

THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

DUONG THI DUNG

**APPLYING THE PROJECT-BASED LEARNING (PBL) TO
ENGLISH SPEAKING SKILL ENHANCEMENT FOR GRADE 10
STUDENTS AT CUA ONG HIGH SCHOOL,
QUANG NINH PROVINCE**

*(Áp dụng phương pháp học theo dự án để nâng cao kỹ
năng nói cho học sinh lớp 10 tại Trường THPT Cửa Ông,
tỉnh Quảng Ninh)*

M.A. THESIS

Field: English Linguistics
Code: 8220201

THAI NGUYEN – 2019

**THAI NGUYEN UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES**

DUONG THI DUNG

**APPLYING THE PROJECT-BASED LEARNING (PBL) TO
ENGLISH SPEAKING SKILL ENHANCEMENT FOR GRADE 10
STUDENTS AT CUA ONG HIGH SCHOOL,
QUANG NINH PROVINCE**

*(Áp dụng phương pháp học theo dự án để nâng cao kỹ
năng nói cho học sinh lớp 10 tại Trường THPT Cửa Ông,
tỉnh Quảng Ninh)*

**M.A. THESIS
(APPLICATION ORIENTATION)**

Field: English Linguistics

Code: 8220201

Supervisor: Prof. Dr. Dang Thi Thu Huong

THAI NGUYEN – 2019

THE CANDIDATE'S STATEMENT

I hereby declare that this graduation project is based on my original work except for quotations and citation that have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other courses/degrees at Thai Nguyen University or other institutions.

The candidate

Duong Thi Dung

Approved by
SUPERVISOR

Dr. Dang Thi Thu Huong

ACKNOWLEDGEMENT

This research was the result of my hard work with the great support of many people. I want to express my hearty gratitude and appreciation to my supervisor for her patience, kindly support and useful advices during the time I conducted my research. But for his precious comments and instructions, the thesis could not have done effectively.

Secondly, I do appreciate the tremendous support from my school – Cua Ong High School. I would like to give many thanks to the students who directly engaged in the lessons throughout the process of data collection. Their enthusiasm and serious contribution made the process of data collection effective and reliable. I also acknowledge my thankfulness to my headmaster who helped facilitate my research conducted smoothly.

Another special thank goes to teachers of English Department, School of Foreign Languages, Thai Nguyen University. Without their advices and encouragement, I would not have been able to pursuit my research.

Last but not least, my endless thanks approve to my family for their time, encouragement, motivation and support me on my way of study.

Thai Nguyen, June 2019

Duong Thi Dung,

ABSTRACT

This research tries to attempt to know the effect of project-based learning (PBL) toward speaking ability and its effective implementation. Accordingly, this research applied a quantitative design for the first stage. Population in this research was the grade 10 grade students of the two classes 10A1 and 10 A2 in Cua Ong High School. The total numbers of the respondents are 70 students. The researcher used questionnaires, test, observation and interview as data collection. Since the hypothesis is intended to find the effect of the PBL toward students' speaking ability, the Simple Linier Regression by using SPSS 19.00 for Windows was applied. The second phase, the result of observation and interview were analyzed by Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion. The result of analysis showed that there was significant effect of Project-Based Learning toward students' speaking ability. Moreover, the effective procedures for the implementation of Project-Based Learning are (a) dividing the class into groups, (b) explaining the project and (c) performing the project. Finally, the students showed significantly positive attitude toward the implementation of PBL in speaking class.

TABLE OF CONTENTS

LIST OF ABBREVIATIONS.....	VII
LIST OF TABLES & FIGURES	VIII
PART 1: INTRODUCTION.....	1
1. RATIONALE	1
2. AIMS OF THE STUDY.....	2
3. RESEARCH QUESTIONS	2
4. SCOPE OF THE STUDY	3
5. DESIGN OF THE THESIS	3
PART 2: DEVELOPMENT	3
CHAPTER 1: LITERATURE REVIEW.....	3
CHAPTER 2: RESEARCH METHODOLOGY	3
CHAPTER 3: FINDINGS AND DISCUSSION	3
PART 3: CONCLUSION AND RECOMMENDATION.....	3
PART 2: DEVELOPMENT	5
CHAPTER 1: LITERATURE REVIEW.....	5
1.1 CONCEPTS OF SPEAKING SKILLS.....	5
<i>1.1.1 Definitions.....</i>	<i>5</i>
<i>1.1.2 Types of speaking.....</i>	<i>6</i>
1.2 TEACHING ENGLISH SPEAKING	8
<i>1.2.1 Concepts of English-speaking teaching.....</i>	<i>8</i>
<i>1.2.2 Anxiety</i>	<i>9</i>
1.3 WHAT IS PBL?	10
<i>1.3.1 Definitions.....</i>	<i>10</i>
<i>1.3.2 Types of PBL.....</i>	<i>11</i>
<i>1.3.3 Principles of PBL.....</i>	<i>12</i>
<i>1.3.4 Benefits of PBL in English teaching</i>	<i>12</i>
<i>1.3.5 Steps for implementing a PBL project.....</i>	<i>14</i>

1.4	<i>Definition of learner’s motivation</i>	
1.4.1	<i>The impacts of PBL to the learners’ motivation</i>	
1.5	PREVIOUS STUDIES	18
CHAPTER 2: RESEARCH METHODOLOGY		20
2.1	SOME DEFINITIONS	20
2.2	METHODS OF THE STUDY	20
2.3	DATA COLLECTION INSTRUMENT	22
2.3.1	<i>The respondents</i>	22
2.3.2	<i>Data collection procedures</i>	23
2.4	DATA ANALYTICAL METHOD	23
CHAPTER 3: FINDINGS AND DISCUSSION		25
3.1	RESULTS OF QUESTIONNAIRES	25
3.1.1	<i>The main motivation for English learning</i>	25
3.1.2	<i>The motivating factors for learning English</i>	26
3.1.3	<i>The interested PBL activities</i>	28
3.1.4	<i>The level of satisfaction with PBL methods</i>	29
3.1.5	<i>The current level of motivation</i>	30
3.2	OBSERVATION RESULTS	30
3.3	INTERVIEW RESULTS	32
PART 3: CONCLUSION AND RECOMMENDATIONS.....		34
1.	CONCLUSION	34
2.	LIMITATIONS OF THE STUDY	35
3.	SUGGESTIONS FOR FURTHER STUDY	35
REFERENCES.....		36
APPENDIXES		I
APPENDIX 1:	QUESTIONNAIRE	I
APPENDIX 2:	INTERVIEW GUIDE	III
APPENDIX 3:	LESSON PLAN: DRAMA PERFORMANCE.....	IV

LIST OF ABBREVIATIONS

ABBREVIATION	FULL MEANING
PBL	Project-based Learning
SPSS	Statistical Package for the Social Sciences

LIST OF TABLES & FIGURES

Figure 1.1 Types of oral languages	6
Figure 3.1 The main motivation for English learning.....	23
Figure 3.2 The motivating factor “Teaching equipment”	24
Figure 3.3 The motivating factor “Learning program”	25
Figure 3.4 The motivating factor “Teaching methods”	25
Figure 3.5 The interested PBL activities.....	26
Figure 3.6 Level of satisfaction with PBL methods.....	27
Figure 3.9 The current level of motivation	28

PART 1: INTRODUCTION

1. Rationale

It is obvious that English is nowadays significantly considered as a language of international communication, which is used worldwide for most of the fields such as technology, education, business and trade. Regarding the context of Vietnam, in recent years, the trend of global integration has raised awareness about the importance of English teaching and learning in schools. Especially, speaking is usually deemed one of the core skills in foreign language learning and it is also the target that English learners generally are willing to reach. According to Richards and Willy (2002), a majority of language learners in the world study English with the purpose of being fluent in speaking.

In order to develop learners' English-speaking proficiency, it is necessary for them to master both knowledge and other subskills of speaking. This means that they need to understand all aspects engaged with speaking skill. Burns and Joyce (1997) stated that the sufficiency of the speaking skills includes a variety of tactics and knowledge about the ways in each specific situation. In the same viewpoint, Thornbury (2005) also agreed that to achieve the mastery of English speaking, learners have to be good at both linguistic knowledge and practicing communication. Due to its requirements, English teachers often encounter with numerous challenges in English speaking teaching.

