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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 mixed-methods Classroom Action Research (CAR) following the Kemmis and McTaggart 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 Merdeka Curriculum 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 show a significant improvement in the students' oral proficiency and a major drop in performance anxiety. 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 steepling 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.

2 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 ¹ 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, ¹⁹ the implementation of the Merdeka Curriculum is closely associated ²⁹ with the concept of Deep Learning, which emphasizes ¹³ 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.

⁵ 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 ⁵² such as pronunciation, fluency, vocabulary, grammar, and comprehension. In addition to linguistic competence, successful communication also requires non-verbal communication skills. Harmer (2007) 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 ²¹ the Merdeka Curriculum framework, shifts the focus from passive language acquisition to active, communicative competence. According to Harmer (2007), 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. ³⁵ 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.

⁴¹ Based on Joe Navarro, a former FBI counterintelligence agent and nonverbal behavior expert, in his book ²⁸ 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).

¹⁰ 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 ³² 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 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 enhances 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 (2007), who ⁴⁵define 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.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents an extensive literature review and establishes the conceptual framework that grounds the variables investigated in this study. It provides a comprehensive analysis of English language learning within the Merdeka Curriculum, the multidimensional components of speaking ability, and the functional role of descriptive text in a vocational beauty context. Furthermore, it outlines the theoretical underpinnings of scriptwriting as an affective scaffold, the ¹⁹principles of the Deep Learning approach (Mindful, Meaningful, and Joyful learning), and the operational synergy between Project-Based Learning (PjBL) and digital publishing via YouTube.

A. Theoretical Review

This section elaborates on the definitions, concepts, theoretical assumptions, and indicators of the research variables. It establishes the foundations of speaking performance as the dependent variable targeted for improvement and Project-Based ²⁶Learning (PjBL) integrated with a Deep Learning approach as the instructional action variable.

1. English Language Learning in Vocational High Schools and the Merdeka Curriculum

English language learning in some Vocational High Schools (SMK), including SMKN 3 Kediri prioritizing language mastery for specific professional career purposes or English for Specific Purposes (ESP). Under the current Merdeka Curriculum framework, tenth-grade students are positioned within Phase E. At this stage, the curriculum mandates that English learning must emphasize the development of students' communicative competence through meaningful, contextual, and student-centered experiences. Students are expected to utilize English functionally to communicate ideas, feelings, opinions, and information in spoken and written forms across various real-world situations.

In the context of the Beauty Program in SMKN 3 Kediri, English instruction is strategically directed to foster language skills that are highly relevant to students' future professional careers. Rather than focusing solely on grammar explanation or textbook-based exercises, vocational students need to develop practical language proficiency. This proficiency enables them to

perform workplace communication tasks, such as describing beauty products, explaining active ingredients, and interacting professionally with international clients or customers.

2. Speaking Ability

a. Definition and Concept²⁴ of Speaking

Speaking is a core interactive process of constructing meaning that involves producing, receiving, and processing information. According to Harahap et al. (2026), speaking is one of the most common ways people communicate in everyday life because⁵¹ it allows individuals to express ideas, feelings, and thoughts verbally and spontaneously. In professional and vocational settings, demonstrating robust oral performance through structural accuracy and oral fluency is crucial for effective workplace interactions, such as job interviews, product pitches, presentations, and client service.

Furthermore, effective oral communication extends beyond pure linguistic accuracy to incorporate non-verbal elements. Harmer (2007) explains that non-verbal communication skills,⁴² including eye contact, facial expressions, gestures, and body movements, play important roles in enhancing communication effectiveness and helping speakers convey messages more confidently.

Also, 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.

b. Assumptions and Obstacles in Speaking Instruction

In SMKN 3 Kediri, it is widely assumed that students' reluctance to speak English is heavily driven by affective and psychological barriers, particularly speaking anxiety. When students feel anxious or afraid of making mistakes, they frequently demonstrate hesitation, limited vocabulary usage, grammatical errors, and a severe lack of fluency. These obstacles are typically exacerbated when instruction is dominated by conventional teaching approaches that focus primarily on textbook

exercises, leaving students with limited opportunities to practice English in authentic and meaningful contexts.

c. Indicators for Measuring Speaking Performance

To quantitatively measure and evaluate the improvement of students' oral communication skills throughout the Classroom Action Research (CAR) cycles, this ²²classroom action research applied the ¹¹model developed by Kemmis and McTaggart. According to Kemmis and McTaggart (1988), action research is a dynamic process consisting of four essential phases in a spiral cycle: planning, acting, observing, and reflecting, also this study adapts the structured oral assessment framework proposed by Brown (2004). Brown breaks down oral production into five core linguistic and functional components, which are directly contextualized into the beauty product description project as follows:

- a. Pronunciation: The clear and accurate production of English speech sounds, including intonation, rhythm, and stress. In this study, it measures how accurately students pronounce specific beauty and cosmetology terms (e.g., moisturizer, sunscreen, serum, exfoliating).
- b. Fluency: ²The ability to speak naturally, smoothly, and fluidly without excessive hesitation, unnatural pauses, or frequent self-correction. In this study, it tracks the smoothness of the students' delivery when explaining product functions on camera without constantly reading the script line-by-line.
- c. Vocabulary: The appropriate and effective choice of words and expressions to convey meaning accurately in a specific context. In this study, it evaluates the variety, appropriateness, and range of specialized beauty industry jargon used by students to describe the products.
- d. Grammar: The accurate use of grammatical structures, sentence patterns, and syntax rules in spoken discourse. In this study, it measures the correct application of Simple Present Tense and noun phrases, which are the main linguistic features used when describing product facts and benefits.

