

LEVERAGING PROJECT-BASED LEARNING: ENGLISH TEACHERS' VIEWS ON ENHANCING SPEAKING SKILLS IN VOCATIONAL SETTINGS

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Abstract. This research examines the implementation of Project-Based Learning (PBL) to enhance speaking skills in a vocational school in Lampung. The investigation utilises a subjective strategy, centring on English teachers' recognitions and encounters in utilising PBL. The considering points to investigate how English instructors see the viability of PBL in progressing professional students' talking abilities, recognize challenges in actualizing PBL, and report procedures and best hones utilised by instructors. The data were collected through in-depth interviews with English instructors at SMK Tri Sukses. The discoveries uncover that PBL essentially improves understudy inspiration and engagement in learning English. Instructors detailed

adjusting ventures to particular professional settings, such as making application letters for bike-building understudies and realistic plan ventures for Mixed media understudies. Challenges included innovation impediments, which were tended to through coordination with school offices. The ponder highlights the significance of contextualising dialect learning to students' zones of skill and the vital part of instructor inspiration in effective PBL execution. Comes about show that PBL progresses not as it were students' talking abilities but moreover their by and large dialect capability and proficient competencies. This inquiry contributes to the understanding of PBL's viability in professional English instruction and gives viable bits of knowledge for teachers executing PBL in comparable settings. The discoveries propose that PBL, when custom fitted to particular professional needs, can make a more locks in and compelling learning environment for creating English talking abilities in professional instruction.

INTRODUCTION

Language is getting to be an apparatus of communication between two or more individuals within the world. Anyone could not able to precise thoughts such as communicating an supposition, asking, dismissing, inducing, and so on without utilizing dialect. In line with that, [Wullur et al. \(2020\)](#) expressed that dialect alludes to the communication instrument which is an viable and productive way to establish a company that conveys to community

individuals. Everything cannot be gotten to well without dialect communication, learning a dialect is exceptionally delicate for communication, to assist another from different angles of the existing community or a gather of individuals. [Iin \(2022\)](#) proposed that talking is the primary step that should be learned by youthful English dialect learners some time recently they can peruse and type in in English. Be that as it may, it is expected that creating talking abilities for youthful learners in Indonesia isn't simple because of the status of English as a remote national or social life, a dialect in which it isn't utilized ([Paranduk et al., 2021](#)). In reality, English has been instructed as a outside dialect at colleges in Indonesia for an awfully long time ([Jaya & Rosmiyati, 2019](#)). In its development, there is as it were a small application of project-based learning in educating. Project-Based Learning is observationally demonstrated to attract students' intrigued and incite basic considering as understudies obtain and apply.

Project-based learning (PBL) has developed as a promising approach to English education, particularly in professional schools, where viable abilities and real-world applications are profoundly prioritized. This considers an investigation of the application of PBL in instructing talking abilities to understudies at SMK Tri Sukses, a professional school in Natar. With the requests of the worldwide work advertise progressively requesting English dialect abilities in expansion to specialized abilities, the requirement for successful dialect educating strategies in professional instruction is becoming progressively imperative. The discoveries contribute to the broader talk on successful dialect instructing techniques in professional instruction, as well as give commonsense bits of knowledge for instructors who wish to execute or progress the PBL approach in their classrooms ([Darta, 2020](#)). As professional instruction advances to meet desires of a changing worldwide workforce, understanding the part and viability of PBL in creating critical dialect abilities gets to be increasingly important. This consider looks for to supply experiences that can help within the development of scholarly hones and educational programs arranging for English in professional instruction within the future.

A few past ponders explored that the execution of PBL have found its benefits in instructing and learning prepare. [Batang & Noprianus Tammu \(2016\)](#) said that dominance of talking aptitudes may be a tall need for second-language and foreign-language understudy. When understudies are in genuine communication talking could be a device to accomplish certain objectives, express wants, arrange, illuminate issues or to keep social connections such as fellowship. Amid the learning prepare in lesson, understudies encounter challenges in a few angles, such as moo authority of understudy lexicon, understudies have trouble articulating certain words, understudies are still confounded in organizing words, and numerous more. This can be in line with [Pradya Afisa \(2015\)](#) found in her consider, that understudies have a few challenges when talking English such as moo lexicon dominance since their restricted information of the meaning of lexicon, trouble articulating certain lexicon that's diverse in articulation and composing, trouble orchestrating words and understudies were frequently afraid to speak English since they were stressed, they would make botches.

