Speaking skill and critical thinking skill development through project based learning method of EFL tertiary students

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Abstract: This research explored students achievement in speaking class in EFL setting by implementing project based learning (PBL) in both their speaking skill and critical thinking skill. The reaseach set out in two cycles of classroom action reaseach which involved 30 students taking complusary subject, Speaking for Academic Setting. Researcher utilized some intruments to obtain valid data with observation and consultation sheets, peer assesment, deep interview, and Questionnaire. The students are given some set of projects in producing Vlog then uploaded it in YouTube platform. They have to work in small group (3 person) and pretend to be a news anchor, news reporter, host in TV program, and personal vlog consecutively. The result showed that PBL significantly elevate students' speaking skill as well as critical thinking skill for they enjoyed their self pretending as an "artist" and actively engaged in the process of discussion, sharing, and cooperate among group member.

Keywords: speaking skill, critical thinking, project based learning, EFL tertiary students

In the context of learning English as foreign language there are a lot of methods can be implemented to help students to tackle major obstacles in learning language or set up the good learning atmoshperes like cooperative learning, discovery learning, problem based learning (PlBL), project based learning (PjBL) and so on. Lately, there are a lot of scholars investigating and proving the application of project based learning (PjBL), somehow, contribute huge positive effects toward language lerning (Lam:2011, Kavlu:2017, Mali & Timotius:2018, Aghayani & Hajmohammadi: 2019). Furthermore, this method also been verified as fruitfull approach in improving learners language proficiency (Simpson:2011, Rousová: 2008, Thomas: 2000, Ke: 2010 as cited in Lam: 2011). Eventually, Project based learning approach viewed as a door opening the communicative competence, authentic learning, learner autonomy, cooperative and collaborative learning, higher-order thinking skills, language proficiency, self-efficacy and self-esteem (Simpson:2011). The

research done by Kimseziz, Dolgunsoz, Konca (2017) which investigating the effect of project based learning in teaching EFL vocabulary to young learners of English: the case of pre-school children proofed that project based learning was still rarely adopted in EFL classes in Turkey eventhough it could increase EFL vocabulary learning gains when compared to other conventional methods for the young learners have been more active in PBL classes. Those then played as fundamental role in this current research to confront present phenomena in the researcher's class since the students attending the class need to experienced factual life skill, incorporate language skill by doing complex, challenging, and authentic projects which requires resourcefulness and planning. Obviously, those are aimed to prepare students ability in revolution industry 4.0 era.

Obviously, The issue of high order thinking skill (HOTS) has been current direction of the national curriculum not only in primary level but also in tertiary level. The Minister of Education and Culture of Indonesia has passed the policy dealing with specific working description stipulated in level 6 to level 8 in the Indonesian Qualification Framework (IQF) that emphasizes the essence of integrating technology in teaching and learning practices (Kementrian Pendidikan Nasional Republik Indonesia; 2011). Briefly, IQF is a national framework in equalizing as well as integrating three major elements of personal qualification (Indonesian citizen) in the fields of education, work training, and work experince *(Figure. 1)*. Further, the IQS also highlights the necessity of the technology should be performed by Indonesian teachers possessing a Bachelor's or Master's degree and be implemented into teaching and learning activities in higher education contexts.
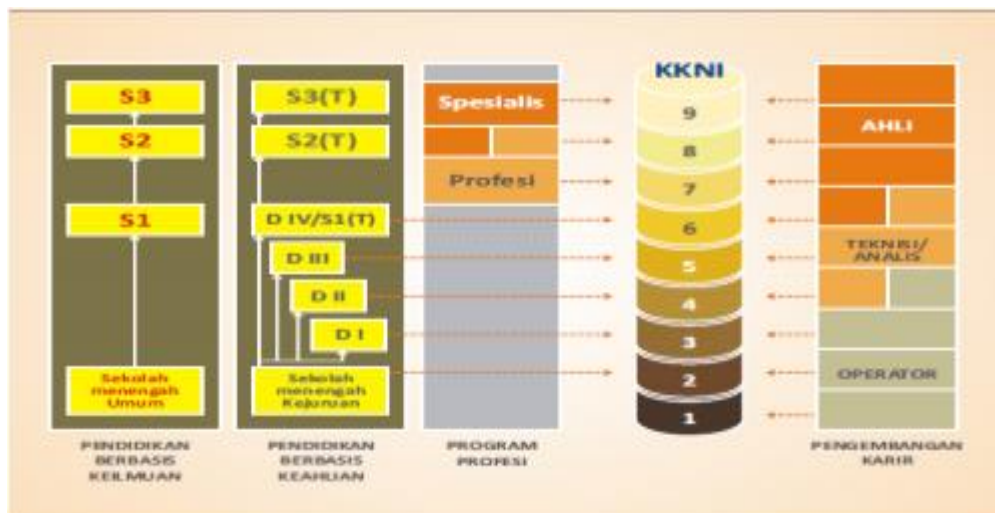

Fig. 1. Nine Qualifications Levels in IQF
(Taken from Kementrian Pendidikan Nasional Republik Indonesia, 2012, p.6)

