based upon.

Second, Project Work-Based Learning was utilized in this course by the researcher using the basic phases found in most project works which include selecting a topic, making plans, researching, developing products, and sharing results with others (Wrigley, 1998).

The third phase was the observation of the students' learning attitude toward English language. This was done weekly by the researcher for 14 weeks.

The fourth phase was the presentation of the project by the students which was a teaching demonstration by the students. During this stage, each subjects of this study took turns to individually present their teaching demonstration in front of the class and the rest of the subjects took part as secondary students of the day while the researcher observes the subject's English-speaking skills.

The final phase was the collection of students' views toward Project Work-Based Learning by giving the subjects a questionnaire form.

4.2. Participants

The participants in this research were 57 fourth year pre-service English teachers who enrolled in Integrated English Teaching (ENP 4424) course. This three-credit course met 4 hours once a week for 64 hours in total. The Integrated English Teaching course lasts for 16 weeks. The study was conducted for 14 weeks during the second semester of the academic year 2020. The students who enrolled in this course were from the English Program in the Faculty of Education at Suan Sunandha Rajabhat University, Bangkok, Thailand.

4.3. Research Instruments and Analysis

The instruments used in this study involves a qualitative data analysis of the information that is associated with ideas, opinions, values, and behaviors of the subjects in this study. The students’ learning attitudes observation form was designed for the researcher to reflect on the students learning behavior during Project-Based Learning activities in the classroom. It involved five diverse types of student involvements: (1) learners are willing to pay attention and listen with respect; (2) learners actively respond and participate in the activities; (3) learners’ complete and submit tasks on time; (4) learners prioritize values and resolve conflicts between them; and (5) learners politely ask for help when needed.

The students’ perception of Project Work-Based Learning questionnaire form is designed to have students reflect on what they have gained from Project Work-Based Learning activities. The questionnaire sought to identify students’ views by giving them a ten-item questionnaire. All the items in the questionnaire were designed for a Likert scale response using a three-interval scale of “satisfied”, “neither satisfied nor dissatisfied”, and “dissatisfied”.

The students’ English speaking ability observation form is used by the researcher to observe students’ English language fluency, pronunciation, and grammar.

5. Research Results

5.1. Students’ Learning Attitudes toward English

To observe the learning attitudes of the students toward English language, the researcher uses the “Students’ Learning Attitude Observation Form”. This form was designed by the researcher to reflect on the students learning behaviors during the implementation of Project Work-Based Learning activities. This form involves five diverse types of student involvements on a rating scale of 1-4. A rating scale of 1 = Inadequate, 2 = good, 3 = better, 4 = Excellent was used to rate these specific participation attitudes of the subjects. The data in Table 1 is the weekly observation of the students’ learning attitudes toward English by the researcher during the implementation of Project Work-Based Learning, and Table 2 is the frequency distribution of students’ learning attitudes observation form. Remarkably, week 1, 2, and 3 got the lowest score from all the items due to the fact that the students were not used to learning through project work nor understood the dynamics of Project Work-Based Learning. As more and more Project Work-Based Learning activities were introduced to the students, they began to feel comfortable among their peers, displayed a great degree of unity, and actively engaged in the learning process, therefore leading to tremendous improvement in their learning attitudes toward English. In Table 2, “Students’ Learning Attitudes Observation Form Frequency Distribution” results shows that learners complete and submit tasks on time; learners actively respond and participate in the activities; and learners’ politely ask for help when needed on a rating scale of 4 which indicates an excellent attitude, while learners prioritize values and resolves conflicts between them and learners are willing to pay attention and listen with respect on a rating scale of 3 which indicates a better attitude.

Table 1. Students’ Learning Attitudes Weekly Observation Form

| Items | Rating Scale | | | | | | | | | | | | | |
|---|--------------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|
| | W 1 | W 2 | W 3 | W 4 | W 5 | W 6 | W 7 | W 8 | W 9 | W 10 | W 11 | W 12 | W 13 | W 14 |
| 1. Learners are willing to pay attention and listen with respect. | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 | 4 |
| 2. Learners actively respond and participate in the activities. | 1 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3. Learners complete and | | | | | | | | | | | | | | |

| Items | Rating Scale | | | | | | | | | | | | | |
|---|--------------|---|----|----|----|----|----|----|----|----|----|----|----|----|
| | W | W | W | W | W | W | W | W | W | W | W | W | W | W |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| submit tasks on time. | 1 | 1 | 1 | 2 | 2 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 4. Learners prioritize values and resolve conflicts between them. | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 4 | 4 |
| 5. Learners politely ask for help when needed. | 1 | 2 | 2 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Total score | 5 | 8 | 11 | 15 | 16 | 18 | 18 | 18 | 18 | 20 | 20 | 20 | 20 | 20 |