Project-based learning may be a procedure that can be utilized inside the English learning plan. Wanders carried out by understudies can be inside the shape of independent wanders or bunches and are carried out collaboratively interior a certain period of time, creating a thing, the comes approximately of which is able at that point be appeared or shown. It is supported by [Pryla Rochmahwati \(2016\)](#) said that project-based learning is an reasonable procedure that contributes clearly to the headway of students' talking aptitudes since it

focuses to make students' talking aptitudes based on the wanders they do. They too deliver understudies the chance to work to a great extent autonomously for amplified periods of time and result in a reasonable item or presentation. (Pham & Thuan, 2018) highlights four key components that ought to be display in appropriate PBL and which capture the elemental thoughts of PBL in light of the numerous definitions.

To investigate these benefits more profoundly, this think about postured 10 key questions to English instructors at SMK Tri Sukses, to be specific: (1) how do you see the role of english in professional education and the speaking skills of students in this field? (2) have you implemented project-based teaching in teaching vocational students? if so, can you explain the specific projects where you used it? (3) how to measure and evaluate the progress of students' speaking skills after implementing project-based teaching? (4) have you encountered any particular challenges integrating project-based learning into teaching english to professional students? how do we overcome these challenges? (5) in your opinion, what are the main advantages of using project-based teaching to improve the speaking skills of vocational students? (6) how to plan and design project-based learning projects tailored to specific areas of expertise? (7) do you see a difference in students' motivation or speaking skills after implementing project-based teaching compared to traditional teaching methods? (8) are there any specific examples of project-based projects that have been particularly successful in improving the speaking skills of vocational students? can you tell me about it? (9) can you offer any specific strategies or suggestions to other English teachers who want to try project-based learning in a professional teaching context? (10) how do you see the future of English language teaching in vocational education, especially in the context of project-based learning?

METHOD

This inquire about utilizes a subjective case think about approach to comprehensively get it the encounters and discernments of English instructors in executing Project-Based Learning (PBL) at SMK Tri Sukses (Robert K. Yin, 2017). The subjective approach was particularly chosen because it empowers the collection of wealthy and nitty gritty information with respect to teachers' recognitions, encounters, and hones in PBL usage. Besides, through in-depth interviews, the subjective approach exceeds expectations at capturing expressive subtleties that quantitative information alone cannot express, permitting for a point by point investigation of educating hones, counting challenges, advancements, and triumphs in PBL usage, as backed by (Merriam & Tisdell, 2016) inquire about system. The information collection prepare in this inquire about utilized semi-structured in-depth interviews with purposively chosen members. The interviews joined open-ended questions, permitting respondents to supply nitty gritty answers based on their individual encounters, prioritizing intelligent and in-depth data gathering as prescribed by (Patton & MQ, 2015). All interviews were recorded and translated to guarantee information exactness and comprehensive investigation. The interviews were conducted with English instructors at SMK Tri Sukses who had executed PBL in their classes, guaranteeing that the information collected spoken to authentic experiences from specialists within the field.

This examination comprises of a few stages, to be specific: (1) familiarization: analysts studied and tuned in to meet recordings more than once to get it the information altogether; (2) coding: the method of identifying themes or designs within the information, where pertinent parts of the meet transcripts were coded agreeing to topical categories; (3) subject advancement: after coding, key topics that developed regularly were recognized, such as

challenges in executing PBL, its affect on understudy inspiration, and extend alterations based on professional settings; and (4) elucidation: information were advance analyzed to deliver more profound conclusions around teachers' recognitions of PBL execution, as well as how they balanced the venture to students' capacities and significant professional areas. To guarantee the legitimacy of the information, triangulation was carried out by comparing the comes about of interviews from different instructors to discover compatibility or contrasts in point of view.