Dealing with the above framework, it is obvious that the students pursuing their bacherlor degree are in level 6 which means that the learning process specifically describe

the encouragement of the cooperation skill as stated in the verse "Bertanggung jawab pada pekerjaan sendiri dan dapat diberi tanggung jawab atas pencapaian hasil kerja organisasi (Being responsible for their job and able to be given responsibility for an organization work achievement)" as cited in Kementrian Pendidikan Nasional Republik Indonesia (2011). In addition, the implementation of PBL also fits with the framework as the following "Mampu memanfaatkan IPTEKS dalam bidang keahliannya, dan mampu beradaptasi terhadap situasi yang dihadapi dalam penyelesaian masalah (Being able to utilize ICT in their expertise, and being able to adapt to situations they are facing in solving a particular problem)"

Eventhough there are a lot of notable merit in implementing YouTube Vlog both in social and education enterprises but there still a small amount of schoolar take into similar research. A reseach conducted by Alwehaibi (2015) which concerned on YouTube technology in terms of its impact on developing EFL students' content learning. The result showed that YouTube could increase students' outcomes in term of learning content, which also means that the YouTube can enhance students' learning process as well as the students' motivation. Similarly, Watkins & Walkins (2011) explored the use of YouTube in EFL classroom. It is reported that YouTube had plethora benefits; (1) it could develop students' conversation, listening, and pronunciation skills, (2) it possilby be an avenue to teach culture, to expose students to World Englishes, and to develop students' vocabularies, likewise (3) it could structure the reading and writing activities. Meanwhile, in this present research, vlog is utilized as the students project in acomplishing speaking class assignment.

Vlog defines as a type of blog which the most ar all contents are in the form of video, this term is derived from *video blog* or *video log* (Karch: 2019). Students worked in pair to finish the given projects, in total there were 4 project of making vlog but with different format. Overall, the result of those four projects then be uploded in students personal youtube link. this was not only aimed to dessiminate the project result but to promote the current issue to discuss in the comment coloumn. This goal was in line with the following statement that a channel on YouTube is the home page for a personal account, and a channel is required to upload videos, add comments or make playlists (Karch: 2011). In the following, the research conducted by Sari (2017) figured out that the combination of both Vlog and YouTube Channel create a meaningful and enjoyable teaching media for students for some reasons; (1) it gives chances for students to speak up using English without interruption, (2) students are given enough time to arrange what they want to deliver in their vlogs, and the last (3) vlog can be done in any place at any time that are convenient for students to record themselves and speak their opinions. In line with that, Vlogs is definied as sites where authors post stories and/or information about themselves in the form of video, rather than text, as traditional blogs which include Blogs and their descendents — podcasts and vlogs — are unique in the way that their authors

produce them and the way in which viewers engage with them. this eventualy do not require teams of editors; authors control content and timing of publication (Griffith & Papacharisi : 2010). Recently, many people all aver the world tend to document their special moments by recording them then uploaded in Youtube channel. This phenomena might born from different reasonsn and point of views, but from the statistical data the amount of Youtube Vlogger is significantly rising all the time (tribun jateng : 2019). Another research was conducted by Duckwort (2015) dealing with the reasons of students blogging as follows;

Fig. 2. students motive in making blog (Duckworth: 2015).

The figure above revealed at least four reasons that in line with the benefit of PBL as a learning model, (1) promotes collaboration, (2) develops critical thinking, (3) improve writing and digital literacy, and (4) gives students a voice. As stated by Kovalyova, Sonnoleva, and Kerimkulov (2016) that PBL enables engineering students to improve significantly their written skill within the English language course. In this research, before vlogging, students are required to draw the concept as well as writing the script. In line with Duckwort (2015), a research conducted by Fried-Booth (2002) revealed that the process leading to the end-product of project-work provides opportunities for students to develop their confidence and independence. Furthermore, in term of students voice, this method also leads the students demonstrate self-esteem, and positive attitudes toward learning. Besides, this process also can help to enhance students' autonomy especially when they are actively engaged in project planning (e.g. choice of topic, timetable management, and so on). Generally speaking, there are three types of YouTube Vlog including Web blogs, video blogs, or video logs which are also considered as part of (Christian : 2009). Furthermore, those three types was also be considered as social media platform and most importantly that it is one of the potential media of teaching

and learning instructions (Dewitt et.al.: 2013). Therefore, this research came to figure out how students' achievement in term of speaking skill and critical thinking skill after implementing PBL by producing video blogs then uploaded it in their personal youtube channel. Further, this reseach also explored the students voices dealing with the benefits and the drawbacks during the implementation of PBL in the speaking class.