- e. **Comprehension:** The ability to understand the context deeply and ensure that the spoken content is meaningful, coherent, and highly relevant to the topic. In this study, it gauges the overall clarity of the student's message, ensuring the product description matches the actual features and follows the correct generic structure of descriptive text.

3. Descriptive Text in the Vocational Beauty Context

Descriptive text is a fundamental genre that serves a highly specific communicative purpose. According to Jayanti (2019),¹⁴ descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, or sounds.⁴⁷ The generic structure of a descriptive text typically consists of two main parts: **Identification**, which introduces the object or product, and **Description**, which details its specific characteristics.

For vocational students in the Beauty Program, descriptive text is highly functional and relevant to their specialization. To prepare for real-world employment, beauty students must be capable of describing beauty products in a communicative and professional manner. This includes utilizing technical structures to explain product names, brands, specific ingredients, active benefits, textures, and application procedures to potential clients.

4. Integrated Skills and Scriptwriting

In modern language pedagogy, receptive and productive language skills are deeply interconnected and cannot be taught in total isolation. According to Hinkel (2016), combining writing and speaking activities helps students learn more effectively because they can prepare what they want to say through writing first. In the professional beauty sector, beauty advisors or beauty vloggers rarely speak spontaneously without careful preparation. Therefore, asking vocational students to write a comprehensive script before recording offers multiple linguistic and psychological advantages:

- a. **Vocabulary Acquisition:** The process of writing a product description script gives students the necessary time to select and memorize specific vocabulary related to the beauty industry. Arnold et al. (2017) explain that writing helps students remember new words better because it requires them to actively arrange those words into meaningful sentences. This enables students to master technical terms like moisturizer,

sunscreen, ingredients, or skin barrier by checking meanings and correcting pronunciation before speaking.

- b. Logical Presentation of Ideas: Creating a written draft trains students to arrange their thoughts logically and sequentially according to text structures. As Marsyella (2026) notes, creating a written draft trains students to arrange their thoughts logically and sequentially, ensuring that they introduce the product (identification) before explaining its ingredients and benefits (description). This preparation ensures that their final on-camera oral explanations sound smooth, clear, and highly professional.
- c. Speaking Anxiety Scaffolding: A prepared script lowers students' affective filters and manages cognitive load. A study by Kawashima (2019) proves that preparing written notes or scripting before a speaking task can significantly lower students' anxiety levels. The script acts as a safety guide, allowing anxious vocational students to appear in their digital videos more fluently, confidently, and expressively.

5. ¹ Deep Learning Approach

¹ Deep Learning in the context of the Merdeka Curriculum (Independent Curriculum), based on ¹ the Ministry of Primary and Secondary Education (Kemendikdasmen 2025), is a learning approach oriented toward a deep understanding of concepts rather than merely memorizing information or completing learning materials. This approach aims to enable students to connect knowledge with real-world experiences, think critically, solve problems, and apply learning outcomes in various life contexts.

⁴ The implementation of Deep Learning in the Merdeka Curriculum is based on three main principles: Mindful Learning, Meaningful Learning, and Joyful Learning. Mindful Learning encourages students to learn consciously, reflectively, and actively in building their understanding. Meaningful Learning emphasizes connecting learning materials with students' experiences, needs, and real lives, making the learning process more significant. Meanwhile, ⁴ Joyful Learning creates a pleasant, safe, and motivating learning atmosphere, encouraging students to learn optimally.

This concept has a strong correlation with the Deep Learning theory proposed by Fullan et al. (2017). ²⁹ According to Fullan et al. (2017), Deep

Learning is a learning process aimed at developing ³⁰ six global competencies or the 6Cs: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking.

- a) Character: Building personal resilience and grit to handle setbacks and keep learning.
- b) Citizenship: Engaging with global issues and taking action to improve the community.
- c) Collaboration: Working effectively in teams to achieve a common goal.
- d) Communication: Expressing ideas clearly and listening well to others.
- e) Creativity: Thinking outside the box to turn innovative ideas into solutions.
- f) Critical Thinking: Analyzing information objectively to solve complex problems.

These competencies allow students not only to acquire academic knowledge but also to understand global issues, work together with individuals from diverse backgrounds, and possess the values and attitudes necessary to actively participate in society. Fullan emphasizes that deep learning occurs when students genuinely understand what they are learning, are actively engaged ⁴ in the learning process, and are able to transform knowledge into real action through authentic learning experiences, such as Project-Based Learning (PjBL) and various forms of contextual learning.

Thus, the concept of Deep Learning in the Merdeka Curriculum and the Deep Learning theory according to Fullan et al. (2017) complement each other and share a strong alignment. The Merdeka Curriculum provides the policy framework and learning principles through Mindful, Meaningful, and Joyful Learning, while Fullan et al. (2017) provide the conceptual foundation regarding the competencies generated through deep learning, namely the mastery of the 6Cs. The three principles in the Merdeka Curriculum create the learning conditions that enable the development of these six global competencies.