The criteria for the instructors who got to be the subject of this think about were English instructors at SMK Tri Sukses who had involvement in executing Project-Based Learning (PBL). The chosen teachers met criteria such as having a profound understanding of project-based educating, educating encounter within the professional instruction setting, and the capacity to supply commonsense experiences on how PBL is coordinates into the educational programs to progress students' talking aptitudes.

RESULTS AND DISCUSSION

This study focuses on English teachers' perceptions of the implementation of project-based learning (PBL). The researcher conducted interviews with an English teacher in SMK Tri Sukses. This inquire about was conducted on November 9, 2023, at SMK Tri Sukses, a professional tall school found at Jl. Serbajadi No.2, Pemanggilan, Natar, South Lampung, Lampung. This SMK is known as a professional instruction institution that's committed in planning understudies with proficient aptitudes to enter the workforce. The school contains a educational programs that's arranged towards creating students' commonsense abilities, counting authority of English as an vital portion of their professional competence.

In the first question: *“How do you see the role of English in professional education and the speaking skills of students in this field?”* This address points to get it the seen significance of English dialect abilities, especially talking abilities, within the setting of proficient or professional instruction and the findings that the author gets from the results of the interview above the question are *“t is very important that at Tri Sukses Vocational School, English is a priority because graduates from Tri Sukses Vocational School not only have skills in the vocational field but also have expertise in Da'wah, Religion, Islam, not only at home but also abroad, therefore English is highly prioritised.”* The high demand for English at SMK Tri Sukses illustrates the awareness of the importance of foreign language skills in the world in the context of today's professional education. A holistic approach that combines foreign language skills with English language development and proficiency reflects an effort to produce graduates who are truly competent in their professional fields and able to communicate well in a global environment. In this article, the information shows that Vocational Tri Sukses recognizes the importance of English as a foreign language in the world and sees it as a basic component of professional education. By prioritising English in professional and religious education, the school intends to prepare its students for local and global opportunities, enhancing their employability and ability to engage in cross-cultural communication. This approach is in line with the growing trend of internationalisation in education and the workplace, where English language skills are often viewed as an important resource for career development and global engagement.

Second question: *“Have you implemented project-based teaching in teaching vocational students? If so, can you explain the specific projects where you used it?”* The findings that the author gets from the results of the interview above the question are *“For certain Core Competencies (KI) Basic Competencies (KD), such as application letters, you really need a project and make a short film project that is in accordance*

with the Core Competencies (KI) Basic Competencies (KD).” The comes about of the ponder on the moment address appear that project-based learning has been actualized successfully in educating English in professional schools, particularly for subjects straightforwardly related to the world of work such as making application letters. This approach has been demonstrated to bring a number of noteworthy benefits to understudies and the learning handle as a entirety.

The utilize of a brief film making extend for the subject of application letters outlines a viable approach and is very significant to desires of the present day world of work. Through this venture, understudies not as it were create their English abilities, but moreover pick up a more profound understanding of the real application of these aptitudes in a proficient setting. Usually particularly imperative considering the requests of the progressively competitive and differing work advertise. Furthermore, this sort of venture permits the advancement of double abilities that are exceptionally important within the computerised time. In expansion to making strides dialect aptitudes, understudies too pick up media generation aptitudes that are progressively required in different industry divisions. The integration of innovation in dialect learning through brief film making moreover reflects cutting edge patterns in instruction and industry, planning understudies to confront future innovative challenges.

The relevant learning angle of this extend cannot be overlooked. By making a venture specifically related to the world of work, such as an application letter, understudies pick up a more significant and pertinent learning involvement. They can see a coordinate association between what they learn in course and real-world circumstances they may experience in their future proficient careers. In expansion to specialised and language skills, these brief film-based ventures moreover contribute to the advancement of delicate aptitudes that are exceedingly esteemed by managers. Abilities such as collaboration, time administration, and inventiveness are normally sharpened through the method of working on a extend. This appears that the project-based learning approach does not as it were centre on scholarly perspectives, but moreover plans understudies comprehensively for the challenges of the work environment.

