



Developing EFL Students' Speaking Materials Based on Project Based Learning

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Abstract The research was conducted in response to the inadequacy of existing materials, which were dominated by reading texts and lacked interactive speaking activities relevant to students' needs and vocational contexts. The study employed the Research and Development (R&D) design using the ADDIE model. The data were collected through questionnaires and expert judgement. The analysis results revealed that students required English speaking materials that were practical, engaging, and relevant to real-life communication and their future careers. The developed speaking materials were based on the principles of Project Based Learning, emphasizing authentic communication, collaboration, and creative problem-solving. The final product was validated by an expert in English language teaching and was considered appropriate, relevant, and effective for use in vocational classrooms. The findings indicate that the integration of PjBL in speaking materials enhances students' communicative competence, confidence and creativity in using English.

Keywords: English Speaking Materials; PjBL; Material Development; ADDIE Model

Abstrak Penelitian ini dilakukan sebagai tanggapan terhadap ketidakcukupan materi yang ada, yang didominasi oleh teks bacaan dan kurangnya aktivitas berbicara interaktif yang relevan dengan kebutuhan siswa dan konteks kejuruan mereka. Penelitian ini menggunakan desain Penelitian dan Pengembangan (R&D) dengan model ADDIE. Data dikumpulkan melalui kuesioner dan penilaian ahli. Hasil analisis menunjukkan bahwa siswa memerlukan bahan ajar berbicara bahasa Inggris yang praktis, menarik, dan relevan dengan komunikasi kehidupan nyata serta karier masa depan mereka. Bahan ajar berbicara yang dikembangkan didasarkan pada prinsip Pembelajaran Berbasis Proyek, dengan penekanan pada komunikasi autentik, kolaborasi, dan pemecahan masalah kreatif. Produk akhir diverifikasi oleh ahli pengajaran bahasa Inggris dan dianggap sesuai, relevan, dan efektif untuk digunakan di kelas vokasi. Temuan menunjukkan bahwa integrasi PjBL dalam bahan berbicara meningkatkan kemampuan komunikasi, kepercayaan diri, dan kreativitas siswa dalam menggunakan bahasa Inggris.

Kata Kunci: Bahan Berbicara Bahasa Inggris; PjBL; Pengembangan Bahan; Model ADDIE;

INTRODUCTION

English as a Foreign Language (EFL) speaking materials has significant role in enhancing the students' skills because it can increase language proficiency, builds confidence, and improve their communication skills. Therefore, the materials provided to students should align with their needs. They aim to help students enhance their knowledge and improve their English proficiency. In addition, they assist teachers in designing lesson content and guiding students throughout the learning process. According to Cunningsworth in Richards (2002), the functions of teaching materials include serving as a resource for learner activities that promote practice and communication, as a reference for grammar, vocabulary, pronunciation, and other language aspects, and as a source of ideas and motivation for classroom activities.

Brown (2001) proposes five components of speaking materials: 1) Comprehension. In speaking activities, understanding is crucial so that students engaged in a conversation can grasp the meaning of what they are discussing. This comprehension supports effective communication. Therefore, teachers should assess students' level of understanding as part of evaluating their speaking skills. (2) Fluency. The Indonesian Dictionary (2008) defines fluency as moving or progressing quickly. In the context of speaking, fluency not only refers to the ability to speak smoothly but also involves the appropriateness and accuracy of the utterances produced. (3) Pronunciation. Pronunciation plays a vital role in teaching speaking skills, as clear pronunciation helps listeners easily understand the speaker's message. It involves learning how to correctly articulate English words. Inaccurate pronunciation can cause confusion and lead to misunderstandings in communication. (4) Vocabulary. As a productive skill, speaking requires an adequate command of vocabulary. It helps speakers construct sentences more easily. It refers to the set of words a person knows or uses within a particular language. (5) Grammar. It focuses on standard of English such as spelling, punctuation, and vocabulary. When dealing with speakers, sometimes grammar seeing is ignored especially by people who are not native speakers. It is needed to be able to speak well meaningfully. All these components of speaking materials are the important and complementary components in the development of students' speaking ability.