For example, Mindful Learning ³ supports the development of Critical Thinking and Character through the processes of reflection and analysis; Meaningful Learning drives Communication, Collaboration, and Citizenship because the learning is linked to real life and the social environment;

while Joyful Learning provides the intrinsic motivation that strengthens Creativity, the confidence to communicate, and the active engagement of students in the learning process. This relationship also demonstrates that the implementation of Project-Based Learning (PjBL) as a learning strategy in the Merdeka Curriculum is an approach that aligns with the views of Fullan et al. (2017).

Through projects, students are given the opportunity to integrate knowledge, work collaboratively, develop communication skills, think critically, and produce work that offers tangible benefits. Therefore, the use of Project-Based Learning in this research not only supports the implementation of Deep Learning principles according to Kemendikdasmen but also serves as a vehicle to develop the 6Cs competencies as posited by Fullan et al. (2017). This makes both concepts reinforce each other as the theoretical foundation for research on improving students' speaking skills through project-based learning.

6. Project-Based Learning Model

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.

Based on the book of PjBL by the Ministry of Education and Culture (Kemendikbud), compiled by Purwanti et al. (2016), the principles of PjBL include: 1) Student-centered. This model serves as an alternative to teacher-centered learning models, which tend to make learners more passive compared to educators. 2) Authentic inquiry or experimentation is conducted to produce a real product that has been analyzed and developed based on a theme or topic, presented in the form of a product (such as a report or a creation). 3) Feedback is provided. Discussions, presentations, and evaluations of students generate valuable feedback. This drives the shift toward experiential learning.

The practical implementation of PjBL is systematically deployed across six essential operational steps outlined by Permendikbudristek No. 54/2022:

- a. Formulating Essential Questions: The teacher introduces a real-world driving question designed to spark curiosity and critical thinking, such

as: "How can you professionally promote a local beauty product to a global client using English?".

- b. Planning the Project: Students take charge of their project, choosing a specific beauty product to review, such as a trending moisturizer, sunscreen, or lip serum.
- c. Creating a Schedule: The researcher, collaborative teacher, and students cooperatively map out a project timeline and strict deadlines for drafting, filming, and uploading. Due to the cyclical nature of CAR, this schedule can be redesigned across cycles if speaking targets are unmet.
- d. Acting and Observing: Students integrate language and vocational skills by drafting scripts, checking industry vocabulary, and filming product reviews, while the teacher facilitates and provides feedback on pronunciation and grammar.
- e. Assessing Student Outcomes: Students publish their completed English-language beauty description videos on YouTube, turning a standard classroom assignment into an authentic product for a real audience.
- f. Conducting Reflection: The teacher and students watch the uploaded YouTube videos together, cooperatively evaluating the strengths and weaknesses of their oral delivery to guide adjustments for the subsequent CAR cycle.

These also in line with the steps ⁷ of Classroom Action Research (CAR) proposed by Kemmis and McTaggart (1988) (Planning, Acting, Observing and Reflect)

7. Integrating YouTube Platform in Vocational Pedagogies

Integrating digital platforms like YouTube into vocational English instruction offers substantial pedagogical advantages, particularly by providing students with an authentic audience. According to Binmahboob (2020), presenting language projects to an authentic online audience increases students' sense of accountability and pride in their work. Knowing that their videos can be viewed, liked, and commented on by peers or the general public motivates vocational students to put greater effort into their pronunciation, grammar, and overall delivery, transforming an artificial task into a meaningful act of communication.

This approach aligns perfectly with the contemporary digital trends of the beauty industry, where digital marketing, online tutorials, and beauty vlogging drive brand success. Niemi et al. (2014) highlight that digital video creation serves as a powerful medium for contextualized learning, allowing students to practice workplace English in a format they consume daily. As noted by Zeng and Della (2024), social media integration in English for Specific Purposes (ESP) classrooms allows vocational learners to develop a professional identity and digital entrepreneurship skills before graduation, significantly boosting their workforce readiness.

B. Relevant Research Findings

Several previous studies have been conducted regarding the implementation of Project-Based Learning (PjBL), the use of YouTube in language classrooms, and English for Specific Purposes (ESP) in vocational contexts.

First, a study conducted by Muyassaroh and Prasetyowati (2024) investigated the impact of Project-Based Learning on students' speaking performance. Their findings indicated that PjBL significantly improved students' oral proficiency by providing them with authentic, hands-on learning activities that lowered their anxiety and forced real interaction. However, their study was conducted in a general high school context and did not integrate digital publishing platforms.

Second, Mukhlisin et al. (2023) explored the use of PjBL to enhance students' ability in writing descriptive texts. The study demonstrated that the structured phases of project planning and drafting helped students organize their ideas logically and master grammatical components, specifically the simple present tense. While their research successfully integrated writing skills, it did not extend the project into oral communication or speaking performance.

Third, Salsabila et al. (2025) examined the pedagogical benefits of utilizing YouTube as an educational tool in English language teaching. Their research concluded that publishing student-created videos on YouTube significantly increased learners' intrinsic motivation, self-confidence, and awareness of their pronunciation, as they were presenting to a real, global audience. Nevertheless, their study focused broadly on general English communication rather than vocational-specific language tasks.

Fourth, Harahap et al. (2026) highlighted the persistent challenge of speaking anxiety among vocational students, noting that conventional textbook-centered

approaches fail to prepare students for actual workplace communication. They recommended contextualized communicative tasks but did not provide a specific operational model like PjBL combined with video production.