Third question: *“How to measure and evaluate the progress of students' speaking skills after implementing project-based teaching?”* The findings that the author gets from the results of the interview above the question are *“By creating a skill value format that contains the student's skill points objectively.”* This assessment approach illustrates an endeavour to degree understudy advance in a organized and objective way. Be that as it may, it is additionally worth considering the utilize of more differing appraisal strategies to capture diverse perspectives of talking abilities. with respect to the strategy of measuring and assessing the advance of students' talking abilities after the usage of project-based learning appears a organized and objective approach. This finding is based on the reaction of the source who expressed that the assessment was carried out “by making a expertise score arrange that contains objective understudy aptitude focuses.”

This evaluation approach reflects an exertion to degree understudy advance efficiently and without inclination. By employing a ability score organize that contains particular focuses, instructors can conduct a more standardised and steady appraisal of each student's talking aptitudes. This strategy permits instructors to distinguish particular angles of speaking skills that have to be be progressed, as well as track student advance over time more precisely. The utilize of aptitude focuses within the appraisal arrange moreover appears that there are clear and quantifiable criteria. This will increment straightforwardness within the evaluation

handle, permitting understudies to way better get it what is anticipated of them and how they are surveyed. This clarity can serve as a direct for understudies in their endeavours to move forward their talking abilities.

Be that as it may, it is critical to note that in spite of the fact that this approach offers objectivity, it may have confinements in capturing the subtleties and complexities of talking abilities as a entire. Talking abilities include different viewpoints such as familiarity, articulation, language structure, lexicon, as well as non-verbal components such as body dialect and expression, which may be troublesome to completely evaluate in a expertise point arrange. Subsequently, whereas this objective evaluation arrange may be a positive step in assessing talking aptitudes, there's scope for thought of utilising more differing appraisal strategies. A more comprehensive evaluation approach seem incorporate a combination of quantitative and subjective strategies, such as nitty gritty evaluation rubrics, story criticism, peer evaluation, or understudy talking execution portfolios. The integration of different appraisal strategies seem give a more all encompassing picture of students' talking ability advance.

Moreover, given the energetic and collaborative nature of project-based learning, evaluation might moreover consider angles such as students' capacity to communicate in a extend setting, introduction adequacy, and capacity to communicate complex thoughts related to their extend. This would guarantee that appraisal does not as it were center on talking aptitudes in segregation, but moreover on their commonsense application in a significant venture setting. In conclusion, the objective evaluation approach utilised speaks to a positive step in measuring students' talking ability advance. In any case, there's scope for creating a more comprehensive appraisal framework that can capture different viewpoints of talking abilities and their application in a project-based learning setting. Advance advancement in evaluation strategies can progress the adequacy of assessment and give more profound bits of knowledge into the advancement of students' talking aptitudes in project-based learning.

Fourth question: *“Have you encountered any particular challenges integrating project-based learning into teaching English to professional students? How do we overcome these challenges?”* The findings that the author gets from the results of the interview *“Because Tri Sukses Vocational School does not allow students to bring cell phones, the English teacher coordinates with the Lab head to work on application letters.”* The cell phone boycott approach speaks to an interesting challenge in coordination innovation in learning. The arrangement executed through coordination with school offices illustrates flexibility and inventiveness in overcoming confinements. This segment talks about particular challenges in actualizing project-based learning in professional schools, particularly related to the utilize of innovation. This consider uncovers the interesting challenges confronted in coordination project-based learning into English dialect educating for professional understudies. Key discoveries from the interviews show that the school approach disallowing understudies from bringing portable phones to school may be a noteworthy boundary to the execution of project-based learning.

SMK Tri Sukses executed a policy prohibiting the utilize of versatile phones within the school environment, which at first showed up to be a boundary to the usage of technology-based learning. This approach reflects the problem that instructive teach regularly confront in adjusting the benefits of innovation with its potential disturbance to the learning prepare. On the one hand, portable phones can be a capable learning device, permitting speedy get to

to data and different instructive applications. On the other hand, uncontrolled utilize can disturb students' concentration and learning adequacy.

