

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two sub-chapter. Firstly, the Underlying theory of speaking, Project Based Learning (PjBL) and social media as learning media. Second, comparisons between this research and earlier studies reveal overlaps.

A. Underlying Theory

In conducting research, theories are needed to explain some terms or concepts so that there is no misunderstanding between researcher and readers. Some terms in this study must be clearly explained. The terms used in this research are presented and discussed as follows:

1. Merdeka Curriculum and Teaching Speaking

a. Definition of Curriulum Merdeka

The curriculum is the plans made for guiding learning in schools, usually represented in retrievable documents of several levels of generality, and the implementation of those plans in the classroom; those experiences take place in a learning environment that also influences what is learned (Glatthorn, 1987). According to Law Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials and methods used as guidelines for organising learning activities to achieve certain educational goals. These specific objectives include national education goals as well as suitability to the peculiarities, conditions and potential of the region,

education unit and learners. It can be concluded that the curriculum is the most important tool in the success of an education, without a good and appropriate curriculum, it will be difficult to achieve the goals and objectives of education, whether formal, informal, or non-formal.

The COVID-19 pandemic has led to changes in the school curriculum as a guide to the learning process in schools. This is in accordance with the needs of students and teachers in carrying out teaching and learning activities that prioritise students' abilities to be able to compete in the 21st century. The Ministry of Education and Culture announced the Merdeka Belajar policy to modernize higher education in Indonesia. It is strategy intended to close the gap between higher education, business, and industry (Maipita et al., 2021). According Puspesdik Kemendikbud (2021), the Merdeka curriculum emphasizes key resources for learning objectives and has a good impact on both the teaching and learning process. "Pancasila Student Profile" is the focal point of the learning system's new paradigm. It serves as a compass for all of the system's policies and initiatives, including evaluations and learning activities related to a sustainable future, lifelong learning, and establishing links with the surrounding environment and the cultures of the students.

The Merdeka Curriculum frees teachers to create learning that is educational and fun. The concept of active, innovative and comfortable learning must be able to realise students according to the needs of the

times, especially in this era. According to Yamin & Syahrir (2020), the Merdeka Curriculum's objectives realize the notion of inventive and creative critical thinking, which is followed by the capacity for cooperation and communication. Furthermore, because education is linked to social aspects, Indarta et al., (2022) assert that the Merdeka Curriculum is pertinent to the demands of 21st-century skills needs and society, in which students are expected to quickly adjust to a dynamically changing world. Because of this, education needs to develop students' character, lifelong learning habits, high order 4C abilities (creativity, critical thinking, communication, and cooperation), and equip them for a variety of jobs (Calacar, 2020).

With a focus on empowering students in the four skills in English namely, speaking, listening, reading and writing, this curriculum provides students with greater opportunities to develop language skills. English learning is not only limited to classical texts, but also incorporates materials that are more relevant and in line with the needs of students in the modern era. Students will be invited to actively participate in discussions, presentations, and English projects that support the development of critical and creative thinking skills. Merdeka Curriculum prepares students to face global challenges with confidence.

b. Definition of Teaching Speaking

1) Definion of Speaking

One of the four fundamental skills that students excel at developing is speaking. It plays a crucial part in communication. Speaking is regarded as one of the most important talents to be adjusted, and mastering effective communication skills refers to speaking performance and conversing with foreigners. The ability to communicate and deliver a speech is strongly recommended in many life aspects, especially in the context of education (Holandyah et al., 2022). The most frequently spoken language in the world is regarded as English. English is increasingly widely used due to globalization and the quick development of technology, stressing the significance of improving students' English proficiency and global perspectives (Chen, 2020). Rao (2019) supported the idea that mastering speaking abilities through speech enables students to give exceptional speeches on a variety of circumstances, engage the audience in open public speaking, provide presentations for all purposes, inspire and impact listeners, and increase self-confidence.

