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**AN ANALYSIS OF PROJECT-BASED LEARNING WITH THE HILOKAL
APPLICATION ON ENHANCING 8TH GRADE STUDENT
SPEAKING SKILLS AT SMPN 2 TULANGAN
IN ACADEMIC YEAR 2023/2024**

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Abstract

Challenge of understanding the effectiveness of PjBL with the Hilokal Application in enhancing speaking skills. The implementation of the Hilokal Application supports and facilitates project-based learning to improve speaking proficiency among 8th-grade students at SMPN 2 Tulangan. The student's perceptions of the implementation of the Hilokal Application in supporting and facilitating project-based learning to improve speaking proficiency. the research employs a descriptive qualitative approach to analyze the implementation of PjBL with the Hilokal App and its effectiveness in enhancing speaking skills among 8th-grade students at SMPN 2 Tulangan. The descriptive qualitative method allows for a comprehensive understanding of the phenomena through detailed observation, interviews, and document analysis providing rich, narrative data that describe the implementation and its outcomes. The findings from this study suggest that the use of PjBL with the Hilokal app is an effective strategy for enhancing English speaking skills among students. The improvements observed in class VIII-D demonstrate the potential of this approach to address common challenges in language learning, lack of confidence, and limited vocabulary. This study aims to explore the implementation of Project-Based Learning (PjBL) with the Hilokal application in enhancing the speaking skills of 8th-grade students. A qualitative descriptive method is used in this study, with data obtained through observation and analysis of conversation video projects created by the students.

Keywords: Project-Based Learning (PjBL), Hilokal Application, Speaking Skills Enhancement

Abstrak

Tantangan untuk memahami keefektifan PjBL dengan Aplikasi Hilokal dalam meningkatkan kemampuan berbicara. Implementasi Aplikasi Hilokal dalam mendukung dan memfasilitasi pembelajaran berbasis proyek untuk meningkatkan kemahiran berbicara di kalangan siswa kelas VIII di SMPN 2 Tulangan. Persepsi siswa terhadap implementasi Aplikasi Hilokal dalam mendukung dan memfasilitasi pembelajaran berbasis proyek untuk meningkatkan kemahiran berbicara. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menganalisis implementasi PjBL dengan Aplikasi Hilokal dan efektivitasnya dalam meningkatkan kemampuan berbicara di antara siswa kelas VIII di SMPN 2 Tulangan. Metode kualitatif deskriptif memungkinkan pemahaman yang komprehensif tentang fenomena melalui observasi terperinci, wawancara, dan analisis dokumen yang memberikan data naratif yang kaya yang menggambarkan implementasi dan hasilnya. Temuan dari penelitian ini menunjukkan

bahwa penggunaan PjBL dengan aplikasi Hilokal merupakan strategi yang efektif untuk meningkatkan kemampuan berbicara bahasa Inggris di kalangan siswa. Peningkatan yang diamati di kelas VIII-D menunjukkan potensi pendekatan ini untuk mengatasi tantangan umum dalam pembelajaran bahasa, kurangnya kepercayaan diri, dan kosakata yang terbatas. Penelitian ini bertujuan untuk mengeksplorasi implementasi Pembelajaran Berbasis Proyek (PjBL) dengan aplikasi Hilokal dalam meningkatkan kemampuan berbicara siswa kelas VIII. Metode deskriptif kualitatif digunakan dalam penelitian ini, dengan data yang diperoleh melalui observasi dan analisis proyek video percakapan yang dibuat oleh siswa.

Kata Kunci: Pembelajaran Berbasis Proyek (PjBL), Aplikasi Hilokal, Peningkatan Keterampilan Berbicara.