In any case, the discoveries of this ponder too uncover inventive arrangements actualized to overcome these challenges. The English instructor facilitated with the head of the research facility to work on the application letter venture. This approach illustrated adaptability and development in overcoming existing confinements. By utilising the school's research facility offices, the instructor was able to guarantee that understudies still had get to to the innovation required to total their ventures, whereas still following to school arrangements. This arrangement reflects the significance of relationship collaboration in instructive teach. Coordination between the English educator and the research facility head not as it were permitted for the smooth execution of the project, but too given an opportunity for understudies to work in a more controlled and coordinated environment. The utilize of the research facility as an elective to individual versatile phones may moreover give extra benefits, such as get to to specialised computer program which will not be accessible on students' portable phones. Moreover, this approach outlines how limitations can be a catalyst for advancement in instructing strategies (Adawiah et al., 2024). Instead of seeing the versatile phone boycott as an unfavorably impediment, instructors took the activity to discover elective arrangements that not as it were tended to the issue but moreover possibly made strides the quality of learning. The utilize of a computer research facility for a cover letter composing venture, for illustration, might give a more true involvement for understudies in utilising proficient word preparing computer program.

These discoveries moreover highlight the importance of adaptability within the execution of project-based learning. In spite of the fact that versatile innovation is regularly considered a key component of cutting edge learning, this case illustrates that learning destinations can be accomplished in a assortment of ways, depending on the setting and assets accessible at the school. In conclusion, the challenges confronted in coordination project-based learning at SMK Tri Sukses, particularly related to the confinement on versatile phone utilize, have provoked the advancement of imaginative arrangements including relationship coordination and the utilize of existing school assets. This approach not as it were effectively overcomes specialised boundaries, but moreover has the potential to make strides the quality of learning by giving a more controlled and proficient environment for understudies to total their ventures. This case emphasises the significance of flexibility and development in confronting the challenges of executing new learning strategies, as well as the esteem of collaboration between different parties within the school environment to back understudy learning victory.

Fifth question: *"In your opinion, what are the main advantages of using project-based teaching to improve the speaking skills of vocational students?"* The findings that the author gets from the results of the interview *"It is better understood by students than learning material because students are more interested in project-based learning."* The increment in students' intrigued and understanding through project-based learning illustrates the viability of this strategy within the setting of professional instruction. It emphasises the significance of experiential and commonsense learning in creating dialect aptitudes. This area talks about the points of interest of project-based learning within the setting of professional instruction, particularly in English dialect educating. This consider uncovers critical preferences of utilising project-based learning in moving forward professional students' talking abilities. The most discoveries gotten from the interviews show

that "Project-based learning is simpler for understudies to get it compared to conventional learning materials because students are more inquisitive about project-based learning.

The increment in students' intrigued and understanding through project-based learning outlines the viability of this approach within the setting of professional instruction, particularly in educating English. These discoveries highlight a few imperative angles of the points of interest of project-based learning appears to pull in more students' intrigued (Widana & Septiari, 2021). This can be exceptionally vital within the setting of creating dialect aptitudes, particularly talking aptitudes, which frequently require inspiration and dynamic support from understudies. When understudies are curious about the learning prepare, they tend to be more willing to take part in talking exercises, which in turn can significantly improve their abilities. Moment, the increment in students' understanding of the learning materials appears that the project-based approach has succeeded in making theoretical concepts more concrete and significant. Within the setting of professional instruction, where viable application is basic, project-based learning gives a real-world setting for understudies to apply their dialect abilities. This makes a difference bridge the hole between hypothesis and hone, which is frequently a challenge in conventional dialect instructing.

