

# Project-Based News-Anchoring Tasks to Improve Vocabulary and Pronunciation in EFL Speaking: Evidence from an Indonesian Senior High School

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## ARTICLE INFO

### Keywords:

project based learning;  
news-anchoring tasks;  
EFL speaking accuracy;  
pronunciation;  
vocabulary

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### Article history:

Received 2026-02-09

Revised 2026-04-11

Accepted 2026-06-14

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## ABSTRACT

Speaking accuracy remains a major challenge for Indonesian EFL learners, particularly in vocabulary use and pronunciation. This study investigated whether project-based learning through news-anchoring tasks was associated with improvements in students' vocabulary and pronunciation accuracy in EFL speaking. A quantitative pre-experimental one-group pretest–posttest design was employed. The participants were 30 eleventh-grade students from SMAN 3 Bulukumba, Indonesia, selected through total sampling. Students completed an oral speaking pretest before receiving four 90-minute sessions of project-based news-anchoring activities. During the intervention, students selected news topics, prepared short news scripts, practiced vocabulary and pronunciation, and delivered news presentations. A posttest was administered after the intervention. Students' speaking performances were assessed using vocabulary and pronunciation rubrics. The data were analyzed using descriptive statistics and paired-samples t-tests. The findings showed improvement in both assessed aspects of speaking accuracy. The mean vocabulary score increased from 41.25 in the pretest to 59.71 in the posttest, while the mean pronunciation score increased from 48.88 to 61.04. Paired-samples t-test results indicated statistically significant differences between pretest and posttest scores for vocabulary,  $t(29) = -8.439$ ,  $p < .001$ , and pronunciation,  $t(29) = -4.771$ ,  $p < .001$ . Project-based news-anchoring tasks appear to provide meaningful opportunities for students to practice topic-related vocabulary and pronunciation in a communicative context. However, because this study used a single-group design without a control group, the findings should be interpreted as evidence of potential improvement rather than definitive causal effectiveness.

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## 1. INTRODUCTION

One of the learner's needs is to have a good ability to speak English accurately. Speaking accuracy covers pronunciation, grammar, and vocabulary. As a productive skill, speaking in English is one of the big challenging for some students. especially in EFL class. It is not only about producing the words correctly, but also about mastering other elements of speaking accurately. From the empirical data of previous related studies, it was found that the students were shy because of the fear that their classmates would laugh at them (Khan & Ali, 2010). They are also shy because they have poor pronunciation and an insufficient vocabulary. Having sufficient vocabulary is a fundamental element of speaking (Noreillie et al., 2020). According to (Uchihara & Clenton, 2023) the student' speaking issues include inadequate vocabulary, poor grammar, incorrect pronunciation (Tantri et al., 2023), a lack of exposure to English outside of the classroom, a lack of confidence, and a curriculum that does not emphasize English. Shen & Chiu (2019) categorize these challenges into three main areas: environmental issues (such as a lack of exposure to English interactions), linguistic issues, and psychological barriers, for instance, anxiety and fear of committing an error. Similarly, students find it difficult to express their ideas because of a lack of pronunciation ability (Whitehead & Ryu, 2023). Despite years of English learning, students' speaking skills remain inept due to passive learning circumstances, conventional teaching methods, low self-confidence (Fell & Lukianova, 2015), and difficulty speaking with great accuracy and fluency (Sulindra et al., 2024).

Reviewing the speaking problems above, students who are from SMA Negeri 3 Bulukumba uncover similar problems in speaking skills. They are inaccurate in pronouncing English words, and they lack the vocabulary to give a presentation. In terms of pronunciation elements, students usually make mistakes with simple past and past participle verbs. The initiatory observation and discussions indicate students tended to be less enthusiastic about learning English due to the predominant use of lecture-based instruction, which they cover monotonous technique. Besides, the lack of interactive learning activities shapes passive students, and it reduces their confidence to communicate with each other. This issue was particularly evident in their inability to speak fluently and accurately, which are essential components of effective communication. These issues should be given high priority while teaching (Al-Sobhi & Preece, 2018). In addition, (Bahadorfar & Omidvar, 2014) state that speaking skills are a productive activity that should be a primary focus in foreign language teaching and learning. Although various approaches, such as lecture-based teaching and drilling, have been used to address this issue, they have not effectively engaged students in the learning process.