INTRODUCTION

In Indonesia, English is a mandatory subject in junior high school, encompassing four essential skills: listening, speaking, reading, and writing. Proficiency in speaking is deemed crucial for students. Given that language serves as a means of communication, the skill of expressing thoughts, opinions, feelings, and ideas holds significant importance. Individuals need to possess the capability to communicate effectively through language. Effective communication skills, particularly in speaking, are essential for students' academic success and future endeavors. The ability to articulate thoughts and ideas fluently is a cornerstone of language proficiency. However, in the context of 8th-grade students at SMPN 2 Tulangan, a persistent challenge has been identified in their speaking skills. As language educators, it is crucial to address and overcome these challenges to ensure a holistic language learning experience.

Leong & Ahmadi (2017) stated that speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. Rao (2019) explained that speaking skill is the most essential skill for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. The ability to speak fluently and effectively is not only a measure of language proficiency but also a critical life skill that facilitates personal and professional interactions. In educational settings, strong speaking skills enable students to actively participate in classroom discussions, collaborate with peers, and engage with teachers.

This interaction fosters a deeper understanding of the subject and enhances learning experiences. Beyond the classroom, effective speaking skills are vital in everyday life, empowering individuals to convey their ideas, persuade others, and build meaningful relationships. The importance of speaking skills in language learning cannot be overstated. Speaking is the medium through which students can practice real-time language use, receive immediate feedback, and improve their fluency. It bridges the gap between theoretical knowledge and practical application, helping learners internalize language constructs and use them spontaneously. Therefore, fostering strong speaking abilities is essential for students to become confident and competent communicators, capable of the complexities of the modern world.

Preliminary data gathered from the classroom environment reveals several significant issues hindering students' speaking skill development. Based on observations and interviews with Class VIII students at SMPN 2 Tulangan, researchers identified

several obstacles in the student's english speaking abilities. Their speaking skills were relatively low, marked by difficulties expressing ideas and opinions due to fear of making mistakes and a lack of confidence in speaking English. Pronunciation, as well as vocabulary richness, was considered crucial for effective communication. However, many students lacked vocabulary, with only a few consulting dictionaries. Additionally, their grammar competence was poor, leading them to prefer silence and limited participation in class activities.

The challenges faced by students in acquiring speaking skills at SMPN 2 Tulangan consisted of Students faced significant barriers to speaking English confidently in class. One major issue was their fear of making mistakes, which often deterred them from participating in speaking activities and interacting with peers. Additionally, a lack of self-confidence compounded this reluctance, hindering their willingness to practice and improve. Students also struggled with insufficient vocabulary and poor pronunciation, discouraging active engagement. Furthermore, weak grammar skills and limited use of dictionaries affected their ability to construct sentences correctly and expand their vocabulary effectively. The monotonous and unengaging classroom environment further diminished motivation and interest in learning.

In conclusion, the student's speaking abilities were deemed relatively low due to these challenges. Addressing these issues is essential for improving their speaking skills and fostering a more effective and enjoyable learning environment. Based on the identified challenges, this research proposes the implementation of Project-Based Learning (PjBL) integrated with the innovative Hilokal Application to bridge the gap in students' speaking skills at SMPN 2 Tulangan. Project-based learning is grounded in educational theories that emphasize active and experiential learning as effective methods for enhancing language skills. The Hilokal Application, designed to facilitate language acquisition, plays a crucial role in addressing various challenges faced by students.

Project-Based Learning (PjBL) creates a supportive environment where students collaboratively work on projects, helping to reduce fear and lack of confidence in using English. By focusing on project goals and shared learning, students gain confidence in practical English contexts. PjBL also improves pronunciation and expands vocabulary through interactive activities. The Hilokal Application, an audio-based language exchange platform, provides opportunities for real-life interactions with native or proficient speakers, enhancing language skills effectively. Furthermore, PjBL enhances grammar competence by teaching grammar concepts in context, making them more relevant and practical. The Hilokal Application complements this by facilitating grammar discussions and corrections during collaborative language exchanges.

Moreover, PjBL promotes active participation as it inherently requires students to engage actively in speaking activities. Integrating the Hilokal Application enhances this aspect by providing a digital real-time communication and collaboration platform. This motivates students to participate actively and contributes significantly to their language development. Finally, combining Project-Based Learning with the Hilokal Application creates a motivating learning environment that introduces variation and dynamism into the language learning process. The digital component of the application makes language learning dynamic and enjoyable for students, fostering their engagement and enthusiasm.

