

# Teaching English for vocational college students by using a Project -based learning approach

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## Abstract

Constructing Project-based Learning (PjBL) is crucial for the students at vocational college because it will help them to know more about the real condition in a workplace. It also makes them able to do a professional job while studying. This study aims to describe the implementation of Project-based learning (PjBL) in establishing a promotion media in a form of video for 5 minutes duration based on the client need. The client was *English Study Program* and *Language Center Politeknik Negeri Jember*. The subject of the study was 48 students of English Study Program in the fourth semester. The students had to finish two videos in one semester that was one video as a group project and one video as an individual project. Then, they had to upload those videos in *YouTube* channel. The method of research was descriptive qualitative. The data taken from the process of developing a video started from planning to product evaluation. This study applied some steps in implementing PjBL that were demanding problem or question, sustained inquiry, authenticity, students' voice and choice, reflection, critic and revision, and public product. The result showed that the students were able to produce a promotional video in such categories such as travelling to tourism object, event, how to, and advertisement.

**Keywords:** *teaching English, vocational higher education, project-based learning, making video*

## 1. Introduction

Studying at the university level in Indonesia differs significantly from primary or secondary school education due to various factors such as objectives, curriculum, age, and the learning environment (Novawan, 2014). The secondary education curriculum is governed by the Ministry of Education and Culture under Rule number 36 of 2018, while higher education follows The Law number 12 of 2012. Higher education institutions have the autonomy to design their own curricula based on specific needs. In terms of age, secondary school students typically range from 13 to 18 years old, while higher education students are generally between 19 and 23 years old. The environment in secondary schools often involves the mandatory wearing of uniforms, with most activities taking place in the classroom. In contrast, university or college environments allow students the freedom to

choose and manage their own learning based on the offering curriculum which can occur in classrooms, laboratories, or in the field or industries, depending on the requirements.

The learning strategies employed at the university level vary widely. University students, in general, engage in diverse activities compared to students in vocational colleges. University education emphasizes a more stable base of knowledge and skills related to a deep field of study. Students also undertake qualifications for general education and humanistic art courses, preparing them for a range of fields or further graduate education. The curriculum includes a significant theoretical component focusing on critical thinking, teamwork, research, and problem-solving. Vocational colleges on the other hand, offer occupation-specific programs tailored to facilitate direct entry into chosen careers, such as medical assisting, automotive, or computer support. These programs focus on practical skills and knowledge sought by employers, incorporating industry-standard processes, practices, and relevant technologies.

Teaching methods play a crucial role in shaping the learning experience for students. The methods adopted can be categorized into teacher-centered and student-centered learning. Teacher-centered learning involves the teacher delivering knowledge with supreme authority, limiting student participation and critical thinking opportunities. This method is rooted in the behaviorist theory, which posits that changes in behavior result from external stimuli. On the other hand, student-centered learning, based on democratic and constructivist principles, allows students to construct their understanding through experiences and activities. Techniques such as small group discussions, role-play, case-based learning, collaborative learning, problem-based learning (PBL), and project-based learning (PjBL) are employed in student-centered approaches, fostering active engagement and critical thinking (Savery, 2019; Poonpon, 2017).

The national standards for higher education in Indonesian universities are outlined in the Minister of Education and Culture's Rule number 3 of 2020. These standards cover various aspects, including the learning process, research, and community service. The standards encompass graduate competency, learning content, learning process, learning evaluation, lecturer and education staff, facilities and infrastructure, management systems, and learning costs. Additionally, quality assurance for higher education standards is addressed in the Minister of Education, Culture, Research, and Technology's Rule number 53 of 2023. The standards for diploma three programs focus on completing theoretical concepts to achieve broad job scope, while bachelor's programs emphasize problem-solving knowledge and adaptability to various conditions.

In conclusion, the content and competencies targeted in diploma three and bachelor programs exhibit notable differences. Diploma three programs emphasize completing specific jobs through required procedures to produce particular outcomes, while bachelor's programs stress the development of knowledge for problem-solving. The choice of teaching and learning methods must align with these distinctions, with teacher-centered and student-centered approaches being suitable for different educational contexts.