Research Gap: While these previous studies have individually proven the efficacy of PjBL on language skills (Muyassaroh & Prasetyowati, 2024; Mukhlisin et al., 2023) and the motivational value of YouTube (Salsabila et al., 2025), there is a noticeable scarcity of research that synthesizes these variables within Vocational High School (SMK) specifically for the Beauty Program (Tata Kecantikan).

Most existing research treats speaking and writing as isolated skills. This study fills the gap by offering a comprehensive pedagogical framework: integrating descriptive text scriptwriting (writing) with a beauty product review video (speaking), published on YouTube, and structurally grounded in the Deep Learning principles (Mindful, Meaningful, Joyful) of the Merdeka Curriculum.

C. Conceptual Framework

This study is initiated by a critical problem identified during the researcher's observations at SMKN 3 Kediri: the tenth-grade students of the Beauty Program demonstrated low speaking ability. This overarching problem is manifested through several linguistic and non-verbal deficiencies, including inaccurate pronunciation of professional terms, limited beauty-related vocabulary, grammatical errors in the simple present tense, high speaking anxiety, and a total lack of communicative non-verbal cues (such as poor eye contact and static facial expressions). These issues stem from conventional, textbook-oriented teaching methods that decouple English learning from the students' vocational specialization.

To solve these empirical problems and fulfill the mandate of the Merdeka Curriculum (Phase E) and the Deep Learning approach (Kemendikdasmen, 2025; Fullan et al., 2017), the researcher implements Project-Based Learning (PjBL) using a Beauty Product Description Project via YouTube.

The conceptual mechanism of this solution operates through an integrated-skills approach:

- a) **Scriptwriting as Scaffolding:** Before facing the camera, students write a descriptive text script. This process addresses grammatical accuracy (Simple Present Tense) and provides cognitive scaffolding to minimize speaking anxiety. Creating a written draft also trains students to arrange their thoughts logically and sequentially, ensuring that they introduce the product (identification) before

explaining its ingredients and benefits (description). (Arnold et al., 2017; Kawashima, 2019; Marsyella, 2026)

- b) **PjBL Operational Steps:** Grounded in Permendikbudristek No. 54/2022, students go through six systematic phases, from answering the essential question to reflecting on their performance, collaboratively embedded within the cycles of Classroom Action Research (CAR) by Kemmis and McTaggart (1988).
- c) **Deep Learning Actualization:** Students connect knowledge with real-world experiences, solve problems, collaborate, communicate and think critically in various life contexts (Kokotsaki et al 2016). Also, students apply the principles of deep learning, mindful, meaningful, joyful learning. Learning becomes Mindful as students self-reflect on their language progress, Meaningful because describing products directly prepares them for their future careers as beauty professionals (Ausubel, 1968) and Joyful as the creative video-making process relieves classroom stress.
- d) **YouTube as the Catalyst:** Publishing the video reviews on YouTube introduces an authentic audience, forcing students to enhance both their verbal skills (pronunciation, fluency, vocabulary) and crucial non-verbal professional skills (eye contact, gestures, facial expressions) required in client-facing beauty industries (Celce-Murcia, 2001; Binmahboob, 2020).

Ultimately, the continuous application of this treatment across CAR cycles is expected to significantly enhance the students' speaking performance.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the systematic research design and operational procedures utilized to execute this study. It details the mixed-methods Classroom Action Research (CAR) framework based on the Kemmis and McTaggart cyclical model, defines the operational variables, and describes the specific research subjects within Class X Kecantikan 2 at SMKN 3 Kediri. Additionally, it details the qualitative and quantitative data collection instruments, ranging from observation rubrics and anxiety scales to final oral performance tests, alongside the specific data analysis techniques and predetermined criteria of success that guide the research cycles.

A. Research Design

This study was designed as a Classroom Action Research (CAR) or *Penelitian Tindakan Kelas (PTK)* utilizing a mixed-methods approach, which combines qualitative descriptive analysis with quantitative data evaluation. The primary goal of this research design was to diagnose, address, and resolve an authentic pedagogical problem encountered directly by the practitioner-researcher in the classroom: the low English speaking performance, high anxiety, and structural incoherence among vocational beauty program students.

The procedures of this study strictly followed the cyclical stages of the Kemmis and McTaggart model and stages of PjBL by Permendikbudristek No. 54/2022. Following the nature of this model, the action cycles are flexible and can be concluded once the predefined criteria of success are fully achieved, otherwise, the study proceeds to a subsequent cycle with a revised action plan.

B. Operational Definition of Variables

1. The Action Variables

In this study, Project-Based Learning (PjBL) is the teaching method used by the researcher to fix the students' speaking problems. Instead of learning from textbooks, students complete a real-world project called the "Beauty Product Description Video". In practice, this action is done through three clear steps:

- a. Drafting the Script: Students work in groups to write an English text (descriptive text) that describes a beauty product (like a moisturizer, serum,

or sunscreen). They write about the product's name, ingredients, and benefits.

- b. Making the Video: Students use their written scripts to record a 2-to-3-minute video review of the product. They must speak clearly and look professional.
- c. Uploading to YouTube: Students publish their final video on YouTube so they can show their work to a real audience, which helps build their confidence.