REVIEW OF RELATED LITERATURE

Project Based Learning in EFL Setting

Project based learning (PBL) becomes one of popular teaching method in 21 century for its positive contribution in learning process. As discussed in Tai and May (2007) project-based learning (PBL) defined as a learning model organizing around projects which are complex tasks, based on challenging questions or problems, involving students in design, problem-solving, decision making, or investigative activities; giving students the opportunity to work relatively autonomously over extended periods of time; and culminating in realistic products or presentations. Furthermore, Thomas (2000) stated that problem Based Learning uses "real world problems and tasks as the initiative objective in constructing knowledge and enhancing learning experience". In detail, Flemming (2000) explored that Projects offer rich opportunities such as helping students make interdisciplinary connections, address academic standards and goals, discover personal talents and interests, develop social skills, and use technology. In addition, frequently mentioned about another benefits of BPL was to increase social, cooperative skills, and group cohesiveness (papagionnopoulos, Simoni, and fraggoulis : 2000). In line, according to Dornyei (2001) said that among other potential benefits of work project encourages motivation, fosters group cohesiveness, increases expectancy of success in target language, achieves "a rare synthesis of academic and social goals", reduces anxiety, increases the significance of effort relative to ability, and promotes effort-based attributions. Those benefits might attack students' barriers in enhancing their productive skill. It is true that in english speaking skill somehow determined from performance and content which generally indicated from once ability in choosing appropriate diction and either grammar or pronounciation accuracy. To achieve those abilites, students must learn in the good learning athmospher, enjoyble and meaningfull.

Basically, the implementation of PBL as laerning method should be done as the the following description and highly consider the learning goals below;
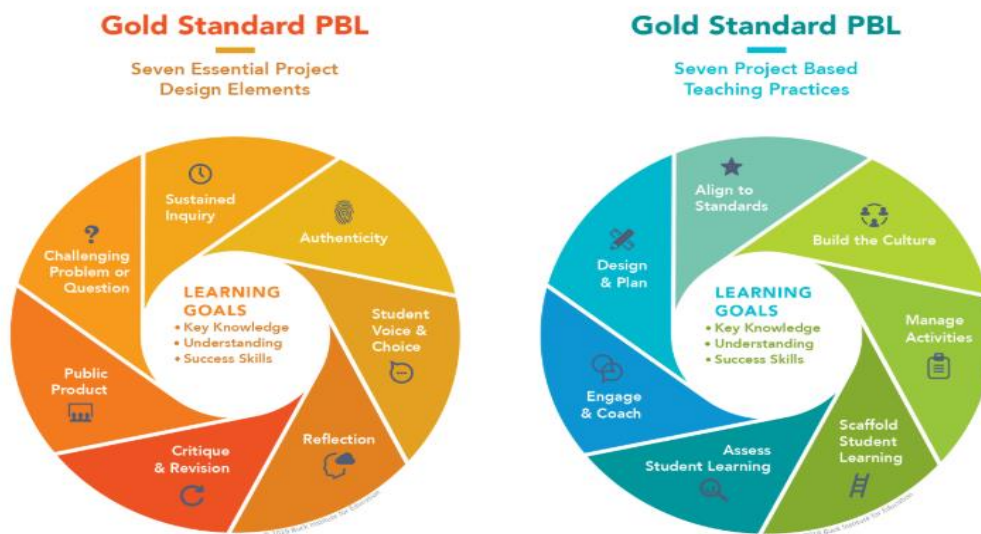
Fig. 3. Gold standart of PBL in term of design element and teaching practice (2019).

Obviously, the project learning must be set out from those 7 principles; 1) the projects should be challanging in term of its task or questions, 2) must be authentic, 3) elaborate and accomodate students voices and choices, 4) require critiques and revisions, 5) sustaides inquiry, 6) the product of the roject must presented in public, and also need reflection of the project impact (www.pblworks.org). This means that the main goal of project based leaning is incorporating students with a real life skill and empower students to both acknowlade cognitive skill as well as practical skill. To achieve those noble goals, an educater should also consider some keys which include designning and planning a beneficial and challanging projects ahich align the standarts. Furthermore, taecher should actively coach and engage students in every consultation sessions, later on, it will build students' strong determination and a good habit for students rigorously manage their self to be panctual, cooperate, and communicate).

Critical Thinking skill

The term of critical thinking skill refers to the ability to proceed information and/or deliver idea by experiencing some sequences of observing, understanding, analysing, and synthesizing (Rubin: 2019). Furthermore, Obispo (2016) explored critical thinking skill as a skill that includes some fundamental elements namely reasoning, evaluating, problem solving, analyzing, and decision making *(see figure 4)*. Those elements are insaparble to shape a great and complate critical thinking skill which required both students and teacher willingness to work togather. In fact, critical thinking skill is significantly affect either ones self-reflections or self-evaluaiton. Prominently, critical