The ability to speak the target language is one of the language abilities that every EFL learner needs to develop in order to acquire a second language. People want to master this component as quickly as they can. More specifically, when individuals encounter someone learning a second or foreign language, their initial judgment is whether

the EFL learner can talk (Amoah & Yeboah, 2021). In speaking ability, students faced some difficulties in understanding the English language. Brown (2000) points out that reduced form, performed variable, and colonial language are the factors that make speaking difficult. Most students face difficulty speaking English fluently even though they have a lot of vocabulary and have written them well. The reason why speaking is a challenging skill for students to master is because they are not exposed to English enough (environmental factor), lack practice speaking English in daily life (they may use their mother tongue instead of using English to communicate), and feel intimidated and unmotivated to learn English.

Many students find it difficult to speak coherently when talking to strangers because they don't know how to explain what they want to say and how to say it. This problem makes students afraid of making mistakes. Because speaking and listening are complementary skills. We create language when we speak, and it must have a purpose. As in communication, we can distinguish the speaker, listener, message, and feedback. Therefore, teachers should train students' speaking skills more often by practising as much as possible.

2) The Nature of Speaking

According to Brown (2004), designing acceptable assessment activities for speaking begins with defining objectives or criteria, as is

the case with any practical exams. These goals can be divided into various categories of speaking performance:

a) Imitative

The student's intent is presumably already apparent at the imitative level. At this stage, the student only tries to repeat what was said to them in an understandable manner and to some extent in accordance with the teacher's recommended pronunciation. Whether the student understands what they are saying or is having a discussion is irrelevant. The main purpose is to repeat what the teacher says to them. The example of "repeat after me" in the classroom is a common illustration of this.

b) Intensive

A small amount of language is produced during intensive speaking in a closely supervised situation. To illustrate, read a book aloud or answer a direct question. At this stage, proficiency is demonstrated by achieving a certain level of grammatical or lexical competence.

c) Responsive

Responsive is a little more complex than intensive, but the difference is not very noticeable. At this level, dialogue includes simple questions with one or two follow-up questions. Conversation occurs at this point but the content is simple.

d) Interactive

Intensive speaking is usually more focused on social interaction rather than transactions. Speaking to maintain relationships with others is known as interpersonal. Transactional speaking is responsive sharing of information. The context or pragmatics that a speaker must keep in mind when speaking interpersonally is a challenge in speaking. Examples include the use of slang, comedy, ellipsis and more.

e) Extensive

Usually, extensive communication takes the form of a monologue. A few examples are speaking and telling stories. This requires extensive planning and is not often improvised communication. Surviving a discussion with someone in your second language is one thing. You can overcome communication problems by relying on each other's body language. But with lots of communication, either the learner can talk clearly without needing correction, or they can't.

It is clear that speaking is a technique for communication between people. Putting their ideas into a meaningful and logical order. In order to communicate ideas and information, people use language as a way to represent the values and judgments that are in their minds and continue social connections by speaking with others.

3) The Five Elements of Speaking Skills

According to Harris (1974) the five speaking skills that students should be proficient in are comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

A topic in oral communication is necessary to start and end speech in oral communication.

b) Grammar

In class discussions, students must learn how to properly phrase their thoughts. It demonstrates how students can alter the structure and distinguish between right and incorrect grammatical forms. Grammar teaches the proper method for becoming fluent in a language both orally and in writing.

c) Vocabulary

Vocabulary refers to the appropriate diction used in communicating. Without a good vocabulary, one cannot effectively explain their ideas in writing or in speech. Small vocabulary size is another barrier to language acquisition for learners. Grammar and vocabulary are both necessary for communication; without them, very little can be said. The researcher came to the conclusion that without considerably understanding vocabulary, English learners won't be able to speak or write English in an adequate manner.

d) Pronunciation

The kids can talk with more clarity by using proper pronunciation. It focuses on the phonological process, a section of grammar that includes the elements and guidelines that specify how sounds change and patterns in language. Suprasegmental features and phonemes are the two aspects of pronunciation. The researcher concluded from the above statement that pronunciation is the process through which words in a certain language are formed clearly when people speak. Pronunciation is essential for making spoken communication more understandable.

e) Fluency

Reading, speaking, and writing with ease, fluidity, and expression are all examples of fluency. In other words, when reading, comprehending, and reacting in a language, the speaker is able to relate meaning and context. Fluency can be defined as the ability to speak clearly and quickly. Speaking fluently is a desire shared by many language students. A somewhat brisk speaking pace, brief pauses, and "um" or "e" sounds are signs of fluency. These clues suggest that the speaker did not take much effort to research the linguistic elements needed to express the thought. Based on the aforementioned ideas, the researcher got to the conclusion that

fluency is another important component. Fluency is the ability to speak clearly and concisely.