In modern education, technology plays a pivotal role in transforming traditional teaching methods. The Hilokal Application exemplifies how digital tools can augment classroom learning by providing opportunities for authentic language practice, immediate feedback, and global connectivity. This integration not only enhances students' language proficiency but also prepares them for the demands of a digital and interconnected world.

The theoretical foundation for this intervention is rooted in constructivism, where students actively construct knowledge through meaningful experiences. PjBL, as a student-centered approach, promotes critical thinking, problem-solving, and collaboration—all essential components for developing proficient speaking skills.

According to Kusumawati (2019) The use of Project-Based Learning is considered as an appropriate strategy to help the students to improve their speaking skill. Ichsan et al. (2017) explained that to solve those problems, project-based learning gives a solution for teaching learning process. The Hilokal Application complements PjBL by providing a digital platform that fosters engagement and creativity, enhancing the overall language learning experience. Project-Based Learning (PjBL) involves students working on a complex question, problem, or challenge over an extended period, focusing on real-world contexts and creating tangible outcomes. This approach shifts the traditional classroom dynamic towards active inquiry, where students take ownership of their learning process. By engaging in PjBL, students not only acquire content knowledge but also develop critical skills such as communication, collaboration, and creativity.

The Hilokal Application complements PjBL by providing a digital platform that fosters engagement and creativity, enhancing the overall language learning experience. The urgency to conduct this research arises from the ever-growing importance of effective communication skills in the 21st-century globalized society. Students need to be equipped with the ability to express themselves clearly and confidently, not only for academic success but also for their future roles as effective communicators in various professional and social contexts. The previous research entitled *Improving Students Speaking Skill Through Project-Based Learning* (Ichsan, 2017) shows that project-based learning is effective to teach speaking skill, *Exploring The Effectiveness Of Hilokal Application On Speaking Skill Development For College Student*.

(Aldabbus, 2018) shows that Hilokal application interactive aspects, self-paced learning, immediate feedback, collaborative opportunities, and confidence-building characteristics all help its users enhance their speaking skills. While numerous researchers have explored interventions to enhance speaking skills, the novelty of this study lies in the unique combination of PjBL with the Hilokal Application. This integration offers a fresh and innovative approach that has not been extensively investigated in previous research. The study aims to contribute to the existing body of knowledge by evaluating the effectiveness of this combined methodology in the specific context of 8th-grade students at SMPN 2 Tulangan. While many researchers have explored various interventions to enhance speaking skills, the novelty of this study lies in the unique combination of Project-Based Learning (PjBL) with the Hilokal Application.

This integration offers a fresh and innovative approach that has not been extensively investigated in previous research. The study aims to contribute to the existing body of knowledge by evaluating the effectiveness of this combined methodology specifically within the context of 8th-grade students at SMPN 2 Tulangan. By integrating PjBL with the Hilokal Application, this research not only seeks to measure the positive impact of each approach separately but also explores how these two approaches can complement and strengthen the process of teaching speaking skills. It is hoped that this study will provide new insights and innovative solutions to enhance language education at the secondary education level.

The choice of 8th-grade students is strategic, considering their developmental stage and academic progression. At this level, students are transitioning to more advanced language structures, making it a critical juncture for targeted language skill development. Additionally, focusing on 8th grade aligns with educational objectives and curriculum

standards, ensuring the research is relevant and impactful within the context of SMPN 2 Tulangan during the academic year 2023/2024. Based on found that Project-Based Learning with Hilokal application can help students to be active in the teaching and learning process and can improve students for speaking skills.

The findings reveal several key problems affecting English language learning. Firstly, the lack of student motivation is due to monotonous teaching methods. This has resulted in observable low enthusiasm, particularly during speaking activities. Secondly, there is limited variety in teaching methods, with an over-reliance on lectures that hinder student engagement. There is also insufficient use of diverse learning resources, which limits the effectiveness of lessons.

