

**ENHANCING SPEAKING ABILITY OF THE TENTH-GRADE BEAUTY PROGRAM
STUDENTS THROUGH PROJECT-BASED LEARNING AT SMKN 3 KEDIRI**

SKRIPSI

Submitted for Thesis Writing to Fulfill One of the Requirements Obtaining a Bachelor of
Education Degree (S.Pd.) at the English Education Program
Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



By:

AURA AZZAHRA HERMANSAH

NPM: 2214050071

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI**

2026

APPROVAL PAGE

Skripsi by:

AURA AZZAHRA HERMANSAH

NPM: 2214050071

Entitled:

ENHANCING SPEAKING ABILITY OF THE TENTH-GRADE BEAUTY PROGRAM STUDENTS THROUGH PROJECT-BASED LEARNING AT SMKN 3 KEDIRI

Approved and Accepted by advisor to be proposed to the Examination Committee of
English Education Department, Faculty Teacher Training and Education of University
of Nusantara PGRI Kediri

Date: 14 July 2026

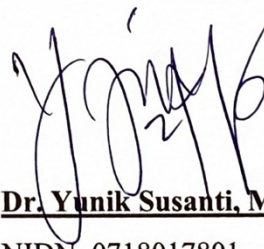
Advisor I



Dr. Diani Nurhajati, M. Pd.

NIDN. 0711126302

Advisor II



Dr. Yunik Susanti, M. Pd.

NIDN. 0718017801

APPROVAL SHEET

Skripsi by:

AURA AZZAHRA HERMANSAH

NPM: 2214050071

Entitled:

**ENHANCING SPEAKING ABILITY OF THE TENTH-GRADE BEAUTY
PROGRAM STUDENTS THROUGH PROJECT-BASED LEARNING AT SMKN**

3 KEDIRI

Approved and Accepted all its qualification by the Examination Committee of English
Education Department, Faculty Teacher Training and Education of University of
Nusantara PGRI Kediri

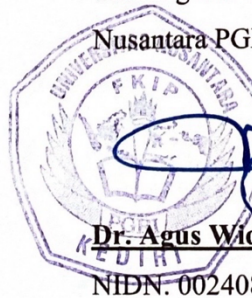
Date: 14 July 2026

And Declared to Have Fulfilled the Requirements

Committee Examiner:

1. Chairman : Dr. Diani Nurhajati, M.Pd
2. First Examiner : Dr. Suhartono, S.Pd, M.Pd
3. Second Examiner : Dr. Yunik Susanti, S.Pd, M.Pd

The Dean of the Faculty of Teacher
Training and Education University of
Nusantara PGRI Kediri


Dr. Agus Widodo, M. Pd.
NIDN. 0024086901

STATEMENT OF WRITING ORIGINALLY

The undersigned below:

Name : Aura Azzahra Hermansah
Gender : Female
Place/Date of Born : Nganjuk/ July 13th 2004
NPM : 2214050071
Faculty/ Department : FKIP/ English Language Education Department

States that:

1. This skripsi has never been submitted to any establishment of higher education to obtain an academic degree.
2. This skripsi is entirely independent of my own efforts and does not include my plagiarism from others.
3. If someone proves this skripsi as an outcome of plagiarism, I would be willing to deal with all the legal repercussions that ensue.

Kediri, 17 July 2026

Signed by,



AURA AZZAHRA HERMANSAH

NPM. 2214050071

MOTTO AND DEDICATION

MOTTO:

“The only thing predictable about life is its unpredictability. Anyone can be anything. You can be everything.”

- **Han Jisung**

DEDICATION:

1. Allah SWT, who has been providing blessing and mercy while authoring this skripsi.
2. My beloved mother (Winarni), whose endless love and prayers have been my ultimate strength.
3. My amazing father (Nuril Hermansah), thank you from the bottom of my heart for your sacrifices and unwavering support.
4. My entire extended family, whose love, prayers, and blessings have surrounded and sustained me throughout this journey.
5. All lecturers of the English Language Education Department, who have not only taught me but have consistently encouraged me.

ABSTRACT

Aura Azzahra Hermansah Enhancing Speaking Ability of The Tenth-Grade Beauty Program Students Through Project-Based Learning at SMKN 3 Kediri, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: Classroom Action Research (CAR); Deep Learning; Digital Portfolio; Project-Based Learning (PjBL); Speaking Performance.