## **2. Literature review**

### ***2.1. Project-based Learning (PjBL)***

Some experts give their opinion on the explanation of Project-based Learning (PjBL). First is PjBL design concepts place a strong emphasis on the project serving as the primary teaching tool and the role of students as active learners (Condlife, 2017). This pedagogical approach recognizes that students acquire information and abilities through collaborative work on real-world tasks. Students must plan, organize, and create practical answers to problems, or high-quality project-based education. It addresses practical issues and achieves fundamental comprehension. It is individualized because students select the bureaucratic procedure they want to learn about, frequently in response to personal struggles (Krauss & Boss, 2013). It is a student-centered pedagogy that combines a successful classroom strategy with meaningful initiatives that help students learn more deeply about the actual world. Through project-based learning, students can apply concepts and learn by doing. Students participate in practical activities that are comparable to those performed by adult experts (Kracjik, 2015). From the rationales, it can be said that PjBL is a type of teaching instruction on project as the main goal that enables students to practice their ability on soft skill and hard skill then able to produce a product.

Several experts also present the elements on conducting the PjBL approach. First is seven essential project design elements. Those are: demanding problem or question, sustained inquiry, authenticity, students' voice and choice, reflection, critic and revision, and public product (Larmer et al., 2015). Second is core PBL design principles include driving questions to motivate learning, target significant learning goals, use project to promote learning, dedicate sufficient time to PBL, promote construction of knowledge, cultivate student engagement, use scaffold to guide students' learning, encourage student choice, support collaborative learning, create a product that answer the driving question, provide opportunities for student reflection and teacher feedback, and present product to authentic audiences (Condlife, 2017). Third is PjBL features that are centrality, driving question, constructive investigation, autonomy, and realism (Zhang et. al., 2021).

### ***2.2. Instructional design models***

Instructional design means a series of activities on designing, developing, and delivering learning experiences. These activities should support students to determine knowledge by going through, encode, process, and feedback new knowledge to be able to recall when they need (Isman, 2010). There are several instructional design models approved by experts. For example: ADDIE, ASSURE, and 4D. ADDIE stands for analysis, design, development, implementation, and evaluation. In analysis process consists of determining goal, learning environment, and knowledge and skills of students. Design process related to learning objects, exercises, content evaluation, and learning tools choice. Development means a process of writing or producing material for product includes the technology usage. Implementation refers to real product application and modification to get maximum result. Evaluation means a process of revising in every step to create final product. It can be done during the process called formative or after the process called summative (Spatioti, et. Al., 2022).

Next model is ASSURE stands for analysis students' characteristic, state objective, selection of method, utilization of material, require students' participation, and evaluation. In analysis includes age, existing knowledge, education level, learning specificities. Stating objective means understanding knowledge and skills that students acquire during a specific time. Objective should be realistic to achieve best outcome. Selecting method of delivering materials depends on learners' need. For example, group discussion, and activities for student centered learner or presentation, demonstration, and choosing lecturers for teacher centered learning. During the process of delivery, media and technology are needed to support all the program run smoothly. Students' performance is thing to achieve such as actively engage them to participate in class discussion, asking questions, or presenting themes for further analysis. Lastly, evaluate all the component from objective, method, material, technology, media, and assessment whether they are effective and revise if necessary (Faryadi, 2007). Then, 4 D model stand for define, design, develop, dissemination. Define is done to identify problem and analyze it. Design is for planning and form product. Develop is for constructing instruction and revising process. Dissemination refers to implementation and evaluation process (Setuju et al., 2018).

### **2.3. Promotion video**

Trend of video user in internet also increase because of the ease of internet access around the world. In China, the number of video user has been increasing from 13.80 million in December 2022 to 1.044 billion in June 2023 (Wu & Tan, 2023). While in Indonesia, the number of active social media user reached 130 million in 2019 to 191.4 million in 2022 (Kurniawan, 2023).