2. The Target Variables

Speaking performance is the skill that the researcher wants to improve. In this study, it means the students' ability to explain and talk about beauty products in English smoothly, without just reading a text dynamically in front of the camera.

To give students a fair score, their speaking video is evaluated using six indicators by Brown (2004):

- a. Pronunciation: How correctly the students pronounce words, especially beauty and makeup terms (e.g., moisturizer, sunscreen, serum, exfoliating).
- b. Fluency: How smoothly the students speak on camera without stopping too much, hesitating, or constantly looking down at their notes.
- c. Vocabulary: The choices of words used by the students to describe the texture, ingredients, and uses of the cosmetic products.
- d. Grammar: The correct use of sentences, especially the Simple Present Tense (e.g., "This serum contains Vitamin C," "It makes your skin glow").
- e. Comprehension: How well the content of the video makes sense and follows the correct structure of descriptive text (introducing the product first, then describing it).
- f. Professional Non-Verbal Delivery (Celce-Murcia, 2001; Binmahboob, 2020): The students' professional body language as a future beauty advisor. This includes keeping eye contact with the camera, using natural hand gestures to show the product, and smiling warmly.

C. ⁴⁸ Research Setting and Subject

a. Research Location

The research was conducted at SMKN 3 Kediri, located in Kediri, East Java. This location was selected purposively due to its vocational nature, where

English for Specific Purposes (ESP) and functional communicative readiness are urgently required to align students with the modern global digital economy.

b. Research Subjects and Time

The subjects of this study were the tenth-grade students of the Beauty Program/*Kelas X Kecantikan 2* (30 students) during the first semester of the 2025/2026 academic year. This group was selected based on observations showing that despite their high personal interest in modern digital social media beauty trends, they exhibited debilitating speaking anxiety and persistent grammatical errors when required to describe or pitch products in English.

D. Research Procedures

CLASSROOM ACTION RESEARCH

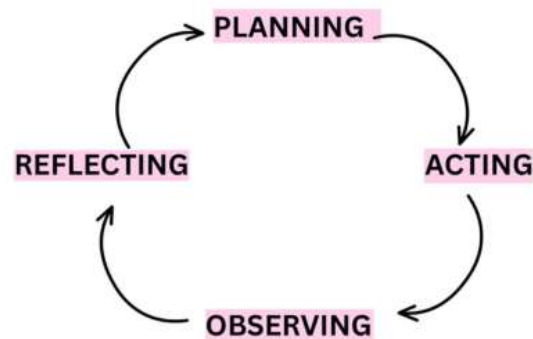


Diagram 3.1 Classroom Action Research (by Kemmis and McTaggart 1988)

Following the Classroom Action Research (CAR) model by Kemmis and McTaggart (1988), the procedures of this study consist of dynamic, cyclical phases. Each cycle comprises four essential steps: Planning, Acting, Observing, and Reflecting. If the criteria of success are not met in Cycle I, the researcher moves to Cycle II with a revised strategy. The structural details of each phase in a cycle are explained below:

1. Planning (*Perencanaan*)

- a. Developing the Lesson Plans (Modul Ajar) for Phase E under the Merdeka Curriculum framework, integrating descriptive texts with beauty product contexts.

- b. Preparing the teaching materials, including vocabulary lists for cosmetics, grammar guidelines for the Simple Present Tense, and examples of beauty product review videos.
- c. Designing the research instruments: the speaking performance rubrics, observation, and field notes.
- d. Collaborating with the English teacher partner (as the observer) to align the research schedule and assessment standards.

2. Acting (*Tindakan*) (stages of PjBL by Kemendibudristek No. 54/2022)

- a. Formulating Essential Questions. The teacher shows a trending beauty vlogger video and poses the driving question: "How can you professionally review a beauty product on YouTube using English to engage clients?"
- b. Designing the Project Plan. Students form small groups and choose a specific beauty product (e.g., moisturizer, sunscreen, or lip serum) that they want to review.
- c. Creating a Schedule. The teacher and students collaboratively set deadlines for writing the script, filming the review, and uploading the video to YouTube.
- d. Monitoring the Project Progress. (This includes Drafting the Script and Making the Video). Students write their descriptive scripts first to practice vocabulary and grammar (Arnold et al., 2017). The teacher checks their drafts and provides feedback before students film their 2-to-3-minute review videos.
- e. Assessing the Outcome. (This includes Uploading to YouTube). Students upload their completed product review videos to YouTube, presenting their English performance to a real audience
- f. Evaluating the Experience. The teacher and students watch some of the uploaded YouTube videos together in class, appreciating their creative work and analyzing their overall speaking performances.

3. Observing (*Pengamatan*)

While the researcher is teaching, the collaborative teacher sits at the back of the class to:

- a. Fill out the observation rubrics regarding ²³the teacher's performance and the students' active engagement during the PjBL stages.

- b. Take qualitative notes (Field Notes) about the students' behavior, tech issues during filming, or shifts in classroom confidence.
- c. Collect the final scores of the students' speaking performance by evaluating their published YouTube videos using the customized speaking rubrics.

4. Reflecting (*Refleksi*)

In this final phase of the cycle, the researcher and the collaborative teacher work together to analyze the collected data. They evaluate whether the implementation of PjBL via YouTube successfully enhances the students' speaking ability.

