

**IMPLEMENTATION OF PROJECT BASED LEARNING THROUGHT YUTUBE VIDIO MEDIA TO
IMPROVE STUDENDTS ENGLISH PROFICIENCY IN PROCEDURAL TEXT AT THE ELEVENTH
GRADE OF SMK DM NWDI PERIAN**

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ABSTRACT

This study investigates the implementation of Project-Based Learning (PBL) through YouTube video media to improve students' English proficiency in procedural text at the eleventh grade of SMK DM NWDI Perian. The research employed Classroom Action Research (CAR) consisting of planning, acting, observing, and reflecting across iterative cycles. The integration of PBL with YouTube aimed to engage students in authentic, collaborative, and technology-supported learning activities, particularly through the creation of procedural video projects. Data were collected through pre-tests, post-tests, observations, and students' video assignments. The findings show a significant improvement in students' mastery of procedural text, as indicated by the increase in the mean score from 54.5 in the pre-test to 76.8 in the post-test. Students demonstrated notable progress in sequencing, use of imperative verbs, text organization, pronunciation, and fluency. Observation results also revealed increased motivation, engagement, and collaboration throughout the learning process. The video projects further showcased students' creativity, digital literacy, and understanding of procedural structures. Overall, the research concludes that PBL supported by YouTube video media is an effective instructional approach for enhancing students' proficiency in producing procedural texts. This method promotes meaningful learning, authentic communication, and practical skill development, making it highly suitable for vocational education contexts.

Keywords: *Project-Based Learning; YouTube Media; Procedural Text; English Proficiency; Vocational School.*

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INTODUCTION

In recent years, the development of English language teaching has shifted toward student-centered and innovation-oriented learning. One of the prominent instructional approaches that support this direction is Project-Based Learning (PJBL). According to Thomas (2000), PBL is a teaching method that centers learning around complex tasks and projects that require students to design, problem-solve, make decisions, and produce products. Likewise, Krajcik and Blumenfeld (2006) explain that PBL engages students in meaningful inquiry that allows them to construct knowledge collaboratively, leading to deeper understanding and improved language competence. In the English as a Foreign Language (EFL) context, PBL promotes authentic communication and provides learners with opportunities to use the target language for real purposes.

At the same time, the integration of technology—especially video-based platforms—has become essential in modern language classrooms. Harmer (2007) states that video provides rich, contextualized input that helps learners understand meaning through visual and auditory cues

simultaneously. Berk (2009) further highlights that videos increase student motivation, enhance comprehension, and support multimodal learning processes. Among these video platforms, YouTube has emerged as one of the most accessible and beneficial media for language learning. It offers abundant authentic materials that expose learners to real-life communication patterns, pronunciation models, and demonstrations, making it highly suitable for teaching procedural text.

Procedural text, which explains how something is made or done, requires clarity in sequencing, use of imperative verbs, and logical structure. Gerot and Wignell (1994) state that procedural text aims to help readers accomplish tasks through well-organized steps. This genre is particularly important for vocational school students, who often deal with instructions, standard operating procedures, and technical tasks in their future professions. Therefore, strengthening students' proficiency in understanding and producing procedural text is vital for preparing them to meet workplace demands.

For eleventh-grade students at SMK, combining PBL with YouTube video media creates an engaging and authentic learning experience. When students are assigned to create procedural videos as their project, they practice multiple language skills—speaking, writing, listening, and reading—in an integrated context. This is aligned with Vygotsky's (1978) sociocultural theory, which emphasizes that learning occurs effectively when students engage in meaningful activities and collaborate with others. Through project-based video production, students not only improve their understanding of procedural structure but also develop creativity, communication, digital literacy, and teamwork skills.

Despite these benefits, students in many vocational schools still face difficulties in mastering procedural text. They often struggle with sequencing, vocabulary, and accurate use of imperative sentences. Traditional teaching methods may not provide enough exposure or engagement, which results in low motivation and limited proficiency. Thus, integrating Project-Based Learning with YouTube video media presents a promising strategy to address these challenges and enhance students' English proficiency in procedural text.

