

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING IN TEACHING SPEAKING TO
THE TENTH GRADE BEAUTY PROGRAM STUDENTS**

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ABSTRACT

In the Merdeka Curriculum framework, vocational English instruction must fundamentally transition from generalized linguistic competence toward highly contextualized English for Specific Purposes (ESP) tailored directly to the dynamics of the modern digital economy. However, empirical observations indicate that students enrolled in vocational beauty programs frequently exhibit low speaking performance, high baseline performance anxiety, and descriptive incoherence regarding product specifications. This study aims to describe the structural operationalization of Deep Learning-based Project-Based Learning (PjBL) utilizing YouTube and to investigate the resulting nature of students' speaking performance after its execution. This study employed a Classroom Action Research (CAR) design using a mixed-methods approach involving 30 tenth-grade students of Kelas X Kecantikan 2 at SMKN 3 Kediri. Qualitative and quantitative data were gathered through observation checklists, field notes, semi-structured post-cycle interviews, and oral speaking tests evaluated via a contextualized rubric adapted from Brown (2004). The findings revealed that the integrated PjBL framework incorporating scriptwriting as a critical cognitive scaffolding technique effectively mitigated foreign language speaking anxiety and accelerated professional vocabulary acquisition. Quantitative oral scores demonstrated robust upward mobility: the class mean score progressed from 53.2 in the initial cycle to 79.5 in the subsequent cycle, successfully surpassing the established minimum passing criterion (KKM) of 75. The systematic integration of digital pedagogy through YouTube product review vlogs provides an authentic, immersive instructional environment that successfully fosters 21st-century competencies and improves vocational workforce readiness.

Keywords: Project-Based Learning; Deep Learning; Speaking Performance; Vocational Beauty Program; YouTube Vlogs.

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INTRODUCTION

In the contemporary Merdeka Curriculum framework, English language learning is not merely aimed at basic linguistic proficiency but fundamentally targets the development of complex 21st-century competencies, namely Critical Thinking, Communication, Collaboration, and Creativity (4Cs). While all macro-language skills are vital, speaking holds a special significance because it serves as the primary practical vehicle for effective interaction, enabling individuals to engage and function optimally within their professional communities (BSKAP Kemendikbudristek RI, 2022; Pardede, 2020; Rao, 2019). In Vocational High Schools (Sekolah Menengah Kejuruan/SMK), particularly within specialized tracks such as the Beauty Program, English speaking skills are increasingly critical. Students are systematically prepared to enter professional environments where interacting with clients, colleagues, and international cosmetic suppliers requires clear and confident communication. As English functions as the global lingua franca across modern industries, proficiency is directly linked to graduates' employability, career mobility, and professional advancement (Kassim & Ali, 2010; Triani & Huda, 2025; Trisnawati & Huda, 2025).

However, the Indonesian vocational education system often suffers from a traditional curricular mismatch. English instruction has historically emphasized General English, which fails to address the specific, functional demands of specialized vocational paths (Safira & Azzahra, 2022; Suharno et al., 2020; Zein et al., 2020). This instructional gap creates a clear divide between classroom exercises and actual workplace language requirements (Muliyah & Aminatun, 2020; Poedjiastutie & Oliver, 2017), particularly in fields like cosmetology. Based on the researcher's diagnostic observations during the implementation of the Introduction to the School Field (PLP 1) at SMKN 3 Kediri, it was found that students' English-speaking skills within the beauty program were critically low. The students were consistently passive during classroom interactions, lacked the basic confidence to speak English, and struggled to describe beauty products in a coherent and communicative manner. When instructed to describe basic items, they mostly read text aloud without proper understanding, pronunciation, intonation, or professional expression, indicating that standard instruction had not been tailored to address their vocational needs.

This pedagogical deficit stems from conventional teaching approaches that remain largely centered around grammar formulas and theoretical concepts, with minimal integration of authentic, task-based activities. Consequently, students struggle to see the practical relevance of English to their field of study, leading to low motivation and a perception that English is disconnected from their future careers. To remedy this issue, the implementation of Project-Based Learning (PjBL) offers a robust pedagogical solution. Supported by Ministry of Education and Culture regulations under Permendikbud No. 56/2022, PjBL promotes student-centered instruction, authentic assessment, and active involvement through collaboration, problem-solving, and reflective thinking grounded in real-world applications. When learners are engaged in meaningful, real-world projects that require functional communication, they are far more likely to internalize language structures in a contextually appropriate manner.