- a. If the students' average score successfully achieves the predefined criteria of success, the CAR stops.
- b. If the results fail to meet the success criteria, the researcher analyzes the weaknesses of Cycle I (e.g., students still lacked fluency or faced technical filming bugs) and uses these findings to plan a Revised Plan for Cycle II.

E. Research Instruments

To ensure rigorous data triangulation, the researcher developed and deployed a combination of qualitative and quantitative instruments:

1. Qualitative Instruments

- a. Observation Rubrics: A structured form utilized by the peer observer to record the alignment of the researcher's actions with PjBL protocols and to track students' behavioral engagement and emotional responses across project milestones.
- b. Documentation Portfolio: Digital archives consisting of the students' descriptive scripts and the public URLs of their published YouTube product review videos.
- c. Speaking Anxiety Observation: This instrument is a simple observation and the questions ²⁷ adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986) to measure whether ²⁷ the students are anxious or not. The researcher choose 3 most relatable questions for students in SMKN 3 Kediri.

1. Do you ³⁴ start to panic when you have to speak English without preparation in class?

2. Do ¹⁷ feel very self-conscious about speaking the foreign language (English) in front of other students?
3. Do you ¹⁷ get nervous and confused when you speaking in English class?

⁴⁰ The purpose of this observation is to collect data regarding shifts in the students' emotional filters, specifically tracking whether the scriptwriting process and YouTube publication successfully lower their fear of speaking English.

2. Quantitative Instruments

- a. The final uploaded YouTube video: functioned as the primary quantitative testing instrument. Student oral production was scored using a contextualized rubric adapted from Brown (2004) across five dimensions (Pronunciation, Fluency, Vocabulary, Grammar, and Comprehension) on a scale from 1 to 4:
- b. The students scoring rubrics (table) before CAR and after CAR
- c. The Students anxiety rubrics (diagram) before CAR and after CAR.

F. Technique of Data Analysis

1. Qualitative Data Analysis

Qualitative data extracted from observation rubrics, semi-structured interviews, and field notes were processed systematically using ² the interactive model proposed by Miles et al. (2014), which ¹⁸ comprises three concurrent flows of activity:

- a. Data Reduction: The process of selecting, focusing, simplifying, abstracting, and transforming the raw field notes and interview transcripts into core themes related to speaking confidence, technical vocabulary mastery, and Deep Learning engagement.
- b. Data Display: Organizing the condensed qualitative data into structured table descriptions, allowing the researcher to see patterns in how scriptwriting scaffolds directly lowered speaking anxiety.

2. Quantitative Data Analysis

The qualitative data analysis adapted from Brown (2004) with score range 1 – 4 per aspect, where 5 aspects assessed (Pronunciation, Fluency, Vocabulary, Grammar, and Comprehension) + the researcher added 1 aspect (Non-Verbal), so the scoring becomes like this:

- a. Score 1 = POOR
- b. Score 2 = FAIR
- c. Score 3 = GOOD
- d. Score 4 = EXCELLENT
- e. Final Score = $\frac{\text{Achieved Score}}{24} \times 100$

3. Indicators of Success (Success Criteria)

The indicator of success serves as the explicit operational parameter to evaluate whether the Project-Based Learning in CAR successfully solved the target issue. In accordance with the assessment standards of SMKN 3 Kediri, this Classroom Action Research established a two-tiered parameter of success:

- 1. Student was declared successful or completed (tuntas) if they achieved a minimum speaking proficiency score of 75 on the operationalized assessment rubrics.
- 2. If the students' classical mastery percentage in Cycle 1 reaches $\geq 75\%$, the research will be discontinued. However, if it has not been achieved, the research will proceed to Cycle 2 by revising the action plan.

FINDINGS AND DISCUSSION

This chapter presents the research findings and an extensive pedagogical discussion based on the data gathered during the implementation of Deep Learning-based Project-Based Learning (PjBL) in Class X Kecantikan 2 at SMKN 3 Kediri to enhance the speaking performance of Phase E students in class X Kecantikan 2 at SMKN 3 Kediri. The data presented consists of quantitative results from oral speaking performance tests and qualitative insights from classroom observations

A. Research Findings

This section presents the findings to address the first research question regarding how the Project-Based Learning (PjBL) model was implemented in teaching speaking to tenth-grade students of the beauty program (X Kecantikan 2) at SMKN 3 Kediri. This classroom action research was carried out collaboratively with the English teacher as a collaborator, integrating the PjBL model with a Deep Learning approach characterized by mindful, meaningful, and joyful learning experiences. The instructional design was contextually aligned with the Phase E Merdeka Curriculum, which emphasizes the relevance of learning materials to the students' specific vocational expertise. Through this integration, the students were assigned to complete a creative project in the form of a "Beauty Product Review Vlog" video, lasting one to two minutes, which was uploaded to YouTube as a class digital portfolio. Based on the observation and field notes, the implementation of PjBL was carried out through six structured steps.