In Cua Ong High School, Quang Ninh province, English speaking has become a compulsory part for all the teachers and the speaking time often accounts nearly 40% of total English lessons. The main objective is to help the students to better their English-speaking skills, especially enables them to be confident in simple monologues and dialogues as well as to communicate in daily conversations. To achieve this goal, the teachers have to take responsibility of raising students' speaking skill through providing various activities and materials in speaking lessons. Especially with the grade 10 grade students, it may become difficult for

them to be familiar with learning English communication through practical exercises.

Responding to the challenge, PBL, therefore, is often applied effectively and efficiently in English speaking teaching. PBL can be understood as an authentic learning or organizing model in which students plan, implement and evaluate projects that includes real-life situations beyond the classroom (Doppelt & Yaron, 2003). It is also defined as the methods based on the constructivism by supporting student engagement in problem-solving situation. Hence, a successful PBL helps increase learners' learning motivation, learning autonomy, and most importantly, enhance their speaking skills to master English communication.

Concerned with the English teaching in Cua Ong High School, it seems that PBL can be applied in English speaking enhancement for grade 10 students in the school. Referring the successful implementation of PBL in different schools in the world, this research aims at applying the approach in the context of Vietnam, specifically, with grade 10 students in Cua Ong High School, Quang Ninh province.

2. Aims of the Study

The research aims to achieve the objectives as bellows:

- To explore the main motivation of the English-speaking teaching and learning at grade 10 in Cua Ong High School.
- To discover the effects of the PBL on students' English-speaking performances.
- To find out why students at grade 10 in Cua Ong High School are fond of learning speaking English basing on PBL.

3. Research questions

Therefore, in order to fulfill the above-mentioned aims, the following research questions must be answered:

- What is the main motivation of students at grade 10 in Cua Ong High School in learning speaking English?
- Does PBL have effects on students' learning English-speaking?

- Why does PBL make students at grade 10 in Cua Ong High School interested in English-speaking teaching and learning?

4. Scope of the study

The research scope includes the two classes, namely class 10A1 and class 10A2 at Cua Ong High School, Quang Ninh province. They are selected to be the participants of the study. The experiments of study will be conducted in speaking lessons where the researchers use the PBL to enhance their English-speaking skill.

5. Design of the thesis

Part 1: Introduction

The first chapter will introduce an overview about the research topic, including the rationale for the study, aims of the research, research questions, the significance of the study as well as the organization of this thesis.

Part 2: Development

Chapter 1: Literature Review

In this chapter, the author will mention the related theories and previous works to the research problem. For this study, the literature consists of the concepts of speaking skills and teaching English speaking; the definitions of PBL and its types and criteria, and the previous works on the application of PBL in teaching English.

Chapter 2: Research Methodology

This chapter aims to introduce how the research is conducted, describing the methodological approach, data collection, sampling techniques and data analysis for the research.

Chapter 3: Findings and Discussion

This part shows the results and the analysis to answer the research questions as well as to make discussion on the research findings. In addition, this part also gives important points and practical implications arising from this study in comparison with previous studies in the Literature Review.

Part 3: Conclusion and Recommendation

Based on the research findings, this section aims to propose the recommendations for the application of PBL in teaching English speaking skills for grade 10 students in Cua Ong High School, and suggestion for further research with the same concern.

PART 2: DEVELOPMENT

CHAPTER 1: LITERATURE REVIEW

1.1 Concepts of Speaking Skills

1.1.1 Definitions

Considering a language as a means of communication among people, a lot of linguists define speaking skills by referring to the ability of using a language in oral communication. In other words, it is stated that speaking skill is the ability to function in the language in terms of being able to speak the language, in order to express his or her idea to other (Nunan, 1999; Peter, 2002) also adds that speaking is called social skill due to the interaction between more than one person who sends a message in one side and receives it in another side. Hence, it means that in the process of speaking, there must be at least one speaker, one receiver and a message communicated. Accordingly, when an oral conversation is made, one speaks – send messages to the listener, the receiver will listen to him/her and vice versa. Hence, it is undeniable that speaking is obviously unrelated to listening skill.

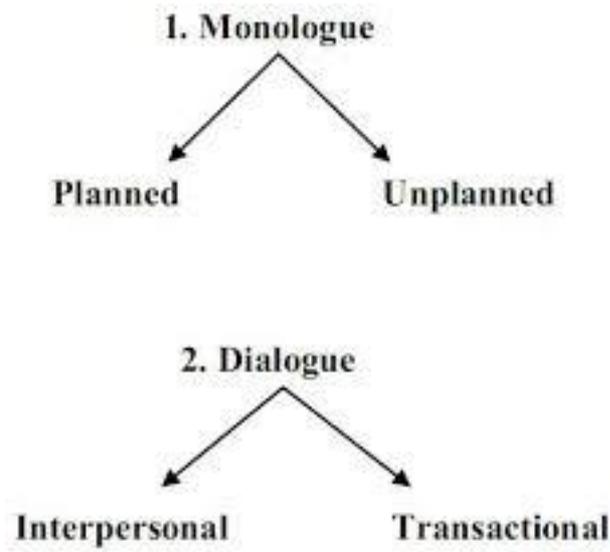
In this regard, it is undeniable about the equal importance of both sender and receiver in the conversation. Concerning to the viewpoint, Peter (2002) stated that one of the main characteristics of a conversation is its reciprocity, since in most speaking situations, the receiver of the message is in close proximity to the speaker. It implies that in the conversation the speaker and the receiver may alternately tell and listen, even interrupt one another. Thus, it differs from public speaking in which the roles of speakers and listeners remain stable.

Despite a various concept of speaking, in the scope of this research, speaking skill is understood as the ability to use a language by means of oral communication, in which there must be at least a speaker (sender) and a listener (receiver) and their role is changeable between them.

1.1.2 Types of speaking

Brown (2001) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language as the figure below:

Figure 0-1.1 Types of oral languages



Source: Brown, 2001

In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planned, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown (2001) also points out the types of classroom speaking performance as bellows:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating “Human tape-recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

3. Responsive

The students’ speech in the classroom is responsive short replies to teacher-or students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4. Transactional (dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech.

5. Interpersonal (dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information. The conversations are little trickier for learner because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert “agenda”.

6. Extensive (monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative.

1.2 Teaching English speaking

1.2.1 Concepts of English-speaking teaching

Nunan (2003) defines the meaning of “teaching speaking” as teaching English learners to: (1) Produce the English speech sounds and sound patterns; (2) Use word and sentence stress, intonation patterns and the rhythm of the second language; (3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; (4) Organize their thoughts in a meaningful and logical sequence; (5) Use language as a means of expressing values and judgments; (6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

On the other way around, teaching speaking has been undervalued and English language teachers teach speaking just in the forms of a repetition of drills or memorization of dialogues. It should be now extended that the goal of teaching speaking is not merely to force them to make the English utterances but it should cover the mastery of students’ communicative skills due to the fact that only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. To do so, learners should be given an opportunity to work in interactive mode to talk about themselves in personally relevant ways. This demands such new dimension to the language learning process.

Taking teaching English speaking into consideration, Bashir (2011) proposed three areas of knowledge that the English learners need to be taught, including: (1) mechanics, which involves with pronunciation, grammar and vocabulary. The mastery of mechanics means that the learner can use the right words in the right order with exact pronunciation; (2) function, including transaction and interaction. It requires a clarity of message when exchanging information and a precise

understanding when receiving the message; and (3) social and cultural rules and norms, which refer to turn-taking, rate of speech, length of pauses between speakers and class of speakers. Accordingly, the participants in the conversation need to know who is speaking to whom, what to say, in what circumstance and for what reason.

And for the teachers, like any other subject, in the beginning, the teachers need to find out the current level or background capability of the students to select the appropriate teaching methods. Regarding to English speaking teaching, Burns and Joyce (1997) agree that before an English teacher decide to teach speaking skill, they have to assess the students' current level of language competency and proficiency. It is based on collecting personal information of the students such as age, language background and students' need and goal.

1.2.2 Anxiety

Students should feel comfortable in sharing their feeling and opinions even some cultures consider it as improper values to talk about one. Teachers' attitudes to respond the students thought and opinion is also important as they should not be forced to speak, they should be heard and respected, and they should extend the same courtesy to their classmates. Teachers should realize that students often feel difficult and as a consequence, teachers should avoid expressions of negative feelings. Such attitude is expected to reduce the student anxiety of making mistakes and they will have courageous to speak.

Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986).

Krashen (1985) maintained that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition. An interaction is often found among anxiety, task difficulty, and ability, which interferes at the input, processing, retrieval, and at the output level. If anxiety impairs cognitive function,

students who are anxious may learn less and also may not be able to demonstrate what they have learned.