thinking skill also suport ones performance in both academic and non academic setting for its contributes to the ability of reflective and independent thinking, and above all, it promotes creativity too (Lam : 2019). In adition, Rubin (2019) also stated that eventhough critical thinking is much harder in ESL/EFL students for they have to encounter messages in other langugae but this can deepen students engagement in the subject and can be practices in all English skills and proficeiency levels.
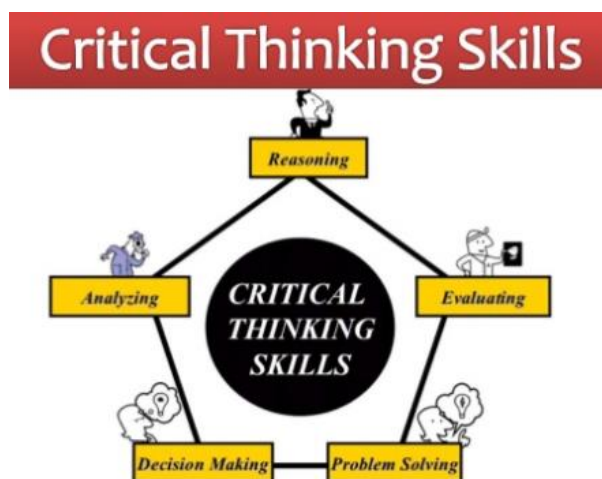

Fig. 4. Critical thingking skill elements (2016).

The figure above informed that to reach complate stages of critical thingking skill students should achieved those elements by joining in a wrok team or at least Furthermore, Critical thinking skills do not occur randomly or without effort; it takes structured, deliberate, and repetitive exposure and practice for students to develop insightful thinking (Changwong, Sukkamart, and Sisan: 2018). In this research, the students were situated in a challanging instructional setting where they have to work in a team and in a tight given shcedule. Those conditions can potentially lead students experience in the sequence of critical thingking where observing of the site of recording, analysing the concept of the script, and synthesisze the obtained infration from either the contributor, teachers feedbacks and team's opinion to occur.

RESEARCH METHOD

This research was held in a private university in East Java, Indonesia which involved thirty students, aged from twenty to twenty-two years old attending compulsary class, English Speaking for Academic Setting. This research spanned three months from March to May 2019 and conducted in combination of two – cycle classroom action research and conten analysis method. The result of prelimanary study showed that students seemed reluctant to perform in the speaking activities inside the class. As the result, they showed

little interest in the activities and mostly produced simple and unelaborative sentences. In addition, they also showed less initiative to volunteer to speak up or ask questions. Furthermore, based on the pre research interview, it revealed that they tend to well performed the speaking skill when it is held outside the class. Those aspect might affect the students speaking skill measured from both score and performance. Hence this reserach was set up to tackle those berriers by put them in enjoyble and fruitfull project namely producing personal Vlogs and uploaded them in personal youtube channel.

Further, in term of collecting data, this research employed three techniques of collecting data; (1) observation and consultation sheets, (2) peer assesment, (3) deep interview, and (4) Questionnaire. In detail, the observation was carried out to find out students' participations and responses during finishing the projects. The students are also incorpaorated with consultation sheet to record their project achievements, obsctacles, and the solustions as well. It was done four times and within each project students are welcomed to have a consultation session dealing with the vlog topic, concept, and script. Further, peer assesment is implemented to know the students personal point of view dealing with the omong members teamwork, time management, problem solving, and decision making. Open -ended questionnaires were addressed to the participants to get their responses in the form of written data dealing with .The interview with the participant was also conducted to gain further information on students' motivation and confidence to speak English.
Since this research is the combination of CAR and qualitative research, the steps of finding out the students speaking skill and critical thinking skill achievent is by implementing car adapted from Kemmis and Mc Taggart in Burns (2010) which in each cycle include four stages; planning, acting, observing, and reflecting as imaged on the following figure.
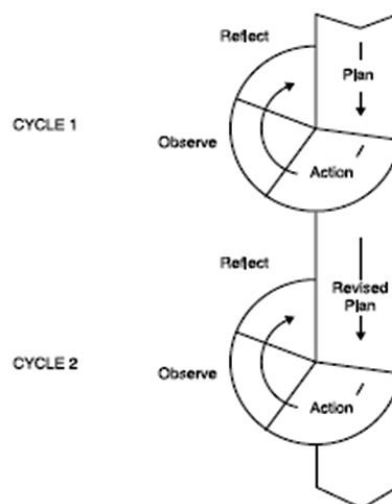

Fig. 5. Action Research Process Kemmis and Mc Taggart in Burns (2010)

The research setting are elaborated meticolously as follow;

a. Planning

First of all, planning is the fundamental step to overcame students problems obtained from the preliminary study. This was conscientiously designed to incorporate students with beneficial experience in speaking class by getting them to proceed vlog in a small group project. Before excuting the project, initially students are given materials of social function, grammar language, and specific feature dealing with technique, intonation, and other detail parts. Other than that, in this planning stage, the researcher also determine the criteria of succes which function as the measurement wheter the research is accomplishing its goal. In term of score, it was planned that students toatal avarage score sit on 76 or more which equal to a ninimum wage of B+ score. Likewise, the positive change of students' motivation and attitude determined their critical thinking skill (table 4). Further, the students are also given the project time table which aimed to promote both their speaking skill and mailny critical thinking skill.

b. Acting

The action takes place within three months in total which covered the preliminary study and the reserech it self. This research implemented Project based learning where the students join in small group to make a vlog with different concept; pretend to be a news anchor, Tv reporter, Tv host and free vlog format. Each project must be accomplised from recording, editing, rendering, and uploding within a week.

c. Observing

Observing phase functions to identify to what extent the result of acting phase reaches the objective of the research. The data being taken from all research intruments.

d. Reflecting

the last phase was conducted to critically evaluate the progress or change of the students speaking skill and critical thinking skill both in in term of score and attitude. In this step, the researcher observed whether the all students projects delivered progress, what progress happens, and also about the positives and negatives, and so on.