Based on those problems, a series of previous related studies have tried to solve the problem by using teaching methods, approaches, strategies, and integrating teaching and learning with technology (Liao, 2022). Teacher strategy in facilitating students' learning activity influences students' speaking competence in terms of pronunciation and vocabulary (Dağtan & Cabaroğlu, 2021) by training the students with oral presentation (Koizumi, 2022). Practicing activity is one of the meaningful ways (Liao, 2022), students can practice speaking by installing a learning application (Hongsa et al., 2023). Using the application is flexible for students whenever and wherever they are. Furthermore, some researchers enhanced students' speaking skills through slide presentation projects (Aldobekhi & Abahussain, 2024), video and vlog projects (Huang, 2021), global projects (Owens & Hite, 2020), English-Art project (Park & Lee, 2019), interdisciplinary projects (Hilario, 2023), and mobile-assisted projects (Benlaghrissi & Ouahidi, 2024). Thus, a more interactive and student-centered approach is required to encourage active participation and promote students' speaking skills. One promising approach to promote students' speaking skills is Project-Based Learning (PjBL). In all those studies, they have been emphasized on using various ways to promote students' speaking. Related studies indicate that Project-Based Learning in speaking activities, such as drama projects (Hidayat, 2024), video projects (Firdaus, 2023; Fitria, 2022), and m-learning projects (Bakeer, 2023). However, few studies have examined Project-Based Learning with new anchor tasks.

To encourage authentic English learning and instruction, Project-Based Learning has been incorporated into the English language teaching activities in a variety of ways in recent years. Project-

Based Learning is a method to engage the students to communicate and share with each other in order to solve their learning problems. As a result, day by day, their speaking ability will be improved (Latifah et al., 2025). In this approach, teachers act as facilitators, guiding students through an independent and exploratory learning process. In line with (Sirisrimangkorn, 2021), an efficient technique for advancing students' English language proficiency is project-based learning. This approach not only enables students to learn the language but also to practice using it in meaningful contexts. As a project activity, the news anchor is considered to be practiced by the students in a classroom context. News Anchor terms is adopted from broadcasting activity, for instance as a news reporter and journalist. As a news anchor, students practice vocal tone and nonverbal communication (Rodrigues et al., 2024); they are also required to produce the utterances accurately (Suminar & Pratama, 2024). It appropriate with focus of the study, accurate on pronunciation and vocabulary in speaking. By incorporating PjBL and News Anchor, the students work on a news project, they explore current news, compose a news paragraph, practice using appropriate vocabulary and pronunciation several times, and then deliver it orally as a news anchor in English. Therefore, this study aims to investigate how Project-Based Learning (PBL) and News anchor promote students' pronunciation and vocabulary mastery. From this question, it provides PjBL and News anchor effect on both speaking elements.

By incorporating PjBL and News Anchor activities, the researcher sought to increase students' accuracy in terms of pronunciation and vocabulary element. After treating them, it is expected to engage students' active participation, boost their confidence in speaking, and create a more dynamic and pleasure learning atmosphere. Ultimately, this study advances our knowledge of how PjBL can be applied to improve accuracy in EFL speaking training. This study gives implications for English-speaking skills in the classroom, theoretically and practically. The result enriches the concept of PjBL in English Learning. PjBL can be mixed with News Anchor activity. Previously, the news anchor was only known in TV programs, like reading the news and reporting the news. Currently, a news anchor cannot be used in a broadcasting program, but it can be adopted and modified for the classroom, especially in a speaking context. Therefore, the research question of this study is "Does PjBL with news-anchoring tasks significantly improve vocabulary and pronunciation accuracy in speaking skill?"