Furthermore, Crookall and Oxford (1991) reported that serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language.

MacIntyre and Gardner (1991) found that speaking is by far the main agent of anxiety-arousal, and that students with high anxiety perform worse than those with low anxiety. According to Young (1991), there are six potential causes of language anxiety that include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests.

However, to date, findings by Horwitz, Horwitz and Cope (1986) have been the most influential. They identified three causes of language anxiety, that is, communication apprehension, test anxiety, and fear of negative evaluation.

Based on the above definition, anxiety is a kind of troubled feeling in the mind, which covers a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. There are three causes of anxiety; they are (1) communication apprehension, (2) the test, and (3) the fear of making mistakes in producing the language.

1.3 What is PBL?

1.3.1 Definitions

PBL has been defined in many ways. For this reason, there exists no single definition. PBL is based on the constructivist learning theory, which finds that learning is deeper and more meaningful when students are involved in constructing their own knowledge. Constructivism is a theory based on observation and scientific study about how people learn. People construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences (Vygotsky, 1978). When we encounter something new, we have to connect it with our previous ideas and experiences, it may change what we currently

know and believe. As we acquire new information we need to continue to ask questions, explore, and assess what we currently know.

According to the definition of Ministry of Education of Malaysia, PBL is a model for classroom activity that shifts away from the usual classroom practices of short, isolated, lecturer-centered lessons. PBL learning activities are long-term, interdisciplinary, student-centered, and integrated with real-world issues and practices.

Vygotsky (1978) also stated that the PBL approach is an “in-depth investigation of a real-world topic worthy of children’s attention and effort.” Hence, field trips, experiments, model building, posters, and the creation of multimedia presentations are sample activities within PBL where students with differing learning styles demonstrate their knowledge by means of inquiry.

Therefore, the main aim of PBL is an active connection of pupils to educational process. This process is characteristic of their openness. Problem situations and questions are created by lectures.

1.3.2 Types of PBL

In designing PBL, the project can be classified into different types or categories. It is as proposed by Henry, as cited from Sawsan (2014) as follows:

The first one is structured projects. In this case, the teacher determines and organizes in terms of the topic, materials, methodology and presentation. It has the following characteristics: the topic is selected by the teacher as well as the methods for collecting and analyzing the information.

The second is semi-structured project. Accordingly, the project is defined and organized in part by the teacher and in part by students. The teacher defines the general topic of the project, but the students have full authority to choose their own topic as well as the way they accomplish the information and the project.

The last one is unstructured projects. The project is defined and organized largely by the students themselves. Hence, the students have full authority in terms of choosing the topic, materials, methodology and presentation.

1.3.3 Principles of PBL

Poonpon (2014) highlighted five important principles of PBL as follows:

- PBL projects are central, not peripheral to the curriculum;
- PBL projects are focused on questions or problems that drive students to encounter and struggle with the central concepts and principles of a discipline;
- Projects involve students in a constructivist investigation;
- Projects are student-driven to some significant degree;
- Projects are realistic, not school-like.

1.3.4 Benefits of PBL in English teaching

English has been taught as a foreign language in Vietnam for a very long time. However, there has been little application of the PBL in teaching. In fact, PBL has several benefits in second and foreign language settings. Fried-Booth (2002) states that the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence. The students demonstrate increased self-esteem, and positive attitudes toward learning. Skehan (1998) argues that this process can help to enhance students' autonomy especially when they are actively engaged in project planning. Autonomous learning is promoted when the students become more responsible for their own learning.

According to Levine (2004), their language skills can be improved. The students engage in purposeful communication to complete authentic activities - tasks with real world relevance and utility; they thus have the opportunity to use language in a relatively natural context and participate in meaningful activities which require authentic language use. The authentic activities can provide the opportunity for students to examine the task from different perspectives, enhance collaboration and reflection, and allow competing solutions and diversity of outcome.

As dealt with in Stoller (2006), PBL provides opportunities for the natural integration of all four skills of reading, writing, listening and speaking. Another

benefit discussed in the research of Lee (2002) is that the students have enhanced motivation, engagement and enjoyment because project work progresses according to the specific context and students' interests. From a motivational perspective, projects being authentic tasks are more meaningful to students, increase interest, motivation to participate, and can promote learning. PBL is said to motivate students as they are wholly engaged in the learning task. Enjoyment and motivation also derive from the fact that classroom language is not predetermined, but depends on the nature of the project.

In addition, PBL can develop many helpful skills for the students. Coleman (1992) discusses a benefit relating to students increased social, cooperative skills, and group cohesiveness. Adopting PBL projects in the classroom also helps reinforce social relationships among team members. PBL enhances collaboration among learners, between learners and the teacher, as well as between learners and other community members as well. Thus, PBL provides learners with opportunities to learn collaborative skills, such as relying on the work of peers and providing thoughtful feedback to peers. Making students perform concrete tasks in pairs and groups is common for foreign languages training; this practice stimulates cooperation and knowledge exchange amongst students and it encourages individual students to talk more.

Allen (2004) presents the benefits of PBL pertaining to the development of problem-solving and higher order critical thinking skills. These skills are very important, since they are life-long, transferable skills to settings outside the classroom. This means that PBL is an innovative approach that employs a different mode of assessment. Utilizing the PBL approach, learners evaluate themselves continuously. Assessment is seen as an ongoing, varied and frequent process involving teacher assessment, peer assessment, self-assessment, and reflection.

To put in a nutshell, PBL is very beneficial to students in general and those of English in particular. The question here is what the teacher and students do to maximize the benefits of PBL.

1.3.5 Steps for implementing a PBL project

As in Stoller's research (2009), the benefits of PBL can be maximized when the teachers and students follow the ten-step process of implementing project work. The ten steps are summarized as follows:

Step 1: Students and teacher agree on a theme for the project.

At this step, the students and teacher reach a consensus on a project theme. The projects range from structured, semi-structured, to unstructured in terms of the degree to which the teacher defines the project; the teacher therefore should work out the ways in which students can develop some sense of ownership toward the project.

Step 2: Students and teacher determine the final outcome of the project.

The students and teacher come to a decision about the final outcome of the project, e.g., bulletin board display, written report, debate, brochure, letter, handbook, oral presentation, video, multimedia presentation, and theatrical performance. They also negotiate the most appropriate audience for their projects, e.g., classmates, other students, parents, program director, a local business.

Step 3: Students and teacher structure the project.

After the theme and final outcome of the project are defined, the students and teacher figure out project details that guide students from the opening activity to the completion of the project. At this step, students consider their roles, responsibilities, and collaborative work groups. After negotiating a deadline for project completion, students arrange the timing for gathering, sharing, and compiling information, and then presenting their final project.

Step 4: Teacher prepares students for the demands of information gathering

The language, skill, and strategy demand associated with information gathering should be provided. As the teacher is aware of student ability levels, he prepares instructional activities for each of the information-gathering tasks. Take

English students for example, if they will be conducting interviews to gather information, the teacher may plan activities in which students have to form questions, ask follow-up questions, request clarification, and take notes. If they are expected to write business letters in English, the teacher might review the format and language of formal letters. If they intend to conduct an Internet search, the teacher may review search procedures, how to evaluate an official website, and introduce useful note-taking strategies.

Step 5: Students gather information.

After practicing the skills, strategies, and language needed for gathering information, the students can readily collect information using methods such as interviewing, questionnaire, letter writing, and library searches. Whenever possible, the teacher provides relevant content resources to get students started on their information search.

Step 6: Teacher prepares students to compile and analyze data.

At this step, the teacher should help the students master the language, skills, and strategies needed to compile, analyze, and synthesize the information that they have collected from different sources. The instruction for the teacher depends on the types of information collected and the ways in which it was collected, e.g., taped interviews, brochures received in response to solicitation letters, library research, and note-taking.

Step 7: Students compile and analyze information.

The students compile and analyze the gathered information. They work in groups, organize information and then discuss the value of the data that they have collected, keeping some and discarding others. They have to identify information that is critical for the completion of their projects.

Step 8: Teacher prepares students for the language demands of the final activity

The teacher designs language-improvement activities to help students successfully present the final outcome of the project. The activities may focus on skills for successful oral presentations, effective written revisions and editing, persuasive debates, and others. The students should focus on form at this point.

Step 9: Students present the final product.

The students present the final outcome of their projects, as planned in the second step.

Step 10: Students evaluate the project.