Aligned with the principles of PjBL, this study incorporates a Deep Learning approach, where students look beyond surface-level task completion and actively engage in deep exploration, interpretation, and application of knowledge. Deep learning thrives in educational environments that cultivate collaboration, creativity, and the purposeful integration of supportive digital tools. By involving students in the entire process of planning, scripting, producing, and presenting English beauty review videos, the learning experience becomes immersive and highly reflective. Furthermore, utilizing YouTube as the public showcase platform turns a basic classroom assignment into a realistic simulation of professional industry practice. This directly reflects the contemporary beauty economy, where beauty vloggers and entrepreneurs rely heavily on digital content for global promotion. Therefore, this study proposes a contextualized, integrated-skills PjBL model to address two primary inquiries: how PjBL is structurally implemented for tenth-grade beauty students at SMKN 3 Kediri, and what the resulting nature of the students' speaking performances is after the intervention.

THEORETICAL FRAMEWORK

English language instruction within modern Vocational High Schools requires a decisive shift from General English toward English for Specific Purposes (ESP) (Aziz & Anjaniputra, 2025). Students in Phase E of the Merdeka Curriculum must master descriptive text types to communicate product specifications professionally (Aziz & Anjaniputra, 2025; Rihatmi et al., 2025). Theoretically, a standard descriptive text comprises two primary generic structures: Identification, which establishes

the baseline context of the object, and Description, which details specific qualities, characteristics, and active ingredients (Fadhila et al., 2025; Putri & Prawiyata, 2023). In modern language pedagogy, writing and speaking skills cannot be separated because they support each other; utilizing a scriptwriting phase before speaking provides a vital cognitive and affective scaffold for the learner (Nguyen & Truong, 2024).

In the professional beauty industry, beauty advisors and digital creators rarely speak spontaneously without careful preparation. Therefore, requiring vocational beauty students to compose a structured script before presenting on camera helps them deliver logical, well-organized explanations (Jin, 2024; Nguyen & Truong, 2024). The intentional process of writing a draft gives students the necessary time to select, check, and memorize specific beauty-specific vocabulary, facilitating successful vocabulary acquisition for challenging industry jargon (e.g., *moisturizer*, *sunscreen*, *ingredients*, *skin barrier*). Furthermore, crafting a written draft allows students to systematically arrange their thoughts according to the generic structures of descriptive text, ensuring that their oral explanations sound clear and smooth. Most importantly, preparing written notes significantly lowers foreign language speaking anxiety and camera nervousness. The script acts as a psychological guide that makes students feel secure, allowing them to appear in their digital vlogs with heightened fluency, confidence, and expressive delivery (Jin, 2024; Quvanch et al., 2024).

To accurately evaluate oral production within this Classroom Action Research framework, a standardized and contextualized testing rubric is required. This study adapts the speaking assessment framework proposed by Brown (2010), breaking down oral performance into five distinct linguistic and functional components. These components are tailored directly to the parameters of the digital beauty project, as outlined in the matrix below:

Table 1. Adapted Speaking Assessment Framework for the Digital Beauty Project

Speaking Aspect	Theoretical Definition	Contextualization in the Beauty Video Project
Pronunciation	The clear and accurate production of English speech sounds, including stress, rhythm, and intonation.	How accurately students pronounce technical beauty terms (e.g., <i>moisturizer</i> , <i>serum</i> , <i>exfoliating</i>).
Fluency	The ability to speak naturally and smoothly without excessive hesitation or unnatural pauses.	The smoothness of delivery on camera without constantly reading the script line-by-line verbatim.
Vocabulary	The appropriate and effective choice of words and expressions to convey meaning accurately.	The variety, range, and precise application of specialized beauty industry jargon within the review.
Grammar	The accurate use of grammatical structures, syntax rules, and morphological patterns.	Correct application of the Simple Present Tense to describe stable product attributes and chemical facts.
Comprehension	The ability to understand context deeply and ensure spoken discourse is coherent and highly relevant.	The overall clarity of the message, ensuring description alignment with the product's actual functions.

This operational framework directly reinforces the principles of Deep Learning, which emphasizes a mindful, meaningful, and joyful learning environment. Rather than relying on rote memorization, project-based tasks guide students across Bloom’s revised cognitive hierarchy, advancing from lower-order remembering of vocabulary to higher-order creating, analyzing, and evaluating. Integrating digital media like YouTube provides an authentic audience, shifting the educational environment from an artificial classroom exercise into a high-accountability space. Knowing their videos can be viewed publicly motivates students to maximize their oral accuracy, transforming language learning into digital entrepreneurship and boosting overall workforce readiness.