This study aimed to examine how Project-Based Learning is implemented in teaching speaking to the tenth-grade beauty program students at SMKN 3 Kediri and whether it enhances the students' speaking ability.

The research was driven by empirical challenges identified among the tenth-grade students in the Beauty Program (Class X Kecantikan 2) at SMKN 3 Kediri. These students exhibited low oral performance characterized by poor technical pronunciation, limited specialized vocabulary, persistent grammatical errors in the simple present tense, low fluency, lack of professional non-verbal delivery, and severe public speaking anxiety.

To address these issues, a Classroom Action Research (CAR) following the Kemmis and McTaggart (2014) cyclical model was executed in a single collaborative cycle. The subjects consisted of 30 female students. The instructional intervention deployed a six-step PjBL framework aligned with the deep learning framework (Mindful, Meaningful, and Joyful learning). Students collaboratively developed structured descriptive text scripts of real cosmetic products, which acted as an affective and cognitive scaffold to lower speaking anxiety. They then recorded 2-to-3-minute product review vlogs using their smartphones and published them in a digital portfolio playlist on YouTube to engage an authentic global audience. Data collection utilized qualitative observation rubrics, field notes, and anxiety scales alongside a quantitative oral speaking performance test evaluating six indicators: Pronunciation, Fluency, Vocabulary, Grammar, Comprehension, and Non-Verbal delivery.

The results shows that the implementation of CAR made the class mean score increased substantially from 67.63 in the pre-CAR baseline to 82.13 post-intervention. Furthermore, classical learning mastery expanded dramatically from a mere 33.33% (only 10 students passing) to 83.33% (25 out of 30 students achieving or exceeding the individual success threshold of ≥ 75). Qualitatively, the scriptwriting matrix successfully minimized mental blocking, while the digital publishing element fostered professional client-facing paralinguistic behaviors, such as open posture, stable eye contact, and strategic steeping hand gestures. It is concluded that contextualized, project-based video creation successfully bridges general English with vocational specialization. English teachers are suggested to incorporate multimedia production and structured paralinguistic assessments to foster workforce readiness among vocational learners.

ACKNOWLEDGEMENT

All praise and gratitude are offered to Allah SWT, the Almighty God, for the countless blessings and mercies that have enabled me to successfully complete this *skripsi* to fulfill the requirements for the Sarjana Degree.

This *skripsi* is entitled “Enhancing Speaking Ability of The Tenth-Grade Beauty Program Students Through Project-Based Learning at SMKN 3 Kediri.” I sincerely realize that this work is far from perfect and still contains flaws. Therefore, constructive feedback and suggestions are highly welcomed.

On this occasion, the researcher would like to express my heartfelt gratitude and deepest appreciation to:

1. Dr. Zainal Afandi, M. Pd, as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M. Pd, as the Dean of the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri.
3. Dr. Khoiriyah, M. Pd, as the Head of English Education Department, for her guidance, and administrative support.
4. Dr. Diani Nurhajati, M. Pd, as the first advisor, for her patient guidance, critical corrections, and unwavering dedication.
5. Dr. Yunik Susanti, M. Pd, as the second advisor, for her consistent support, insightful feedback, and encouragement.
6. The Faculty and Every Lecturers of the English Education Department, for imparting the academic knowledge and practical wisdom that shaped the researcher's academic journey.
7. The Administration and Students of SMKN 3 Kediri, especially the tenth-grade beauty program 2 students (*X Kecantikan 2*), whose enthusiastic participation and cooperation made this research successful.

May Allah SWT bless and reward all the goodness and kindness they have shown. Finally, the researcher hopes that this *skripsi* will be beneficial and give meaningful contributions to the field of English education.