The students reflect on the language mastered and the subject matter acquired during the project. They are also asked to make recommendations that can be used to enhance similar projects in the future. The teachers provide students with feedback on their language and content learning. With the ten steps to be carefully followed, the benefits of PBL can be at most yielded by both students and teachers.

1.4 Definition of learner's motivation

There are a variety of related studies in the field of learners' motivation. Motivation is said to have a significant influence on students' language learning. Accordingly, it is investigated that there is a correlation between learners' motivation to learn a foreign language and their results in this learning process, which can be positive or negative (Kouritzin, Piquemal & Renaud, 2009)

The definition of learning motivation is also various in many different types of researches. According to Kouritzin et al., (2009), learners' motivation refers to their positive attitude toward his or her interest in a target language's community and its culture, which is their desire to be a part of this community. In addition, motivation is also distinguished between integrative and instrumental motivation, especially in terms of a learner's objective or orientation (Carrasquillo, 1994; Krashen, 1981).

In summary, several research studies were conducted to discover students' beliefs concerning the importance of foreign language learning, and moreover, which is in line with their motivation and arguments for studying.

1.4.1 The impacts of PBL to the learners' motivation

In regard with the application of PBL in teaching speaking English, it is stated that these activities help maintain learners' interest with learning and motivate them to sustain their efforts in a long period of time (Wright et. al, 1984)

Concerning the importance of PBL with English speaking teaching, a number of related studies and works were conducted in various context. Most of them agreed that the involvement of PBL not only help teachers have their better lectures but also benefit students a lot (Cameron, 2001; Borg, 1998; Cook, 2008; Ellis, 2006). Based on the researches, the author can list some of the common benefits of PBL as followings:

The first advantage of PBL is that through its application the learners feel highly motivated because its patterns are interesting and amusing and the same time challenging. For example, the actions in a game gather all of the students to move around, raise their mental capabilities and neutral networks, hence maintain learners' attention to the lessons. In this situation, even the shy students are willing to take part in the activities and enjoy the fun. Hence, the games add interest to what students might not find interesting. Sustaining interest can mean sustaining effort (Wright et.al, 2005).

And second, they promote interaction among learners. As Jacobs & Kline Liu (1996) express, many activities can be carried out in pairs or in small groups, thereby providing a venue for students to develop their skills in working with others such as the skill of disagreeing politely and the skill of asking for help. Naturally, when participating in these activities, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing since they want to have a turn to play, to score points and to win. In the class, learners will definitely participate in the activities. Therefore, in groups or in pairs, they are more willing to ask questions, communicate and discuss with their partners and think creatively about how to use English to achieve the goal.

1.5 Previous studies

There are many studies dealing with PBL. Mehmet (2005) conducted a research dealing with the effects of PBL upon learning outcomes in social studies courses among fifth grade by using quantitative and qualitative methods. The results showed that there was a significant correlation between the academic successes of experimental and control groups. In addition, participants and lecturers indicated that PBL increased the success by providing students with various skills and making learning more enjoyable, entertaining, and meaningful. However, few problems were also reported such as arguments between group members and difficulties in carrying out the project.

Kornwipa Poonpon, a lecturer of Khon Kaen University, Thailand conducted research entitled Enhancing English Skills through PBL. Forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project. A semi-structured interview was used to elicit students' opinions about the implementation of the project and how such a project may enhance their English skills. The interview data were qualitatively analyzed. Results of the study revealed how the interdisciplinary-based project should be implemented in a language classroom to enhance the learners' English skills (Poonpon, 2014).

Bas (2011) investigated the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9th grade students. The research was carried out in 2010–2011 education-instruction year in a high school in Nigde, Turkey. Totally 60 students in two different classes in the 9th grade of this school participated in the study. The data obtained in the study were analysed by the computer program SPSS 17.0. In order to test the significance between the groups, the independent samples t-test was used. The results of the research showed a significant difference between the attitude scores of the experiment group and the control group. On the other hand, it was also found out that project-based learning was more effective in the positive development of the

students' academic achievement levels. At the end of the research, it was revealed that the students who were educated by project-based learning was more successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks. successful and had higher attitude levels towards the lesson than the students who were educated by the instruction based on student textbooks

Referring to the previous research above, most of them conducted research on PBL on science and there are only few studies on the application PBL in English lessons especially in Cua Ong high school, there is a need to conduct more studies on this issue. Therefore, the researcher interested in investigating the effect of PBL in order to raise students' speaking ability and its effective implementation on the quality of teaching and learning English.

CHAPTER 2: RESEARCH METHODOLOGY

2.1 Some definitions

In this study, both quantitative and qualitative methods were employed for collecting data for findings and analysis.

In terms of quantitative research approach, a survey was implemented through designing the questionnaire among the participants. The advantage of this method is that the researcher is easy to gather statistics from a large number of participants, however, it may be time-consuming and higher cost due to a massive amount of information. In case of this study, the experiments of study were conducted in speaking lessons where the PBL is applied to raise the students' speaking skills. Hence, the main purpose of the survey is to collect quantitative data for answering the research questions: "What is the current situation of the English-speaking teaching and learning at grade 10 in Cua Ong High School?" and "Does PBL have effects on students' English-speaking performances?"

In terms of qualitative research approach, a semi-structured interview was conducted with some of English teachers who are applying PBL in their speaking lessons. According to Cohen & Crabtree (2006), an interview can be considered as a good source of comparable and reliable qualitative data. Accordingly, the respondents were offered the freedom to give their insights and views in the most convenient ways. However, like the quantitative approach, the researcher may encounter with the limitations in time and budget for the needed resources such as the tapes. In case of this study, the main objective of the interview is to collect the qualitative data for answering the research question "How is PBL applied into English-speaking teaching and learning at grade 10 in Cua Ong High School?"

2.2 Methods of the study

As stated in the previous part, the quantitative and qualitative methodologies were employed to collect primary data. Accordingly, for the quantitative approach, the questionnaire was made for 70 respondents who are the students in class 10A1 and 10A2. The main objective of this questionnaire is to find out the current

situation of English-speaking teaching and learning at grade 10 in Cua Ong High School, and based on that to determine the impacts of PBL on the students' speaking performance. All of the answers from respondents are kept confidential.

The questionnaire is very easy and simple to understand, written with plain language and includes two main parts as follows:

The first part is Personal Information, in specific before conducting the survey, the respondents are asked to fill their personal information in, with their full name, class, gender, English teachers' name.

The second part consists of 5 questions, in which respondents are asked to tick all the boxes in the questionnaire. Consequently, not a single respondent asked for clarity in any part of the questionnaire. The questionnaire was provided in the appendix, including both English and Vietnamese versions. As the respondents are Vietnamese, the Vietnamese version was given to them to make sure they understand the questions.

For the qualitative approach, the author prepared the questions related to the use of PBL in the speaking lessons with two English teachers of class 10A1 and 10A2. They were interviewed through expressing their opinion and answer the questions related to the research subjects, and during the process of interview, the author recorded their answer and then translated into English for data analysis. In addition to this, the interviewees were also asked for proposing the recommendations to improve the English-speaking teaching and learning activities. In specific, the author conducted the semi-structured interviews with each of the interviewees after lessons within 10-15 minutes and recorded their answers by smartphone. Both of questionnaire and interview questions are provided in the Appendixes.

Besides, the classroom observation was also applied during the teaching process with PBL. This method refers to the process of studying and analyzing classroom activities to scrutinize teaching strategies adopted by the teachers and students' participation with active responsiveness in classroom activities. In specific, the observation took place in a class by the teacher who directly teaches

the class. Students' work was observed to know whether the students are involved and interested in the speaking lessons with PBL. Accordingly, classroom observation was conducted among the students in class 10A1 and 10A2. The author acted as an observer who took charge of taking observation notes about students' participants into the tasks. I ticked and noted down the classes' activities in detail corresponding to the teacher's objectives, then analyzing them to clarify the research problem. The main aims of this are to find out if students are motivated or fully participate in the tasks and to see to what extent these students improve in speaking skills.

2.3 Data collection instrument

2.3.1 The respondents

The population of the study is the students of the two classes, including class 10A1 and class 10A2 at Cua Ong High School. Currently, there are 30 students in class 10A1 and 40 students in class 10A2. The sample size of this research is 70 respondents.