## 2. METHOD

### 2.1 Design

This study employs a quantitative method with a pre-experimental (one-group pretest and posttest) design (Gay et al., 2012) by using paired-samples analysis. At the beginning, a pretest was distributed to find out students' prior knowledge of speaking skills. Then, the students were taught through Project-Based Learning. The project is incorporated with News Anchor Tasks for four meetings. Each meeting spent about 90 minutes. PjBL and News Anchor as a treatment in this study. During the treatment, the instructional materials were School Events, Environmental Issues, Technology & Social Media, and environment and culture. These topics were appropriate for the students' level and relevant to their daily context. Each meeting had specific objectives aligned with the research focus: introducing the PjBL concept and speaking aspects, practicing vocabulary and pronunciation, and encouraging students to deliver news orally with increasing accuracy. Lastly, a posttest was administered to assess students' progress or the effect of the treatment given to them.

### 2.2 Participant

The research participants were XI Mia at SMA Negeri 3 Bulukumba in the 2025/2026 academic year. There was only one class of XI Mia; the number of students was 30, so the total sampling technique was used in this study. All the students in the class were taken as a sample. They were about 14-15 years old. Their English proficiency was still lacking; the mean score from their semester report was 70-75. There were 13 male students and 17 female students. They were active during the research.

### 2.3 Research Instrument and Procedure of Data Collection

To collect the data, a speaking test was administered to the sample of the research. The test has been validated by two experts. The validators checked the content validity of the test. Besides test, students' performance in news presentation during treatment was recorded and scored. It aims at knowing students' progress from the beginning to the end of treatment. The score from learning process is used as additional point to each student. At the beginning or data collection, the research participant answered pretest question. In the second to fifth meetings, the students were treated through Project-Based Learning and News Anchor. To know the effect of treatment, the students completed posttest question at the last meeting. The question for pretest and posttest were formed in oral test. The students were called one by one to come forward and answer the question orally. At the pretest, each student was given five topics and choose one of them. The topics were education, technology, social media, environment, and culture. Before taking score, the students were given about five minutes to prepare and provide the answer. Then, the students talked about chosen topic, at this time the researchers only focused on pronunciation element and the use of word choice. Pronunciation and vocabulary score is based on the speaking rubric with certain criteria, then score is classified into excellent to very poor category. Pretest and posttest score were put it excel form to be continued to descriptive statistics by using IBM SPSS statistics 27 version. News Anchor Speaking Project the name of the project, this term comes from the combination of PjBL and News Anchor. Project News Anchor Tasks was approved by the head master of the school, English teachers, and the entire student involved in this study. The students' activities in this project are as follows:

- a) Defining the problem/questions. At this step, the students were introduced four topics to be investigated in the first meeting. The topics are environmental issues, technology and social media, education, and climate change. The students were asked to give information of the topics. The teacher and students define the concept of the topics. Some questions are addressed to the students, which are used to know students' understanding of the topics. The students were enthusiastic to give questions about the topics. Some related videos were watched by them in this meeting.
- b) Plan the project. At this step in the second meeting, students are allowed to choose one of the topic options. The students were guided to write the related vocabulary to chosen topic. Then, explore news related to the issue. After that, the students create the news text, practice several times to enhance their pronunciation and performance. In planning the news text, the were instructed to find out related words in opening the news, in composing the content, and in closing it. The news was in short text. At this time, there was no recording process; the students only did several practices as a new anchor.
- c) Create the schedule. At this third meeting, the teacher led the discussion to determine the news composition, news practice, and news presentation. The students should try to memorize the news and practice several times to read, so they are familiar with the issue. Vocabulary and pronunciation elements are the concern in this part. They must know the meaning of English words in Bahasa Indonesia, and they can also pronounce the words correctly. Monitor the progress. At this step, the process of completing all the task given is monitored. It aims at checking students' progress. The teacher gave assistance to the students who had a problem. It seems, after taking some days to practice the news, the students showed improvement. They became more confident to deliver the news fluently and accurately. In this meeting, the students practiced reading the news in front of the camera. The camera used is a mobile camera with high resolution. All the students' videos were stored in one project folder.
- d) Assessment and evaluation are conducted in the fourth meeting. In this steps, students' process of practicing news presentation is scored. The students were do some practices too, like pronounce the vocabulary correctly, and they memorize the words. Their accuracy is the focus of the assessment. Even in treatment activity is not a part of data collection, but by doing this project the students were trained to speak English. Evaluate and Experience. At the last step, students' works as a new anchor in completing the project is evaluated. The students gave reflection by

