

Effect of Project-Based Learning Using E-Poster on Indonesian EFL Students' Speaking Ability across Personality Types

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Abstract

Preparing students to compete and face any challenges of the rapid changes of globalization is a responsibility of any form of education. Students' success in today's learning lies on their ability to utilize technology as the heart of globalization as well as to communicate in English effectively within a variety of purposes. Project-based learning, as one of the technology-based activities, is believed to be an effective method to facilitate the use of technology and oral communication skill in English as a foreign language (EFL) classroom. This article investigates whether there is a significant difference in students' speaking ability between students taught through PBL using e-poster and those taught through conventional method. It also determines whether there is a significant difference in students speaking ability between extrovert and introvert students taught through PBL using e-poster. Sixty-one Indonesian secondary level students from two intact classes were involved and assigned randomly into experimental and control groups. The quantitative data were collected through pre-test and post-test from both groups. Analysis of the first result revealed that students who were taught through PBL using E-poster significantly outperformed those who were taught through a conventional method. Conversely, the second result showed that students' personality types (extrovert and introvert) did not affect their speaking achievement.

Keywords: e-poster, EFL students, personality types, project-based learning, speaking ability

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