The implementation began with 6 steps of PjBL according to Permendikbudristek No.54/2022, 1) an introductory activity and the formulation of essential questions. To trigger critical thinking and engage the students' interest, the teacher showed a picture of local cosmetic item, a moisturizer, at the front of the class. The teacher then posed an essential prompting question: "How can you professionally promote a local beauty product to a global client using English?". This orientation successfully provided students with an initial understanding of the real-world relevance of English speaking skills in the beauty industry they will enter upon graduation. 2) The students taking full ownership of their work by selecting a specific, trending cosmetic product to review, such as a popular moisturizer, sunscreen, or lip serum. Following this initial selection, the researcher, collaborative teacher, and students work together

to establish a structured project timeline. This schedule outlines strict deadlines for scriptwriting (20 minutes), filming (25 minutes), and remaining time to final uploads. Because Classroom Action Research (CAR) is inherently cyclical, this timeline remains flexible, it can be adjusted and redesigned in subsequent cycles if the students' speaking benchmarks are not initially met. 3) Next, the researcher, collaborative teacher and students create the schedule for the project timeline and deadlines for drafting, filming and uploading.

4) During the implementation (acting) phase, students bridge their language learning with practical vocational skills. They draft review scripts, verify industry-specific vocabulary, and film their product analysis. Throughout this process, the teacher acts as a facilitator, observing their progress and offering targeted feedback on grammatical accuracy and pronunciation.

5) To assess student outcomes, the final English-language beauty reviews are published directly to YouTube. This steps away from traditional classroom assignments by transforming their work into an authentic media product designed for a public audience. 6) Finally, the teacher and students engage in a collaborative reflection session by watching the uploaded videos together. By collectively analyzing the strengths and weaknesses of the students' oral delivery, they gather the necessary insights to refine and guide adjustments for the next CAR cycle.

Next is the findings to address the second research question, does Project-Based Learning enhances speaking ability of the tenth grade beauty program students at SMKN 3 Kediri, the research was successfully conducted in a single cycle ¹¹ consisting of planning, acting, observing, and reflecting. The actions were stopped after Cycle 1 because the quantitative results successfully surpassed the predefined classical mastery criterion of success.

To evaluate the enhancement of students' speaking skills, the researcher compared the individual scores from the pre-CAR stage (Prasiklus) with the scores obtained after the implementation of PjBL in Cycle 1. The speaking test evaluated six distinct dimensions: Pronunciation, Fluency, Vocabulary, Grammar, Comprehension, and Non-Verbal delivery. Here are the results:

- a) Pre-CAR Stage (Prasiklus) Results: The quantitative analysis from the pre-cycle revealed that the class mean score was only 67.63 (derived from the total score of 2,029 divided by 30 students). Out of 30 students, only 10 students reached

the minimum passing threshold (≥ 75). The majority of the students struggled across core linguistic indicators, especially in technical pronunciation and vocabulary deployment.

- b) Post-Cycle 1 Stage Results: Following the implementation of the systematic PjBL framework, which included defining project goals, formulating essential questions, storyboard scripting, video recording, and digital publishing on YouTube, the students' speaking proficiency underwent a major transformation. The class mean score raised significantly to 82.13 (derived from the total score of 2,464 divided by 30 students). Furthermore, 25 out of 30 students successfully passed the individual target threshold of 75. This expanded the classical learning mastery dramatically to 83.33%

Here is the summary of the data:

Assessment Phase	Total Class Score (ΣX)	Class Mean Score ($\bar{X}$)	Completed Students (≥ 75)	Classical Mastery (%)	Status
Pre-CAR	2,029	67.63	10	33.33%	Unfulfilled
Post-Cycle 1	2,464	82.13	25	83.33%	Succeeded

Table 4.1 Summary of the Data

8 B. Discussion

The findings of this Classroom Action Research indicate that the implementation of Project-Based Learning (PjBL) successfully enhanced the speaking ability of the tenth-grade Beauty Program students at SMKN 3 Kediri. The improvement was reflected not only in the students' speaking scores but also in their confidence, participation, vocabulary mastery, grammatical accuracy, fluency, pronunciation, comprehension, and non-verbal communication. Moreover, the learning process demonstrated the successful integration of the Deep Learning principles promoted in the Merdeka Curriculum, namely Mindful Learning, Meaningful Learning, and Joyful Learning. These findings are consistent with the theoretical framework presented in Chapter II and support the results of several previous studies.

These findings support the theory proposed by Binmahboob (2020), who argues that digital platforms such as YouTube provide authentic communication environments

that increase learners' motivation, confidence, and speaking performance. According to Binmahboob, students become more aware of the quality of their communication when their work is presented to real audiences instead of being evaluated only by teachers. This situation was clearly reflected in the present study, where students paid greater attention to pronunciation, fluency, grammar, vocabulary, and overall presentation before uploading their videos.

Furthermore, the findings are consistent with the study conducted by Salsabila et al. (2025), which concluded that YouTube positively contributes to English language learning by increasing students' engagement and communication skills.

The findings also indicate that the implementation of Project-Based Learning (PjBL) successfully created an authentic and student-centered learning environment. Students actively engaged in planning, scriptwriting, video recording, and digital publishing, allowing them to develop communication, collaboration, critical thinking, and problem-solving skills. These findings support the theory of Kokotsaki et al. (2016), who state that Project-Based Learning enables students to construct knowledge and skills through authentic projects. Furthermore, the findings are consistent with Muyassaroh and Prasetyowati (2024), who found that Project-Based Learning significantly improves students' speaking performance through authentic learning activities.