4) Teaching Speaking Ability

Speaking is a vital component in teaching and learning a second language. Speaking instruction has improved in recent years, and English language instructors are now conscious of the need to give pupils speaking skills. Students' speaking lessons should focus on improving their communicative skills since only then will they be able to express themselves and learn how to follow social and cultural standards that are appropriate in any communication context.

English Foreign Learners (EFL) described situations where the students were learning English to communicate with any other English speakers in the world (Harmer, 2010). Teachers of English as a Second Language (ESL) students organize and prepare classes and activities, set up learning resources, and encourage student interaction to improve their language proficiency in English (Giannikas et al., 2021). But in addition to having pedagogical content knowledge, English language teachers (ELTs) must prepare a variety of teaching aids, such as strategy design during the teaching-learning process for particular student learners'

characteristics, their unique needs, interests, and learning styles, as well as the characteristics of their mother tongue and culture.

In teaching speaking, teachers should motivate their students rather than allowing them to lose confidence as a result of blunders. They must understand that making mistakes is a necessary part of learning. Then, so that students can actively participate in them, teachers should assign certain speaking activities for the classroom. Speaking practice is offered in ESL classes in a variety of ways. According to Marisa González Díaz (2002), there are various ways to improve speaking or oral communication skills:

- 1) Discussion
- 2) Speeches
- 3) Role Plays
- 4) Conversation
- 5) Audiotaped Oral Dialogue Journals
- 6) Other Accuracy-Based Activities

The teacher could encourage the students to participate more. Students need opportunities to enhance their skills. The students need to be motivated. Speaking exercises must be active. Students shouldn't ponder what they should say in speaking class for an

extended period of time. This is why the teacher should exercise creativity in selecting a suitable method of teaching speaking.

5) Principle of Teaching Speaking

According to Brown (2004), the principle of speaking instruction should be taken into consideration by the teacher. The guidelines are:

- a) Use methods that address the full range of learning needs, from language-based methods that emphasize accuracy to message-based methods that emphasize interaction, meaning, and fluency. Make sure the activities contain methods to aid students in understanding and utilizing language's fundamental elements.
- b) Offer approaches that are intrinsically motivating. At all times, make an effort to connect the students' long-term objectives and passions to their need for information, status, and the development of competence and autonomy. And for accomplishing their full potential. Help them to see the benefits of the activity for themselves.
- c) Encourage the use of real language in appropriate settings. Creating real circumstances and meaningful interactions may need effort and ingenuity, but with the aid of teacher resource materials, it is possible.

- d) Give pertinent criticism and feedback. Utilizing the teacher's fluency in English, we must provide the pupils the forms of constructive criticism that are most appropriate at the time.
- e) Take advantage of the innate connection between speaking and listening. Of course, listening is a component of many interactive strategies that entail speaking as well. Speaking and listening are two abilities that can support one another. Understanding is frequently where language production skills is first developed.
- f) Provide pupils with chances to speak up in class. The capacity to strike up discussions, suggest themes, provide questions, exert control over dialogues, and shift the subject are all aspects of oral communication proficiency.
- g) Promote the creation of speaking techniques. Few beginning language students are familiar with the idea of strategic competency. It is possible to implement such techniques in the classroom, giving students the chance to learn about them and put them to use.

Speaking English with fluency is still one of the problems faced by students. Lack of motivation and interest in English speaking makes them passive in class. It is also difficult for them to describe something they are not familiar with. Teachers now focus on students' ability to communicate well. They continue to

improve their teaching materials to keep up with the competencies in the curriculum. Therefore, implementing a teaching and learning process, a learning model is needed so that the teaching and learning process can run smoothly. One of the goals of Merdeka Curriculum is that students explore concepts and strengthen competencies. This is in line with the Merdeka Curriculum making Project Based Learning (PjBL) a hallmark of Merdeka Curriculum and with Project Based Learning (PjBL) children will have the ability and readiness to go to school at the next level. It is hoped that through the Project Based Learning (PjBL) process, students will not only read materials and test materials but also produce work.