TABLE OF CONTENTS

APPROVAL PAGE	ii
APPROVAL SHEET	iii
STATEMENT OF WRITING ORIGINALLY	iv
MOTTO AND DEDICATION	v
ABSTRACT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF DIAGRAM	x
LIST OF TABLE	xi
LIST OF IMAGES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Problems	5
C. Research Objectives	5
D. Significances of the Research	5
CHAPTER II THEORETICAL FRAMEWORK	7
A. Theoretical Review	7
B. Relevant Research Findings	15
C. Conceptual Framework	16
CHAPTER III RESEARCH METHODOLOGY	20
A. Research Design	20
B. Operational Definition of Variables	20
C. Research Setting and Subject	21
D. Research Procedures	22
E. Research Instruments	24
F. Technique of Data Analysis	27
CHAPTER IV FINDINGS AND DISCUSSION	31
A. Research Findings	31
B. Discussion	35
CHAPTER V CONCLUSION AND SUGGESTIONS	38
A. Conclusion	38

B. Suggestions	39
REFERENCES.....	41
APPENDICES	44

LIST OF DIAGRAM

3.1 Classroom Action Research (by Kemmis and McTaggart 2014)	22
3.2 Amount of Anxious Students Before Cycle 1	26

LIST OF TABLE

3.1 Data Reduction	27
3.2 Data Display	28
4.1 Summary of the Data.....	35

LIST OF IMAGES

3.1 Student's Script.....	25
3.2 Student's Video.....	25
4.1 Collaborative Teacher.....	32
4.2 Students Writing Script.....	32
4.3 Students' Video Playlist.....	33

LIST OF APPENDICES

Appendix 1 Lesson Plan of CAR	44
Appendix 2 Data Reduction	52
Appendix 3 Data Display	57
Appendix 4 Students' Score Before Cycle 1	62
Appendix 5 Students' Score After Cycle 1	63
Appendix 6 Documentation.....	64
Appendix 7 Amount of Anxious Students Before Cycle 1	66
Appendix 8 Amount of Anxious Students After Cycle 1	66
Appendix 9 Official Statement from SMKN 3 Kediri	67

CHAPTER I

INTRODUCTION

This chapter presents the foundational background of the study and outlines the pedagogical necessity of introducing instructional innovations in a vocational high school setting. It introduces the core research problems, specifies the research objectives, and elaborates on both the theoretical and practical significances of the research. This chapter discusses about background of the research, research problems, research objectives and significances of the research.

A. Background

Based on the researcher's observations during the Introduction to the School Field (PLP) at SMKN 3 Kediri, it was found that the speaking ability of the tenth-grade students in the Beauty Program was still relatively low. When students were asked to describe beauty products in English, many of them experienced difficulties in expressing ideas orally. Most students tended to read directly from written texts without fully understanding the content they delivered. They also demonstrated inaccurate pronunciation, limited vocabulary, grammatical errors, lack of fluency, and low self-confidence when speaking in front of their classmates. Furthermore, many students spoke with monotonous intonation and minimal facial expressions or gestures, making their presentations less communicative and less engaging.

The students' difficulties in speaking were reflected in several aspects of speaking performance. First, students had limited vocabulary related to beauty products, making it difficult for them to explain product ingredients, benefits, textures, and usage. Second, students frequently produced grammatical errors, particularly in the use of simple present tense, which is commonly used in descriptive texts. Third, students often hesitated while speaking because they lacked confidence and were afraid of making mistakes. Finally, students had difficulty delivering information coherently and communicatively, resulting in presentations that were fragmented and difficult for listeners to understand.

These problems may be caused by several factors. One possible factor is that English instruction is still dominated by conventional teaching approaches that focus primarily on grammar explanation, vocabulary memorization, and textbook-based exercises. As a result, students have limited opportunities to practice English in authentic and meaningful contexts. Another factor is that English learning activities are

often disconnected from students' vocational specialization. Consequently, students fail to recognize the relevance of English to their future careers in the beauty industry. In addition, speaking anxiety and fear of making mistakes also contribute to students' reluctance to communicate orally in English.

According to the Ministry of Primary and Secondary Education (Kemendikdasmen 2025), Abdul Muti'i, English learning in the Merdeka Curriculum emphasizes the development of students' communicative competence through meaningful, contextual, and student-centered learning experiences. At Phase E, students are expected to use English to communicate ideas, feelings, opinions, and information in spoken and written forms across various contexts. The curriculum encourages students to actively participate in authentic communication activities, interact with others, interpret and create texts, and apply language skills to situations relevant to their personal, academic, and future professional lives.

Furthermore, the implementation of the Merdeka Curriculum is closely associated with the concept of Deep Learning, which emphasizes learning experiences that are mindful, meaningful, and joyful.

Mindful Learning is a learning process where students and teachers are fully aware of what they are doing, learning, and feeling. Students understand their learning objectives, stay focused, and actively reflect on the depth of their comprehension.