However is reality, the students' speaking materials used by the teacher nowadays still not suitable yet, the fact shows that the researcher found several weaknesses and deficiencies found in the materials, such us the content of the book which are not relevant to PjBL. For example, in the book, there is too much texts rather than exercises, so the students are quite stunted in their ability. Because of it, the students' creativity is also stunted, in the end their

English speaking skills are also stunted. So, the teacher sometimes decides to use the other textbook or additional sources.

To solve the problem of EFL speaking materials, the researcher would to implement Project Based Learning (PjBL). It allows "students to design, plan, and carry out an extended project that produces a publicly excited output such as a product, publication, or presentation" (Patton, 2012). Through PjBL, learners engage in purposeful communication to accomplish genuine activities (project work), thereby providing them the opportunity to practice and utilize authentic language in a natural context (Fragoulis, 2009). Therefore, the researcher would like to conduct a study about development EFL speaking materials based on PjBL. Adopting PjBL in the learning materials can lead to more effective and engaging language learning skills for the students. By engaging students in the projects that need language use, PjBL fosters students' active learning, collaboration, and real-time application of language skills.

Mulyasa (2014) says Project-Based Learning or PjBL is model learning which aims to focus participants' education on the problem complex needed in do investigate and understanding lessons through investigation. This model also aims to guide the participant to educate in a project collaborative that integrated a variety of curriculum subjects (materials), provide opportunities to participant educate for dig content (material) with use various method meaning for himself, and experiment in a manner collaborative.

Widiarso (2016) explained that there are 6 components of Project based learning as following: a. Fundamental question determination. Learning commences with fundamental inquiries, specifically questions that can assign tasks to students for engaging in activities. Assignment subjects are pertinent to the education of real-world participants. And commences with an in-depth investigation. b. Develop project planning is done collectively between teachers and participants educate. Students are encouraged to take ownership of project planning, which includes role play and election activities that facilitate the answering of critical issues. Additionally, they should combine diverse subjects where feasible and be aware of the tools and materials available to assist in project resolution. c. Compile timetable. Teachers and participants collaboratively develop a timetable for activities to complete the project. Stage activity occurring among others: (i) Create a timetable for project completion, specifying allocation time. (ii) Establish a deadline for the project settlement. (iii) Bring participant educate plan method which new. (iv) Instruct participants when they employ methods unrelated to the project. (v) Request participant to provide an explanation regarding the rationale behind the election. d. Monitor participants educate and progress project.

Teachers are responsible for monitoring participants' activities during the completion of the project. Monitoring conducted through methods facilitates participant education on each step. Assume the role of a mentor for student activities in conjunction with other lectures. To facilitate the monitoring process, a rubric has been created to document the entire activity, which is essential. e. Test results. Assessment is conducted to aid instructors in measuring achievement standards, evaluating each participant's progress, providing feedback on the amount of comprehension attained by participants, and assisting instructors in formulating subsequent learning strategies. f. Evaluate experience. On end learning, teacher and participants engage in reflection on the activities and outcomes of completed projects. The reflection process was conducted well, both individually and collectively.

Based on the background of study, there are some questions to be raised as the problem of analysis: 1)How are the existing speaking materials used today by the students'? 2)What academic speaking materials are needed by the students of? 3) How are the academic speaking materials for the students developed based on the project-based learning approach?

METHOD

The objective of this study is to develop a model of English speaking materials for the students of vocational of high school based on Project Based Learning (PjBL). In this study the researcher uses Research and Development (R&D). The researcher adopted the ADDIE Model. The ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model ensures that learners achieve learning objectives. This makes it possible to evaluate student needs and provides a simple procedure for designing and developing materials.

Students in the eleventh-grade SMK Negeri 3 Medan are carrying out this current research. The participants are 33 person in one class. The school is chosen because the school still does not provide complementary teaching materials especially in speaking material and also they studied in vocational school. So, it is related to the research (speaking materials). In this study, data were collected through questionnaires especially close-ended such as students' need question and expert judgment on the development of materials made by researchers. For the expert, the researcher choose Zaiuddin, S.S., M.Hum. who is a lecturer from UIN Syahada Padangsidimpuan as the expert.