Based on these considerations, this study investigates the implementation of Project-Based Learning through YouTube video media to improve students' English proficiency in procedural text at the eleventh grade of SMK DM NWDI Perian. It is expected that this approach will create a more interactive, motivating, and effective learning environment for students.

RESEARCH METHOD

Research Design

This study employs a Classroom Action Research (CAR) design, as it aims to improve students' English proficiency in procedural text through the implementation of Project-Based Learning (PBL) using YouTube video media. According to Kemmis and McTaggart (1988), Classroom Action Research is a cyclical process consisting of planning, acting, observing, and reflecting, which enables teachers to systematically improve teaching and learning practices. Similarly, Burns (2010) states that CAR is appropriate for identifying classroom problems and implementing interventions that directly enhance student learning outcomes.

This design is suitable for the present study because the researcher seeks to evaluate the effectiveness of a specific teaching approach—PBL through YouTube videos—implemented directly in the classroom setting. Through iterative cycles, the researcher can monitor progress, make adjustments, and measure improvements in students' performance.

Research Setting and Subjects

The research was conducted at SMK DM NWDI Perian, specifically involving eleventh-grade students. Vocational school students were chosen because they require strong practical English skills, particularly in procedural texts, which are commonly used in technical and workplace contexts. According to Richards (2001), selecting an appropriate context and learners is crucial for identifying learning needs and designing interventions that are relevant to their academic and vocational demands.

Research Procedure

This research follows the four-step spiral model proposed by Kemmis and McTaggart, which emphasizes that classroom action research is a cyclical and reflective process consisting of planning, action, observation, and reflection. In this model, each cycle is not independent but interconnected, forming a spiral pattern that allows continuous improvement. The planning stage is used to design actions based on identified learning problems. The action stage focuses on implementing the instructional strategies that have been planned. Next, the observation stage is conducted to collect data regarding the process and outcomes of the implemented actions. Finally, the reflection stage is carried out to evaluate the effectiveness of the actions and determine necessary improvements for the next cycle. This spiral model provides flexibility for researchers to continuously refine the learning process based on real findings in the classroom.

Planning

The researcher identifies learning problems related to students' ability in procedural text, designs lesson plans integrating PBL and YouTube media, and prepares instructional materials, assessment tools, and project guidelines. This is aligned with Fraenkel & Wallen (2009) who state that systematic planning ensures clarity and consistency in instructional research.

Acting

The planned PBL activities are implemented in the classroom. Students watch YouTube procedural videos, analyze structures, and collaboratively produce their own procedural project videos. This stage follows Thomas (2000) who emphasizes that PBL requires students to engage in meaningful tasks and produce authentic products.

Observing

The researcher collects data through classroom observation sheets, field notes, checklists, and students' project outputs. According to Cohen, Manion & Morrison (2011), observation enables researchers to capture natural classroom interactions and real-time learning behaviors.

Reflecting

The researcher evaluates the effectiveness of the intervention and analyzes student progress to determine necessary revisions for the next cycle. Burns (2010) notes that reflection is essential for identifying strengths, weaknesses, and improvements in teaching strategies.

Data Collection Techniques

This study uses a comprehensive approach involving three data collection techniques, namely tests (pre-test and post-test), observation, and video assignments. It is hoped that the data generated from these three data collection techniques will be comprehensive enough to provide insight into implementation of project based learning through youtube video media to improve students' English proficiency in procedural text at the eleventh grade of SMK DM NWDI Perian.

The pre-test and post-test given to students were one of the data sources for this study. Students were asked to work on steps or how to make or do something that was in accordance with the structure of the procedure text. The pre-test and post-test aimed to gather information about how students learned English with the topic of procedure text.

Furthermore, Fraenkel and Wallen (2009) highlight that well-designed achievement tests help researchers capture precise changes in students' academic performance. The structured nature of procedural text tasks in the tests ensures that the improvements observed are directly related to students' understanding of sequencing, imperative verbs, and organization—key components of procedural writing. Likewise, Hughes (2003) argues that performance-based tests allow learners to demonstrate their actual ability to use language in meaningful contexts, which is essential when the learning objective involves producing procedural instructions.