2. Project-Based Learning (PjBL)

a. The Definition of Project-Based Speaking (PjBL)

The difficulties faced by students in learning English are a form of a lack of teacher innovation in learning. Active and creative learning can make students more interested and motivated in learning English. Moreover, the quality of a lesson depends on how well students are engaged, how their cognitive skills develop, how much freedom they have in the lesson, and how creative they are (Maros et al., 2021). Such students can learn by doing activities like Project Based Learning (PjBL), which encourages them to look for answers, debate concepts, make plans, and interact with others (Choi et al., 2019). It makes a strong connection

between students' participation in their projects and their learning outcomes (Pedersen & Hoby, 2020). In Project Based Learning (PjBL), students are the ones designing and planning what needs to be done and the teacher will direct students in doing the projects that have been given.

Most people view Project-Based Learning (PjBL) as a substitute for conventional, teacher-led education. However, Project Based Learning (PjBL) emphasizes learning through student-centered, multidisciplinary, and integrated activities in real-world circumstances; it differs from traditional learning in other ways. Project Based Learning (PjBL) is defined as an instructional approach that contextualizes learning by giving learners a problem to solve or a product to develop” (Moss & Van Duzer, 1998). Project Based Learning (PjBL) encourages cooperation between students and the teacher acts only as a guide during the project. Patton (2012, p.13) directed to create, organize, and complete a lengthy project that results in a publicly displayed output, such as a presentation, product, or publication. Based on the statements, the researcher draws the conclusion that Project-Based Learning (PjBL) is an innovative and methodical teaching style that encourages student engagement through in-depth exploration of challenging topics based on the assertions. That it is learning by doing. Project-Based Learning (PjBL) focuses on teaching certain knowledge and skills while encouraging students to actively question, think critically, and apply their studies to real-world situations.

b. The Essential Components for Implementing Project-Based Learning (PjBL)

1) Project-Based Learning (PjBL) involves four phases.

Larmer, J., Mergendoller, J., & Boss (2015) describe the project launch, inquiry, development (which includes critique and revision), and presentation as the four key Project Based Learning (PjBL) processes. In order to facilitate the creation of an original and publishable result, the teacher serves as a facilitator and instructor during each phase. Though ideation and inquiry are the two primary phases of Project-Based Learning (PjBL), both processes can take place simultaneously. As they carry out further research, students will refine both their approach and their ultimate product.

a) Project Based Learning

Due to a lack of expertise or confidence in the students' abilities to carry out these activities "correctly," teachers shouldn't avoid the students' "exploration" activities. Depending on the comfort and preparedness levels of teachers and students, the four stages of Project-Based Learning (PjBL) can be conducted with varied amounts of scaffolding and assistance. The four phases of Project-Based Learning (PjBL), which range from completely teacher-directed to entirely student-driven, fall along a continuum of learner independence. The quantity of student-directed learning may rise at some points and stay more teacher-directed at others

depending on the degree of student preparation. Overall, as students become more independent and accustomed to the freedom that Project-Based Learning (PjBL) may provide, teachers can exercise less control over them.

b) Ideas & Enquiry

In order to respond to the driving question, the students develop knowledge, understanding, and abilities. They seek out resources they can utilize, specify and allocate responsibilities for group activities, and partake in learning that help them answer the challenge or driving question.

c) Develop, Critique, & Revise

Students are guided through a series of inquiries during this process, including "Do I need more information?" and "Has this been communicated clearly?" Peer reviews, expert comments, and product improvements will be incorporated throughout the inquiry process. The revision phase and the inquiry phase will alternate for the pupils.

d) Showing & Sustaining Solutions

The product ought to benefit society in a long-lasting way. That may be providing solutions to societal problems or creating products that help the society. The value of the student's learning process and place outside of school is demonstrated by the student's release of a product or work to the public. Students also

actively and truly reflect on their work as they present their final product and describe the process, as well as on its potential uses in the future.