Miles and Huberman (1994) analysis consists of three activities that occur simultaneously: data reduction (refer to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up fields notes or transcriptions), data display (data display are the primary means for valid qualitative analysis, which consist

of: various types of matrices, graphics, networks and charts), conclusions drawing/verification (not only occur at the time of the data collection process, but need to be verified so that they are truly accountable).

RESULT AND DISCUSSION

A. Analyzing Existing Speaking Materials.

The researcher described the research findings on the data collected. The researcher analyzed an English materials entitled "Bahasa Inggris Kelas XI". The researcher only use English speaking materials in the textbook. The results show below:

1. Chapter I

a) Pre-Activity

The Pre-Activity in Chapter I from Bahasa Inggris Kelas XI is designed by the author to introducing the students about Offers and Suggestions subject. If we assess based on academic materials by Tomlinson, they are authentic, relevant, consistent, and adequate, this part has quite strengths in supporting the process of speaking English in the class.

In terms of authentic, the material presented through a short dialogues shows situations that are very close to the lives of students, such as inviting friends to watch a movie and offering help to do a homework. Although the conversation is simple, it reflects real communication that happen in daily life. Furthermore, in terms of relevant, the material is suitable with the age and social life of the students. The context used such as talking to the friends, helping each other, and making plans are activities that usually used in their life. Besides, the students are not only to speak the dialogues, but also asked to analyze the types of interpersonal transactions itself.

In terms of consistent, the Pre-Activity is designed as opens the way to another section/parts such as Building Blocks, where the linguistic structure are explained and Practice and Active Conversation. This patterns are consistent with the pedagogical structure of the book as a whole. So, it is suitable with the consistent terms because it successfully builds the foundation before the students move on to another stages.

However, when it analyzed in context of adequate, this section can be said still limited. It is proved by only two example of dialogues are presented. The students should need more examples, variety situations, or additional activities. And then we are moving to the strengths and weaknesses of the material. The speaking materials presented in Chapter 1 Section A. Pre-Activity have strengths and weaknesses factors. One of the strength aspects of this section is the using of materials is natural, realistic conversations that closely reflected students'

everyday interactions. Whether discussing weekend movie plans or offering help with a school project, the dialogues reflect common situations faced by teenagers, making the learning experience more meaningful and relevant.

These conversations are also functionally purposeful, focusing specifically on the language used to make and respond to offers and suggestions-the core topic of this chapter. Expressions such as "Would you like to...?", "How about...?", "Let's...", and "I'd rather not..." are presented within a natural flow of conversation, helping students to understand not just the grammar, but also the social function of the language.

The last, the dialogues are simple and student-friendly, using language that is easy to understand while still being authentic. They are concise and focused, making them ideal for pair or group work without overwhelming the learners. This balance between simplicity and authenticity ensures that all students, regardless of proficiency level, can actively participate in the speaking activity.

Despite these strengths, there are a few weaknesses in the selection of speaking materials. Firstly, the dialogues do not include pronunciation support, such as phonetic transcription, intonation models, or accompanying audio. As a result, students may struggle with stress patterns or natural rhythm unless teachers provide additional guidance. Secondly, the section offers only two sample conversations, which limits the range of contexts and expressions students are exposed to. Lastly, the materials are somewhat controlled and scripted, lacking fully open-ended tasks that would allow students to personalize responses or generate their own dialogues spontaneously.

In conclusion, the speaking materials in Section A. Pre-Activity are effective in establishing a foundational understanding of offers and suggestions. Their authentic language use, simplicity, and pair-focused design make them a valuable resource for early speaking practice. With some enhancements in pronunciation modeling and expanded content variety, these materials could serve as an even stronger platform for developing students' confidence and fluency in English communication.

b) Building blocks

Section B. Building Blocks of Chapter I in Bahasa Inggris Kelas XI textbook serves the material untitled "Offers and Suggestions". In terms of authentic, the utterances like "Let's...", "Why don't we...", "I suggest that...", "Would you like...", and "Shall I..." are commonly used in daily life. The utterances show its authenticity.