YouTube as an American platform of video sharing and social media has become the most popular around the world after its inception (Novawan et.al., 2021). It reaches 122 million user every day. The number of videos uploaded increase 40 % from 2014 to 2020. Some types of video upload in YouTube channel every day. For around 122 million daily users watch video content in YouTube as of 2022. Categorization of those videos are people and blogs, science and technology, entertainment, education, news and politics, music, film, animation, gaming, how to and style, sports, and travel. It means that viewers have a significant interest to product and service advertisement (Lu, 2023; Novawan et. al., 2021). By having these facts, YouTube as an effective tool to market any product from company or institution especially for young generation who spend their time with gadget every day. Promoting product and services will be efficient with the use of promotion video.

Promotion video is an online video platform that pay attention not only to broadcast program but also to promotional strategies to attract more consumers to watch. Online video platforms begin their advertising efforts prior to the release of the video programs and provide a specific budget towards trailers, ads, and other promotional activities for recently released popular programs within the marketplace (Wu & Tan 2023).

## **3. Method**

The method for conducting the research were descriptive design with applying PjBL. The description was about the process that the students do to run the project. The PjBL

procedures include demanding problem or question, sustained inquiry, authenticity, students' voice and choice, reflection, critic and revision, and public product. Demanding problem or question means a tangible problem to investigate and find a solution. It makes the project looks authentic. It can be real project such as reprocess of plastic waste or how to end the war in Palestine. It can be done through driving questions for example: How to recycle the plastic waste around school environment? or How Asian countries could help the war of Palestine end?. The students need to explore their knowledge on answering the questions about reusing plastic waste or having some alternative solution for ending the Palestine war. Sustained inquiry measures brainstorming to get deep information on answering the question. Students can do research like seek the source by finding from reputable journal, textbook, interviews the expert, searching from internet to get well thought of model, or any kind of work in exhibition, multimedia in form of writing, design, to produce a real project.

Authenticity means projects may require the use of practical procedures, duties, equipment, and quality requirements, such as when students utilize video editing software on digital devices with the professional standard. Realistic initiatives can truly affect others, including similar to when students attend to a need in their school or community service for example, planning and constructing a school garden, enhancing a park for the community, assisting recent youth organization, or produce something things other people will experience or use. A project can possess individual authenticity such as addressing the issues that students personally face, concerns, identities, cultures, and interests in their existence. Students' choice and voice equip them with the decision of the method of investigation to find a source, design a project by their own, and shape and make product to the public. Reflection address students and the teacher should reflect on what they're learning, how they're learning, and why they're learning. Critique and revision mean the teachers, peers, and experts could give feedback to the students' work based on the guided rubric, models, or critique protocols to meet the final product. Student can revise the product through the feedback to make the product better. Public product means answering questions with a presentation outlining a problem solution, a performance or event, or tangible, media, or digital artifact.

#### **4. Findings and discussion**

These findings are in a form of the description about the students' process while making their video, and the content of video. There were two types of video produce by the students: promotion video for *ESP* and *Language Center*, and a video for the students' personal branding. The duration of the video was 5 minutes long. The procedure in this project were: understanding the theory of developing video, making video concept for client and their own, finding data, writing script, consulting the process with lecturers, sending the video to the client, revising, and publishing it on *YouTube* channel. The students were given the theory on instructional design model for develop promotion video, then they have to choose which model as a plan to do the project. Next, the students had to design a video concept with the chosen model such as writing a blueprint and timeline, getting some sources of data from the clients for instance interviewing the clients. During the process on doing the project, they can consult with the lecturer in and outside the classroom. When the video was done, they can send it to the client to get feedback on the

completeness information or the quality of video. After revising process, finally those videos published on the *YouTube* channel. The explanation on PjBL process can be read in the following paragraphs.

The first step was demanding question. There were two questions that were how to make a promotion video for *English Study Program (ESP)* and *Language Center of Politeknik Negeri Jember (Polije)* and how to make a video to promote the students' personality. The client was head of *ESP* and *Language Center of Polije* for the first video. Then, the second video was introducing the students' personal activities to brand their personality. The content of the video was in form of promotion video to encourage services of the two units in *Polije*. The students' personal video was about tutorials, travel, reviews, events, and gaming. Hopefully these videos could help *ESP* and *Language Center* services acknowledged by *Polije* students and community.