c. Assessment for Project-Based Learning (PjBL)

Learning is well integrated into a proficiency-based system as it fosters an environment rich of learning in benefits to conduct the learning assessment. Assessment for learning (as opposed to assessment of understanding) is a procedure that calls for specific changes to teachers and the students, both in mindset and practice. According to the Assessment for Learning Project (AFL), contends that assessment for learning can only occur in a setting where evaluation is a continuous process that is linked with the curriculum. The other definitions are as follows

- 1) It is a continuous process that is incorporated into teaching and curriculum.
- 2) Emphasizes reflection and feedback;
- 3) Produces extensive and varied learning evidence
- 4) Consists of strategies that create a more equitable learning environment;
- 5) Application of Project Based Learning (PjBL) is an active learning alliance between students and teachers.

Providing feedback through formative assessment and using performance assessments is an excellent way to incorporate Project

Based Learning (PjBL) into a proficiency-based (speaking, writing, listening, reading) system where assessment for learning is prevalent.

d. Formative Assessment Strategies

The following techniques can assist teachers in Project-Based Learning (PjBL) formative assessment:

- 1) **Mid-project check:** Create a questionnaire or checklist based on the project parameters. Allow students to complete the checklist or questionnaire throughout the investigation so they can reflect and decide if they are on track.
- 2) **Objective Setting & Checking:** Have students create an emergent learning objective that they can modify as they make new discoveries. Hold a goal-checking session where students can discuss if their objectives have been attained or whether they need to be changed to better suit their ambitions.
- 3) **Survey:** Make surveys to evaluate students' self-confidence and/or growth.
- 4) **Process Critique:** Encourage students to discuss their strategies and plans with one another and to evaluate one another's processes based on the predetermined standards.

e. The Implementation of Project Based Learning (PjBL)

According to Abdalla & Gaffar (2011 p.15), there are seven processes involved in integrating Project Based Learning (PjBL) into the instructional process. The seven steps consist of:

- 1) Specifying the anticipated learning result,
- 2) Understand the principles of the teaching materials,
- 3) Abilities development (training),
- 4) Coming up with the project's overall idea
- 5) Creating the project proposal,
- 6) Carrying out project obligations,
- 7) Report on the project is presented.

The study found that using the seven Project-Based Learning (PjBL) phases was a good way to help students develop their productive competencies.

In Haerullah (2017) Project-Based Learning (PjBL) has several advantages compared to other learning models, including the following:

- a) It can foster students' mindsets from being narrow to be broader in viewing and solving problems faced in life.
- b) Through this learning, children are nurtured by becoming familiar with and applying knowledge, attitudes, and skills in an integrated manner that is expected to be practical and useful in everyday life.

- c) It raises students' desire to learn, promotes their skills to do important work, and recognizes their need to be valued.
- d) Improve their abilities to solve issues. The learners become more energetic and are challenged to resolving more difficult issues.
- e) Improves co-operative. The importance of collaboration in projects is that it encourages students to develop and practice communication skills.
- f) Collaborative elements of a project include cooperative working groups, student evaluation, and online information exchange.

On the other hand, Project-Based Learning (PjBL) has its disadvantages namely:

- a) Planning, organizing and implementing this learning is challenging and requires special teaching skills, but teachers need a long time to prepare for this.
- b) Teachers need to be able to choose the right unit topics according to the needs of the students, and have sufficient facilities and the necessary learning resources.
- c) The subject matter often becomes so broad that it can obscure the point of the unit. Requires a long time to resolve the problem.
- d) Students who struggle with experimentation and data collection will find it tough. When each group is given a different topic, it is believed that the pupils would not comprehend the material as a whole.

Project-Based Learning (PjBL) method is an active and collaborative learning approach where students use problem-based projects to combine their knowledge with practice. Learning media such as interactive software, simulations, and videos can enhance Project Based Learning (PjBL) experience. However, the use of learning methods cannot stand alone because media is also needed as a tool to convey material or information to students.

