

English Learning Approach in Improving Speaking and Listening Skills at Senior Senior High School in Indonesia

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Abstract

This research aims to analyze how the English language learning approach can improve speaking and listening skills at Gunungjati Senior Senior High School and Sunan Kalijaga Senior Senior High School. This research method uses qualitative research. The research location was at two schools, namely Senior High School Gunungjati and Senior High School Sunan Kalijaga Tulungagung Indonesia. Data was collected through classroom observations, interviews with teachers, and evaluation of teaching materials. In addition, surveys and exams are conducted to measure students' progress in speaking and listening. The data collected was analyzed using qualitative analysis methods consisting of the process of transcription, coding, grouping the essence of research results that have the same meaning, and presenting the data. The research results show that Senior High School Gunung Jati has succeeded in carefully implementing a project-based approach, creating a learning context that reflects real-world situations. These projects motivate students to speak English and collaborate actively. Sunan Kalijaga Senior High School has successfully used a technology-based approach in learning English. The use of podcasts, mobile applications, and other audio materials has helped students improve their listening skills. The success of both approaches depends on teacher preparation, adaptation of learning content, and selection of relevant technology.

Keywords: learning, English, speaking ability, listening

Introduction

English education has an increasingly important role in facing the challenges of globalization and cross-cultural communication (Khoirunnisa, 2021) . English is no longer just a foreign language, but an international language used in business, academics, diplomacy and entertainment (Mudofir, 2016) . Understanding and mastery of English is not just an asset, but an urgent need for individuals and communities who wish to participate in the global arena. Therefore, it is important to ensure that students have strong speaking and listening skills in English.

In Indonesia, English is an important part of the educational curriculum, and many secondary schools have attempted to improve the quality of English language teaching (Solikhah et al., 2016). However, over time, the approach to teaching English has undergone a significant transformation. Traditional approaches that focus more on grammar and vocabulary memorization are not always able to produce students who are proficient in speaking and listening to English in real-world contexts.

This is where it is important to understand the approach in English education, which places greater emphasis on active communication and in-depth understanding (Khusniyah & Hakim, 2019). The two approaches that will be discussed in this research are a project-based approach and a technology-based approach. Project-based approaches create learning contexts that reflect real-world situations, while technology-based approaches use digital tools to facilitate speaking and listening learning.

The project-based approach is a learning method that emphasizes creating learning contexts that reflect real-world situations. In the context of speaking and listening skills, this approach will involve students in practical projects that require them to communicate, collaborate, and listen with the aim of achieving specific outcomes. For example, students can be asked to make group presentations about current issues or art projects that involve creative dialogue and discussion (Kusuma, 2019). The project-based approach allows students to experience and apply their speaking and listening skills in real contexts, increasing their understanding and engagement in the learning process.

A technology-based approach includes the use of digital tools and modern technology as a means to facilitate speaking and listening learning. In this context, teachers can use video conferencing platforms, voice recording software, or speaking and listening learning applications. The use of technology allows for more dynamic and inclusive interactions, especially if students and learning resources are geographically distributed. For example, students can simulate interviews via video conference or use applications to record and play back their own conversations (Sulistio, 2021). Technology-based approaches can increase accessibility, motivate students through interactive elements, and expand the learning space beyond the traditional classroom.

There are several research gaps that need to be considered in the context of a case study at Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia, which explores current approaches in English language education to improve students' speaking and listening skills: First, it is important to further explore the comparison of effectiveness between based approaches. project and technology-based (Putri Astawa et al., 2020). Although these two approaches have been proven to be useful in improving students' speaking and listening skills, further research is still needed that can compare in detail the extent to which they are successful in the school environment in Tulungagung. Is one of these approaches superior to the other, or perhaps there is a combination of the two that can provide the best results.

This research chose to focus on two schools, Senior High School Gunungjati and Senior High School Sunan Kalijaga Tulungagung, Indonesia, because both schools offer a unique and valuable framework for understanding the development of speaking and listening skills. First of all, the selection of these two schools was based on the diversity of educational backgrounds and study programs offered, providing a broader picture of the teaching experience in various educational contexts. In addition, these

two schools can represent different secondary education contexts, namely high school and vocational high school, which can provide a rich perspective related to the implementation and successful development of speaking and listening skills.

The selection of these two schools was also driven by the desire to understand the extent to which the application of two different approaches, namely project-based and technology-based approaches, may vary between the schools. This provides an opportunity to analyze differences in learning approaches and explore their impact on teachers' progress in the development of speaking and listening skills in different educational settings.