In relevance terms, this part also good. Because the topic is relevant for the students such as offering help for homework, making study group, or suggesting ideas for activities in the school. It make the students find themselves in situations where its functions very necessary. For the consistency, the material is also evident. The Building Blocks part is following from the Pre-Activity part, where the materials are explained deeper through explanation of patterns, grammar, and language function.

But from adequacy, this part still has limitation, especially in practice. It is true the student are given clear examples, but still lack of practice. It should be the students have to practice more. This part more offers explanation rather than application. And then we are moving to the strengths and weaknesses of the material. The speaking materials in Section B. Building Blocks play an important role in supporting students' understanding how to communicate offers and suggestions in English. One of the strength features of this section is organized and categorized presentation. For example, when someone give the suggestions, he/she should express like "Let's...", "How about...?", and "I suggest that...". It makes easier for the students to practice in the conversation

Another strength also realistic and relatable, reflecting the situations teenagers in their everyday lives such as deciding what to eat, offering assistance with homework, or suggesting weekend plans. This real-life relevance ensures that students can see the practical application of the language, which increases motivation and engagement. Moreover, the materials place a strong emphasis on functional language, it means helping the learners not just to construct grammatically correct sentences, but also to communicate effectively and appropriately. For example, we can see the definition suggest, suggestion, etc. The inclusion of polite expressions is particularly valuable. It teaches the students how to speak respectfully such as "May I...", "Would you like...", "Shall I... ". It reflects a sensitivity between linguistic accuracy and cultural appropriateness, which are essential components of communicative competence.

However, despite these strengths, there are also areas that could be improved to enhance the learning experience. For example pronunciation and intonation. The students may struggle with oral delivery such as stress and tone, if they do not receive proper modeling from the teacher or audio materials.

c) Active Conversation

The Active Conversation section of Chapter I in the Bahasa Inggris Kelas XI textbook is designed to provide students with opportunities to actively use English through interactive speaking tasks. In this section, learners engage in activities such as completing dialogues,

creating their own conversations, and performing role plays in situations involving offers and suggestions. The scenarios are a student has to find a way to make two his friends don't fight anymore.

From the perspective of authenticity, the tasks presented in this section pretty mirror real-life interactions. The dialogues tell about how a people reconciled his/her friends by using offer and suggest. By encouraging learners to communicate in realistic ways, this section ensures that students practice language in a manner that is meaningful and practical beyond the classroom. The relevance of these tasks to learners' lives is another strong point. High school students frequently engage in social situations where they need to make suggestions or offer assistance, such as planning group activities or helping friends. The final Think-Pair-Share activity adds further value by requiring students to address a real social problem, like mediating between two friends who had a disagreement, making the task both linguistically and socially meaningful.

The section also demonstrates strong consistency within the overall structure of the chapter. It comes after students have been introduced to sample dialogues in the Pre-Activity, studied language structures in Building Blocks, and completed controlled exercises in Let's Practice. This logical sequencing aligns well with Tomlinson's recommended progression from exposure and guided practice to freer language production. As a result, learners can build confidence before using language more creatively.

In terms of adequacy, the section offers several useful activities, including dialogue completion, original dialogue creation, role plays, and collaborative discussions. These tasks provide a balance of input and output, helping students move from comprehension to active production. However, the section could be improved by offering a greater variety of scenarios, increasing the level of challenge, or integrating peer feedback and multimedia resources. Such enhancements would provide students with richer opportunities for meaningful practice and deeper communicative competence.

And then we are moving to the strengths and weaknesses of the material. Section D: Active Conversation in Chapter I serves as the culminating stage of the speaking lesson, where students move beyond passive observation and controlled drills into active language use. Building on the vocabulary, expressions, and sentence structures introduced in the earlier sections, this part of the lesson invites learners to apply their knowledge in meaningful, interactive conversations that reflect real-life communication.

One of the section's notable strengths is its real-world relevance. The dialogues and prompts are set in familiar situations, such as offering help to a friend, suggesting weekend

activities, or inviting someone to join a group task. By placing students in these relatable contexts, the materials ensure that the expressions they practice—such as “Would you like...?”, “Shall I...?”, “Let’s...”, or “Why don’t we...?”—are not only memorized but also understood as practical tools for everyday interaction. This approach enhances the likelihood that students will transfer their learning beyond the classroom.