The implementation of Project-Based Learning also reflected the principles of Deep Learning promoted by Kemendikdasmen (2025), namely Mindful, Meaningful, and Joyful Learning. Mindful Learning was demonstrated as students understood the learning objectives and reflected on their pronunciation, grammar, and vocabulary during script preparation and video recording. Meaningful Learning was evident because students learned English through beauty products that were directly related to their vocational field. This finding supports Ausubel (1968), who argues that learning becomes meaningful when new knowledge is connected to learners' prior knowledge and real-life experiences. Joyful Learning was reflected in students' enthusiasm during collaborative discussions, scriptwriting, video production, and digital publishing, creating a positive learning environment that encouraged active participation.

The findings also reveal significant improvement in students' speaking ability, including pronunciation, fluency, vocabulary, grammar, comprehension, and non-verbal communication. This finding supports Brown (2004), who identifies these components as the essential aspects of speaking performance. Students showed better

pronunciation of beauty-related vocabulary, improved fluency through repeated practice, richer use of technical vocabulary, more accurate application of the Simple Present Tense, and more coherent delivery of descriptive texts.

Besides improving linguistic competence, the implementation of Project-Based Learning also enhanced students' non-verbal communication. Students became more confident in maintaining eye contact, using facial expressions, gestures, and appropriate body posture during their presentations. These findings support Harmer (2007), who emphasizes that effective speaking requires both verbal and non-verbal communication, and Celce-Murcia (2001), who considers gestures, facial expressions, and eye contact as important elements of strategic competence. Therefore, speaking performance in this study improved not only linguistically but also professionally, which is particularly relevant to vocational education in the beauty field.

Another important finding is the reduction of students' speaking anxiety. Initially, many students experienced hesitation, ² **fear of making mistakes, and low self-confidence** when speaking English. However, these barriers gradually decreased after students participated in Project-Based Learning activities. One factor contributing to this improvement was the use of scriptwriting as instructional scaffolding. Students organized their ideas through structured scripts before recording their videos, enabling them to speak more fluently and confidently with fewer pauses.

This finding supports Hinkel (2016), who argues that writing and speaking should be integrated because writing activities effectively facilitate oral language production. The findings are also consistent with Mukhlisin ³ **et al. (2023), who reported that Project-Based Learning improves students' descriptive writing skills.** In the present study, scriptwriting functioned not only as a writing activity but also as a scaffold that strengthened students' speaking performance by helping them organize ideas before delivering oral presentations.

39 CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the final conclusions derived from the application of Deep Learning-based Project-Based Learning (PjBL) aimed at enhancing the speaking performance of the tenth-grade students in the Beauty Program (Class X Kecantikan 2) at SMKN 3 Kediri. It also provides practical and theoretical suggestions for English language teachers, vocational students, and future researchers based on the findings and discussion presented in the previous chapters.

20 A. Conclusion

Based on the research findings and data analysis from the Classroom Action Research (CAR) cycles, several major conclusions can be formulated. The Project-Based Learning integrated with a Deep Learning approach was successfully implemented through a six-step pedagogical process. This process began by posing essential questions regarding global beauty product promotion and concluded with collaborative video screening, reflection, and digital publishing on YouTube. The implementation of this beauty product description project successfully resolved the students' initial oral performance deficiencies. The class mean score increased substantially from 67.63 in the pre-CAR stage to 82.13 in Post-Cycle 1. Furthermore, the percentage of students who met or surpassed the minimum individual passing score standard of 75 expanded dramatically from 33.33% in the baseline measurement to 83.33% at the end of Cycle 1, successfully surpassing the predefined 75% indicator of success.

Students demonstrated measurable improvement across all core speaking indicators proposed by Brown. Specifically, they improved in pronouncing complex cosmetology terms accurately, delivering smooth product descriptions with fewer awkward pauses, structuring descriptive text paragraphs systematically using the Simple Present Tense, and utilizing professional non-verbal delivery standards to mimic real-world business interactions within the beauty industry. Incorporating scriptwriting as an instructional scaffolding tool effectively lowered the students' affective filters. The step-by-step structural templates served as a critical psychological anchor that eliminated mental blocking and built sufficient self-assurance when presenting in front of a camera lens. The project directly actualized the core tenets of the Merdeka

Curriculum framework by making the educational process mindful through regular student self-reflection, meaningful by directly linking English communication tasks to vocational beauty skills, and joyful through creative, team-based digital content creation.

B. Suggestions

Reflecting upon the successful outcomes of this action research, several strategic suggestions are put forward to optimize English pedagogy in vocational settings. English teachers should bridge general English with vocational specialization by moving away from conventional, textbook-centered models and actively designing contextualized learning activities that match the students' specific target careers. To reduce severe public speaking anxiety in foreign language classrooms, teachers should provide writing-to-speak frameworks, allowing anxious students to organize their ideas logically before being evaluated orally. Assessments of oral communication in vocational schools should also incorporate paralinguistic and body language parameters to ensure that graduates possess the strategic interpersonal competencies required by modern industry clients.

Vocational students are encouraged to engage in independent digital practice. They can use accessible digital tools, social media features, and video platforms like YouTube as active digital portfolios to repeatedly record and evaluate their own pronunciation, posture, and fluency. Students should view English not merely as an abstract academic requirement, but as a critical tool for global marketing and professional mobility within the modern beauty industry. Finally, future researchers can extend the scope of this pedagogical framework by implementing project-based video creation across different vocational programs or examining its long-term effects on students' retention of specialized vocabulary over multiple terms. Future studies could also focus on evaluating the impact of direct, interactive community feedback on students' long-term communication confidence and digital entrepreneurship development.

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