Moreover, these discoveries highlight the significance of experiential and viable learning in creating dialect abilities. Through ventures important to their vocational areas, understudies not as it were learn English in common, but moreover learn to utilize it in settings particular to their field of study. This will increment the pertinence of English learning for their future careers, which in turn can increment understudy inspiration and engagement. The advantage of project-based learning is additionally seen in its capacity to coordinated distinctive angles of dialect abilities. In completing ventures, understudies not as it were hone talking abilities, but too combine them with tuning in, perusing, and composing aptitudes. This integration makes a more all encompassing and bona fide learning encounter, which is more intelligent of dialect utilize in real-world circumstances. In expansion, project-based learning permits understudies to create extra skills that are important within the working environment, such as problem-solving, cooperation, and venture administration. These aptitudes not as it were upgrade students' dialect capability but moreover plan them more comprehensively for future career requests.

In conclusion, the discoveries of this think about affirm that project-based learning has noteworthy focal points in making strides professional students' talking aptitudes. This approach not as it were upgrades students' intrigued and understanding of the learning materials but too gives a important and bona fide setting for dialect aptitude improvement. By combining dialect learning with down to earth applications significant to students' professional areas, this approach effectively makes English learning more curiously, successful and important for professional understudies. This appears the significance of receiving learning strategies that not as it were centre on dialect securing but too on its application in settings pertinent to students' future careers.

Six question: *"How to plan and design project-based learning projects tailored to specific areas of expertise?"* The findings that the author gets from the results of the interview *"For Motorcycle Engineering (TBSM) children, they make application letters related to mechanics, while for Multimedia (MM) children they make application letters related to graphic design, and video editing for film. Even though the project is the same, the context is different and must be appropriate to the student's skills."* This approach illustrates an understanding of the significance of significance and contextualization in dialect learning.

By fitting ventures to students' ranges of skill, English learning gets to be more significant and pertinent. This area examines approaches to planning English learning ventures custom-made to students' zones of skill in professional schools. This consider uncovers viable methodologies in arranging and planning project-based learning ventures custom-made to the particular ranges of skill of professional understudies. The most discoveries gotten from the interviews show that altering the extend setting to the students' zones of ability is key to planning significant and significant learning (Dianti Purwaningsih & Widana, 2017).

Respondents clarified that for Cruiser Trade Designing (TBSM) understudies, the application letter-making extend centred on the mechanical field. In the interim, for Mixed media (MM) understudies, a comparative venture was coordinated at making an application letter related to realistic plan and video altering for movies. This approach outlines a profound understanding of the significance of contextualization in dialect learning. The technique of altering ventures to students' ranges of ability has a few imperative suggestions to begin with, this approach increments the pertinence of English learning for professional understudies. By connecting English assignments specifically to their areas of think about, understudies can see a coordinate association between the dialect abilities they are learning and their viable applications in their future careers. This not only increments inspiration to memorise but moreover makes a difference understudies get it the significance of English authority in their proficient setting. Moment, altering the venture setting permits understudies to create lexicon and dialect structures that are particular to their zones of mastery. TBSM understudies, for illustration, will learn specialised wording related to mechanics in English, whereas MM understudies will be uncovered to lexicon pertinent to the imaginative businesses. This not as it were improves their common dialect aptitudes, but moreover way better plans them for proficient communication in their individual areas (Herlina et al., 2019).

Besides, this approach reflects the understanding that whereas the arrange of the extend may be the same (in this case, composing a cover letter), the setting can and ought to be custom-made to the particular needs of each major. This illustrates adaptability in educational programs plan that permits for a more coordinates English dialect instructing with professional programs. It is additionally imperative to note that this approach empowers collaboration between English instructors and professional teaches. In arrange to design a extend that's genuinely relevant and technically precise, English instructors may have to be counsel with specialists within the field of TBSM or MM. Such collaboration not as it were moves forward the quality of the learning venture, but also reinforces the integration between dialect instruction and professional preparing. This relevant approach moreover has the potential to extend understudy engagement in learning. When understudies see that their English ventures are straightforwardly related to their interface and career objectives, they are more likely to be spurred to effectively take part and deliver quality work. In expansion, fitting ventures to zones of skill permits for a more bona fide appraisal of students' dialect aptitudes. Instructors can assess not as it were common dialect capability, but too students' capacity to utilise English in settings important to their field of consider.