Another strong point is the integration and reinforcement of target expressions. Learners are required to reuse the key phrases from the Building Blocks section within longer conversations, which strengthens retention through repetition in context. This recycling of language supports both fluency and accuracy, as students become more comfortable with the grammatical forms and the social nuances of making offers and suggestions. The section also embraces interactive learning by encouraging pair and group work. These collaborative speaking activities allow learners to engage in turn-taking, listen actively, and negotiate meaning with their peers. In doing so, they develop not only their spoken language but also essential conversational skills such as responding politely, showing agreement or disagreement, and adapting to the flow of dialogue.

However, despite these strengths, the section also has certain limitations. One noticeable weakness is the lack of pronunciation and intonation guidance. While politeness is central to making offers and suggestion in English, there is no audio model or explicit instruction on how tone and stress can affect meaning. Another limitation lies in the semi-guided nature of the tasks. Although the conversations are interactive, many activities still rely on prompts or sentence starters, which can restrict spontaneity and creativity.

Additionally, the section does not incorporate self-assessment or peer feedback, meaning students receive limited guidance on how to improve their speaking performance. Similarly, the scenarios presented are largely informal peer-to-peer exchanges; incorporating more varied contexts, such as formal settings or polite exchanges with authority figures, could expand students’ communicative competence.

In conclusion, Section D: Active Conversation in Chapter I successfully bridges the gap between learning expressions and using them in active communication. Its strengths lie in its authentic contexts, reinforcement of key language forms, and interactive group dynamics. Nevertheless, the learning experience could be enhanced with pronunciation modeling, more open-ended speaking opportunities, feedback mechanisms, and a wider variety of contexts. By integrating these elements, the section could better equip students for confident and effective communication in both formal and informal settings.

B. Students' Needs of English Speaking Materials

This study aims to identify the needs of Grade XI SMK (vocational high school) regarding English speaking materials that are relevant for them. The research is conducted at SMK Negeri 3 Medan, involving Grade XI students from chemical majors and observations of the currently used in teaching materials.

Data were collected through questionnaires. The results of need analysis via questionnaires indicates two kinds of needs: the learning needs and the target needs. The learning needs are described in Table 1.

Table 1 Learning Needs

Types	Learning Needs	Number of Respondents
Objective of Learning Speaking	Terms: laboratory, chemical material	41,37%
	Media: Song	31,03%
	Conversation needed: Daily Conversation	58,62%
	Interested topic: Daily life.	37,93%
Strategy of Learning Speaking	How often do you study English: less than 2 times a week	96,54%
	Tools of speaking: Vocabulary	37,93%
	How do you learn English: Individual	51,72%
	Teacher's feedback: Direct Correction	41,37%

The questionnaire was administered to students of grade XI at SMK to identify their needs and preferences regarding speaking materials in English. The analysis of responses provides valuable insights into the learning objectives, vocabulary requirements, media preferences, learning strategies, and teacher feedback expected by the students.

Regarding learning objectives, 41.37% of the students emphasized the need for vocabulary related to laboratory terms, chemicals, and general usage, which reflects the relevance of English to their vocational background. In terms of conversation needs, the majority (58.62%) indicated daily conversation as the most necessary, showing that students prioritize functional communication for everyday contexts. Meanwhile, topics of interest were dominated by daily life themes (37.93%), suggesting that students prefer relatable and practical subject matter for speaking activities.

When considering media for learning, 31.03% of the respondents selected songs as an effective medium. This finding highlights that students are more motivated when learning

materials are engaging and enjoyable. With respect to learning strategies, most of the students (96.54%) preferred learning English during school time, indicating that they rely heavily on formal instruction rather than extracurricular or independent study. Furthermore, 51.72% reported that they prefer learning English individually, pointing to a tendency for personal study rather than group interaction. Vocabulary was identified as the main tool for speaking improvement by 37.93% of students, underlining the importance of lexical competence in supporting oral communication.