The second step was sustained inquiry. In this step, the students assigned to work in two projects with different job or activity. The first was as a member of project in doing a client order for *ESP* and *Language Center Polije* and the second job was for developing individual video. Two groups were responsible for having the project. Group A assigned to do a promotion video for *ESP* and group B allowed to have a promotion video for *Language Center Polije*. Every student had two responsibilities of doing project on clients' promotion video for example: script writer, video editor, model, narrator, interviewer, or project coordinator and making an individual video. Then, they had to do a concept for both videos that was started from making a blueprint consisted of three elements: video performance, development model, project implementation (timeline). The first element included type of video, theme, title, and visual design. Next, in development model included a model of establishing the project. The students can choose some models in developing a promotion media for instance ADDIE, ASSURE, or 4D. The last element was project implementation includes timeline and evaluation on the whole process.

The result of the making blueprint showed that the theme of group A was all about *ESP*, the title was *Profile of ESP Polije*, visual design was show some short videos on activities while studying in *Polije*. ADDIE development model was chosen to do the project. In analysis process included target audience was young people from 17 to 22 years, graduation students from senior high school, target knowledge was giving information about real activities in *ESP Polije*, and finding a useful information on higher education especially *Polije*. Tools and budget stated in were camera, cell phone, editing software, and all the cost for data collecting and editing process. The students also gave the detail duty for the member of group such as narrator was one of the students in group, model of the video was all the group member, and the other member duty as an interviewer, script writer, editor. In timeline gave information about time and some jobs to be done for example March 10, 2023 for making blueprint and choosing a development model. It also said that the time started from March to May to get the data to evaluation. This group gave information about data collecting from interview only but there was no information about what kind of data that will be taken.

Group B blueprint gave information about title that was *Profile of Language Center Polije*, visual design that was showing activities and programs of *Language Center Polije*, ADDIE model chosen to do the project. In analysis process there were some information designed for instance target audience was 17 to 35 years old people, target knowledge was

showing activities and programs of Language Center Polije. The tools were cell phone, laptop, tripod, camera, and editing software. Video model was *Naura Yasmin*, narrator was *Bima Nurmahendra*. While budgeting also stated about the cost for renting camera and editing process. It also said about the work of team during the process of making video. They gave the information about data collecting that would be need such as information about the program from the head of *Language Center*, finding private and public documents. In this group, the timeline showed about time and job description of group member for example 2 March 2023: doing interview with the head of *Language Center*, 17 March 2023 making a blueprint and timeline. The timeline said from March to May in finishing the product. Unfortunately, timeline only show the teamwork up to editing process. It needed to add with evaluation or revising product. In interview there were some datas that had been collect such as short information about *Language Center Polije*, history, facilities, services and programs, and registration procedure.

The result of blueprint on individual projects showed that themes were personal activities for instance daily life, doing hobby, Ramadhan, Eid Fitri event, travelling to some tourism objects, review of place, food, book, tutorial on cooking, spending some money for doing useful or interesting thing. Some examples of titles such as *Let's make a happy day with me*, *My Ramadhan life*, *Full hang out with besti*, *Some activities in Lippo Mall Jember*, *What I do on weekend*, *The beauty of Payangan beach Jember*, *Visiting Kayoetangan heritage*, *the Malioboro of Malang*, *Max Payne.... 22 years later*, *Delicious food for boarding people*, *Try some drinks from Mixue*, *Holiday budget under 100 K*, *Simbat mountain tour*. Most of target audiences was teenager to young people with 15 to 25 years old. Then, the purpose was to share experiences and knowledge about some tourism objects, how to get to the place with reasonable budget, entertain people with new information, share positive emotions, build relationship, personal brand, or make a friend with viewers. Several tools were used such as camera phone, tripod, laptop, and editing video application. The location and budget of this individual project was adjusting based on the students' home. It seems that they felt more comfortable when its location was close to their house. It also happens to the model and narrator. It prefers to have their friend as a model or their own voice to read a narration. Next, in the timeline displayed time of doing the project from writing a blueprint to evaluation.