In conclusion, these discoveries emphasise the significance of a custom-made and relevant approach in planning English learning ventures for professional understudies. By fitting English ventures to students' particular zones of mastery, dialect instruction gets to be more significant, pertinent, and compelling in planning students for their future careers. This approach not as it were makes strides students' dialect abilities, but moreover makes a difference them get it and appreciate the vital role of English in their proficient settings. This

proposes that in vocational education, compelling English dialect teaching should bridge the hole between common phonetic aptitudes and particular applications in different professional areas.

Seventh question: *“Do you see a difference in students' motivation or speaking skills after implementing project-based teaching compared to traditional teaching methods?”* The findings that the author gets from the results of the interview *“There is and greatly increases the motivation of students after project-based learning.”* This increment in inspiration shows the viability of project-based learning in making a more curiously and significant learning environment for professional understudies. This segment talks about the affect of project-based learning on students' inspiration and talking aptitudes in professional schools. within the analyst examines the contrasts seen in this think about clarifies that students' inspiration and talking abilities after actualizing project-based learning compared to conventional educating strategies. The comes about of the meet appeared that there was a critical increment in understudy inspiration after actualizing project-based learning. This increment highlights the viability of project-based learning in making a more curiously and important learning environment, particularly for understudies in professional schools. In this way, project-based learning not as it were increments inspiration, but moreover contributes emphatically to the advancement of students' talking abilities (Dita et al., 2021).

Eighth question: *“Are there any specific examples of project-based projects that have been particularly successful in improving the speaking skills of vocational students? Can you tell me about it?”* The findings that the author gets from the results of the interview *“In the Core Competencies (KI) and Basic Competencies (KD) offering something they will make a simple video graphic that suits the given context.”* The utilize of mixed media ventures in dialect learning illustrates viable integration between dialect aptitudes and specialised aptitudes significant to different professional areas. This segment is approximately the utilize of mixed media ventures in English dialect learning in professional instruction settings. The meet comes about appeared that understudies were given the assignment of making realistic recordings that were in understanding with the centre and essential competencies that had been set. The utilize of mixed media ventures in English learning appears an viable integration between dialect aptitudes and specialised abilities that are critical in different professional areas. In this way, learning gets to be more relevant and significant, in this way making a difference understudies create their talking abilities more viably.

Ninth question: *“Can you offer any specific strategies or suggestions to other English teachers who want to try project-based learning in a professional teaching context?”* The findings that the author gets from the results of the interview *“Teachers must be contextual with existing departments and teachers must be clever in selecting and sorting the materials needed by students.”* This proposal emphasises the significance of custom fitted and significant approaches to English dialect educating in professional settings. This reflects an understanding of the differing qualities of dialect needs completely different proficient areas. This area talks about prescribed techniques for English instructors within the setting of professional instruction. The meet comes about appear that instructors got to get it the setting of each major and be shrewd in selecting and sequencing materials that are fitting for understudies. This approach emphasises the significance of custom-made and pertinent educating strategies, so that they can meet the different needs of understudies in different proficient areas. By understanding the particular characteristics of each professional region, instructors can make more viable and locks in learning encounters for understudies.

Tenth question: *“How do you see the future of English language teaching in vocational education, especially in the context of project-based learning?”* The findings that the author gets from the results of the interview *“God willing, it will progress. The most important thing is that teachers must arouse motivation in students more often because the lack of motivation in students greatly influences the success of the students themselves.”* This idealistic see is adjusted by an mindfulness of the vital part of understudy inspiration. This recommends that effective dialect learning in professional instruction depends not as it were on instructing strategies, but moreover on mental and motivational variables. This area talks about long run prospects of English dialect educating in professional instruction, particularly within the context of project-based learning. The meet comes about uncovered the conviction that educating will advance, with an accentuation on the significance of understudy inspiration. Need of inspiration can enormously influence understudy victory, so instructors got to be more dynamic in raising the soul of learning. This appears that the victory of English learning does not as it were depend on educating strategies, but too on students' psychological and motivational components. In this manner, project-based learning is anticipated to form a more strong environment to make strides students' inspiration and dialect aptitudes within the future (Almulla, 2020).