Finally, the students' expectation for teacher feedback shows that 41.37% prefer direct correction, reflecting their desire for explicit guidance to improve their speaking accuracy. Overall, the findings suggest that students require English speaking materials that are practical, contextually relevant to their field of study, and oriented toward everyday communication. They also highlight the importance of vocabulary enrichment, engaging media such as songs, and teacher feedback as key elements in designing effective speaking materials for vocational students.

Table 2 Target Needs

Target Needs	Number of Respondents
Going abroad	51.72 %
Translator	6.89 %
Doctor	6.89 %
Interview	24.13 %
Dialogue in workplace	27.58 %
Presentation	17.24 %
Others	41.37 %

The results of the questionnaire regarding students' target needs in learning English speaking materials indicate a variety of purposes and expectations. The highest percentage of students (51.72%) expressed that their main objective in learning speaking skills is to prepare for opportunities to go abroad such as looking for a job and study to another country. This suggests that global communication and mobility are strong motivators for students.

In addition, 27.58% of respondents stated that they need English speaking materials to engage in dialogues in the workplace, reflecting the relevance of English for professional communication in future careers. Another 24.13% considered interview preparation as their

primary goal, which highlights the importance of English competence for employment opportunities.

Meanwhile, 17.24% of students emphasized the need for presentation skills, showing awareness of academic and professional contexts where English is necessary for formal communication. A smaller portion, 6.89%, identified translator and doctor-related communication as their target, pointing to specific career aspirations requiring English proficiency. Finally, 41.37% mentioned other goals, indicating diverse personal motivations and needs beyond the provided categories. Overall, these findings reveal that students view English speaking competence as essential not only for academic and professional contexts but also for broader life opportunities, especially those involving international mobility.

C. Speaking Materials based on PjBL

When learning English speaking materials, the teacher should make the fundamental question about speaking materials. It is expected that the teacher begins the lesson by providing an explanation of the material. Then, the teachers analyze the level of understanding of the material, so the students are able to complete the project. And then, it is continued by asking questions, for example: In greeting material "What do you say when you meet your friend in their morning? What do you do if you would like to know someone condition? What do you express when you leave your speaking partners?". With that students try to find out if they can make it.

Second, the teacher develops a project based on the fundamental questions mentioned earlier. At this stage, the teacher plans the procedures and steps for the project assigned to students. This includes forming student groups, setting the rules for completing the project, determining how and when students should present their work, and establishing the assessment criteria. This step is crucial to ensure that the project can be completed effectively and within the allotted time.

Third, the teacher creates a project timetable, which involves deciding the schedule and duration of the project. For instance, in a lesson about greetings, the teacher determines the project timeline, sets deadlines, and schedules the presentations.

To monitor student participation, the class is divided into groups, with each group working on different materials. The goal of this stage is to ensure that the project runs smoothly, the learning environment remains conducive, and all tasks are completed on time. Therefore, consistent monitoring is essential to track students' progress and ensure the project develops as planned.

Next, the teacher evaluates the projects completed by the students. In this phase, the teacher conducts assessments and provides feedback. The core of this process occurs during the presentation, where the teacher can observe how students carried out the project and whether the results align with the intended objectives. Based on this, evaluations and grades can be appropriately assigned.

Finally, the teacher and students discuss the completed project together. During this reflection stage, the teacher offers feedback and suggestions for improvement in future projects. Students may also express their opinions, criticisms, and recommendations to enhance subsequent project activities. It is expected that the teacher begins the lesson by providing an explanation of the material.