Thirdly, there is an exclusive reliance on worksheets for speaking practice, restricting students from accessing a wider range of learning materials that could enhance their language skills. These issues highlight the need for a more dynamic and varied approach to teaching English, one that fosters greater student motivation and engagement. Concise bullet points with visuals to highlight the identified problems in the teaching and learning process, emphasizing monotony and the need for diversified resources in speaking skill development.

Encompasses an in-depth investigation into the effectiveness of implementing Project-Based Learning (PjBL) with the Hilokal application to enhance the speaking skills of 8th-grade students at SMPN 2 Tulangan during the academic year 2023/2024. The study addresses the challenge of understanding the effectiveness of project-based learning (PjBL) with the Hilokal Application in enhancing speaking skills among 8th-grade students at SMPN 2 Tulangan during the academic year 2023/2024.

RESEARCH METHODS

This research employs a descriptive qualitative approach to analyze the implementation of Project-Based Learning (PjBL) with the Hilokal Application and its effectiveness in enhancing speaking skills among 8th-grade students at SMPN 2 Tulangan in the academic year 2023/2024. The descriptive qualitative method allows for a comprehensive understanding of the phenomena through detailed observation, interviews, and document analysis, providing rich, narrative data that describe the implementation and its outcomes. (Robert K. Yin & Margaret K. Gwaltney 1982) stated that qualitative research generally involves the use of multiple data collection strategies. For instance, interviews, observations, and existing documents are all needed to converge on a specific set of facts. Primary sources were used to acquire data for this investigation. Observations, interviews, and recordings of students' speaking performances using the Hilokal application were used to collect primary data. (Aini, 2023) stated that The qualitative approach selected for this study enables an in-depth investigation of learners' experiences, attitudes, and perceptions of the application's impact on their speaking skill.

The research will be conducted at SMPN 2 Tulangan, involving 8th-grade students as the primary participants. The selection of participants will be based on purposive sampling to ensure that those involved have experienced the implementation of PjBL with the Hilokal Application. Additionally, teachers who have facilitated the program will be included for interviews to gain insights into their perspectives and experiences.

Observation will be conducted during the implementation of the PBL activities using the Hilokal Application. The researcher will act as a non-participant observer, documenting students' engagement, interaction, and performance throughout the project.

Detailed field notes will be taken to capture the nuances of student behavior and the effectiveness of the application in facilitating speaking activities.

Semi-structured interviews will be conducted with both teachers and students. Teacher interviews will focus on their experiences with the PBL implementation, challenges faced, and their perceptions of student improvement in speaking skills. Student interviews will aim to gather in-depth feedback on their experiences using the Hilokal Application, the challenges they encountered, and their perceived improvements in speaking abilities.

Document analysis will involve reviewing lesson plans, student assignments, and other relevant documents generated during the PjBL activities. This analysis will help triangulate the data collected from observations and interviews, providing a more comprehensive understanding of student's perceptions of the implementation of the Hilokal Application in supporting and facilitating project-based learning to improve speaking proficiency among 8th-grade students at SMPN 2 Tulangan in the academic year 2024.

A questionnaire will be administered to gather students' perceptions of the PBL with Hilokal. The questionnaire will be designed using Google Forms and will be shared via WhatsApp to ensure easy access for all participants. The questions will be both closed-ended and open-ended to capture quantitative data on students' satisfaction and qualitative data on their personal experiences and suggestions for improvement.

RESULTS

This research describes the characteristics of the data obtained from observations conducted at SMPN 2 Tulangan. The reason for choosing SMPN 2 Tulangan for data collection is due to its proximity to the researcher's home, allowing for a comprehensive understanding of the school. The chosen class for observation is class VIII because at this age, students are considered mature enough to understand instructions, and class VIII is an advanced class that prepares students for more complex tasks in the subsequent classes.