Gunungjati Senior High School and Sunan Kalijaga Senior High School were chosen because of their commitment to developing students' communication skills. By examining these two schools, it is hoped that in-depth and valuable information will be found to improve the effectiveness of teaching and learning, as well as provide guidance that can be applied more widely in improving the quality of education at the local and national level.

In addition, contextual factors that influence the implementation of the approach also need to be considered. The school context, including the availability of resources, culture, and social environment, can influence the effectiveness of an approach (Suhardiana, 2019). Therefore, understanding how these factors influence the implementation of project and technology-based approaches in Tulungagung schools is important. More in-depth research should also focus on long-term evaluation of student progress. Can the positive results obtained over the time period of these approaches be maintained over a longer period of time, and does the impact influence students' academic achievement and future career development?

Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia, are two examples of schools that have adopted Project and technology-based approaches in an effort to improve their students' speaking and listening skills. SMA Gunungjati develops projects that challenge students to speak in contextual situations, while SMK Sunan Kalijaga focuses on using technology to expand students' access to audio materials in English.

It is important to understand the extent to which these approaches are effective in improving students' speaking and listening skills in these two schools. The results of this research will provide valuable insight into how these innovative approaches can be implemented more widely in the Indonesian education system, and may also provide practical guidance for other schools wishing to improve students' speaking and listening skills in English. With a deep understanding of the challenges and opportunities faced in teaching speaking and listening skills, we can help Indonesian students to be better prepared to face the challenges of globalization and cross-cultural communication.

Through more in-depth research in this area, we can deepen our understanding of the effectiveness of these approaches in improving the speaking and listening skills of students at Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung. This research will provide clearer guidance on how to promote more effective and relevant English language education in secondary schools in Indonesia and help prepare students to face the demands of globalization and cross-cultural communication in the future.

Research Objectives

Based on the knowledge and experience of researchers regarding English language learning approaches in order to improve listening and speaking skills in Indonesia, such as research conducted by Yulia Nur Ekawati (Ekawati, 2017). shows that the use of the "project-based learning" model can improve listening skills. English language learners. The increase in student achievement is reflected in the average score of the listening test for task 1 and task 2 in both research cycles. The average score of students' listening ability increased from 71.33 in cycle I to 80.04 in cycle II in the listening task 1 test. Likewise, in the Listening Task 2 test which measures overall listening ability, there was an increase from 68.12 in cycle I to 78.33 in cycle II. Thus, it can be concluded that the PBL model is effective in improving students' listening skills. Research conducted by Linda Sari and Zuliana Lestari (Sari, 2019). regarding improving students' English speaking skills in the Revolution 4.0 era identified various effective strategies for improving speaking skills. These strategies include expanding vocabulary, reading aloud, understanding basic English grammar, reading English texts, participating in conversations in English, listening to English songs, watching English films, and developing an interest in English. To improve English language skills, a number of strategies can be implemented in a planned manner. expanding vocabulary is a fundamental first step. One can achieve this by reading bold books, articles or resources that feature new words regularly. Reading aloud can improve comprehension and pronunciation. This activity engages more of the senses, strengthens the connection between writing and sound, and supports the development of the ability to speak more fluently.

Understanding basic English grammar becomes essential. Focusing on basic grammar rules helps prevent common mistakes in speaking and writing. These skills are strengthened by reading texts in English, such as news articles, short stories, or books. This activity not only trains reading comprehension, but also broadens understanding and enriches sentence structure. Participating in conversations in English helps build confidence and speaking skills (Sholeh, 2023). Discussing with friends or mentors, or joining an English conversation group, provides opportunities to apply knowledge in a real way. Likewise, listening to English songs trains hearing and sharpens skills, while watching films or television series in English helps understanding visual context and various speech accents.

Developing an interest in English can increase motivation and learning outcomes. Linking language learning to personal interests, such as reading a favorite book or exploring a particular topic, makes the learning process more enjoyable and sustainable. By integrating these strategies, one can holistically and progressively improve his or her English skills in the aspects of speaking, listening, reading, and writing. The following are several research objectives for the study entitled "English Language Learning Approaches in Improving Speaking and Listening Skills at Gunungjati Senior High School and Sunan Kalijaga Senior High School":

1. Assess the effectiveness of the English learning approach used at Gunungjati Senior High School and Sunan Kalijaga Senior High School in improving students' speaking skills at both schools.