To summarize the speaking materials based on PjBL, it can be seen in the following figure:

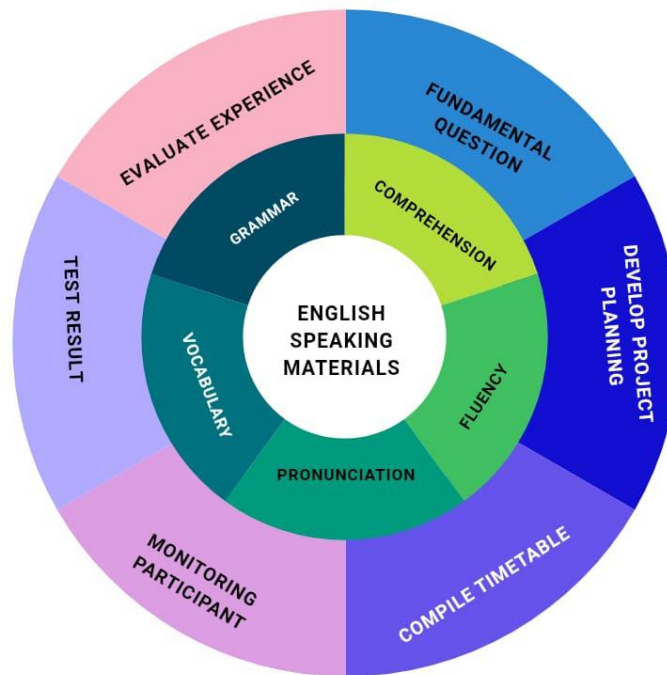


Figure 2 : A chart of Speaking Materials Based on Project Based Learning

This model is validated by the expert in English teaching materials. The expert judgement questionnaire was developed to assess the feasibility and appropriateness of the speaking materials designed for Grade XI Vocational High School (SMK) students. The materials were constructed using a Project-Based Learning (PjBL) model, which emphasizes stages such as formulating fundamental questions, developing project planning, organizing

timetables, monitoring participants, assessing project outcomes, and evaluating learning experiences. This approach was expected to enhance students' engagement, contextualize English learning with their vocational field, and improve communicative competence.

To validate the materials, the questionnaire was administered to an expert in English language teaching, Zainuddin, S.S., M.Hum, who has 17 years of teaching experience in Intermediate Speaking at UIN Syahada Padangsidempuan - Tapanuli Selatan. The expert was asked to evaluate aspects of the speaking materials including comprehensibility, vocabulary relevance, grammar suitability, cultural content, global communication support, career relevance, and the effectiveness of supporting media and exercises.

The questionnaire consisted of ten closed-ended questions with "Yes" and "No" response options. Through this expert validation, the study ensured that the speaking materials not only align with the vocational context of the students (e.g., pharmacy-related dialogues) but also support broader educational goals such as global communication, career readiness, and intercultural competence. The expert's responses served as a foundation to refine the materials, ensuring that they are pedagogically sound, relevant, and practical for use in the classroom.

CONCLUSION

Based on the results of the research entitled "Developing EFL Students' Speaking Materials through Project-Based Learning (PjBL) Method at SMK Negeri 3 Medan," several important conclusions can be drawn.

First, the existing English speaking materials used at SMK Negeri 3 Medan were found to be less suitable for the students' needs. The materials in the current textbook were dominated by reading texts and lacked interactive speaking activities. Consequently, students had limited opportunities to practice English communication actively. The materials were not aligned with the Project-Based Learning approach, which emphasizes authentic communication, collaboration, and real-life application.

Second, the needs analysis revealed that students required speaking materials that were practical, engaging, and relevant to their vocational context. Most students preferred topics related to daily communication, workplace dialogue, and preparation for real-world situations such as job interviews and presentations. They also expressed interest in learning through interactive media such as songs and projects that could increase their motivation and confidence in speaking English.

Third, the speaking materials were successfully developed based on the Project-Based Learning model. The development process followed the ADDIE framework (Analysis, Design, Development, Implementation, and Evaluation) and was completed until the third stage. The materials included stages such as determining fundamental questions, developing project plans, setting timetables, monitoring, assessing outcomes, and evaluating learning experiences. The final product was validated by an expert in English language teaching and was considered appropriate, relevant, and effective for use in vocational high school classrooms.

Finally, it can be concluded that the application of Project-Based Learning in developing speaking materials effectively supports students' communicative competence, creativity, collaboration, and problem-solving abilities. The model encourages learners to engage in meaningful use of language through real projects, making English learning more contextual and enjoyable. Therefore, PjBL-based materials can serve as an alternative resource to improve students' speaking ability and overall language proficiency at vocational schools.

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