Data collection began on Monday January, 22nd 2024, by obtaining permission from SMPN 2 Tulangan and scheduling observations at the school. Due to the presence of five class VIII, observations were conducted in rotation. on Monday, January 29, 2024 observations began in class VIII-A and VIII-B. The observation results showed that students in class VIII-A lacked mastery of English vocabulary and lacked confidence in speaking English. In class VIII-B, students also had limitations in vocabulary and were unable to respond effectively when spoken to in English.

Tuesday, January 30th 2024, observations continued in classes VIII-C and VIII-D. Students in class VIII-C were unable to respond effectively in English conversations. In class VIII- D, there was a lack of interest in learning English, reflected in their low level of concentration when spoken to in English, resulting in a lack of participation in learning.

Thursday, February 1st , 2024, the final observation was conducted in class VIII-E. The observation results showed a high interest in learning English in this class, as students could converse fluently in English and demonstrated good cooperation during English lessons.

This is a description of the data collection process and the characteristics of students in learning English at SMPN 2 Tulangan.

The observation sheet prepared by the researcher for use in all classes from class VIII-A to class VIII-E may have a standardized format to facilitate data analysis. Below is the content of the observation sheet that can be used:

Observation Sheet

(Classroom Observation for PjBL with Hilokal Application)

1. **School : SMPN 2 Tulangan**
2. **Class that being observe : 8th grade**

Table 4. 1 Observation Sheet

o	A List Of Questions
1.	How many students have cell phones?
2.	Is it permitted to use a cell phone?
3.	What activities do you engage in when using a cellphone?
4.	Have you ever implemented English learning using cellphones to enhance students' speaking skill?
5.	How fluent are students speaking English?
6.	Have you ever employed Project-Based Learning in English language instruction to enhance speaking skill?
7.	If so, what projects have been implemented to improve students' speaking skills?
8.	Have you ever utilized a cellphone to explore the Hilokal application for enhancing students' speaking skill?

This observation sheet can be filled out by class VIII students during observations to document observations and impressions about English language learning in each observed class.

Monday, February 5th 2024, the observation activity showed that all students have personal mobile phones and are allowed to bring them to the school environment. After discussions with the teacher in charge, the decision was made to select class VIII-D as the focus of the research, considering the lack of interest in learning English in that class. On the same day, the researcher made an agreement with class VIII-D to bring mobile phones and headsets.

Tuesday, February 6th 2024, the researcher assisted class VIII-D students in installing the Hilokal application, registering personal accounts, and providing step-by-step guidance on using the application.

The following are the steps for using the Hilokal application:

1. Installation of the Application:
 - Open the Google Play Store and search for the Hilokal application using the search feature.
 - After finding the application, tap the "Install" button to download and install the application on the device.
 - Wait for the installation process to complete, then open the application.
2. Account Registration:
 - After opening the application, follow the instructions to create an account by selecting the "Create Account" or "Register" option.

- Fill in the required information such as name, email address, phone number, and password.
 - Follow the next instructions to complete the registration process.
3. User Profile:
- After successfully logging in, complete the user profile with additional information such as profile photo, address, and other preferences as instructed.

These steps will help class VIII-D students to access and use the Hilokal application smoothly and efficiently.

Thursday, February 15th 2024 the researcher conducted the first experiment using the Hilokal application in class VIII-D. In this experiment, students were asked to use their headsets and start using the prepared conversation text shared by the researcher. Initially, students were still hesitant when asked to speak in English.

The use of the Hilokal application aims to improve students' ability to communicate confidently in English. Although students may initially feel shy or lack confidence, it is hoped that with continuous practice and support provided by this application, they will become more accustomed and improve their English language skills over time.

Tuesday, February 20th 2024, the researcher continued the second experiment using the Hilokal application for students in class VIII-D. This time, the same conversation text was used as in the previous experiment.

Findings from Observations

Findings from observations indicate that the use of Project-Based Learning (PjBL) with the Hilokal application can improve students English speaking skills. After several sessions using this application, students in class VIII-D began to show increased confidence and fluency in speaking English. They became more active in conversations and demonstrated improvements in vocabulary and sentence structure. This indicates that the Hilokal application is effective in creating an interactive and supportive learning environment.

