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Featured Research

The impact of deep learning–oriented project-based learning and learner autonomy on students' english speaking skills

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Abstract: This research employed a quasi-experimental design. The population consisted of 180 tenth-grade students of the Construction and Building Technology program at SMK Negeri 1 Denpasar in the 2025/2026 academic year. A total of 144 students were selected as samples using cluster random sampling. Data were collected through a speaking performance test to measure English speaking skills and a questionnaire to assess learner autonomy. Data were analyzed using two-way analysis of variance followed by Tukey's post hoc test. The results showed that: (1) there was a significant difference in English speaking skills between students taught using Deep Learning–oriented PjBL and those taught using conventional instruction at SMKN 1 Denpasar ($F = 21.755$; $p = 0.000$); (2) there was a significant difference in English speaking skills between students with high and low learner autonomy ($F = 23.412$; $p = 0.000$); (3) there was a significant interaction between Deep Learning–oriented PjBL and learner autonomy on students' English speaking skills ($F = 188.546$; $p = 0.000$); (4) there was no significant difference in English speaking skills between students taught using Deep Learning–oriented PjBL and students with high learner autonomy ($Q = 0.12 < Q$ table $= 2.86$); (5) there was a significant difference in English speaking skills between students taught using conventional instruction and students with high learner autonomy ($Q = 6.72 > Q$ table $= 2.86$); and (6) there was a significant difference in English speaking skills between students taught using Deep Learning–oriented PjBL and students with learner autonomy.

Keywords: Project-based learning, Deep learning, Learner autonomy

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INTRODUCTION

English speaking ability is one of the key competencies that students must master, particularly at the vocational high school level. As an international language, English plays an important role in global communication, including in the fields of technology and industry that characterize vocational education (Kurniawan, 2024; Prasetya, 2021; Saputro & Savitri, 2025). Mastery of speaking skills enables students not only to understand

technical information but also to express ideas, interact professionally, and adapt to the increasingly competitive demands of the global workforce (Karmaker & Al Hasan, 2025; Xia, 2019). In English as a Foreign Language (EFL) learning, speaking skills serve as a primary indicator of students' success in acquiring communicative competence (Ariatna et al., 2025; Elmahdi et al., 2025; Hama Saeed & Bostancı, 2022; Hasanah & Widyantoro, 2025; Widiastuti et al., 2021).

Nevertheless, numerous studies indicate that English speaking skills remain a challenge for many students, particularly in vocational education settings (Efrizah et al., 2024; Milania et al., 2022; Sitorus et al., 2022). Students often experience difficulties in expressing ideas orally, lack confidence, and have limited vocabulary and speaking fluency. These conditions are closely related to instructional practices that remain teacher-centered, lack authentic contexts, and provide insufficient opportunities for students to practice speaking actively and meaningfully. In fact, in the era of the Industrial Revolution 4.0 and Society 5.0, vocational school graduates are expected not only to possess technical competencies but also soft skills such as communication, collaboration, and critical thinking, as emphasized in the Merdeka Curriculum (Ekayana, et al., 2025).

Project-Based Learning (PjBL) is considered a relevant instructional approach to address these challenges. PjBL emphasizes active student engagement through authentic projects that require collaboration, problem-solving, and presentation of work outcomes (Agung et al., 2022). Several studies have shown that PjBL can improve students' speaking skills by providing ample opportunities for discussion, argumentation, and oral presentation of ideas (Purnami & Widiadnya, 2024; Widanta, 2023; Yutami & Widiana, 2024). Moreover, this approach promotes more meaningful learning, as students focus not only on final products but also on thinking processes, reflection, and the application of knowledge in real-world contexts (Yuniarini, et al., 2025). When PjBL is oriented toward deep learning, learning no longer emphasizes memorization alone but instead fosters deep conceptual understanding, critical analysis, and the transfer of knowledge to new situations (Aktafianto et al., 2023; Sayang & Wibawa, 2023; Yudiana & Sari, 2022).

In addition to instructional models, internal student factors also play an important role in determining the success of English language learning, particularly speaking skills. One such factor is learner autonomy. Students with high learner autonomy tend to show initiative in planning, implementing, and evaluating their own learning processes (Negara & Suwena, 2023). In language learning, learner autonomy encourages students to practice more actively, seek additional learning resources, and increase their confidence in using English. Previous studies have shown that learner autonomy has a significant effect on learning outcomes, including language learning, because students do not rely entirely on teachers and take greater responsibility for their learning achievement (Aghayani & Janfeshan, 2020; Namaziandost et al., 2024; Suluh & Bitu, 2025).