telling their experiences as new anchor. Students' vocabulary mastery was checked and listed. Pronunciation practice is always done to reinforce students' skill. From project activity, the students found new experiences which are different from other course activities. The students feel happy and satisfied with their performance in delivering news in English.

After conducting treatment for four meeting, the posttest was administered to know students' progress and the effect of independent variable. The form of questions in posttest is similar to pretest session. During the test, students' answers were put in recording. Furthermore, pretest and posttest were analyzed quantitatively.

To know students' response to the use of PjBL and News Anchor, a semi-structured interview was conducted. The use of this interview to get additional data after giving intervention. There were ten students attended in interview session. The main questions dealt with students' perception after taught by PjBL and News Anchor activity.

#### **2.4 Data Analysis**

For further analysis, the researchers replayed the students' recorded speaking performances to assess their vocabulary use and pronunciation accuracy. The recorded oral responses were transcribed into written form to identify mispronounced words and inappropriate or inaccurate vocabulary choices. Students' performances were assessed using an adapted speaking rubric based on Harmer (2007), focusing on two components: vocabulary and pronunciation.

The vocabulary component assessed students' range of word use, appropriacy of word choice, lexical accuracy, and ability to use topic-related vocabulary in oral communication. Students' vocabulary performance was classified into five levels: excellent, good, fair, poor, and very poor. These categories reflected the extent to which students were able to use varied, accurate, and contextually appropriate vocabulary when delivering their speaking tasks.

The pronunciation component assessed clarity, intelligibility, stress, intonation, and the accuracy of English sound production. Students' pronunciation performance was also classified into five levels: excellent, good, fair, poor, and very poor. These categories indicated the degree to which students' pronunciation was clear, understandable, and accurate in oral delivery.

To ensure scoring consistency, the same rubric was used to assess both the pretest and posttest performances. The raw scores were then converted into a standardized scale for statistical analysis. All scores were entered into Microsoft Excel and subsequently analyzed using IBM SPSS Statistics version 27.

The results from descriptive and inferential statistics were taken as an empirical evidence to show the significance difference of before and after the treatment. The analysis consisted of tabulating means score, frequency, bar chart, correlation, and scatter plot. In addition, interview data were conducted and analyzed qualitatively. To analyze the data, the researchers applied the steps of Creswell (2014). This involves transcribing interviews, coding all of the data and writing a word representing a category. Then, the researchers used the coding as well for generating a small number of themes. The researchers used a narrative passage to convey the findings of the analysis. In interpretation, it also involved a Discourse Analysis approach collaboratively to display the data in an extract form.