RESEARCH METHODS

This study employed a Classroom Action Research (CAR) design utilizing a mixed-methods approach (qualitative descriptive analysis combined with quantitative data evaluation) . The structural framework followed the cyclical model proposed by Larmer et al. (2015), which consists of four integrated phases within each cycle: Planning, Acting, Observing, and Reflecting. The primary objective of this design was to resolve an authentic pedagogical problem encountered directly by the practitioner-researcher: the low speaking fluency, lack of confidence, and poor descriptive coherence

among vocational learners. The research was conducted at SMKN 3 Kediri, chosen purposively because it emphasizes ESP alignment with the digital economy. The subjects comprised 30 tenth-grade students of the Beauty Program (Kelas X Kecantikan 2) during the 2025/2026 academic year.

The six essential steps of Project-Based Learning (PjBL) were structurally embedded within the CAR cycles to ensure rigorous operationalization: (1) Formulating Essential Questions, where the teacher introduces a real-world driving question; (2) Planning the Project, where students form collaborative teams and select cosmetic products to review; (3) Creating a Schedule, where the researcher, peer observer, and students cooperatively map out timelines; (4) Executing and Monitoring, where students draft scripts, practice pronunciation, and record their videos while the teacher facilitates; (5) Assessing Student Outcomes, where completed vlogs are published to YouTube for formal evaluation; and (6) Conducting Reflection, where the teacher and students review uploaded content to adjust subsequent instructional strategies.

To ensure comprehensive data triangulation, multiple instruments were deployed. Qualitative data were collected using peer observation checklists, field notes, and semi-structured interview guides conducted post-cycle with selected students to extract reflective insights regarding their learning anxiety and joyfulness. Quantitative data were derived from formal oral speaking tests evaluated directly from the uploaded YouTube videos using the contextualized rubric adapted from Brown (2010). The study was carried out across two distinct cycles, with the first cycle utilizing baseline data collected during daily assessments from the researcher’s field practice (PLP 2) to design and refine the corrective treatments for the subsequent cycle.

RESULTS AND DISCUSSION

Implementation of Deep Learning-Based PjBL

The operationalization of PjBL across the Classroom Action Research cycles revealed distinct evolutionary phases in student engagement and instructional efficacy. In Cycle 1, the researcher implemented the lesson plan by introducing descriptive texts using popular cosmetic examples such as Glad2Glow and Azarine. While the steps of formulation and planning progressed smoothly, qualitative data from peer observation checklists and field notes exposed significant performance barriers during the execution phase. Students demonstrated high levels of camera anxiety and struggled to integrate technical terms naturally. Their initial video recordings were marked by rigid, monotone reading of their worksheets, which severely hindered their fluency and oral expressiveness.

To address these structural weaknesses, the researcher introduced an "Integrated Skills Scaffolding" strategy in Cycle 2. The project schedule was modified to incorporate dedicated peer-review script workshops and simulated vlogging rehearsals before final filming. The teacher’s role transitioned into an active linguistic facilitator, conducting target pronunciation drills for complex industry vocabulary and guiding students on camera presence. This targeted intervention successfully adjusted the classroom environment into a deeper, more meaningful learning space, where students took personal ownership of their digital content and actively practiced self-correction before publishing their final products to the public playlist.

Analysis of Students' Speaking Performance

Quantitative analysis derived from the oral speaking assessments demonstrated a substantial upward trajectory in student scores from Cycle 1 to Cycle 2, validating the pedagogical power of the integrated PjBL framework. The complete statistical progress of the class across the research cycles is meticulously detailed in the performance matrix below:

Table 2. Students' Speaking Performance Scores and Progress Across Research Cycles

Student Name	Pronunciation	Fluency	Vocabulary	Grammar	Comprehension	Total Score (Max 20)	Converted Score (100 Scale)	Status Achievement
Adinda Putri Candra K.	Cycle 1: 2	Cycle 1: 1	Cycle 1: 1	Cycle 1: 1	Cycle 1: 2	Cycle 1: 7	Cycle 1: 35	Succeeded
	Cycle 2: 3	Cycle 2: 3	Cycle 2: 3	Cycle 2: 3	Cycle 2: 4	Cycle 2: 16	(Failed) Cycle 2: 80 (Passed)	
Al Syifa Queen N. F.	Cycle 1: 3	Cycle 1: 2	Cycle 1: 2	Cycle 1: 2	Cycle 1: 3	Cycle 1: 12	Cycle 1: 60	Succeeded
	Cycle 2: 4	Cycle 2: 3	Cycle 2: 4	Cycle 2: 3	Cycle 2: 4	Cycle 2: 18	(Failed) Cycle 2: 90 (Passed)	
Almira Dias S.	Cycle 1: 2	Cycle 1: 1	Cycle 1: 2	Cycle 1: 1	Cycle 1: 2	Cycle 1: 8	Cycle 1: 40	Succeeded
	Cycle 2: 3	Cycle 2: 3	Cycle 2: 3	Cycle 2: 3	Cycle 2: 3	Cycle 2: 15	(Failed) Cycle 2: 75	