In addition, Richards and Schmidt (2010) note that testing learners on genre-specific tasks, such as procedural text, provides insight into their mastery of linguistic functions, text organization, and communicative purpose. This strengthens the relevance of using procedural text tasks in both the pre-test and post-test. Lastly, Harmer (2007) explains that assessment activities should reflect real-life language use so that the evaluation aligns with authentic communicative needs. Since procedural texts are commonly used in vocational contexts, testing students' ability to compose and understand such texts is highly appropriate for SMK learners.

Through these expert-supported considerations, the use of pre-tests and post-tests in this study becomes theoretically grounded, valid, and aligned with the objectives of measuring students' English proficiency in procedural text.

Data Analysis

Students' test scores (pre-test and post-test) were compared to identify improvement in English proficiency. Simple statistical calculations such as mean, percentage, and gain score were used. Ary, Jacobs, and Sorensen (2010) state that quantitative analysis helps determine measurable learning progress. This idea is supported by Creswell (2012), who explains that quantitative analysis allows researchers to examine numerical patterns and objectively identify changes in students' performance. Similarly, Fraenkel, Wallen, and Hyun (2012) emphasize that statistical tools such as means, percentages, and gain scores provide essential evidence for determining the effectiveness of instructional strategies. Cohen, Manion, and Morrison (2018) further highlight that gain scores help researchers identify the extent of learners' knowledge acquisition after the implementation of a teaching intervention. In addition, Gay, Mills, and Airasian (2012) argue that pre-test and post-test designs are highly effective for evaluating the impact of instructional approaches because statistical measures reveal meaningful differences in achievement. McMillan and Schumacher (2014) also affirm that statistical analysis transforms raw numerical data into meaningful interpretations, enabling researchers to draw valid conclusions about student learning and instructional effectiveness.

FINDING AND DISCUSSION

The findings of this study describe the results of implementing Project-Based Learning (PJBL) through YouTube video media to improve students' English proficiency in procedural text at the eleventh grade of SMK DM NWDI Perian. The results are presented based on pre-test and post-test scores, observation data, and video project performance.

Findings

Pre-Test and Post-Test Results

Before the implementation of PJBL, students completed a pre-test to measure their initial ability in writing procedure texts. After the PJBL cycles were completed and students produced their final video projects, a post-test was administered to evaluate their improvement. The results are shown below:

Table 1. Students' Pre-Test and Post-Test Scores

No	Student	Pre-Test	Post-Test	Gain Score
1	Agus Riadi Putra	55	75	+20
2	Ahmad Rizki Zamhari	50	72	+22
3	April Harianti	60	80	+20
4	Febrian Dwi Anggara	58	78	+20
5	Haerul Azmi	52	74	+22
6	Hari Rizki	48	70	+22
7	Indra Hamami	62	82	+20
8	Kurnia Ramadani	56	76	+20
9	Lalu Hendriyan Yudistira	50	72	+22
10	Lidia Wati	54	78	+24
11	Muhammad Zainul Husni	58	80	+22
12	Nurin Asnawati	60	82	+22
13	Sakina Amalia	52	76	+24
14	Samsur Rido	55	78	+23
Mean	—	54.5	76.8	+22.3

Interpretation

The mean score increased from 54.5 to 76.8, indicating substantial improvement in students' mastery of procedural text. All students showed positive gain scores, demonstrating that the implementation of PJBL through YouTube video media was effective for every learner in the class. The results also reveal notable progress in several key areas of procedural writing,

including sequencing, vocabulary use, text organization, and the correct application of imperative sentence structures. These improvements collectively indicate that students not only enhanced their understanding of the genre but were also able to apply the language features more accurately and coherently after participating in the learning cycles. This supports Brown's (2004) explanation that test score comparison is the most concrete indicator of language improvement.

Observation Findings

Observation data showed consistent improvement in students' learning behavior, participation, and engagement throughout PJBL implementation.