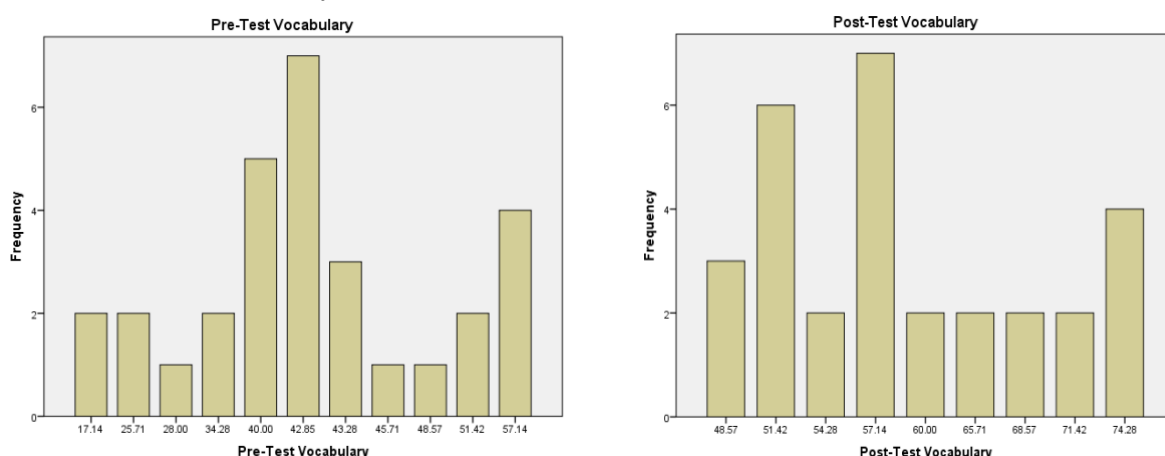
### **3. FINDINGS AND DISCUSSION**

The results of the study on how Project-Based Learning enhances students' speaking skills through News Anchor activities are presented in this part. Speaking skills are limited to the accuracy aspect with two elements, namely vocabulary and pronunciation. The pre-test and post-test after the treatment were analyzed statistically. During treatment, students rehearsed reading brief news scripts for four sessions, focusing on proper word choice and pronunciation.

**Table 1.** Paired Samples Statistics

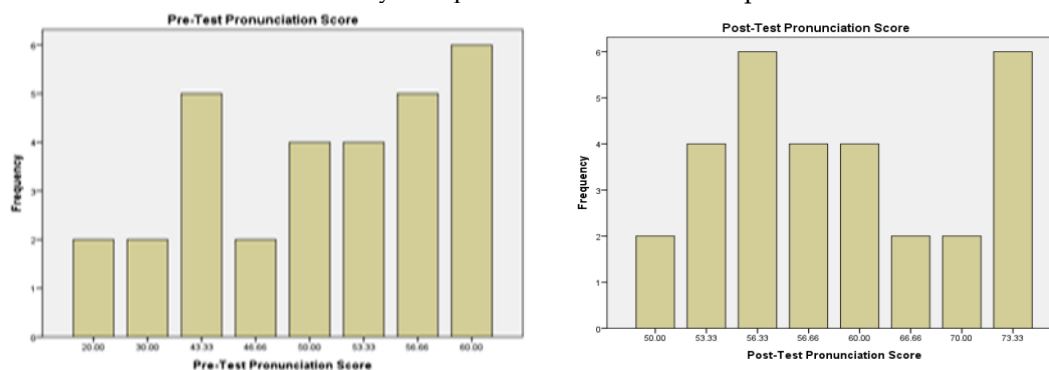
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Vocabulary	41.2577	30	10.58086	1.93179
	Post-Test Vocabulary	59.7097	30	8.79342	1.60545
Pair 2	Pre-Test Pronunciation Score	48.8863	30	11.25516	2.05490
	Post-Test Pronunciation Score	61.0413	30	7.93444	1.44862

The data above points out the result of paired samples statistics for vocabulary and pronunciation. In vocabulary, the mean of pre-test is 41.2477 and post-test is 59.7097 indicates there is improvement 18.45 point. It means that students' vocabulary improves after giving treatment. In pronunciation, mean of pre-test is 48.8863 and post-test is 61.0413, there is improvement 12.15 point. From 30 samples, the highest standard deviation is in pre-test of pronunciation (11.25), which means students' pronunciation ability among students are quite varied. After post-test, the value of pronunciation decreases become 7.93 which means that students' abilities are evenly distributed. In short, the data indicates that Project News Anchor Tasks is successfully improve students' ability on pronunciation and vocabulary.



