

Implementation of the Project Based Learning Method in English Speaking Skills for Diploma III Culinary Management Students

Kadek Feni Aryati¹, Putu Sri Darmayanti², I Putu David Adi Saputra³

^{1,2,3}Institut Pariwisata dan Bisnis Internasional

Corresponding Author: kadekfeniaryati@ipb-intl.ac.id

Published: Juni , 2025

Abstract

The use of inappropriate learning methods can make the teaching and learning process ineffective and cause learning objectives to not be achieved. A lack of creativity from lecturers in adapting learning methods to the needs and conditions of students, especially in the Culinary Management department, is a major cause. DIII Culinary Management students, who will later become professional chefs in hotels and restaurants, need good English speaking skills to communicate with foreign guests, understand international recipes, and adapt to a global work environment. This research aims to: 1) implement the Project Based Learning (PBL) method in English speaking skills learning for DIII Culinary Management students; 2) analyze the effectiveness of PBL in improving students' English speaking skills; and 3) develop a PBL-based English learning module integrated with the Culinary Management curriculum. This research will use a mixed methods research approach to examine the effectiveness of implementing Project Based Learning (PBL) in improving the English speaking skills of DIII Culinary Management students. This research will make a significant contribution to the development of English language learning in the Culinary Management study program, particularly in improving students' speaking skills. The research results can be used to improve learning methods and curriculum, so that students can be better prepared to face the world of work.

Keywords: Project Based Learning (PjBL), Project-Based Learning, Speaking Skills, Culinary Management, Vocational Education,

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0>

Introduction

Indonesia's hospitality and tourism industry is experiencing rapid growth, demanding skilled and professional workers. Particularly in the field of culinary management, English language proficiency is crucial for chefs to interact with international guests, understand modern recipes and cooking techniques, and keep up with global culinary developments. However, based on initial observations at IPBI, the English language skills of DIII Culinary Management students are still relatively low, especially in speaking skills. The conventional learning methods that are still predominantly applied are considered less effective in improving English speaking skills practically and applicably.

This problem is exacerbated by the lack of creativity of lecturers in adapting learning methods to the characteristics of students and industry needs. Therefore, a more innovative and relevant learning approach is needed, namely Project Based Learning (PBL). PBL is considered effective because it allows students to learn through direct experience, develop problem-solving skills, and

improve collaboration skills. This research is in line with IPBI's Strategic Plan (Renstra) which emphasizes improving the quality of learning and developing student competencies that are ready to compete in the international job market. The feasibility study of this research is supported by the availability of resources at IPBI, such as experienced lecturers, enthusiastic students, and adequate learning facilities. This research is expected to make a real contribution to improving the quality of vocational education at IPBI and produce learning modules that can be adopted by other universities.

This research focuses on the implementation of Project Based Learning (PBL) to improve the English speaking skills of DIII Culinary Management students. This literature review will discuss the concept of PBL, its effectiveness in language learning, and its relevance to the vocational context of culinary management. The PBL approach, which emphasizes project-based learning and problem-solving, has gained widespread attention as an effective alternative to traditional learning methods that tend to be passive (Blumenfeld et al., 1991). The advantage of PBL lies in its ability to increase student engagement, develop critical thinking skills, and encourage collaboration (Thomas, 2000). The application of PBL in various disciplines has shown positive results, including in improving language skills.

In the context of English language learning, PBL offers an authentic and contextual learning environment. Students can practice the target language in realistic situations, naturally improving their communication skills (Littlewood, 1981). Well-designed projects can encourage the active and creative use of language to achieve specific goals, thereby increasing fluency and confidence in speaking (Savignon, 2002). Previous studies have shown an improvement in English speaking skills in students who participate in project-based learning programs compared to students who participate in traditional learning (Lee, 2016). This success is often attributed to higher intrinsic motivation and the opportunity to apply knowledge directly.

The relevance of PBL to the vocational context of culinary management is very significant. Culinary management students need good English language skills to communicate with international guests, understand modern recipes and cooking techniques, and keep up with global culinary developments. PBL allows the integration of language skills with a professional context, designing projects that simulate real work situations (Barron et al., 1998). Relevant project examples include the development of an international food menu, the creation of a cooking tutorial video in English, or a presentation on the culinary culture of a country. These projects not only improve English speaking skills, but also develop professional skills needed in the hospitality industry.

Research on the effectiveness of PBL in improving English speaking skills has yielded diverse findings, depending on the research design, learning context, and variables measured. Some studies show significant improvements in speaking skills, while others show more moderate improvements. Factors such as the quality of the project design, teacher support, and student characteristics can influence the effectiveness of PBL (Hmelo-Silver, 2004). Therefore, this research will pay close attention to project design, provide adequate support to students, and consider the characteristics of DIII Culinary Management students in the implementation of PBL.