Meaningful Learning is an approach that connects instructional material to students' real lives. Rather than simply memorizing theories, students understand the relevance, utility, and purpose of what they are learning so they can apply it to solve real-world problems. According to Ausubel (1968), learning becomes meaningful when students are able to relate new information to concepts they already understand. Therefore, learning activities should be relevant to students' daily lives and vocational contexts. For vocational students in the Beauty Program, learning English becomes more meaningful when it involves describing beauty products, explaining product benefits, communicating with customers, or creating promotional content related to the beauty industry.

Joyful Learning is a learning environment that is fun, positive, and filled with curiosity. This approach eliminates stress and boredom, leaving students enthusiastic and feeling safe throughout the learning process.

Therefore, English instruction in the Merdeka Curriculum should not focus solely on grammar mastery or memorization of language forms. Instead, it should

provide opportunities for students to participate in authentic, contextual, and engaging learning activities.

According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Effective speaking performance includes several aspects such as pronunciation, fluency, vocabulary, grammar, and comprehension. In addition to linguistic competence, successful communication also requires non-verbal communication skills. Harmer (2001) explains that eye contact, facial expressions, gestures, and body movements play important roles in enhancing communication effectiveness and helping speakers convey messages more confidently. Therefore, speaking instruction should not only focus on language accuracy but also on students' ability to communicate naturally and professionally.

Teaching speaking in a vocational high school context, particularly within the Merdeka Curriculum framework, shifts the focus from passive language acquisition to active, communicative competence. According to Harmer (2001), teaching speaking involves providing students with opportunities to use the language productively in safe, classroom-based environments that mimic real-world interactions. It is not merely about instructing students on how to produce linguistic sounds or memorize dialogues, rather, it is about training them to use the language tool functionally, accurately, and confidently in professional contexts.

In line with this, effective speaking performance goes beyond verbal output, it heavily relies on paralinguistic and non-verbal features. Body language, facial expressions, and eye contact play a critical role in determining the success of oral communication. Celce-Murcia (2001) emphasizes that non-verbal cues serve as essential strategic competencies that reinforce or complement spoken words. When students maintain steady eye contact, use natural hand gestures, and display appropriate facial expressions, they build engagement and credibility with their listeners. In vocational fields like beauty services (*Kecantikan*), these non-verbal cues are vital, as professionals must project confidence, warmth, and clarity while explaining treatments or products to clients. Therefore, evaluating speaking performance must integrate both verbal accuracy and professional non-verbal delivery.

Based on Joe Navarro, a former FBI counterintelligence agent and nonverbal behavior expert, in his book *What Every Body is Saying: An FBI Agent's Guide to*

Speed-Reading People (2008), people who are eloquent or fluent speakers exhibit the following traits:

1. Their body is calm and free from pacifying behaviors or nervous reflexes (such as touching the neck or fidgeting with fingers).
2. They can maintain steady eye contact.
3. Their posture is open.
4. Steepling hand gesture, bringing the fingertips of both hands together to form a roof-like shape.

Considering the students' speaking difficulties and the demands of vocational education, an instructional innovation is needed to create more engaging and meaningful learning experiences. One learning model that is considered suitable for vocational education is Project-Based Learning (PjBL).

According to Kokotsaki et al. (2016), Project-Based Learning is a student-centered approach that allows learners to develop knowledge and skills through the completion of authentic projects. Through project activities, students are actively involved in problem-solving, collaboration, communication, and critical thinking processes which is in line with the principles of Deep Learning promoted in Indonesian Education (Mindful, Meaningful, Joyful).

This study implements Project-Based Learning through a beauty product description project. In this project, students are required to select beauty products, prepare descriptive scripts, record product review videos, and publish the videos on YouTube. This project provides students with opportunities to practice English in authentic contexts that are closely related to their vocational field. Through the process of planning, scripting, recording, editing, presenting, and publishing videos, students are expected to develop not only speaking skills but also involved in problem-solving, collaboration, communication, and critical thinking aligns with Kokotsaki et al. (2016).

The use of YouTube as a publishing platform further strengthens the authenticity of the learning process. Students are not merely completing assignments for classroom assessment but are creating digital content for real audiences. According to Binmahboob (2020), digital platforms such as YouTube can enhance students' motivation, confidence, and speaking performance because learners become more aware of the quality of their communication when presenting their work to a wider audience.