At that time, most of them are the newbie of Cua Ong High School, who have just entered into this school for about more than one month. In addition, it is also the first time they have learned English with the application of PBL, therefore, they used to be familiar with the traditional teaching method at their secondary school in which grammar is focused instead of communicative skills. Hence, they may encounter with some difficulties when joining in English speaking lessons, however, this helps evaluate clearly about the effects of the PBL on their speaking performance.

Besides, for the qualitative methodology, the researcher conducted semi-structured interview with two teachers who are responsible for teaching English in these classes. They were asked to express their opinion about the application of PBL on the improvement of English-speaking skills among their grade 10 grade students in Cua Ong high school. These teachers were also my supporters in the

process of classroom observation, who act as the instructors for students when learning English speaking with PBL.

2.3.2 Data collection procedures

According to Kiwanis (2014), a data collection plan is designed to determine how you will access and gather information from your participants. Therefore, a solid data collection plan will enable the research to obtain all the needed information for achieving the research objectives. In addition to this, it is also necessary to address the procedures in the data collection plan clearly, which helps avoid gathering unrelated or lack of data for the analysis.

Concerning to the study, the data collection procedures were conducted with the respondents who are students in class 10A1 and 10A2, as well as two English teachers in these classes. In specific, to collect information from the students, they were asked to complete the paper and pencil survey by filling in the blank or choosing the best option. In specific, the teachers delivered the survey after lessons and the pupils were asked to complete the questionnaires in their break-time. In order to collect information from the teachers, they were invited to participate in a semi-structured interview, in which the researcher prepared some questions for them and then interviewed them face-to-face. As mentioned in above, the interviews were conducted after lessons with each of them and their answers were also recorded during the interview.

2.4 Data analytical method

Since the research intends to find the effect of the PBL toward students' speaking ability, the Simple Linier Regression by using SPSS 22.0 for Windows was applied in quantitative data analysis. In this regard, the author can find out the facts and figures through calculating the frequency, percentage, etc. of the aspects mentioned in the questionnaire. And based on that, the author can draw the findings and discussion on the current situation of English-speaking teaching and learning, along with the effects of PBL on these activities.

The second phase, the result of semi-structured interview is analyzed by Miles and Huberman's view of qualitative data analysis consisting of data reduction, data display, and drawing conclusion. From the answers recorded during the interview, the author can select the key information and arrange them in the main themes related to the research problems.

For classroom observation, in order to ensure the observation is purposeful and development, it is important and essential to capture the events of the classroom as accurately and objectively as possible. In specific, I summarized what was observed, then connected it to the standards/ indicators addressed in the sheet. It is important to ensure that these indicators can support all claims with specific examples from the observations, which focuses on the impacts of project-based learning with the students' English-speaking skill.

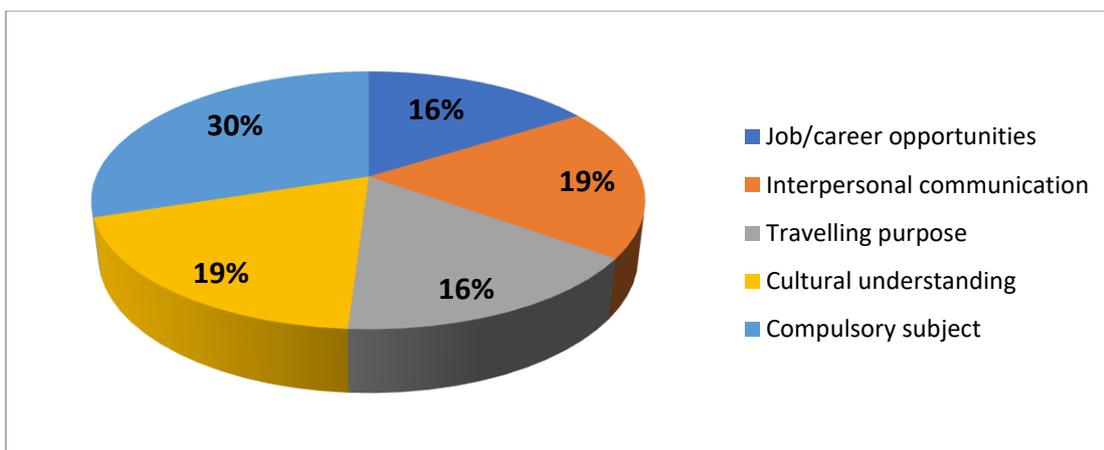
CHAPTER 3: FINDINGS AND DISCUSSION

3.1 Results of questionnaires

3.1.1 The main motivation for English learning

The first question of the questionnaire asked the respondents about their main motivation for English learning. Accordingly, there are five options for the participants to choose including A - job/career opportunity, B - interpersonal communication, C - travelling purpose, D - cultural understanding and E - compulsory subject. Through calculating the percentage, the author can find out the descriptive statistic for each objective. Figure 3.1 describes the result in the first question:

Figure 3.2 The main motivation for English learning



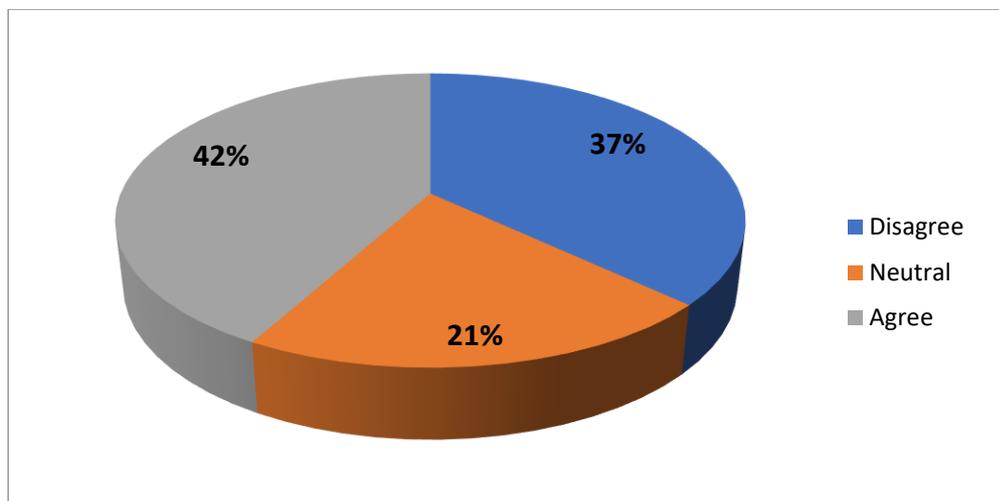
According to the figure 3.1, the largest frequency of their main learning motivation is “Compulsory subject”, accounting for 30%. Followed by the answers of “interpersonal communication” and “cultural understanding”, there are 19% of respondents for each option. The group of people feel motivated for learning English because of their career opportunities or travelling purpose has smallest proposition with 16% for each answer... Therefore, it can be seen that a large number of students have still considered English as one of the compulsory subjects in the school instead of its long-term goal for their future career. This is an issue which needs to be paid more attention by the English teachers as well as the administrators in Cua Ong high school.

3.1.2 The motivating factors for learning English

3.1.2.1 Teaching equipment

In the second question, the respondents were asked to evaluate their level of agreement with the motivating factors for learning English, including the teaching equipment, teaching methods, learning program, communicative activities and school and family. The result of factor “teaching equipment” is represented in figure 3.2 as following:

Figure 3.3 The motivating factor “Teaching equipment”

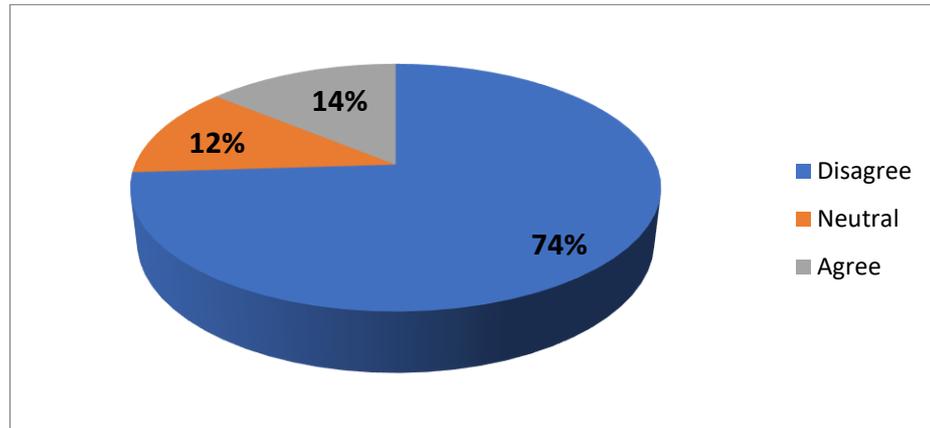


As mentioned in Figure 3.2, it is revealed that the majority of respondents agree that teaching equipment is one of the motivating factors for their English learning, accounting 42% (31 students). However, the number of participants who disagree with this factor are nearly equal to the above, accounting for 37% (27 people). Hence, for the grade 10 students in Cua Ong high school, teaching equipment is not considered as the important factor for their English learning motivation, or in other words, their English learning has not depended on the teaching equipment such as slides, pictures, flashcard, etc.

