

The Effect of Project Based Learning Combined with Digital English Book on Students' Speaking Skill

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Abstract

This study aims to find out the effectiveness of Project Based Learning as a tool combined with Digital English Book. This research focused exploration of the problem of students speaking skill, strives to know about the method and the media that can use to see what extent it assist on students' speaking skill. This research will be conducted at MA Miftahul Huda Bulungan Jepara involving two classes from grade ten. Through saturated sampling, 80 students are selected to be involved in being a research sample by contributing to a project to see the development of students' speaking skills. In this research, pre-test and post-test research methods were used to compare students' speaking skills before and after being given treatment. The result is using Project Based Learning combined with Digital English Book is proven to be effective in learning because there is a significant increase in students' speaking skills. The analysis result by using the independent sample T-test is indicate that the T-test was higher compared to T-Table score ($3,013 > 1665$). It means that the alternative hypothesis is accepted and the null hypothesis is rejected. In conclusion, the effect of Project Based Learning that combined with Digital English Book is effective to improve students' speaking skill.

Keywords: project based learning, digital english book, speaking skill

Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan Project Based Learning sebagai alat bantu yang dikombinasikan dengan Buku Bahasa Inggris Digital. Penelitian ini memfokuskan eksplorasi masalah keterampilan berbicara siswa, berusaha untuk mengetahui metode dan media yang dapat digunakan untuk melihat sejauh mana hal itu membantu keterampilan berbicara siswa. Penelitian ini akan dilakukan di MA Miftahul Huda Bulungan Jepara yang melibatkan dua kelas dari kelas sepuluh. Melalui sampling jenuh, 80 siswa dipilih untuk terlibat menjadi sampel penelitian dengan berkontribusi dalam sebuah proyek untuk melihat perkembangan keterampilan berbicara siswa. Dalam penelitian ini, metode penelitian pre-test dan post-test digunakan untuk membandingkan kemampuan berbicara siswa sebelum dan sesudah diberikan perlakuan. Hasilnya, penggunaan Project Based Learning yang dikombinasikan dengan Digital English Book terbukti efektif dalam pembelajaran karena terdapat peningkatan yang signifikan dalam kemampuan berbicara siswa. Hasil analisis dengan menggunakan independent sample T-test menunjukkan bahwa nilai T-test lebih tinggi dibandingkan dengan nilai T-Tabel ($3.013 > 1665$). Hal ini berarti hipotesis alternatif diterima dan hipotesis nol ditolak. Kesimpulannya, pengaruh Pembelajaran Berbasis Proyek yang dikombinasikan dengan Buku Bahasa Inggris Digital efektif untuk meningkatkan keterampilan berbicara siswa.

Kata kunci: pembelajaran berbasis proyek, buku bahasa inggris digital, keterampilan berbicara

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INTRODUCTION

In the world of language education, speaking ability is one of the aspects that must be mastered by educators and learners. Speaking is a process used to interact and communicate with others. Therefore, speaking skills are needed by students. However, there are still many students who have not fully mastered these skills. Such is the case at MA Miftahul Huda Bulungan Jepara. In the madrasah, students' speaking skills are still considered lacking due to the lack of students' knowledge and skills. Students are also less motivated because in its implementation the teacher only uses

traditional teaching methods which only use oral explanations. In addition, the school only provides learning media in the form of opaque paper printed books to students. With these problems, the six elements contained in the Merdeka Belajar curriculum cannot be fulfilled.

The existence of curriculum changes in madrassas schools has made a significant educational revolution. Starting from the use of the 2013 curriculum which was replaced by the independent learning curriculum. The Merdeka Belajar curriculum began to be implemented simultaneously in madrasah schools in 2023-2024 under the supervision of the Ministry of Education and Culture for RA (Raudhatul Athfal), MI (Madrasah Ibtidaiyah) for grades 1 and 4, MTs (Madrasah Tsanawiyah) for grade 7, and MA (Madrasah Aliyah) for grade 10 (Shofiyuddin & Roin, 2023). Implementation of an Merdeka Belajar curriculum is not only intended for public schools but also for madrassas. One of the madrassas that uses the Merdeka Belajar curriculum is MA Miftahul Huda Bulungan Jepara as the regulation that has been agreed upon by the ministries of education, culture, research and technology and the Minister of Religious Affairs of the Republic of Indonesia in the decision no. 347 of 2022 concerning the implementation of the Merdeka Belajar curriculum in madrassas.

According to Annur et al., (2023) stated that the concept of Merdeka Belajar is a proposal in the restructuring of the national education system. The purpose of the Merdeka Belajar Curriculum is to facilitate learners to be more active and independent in learning and to explore their full potential (Muhammad Afriansyah Novianto & Munirul Abidin, 2023). In the implementation of Merdeka curriculum development, English language learning has changes. The changes in the curriculum framework, namely teaching modules and the addition of learning elements. In these learning elements there are 4 language skills (reading, listening, writing, and speaking) and there are 2 additional elements, namely audience skills and presentation skills as cited in (Mulyani, 2023).