FINDING AND DISCUSSION

The implementation of project based learning (vlog project) in EFL speaking class

This research was set out within 3 months in total which in the first month was served to prapare all research and teaching instruments including lesson plan, material, and so on. Meanwhile the second and the third month was used as the implementation of PBL

in the speaking class for academic setting. To be exact, the learning process was started on 7 March 2019, here the researcher gave the basic course aoutline and divided them into small groups (10 groups). Later on, in the following meeting (14 March 2019) the researcher gave material of how to be a good TV reporter and news anchor which include sosial function grammar langugae, and specific feature of its types. In this small group, students are collaboratively work to determine the vlog project and they had to be able to submit the project link within a week (21 March) for Tv Repoter, and the vlog link of news anchor was also submitted in the next following week (28 March 2019). Meaning that they have to Work smart finishing the project given in the limited time. Obviously, drawing on Stoller (2002) the following six stages were followed to figured out the research result; The first step included choosing the topic of the project and agreeing on the final outcomes. The projects topic was determined by both the teacher and the students, since it was a semi-structured project where students are independently to choose the theme, concept, location, technical instruments of the Vlogs but still, they are allowed to consult them to the teacher (Fragoulis and Tsiplakides: 2009).

In producing the Vlog projects, students are required to fulfill the criteria as follow; a) the theme are pick independently choosen as long it fits with the type of the vlog projects (news anchor, Tv Host, Tv reporter, and personal vlog), b) the location of the recording and the theme must be related to local phenomena, local tourism spots, or local public issues, c) the duration of the vlog must not exceed the given time (3' for News Anchor, 5' for Tv reporter, and 7' for Tv Host and personal Vlog), d) the idea must be original and not againt the copyright or violance norms. In addition, in the second stage teachers and students structured the project work. This included determining information required, sources of information, how analysis of information will take place, formation of project groups on the basis of the students' interests and needs, and assigning roles and coordinators for each group. The third stage included the gathering of information from a variety of sources. The process and study of issues related with the vlog themes was attempted through the cross curricular - interdisciplinary approach. The fourth stage included analysis of data gathered, that is, selection of appropriate nformation and discarding of irrelevant material. The fifth stage was presentation of the final products byuploading the vlog in the students personal youtube channel and share links to the group. Meanwhile, the final stage included evaluation of the project which was aimed to expressed feedback positively which include on language and content mastered, vlogs duration and quality, and the outstanding cantributor or issue. Based on the criteria, it is revealed the students speaking skill in cycle 1 are drawn as follows;

Table 1. Students score in cycle one (filming local tourism spot by pretending as a news reporter and holding a TV Host by pretending as a Host).

No.	Initial	1st Project tittle (news reporter) and link	Group Score	2nd Project tittle (Tv Host) and link	Group Score
1.	Group 1 (F&I)	Samdungi waffle https://youtu.be/qOzicoasQvw	75	Finne Show; Traditional Dance https://youtu.be/TL5EMqwf69o	79
2.	Group 2 (F&R)	Mastrip local library https://youtu.be/-QhR2zsYG4o	75	Mr. Hat Show; The Acupunturist https://youtu.be/QBn8ezfwnfM	79
3.	Group 3 (E&H)	Moeldoko Mosque https://youtu.be/Efi0yT9ORrI	74	Fortun Talk Show; The National Speaker' https://youtu.be/RiEi-97zroA	76
4.	Group 4 (R&H)	Baitul mukminin mosque https://youtu.be/061hLieK0Zw	74	Harl's show; Young enterpreuner through KBMI program https://youtu.be/9YLsSJN-wAs	77
5.	Group 5 (I&W)	Bale Tani https://youtu.be/-_VAzYFOqfk	75	Widya Eyes; Anisa the new rising star https://youtu.be/g9JEzmdvqVU	77
6.	Group 6 (W&R)	Museum Gus Dur https://youtu.be/b2ylbyzqp4w	74	Inspirational Show; Young Enterpreuner https://youtu.be/nUrtNOQmm3Q	76
7.	Group 7 (M&E)	Local Cafee 'Mie Djoedes' https://youtu.be/UPKxknuLhV4	70	My – my Show; Chit Caht wit Yuk Jombang 2018 https://youtu.be/Te6DhaTj9mc	74
8.	Group 8 (S&N)	Kebun Rojo Park https://youtu.be/LhYuXZKBvWI	75	Bill show; young talented singer https://youtu.be/Nc8J_l6ZZUM	79
9.	Group 9 (Z&N)	GKJW Mojowarno Church https://youtu.be/E84kKPJ0dPQ	74	ZahroShow; Online Course https://youtu.be/_y4INYwjOA4	77
10.	Group 10 (E&D)	Kebun Ratu Park https://youtu.be/iZlFey16sJA	75	Devi show https://youtu.be/xVMRZR4Gfyo	79
11.	Group 11	Jombang Town Square https://youtu.be/fHjSptAA6v	70	DYFE; Kempo Athlete https://youtu.be/3Tm0eNlvi	73