Based on the given archive, I'll make two passages analyzing the positive viewpoints, negative viewpoints, impediments, and challenges of actualizing Project-Based Learning (PBL) at SMK Tri Sukses. The usage of Project-Based Learning at SMK Tri Sukses has illustrated a few positive results, especially in upgrading students' English dialect abilities and inspiration. The approach has effectively coordinates professional mastery with dialect learning, as prove by custom fitted ventures such as making application letters particular to distinctive offices (TBSM and MM) and creating video illustrations adjusted with center competencies. Instructors detailed essentially expanded understudy engagement and understanding compared to conventional educating strategies, noticing that understudies found project-based learning more curiously and important to their future careers. The contextualization of ventures concurring to students' zones of specialization has demonstrated compelling in bridging the hole between hypothetical information and commonsense application, making English learning more important and appropriate to their proficient goals.

Be that as it may, the usage of PBL at SMK Tri Sukses has confronted eminent challenges and deterrents that require cautious thought. The essential challenge stems from the school's arrangement forbidding versatile phone utilization, which at first restricted students' get to to mechanical assets essential for venture completion. Whereas instructors have inventively tended to this confinement by planning with research facility heads to supply computer get to, this workaround requires extra arranging and planning coordination. Another critical challenge lies in keeping up steady understudy inspiration, as instructors emphasized that need of inspiration essentially impacts understudy victory (Evi Yupani & Widana, 2023). Also, instructors confront the complex errand of planning and contextualizing ventures that successfully adjust dialect learning destinations with professional aptitudes advancement, requiring them to be profoundly particular in fabric planning and keep up solid relationship coordination to guarantee venture pertinence over distinctive professional programs.

CONCLUSION

The investigate illustrates that by adjusting ventures with proficient settings, understudies show expanded inspiration and engagement in their learning handle. Whereas usage challenges exist, the consider appears that successful collaboration between instructors and

school organization can effectively overcome these impediments. These discoveries give important bits of knowledge for English dialect educating inside professional instruction settings and emphasize the centrality of imaginative educating techniques. Moving forward, instructors ought to carefully consider the particular characteristics of their disciplines and adjust their instructing approaches to suit understudies of shifting capacity levels, guaranteeing that PBL execution proceeds to serve as an successful instrument for dialect ability improvement in professional instruction settings.

PBL in English dialect educating at SMK Tri Sukses, found at Jl. Serbajadi No.2, Pemanggilan, Natar, South Lampung Area, Lampung, contains a noteworthy impact on the advancement of students' talking aptitudes within the setting of professional instruction. Through in-depth interviews with English instructors at the SMK, an in-depth understanding of the encounters, challenges and victories in executing PBL was gotten. The instructors demonstrated that PBL not only increases students' inspiration and engagement, but too makes a learning environment that's important to the requirements of the proficient world. Understudies are welcomed to effectively plan, actualize and total ventures that are in line with their regions of skill, such as the creation of a work application letter and the generation of a brief film. These ventures give understudies with the opportunity to hone talking aptitudes in a more important and contextualized way, which in turn increments their certainty, freedom and capacity to collaborate. In any case, this consider too found different challenges in executing PBL, such as constrained get to to innovation and the require for adjustment techniques to students' needs. Instructors at SMK Tri Sukses overcame these challenges through collaboration and advancement, such as working with research facility staff to supply offices that bolster extend execution. The prescience expressed by the respondents shows good faith towards long run of English dialect instructing in professional instruction. Instructors accept that inventive strategies such as PBL have awesome potential to persistently progress the quality of learning. They emphasized the significance of keeping up and expanding students' motivation as a key factor for long-term learning success.

PBL demonstrated to be important in moving forward students' talking aptitudes, both through the integration of down to earth ventures and through learning approaches that empower dynamic cooperation and collaboration. The investigate strategies utilized have moreover been conducted efficiently, with an in-depth subjective approach to produce wealthy and significant information. This investigate makes an critical commitment to the advancement of educating strategies in professional schools, especially in making PBL a key approach to building English dialect aptitudes that are relevant, pertinent and strong of students' future working environment needs.

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