Along with the development of the curriculum, the Merdeka curriculum requires learning methods and models that are in accordance with the six elements of language learning (Haryanto & Novita, 2023). One of the elements is speaking element. In English learning, speaking is important aspect that teachers and students must be able to do because speaking is used as a form of communication and expression. However, in reality many problems are found when speaking is practiced. According to Rizqi, (2024) stated that the most common problems of students in English presentation are fear of making mistakes, and lack of confidence, grammar, and pronunciation. To overcome this, teachers should find methods to train students to be more courageous in speaking. As evidenced by the research of Rizqi, (2024) students' speaking skill can develop by oral presentation. This means that doing oral speaking practice is proven to improve students' speaking skills if conducted with appropriate methods and media.

Suvarnaphaet & Suvarnaphaet, (2023) explain having conversations in the classroom is crucial for sharing ideas and communicating. Speaking enables students to convince others, enlighten themselves, and pose questions on the basis of their own experiences. Therefore, speaking is a key communicative skill in the learning of English as a foreign language (EFL). In connection with this,

the research of Meliana Br.Siahaan et al., (2023) stated that speaking is the process of creating and communicating meaning in a variety of circumstances by using verbal and nonverbal signals. This previous research concluded that speaking is an important communication skill by expressing ideas, concepts, feelings to the interlocutor with formal or informal language. As a result, students can develop their potential such as fluency, grammar, pronunciation, vocabulary, and confidence.

Based on Miranda & Wahyudin, (2023) stated that speaking is the intentional utilization of language to communicate thoughts or information so that other people can understand you. Speaking lesson are meant to help students communication effectively. Related to Mandaria et al., (2021) explain that by mastering speaking skill the students can express themselves, understand the aspects related to speaking and learn how to speak appropriately in communication so that the interlocutor can understand what the students say. Although speaking skills are important, there are still many students who are not able to practice speaking skills. When learning English, the factors that affect students' ability to speak fluently may come from the students themselves or the media and the method they are exposed to while learning the language.

One of the learning methods that can be used is the Project Based Learning method. Project-based learning is one such as alternative method where students can work together. Based on Condliffe Barbara et al., (2017) explained that The project-based learning method is one of the new aspects in the field of student's motivation. This method allows students to showcase their skills, creativity, and previously acquired knowledge in the learning process. In the research of this article, it is shown that with the project-based learning method, students become more enthusiastic in learning. This method is proven to reduce stress levels and increase motivation when working together. Another thing is that there is an increase in communication and coordination between students during the project process.

The other researchers stated that Project-based learning (PBL) refers to an inquiry-based instructional method that engages learners in knowledge construction by having them accomplish meaningful projects and develop real-world products (Tanaka, 2023). In this study, it was shown that project-based learning has a significant positive impact on students' academic achievement when compared to regular learning. Mulyani, (2023) stated that Project Based Learning method encourages students to learn actively or student-centered learning. Through this method in the practice of learning in the classroom teachers can make innovations and various learning flows. According to Zulyusri et al., (2023) article, this model provides many opportunities for students to choose topics, conduct investigations, and complete projects on their own when put into practice, acquiring knowledge through projects as a learning tool, as if there is a real world that can produce products realistically, where students work in real time. This method, Project Based Learning has been repeatedly studied and in all cases the motivated and interested was very high percentage.

Combined with Project Based Learning, digital English book or E-Book also often used as learning media. One of the alternative learning sources that can be used as learning media is e-book.

According to Mandaria et al., (2021) defined that E-book is an electronic version of a traditional print book in digital form, consisting of text, images, videos, symbols and soon, that can be read by using computers or other electronic devices. E-books are the electronic version of a printed book that can be read in digital form, consisting of the text, images, or both readable on the flat-panel display of computers or other electronic devices (Almunawaroh, 2020).

There are many benefits for students using e-books in learning, such as allowing students to take e-books with them wherever they go and helping students in college to lighten the load. According to Almunawaroh & Trilestari, (2020) claim that e-books have great benefits in helping students to understand the lesson because the e-book has interesting features, so the students are more excited in the learning process in the classroom that are useful and helpful to literacy development.

Based on the problems and benefits, researchers are interested in conducting research with the title "The Effect of Project-Based Learning Combined with Digital English Books on Students' Speaking Skills". This research will be conducted at MA Miftahul Huda Bulungan Jepara involving two classes from grade ten. This study aims to find out the effectiveness of Project Based Learning as a tool combined with Digital English Book. Through a focused exploration of the problem of students speaking skill, this research strives to know about the method and the media that can use to see what extent it assist on students' speaking skill.