**Figure 1.** Frequency Comparison of Students' Vocabulary

Figure 1 points out the frequency comparison of students' vocabulary between pre-test and post-test. In pre-test, the higher frequency is 7 students get score 42.85 and in post-test there is 7 students get score 57.14. The lowest frequency in pre-test is 1 student gets 28, 1 student gets 45.71, 1 student gets 48.57, in post-test, there are 2 students get 54.28, 60, 65.71, 68.57, and 71.28. This frequency indicates that students' vocabulary is in post-test is better than in pre-test.



**Figure 2.** Frequency Comparison of Students' Pronunciation

Figure 2 displays a frequency comparison between students' pronunciation in the pre-test and the post-test. There are 6 students get 60 in pre-test and it is the highest score. In post-test, the highest is 73.33 who achieved by 6 students. The lowest in pre-test is 2 students get 20, 30, and 46.66, in post-test is 2 students get 50, 66.66, and 70. It can be stated the lowest frequency in pre-test and post-test are same, but different in score achievement.

**Table 2.** Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Vocabulary - Post-Test Vocabulary	-18.45200	11.97623	2.18655	-22.92400	-13.98000	-8.439	29	.000
Pair 2	Pre-Test Pronunciation Score - Post-Test Pronunciation Score	-12.15500	13.95497	2.54782	-17.36587	-6.94413	-4.771	29	.000

Table 2 shows the result of paired sample test, it is applied to compare the mean between pre-test and post-test. The mean of pair 1 is -18.45; this negative value means the post-test is higher than the pre-test, with an increase of 18.45. Pair 2 is -12.15, indicating there is a mean increase of 12.15. The value Sig. (2-tailed) For both pairs, the value is 0.000, and  $\alpha$  is 0.05, so there is a significant difference between the pre-test and post-test for both groups. The value of the t-test is -8.439 and -4.771 with  $df = 29$ . Based on the result above, the Project News Anchor Task ins proven effective to improving students' vocabulary and pronunciation significantly.

**Table 3.** Correlations of Vocabulary and Pronunciation

		Post-Test Vocabulary Score	Post-Test Pronunciation Score
Post-Test Vocabulary	Pearson Correlation	1	.967**
	Sig. (2-tailed)		.000
	N	30	30
Post-Test Pronunciation Score	Pearson Correlation	.967**	1
	Sig. (2-tailed)	.000	
	N	30	30

Table 3 indicates correlation between vocabulary and pronunciation in speaking skill. The value of Pearson between vocabulary and pronunciation is 0.967, while the value of significance is 0.000. It means that there is significant correlation statistically. Therefore, it can be stated that there is strong correlation between vocabulary and pronunciation in speaking skill. Knowing the vocabulary means knowing the pronunciation of the word.

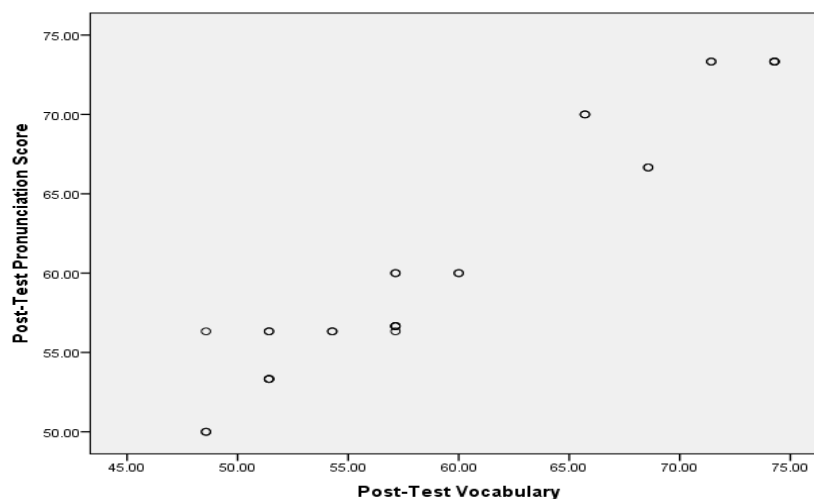


Figure 3. Scatter Plot

The figure above shows that the range value from 45 to 75 is the vocabulary post-test, and the range value from 50 to 70 is the pronunciation post-test. There are 10 data points plotted, these show the paired scores of the 10 participants. Therefore, these data indicate there is positive correlation, where the higher vocabulary score is related to the higher pronunciation score.