3.1.2.2 Learning program

The survey also investigated about the level of agreement with the motivating factor “Learning program”. The result of this factor is described in figure 4.3 in the following:

Figure 3.4 The motivating factor “Learning program”

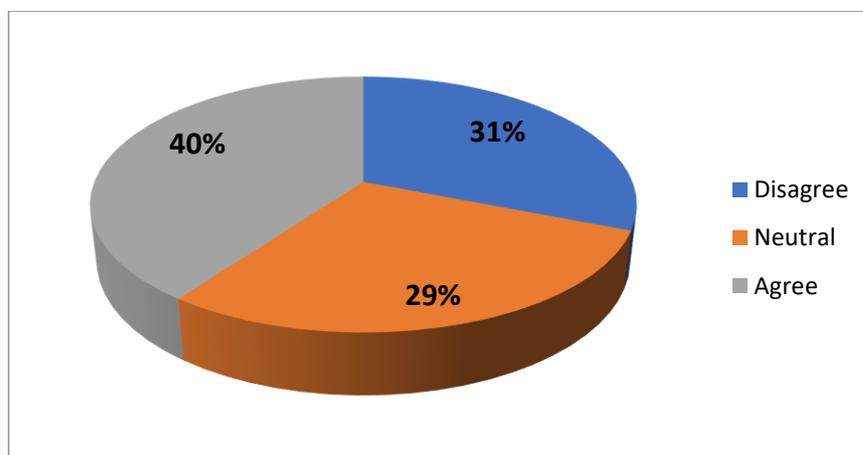


From this table, it is found that most of the students in grade 10 grade think that learning program is not a motivating factor for their English learning with 74% (54 people). The number of participants choose the answer “Agree” account only 14% (10 people), and the remaining people need more consideration (12%). Hence, it reveals that learning program is not highlighted as an important factor to motivate the students’ English learning in this school. In other words, these students do not find the learning program motivating or interesting. This means that the teachers have to work harder to make the learning program more appealing to the students.

3.1.2.3 Teaching methods

The level of agreement on the motivating factor “Teaching methods” is also investigated in this part. Accordingly, the result of this factor is also cited in the following figure:

Figure 3.5 The motivating factor “Teaching methods”

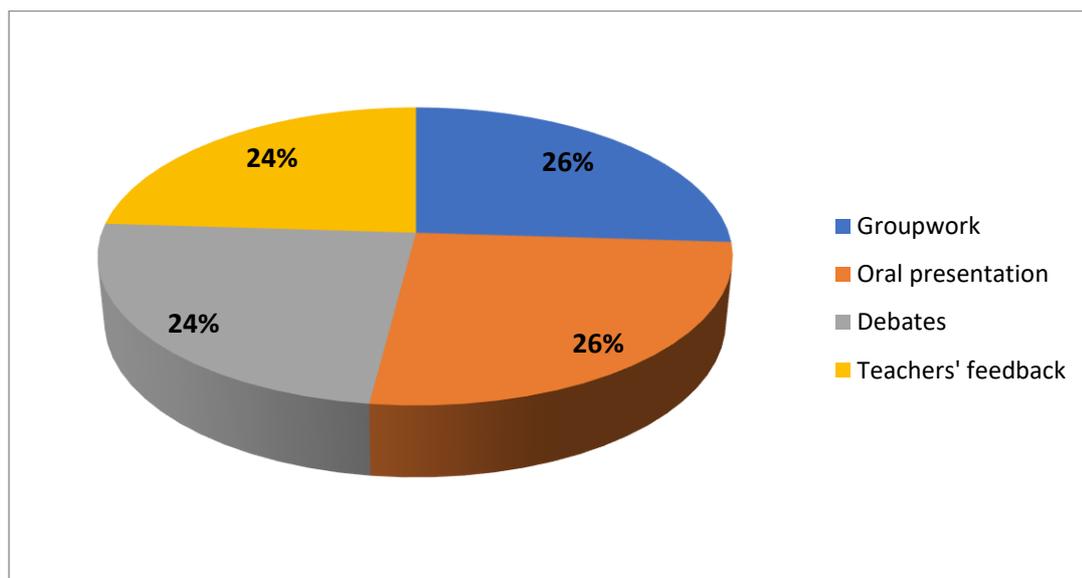


It can be seen from figure 3.4 that the largest numbers of respondents find that teaching methods can motivate them to learn English, including 40% of the respondents. However, it is also followed with the percentage of disagreement with 31% (23 people, and “neutral” with 29%. Hence, there is no significant difference among the group of respondents with the question “Is teaching method a motivating factor for your English learning?”. It means that the number of grade 10 students in Cua Ong high school who are aware of the effective teaching methods are still low, in specific 45 pupils have not considered teaching methods as a motivating factor, accounting 60% of total participants. This issue can cause the difficulties for the teachers when building the learning program as well as selecting the appropriate teaching methods.

3.1.3 The interested PBL activities

In the third question, the survey investigated about the interest of grade 10 students in Cua Ong high school with the PBL activities in their English lessons. They include groupwork, oral presentation, debates and teacher’s feedbacks. Accordingly, figure 3.5 in the following describes the result of this question in the below:

Figure 3.5 The interested PBL activities



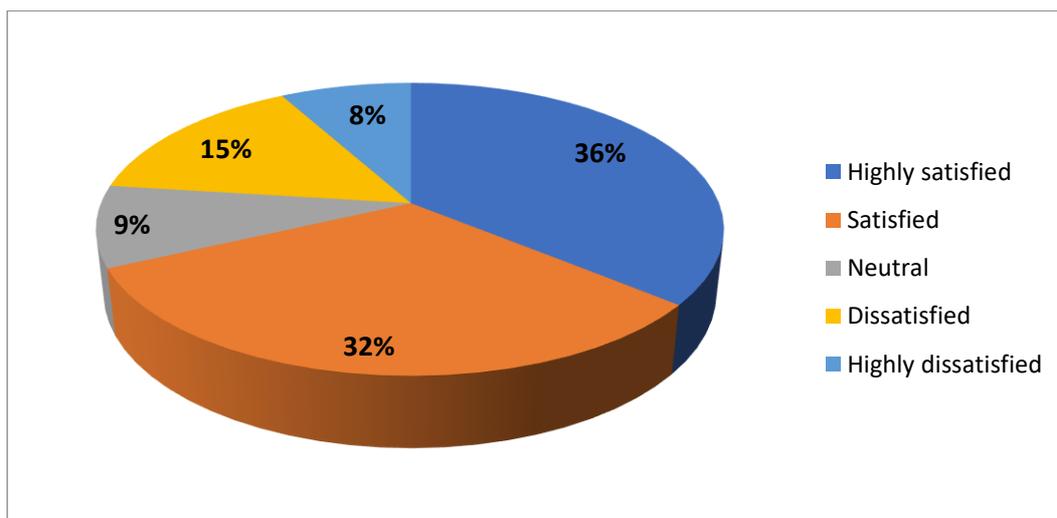
From the above table, it is shown that there is no significant difference among PBL activities listed in the above. In specific, the number of students who

are interested in the activities such as groupwork and oral presentation are the same, accounting for 26% in the total participants for each type of activity. Similarly, the number of students who have most interest with debates and teacher’s feedbacks are equal with that of presentation, with 24% for each kind of activity. Based on these findings, it also demonstrates the expectation of grade 10 students with the activities in PBL methods. Most of the students expect that the PBL activities should be diversified and innovated regularly instead of repeating in a long time, which may cause boredom and distraction for them.