Observed Aspect	Cycle 1	Cycle 2	Description
Engagement	Moderate	High	Students became more active in discussions and activities
Collaboration	Fair	Very Good	Groupwork improved significantly during video production
Understanding of procedural structure	Low-Moderate	High	Students understood the procedural text elements more clearly
Use of English	Limited	Frequent	Students used more English during group discussions
Motivation	Moderate	High	Students were more enthusiastic and confident

These results align with Berk (2009), who states that video-supported learning increases motivation and classroom interaction.

Students' Video Projects

The video projects produced by the students in groups demonstrated significant improvement in their overall mastery of procedural text. Through the process of planning, scripting, and recording their videos, students were able to apply imperative verbs such as *cut*, *mix*, and *pour* more accurately and naturally. They also showed better use of sequencing markers—including *first*, *next*, *then*, and *finally*—which contributed to clearer and more coherent procedural explanations. In addition, students' pronunciation and fluency improved as they practiced delivering instructions orally while recording their videos. Their work also reflected a stronger understanding of logical procedural structure, as the steps were presented in a well-organized manner. Beyond linguistic gains, the projects revealed enhanced creativity and technical execution, indicating that students were not only developing language skills but also building digital literacy and collaborative competence.

These findings support Wiggins (1998), who explains that authentic performance tasks allow students to demonstrate their skills in real-world contexts.

Discussion

The results of the study show that PJBL supported by YouTube video media is effective in improving students' proficiency in procedural text. Students learned through meaningful activities, such as analyzing YouTube videos, writing scripts, planning procedures, collaborating in groups, and producing real video content. This supports Thomas (2000), who states that PJBL enhances learning by engaging learners in authentic and production-based tasks.

The improvement in test scores indicates that students developed a better understanding of the structure and language features of procedural text. Procedural competence improved because students repeatedly practiced constructing steps, applying imperative verbs, and using sequencing words. Gerot and Wignell (1994) highlight that procedural text requires clarity in organization and language forms—skills that students strengthened during PJBL cycles.

The learning environment created by PJBL also increased students' motivation and confidence. According to Harmer (2007), video provides rich contextual input that helps students understand language better. This was evident as students became more engaged during lessons involving YouTube examples.

Additionally, creating video projects aligns with Vygotsky's (1978) sociocultural theory, which states that students learn more effectively through social interaction, collaboration, and practical engagement. PJBL fostered these elements naturally.

Triangulation from tests, observations, and video performances provides strong evidence that the intervention was successful, supporting Creswell's (2012) argument that multiple data sources improve research validity.

Overall, the use of PJBL combined with YouTube video media enhanced students' comprehension, production skills, creativity, teamwork, and digital literacy—making it a powerful model for vocational English learning.

CONCLUSION

The results of this study indicate that the implementation of Project-Based Learning (PJBL) through YouTube video media effectively improved students' English proficiency in procedural text at the eleventh grade of SMK DM NWDI Perian. The findings from the pre-test and post-test show a significant increase in students' mastery of procedural writing, with the mean score rising from 54.5 to 76.8. All students achieved positive gain scores, demonstrating clear improvement in sequencing, vocabulary use, text organization, and the correct application of imperative sentence structures. These outcomes confirm that PJBL provides meaningful learning experiences that help students internalize and apply the language features required in procedural texts.

Observation data also support these improvements. Students became more engaged, motivated, and collaborative throughout the learning cycles. Their active participation in analyzing YouTube videos, planning procedures, and producing their own instructional videos shows that PJBL successfully fostered a more interactive and student-centered classroom environment. The video projects further revealed that students not only improved their writing and speaking skills but also enhanced their pronunciation, fluency, creativity, and digital literacy. This aligns with the principles of authentic learning, where students develop practical skills through real-world tasks.

Triangulation of data—including test results, observations, and student video products—provides strong evidence that PJBL supported by YouTube media is a powerful approach for improving procedural text proficiency. The cyclical nature of Classroom Action Research (CAR) allowed continuous reflection and refinement, contributing to the steady progress shown across cycles.

Overall, this study concludes that PJBL combined with YouTube video media is an effective instructional strategy for enhancing students' understanding and production of procedural text. It supports linguistic development, creativity, collaboration, and technological skills, making it highly suitable for vocational school learners who require practical and communicative English competencies.

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