Based on the implementation step of Project-Based Learning (PjBL), it consists of six steps, namely defining the problem/questions, planning the project, creating the schedule, monitoring the progress, assessing, and evaluating and experiencing (Firdaus & Septiady, 2023). Students speaking activity is designed by incorporating Project-Based Learning and News Anchor. Project facilitated the students' ability to think creatively and prepare well for speaking class, and it can be mixed with authentic media like songs as a project to learn English (Basabe & Beringause, 2024). News Anchor Speaking Project the name of the project, this term comes from the combination of PjBL and News Anchor.

Overall, since English has become an international language, so many people around the world wish to master all components of this language, which serves the purpose of communicating with those who live in different regions, states, and countries of the world (Rao, 2019). By speaking, the people also could share many things such as education, culture, economics, and social science, and academic communication (Oli et al., 2023), which also impresses students' academic and performance achievement (Karpovich et al., 2021). According to Madhavi et al. (2023), speaking is usually the most common method used to assess a person's proficiency in one of the four language abilities.

Dealing with the vocabulary result, it reveals the positive effect of the independent variable on students' speaking skills. This indicates that students were more capable of selecting appropriate and varied lexical items during their speech skills. (Zhang, 2021) found similar results, designing mini project activities allowed students to apply context-appropriate vocabulary more effectively. Thornbury (2012) noted that vocabulary acquisition is more successful when learners are exposed to consistent and meaningful language use an element present in the News Anchor activities in this study. The related vocabulary to the lesson topic is shown in power point slide as media. It helps the students be easier to catch the words meaning. As Gay, (2022) states the advent of technology has made it possible for people to access a variety of media that aid in foreign language instruction and acquisition for both teachers and students. Through the media, the students drilled the vocabulary and were guided in correct pronunciation. They then delivered short news reports orally using the News Anchor format. (Fahmi et al., 2020) also confirmed that students who engaged in project-based speaking tasks demonstrated broader lexical range in oral tasks.

Mastering English vocabulary is an essential basis in communication, both in spoken and written. The students cannot speak or write in English unless they have sufficient vocabulary. Bai, (2018) emphasizes one of the three components of language; vocabulary serves as both the foundation and the

building block of language. Hence, the primary premise is that students need to have a specific number of vocabularies in order to communicate with others effectively. News anchor activities lead them to explore appropriate word to be used in delivering news. The project also deals with listing amount of vocabulary. Besides project, using teaching model can optimize students vocabulary (Yunxia, 2024) by transferring and interacting modules.

In terms of pronunciation, students were trained to produce the words correctly. It is not easy way for EFL learner in Indonesia because of mother tongue interference. Practice student pronunciation should apply communicative strategy. As Ghalebi et al., (2021) suggest taking strategic steps to facilitate students' own learning. In this case, PjBL and News Anchor provide some activities that can enhance students' pronunciation. Stewart & Alexander (2021) states that a news anchor is the primary journalist responsible for presenting news stories to the audience in a structured and engaging manner, often serving as the face of a television news program. This means that effective news anchors do not only rely on their speech but also utilize nonverbal communication, such as facial expressions and gestures, to enhance audience engagement. According to Flores-Vivar et al. (2025), a news anchor's job description goes beyond simply reciting scripts; they also influence public opinion by using their tone, facial expressions, and contextualization skills. This demonstrates how news anchors have the ability to shape public perception by presenting information in an impactful manner.