The third and fourth step called authenticity and students' choice and voice that were allow students to do their project based the theory given but they can choose which process will be done first up to the last. Before doing the project, students were given the theory about media and communication, types of media, model of developing media, need analysis, data collecting method, learning media, promotion media, visual design, internet media, video making, booklet making, and subtitling product. Based the theory given students can choose what types of media they would make, model for developing media, doing need analysis, data collecting, visual design, and video making process. The result of these two steps was group A and B chose ADDIE as a model for developing video. When the students came to this step, it meant that they did analysis and design process in ADDIE model. They had to move on development process that were writing a script and storyboard, doing shooting, recording narration, and editing. The result displayed the storyboard of group A describe the opening for 1 minutes and 40 second. The contents of opening were moving images from double way *Polije* in 15 seconds from west gate in 5 seconds. The narration was "Hi everyone, welcome to *State Polytechnic of Jember* as we

know as *POLIJE*". Then, it continued to *ESP* building in 5 seconds with narration " In *Department of Language, Communication & Tourism* there are 2 study programs that are *English Study Program* and *Tourism Destination*". Next, history of *ESP* in 20 seconds with narration "“The *English Study Program* is one of the Diploma 3 study programs at *Polije*. The *English Study Program* was created in 2002 at *Polije*. The *English Study Program* used to join the *Agribusiness Management Department* until after several years, the *English Study Program* split from the *Agribusiness Management Department* and established its own department called *Language, Communication and Tourism*. Previously, the *Department of Language, Communication and Tourism* only had one study program, namely *English Study Program*. Until 2021 this department add one more study program, namely *Tourism Destinations (D4)*. Until now, the *Department of Language, Communication and Tourism* has two study programs namely *English Study Program (D3)* and *Tourism Destinations (D4)*". Next, welcoming speech from the head of study program in 10 seconds. Furthermore, telling about some facilities in *ESP* started from reading corner, laboratory, and wifi corner in 28 seconds. The main content was described graduate impression and messages in 2 minutes and 38 seconds with narration "There are many job prospects for *English Study Programs*, including foreign language teachers, administrative staff, frontdesk staff, translators, interpreters, tour guides/leaders, and as Englishpreneurs". Mentioning achievement in 25 seconds, profiles of some lecturers in 25 seconds, learning activity in 1 minutes and 3 seconds, and mentioning partnership with several companies was the main content also. The last content was closing in 45 seconds with request to join in this study program and contact person.

The storyboard of *Language Center* video from B group provided in the explanation below. In the opening there was a glimpse of double way *Polije*, auditorium, A3 building in 1 minutes with narration "*Politeknik Negeri Jember (Polije)* is a vocational higher education institution located in *Jember, East Java*. In its journey, *Polije* has develop and currently has 8 departments, namely *Agricultural Production, Agricultural Technology, Animal Husbandry, Agribusiness Management, Information Technology, Health, Engineering, and of course Language Communication and Tourism* with a total of 28 study programs. In addition, *Polije* also has several services that can be accessed by all students and the general public, one of which is the language center. Then, main content with description of *Language Center* and its services in moving images for 3 minutes long with model and narration "*UPA Bahasa* is a service for learning forums, course services, translation services, and also language consulting services which are under and responsible to *Polije*. This service is intended for the academic community and the general public. *UPA Bahasa* has some tasks such as carrying out learning development, capacity building, and language proficiency testing services. Next, welcoming speech from the Head of *UPA Bahasa Polije*, vision and mission, facilities, some pictures of *English proficiency test, workshop, and courses*. The last was closing with invitation to join into the program of *UPA Bahasa Polije*, testimonials, and contacts person, social media account, and website address in 40 seconds.

The result on the students' storyboard talked about the chronological order of the story in the video. The content of storyboard consisted of time, scenes, and narration. Some students made a table to explain the time and scenes and narration in different file (Table 1, 2, & 3).