Although numerous studies have examined the effectiveness of Project-Based Learning in improving speaking skills, most have focused on PjBL in general and have not specifically integrated a deep learning orientation or examined the role of learner autonomy simultaneously. Furthermore, studies that connect these two variables within the context of vocational education, particularly in enhancing English speaking skills, remain relatively

limited. In fact, the practice-oriented and workplace-focused characteristics of vocational students require instructional approaches that are not only innovative but also capable of fostering learner autonomy and depth of learning.

Based on these issues, this study aims to analyze the effects of implementing Deep Learning–oriented Project-Based Learning and learner autonomy on students' English speaking skills. This study focuses on speaking skills as the dependent variable, with Deep Learning–oriented Project-Based Learning and learner autonomy as independent variables. Methodologically, this study employs a quantitative approach to empirically examine the relationships and effects among variables.

The findings of this study are expected to provide theoretical contributions to the development of English language learning research, particularly regarding the integration of Deep Learning–oriented Project-Based Learning and learner autonomy. Practically, the results are expected to serve as a reference for English teachers in designing more contextual, active, and meaningful learning experiences that can sustainably enhance students' speaking skills. In addition, this study opens opportunities for future research to explore other factors that may influence the success of English speaking instruction in vocational education.

METHOD

This study employed a quantitative approach with a quasi-experimental design aimed at examining the effects of implementing Deep Learning–oriented Project-Based Learning (PjBL) and learner autonomy on students' English speaking skills. The research design was a posttest-only control group design with a 2 × 2 factorial structure, which allowed the analysis of the main effects of each independent variable as well as their interaction effects on the dependent variable. In this design, the experimental group received instruction using Deep Learning–oriented PjBL, while the control group was taught using conventional instruction commonly applied at the school.

The population of this study consisted of all tenth-grade students in the Construction and Building Technology program in the 2025/2026 academic year, totaling 180 students across five intact classes. Cluster random sampling was employed because the instructional units were already organized into fixed classes, making individual randomization impractical. Prior to sample selection, an equivalence test of initial ability among classes was conducted using an independent samples t-test at a 5% significance level to ensure homogeneity. The results indicated no significant differences among classes; therefore, the population was considered homogeneous. Subsequently, four classes were randomly selected as the research sample, comprising two experimental classes and two control classes, with a total of 144 students.

For factorial analysis purposes, students within each group were classified according to their level of learner autonomy using the extreme group technique. Specifically, the top 27% of students with the highest learner autonomy scores were categorized as the high-autonomy group, while the bottom 27% were categorized as the low-autonomy group. This procedure resulted in four balanced treatment cells: Deep Learning–oriented PjBL with high learner autonomy, Deep Learning–oriented PjBL with low learner autonomy, non-

PjBL instruction with high learner autonomy, and non-PjBL instruction with low learner autonomy.

The study was conducted from October to November 2025 in accordance with the school academic calendar. The research procedures consisted of three main stages: preparation, implementation, and post-experimental stages. During the preparation stage, instructional materials including learning outcomes, learning objectives, teaching modules, and student worksheets were developed in accordance with the characteristics of Deep Learning–oriented PjBL. In addition, research instruments were developed, consisting of a speaking performance test to measure English speaking skills and a Likert-scale questionnaire to assess learner autonomy. Instrument validity and reliability were also examined at this stage. During the implementation stage, the experimental group received instruction using Deep Learning–oriented PjBL over several instructional sessions, while the control group followed conventional instruction. At the post-experimental stage, all students completed the English speaking posttest and the learner autonomy questionnaire, after which the collected data were subjected to statistical analysis.

English speaking ability data were collected using a performance test assessed with an analytic scoring rubric covering fluency, stress, pronunciation, intonation, grammar, vocabulary, and gesture. The scores were measured on an interval scale and represented students' overall speaking proficiency. Learner autonomy data were obtained through a closed-ended questionnaire consisting of 40 items representing indicators of self-management, self-control, initiative, motivation, intention, and creativity, measured using a five-point Likert scale. Instrument validity was ensured through content validity and construct validity. Content validity was established through expert judgment involving two experts and analyzed using Gregory's formula to ensure the alignment of instrument items with the measured indicators. Construct validity was empirically tested using Pearson product-moment correlation, with items considered valid when the correlation coefficient was equal to or greater than the critical r value at the 5% significance level. The reliability of the learner autonomy instrument was examined using Cronbach's alpha coefficient, yielding a reliability value of 0.98, which falls into the very high category, indicating that the instrument was consistent and reliable.