Learning media can be defined as software or hardware used by teachers to teach students. The students can learn their project materials by watching learning videos or conducting simulated experiments that can be accessed through social media. Learning media and Project Based Learning (PjBL) create collaborative learning to provide challenging and immersive learning experiences that prepare students for the real world. It can be said that social media can be a learning support medium that allows students to learn independently, improve problem solving, and become more creative.

3. Social Media as Learning Media

The Covid-19 outbreak has significantly increased Indonesians' use of internet media in a variety of spheres of their lives. Additionally, this situation presents a unique obstacle for folks who are not used to learning through internet media. Additionally, this modification has an impact on students' learning preferences.

The continuation of the educational system through distance learning is a viable option, but it is challenging in developing nations where many parents did not complete their education and where there aren't enough computers, radios, or televisions to support distance learning (Tadesse & Muluye, 2020). Countries should install ICT infrastructures and practice using educational technology widely (Chick et al., 2020). As we know in this era or new normal era, Social media as a learning media is one of the solutions in the educational environment because it provides space from face-to-face learning to distance learning.

Social media has altered how individuals communicate, share ideas, and interact with one another in the modern era. Social media is widely used by students and other people; it offers a feature that other teaching media don't; and, most importantly, it also introduces some changes to the traditional values and concepts of students' learning processes. These are just a few of the reasons why social media is used so frequently in the field of education. Social media users can actively generate content and share it online in addition to passively consuming it.

As time goes on, social media keeps expanding and providing several features and benefits. According to Kaplan & Haenlein (2010), social media can be classified into six types. As follows:

- a. Social media platforms that allow for interaction and socializing (Facebook, LinkedIn, myspace, etc.)

- b. Social media sites for conversing, and debate (skype, google talk, forum)
- c. Using social media to distribute media files such as images or videos (Youtube, Slideshare, feedback, Instagram)
- d. Media for publishing (Wordpress, blog, Wikipedia, dig, Wikia)
- e. Microblogging, is a form of social media with restrictions (Twitter, Plazes, Plurk)
- f. Social games are cooperative video games like Doof, Pogo, and Koongregate.

Various social media platforms provide consumers different options based on their needs. Using online learning tools such as social media and digital learning resources can improve students' speaking ability (Anwas et al., 2020). According to Lodya & Najibah S (2019), Instagram has a positive effect on student learning in the classroom when used as a learning tool for English classes, particularly for speaking skills. Instagram can aid pupils in honing their English speaking abilities. The students can study English via a variety of social media platforms and forms of communication that cross geographical borders. In other words, using social media can help students improve their English practice. Social media practice is flexible and accessible at all times and places. The media can reach out to anyone, regardless of location, including indigenous. The media has the benefit of reducing shyness, such as when speaking English verbally. Social media platforms that can be accessed daily to practice

English. The kinds of social media can be learning media are Youtube, Facebook, Instagram, TikTok, Whatsapp, etc.

TikTok application as English learning media, students can increase their confidence as well as improve their English speaking ability and gain new experiences using TikTok while learning English in Merdeka Curriculum (Zaitun et al., 2021). There is a noticeable improvement in students' performance after utilizing Vlogs to learn English, and it has been recommended that Vlogs could be one of the alternative instruments to promote speaking skills acquisition and teaching of the English language (Mandasari & Aminatun, 2020). This is supported by Syahida & Sundari (2022) the improvement of students' speaking ability is effectively done by using Instagram as a media learning in project-based learning. From the explanation above, it can be concluded that the implementation of the Project Based Learning (PjBL) model in the Merdeka Curriculum using social media can help teachers in teaching speaking skills. The implementation of the new curriculum provides its own challenges and opportunities for both teachers and students. In addition, the selection of PjBL as a learning model has many positive impacts on students because they can directly improve students' speaking skills.

B. Previous Study

To verify the validity of the study, the researcher used a number of earlier investigations.