**Table 1. Example storyboard**

<b>Time</b>	<b>Scenes</b>
<b>00:01-00:21</b>	Introduction (tell the audience why I want to make my own food instead of buying it)
<b>00:20-00:30</b>	Tell the ingredients of the dish
<b>00:31-01:14</b>	Cutting ingredients
<b>01:15-01:48</b>	Puree the spices used
<b>01:49-02:10</b>	Stir the eggs
<b>02:11-03:00</b>	Cook the first dish
<b>03:01-03:25</b>	Cook noodles
<b>03:26-04:32</b>	Cook the second dish
<b>04:33-04:47</b>	Finishing the dish

**Table 2. Example script**

Hello guys, let me introduce myself, my name is Fania. and now I want to tell you a delicious and inexpensive cooking tutorial for boarding children. I prefer to cook myself instead of buying because it can save money, besides that our food will be delicious and the quality of the food is guaranteed. So, what are you waiting for? let's watch the continuation of my video

(Halo guys, perkenalkan nama saya Fania. dan sekarang saya mau kasih tau tutorial masak anak kost yang enak dan murah. Saya lebih memilih memasak sendiri dari pada membeli karena bisa menghemat biaya, selain itu makanan kita akan enak dan kualitas makanan terjamin. Jadi, tunggu apa lagi? yuk simak kelanjutan video saya)

First of all, prepare the ingredients needed, I have included all the names of the ingredients in the video. These ingredients are used for 2 menus, guys.

(Pertama-tama siapkan bahan-bahan yang dibutuhkan, semua nama bahan sudah saya cantumkan di video. Bahan-bahan ini digunakan untuk 2 menu ya guys)

**Table 3. Example storyboard with script**

“STORYBOARD”

SAMBOJA HILL

1. Opening (1 minute)

20 second (pemandangan pantai dan sekitar Samboja Hill)  
(Backsound music dan suara ombak)

40 second (pemandangan pantai Payangan dari atas Samboja Hill)

(Script: Jember has a very beautiful nature, we can easily find beautiful places. There are many tourist attractions in Jember, one of them is Samboja Hill. Samboja Hill is a tourist spot located in Payangan Hamlet, Sumberejo, Ambulu district, Jember Regency, East Java. Samboja Hill is in the area of Payangan Beach. Samboja Hill is quite a beautiful place, you can climb the hill and see the fantastic view of the beach, the sea, and surrounding places from

above. You can see Payangan Beach, Teluk Love, and domba hill from the top of Samboja)

## 2. Main Content (2 minutes, 45 second)

45 seconds ( Jalan menuju pantai payangan dan pembayaran tiket masuk)

(Script: to get to Payangan Beach we will pass through long rice fields don't worry the road to the beach is good and no potholes this will make your trip feel comfortable.

Visitors will only be charged a fee of IDR 10,000 to be able to climb to the top of Sambojo Hill and pay a parking ticket of IDR 3,000 for motorbikes, while for cars visitors are charged a parking fee of IDR 5,000)

15 seconds (fasilitas yang ada di Samboja Hill)

(Script: The facilities available in this place are several toilets, musholla, and shelters on the top of the hill)

50 Seconds (Pemandangan Payangan Beach dari arah kiri Samboja Hill)

(Script: Samboja hill is quite beautiful you can climb the hill and see the fantastic view of the beach, the sea, and surrounding places from above. You can see Payangan Beach, Teluk Love, and domba hill from the top of Samboja. It might take around 10 minutes to climb. It'll be hot after 9 a.m., but there are some shelters you can transit to.

55 seconds (pemandangan Payangan Beach Dari arah kanan Samboja Hill)

(Script: Besides enjoying the beauty of the wide blue ocean, here you can also enjoy a charming sunset. Watching the sun sink slowly is a serene moment and it's a shame not to be missed. So, it's recommended for your family or couple's trip. Just be careful if you are with kids for some paths near the edge of the hill.

## 3. Closing 1 minute

30 seconds (recap video Payangan Beach & Samboja Hill)

(Backsound music tanpa script)

30 seconds (menunjukkan rekomendasi tempat parkir & perjalanan pulang)

(Backsound music tanpa script)

Next, the students would take some data related to the need of video. They can select any method to get data. Audio-visual material that is a method to obtain data in form of audio (sound, voice), visual (pictures, photos), and audio-visual (video). They can decide any tools for recording audio and visual materials for instance smartphone camera, *DSLR* (*Digital Single Lens Reflex*) camera, *Mirrorless* camera, digital camera, voice recorder, audio recorder, and audio recording software. The result of data was lots photos and videos (Table 4).

**Table 4.** Example photos and videos

No	Example of photos	Example of videos
1.		
2.		
3.		