METHOD

Research Design

In this study, researchers used quantitative method with SPSS calculations to determine the value of T-tests to produce research objectives. Researcher used Quasi Experimental design research Non-Equivalen control group design in this study. It is because by using Non-Equivalen control group, researcher can compare and improve students' speaking skills.

Sample

Researchers selected two classes from the tenth grade at MA Miftahul Huda Bulungan Jepara as sample. The researcher use saturated sampling because the entire population is selected to be used as a sample. The total population is 80 students from 2 classes of tenth grade with equal ability levels.

Instrument

The test that used in this research to measure students' speaking skill is spoken test. The test is given twice to the learners. The first is pre-test that is used to measure students' speaking skill before getting treatment. It is also used to determine the equality between the experimental class and the control class. Second, post-test is given to measure students' speaking skill after having the treatment. Finally, the researcher compare students' speaking skill before and after getting treatment in both experimental and control class.

In this research, content and construct validity are used by the researcher. Validity content is used by researcher to adjust learning materials with the tests that given to students. Then the construct

validity test was used to make the test more valid, which was obtained from the opinions of experts, including the Supervising Lecturer and the English teacher from the Madrasa concerned. Reliability testing in this research is done by trying the instrument only once to encourage the validity of the test.

Data Collection

In this study, the researcher used test to collect the data. The first technique used in collecting data of this research are pre-test. Pre-test is given to the experimental and control class before giving the treatment. Experimental and control class got the same pre-test, that is by doing speaking practice from dialog in the digital English book to know the students' speaking skill before getting treatment. After the students' doing pre-test, the researcher give the treatment to both class. Experimental class use Project Based Learning (PBL) method with digital English book, while control class use traditional method with teacher explanation. In the last meeting, the researcher give the post-test to measure the students' score in speaking skill after taught using Project Based Learning method for experimental class and Traditional method for control class. The result of experimental and control class are compared to determine the effectiveness of Project Based Learning combined with digital English book.

Data Analysis

This research conducted some steps to analyze the data. The first step was calculate the normality and homogeneity test. Normality test is used to get the normal data. While homogeneity test is used to get the homogen, this test is carried out as a prerequisite in the independent sample T-test analysis. Homogeneity test of variance is needed before comparing two classes. The final step is hypothesis testing by using independent T-test in SPSS 25. If the T-test value is greater than the T-table value, the alternative hypothesis is accepted and the null hypothesis is rejected. However, if the T-test value is less than the T-table value, the alternative hypothesis is rejected and the null hypothesis is accepted.

FINDING AND DISCUSSION

In the first step of this research is the researcher giving Pre-test in the classes that will be used as research materials. Two classes of MA Miftahul Huda Bulungan Jepara, X-IPS 1 class will be experimental class and X-IPS 2 will be control class. In the implementation, the experimental class was given the Project Based Learning learning method combined with Digital English Book (e-book) media during the learning process, while the control class only used traditional learning methods with direct material explanation by the teacher and used black and white printed book media with opaque paper. So the researcher can get the data from each class to compare students' speaking skill outcomes. The result is to find out and analyze the effect of Project Based Learning combined with digital English Book on improving students' speaking ability.

To get the data from each class, the researcher get the data through pre-test before the treatment and post-test after the treatment. The result shown that the data is normal based the Table 1.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		experimental	control
N		40	40
Normal Parameters ^{a,b}	Mean	31,08	37,35
	Std. Deviation	3,879	4,682
Most Extreme Differences	Absolute	0,141	0,108
	Positive	0,081	0,068
	Negative	-0,141	-0,108
Test Statistic		0,891	0,682
Asymp. Sig. (2-tailed)		0,406	0,74
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			

Hypothesis Testing

In this research, according to the result from SPSS 25, the result of Independent Sample T-Test of Experimental and Control class is indicated based the following Table 2.

Tabel 2. Hypothesis Testing

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
metode	Equal variances assumed	21,076	0,005	3,013	78	0,003	1,500	0,498	0,509	2,491	
	Equal variances not assumed			3,013	55,646	0,004	1,500	0,498	0,503	2,497	

According to Table 2, a degree of freedom (df) of 78 and shown that T-Test result, the score t (3.013) is higher than the value in the T-Table (1.665), this is indicate the difference. In additional, the significance of the score explain that Sig. (2-tailed) is less than 0,05. It means that the effect of Project Based Learning that combined with Digital English Book is effective to improve students' speaking skill.