Several previous studies have demonstrated the effectiveness of Project-Based Learning in improving language skills. Muyassaroh and Prasetyowati (2024) found that Project-Based Learning significantly improved students' speaking performance through authentic learning activities. Similarly, Mukhlisin et al. (2023) reported that Project-Based Learning enhanced students' ability to write descriptive texts. In addition, Salsabila et al. (2025) concluded that YouTube provides positive contributions to English language learning by increasing students' engagement and communication skills.

However, previous studies generally focused on speaking or writing skills separately and were rarely conducted within the context of vocational beauty education. Therefore, this study offers a different contribution for English Education by integrating speaking skills, descriptive text writing, vocational content, Deep Learning principles, Project-Based Learning, and digital publication through YouTube into a single learning project.

B. Research Problems

Based on the background above, the research questions in this study are as follows:

1. How is Project-Based Learning implemented in teaching speaking to the tenth grade beauty program students at SMKN 3 Kediri?
2. Does Project-Based Learning enhance speaking ability of the tenth grade beauty program students at SMKN 3 Kediri?

C. Research Objectives

The objectives of this study are:

1. To describe how Project-Based Learning implemented in teaching speaking to the tenth grade beauty program students at SMKN 3 Kediri.
2. To investigate whether Project-Based Learning enhances the speaking ability of the tenth-grade beauty program students at SMKN 3 Kediri.

D. Significances of the Research

This research is expected to provide the following benefits:

1. Theoretical Benefits

Theoretically, this study enriches vocational English pedagogy by integrating Project-Based Learning with the specific needs of the Beauty Program. Grounded in the theory of Kokotsaki et al. (2016), it provides

empirical support for using student-centered projects to simultaneously develop students' linguistic and non-verbal communication skills in an authentic context.

Furthermore, this research operationalizes the Deep Learning principles of the Merdeka Curriculum framework from Kemendikdasmen (2025). It extends Ausubel's (1968) meaningful learning theory by connecting descriptive texts directly to the beauty industry, helping students see the relevance of English to their future careers. Additionally, publishing on YouTube supports the theories of Binmahboob (2020) and Salsabila et al. (2025) by demonstrating how digital platforms boost speaking motivation and confidence through a real audience.

Finally, the study contributes to a more comprehensive framework for evaluating oral proficiency in vocational schools. Drawing from Brown (2004) and Harmer (2001), who define speaking as an interactive process of constructing meaning, it shifts the instructional focus from passive grammar memorization to active communication. By incorporating Celce-Murcia's (2001) view on strategic competencies, it establishes that paralinguistic features like eye contact, gestures, and facial expressions are essential components that must be evaluated to reflect professional client interactions in the beauty industry.

2. Practical Benefits

For teachers, this research can serve as a reference for developing project-based teaching methods. For students, this research can improve their speaking and descriptive text writing skills in English, as well as prepare them for the workforce. For educational institutions, this research can assist in developing curriculum that are relevant to industry needs.

REFERENCES

- Akhter, S. (2021). Exploring the significance of speaking skill for EFL learners. *sjesr*, 4(3), 1-9. <https://tinyurl.com/4tz6zwv>
- Arnold, K. M., Umanath, S., Thio, K., Reilly, W. B., McDaniel, M. A., & Marsh, E. J. (2017). Understanding the cognitive processes involved in writing to learn. *Journal of Experimental Psychology: Applied*, 23(2), 115. <https://tinyurl.com/9xu5x9hv>
- Binmahboob, T. (2020). YouTube as a learning tool to improve students' speaking skills as perceived by EFL teachers in secondary school. *International Journal of Applied Linguistics and English Literature*, 9(6), 13. <https://tinyurl.com/aua6j44y>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. Pearson Education. <https://tinyurl.com/56awx6t5>
- Celce-Murcia, M. (2001). *Teaching English as a Second or Foreign Language (3rd ed.)*. Boston: Heinle & Heinle. <https://tinyurl.com/ytpbz8c7>
- Fullan, M., Hill, P., & Rincón-Gallardo, S. (2017). Deep Learning: Shaking the Foundation. <https://tinyurl.com/f584yzd7>
- Harahap, F., Suhaila, I., Ginting, L. M., & Saragih, B. M. (2026). Improving Students' Speaking Skills Through Project-Based English Health Promotion Activities. *Journal of Applied Linguistics*, 5(2), 115-120. <https://tinyurl.com/y9drfz6t>
- Harmer, J. (2001). The practice of English language teaching. London/New York, 32(1), 401-405. <https://tinyurl.com/yc3kf7rp>
- Hinkel, E. (2020). *Teaching academic L2 writing: Practical techniques in vocabulary and grammar*. Routledge. <https://tinyurl.com/c5s59wjm>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://tinyurl.com/588f2wsr>
- Jayanti, A. D. (2019). Students' writing ability on english descriptive text at grade viii in smpn 33 padang. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 3(1), 72-94. <https://tinyurl.com/58v5ms2z>
- Kawashima, H. (2019). Effects Of Pre-Task Planning On Speaking Anxiety Of Japanese Efl Learners. *Arele: Annual Review Of English Language Education In Japan*, 30, 145-160. <https://tinyurl.com/2xwsdabf>
- Kemendikdasmen (2025). *Mendikdasmen Tekankan Peran Deep Learning dalam Meningkatkan Kualitas Pendidikan Indonesia*. <https://kemendikdasmen.go.id/siaran-pers/11860-mendikdasmen-tekanan-peran-deep-learning-dalam-meningkatkan>