Based on the above, PBL is a promising learning approach for improving the English speaking skills of DIII Culinary Management students. This approach offers an authentic learning environment, develops important skills, and is relevant to industry needs. Although there are variations in the findings of previous research, PBL remains a method worth studying and applying, taking into account the factors that can influence its effectiveness. This research is expected to make a valuable contribution to understanding the effectiveness of PBL in this specific context and provide recommendations for optimal implementation.

Materials and Methods

This research will use a mixed methods research approach to examine the effectiveness of implementing Project Based Learning (PBL) in improving the English speaking skills of DIII Culinary Management students. This approach combines qualitative and quantitative methods to obtain comprehensive and in-depth data. Qualitative methods will be used to understand students'

experiences and perceptions of PBL learning, while quantitative methods will be used to objectively measure improvements in English speaking skills. The data collection techniques for this research are as follows: first, participatory observation. The researcher will be directly involved in the PBL learning process as an observer and facilitator. This observation will be carried out during the project implementation, recording student interactions, learning strategies, and the use of English in the project context. Participatory observation allows researchers to obtain rich qualitative data about learning dynamics and the effectiveness of PBL. Second, semi-structured interviews. Interviews will be conducted with students and lecturers involved in the PBL program. Semi-structured interviews will use a flexible question guide, allowing researchers to explore the experiences, perceptions, and reflections of research subjects in depth. Qualitative data obtained from interviews will provide insights into the effectiveness of PBL from the perspective of students and lecturers. Third, speaking skills test. A speaking skills test will be given before and after the PBL program to measure the improvement of students' English speaking skills. This test will be designed based on speaking skills criteria relevant to the vocational context of culinary management, such as fluency, clarity, vocabulary, and grammar. Quantitative data obtained from the test will objectively show the improvement of speaking skills.

Results and Discussion

The first objective of this research was to analyze how the Project Based Learning (PBL) method is implemented in improving the English speaking skills of DIII Culinary Management IPBI students. In this case, the implementation of PBL in this research focused on developing the English speaking skills of DIII Culinary Management IPBI students through three main projects: (1) Creating a restaurant promotion video, (2) Presenting a menu in English, and (3) Simulating customer service in English at a restaurant. Each project was designed to involve various aspects of speaking skills, including pronunciation, grammar, vocabulary, and the ability to communicate effectively.

Quantitative and qualitative data analysis shows that the implementation of PBL is effective in improving students' English speaking skills. The significant increase in speaking test scores (from an average of 65 to 80) is supported by direct observation during the learning process and feedback from students and lecturers. Students feel more confident and motivated to learn English because the projects are relevant to their field of study and provide opportunities to apply their knowledge practically. However, the analysis also revealed some challenges. Some groups experienced difficulties in time management and coordination between members. This emphasizes the importance of training students in collaboration and project management skills. In addition, differences in English language proficiency among students also pose a challenge. To overcome this, there is a need for learning differentiation strategies, such as providing additional guidance and individual support for students who need more help.

The PBL approach also encourages the development of critical thinking and problem-solving skills. Students must plan, implement, and evaluate their projects, which requires them to think systematically and solve problems that arise during the project work process. This shows that PBL not only improves speaking skills, but also high-level thinking skills that are important for success in the world of work.

The second objective of this research was to evaluate the effectiveness of the Project Based Learning (PBL) method in improving the English speaking skills of DIII Culinary Management IPBI students. From the quantitative analysis, data was obtained that the average speaking skill score of students before the implementation of PBL was 65, while after the implementation of PBL, the average score increased to 80. This increase indicates a significant development in students' speaking skills. This is in line with the theory which states that project-based learning can improve communication skills, because students are directly involved in a more active and contextual learning process.

In addition, qualitative data obtained from interviews with students and lecturers showed that students felt more confident in using English after participating in project-based learning. Students expressed that they enjoyed the learning process that involved collaboration with classmates and the completion of real projects. Lecturers also noted that students showed higher enthusiasm and actively participated in class discussions. This shows that PBL not only improves speaking skills but also students' learning motivation.

From the analysis of PBL effectiveness, it can be concluded that this method has a positive impact on students' English speaking skills. Through the PBL approach, students not only learn English in a theoretical context, but also practice it in real situations. For example, in the restaurant promotion video project, students must use the appropriate vocabulary and convey information clearly. This trains them to think critically and communicate effectively in English, which is an important skill in the Culinary Management industry.