3.1.4 The level of satisfaction with PBL methods

The level of satisfaction with PBL methods can be demonstrated in the below figure:

Figure 3.6 Level of satisfaction with PBL methods



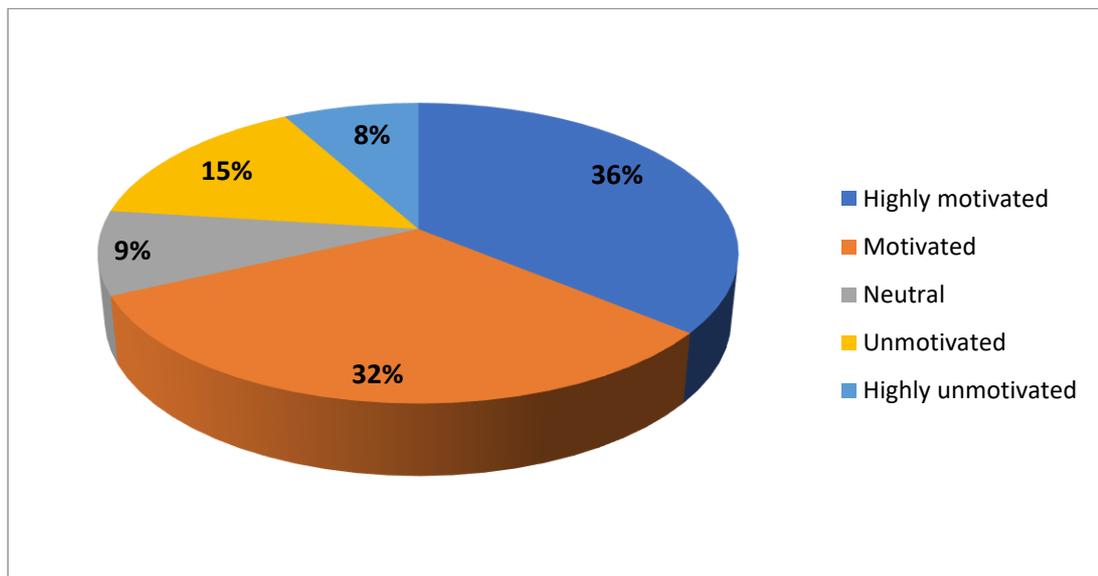
As illustrated in the above table, it can be seen that a larger number of respondents are currently satisfied with the PBL methods which are applied by their English teachers in the speaking lesson. In specific, the participants who are highly satisfied with PBL methods account 36%, and who are satisfied with this teaching methods account 32%. Accordingly, total 68% of the grade 10 graded students have the higher level of satisfaction with PBL methods applied in the English-speaking lessons. Therefore, it is pointed out that the English teachers in Cua Ong high school have been aware of the importance of PBL methods to the learning motivation of their students. Furthermore, they have also applied these methods

appropriately in their teaching to enhance the students' interest in learning English-speaking

3.1.5 The current level of motivation

After researching the aspects of PBL methods, the students were asked about the current level of learning motivation. In the below table, the results are shown as followings:

Figure 3.7 The current level of motivation



Similar to figure 3.6, there were 68% of respondents who feel motivated with their learning English in the present, and in the contrary, 23% of participants feel not satisfied or motivated. The results also match with figure 3.4 that a large number of grade 10 students in Cua Ong high school agree that teaching methods are one of the motivating factors with their learning. Hence, PBL methods applied by the English teachers in Cua Ong high school have had better impacts on their students' motivation in learning English-speaking.

3.2 Observation results

Knowing the result that there is significant effect of the use of PBL toward students' learning English-speaking, the researcher carried on finding the effective implementation of PBL in raising students' speaking ability through classroom observation.

The first observation was conducted on Tuesday, 11th of December, 2018. 17 students were present. The material was in the form of narrative story – fairy tale, legend, fable. The Basic Concept of Past Tense and generic structure of narrative text was also given. The media used was puppet. The students showed good effort to perform better, even some mistakes in terms of accuracy occurred.

The second observation was conducted on Tuesday, 11th of January, 2019. 20 students were present. The media used were real object – traditional food. The material was in the form of Procedure Text – How to make something. The generic structure and features of procedure text were also given. The lecturer told the students that the project for today's meeting was doing oral presentation on how to make food. She asked the students to submit the traditional food and asked the students to browse the recipe from the internet and they had to present in turn. The first person mentioned the ingredients, the second and the third person talked about the steps in making the food. Most of the presentation was quite good and fluent, even there was still mistakes on grammar.

The third observation was conducted on Tuesday, 11th of February, 2019. 19 students were present. The material was in the form of Recount Text – Unforgettable Holiday. The generic structure and features of Recount text were also given. The media used were picture series and they had to perform the telling story this meeting. They were enthusiastic in retelling the story. Most groups tried harder to organize the story in chronological order. They were successful to steal the audiences' attention even some mistakes on grammar still appeared.

The fourth observation was conducted on Tuesday, 11th of March, 2019. 19 students were present. The project was drama performance. The lecturer assigned the students to prepare themselves for performing drama two weeks before. They had to work in groups in discussing the topic or the story they wanted to perform. They set up the scenario or wrote the script for drama performance. The Lesson Plan for the fourth observation was presented in the Appendixes.

From all of above observations, the researchers recorded students' responses and summarized them to draw the findings on PBL's impact on students' speaking

ability. In general, it is revealed that most of students seemed to show higher learning interest and motivation to PBL activities, which is similar to the survey's results. Accordingly, PBL not only could help students to raise their speaking level but it also enabled them to gain problem-solving capabilities. In specific, through communicative activities used in the PBL lessons such as oral-presentation, group discussion or debates, students had more opportunities to practice English speaking naturally without any shame or afraid. Despite grammar mistakes, their presentation was improved better than before; they could speak English more fluently. Besides, when collaborating with others in group discussion, a majority of students showed their high participation into giving their opinions to solve the problems in the project. Clearly, the effects of PBL to the students in Cua Ong high school is evident.

3.3 Interview results

The researcher interviewed the teachers in order to find the related information dealing with the implementation of PBL. The interview was conducted after observations were carried out. The interview with Mrs. Thu and Mrs. Nga was on Friday, 15th of February, 2019 at the teachers' room.

When the researcher asked how the teachers felt about PBL in their speaking class, one of them answered that:

“In my opinion, PBL is suitable for speaking class for some reasons. The first, PBL supports the students to improve their critical thinking in order to communicate freely and spontaneously. The second reason is through PBL, the students can bring real-life context and technology to the class-room in term of the use of various media and materials from internet.” said Mrs. Thu.

It is clearly stated that the teacher believed that through PBL, the students can foster their critical thinking to support the speaking skill and combining the technology to support their performance.

Then, the researcher asked about the way to apply PBL in speaking class, Mrs. Nga responded as followings:

“I apply PBL in speaking class for several topics. Every topic has its own steps. For example, when conducting PBL activities, I divided the class into some groups and assigned each group to find the story from books or internet, then give each group to design puppet made from paper related to the selected story or photocopy a character from a book, cut a character from a coloring in book or draw a character, finally I have students perform puppet show. Another example of PBL applied in my speaking class is drama performance. The procedure is I divide the class into two groups and ask them to discuss the topic of drama, and then I assign them to design the scenario for selected topic (in two weeks), after that they have to perform drama in front of the class.”

The next question dealt with the teachers’ responses toward the implementation of PBL. The teacher gave statement on the following:

“They were very enthusiastic in doing the project. It can be seen from their participation in their speaking performance. Most of them tried to speak spontaneously dealing with the topic discussed, and then they tried to be responsible to the group.” said Mrs. Thu.

Dealing with the statement above, it can be implied that the students actively involved in the activities for PBL and they were enthusiastic during the teaching and learning process. It was also supported by the English teachers’ statement in the followings:

“Students seem to be eager to do the project given in speaking class because it is challenging activities and assist them to cooperate with their friends in a group” said Mrs. Thu.

“Most of students are interested in PBL, especially when I asked them to work in a group for performing drama. They discuss seriously about the topic and the dialogue. And the most interesting one is the discussion about the costume to wear during the performance” said Mrs. Nga.

PART 3: CONCLUSION AND RECOMMENDATIONS

1. Conclusion

In this thesis the researcher has presented various definitions of PBL and its benefits. The author also discussed the steps for implementing a PBL project and suggested several English learning projects for students. With these projects and the steps for implementing a PBL project, English teachers can motivate their students not only inside but also outside class, making full use of the benefits of PBL to help the students well prepare for future in terms of both English skills and social ones. In the researcher's view, PBL should be widely applied at the Cua Ong High School and other schools where students need to enhance necessary authentic knowledge and skills for their future studies.

The finding results mentioned above have proved the effective impact of PBL on teaching English speaking. PBL provides learners with opportunities to use the English language contextually and creatively in an anxiety free classroom.