This study aims to examine how effective the use of Project Based Learning method combined with Digital English Book in student speaking learning. By following PBL as an assessment tool, most of the learning objectives of the project were achieved, they developed leadership qualities,

learned to shape critical thinking skills, became problem solvers, and most importantly, developed as autonomous learners. Mahmud & Islam, (2022) has suggested it. The treatment conducted by the researcher involved two classes as samples. The first sample is X-IPS 1 class which is used as an experiment class, which is a class that is treated with Project Based Learning method combined with Digital English Book media. While for the second sample, X-IPS 2 class, is used as a control class that uses traditional method and printed book media as the reality of the learning process at that school. The last step in this study was to give a post-test after treatment in both classes. Students were asked to practice by dialoguing from their project results.

The purpose is to find out whether there is an increase in students' speaking ability in the use of Project Based Learning method combined with the Digital English Book. As a result, students' speaking skills of the experimental class that used with Project Based Learning method combined with Digital English book proved to be significant higher than those of the control class students. This happened because by using the Project Based Learning method, students were more focused and interested in following the learning process compared to the traditional method which was monotonous and boring. It is the same result with Zulyusri et al., (2023) that stated Project Based Learning is a learner-centered method that can promote the development of speaking skills by focusing on memorization rather than problem solving. Additionally, using Project Based Learning on English learning process can help students' improve their speaking skill. It is the same line with Guo et al., (2020) that stated Project Based Learning is important because it helps students' integrate and reorganize their knowledge and improve their speaking skills, also help students increase their interest in learning and their ability to team work. Essentially, this is an indication of the many skills that students can acquire through Project Based Learning. In addition, Seftika et al., (2021) stated that Project Based Learning method can develop students' speaking skill.

In this condition, students are also more interested and active in teaching and learning activities because they are not only watching and listening but also practicing directly in class. Based on previous literature that stated in its implementation, students are more active from the beginning of the learning process to the final process, which is the result of the project that made by students (Seftika et al., 2021). On the other previous literature such as M.H. Dulati Taraz, (2023) stated that in the application of the Project Based Learning method, students become more interested in passing the material, moreover this can reduce the level of student depression and increase student motivation in working together as a team work.

The other result is students also become more communicative, creative, and think more critically, Project Based Learning can also improve vocabulary building. It is similarly with Seftika et al., (2021) that state Students also become more creative, critical, and actively collaborate in the practice of speaking skills combined with Project Based Learning. Project Based Learning also increases English vocabulary acquisition and trains students to be more confident. M.H. Dulati Taraz, (2023) also found that students' level of communication and coordinated action was increased since

doing project. In addition, the use of Digital English Book is also very influential on experimental class students, they are more focused in listening and understanding the e-book compared to black and white opaque paper printed books that are very saturating students. It is the same line with Almunawaroh, (2020) that state Digital English Book can increased students' reading motivation since doing project. Mahmud & Islam, (2022) also stated that Digital English Book is claimed to have successfully increased students' motivation in reading, fluency, and interest in the process of reading books. In addition Kholis & Azmi, (2023) stated that E-books are very effective in improving students' reading comprehension, it motivates students, student performance, attitude in the learning process and reading speed. The novelty of this research is using Project Based Learning method which is focused on students' speaking skills combined with a Digital English Book entitled "English" which is intended for grade 10 with the authors Utami Widiati, Zuliati Rohmah, and Furaidah published by the Center for Bookkeeping, Balitbang, Kemendikbud as a learning resource. The digital English book does not only contain writing and practice questions, but also contains videos and audio that students can use to practice speaking skills independently.

CONCLUSION

This research concludes that, using Project Based Learning combined with Digital English Book is proven to be effective in learning because there is a significant increase in students' speaking skills. Some of the results obtained are students become more focused and interested in following the learning process, can help students' improve their speaking skills, also help students increase their interest in learning and their ability to team work. In this condition, students are also more interested and active in teaching and learning activities because they are not only watching and listening but also practicing directly in class. Project Based Learning prove can increase student motivation in working together as a team work. In working on projects, students can develop their own qualities such as thinking more rkitis, being responsible in working on projects, thinking creatively and being more communicative when explaining the results of the project. This research provides an explanation of the use of Project Based Learning method combined with Digital English Book on students' speaking skill, through the provision of pre-test, treatment, and post-test, this research observes how the effectiveness of Project Based Learning combined with Digital English Book by assessing students' speaking fluency. Although there are concerns of obstacles, but in reality the Project Based Learning method combined with Digital English Book can be applied smoothly to students in the learning process.

For future research that will carry out the same research as this study, the researcher suggests that in directing and organizing the class in each process of learning activities more attention and directed in more detail so that classroom conditions remain conducive and students do not feel confused when the method and media are applied. The novelty of this research is using Project Based Learning method which is focused on students' speaking skills combined with a Digital English Book,

this book does not only contain writing and practice questions, but also contains videos and audio that students can use to practice speaking skills

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