Table 2. Students’ Learning Attitudes Observation Form Frequency Distribution

| Items | Rating Scale Frequency |
|---|------------------------|
| 1. Learners are willing to pay attention and listen with respect. | 3 |
| 2. Learners actively respond and participate in the activities. | 4 |
| 3. Learners complete and submit tasks on time. | 4 |
| 4. Learners prioritize values and resolve conflicts between them. | 3 |
| 5. Learners politely ask for help when needed. | 4 |
| Total score | 18 |

A rating scale (1 = Inadequate, 2 = good, 3 = better, 4 = Excellent)

5.2. Students’ Perception of Project Work-Based Learning

A questionnaire form was used to identify students’ perception of Project Work-Based Learning by giving them a ten-item questionnaire form. All the items in the questionnaire were designed for a Likert scale response using a three-interval scale of “satisfied”, “neither satisfied nor dissatisfied”, and “dissatisfied”. The data in Table 3 is the result of the students’ responses to the questionnaire form. It shows a remarkable and positive perception of the subjects toward Project Work-Based Learning. Undoubtedly, 93% of the subjects are satisfied that project work helped them to participate actively in the teaching/learning process; helped them to receive useful feedback; and also increased their interest in learning English. Another item worthy of note is that 84% of the subjects are satisfied that project work helped to improve their English ability; helped them to study in a more relaxed atmosphere; and the instructional methodology provided them with enough scope to display their skills.

Table 3. Students’ Perception of Project Work-Based Learning

| Items | Student’s Response | | |
|--|--------------------|------------------------------------|--------------|
| | Satisfied | Neither satisfied nor dissatisfied | Dissatisfied |
| 1. Project work helped me to study in a more relaxed atmosphere. | 48 (84%) | 7 (12%) | 2 (4%) |
| 2. Project work helped me to participate actively in the teaching/learning process. | 53 (93%) | 4 (7%) | 0 (0%) |
| 3. Project work helped to stimulate my critical thinking skills. | 50 (88%) | 7 (12%) | 0(0%) |
| 4. Project work helped me to receive useful feedback. | 53 (93%) | 3 (5%) | 1 (2%) |
| 5. Project work helped me to finish tasks on time. | 47 (82%) | 9 (16%) | 1 (2%) |
| 6. Project work helped to improve my English-speaking ability. | 48 (84%) | 9 (16%) | 0 (0%) |
| 7. Project work fostered exchange of knowledge, information and experience. | 51 (89%) | 6 (11%) | 0 (0%) |
| 8. The instructional methodology provided me with enough scope to display my skills. | 48 (84%) | 9 (16%) | 0 (0%) |

| | | | | |
|-----|---|----------|----------|----------|
| 9. | PBL increases my interest in learning English. | 53 (93%) | 2 (3.5%) | 2 (3.5%) |
| 10. | I found being able to collaborate in my group in practical sessions very helpful. | 46 (81%) | 11 (19%) | 0 (0%) |

5.3. The Impact of Project Work on Thai Students’ Speaking Ability

The students’ English speaking ability observation form is used by the researcher to observe students’ English language fluency, pronunciation, and grammar during their teaching demonstration. The teaching demonstration was the project work used for this study. The researcher lectured the students on various teaching styles and later assigned a project work to the students, which involves the students to design and present a teaching demonstration that is suitable for Thai secondary students. The data in Table 4 illustrates the impact of Project Work on students’ speaking ability. An outstanding 0% of the subjects’ speech during the teaching demonstration and classroom discussion is usually hesitant and often forced into silence by language limitations; 9% of the subjects’ speech is frequently disrupted by the students’ search for the correct manner of expression; 79% of the subjects’ speech is generally fluent, with occasional lapses while searching for the correct manner of expression; and 12% of the subjects speech is fluent and effortless, and near to that of a native speaker. The result from the students’ English speaking ability observation form also specifies that, 61% of the subjects’ vocabulary during the teaching demonstration and classroom discussions falls under the category of occasionally rephrase ideas because of inadequacies in vocabulary; 74% of the subjects’ pronunciation during the teaching demonstration and classroom discussions falls under the category of the occasional use of inappropriate intonation patterns that do not impair understanding by the listeners, and 35% of the subjects’ grammar during the teaching demonstration and classroom discussions falls under the category of grammar and word order near to that of a native speaker. Interestingly, the results likewise reveal that 0% of the subjects’ grammar during the teaching demonstration and classroom discussions falls under the category of errors in grammar and word order so severe as to make speech virtually unintelligible; and grammar and word order errors make comprehension difficult, must often rephrase and/or restrict him/herself to basic patterns.