The first is study from Krishnapatria (2021). The title of this research is “MBKM Curriculum in English Studies Program: Challenges and Opportunities”. This study examines the implementation of the Indonesian Ministry of Education and Culture's Merdeka Belajar programme, Kampus Merdeka, with a focus on the right of students to pursue up to three semesters of education outside the study programme. The researcher chose a descriptive qualitative research type, and the methods used were observation and documentation. From the result, it can be concluded that the biggest difficulty in putting the MBKM curriculum and its policies into practice is administrative, such as forming alliances with other study programs and outside organizations. However, one benefit of the COVID-19 epidemic is that online education has proven to be extremely helpful for the implementation of this program. By including more elective subjects in the curriculum to provide students greater choice, the program is more likely to remain flexible and have room for progress.

The second is from Pertiwi & Pusparini (2021). The research is titled “Vocational High School English Teachers’ Perspectives on Merdeka Belajar Curriculum”. This research conducted the teachers’ perspectives on the Merdeka Belajar curriculum in terms of its concept and lesson plan. This study used a qualitative-descriptive method involving 8 English teachers from different vocational high schools (SMK). Semi-structured interviews and questionnaire distribution were used to collect the study's data. The findings indicated that not all teachers are familiar with the

Merdeka Belajar concept. The results also demonstrated that Merdeka Belajar's expectations had not been reached by the application of a one-page lesson plan (RPP 1 paper). Participants' statements varied from what was said during the interview, which has an impact on the outcomes. However, every participant is completely in favor of implementing this new curriculum.

The third research is from Komariah et al., (2022). The title of this research is "Penguatan Kompetensi Profesi Guru Bahasa Inggris Tingkat Smp Di Bandar Lampung Dalam Penerapan Kurikulum Merdeka Belajar". This study aims to gain a better understanding of English teachers at the junior high school level about the *Merdeka Belajar* Curriculum in general, the ability to create learning according to the characteristics of the *Merdeka Belajar* Curriculum, and design English learning assessments that are in line with the *Merdeka Belajar* Curriculum. This activity used face-to-face and online training methods attended by 40 English teachers of Junior High School in Bandar Lampung. The results of the training showed that 95% of the participants actively participated in the discussion and presentation of the results of the teaching module design carried out online. All participants understood the concept of RTC related to English learning in junior high school. This is also by the results of the participants' performance in designing Teaching Modules. 75% of participants have been able to design learning well where participants have been able to determine learning objectives, technology-based teaching

materials and media, learning processes, and assessments following learning objectives.

The fourth research is from Fahlevi (2022). The research is titled “Kajian Project Based Blended Learning Sebagai Model Pembelajaran Pasca Pandemi dan Bentuk Implementasi Kurikulum Merdeka”. The goal of this study is to describe the results of a theoretical review of the application of the PjBL model at various levels of study, from Elementary School to University. This research used a qualitative method with a literature study approach involving various kinds of literature. From this research, it can be concluded that the application of PjB2L is mostly declared successful and has a positive impact on improving learning outcomes. The factors that need to be considered include: (1) modification of the phases of PjBL and blended learning into PjB2L, the phases revealed in this paper contain two types, namely eleven and six phases, (2) the characteristics of learners who will be involved in the application of PjB2L, which could involve Elementary, Junior High School, Senior or Vocational High School students, University students, to teachers, then the last factor, (3) the selection of the platform to be used in blended learning so that PjB2L is successfully applied and has a positive impact on learning.

The fifth research is from Huda Shofyana et al., (2022). The research is titled “Integrating Local Wisdom in Project-Based Learning to Improve Post-Pandemic English Learning”. The purpose of this research is to

analyze the local wisdom-based Project-Based Learning (PjBL) teaching method applied by English teachers at SMA and SMK levels in Batang Regency in post-pandemic learning in the Merdeka Belajar curriculum. The objects of this study are 20 English teachers in Batang regency. The researcher used qualitative The study's findings indicate that project-based learning (PjBL), which is implemented by teachers based on local knowledge, is frequently employed in the scopes of culture, tourism, peoples, local industry, entrepreneurship, folklore, and myth. This study provides readers and teachers with some concrete examples of how Project-Based Learning (PjBL) is used in the teaching of English. Additionally, it has been discovered that this approach can enhance students' soft skills, such as compassion, empathy, self-assurance, problem-solving, and teamwork, as well as teachers' and students' learning capacities.