- Kemmis, S., & McTaggart, R. (2014). *The Action Research Planner*. <https://tinyurl.com/3ac7pskh>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: *A review of the literature*. *Improving schools*, 19(3), 267-277. <https://tinyurl.com/mvmfa92d>
- Marsyella, S. (2026). *The Influence Of Using Creative Problem Solving Technique Towards Students Writing Ability In Exposition Text Of The Eleventh Grade At Man 1 Pringsewu* (Doctoral Dissertation, Uin Raden Intan Lampung). <https://tinyurl.com/yeys6wt2>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications. <https://tinyurl.com/43cm2kpb>
- Mukhlisin, R., Supardi, S., & Usuludin, U. (2023). Implementation of Project-Based Learning Model to Improve Writing Skills of Descriptive Texts. *IJE: Interdisciplinary Journal of Education*, 1(2), 124-138. <https://tinyurl.com/42mxz4kr>
- Muyassaroh, M. N., & Prasetyowati, E. (2024). The Implementation of Project Based Learning in Teaching Speaking to Students of Vocational School. *IREELL: Indonesian Review of English Education, Linguistics, and Literature*, 2(1), 103-111. <https://tinyurl.com/yed9k9ef>
- Navarro J. (2008). *What Every Body Is Saying*. <https://readinggraphics.com/book-summary-what-every-body-is-saying/>
- Niemi, H., Harju, V., Vivitsou, M., Viitanen, K., Multisilta, J., & Kuokkanen, A. (2014). *Digital storytelling for 21st-century skills in virtual learning environments*. *Creative Education*, 5(9), 657-671. <https://tinyurl.com/y5b9y55u>
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304-321. <https://tinyurl.com/4m6fufnj>
- Nurhajati, D. (2016). Project-based learning used to develop supplementary materials for writing skill. *The Asian EFL Journal Professional Teaching Articles*, 2, 51-56. <https://tinyurl.com/42yrvhzz>
- Permendikbudristek (2022). *Tata Cara Memperoleh Sertifikat Pendidik Bagi Guru Dalam Janatan*, (54). Sumber: BPK RI
- Purwanti, S. et al. (2016). *Model Project Based Learning (PjBL) dalam Pembelajaran Mandiri Pada Program Paket C*. <https://repositori.kemendikdasmen.go.id/1227/>
- Rahayu, C., Setiani, W. R., Yulindra, D., & Azzahra, L. (2025). Pendidikan matematika realistik indonesia dalam pembelajaran mendalam (deep learning): tinjauan literatur. *Jurnal Pendidikan Matematika Universitas Lampung*, 13(1), 9-25. <https://tinyurl.com/5n8zunjs>

- Salsabila, D. A., Salam, U., & Rezeki, Y. S. (2025). YouTube as a Tool for English Language Learning: A Meta-Analysis in EFL Contexts. *English Education: Journal of English Teaching and Research*, 10(1), 12-29.
<https://tinyurl.com/bd6xk7cy>
- Zeng, S., & Della, C. (2024). A systematic review of professional communication skills in English for specific purposes in vocational education within the new media era. *Eurasian Journal of Educational Research*, 114, 226-249.
<https://tinyurl.com/y9c49teb>