	(A&F)	M		co	
12.	Group 12 (Z&N)	ArRayyan Mosque https://youtu.be/fW9Kgl06N68	70	Good Show; Young Talented MuA https://youtu.be/TIJWXSs3yLs	73
13.	Group 11 (L&A)	Lingga Jati Plaza https://youtu.be/rf8FlDqQung	69	Gemintang show; Sinden https://youtu.be/pO5C8iwDg8U	73
14.	Group 11 (A&R)	Local Culture Studio 'Barongan' https://youtu.be/CJKwQJOYVDY	69	Morning Talk Show https://youtu.be/g6-tNKiS1BA	72
15.	Group 11 (I&L)	Boo Hway Bio Temple https://youtu.be/A9pZkGq6rTE	70	Talk To Manda; Scholarship Awardee https://youtu.be/8gCWX0dte8g	73
	Avarage		**72.6**		**75.8**
	Total Avarage				**74.2**

The tabel above informed the types of the vlog project as well as the students total avarage score. It drawn that the students already tried their best to finish the project based on the time limitation and qualification. They presented original and rich concept in the project, yet most of the vlog quality still below the minimum score as determined in the creteria of succes. In the final stage of PBL, Evaluation, it was found only few of the groups came to have consutastion session since they thought it easy to make such kind of project. Nevertheless , there were still some groups which came to consult the concept of the story line, script, location, theme, and even costume of the project. The direct comparison between the group students came for the consulatation they gain better achievement in term of speaking skill and critical thinking skill which viewed from the obstacle they could handle during finishing the project. After finishing the first porject (news reporter) and obtainig possitive review to regain their enthusiast in finishing the second project (TV Host). This then made a slightly improvement on students' quality products which can be seen from their group score and the avarage score. Nevertheless, the sum of avarege score did not meet the minimum score determination. In term of reflection in the firs cycle, it is found that there were a lot of group did not meet the criteria of succes, hence, the researcher continued into the second cycle.

The procedure of the research in the second cycle also adopted form Stoller (2002), but the different is the type of the projects. In this cycle, students had to be news anchor and made personal vlog format. In additon, researcher informed the research participant that in this period they must go to the consultation session unless the project result would be annull. The research result presented thoroughly as followed;

Table 2. Students score in cycle two (filming local phenomena by pretending as a Anchor and producing free topic personal blog).

No.	Initial	3rd Project tittle (news Anchor)	Group Score	4th Project tittle (Personal Vlog)	Group Score
1.	Group 1 (F&I)	Rising stock price during Ramadhan https://youtu.be/BR NUtgdhOBw	85	Choco Night Show https://www.youtube. com/watch?v=4V1ou EkZ5wg	98
2.	Group 2 (F&R)	Traffic Jam in Jombang Malang Trayek https://youtu.be/XR 4geJgBJYQ	83	Taichi Sport in Jombang https://youtu.be/zbH WDMd4Z-g	96
3.	Group 3 (E&H)	Jombang Traditional Market is cought on wildfire https://youtu.be/fe5 qUM-SABQ	82	STKIP PGRI Jombang Emenities https://youtu.be/FRh fGgLw3_Q	95
4.	Group 4 (R&H)	Flood in Jombang https://youtu.be/3U8 QzKcz-X4	80	Aquatics https://youtu.be/xtH qkd8HtAQ	97
5.	Group 5 (I&W)	‚Black Hole‘ along Surabaya – Kertosono Mainroad https://youtu.be/Zbv BRjRJtsc	83	Dirma reviewing NSC Ultima Jombang https://youtu.be/ml9 _XOhT90U	92
6.	Group 6 (W&R)	The positive impact of Baletani https://youtu.be/Exd y3WUvyxw	83	Culinary @Tungku Cafee https://youtu.be/Vx CcmNSuiG4	96
7.	Group 7 (M&E)	UNBK; the pros and the cons https://youtu.be/jRB PwNXWKV0	83	The Oldest Temple in Jombang 'Hong San Kiong‘ https://youtu.be/xk-dyk4IFuA	93
8.	Group 8 (S&N)	https://youtu.be/trwi 5MxVY08	83	https://youtu.be/gvc YW-LaJW4	91
9.	Group 9 (Z&N)	The visitor increase during ramadhan in Gus Dur Pilrimage https://youtu.be/ypu 2Ks267YM	83	Cukir Night Market https://youtu.be/jSx VtlimhDY	97
10.	Group 10 (E&D)	Campus preparation for the upcoming graduation ceremony https://youtu.be/5kT	87	Reviewing the cheapest pecel pincuk in jombang https://youtu.be/Wy	91