The sixth of the research is from Setia Dewi (2020). The title of this research is “The Effect of Project-Based Learning and Learner Autonomy on Students’ Speaking Skills”. This study aims to determine the impact of Project-Based Learning (PjBL) on the speaking skills of 8th- grade students of SMPN 5 Kuta Selatann in the 2018/2019 academic year. The research design was a posttest-only control group with 2x2 factorial design. The sample involved 82 students selected through a random sampling technique. Data were collected through a learning independence questionnaire and a pre-validated speaking skill test. Data were analyzed

using two-way ANOVA and t-Scheffe. The study's findings revealed that students who were taught using Project-Based Learning (PjBL) and those who were taught using traditional techniques had different influences on their speaking abilities ($F=18.391$ and $p<0.05$). There was an interaction between learner autonomy and Project-Based Learning (PjBL) in impacting students' speaking capabilities, where the Project-Based Learning (PjBL) group had greater speaking abilities. ($F=45.325$ and $p<0.05$) (325 and $p<0.05$), The use of Project Based Learning (PjBL) had a better impact on students with high learner autonomy than those taught using conventional methods; however, no difference was seen between students with low learner autonomy taught using Project-Based Learning (PjBL) and those taught using conventional methods in terms of speaking ability ($p>0.05$).

The seventh of the research is from Dahlan (2022). The research is titled “The Implementation of Virtual Model of Project-Based Learning (PjBL) in English Drama Course”. This study aimed to describe the implementation of the Virtual Project Based Learning model in an English Drama course and to evaluate students’ responses toward the implementation. The subjects of the study were AG 5/6 students in the English and Literature Department's fourth semester of the Faculty of Adab and Humanities at UIN Alauddin Makassar. Mixed techniques were employed in this study to combine qualitative and quantitative data. In order to find answers to study questions, the methodology included

observations, interviews, and surveys. The majority of students thus responded favorably to the virtual acting project's execution, and both the process and the implementation were effective, particularly in terms of the good association between acting theory and practice as teaching strategies in English acting classes. Despite the fact that the project was carried out online, the students' multifarious intelligence was enhanced and they gained a variety of soft skills through this virtual theatrical production..

The eighth of the research is from Zaitun et al., (2021). The research is titled “TikTok as a Media to Enhancing the Speaking Skills of EFL Student’s”. This study intends to find out whether students' speaking skills improve when they use the TikTok app to narrate stories about a person, thing, or location that they want to describe. 36 pupils from Jakarta's SMP Negeri 164 class VIII H served as the study's subjects. A descriptive qualitative method using an action research strategy in the classroom is employed. 15 pupils received pre-test scores between 30 and 40, according to the results. The other 21 pupils also achieved scores above 60. While there was an improvement in post-test session 1 with a total of 22 students receiving scores over 70. Then, in post-test session 2, there was a very noticeable improvement with the highest student score of 95 and the lowest student score of 70.

The ninth of the research is from Mandasari & Aminatun (2020). The research is titled “Improving Students’ Speaking Performance through Vlog”. This study intends to track how students' performance changes

after utilizing Vlogs to learn English. At Teknokrat Indonesia University, 40 English Education majors participated in the study. Pre-tests and Post-tests were employed in the quantitative study design. Using descriptive statistics and the Mann-Whitney U inferential statistic, the Pre-Test and Post-Test results were examined. The analyses' findings revealed that using Vlogs to learn English significantly improved students' performance.

The tenth of the research is from Syahida & Sundari (2022). The title of the research is “Instagram-Mediated Project-Based Learning in Teaching Speaking Skill”. Students in the 12th grade who were chosen at random to participate in the control and experimental groups make up the study's subject. The Project-Based Learning (PjBL) method, as demonstrated by the study's findings, was found to be successful in enhancing students' speaking abilities.

Based on the previous research above, it can be concluded that this research has differences and similarities. The differences are the place and the limitations of the research. In addition, the similarity is that all of these studies discuss the teaching of speaking skills using Project Based Learning (PjBL) in Merdeka Curriculum. In this study, the researcher try to describe the Teacher's Perception in teaching speaking skills to students at SMK YASEMI which has never been discussed by other researcher. Therefore, this research is different from previous studies.