They can choose any free software on video editing such as *CapCut*, *Canva*, *KineMaster*, *Filmora* *Wondershare*, *Movimaker* to create the whole video content with audio and subtitling on the bottom of the screen. They can also apply some techniques of subtitling in finishing the product. At the end of this step, the students were able to finish their group and individual project in form of raw video before getting feedback from their peers (friends in the classroom), lecturer, and client.

The fifth step was reflection. In this part, the students reflecting their work from the first time into the last time that was finishing the content of group and individual video by having a discussion in the classroom. They told about their process of learning by applying some theory on need analysis, writing blueprint, designing video concept, writing storyboard, script, getting some data, video editing, and subtitling process. Along the practice some students could complete the whole process, but some others could not. There were almost 60 % of them fulfilled the requirement such as able to finish the concept, storyboard, script, have acceptable data, able to operate video editing software. Then, 40 % of the students had some problems on writing storyboard and script, missing data, problem on operating video editing software. (Table 5).

**Table 5** Example of incomplete storyboard

No	Example on incomplete storyboard and script
1.	<p>Minute 1                      Give a brief introduction about the place                      The video will be View shot around the sign “Kayu Tangan” and other short shot around area near Alun – Alun Malang.</p> <p>Minute 2                      Introduction about myself                      The video will be “me” speaking in front of the sign of “Kayu tangan” (dubbing)</p> <p>Minute 3                      Telling a little bit of history about Kayu Tangan                      The /video will be several views shot around the place and view shot while walking also some shot around the old building</p> <p>Minute 4                      A little bit about opinion of the place also a little bit of story about kanjuruhan                      The video will be several shots but also a protest banner about kanjuruhan</p> <p>Minute 5                      Closing                      Thank you for watching also credit</p>
2.	<p><b>Opening</b>                      30 seconds : introduce my self and explain what I want to do.</p> <p><b>Body</b>                      4 minutes : tell about step                      3 minutes : explains step background                      30 seconds : repare the necessary tools                      30 seconds : mix paint colors                      2 minutes : blend the colors to the canvas                      1 minutes : draw a lines                      1 minutes : make three lines                      15 seconds : draw lights                      15 seconds : draw lights use a cutton bud</p> <p><b>Closing</b>                      15 seconds : shows result                      5 seconds : wait until dry                      5 seconds : with drink and eat to enjoy the view</p>

	10 seconds : quotes 10 seconds : show results with me.
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In this step, the students told about their problem during conducting the project. Some students said about problem on making an appointment with the client for interview because of the clients' business. They also said about lack of knowledge on operating camera, finding an angle for photo, writing video content, subtitling, and video editing process. Fortunately, they have got some materials on media and technology, content creation, and media development to support and solving their problem but they need to practice more related to the created project especially in group project because it need some consideration not only from group work but also from the client. They also told about the trouble to achieve appropriate video editing software because of lack on knowledge or capability on performing during the process of video editing. Another problem was they did not have more time because their project should finish in 4 months started from idea to final product.

The sixth step was critic and revision. In this part, the students had to submit two videos to get feedback from their peers (friends), lecturer, and clients for group project. The process of getting feedback was done in the classroom by showing the video. All students could give comment related to the quality of pictures, content, and quality of sound. Some examples feedback from peers were about image position and size. It happened because some students place the original image size from camera so that the position was not like commonly show in *YouTube* channel. It can be only appeared on the center of the screen. It also occurs on the movement of the image that usually from left to right but sometimes it moved from right to left or from up to down. Next was about the quality of image that came from smartphone camera, *DSLR* camera, or *digital* camera. Some students prefer to apply smartphone camera because it did not need more effort such as rent a camera and spend more money. On the other side, quality of images was not as excellent as *DSLR* camera.