		DjhOzfmY		1J-6Ze7lM	
11.	Group 11 (A&F)	https://youtu.be/AI UX_qx2y1g	83	Reviwing Bakso Tegal https://youtu.be/K6 Ue1z5pYek	90
12.	Group 12 (Z&I)	The shining local beads product in jombang https://youtu.be/pB BuAkObBqo	80	Banjarsari Agro Community https://youtu.be/Sov 6UL8Cyj0	90
13.	Group 11 (L&A)	https://youtu.be/3p_ 38HbUi3c	78	https://youtu.be/Yf4 mOUeNiQ4	87
14.	Group 11 (A&R)	The misterious murder https://youtu.be/M-v8B222ZgU	77	Exploring Sleeping Buddha Temple Mojokerjto https://youtu.be/HA f8SrWNkMY	87
15.	Group 11 (N&L)	https://youtu.be/TL 0zGYBTeHc	80	https://youtu.be/TL0 zGYBTeHc	87
		Avarage	**82**		**92.4**
		Total Avarage			**87.2**

Based on the above table, it obtained that students project score was significantly improved either in their speaking skill or critical thinking skill. The theme was also variously different that indicated their creativity and ability to see current issues in their local area. Students were also actively angaged in the consultation process that affect the vlog quality. They presented good script with almost perfect grammar contruction as well as the accurate pronounciation. In the last stage of PBL, evaluation, researcher also ound possitive changed in the vlog literacy. As the result, the comparison score from preliminary study to cyle improve 15points which means this project was possitively affective in improving students speaking skill.

Table 3. Students average score

	Score	Significance improvement from C1 to C2
Preliminary study	71.5	13 points (from B to A-)
Cycle 1 (2 Projects)	74.2	
Cycle 1 (2 Projects)	87.2	

The contributions of project based learning (vlog project) in EFL speaking class

To some extent working in group was challanging due some difficulties in ensuring every group member contributed equally finishing the vlog projects. Generally speaking,

it was possible that particular student in the group dominated ideas and ignored inputs from other team members or vice versa. This situation might affect students learning experience for feeling being feel inferior and disregard. Therefore, the students were given a peer-assessment rubric and asked to assess their group mates' performance and contributions in their group. It was necessary to do the assessment, for evaluating students' efforts to complete the project is an essential phase in PBL framework Dooly and Masats (2008). This function to measure how effective they collaborate, solve any obstacles, responsible toward the duties, and mainly valuing other in a good teamwork.

In term of collaboration, it does not merealy means that among group member should always agree with others opinions, according to Gubacks (2004) learners have the chance to self assess their own final products as well as evaluate classmate's projects and give constructive feedback to each other. This would help them to become more aware of their own strengths and weaknesses during the projects. Eventually, a good project is a challenging one which asks students to do more than they think could do. Students necessarly perform what they have learned (content), what they can do (demonstration), and what new skills they have developed (Fleming : 2010). In the vlog project, students are chalanged to present not only the quality of the vlogs must fit the project requirements but also tackle both internal and external problema which may appear inside the group member or even dealt with the contributor of the projects.

In addition, students peer assesments are measured by using the following peer assesment rubric adpted from franker and vandervelde (2015). It showed that by collaboratively work on the projects they found and tackled all problems during finishing the vlogs for they really understand their own task and ability. Generally speaking, from the table below, it revealed that most of students give possitive support and feedback towards team projects and none of them give negative feedback which represented by score 1 or unsatsfactory. Among 30 students 21 of them are proficient in solving problem which indicated that 70 percent of them performed good solutions eventhough not play as the leader of the team or in charge to do so. Meanwhile only 3 person partially proficient in term taking responsibility and solving problem as well. Here means that only few of group member that still need other member to reinform the meeting time, job description, due date and many more dealing with the projects. Meanwhile the higher score, 4 indicated their examplary in term of giving relevant contribution towards the group projects. Likewise, 40% of students were greatly value other group member by helping each other reaching fair decision and even developing idea while giving other full credits. Overall, it was found that almost 75% of the participants are proficient in the critical thinking skill.

Table 4. The Peer Assessment Rubric
(adapted from Franker, 2015; Vandervelde, 2015)

	1 Unsatisfactory	2 Partially Proficient	3 Proficient	4 Exemplary	Total participants
Contribution to the team project/work	0	0	12	18	
Problem solving	0	3	21	6	
Taking Responsibility	0	3	12	15	30 students
Valuing other team members	0	0	18	12	

Meanwhile, to measure the students motivation in joining the class and finishing the projects are clearly drawn as the table below;