Table 4. The Impact of Project Work on Thai Students’ Speaking Ability Observation Form

| Assessment Descriptions | Poor 1 point | Needs Improvement 2 points | Fair 3 points | Good 4 points | Excellent 5 points |
|-------------------------|--|--|---|--|---|
| 1. Fluency | Speech so halting and fragmentary as to make understanding virtually impossible. | Usually hesitant, often forced into silence by language limitations. | Speech frequently disrupted by the student's search for the correct manner of expression. | Speech generally fluent, with occasional lapses while searching for the correct manner of expression. | Speech fluent and effortless; near to that of a native speaker. |
| Number of students | 0 (0%) | 0 (0%) | 5 (9%) | 45 (79%) | 7 (12%) |
| 2. Vocabulary | Vocabulary limitations so extreme as to make understanding impossible. | Misuse of words and very limited vocabulary makes comprehension quite difficult. | Frequently uses wrong words: understanding limited because of inadequate vocabulary. | Occasionally rephrase ideas because of inadequacies in vocabulary. | Use of vocabulary near to that of a native speaker. |
| Number of students | 0 (0%) | 0 (0%) | 2 (4%) | 35 (61%) | 20 (35%) |
| 3. Pronunciation | Pronunciation problems so severe as to make speech virtually unintelligible. | Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood. | Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding. | Occasional use of inappropriate intonation patterns that do not impair understanding by the listeners. | Pronunciation and intonation near to that of a native speaker. |
| Number of students | 0 (0%) | 0 (0%) | 5 (9%) | 42 (74%) | 10 (17%) |

| | | | | | | |
|--------------------|--|---|-----|--|--|--|
| students | | | | | | |
| 4. Grammar | Errors in grammar and word order so severe as to make speech virtually unintelligible. | in Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns. | and | Makes frequent errors of grammar and word order that occasionally obscure meaning. | Occasionally makes grammatical and/or word order errors that do not obscure meaning. | Grammar and word order near to that of a native speaker. |
| Number of students | 0 (0%) | 0 (0%) | | 0 (0%) | 37 (65%) | 20 (35%) |

6. Discussion and Conclusion

The results from the students’ learning attitudes observation form, students’ perception of Project Work-Based Learning questionnaire form, and students’ English speaking ability observation form provided understandings into the impact and feasibility of Project Work-Based Learning on students learning attitudes and English-speaking ability. The implications of this research show that students had more opportunities to listen and produce meaningful language, discussed and shared ideas in a natural setting and motivated each other to improve in their study habits. In other words, Project-Based Learning activities have a variety of positive benefits for students including attitudes towards learning, work habits, problem-solving capabilities, and self-esteem.

During the implementation of the study, I noticed that my classroom was less instructor focused and more spotlight was on the students. Students made solid companionship associations and regard for one another through connections and respect for each other during group interactions. Students were intrigued and amped up for English class activities they were engaged in. This was clear when students actively participated in the class and submitted assignments on time. I also noticed that most of the passive students were dramatically interactive.

It is clear that the students showed great development in their English-speaking skills. This development is based on the fact that Project-Based Learning propels the students to actively get involved in active learning, which is very useful in retention and development of lifelong learning skills. It encourages self-directed learning by confronting students with problems and stimulates the development of deep learning. Authentic activities in PBL are fascinating that they make language learning more meaningful and communication more purposeful (Thi, 2011).

In conclusion, ESL educators and administrators can embrace the benefits of PBL and the opportunity of incorporating PBL teaching strategy as a viable choice to deliver English lessons in an effective and fun-filled atmosphere so as to improve students’ English ability and attitudes toward learning English.

However, since Project-Based Learning also involves group collective endeavor, it is important to set up an agreeable relationship prior to assigning projects to the students. The task should involve communicative and engaging activities so as to create the proper classroom environment for students to develop their skills and most importantly the task ought to mirror the interests and worries of the students. Instructors can start deciding project themes toward the beginning of an instructional cycle by leading a class-needs evaluation to distinguish the topics and the abilities to be developed..

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