From data in pretest some examples of common mispronounce words are produced by students as follows:

- a. Introduce (*introdus*) – it should be / ɪn.təˈdʊ:s/
- b. Viewers (*fiuwers*) – it should be / vjuː.əz/
- c. Because (*bekaus*) – it should be / biˈkɔz/
- d. Knowledge (*knaulej*) – it should be / nɑːlɪdʒ/
- e. Photo (*poto*) – it should be / ˈfəʊ.təʊ/
- f. Report (*repot*) – it should be / rɪˈpɔ:t/
- g. News (*news*) – it should be / njuːz/
- h. Listen (*listen*) – it should be / ˈlɪsən/
- i. Finished (*finisid*) – it should be / ˈfɪnɪʃt/
- j. Worked (*workid*) – it should be / wɜːkt/
- k. Explain (*eksplain*) – it should be / ɪkˈspleɪn/
- l. Thought (*toug*) – it should be / θɔ:t/

After giving posttest with similar questions, the students' mispronunciation decrease, the examples are as follows:

- a. Because
- b. Photo
- c. Viewers
- d. Listen
- e. Explain

Dealing with the result, it demonstrated that pronouncing English words should be practiced several times, in order to have clear speech (Snell & Cushing, 2022). To support the practice, teachers could find out interesting activities for students. As Metruk (2024) state students participating in PjBL settings demonstrated improved pronunciation of spoken English, in line with Swan, (2018) highlighted that practicing pronunciation in authentic communicative contexts, where students receive constant input, opportunities for rehearsal, and feedback, increases its effectiveness. The good category of the score presents students with the opportunity to be better than before. Creating an activity, such as a project, is suggested. On one hand, these findings are consistent with those of He et al. (2023) , who reported implementing project activities to promote participant interaction. On the other hands, findings are unalignment with the students who are from rural area who underexplored the use of project in speaking skill but examined it in English language teaching generally (Kemaloglu-Er & Sahin, 2022). It means that

designing a project could give a different effect on students' achievement; it depends on the teacher's instruction, creativity, and strategy.

#### 4. CONCLUSION

Students' speaking abilities are improved when speaking projects are designed utilizing the Project-Based Learning framework to News Anchor exercises. Incorporating PjBL and News Anchor becomes a new experience for the students as news reporters in the classroom. These activities encourage them to be active in promoting their pronunciation and vocabulary. Therefore, based on the findings and analysis presented, it can be concluded that the implementation of Project-Based Learning through News Anchor Tasks indicated there is potential improvement of speaking skills of the eleventh-grade students at SMAN 3 Bulukumba in terms of vocabulary and pronunciation elements before and after the treatment.

This study provides implications and recommendations for the teachers and further researchers who are interested in conducting similar studies. Theoretically, the result enriches the concept of PjBL in English Learning that it can be designed with various activities in the classroom. PjBL can be mixed with News Anchor Tasks. Previously, the news anchor was only known in TV programs, like reading the news and reporting the news. Currently, News Anchor cannot only be used in broadcasting programs, but it can also be adopted and modified for the classroom, especially in speaking contexts. Practically, for the teacher, they can act as a facilitator to guide the students to design and develop their project by providing interesting issues or topics to be presented in front of the class like a news anchor; for students, they are more active and creative to prepare and present their work project. Before presenting as new anchor, they prepare to improve their vocabulary mastery and pronounce it correctly. This study has several limitations, including its scope (pronunciation and vocabulary), which only covered one class and a limited sample size, short meeting duration, the design applied has weak internal validity, and explicitly acknowledged threats. For further researchers, it is suggested to explore other learning methods that can be combined with the project to promote students' skills. The speaking aspect should be expanded not only for vocabulary and pronunciation, but also for elements such as grammar, fluency, and comprehensibility. Moreover, it is expected to implement PjBL with other research designs, for instance, quasi-experimental and true-experimental designs, by using two groups to get better generalization.

**Acknowledgment:** We would like to express our acknowledgment to the head of the English Education Department, Faculty of Teacher Training and Education, for the support and permission given to the authors. Deep thanks also to all participants who participated in this study.

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