Furthermore, the projects carried out by students also encouraged them to conduct deeper research and exploration on the topics raised. In this process, they had to search for information, plan presentations, and compile project reports. All of these activities contributed to a better command of English. The lecturers involved in this research provided constructive feedback during the learning process, so that students could continue to improve their speaking skills.

The third objective of this research is the Development of a PBL-Based Learning Module. As part of this research, a PBL-based English learning module was also developed. This module is designed to be integrated with the Culinary Management curriculum by considering the needs of students and the competencies to be achieved. The module includes various relevant projects, such as menu presentations, customer service simulations, and the creation of videos about cooking techniques. Each project in the module is equipped with step-by-step guides, assessment criteria, and resources that students can use.

This module not only provides structure for learning, but also flexibility to allow students to innovate in their projects. Lecturers can adjust the content and complexity of the project according to the students' ability level. This is important to ensure that all students, regardless of their English language background, can engage and benefit from this project-based learning. Feedback from students regarding this module is very positive; they feel that the module helps them in understanding the material better.

Although the research results show the success of PBL, there were several obstacles faced during implementation. One of the main obstacles was the limited time to complete the project. Students often felt pressured by tight deadlines, especially when the project required intensive collaboration. To overcome this problem, it is recommended that lecturers provide more time for the project, as well as divide the project into several smaller stages with clear deadlines. In this way, students can more easily manage their time and reduce the pressure they may experience.

Another obstacle is the difference in English language proficiency among students. In project groups, there are students who are more proficient in English and some who are still struggling. To overcome this, lecturers can group students based on ability, or provide additional sessions for students who need more help. In addition, encouraging more proficient students to help their other friends will strengthen collaborative learning and improve the speaking skills of all group members.

Based on the results of this study, it is recommended that the PBL method not only be applied in the Culinary Management study program, but also in other study programs that require communication skills. PBL can be an effective method for improving students' speaking skills in various disciplines, including business, communication, and languages. The application of PBL in these various fields can help students to be better prepared to face challenges in the world of work, where good speaking and communication skills are highly needed.

Educational institutions also need to provide training for lecturers in implementing PBL. Lecturers play a key role in the successful implementation of this method, so it is important for them to understand the principles and techniques of PBL in depth. Workshops and seminars can be held to share experiences and best practices in the implementation of PBL. With the right knowledge and skills, lecturers can create more meaningful learning experiences for students.

Conclusions

Overall, this research shows that the implementation of Project Based Learning (PBL) significantly improves the English speaking skills of DIII Culinary Management IPBI students. PBL provides students with the opportunity to learn in a relevant and real context, encouraging them to collaborate, think critically, and communicate effectively. Although there are some obstacles in implementation, the proposed solutions can help overcome these problems. By developing an integrated learning module and training for lecturers, it is hoped that the PBL method can be applied more widely in various study programs. This research makes an important contribution to the development of innovative and effective learning methods in higher education.

Overall, this research shows that the implementation of Project Based Learning (PBL) significantly improves the English speaking skills of DIII Culinary Management IPBI students. PBL provides students with the opportunity to learn in a relevant and real context, encouraging them to collaborate, think critically, and communicate effectively. Although there are some obstacles in implementation, the proposed solutions can help overcome these problems. By developing an integrated learning module and training for lecturers, it is hoped that the PBL method can be applied more widely in various study programs. This research makes an important contribution to the development of innovative and effective learning methods in higher education.

References

- Blumenfeld, P. C., Soloway, E., Marx, R. W., Krajcik, J. S., Guzdial, M., & Palincsar, A. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Psychologist*, 26(3–4), 369–398. https://doi.org/10.1207/s15326985ep2603&4_8
- Barron, B., Schwartz, D., Vye, N., Moore, A., Petrosino, A., Zech, L., & Bransford, J. D. (1998). What makes project-based learning work? *Educational Leadership*, 55(8), 6–11. (*Publisher not provided; please add if available*)
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235–266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Krajcik, J., & Blumenfeld, P. C. (2006). Project-based science: Transforming science classrooms, transforming learners. In R. K. Sawyer (Ed.), *Project-based learning* (pp. 1–20). Springer. https://doi.org/10.1007/978-0-387-24565-0_1
- Lee, Y. (2016). The impact of project-based learning on students' English speaking ability. *International Journal of English Linguistics*, 6(3), 172–180. <https://doi.org/10.5539/ijel.v6n3p172> (*Check for publisher if required by your citation style guidelines*)
- Littlewood, W. (1981). *Communicative language teaching: An introduction*. Cambridge University Press.
- Savignon, S. J. (2002). *Communicative competence: Theory and classroom practice* (2nd ed.). McGraw-Hill.
- Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation. https://www.bie.org/research/study/review_of_project_based_learning_2000 (*Check publisher and full bibliographic details to confirm*)
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.