Moreover, students found PBL fun and motivating. It provides the chance for shy and quieter students to express themselves in a more explicit way. Implications of this study include that teachers should be aware of methods of helping students to develop their learning autonomy and a sense of responsibility which motivate them to participate actively in class.

To have a learner-friendly school, new strategies should be used to provide students with a chance to learn. PBL affords a safe zone in which all students are able to exchange ideas and experience. Students are not passive or shy or afraid of making mistakes. PBL integrates play and work as a basis of learning. It provides a natural and rich environment that gives learners the opportunities to explore their world and develop a deeper and more meaningful learning. PBL contributes to a low affective filter by creating a learner-friendly environment with a low anxiety level.

2. Limitations of the study

This research still has some limitations including the small sample size which limits the accuracy of the result because small sample size does not represent all the students in Cua Ong High School. The survey used in this research was carried out with the respondents in only two classes at grade 10 grade instead of being conducted in all the grades at this school. In addition, the sample size which is selected randomly will increase the probability of occurring some biased and subjective results. Furthermore, the research still has some limitations in data collection and analysis. It is the fact that the time to complete this study was quite short, along with the limitations in my budget. With these results, the researcher cannot have an in-depth analysis or find the arising problem during the research process

3. Suggestions for further study

The research has thrown up many problems in need of further investigation. Because of the above limitations, in further projects, researchers would suggest to increase the size of the sample in order to improve the reliability of the study. Similarly, the number of participants in the survey can also be enlarged so that the collected data which was covered a wider variety of ideas. In other words, the research should be conducted in a larger scope to collect more primary data. Besides, it is also suggested that further research should deeply study about the topic through using different research methodologies. Thus, researchers can compare data and analyze it more easily.

REFERENCES

- Bashir, D. (2011). *Longman grammar of spoken and written English*. Harlow: Longman
- Burns, A. and Joyce, H. (1997). *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research.
- Cohen, H., & Crabtree, D. (2008). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. 3rd edition. White Plains, NY: Pearson Longman
- Doppelt, H. and Yaron, D. (2003). *Innovations Pre-intermediate Coursebook: a course in natural English*. London: Thomson.
- Mehmet, M. (2005). *Communicative language teaching*. Cambridge: Cambridge University Press.
- Nunan, D. (1999). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Poonpon, R. L. (2014). *Teaching and researching language learning strategies*. Harlow: Longman
- Richards, J.C. and Willy, D. (2002). *Second Language Teacher Education*. Cambridge: Cambridge University Press.
- Sylvia, C. (2007). *New Headway Pre-Intermediate Student's Book*. 3rd edition. Oxford: Oxford University Press.
- Sawsan, N. (2014). *Automaticity and Second Languages*. In the Handbook of Second Language Acquisition. Oxford: Blackwell Publishers.
- Thornbury, S. (2005). *How to teach speaking*. Essex: Pearson Education Limited.
- Peter, D. (2010). *Second Language teaching & learning*. Boston, Mass: Heinle & Heinle.
- Vygotsky, A. (1978). *Communicative Competence: In Communicative competence in foreign language learning and teaching*. Aarhus: Department of English.

- Mortaji & Pour (2014). The Effect of Problem-Solving Tasks on Intermediate and Delayed Retention of New Words by EFL Learners. *Modern Journal of Language Teaching Methods*, 4(3), 30-39.
- Othman, N. (2013). Problem-Based Learning in The English Classroom. *English Language Teaching*, 6(3), 125-134.
- Movahed, R. & Kakia, P. (2014). Reading/Listening & the 4/3/2 Students' Speaking Skills. *International Journal of Linguistics*, 6(1), 53-66.
- Al-Tamimi, Nasser Omer M. & Attamimi, Rais A. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4), 122-134
- Hussein, Roslan, Noordin, & Abdullah (2012). Using the Problem-Solving Approach to Teach Writing to ELF Learners. *The English Teacher*, 41(2), 144-159.
- Karen, S. M. (1997). *Creative Thinking and Problem Solving for Young Learners*. Englewood, CO: Teacher Ideas Press.
- Makui, Ghanbarzadeh, & Nedae (2016). Effect of Using Collaborative Problem-Solving Tasks on Task Achievement of Efl Learners While Writing. *Modern Journal of Language Teaching Methods*, 6(6), 285+.
- Yousef, B. & Banafshed, A. (2017). The Effect of Problem-Solving Tasks on the Iranian Intermediate EFL Learner's Speaking Skill. *Journal of Applied Linguistics and Language Research*, 4(6), 174-182.
- Mayer, R. E. & Wittrock, R. C. (2006). Problem-solving. *Handbook of Education Psychology*, 2(2), 287-304.
- Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge: Cambridge University Press.

- Ormrod, J.E. (2006). *Essentials of educational psychology*. Pearson Merrill Prentice Hall: Press Publications.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. Doi: 10.1111/j.1540-4781.1986.tb05256.x
- Ariyanti, A. (2016). Psychological factors affecting EFL students' speaking performance. *ASIAN TEFL: Journal of Language Teaching and Applied Linguistics*, 1(1), 77-88

APPENDIXES

APPENDIX 1: QUESTIONNAIRE

The purpose: This questionnaire aims to collect information and data on the application of project-based learning (PBL) to enhance the grade 10 students' speaking skill in Cua Ong High School for the research in this dissertation on the same topic. Accordingly, the objective of this research is to investigate the effects of PBL on these students' English-speaking ability, hence your evaluation is necessary and useful for me to fulfil the research aims. I declare that all information you provide is completely private and kept confidential. Thank you very much!

I. PERSONAL INFORMATION

1. Name (optional): Gender:

2. Class:

II. THE MAIN CONTENTS

Question 1: What is the main motivation for your English learning? (You can select more than one option)

A. Job/career opportunity

B. Interpersonal communication

C. Travelling purpose

D. Cultural understanding

E. Compulsory subject

F. Others:

Question 2: Tick the motivating factors, according to the level of your satisfaction.

Factors	Agree	Neutral	Disagree
Teaching equipment			
Learning programs			
Teaching methods			

Question 3: For the PBL activities, which activity make you most interested in learning English?

- A. Groupwork
- B. Oral presentation
- C. Debates
- D. Teacher's feedbacks

Question 4: In general, how satisfied are you with your English teacher's PBL method?

- A. Highly satisfied
- B. Satisfied
- C. Neutral
- D. Dissatisfied
- E. Highly dissatisfied

Question 5: How do you feel about your English learning motivation?

- A. Highly motivated
- B. Satisfied
- C. Neutral
- D. Unmotivated
- E. Highly unmotivated

Thank you very much.

APPENDIX 2: INTERVIEW GUIDE

Name of teacher (optional):

Class:

Date of interview:

Questions to interview:

1. How do you feel about the application of PBL in your English-speaking lessons?

.....
.....
.....

2. Can you describe the ways used to apply PBL into your English-speaking lessons in the class?

.....
.....
.....

3. What do the students' respond toward the implementation of PBL in your English-speaking lessons?

.....
.....
.....

APPENDIX 3: LESSON PLAN: DRAMA PERFORMANCE

TITLE OF DRAMA: THE FISHER MAN AND THE GOLDEN FISH

THE STEPS TO IMPLEMENT:

Step 1: Create drama situations

First the teacher will choose the situation for a script in the story above, or the students may choose the situation for their group. Groups can choose topics that interest them or similar to the topics from a range of given situations. Then each group will register their topic with the teacher.

Step 2: Content development

In the context of the play, students need to come up with ideas to develop the situation of the story. However, the dialogue is dependent on their ability to speak English. Specifically, students can simplify it to be suitable with the beginning level or more complex or conflicting issues for intermediate or higher levels.

Step 3: Prepare script and role-playing

Based on the developed content, the team members will discuss together to produce the necessary lines and gather them into a separate script for their group. After the script is completed, each group will conduct a cast for the members. If there are too few roles in the script, one role can be assigned to two members, one of whom will speak secret thoughts to the other. If the class is divided into several groups, the teacher when deciding the role must consider each student's ability and personality. For example, a group including all shy students would not be able to succeed.

Step 4: Performing

Whether or not they participate in the drama, the role of the teacher is very important. They have to be listeners and note the errors students may have about vocabulary or grammar. This will be a resource for teachers to consult and prepare for the next exercise. Another important thing is that teachers should not interrupt the story by correcting errors to avoid the problem of losing students' interest.

Step 5: Evaluate, comment and decide the winner.