Aurellia Putri	Cycle 1: 2 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 2	Cycle 1: 2 Cycle 2: 3	Cycle 1: 7 Cycle 2: 14	(Passed) Cycle 1: 35 (Failed) Cycle 2: 70 (Failed)	Failed
Chelsea Az Zahra A.	Cycle 1: 2 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 2 Cycle 2: 3	Cycle 1: 7 Cycle 2: 15	Cycle 1: 35 (Failed) Cycle 2: 75 (Passed)	Succeeded
Evrilia Anggresa	Cycle 1: 3 Cycle 2: 4	Cycle 1: 2 Cycle 2: 4	Cycle 1: 2 Cycle 2: 4	Cycle 1: 2 Cycle 2: 3	Cycle 1: 3 Cycle 2: 4	Cycle 1: 12 Cycle 2: 19	Cycle 1: 60 (Failed) Cycle 2: 95 (Passed)	Succeeded
Frizilya Errysca S.	Cycle 1: 2 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 2	Cycle 1: 1 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 5 Cycle 2: 14	Cycle 1: 25 (Failed) Cycle 2: 75 (Passed)	Succeeded
Gendis Wulan Juli	Cycle 1: 1 Cycle 2: 3	Cycle 1: 2 Cycle 2: 3	Cycle 1: 2 Cycle 2: 3	Cycle 1: 1 Cycle 2: 3	Cycle 1: 2 Cycle 2: 4	Cycle 1: 8 Cycle 2: 16	Cycle 1: 40 (Failed) Cycle 2: 80 (Passed)	Succeeded
Syarifatius Shalichah	Cycle 1: 3 Cycle 2: 4	Cycle 1: 3 Cycle 2: 4	Cycle 1: 4 Cycle 2: 4	Cycle 1: 3 Cycle 2: 4	Cycle 1: 3 Cycle 2: 4	Cycle 1: 16 Cycle 2: 20	Cycle 1: 80 (Passed) Cycle 2: 100 (Passed)	Succeeded
CLASS MEAN AVERAGE	-	-	-	-	-	Cycle 1: 10.64 Cycle 2: 15.90	Cycle 1: 53.20 Cycle 2: 79.50	90% Class Passed

(Note: The table explicitly shows a selected representative sample of the students; the class mean average is calculated from the total population of N=30)

The empirical findings indicate that in Cycle 1, the overall class mean score reached only 53.20, representing a widespread failure to meet the minimum standard criterion (KKM) of 75. This linguistic deficit was primarily driven by low scores in Fluency and Pronunciation, as students routinely stumbled over technical terms. However, following the structural integration of script-drafting workshops and interactive rehearsals in Cycle 2, the overall class mean score advanced dramatically to 79.50, with 90% of the class successfully passing the threshold. Qualitative interviews corroborated that this quantitative growth occurred because pre-task scripting provided an essential cognitive safety net. Furthermore, publishing their final descriptive projects to an authentic public platform like YouTube significantly heightened their personal accountability, prompting them to practice their oral delivery repeatedly until they achieved professional flow

CONCLUSIONS

This action research successfully demonstrates that the systematic implementation of Deep Learning-based Project-Based Learning (PjBL) significantly improves the English-speaking performance of tenth-grade vocational high school students within the Beauty Program at SMKN 3 Kediri. By linking the structural configurations of descriptive texts with authentic digital video production on YouTube, this pedagogical model successfully bridges the traditional gap between classroom theory and real-world vocational needs. The evidence proves that combining scriptwriting with vlogging acts as a critical cognitive and affective scaffold, effectively reducing speaking anxiety, accelerating the correct acquisition of technical jargon, and enhancing oral accuracy and fluency. For future implementation, it is highly recommended that vocational language educators systematically integrate digital platforms into task designs to ensure that language instruction remains a meaningful, active, and industry-relevant endeavor. While previous studies focused heavily on using YouTube for general English storytelling, this research uniquely blends deep learning-based PjBL with content creation specifically tailored for vocational cosmetics marketing.

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