Some feedback from lecturer were about the storyline, pronunciation, length of video, model, ingredients for food. In the storyline, some students put different plot with the storyboard so that it was not match with script or narration. Next, pronunciation made by student was incorrect for example program, department, ice cream. Then, 30 % of students needed to adjust the duration into 5 minutes because they only have 2-3 minutes. Lastly, model was not wearing inappropriate clothes for example short pant, tank top, or tight dress and trousers. The ingredients for food were too small size so that it was not precise to the screen wide. The last feedback was from the clients that were head of *English Study Program* and chair of *UPA Bahasa Polije* for group project. There was language use, subtitling such as font, sound of narration, propriety between narration and images, and the whole content of video. Some terms were not in formal language like ur for your, gonna for go, 4 for four, tx for thanks. There was a text talk about history of *ESP* that was too long in one screen. In subtitling result showed different font appear in some screens, incomplete sentence, unclear voice in narration, and some screens were not appropriate to narration and images. Finally, the result of video for *ESP* was 80-90 % relate to real condition but in *UPA Bahasa* video represent 70 % actual situation. Some screens showed model in different

place such as library, auditorium, and field for ceremony. From that feedback, all students should revise their video both for individual and group project.

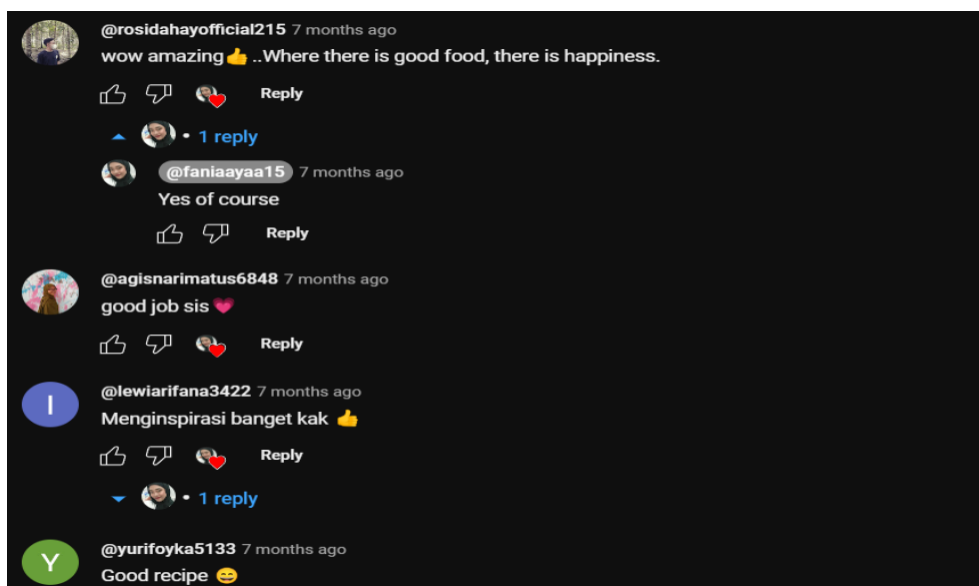
The last step was public product. In this step, students should upload all videos in YouTube channel. For *ESP* and *UPA Bahasa* videos should upload it in *Polije* website. While individual project should upload it in personal account. They should give links of account so that viewers would able to open links and watch video. Viewers could give comment to share of thoughts, interest to connect, and engage in discussion related to the video content. (Figures 6, 7, 8).



*Figure 6. Example comments*



*Figure 7 Example comments*



*Table 8. Example comments*

## 5. Conclusion

As a pilot project in implementing PjBL in *ESP*, these two projects gave some advantages and disadvantages for both lecturer and students. Some advantages for students were having experience on teamwork, creative thinking, analytical skill, problem-solving, communication skill, time management, and practical exercises. These skills were crucial for students to build along the process of learning in higher education so that when they face real condition in a workplace, they can develop those skills effectively.

Some benefits for lecturer were doing collaboration with students to reach a goal, critical thinking, creativity in constructing task, promote lifelong learning, build motivation, assessment and reflection, and enhance students' engagement. This students' centered learning encourages students' participation and choice to achieve a purpose of learning that was a product. The result would show the process of learning represented in a form of public product. Both of the project would be beneficial for students and lecturer to improve all the process from purpose of learning to public product.

Some disadvantages also found along the process of implementing these projects. For example: several students having problem on time management, building concept, developing product, and technical problem such as operating software for editing video, and uploading video in YouTube channel. These problems encourage students to learn and practice on specific skills. For lecturers, these projects needed more attention especially on assessment and reflection so that the next project would be better. It also gave a new experience with different client and different willing.

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