Data analysis involved both descriptive and inferential statistics. Descriptive statistics were used to describe trends in students' English speaking skills and learner autonomy through means, standard deviations, minimum scores, and maximum scores. Inferential analysis was conducted using two-way analysis of variance (two-way ANOVA) with a 2 × 2 factorial design to examine the main effects of the instructional model, the main effects of learner autonomy, and the interaction effects between the two variables on English speaking skills. Prior to the ANOVA test, assumption tests were conducted, including normality testing using the Kolmogorov–Smirnov test and homogeneity of variance testing using Levene's test, with the assistance of IBM SPSS Statistics software. When a significant interaction effect was found, the analysis was followed by Tukey's post hoc test to examine differences among groups in greater detail.

This study was based on the assumption that all participants followed the instructional procedures as assigned, the instruments accurately measured the intended

constructs, and the learning conditions proceeded normally without significant disruption. A limitation of this study lies in the use of a quasi-experimental design, which does not fully allow for individual randomization; therefore, the findings may not be fully generalizable to broader contexts. Nevertheless, the research design and procedures were systematically developed to allow replication in comparable contexts and with similar participant characteristics.

RESULTS AND DISCUSSION

Overall, hypothesis testing in this study was conducted using a two-way Analysis of Variance (two-way ANOVA) at a significance level of $\alpha = 0.05$. The testing criteria applied were as follows (1) If, for factor A (type of instructional model), the calculated F value is greater than the critical F value (F_calculated > F_table), a significant difference is indicated. (2) If, for factor B (learner autonomy), the calculated F value is greater than the critical F value (F_calculated > F_table), a significant difference is indicated. (3) If an interaction effect (A × B) is present and the calculated F value is greater than the critical F value (F_calculated > F_table), a significant difference is indicated. (4) When the F test indicates a significant interaction effect, Tukey's post hoc test is conducted to determine which groups differ significantly. Based on these criteria, the overall hypothesis testing results obtained using two-way ANOVA are presented in Table 1.

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Table 1. Overall Results of Two-Way ANOVA Hypothesis Testing

Sumber varians	JK	dk	RJK	F hitung	Sig.	Keterangan
Antar A	143,113	1	143,113	21,755	0,000	Signifikan
Antar B	154,013	1	154,013	23,412	0,000	Signifikan
Inter AB	1240,313	1	1240,313	188,546	0,000	Signifikan
Dalam	499,950	76	6,578	-	-	-
Total	51191	80	-	-	-	-

Notes:

SS = Sum of Squares

df = Degrees of Freedom

MS = Mean Square

Based on the two-way ANOVA results presented in Table 1, several conclusions can be drawn. For factor A (instructional model), the analysis yielded an F value of 21.755 with a significance level of 0.000. Therefore, the null hypothesis (H_0), which states that there is no significant difference in English speaking ability between students taught using Deep Learning–oriented Project-Based Learning (PjBL) and those taught using conventional instruction in Grade X of SMKN 1 Denpasar, is rejected. Conversely, the alternative hypothesis (H_1) is accepted, indicating a significant difference between the two instructional models. Furthermore, the mean score of English speaking ability for students taught using Deep Learning–oriented PjBL (26.13) was higher than that of students taught using conventional instruction (23.45). This finding indicates that the instructional model significantly affects students' English speaking ability, with Deep Learning–oriented PjBL yielding better outcomes than conventional instruction.

Regarding factor B (learner autonomy), the ANOVA results showed an F value of 23.412 with a significance level of 0.000. Thus, the null hypothesis stating that there is no significant difference in English speaking ability between students with high and low learner autonomy is rejected, while the alternative hypothesis is accepted. The mean English speaking score of students with high learner autonomy (26.18) was higher than that of students with low learner autonomy (23.40), indicating that learner autonomy has a significant effect on English speaking ability. Finally, the interaction effect between the instructional model and learner autonomy yielded an F value of 188.546 with a significance level of 0.000. This result indicates that the null hypothesis stating there is no interaction effect between Deep Learning–oriented PjBL and learner autonomy on students' English speaking ability is rejected. Instead, the alternative hypothesis is accepted, confirming the presence of a significant interaction effect. This interaction effect illustrates that the influence of the instructional model on English speaking ability depends on students' level of learner autonomy, as illustrated in Figure 1.

The mean English speaking score of students taught using deep learning–oriented Project-Based Learning (PjBL) was 26.13, while the mean score of students with high learner autonomy was 26.18, with a within-group mean square of 6.578. The Tukey test yielded a Q value of 0.12, which was lower than the critical value (2.86), indicating that there was no significant difference between these groups. In contrast, students with high learner autonomy obtained a significantly higher mean score (26.18) than those who received conventional instruction (23.45), as reflected by a Tukey Q value of 6.72 (> 2.86). Similarly, students taught using deep learning–oriented PjBL outperformed those with low learner autonomy (26.13 vs. 23.40), with a Q value of 6.72, confirming a significant difference.