Findings from Teacher Interviews

Interviews with teachers also provided important insights into the effectiveness of using the Hilokal application in English learning. The following are the questions asked during the interviews and a summary of the results:

Interview Questions:

1. What are your thoughts on the use of technology in English language learning?
2. Have you noticed any changes in student participation since using the Hilokal application?
3. What has been the students' response to using the Hilokal application?
4. Have you seen any improvement in students' speaking abilities?
5. What challenges have you faced in implementing PjBL with the Hilokal application?

Interview Results:

Teachers stated that the use of technology, particularly the Hilokal application, greatly helps in making lessons more engaging and interactive. They observed a significant increase in student participation and confidence in speaking English. Students were more enthusiastic and engaged in learning activities. Some challenges included technical limitations such as the students' initial lack of experience with the technology. Despite these challenges, teachers felt that the benefits far outweighed the difficulties encountered.

Findings from document analysis

Document analysis of lesson plans and student assignments revealed that integrating the Hilokal Application into PjBL activities was well-structured and aligned with learning objectives. Assignments showed a progression in the complexity of speaking tasks, from simple conversations to more elaborate conversations.

Thus, the results from observations, interviews, and document analysis indicate that the use of Project-Based Learning with the Hilokal application is effective in enhancing students' English speaking skills at SMPN 2 Tulangan.

4. Discussion

4.1 The implementation of the Hilokal Application support and facilitate project-based learning.

➤ Technology Integration in Learning

Implementation Description: The Hilokal application is used as the main platform for accessing materials, interacting with teachers and classmates. Observations show that students become more active and involved in discussions through the interactive features provided by the application. Hilokal creates an environment that allows students to actively engage in the learning process through real projects, strengthening their understanding and speaking skills.

➤ Increased Student Engagement

Observations and Findings: Class VIII-D students showed increased involvement and participation in learning. They speak English more often and participate in discussion activities. Hilokal allows students to connect with a variety of learning resources and interact with classmates, increasing engagement and collaborative learning.

➤ Teacher Support and Guidance

Implementation Description: Teachers use Hilokal to provide real-time feedback, facilitate discussions, and provide guidance in project completion. This helps students in understanding the material and improves their speaking skills. Hilokal provides a platform where teachers can provide the necessary guidance in an effective and timely manner.

4.2 Students' Perceptions of the implementation of the Hilokal Application in supporting and facilitating project-based learning.

Students' perceptions of the Hilokal Application reveal that they view it as a valuable tool for enhancing their speaking skills. Key aspects of their perceptions include Positive Learning Experience: Students find the application enjoyable and effective for language practice. The interactive features and opportunities for authentic communication contribute to a positive learning experience. Confidence and Proficiency: The application helps students build confidence in their speaking abilities and improve their language proficiency. Students report feeling more comfortable speaking English and applying new vocabulary and grammatical structures. Suggestions for Improvement: While students generally appreciate Hilokal, some have suggested additional features that could further enhance their learning experience. These suggestions highlight areas for potential development and improvement of the application.

4.3 Analysis of Observational

Findings The observational findings revealed significant differences in students engagement and proficiency in English across different classes. Initial observations indicated a general lack of confidence and vocabulary among students in class VIII-A, VIII-B, VIII-C, and VIII-D. However, class VIII-E stood out for its high interest and

fluency in English. This variation in proficiency and interest levels underscores the importance of tailored interventions like the Hilokal application to address specific needs. The implementation of the Hilokal application in class VIII-D showed promising results. The structured approach of using conversation texts and step-by-step guidance facilitated a supportive learning environment. Over the course of the sessions, students in class VIII-D demonstrated noticeable improvements in confidence, vocabulary, and fluency. This aligns with the principles of PjBL, which emphasizes active learning and practical application of skills.