Table 5. Students Motivation

No	Questions	Cycle I Percentage %				
		SA	A	N	DA	SD
1	*Vlog* is an interesting technique in group project .	15	12	3	0	0
2	Teamwork makes me hard to socialize work others	0	2	0	12	16
3	PBL with *Vlog* improves my confidance in actively participate in the class.	19	10	1	0	0
4	The limitation time in the project is challanging	5	17	5	2	1
5	After implementing PBL with *Vlog* project I increase the accuracy of my *pronunciation*	10	12	8	0	0
6	After implementing PBL with *Vlog* project I acquire much more sepcific *Vocabularies*	15	14	1	0	0
7	PBL with *Vlog* lead me to cooperatively work in the group by giving positive contributions in finishing the task.	12	15	3	0	0
8	After implementing PBL with *Vlog* project I am able to differ the specific langugage features and generic structure of ecah task given	12	16	2	0	0
9	After implementing PBL with *Vlog* project I am greatly interesting in implementing this technique to improve my speaking skill.	16	17	2	0	0

10	Vlogs makes me difficult to find approproate diction.	0	2	0	12	16
11	By cooperating with the group member I find it easier to understand the aplication of grammar, pronunciation and vocabulary in speaking	7	9	14	0	0
12	In my opinion, PBL with *Vlog* is useless	0	0	0	13	17
13	By cooperating with the group member my friend find it easier to understand the aplication of grammar, pronunciation and vocabulary in speaking	5	9	12	3	1
14	In my opinin, PBL with *Vlog* let the students to speak up with great enthusiasm.	12	15	3	0	0
15	PBL with *Vlog* gives me a greater chance to speak English fluently.	16	14	0	0	0
16	PBL with *Vlog* in the class leads me to be more responsible with the group task	14	13	3	0	0
17	PBL with *Vlog* puts me in a stressfull learning athmosphere	0	0	0	17	13
18	PBL with *Vlog* teaches me how to value athers opinion, time management, and contribute in group	5	21	4	0	0
19	PBL with *Vlog* is possibly to be higly recomended to be implemented to improve students speaking skill	15	15	0	0	0
20	PBL with *Vlog* is possibly to be higly recomended to be implemented to improve students critical thinking skill	12	13	5	0	0

From the table above, it can be conlcuded that most of students agreed that implemenatation of PBL with Vlog can increase their ability and motivation in speaking class for academic setting, at the same time they also find that it possibly arisen their critical thinking skill in term of valuing other members' opinion, solving problems, and managing time. Furthermore, 50% students also said that this method is highly recommended to be implemented to improve students sepaking skill. In line with the result of questionnaire and peer assesment, the finding of deep interview reaviled that students initially felt stress uand underpressure fot they never have this kind of task before (project making vlogs). Nevertheless, after finishing the second project (Tv Host project) students managed the projects' problems excellently and equally patterned the sollutions thus they persued a better achievenet in term of vlogs quality as well as the critical thinking elevation. The most common problems they found were; (1) difficulties in arranging time to work due to some personal stuff to handle, (2) different point of view dealing with the concep of the project, (3) have to also finish another task of another subject which lead them streefull and prone to blaming other's mistake, and (4) sometimes, the instrument of the recording or editing the video did not perform well. However, compare with the obstacles, students

believe that this learning method was enjoyfull as well as beneficial that make the willingny to produce another english vlogs with various concepts in the future. They belived this method was also appropriate to be implemented for this method also lead the students to have one of the 21 skill that must be mastered by a teacher in 21 century (www.educatortechnology.com: 2016).

CONCLUSSION

This reasearch sought to explore the effect of implementation Project based learning in elevating students speaking skill as well as critical thinking in speaking class, Speaking for Academic Setting. It is revealed that the implementation of project based learning positively affect students motivation and score during the class. Furthermore, this method also broaden students vocabulary acquisition for they experienced different project of different profession, as a news anchor, news reporter, and tv host consecutively. Those three projects lead them to be more akcnowladged the social function, language features, and specific terms, dresscodes, gestures, and intonations of each prefession. In detail, the result of first cycle was insatiable for most of the students did not reach the minimum target in term of score and also motivation. During the process of producing the first project (news reporter) only few groups came to consult the project, it indicated three phenomena; 1) they confused about the concept of the news, 2) Yet, they did not know how to deal with the recording instruments, like the short video aplication, and the last is 3) they did not think that the consultation process might affect the project' result a lot. Obviously, only few group reached the minimum rate for the project met the project requirements. On the other hand, those things perished in the second cycle for the researcher implemented new rule that each group should minimally consult the project 3 times for the rest of projects. In term of the positive contributions, this method led the students motivation in completing the project for they studied in team and dealt with some problems which also arise their critical thinking skill at the same time. The critical thinking skill aspects soared from this method are problem solving, discussing, sharing, and maintaining good athmosphere of communication among group member and other contributors of the project. To put things into a nut shell, students enjoyed the learning process and highly motivated in completing the project due they can image their self as an artist (cewebrity) for the final products were uploaded in their personal youtube channel. Therefore, the researcher believse that PBL implementation can help students in gaining better achievements and furitfull experiences in term of speaking skill as well as critical thinking skill. furthermore, the researcher also find it interesting when EFL students as pre-service teacher can have opportunities to apply the technology they have learned to teach the target language in a formal school setting or other authentic settings outside the classroom.

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