No significant difference was identified between students with low learner autonomy who were taught using conventional instruction (23.45) and those with low learner autonomy (23.40), as the Q value (0.12) remained below the critical threshold. Further analysis revealed a strong interaction effect. Among students with high learner autonomy, those taught through deep learning–oriented PjBL achieved substantially higher speaking scores than those taught conventionally (31.45 vs. 20.90; Q = 18.41). Conversely, among students with low learner autonomy, conventional instruction resulted in higher speaking scores than deep learning–oriented PjBL (26.00 vs. 20.80; Q = 9.08).

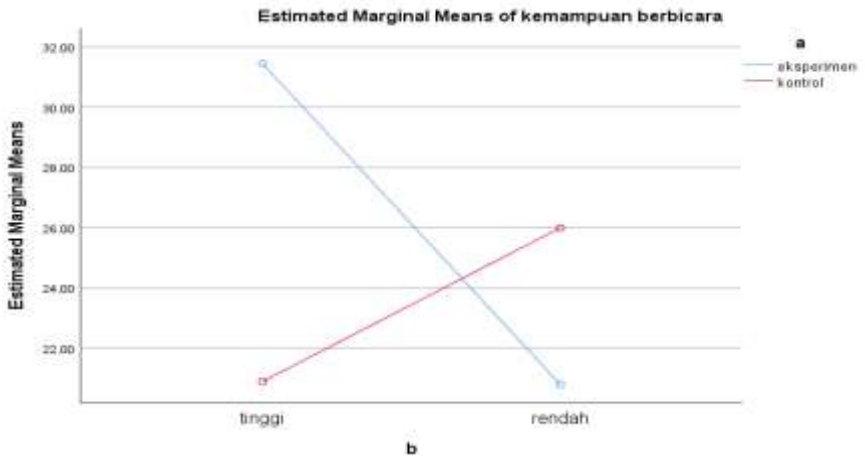

Figure 1. Instructional model on English speaking ability depends on students' level of learner autonomy

These findings are consistent with previous research demonstrating the effectiveness of Project-Based Learning (PjBL) in enhancing students' speaking skills, including collaboration, grammar, pronunciation, vocabulary, comprehension, and fluency, as well as increasing motivation and confidence. Prior studies have also shown that PjBL significantly strengthens speaking confidence, interpersonal communication, and collaboration skills, particularly through presentation-based projects. Moreover, PjBL has been found to be more effective than conventional instruction, especially for students with high learner autonomy.

The effectiveness of instructional models is strongly influenced by students' level of learner autonomy. Students with low learner autonomy tend to benefit more from structured, teacher-centered instruction that emphasizes guided practice, whereas highly autonomous students perform better in flexible, student-centered environments such as PjBL. When oriented toward deep learning, PjBL fosters reflective and meaningful learning, supporting deeper development of speaking skills through authentic problem-solving, collaboration, and presentation activities.

The results also confirm a significant difference in speaking ability between students with high and low learner autonomy. Highly autonomous students are more capable of planning, monitoring, and reflecting on their learning processes, actively seeking learning resources, and engaging in speaking practice. In contrast, students with low autonomy tend to be more passive, experience greater language anxiety, and have fewer opportunities for practice.

A significant interaction was identified between deep learning–oriented PjBL and learner autonomy. For highly autonomous students, PjBL serves as a catalyst that accelerates speaking development through active communication and critical thinking. For students with low autonomy, the collaborative structure of PjBL may initially encourage participation through peer and teacher support. However, conventional instruction proved more effective for low-autonomy students due to its clear structure, scaffolding, and immediate feedback, which help reduce cognitive load and anxiety. Overall, these findings underscore the importance of aligning instructional approaches with students' levels of learner autonomy to optimize English speaking development.

CONCLUSIONS

Based on the research findings, it can be concluded that there is a significant difference in English speaking ability between students taught through Project-Based Learning (PjBL) oriented toward Deep Learning and those taught through conventional instruction in Grade X at SMKN 1 Denpasar. Learner autonomy also has a significant effect on English speaking ability and interacts with the instructional model employed. The post hoc analysis indicates that PjBL oriented toward Deep Learning is more effective for students with high learner autonomy, whereas conventional instruction is more suitable for students with low learner autonomy. Therefore, the effectiveness of an instructional model is highly dependent on students' level of learner autonomy.

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