4.4 Insights from Teacher Interviews

Teacher interviews corroborated the observational findings and provided deeper insights into the practical challenges and benefits of integrating technology in language learning. Teachers highlighted that the Hilokal application made lessons more engaging and interactive, leading to increased student participation. The observed improvement in students' speaking abilities was attributed to the regular practice and interactive features of the application. However, teachers also noted challenges such as initial technical difficulties and students' unfamiliarity with the application. Overcoming these challenges required additional support and training, which was eventually beneficial as students grew more comfortable with the technology. The positive feedback from teachers suggests that the integration of Hilokal into the curriculum could be a sustainable method for enhancing language skills if initial barriers are effectively addressed.

4.5 Student Feedback from Surveys

The survey results provided direct feedback from students, highlighting their perceptions and experiences with the Hilokal application. The majority of students reported increased confidence and enjoyment in speaking English after using the application. Regular use of the application was linked to improvements in vocabulary and speaking skills, validating the effectiveness of the tool in language learning. Students' positive reception of the Hilokal application reflects its ability to make learning more engaging compared to conventional methods. The interactive and practical nature of the application aligns well with the needs of modern learners, who often prefer digital tools and resources. This feedback is crucial for educators and policymakers in making informed decisions about incorporating technology in language instruction.

4.6 Overall Implications and Future Directions

The findings from this study suggest that the use of PjBL with the Hilokal application is an effective strategy for enhancing English speaking skills among students. The improvements observed in class VIII-D demonstrate the potential of this approach to address common challenges in language learning, such as lack of confidence and limited vocabulary. For future implementations, it is essential to provide adequate training and support to both teachers and students to overcome initial technical barriers. Additionally, expanding the use of such applications to other classes and subjects could further enhance the overall learning experience. To maximize the benefits of this approach, continuous monitoring and evaluation are necessary to adapt and refine the methods based on feedback and outcomes. Further research could also explore the long-term impacts of using such applications on language proficiency and academic performance.

In conclusion, the integration of technology in education, specifically through applications like Hilokal in a PjBL framework, holds significant promise for improving language skills and fostering a more engaging and effective learning environment.

In this research, triangulation was carried out to ensure the validity and reliability of the data obtained. Data was collected through three main methods, namely interviews, observation and document analysis. The following are the triangulation results of this research:

Based on interviews with teachers and students, it was found that using the Hilokal application in project-based learning increased students' motivation to speak English. The teacher revealed that students were more active and enthusiastic when creating conversation vlogs.

Observations during the learning process show that students show improvement in speaking skills. They are more confident in using English when dialoguing in the vlogs they make.

Document analysis in the form of student vlog results shows that there is an increase in the use of English vocabulary and sentence structures. Students can create more complex and natural conversations than before using the Hilokal application.

Conclusion of Triangulation Results Data from these three sources shows strong consistency that the use of project-based learning with the Hilokal application is effective in improving students' speaking skills. All data sources indicate increased motivation, speaking skills, and better use of language by students.

CONCLUSIONS AND SUGGESTIONS

This study aims to explore the implementation of Project-Based Learning (PjBL) with the Hilokal application in enhancing the speaking skills of 8th-grade students. A qualitative descriptive method is used in this study, with data obtained through observation and analysis of conversation video projects created by the students. Based on the data analysis, several key points can be concluded as follows, The implementation of Project-Based Learning with the Hilokal application has proven to be effective in improving the students' English-speaking skills. This improvement is evident from the results of the conversation video projects, which demonstrate the students' abilities in terms of fluency and pronunciation. The analysis of the conversation videos indicates that the students are more fluent and accurate in their English pronunciation compared to before the implementation of this method.

PjBL with the Hilokal application successfully increased students' motivation and active participation in the learning process. Students were more interested and motivated to participate in interactive and technology-based projects.

This method also enhanced students' collaboration skills, as they worked together in groups to complete the conversation video projects. This developed their social skills and ability to work in teams.

The use of the Hilokal application as a learning medium proved effective in helping students improve their speaking skills. This technology provided an interactive and engaging platform that was easily accessible to students.

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