2. Analyze the impact of the English learning approach on improving students' listening skills at Gunungjati Senior High School and Sunan Kalijaga Senior High School.

3. Comparing the effectiveness of various English learning approaches at Gunungjati Senior High School and Sunan Kalijaga Senior High School in improving students' speaking and listening skills.

4. Provide recommendations for improving English language learning approaches to improve students' speaking and listening skills in both schools.

With these objectives, the research will investigate various aspects in efforts to improve students' speaking and listening skills through an English language learning approach at Gunungjati Senior High School and Sunan Kalijaga Senior High School.

English Education in Indonesia

English education in Indonesia is an integral component in the national education system (Sutrisna, 2021). English is not just an additional subject, but has become an urgent need for individuals and society in facing an increasingly globally connected world. English subjects are required to be taught at all levels of schools throughout the country, reflecting awareness of the importance of this language in various aspects of life (Daar & Jemadi, 2020). The history of teaching English in Indonesia can be traced back to the period of colonial rule by the Dutch (Alfarisy, 2021). At that time, English was introduced mainly among colonial elites and officials as a means of international communication. After Indonesian independence in 1945, English was still recognized as an important foreign language, especially in diplomacy and trade.

However, as time goes by, the role of English is expanding. English is essential in business, science, technology and cross-cultural communication (Aini & Nohantiya, 2020). This is what drives the development of English language teaching in Indonesia and changes in the educational curriculum. The teaching approach also changed from a focus on grammar and vocabulary memorization to an emphasis on active communication and deep understanding. Despite progress, there are still challenges faced in improving the quality of English education in Indonesia. Teacher qualifications in teaching English are an important issue (Islam et al., 2021). Many English teachers in Indonesia do not have adequate qualifications. Resources such as textbooks and up-to-date teaching materials are also limited, especially in rural areas. In addition, it is important to motivate students to actively participate in English learning.

Understanding of the importance of English and efforts to overcome this challenge continue to grow in Indonesia. The government and educational institutions continue to strive to improve the quality of English language teaching and face the obstacles that arise (Faridatuunnisa, 2020). With a deep understanding of the development of English in Indonesia, we can evaluate the impact and relevance of current approaches to English language learning in facing the demands of globalization and cross-cultural communication.

Approaches to English Language Learning

The approach to learning English is the foundation that forms the basis for the way we teach and learn English (Simbolon, 2014). It is a framework used by teachers and students in the English language education process. This approach involves a variety of teaching methods, strategies and approaches designed to help students understand and master English more effectively. In other words, it is a plan that guides how English is taught in schools and how students learn the language.

The approach to learning English is very important because it is the key to ensuring that students receive an effective English education (Aminatun et al., 2022). This includes selecting teaching methods that suit students' needs, strategies to improve speaking, listening, reading, and writing skills, as well as ways to measure students' progress in English (Susini, 2020). This approach may also vary depending on learning objectives, student level, and available resources.

In the context of English education, approaches to learning English can include various things, such as student-centered teaching methods, the use of technology in learning, the application of project-based approaches, and many more. It is a tool used by educators to create a learning environment that supports the development of students' English language skills, so that they can confidently communicate in the language in a variety of contexts, including business, academic, and cross-cultural communication (Muklas et al., 2023). In other words, the approach to learning English is a guide to ensure that English language education in Indonesia is effective and relevant. In this case we will discuss various approaches that have been used in the context of English language education (Sholeh, 2023). The two approaches that will be the focus of this research are the project-based approach and the technology-based approach.

Project Based Approach

The project-based approach is a learning method that places great emphasis on the use of projects in real contexts as a means of teaching and understanding English (Yuliawati, 2018). This approach has basic principles that guide the teaching and learning process, which include:

1. Student-Centered Learning (Padmadewi et al., 2009): A project-based approach places students at the center of learning. Students are not only recipients of information, but they are also actively involved in planning, designing, and implementing projects. They have more control over their learning process, which helps increase motivation and engagement.

2. Integrating Various Skills (Setyowati, 2019): Projects in this approach often integrate various language skills, such as speaking, listening, reading, and writing. Students not only learn to speak English but also hone their listening skills while interacting with classmates and project materials.

3. Use of Authentic Projects (Suryana et al., 2021): Projects used in a project-based approach often reflect real-world situations. They can involve simulations of business situations, discussions of social issues, field research, and more. In this way, students not only learn English, but also experience its use in contexts that are relevant to real life.

The project-based approach aims to provide a deeper and more meaningful learning experience for students. Through these projects, students not only understand English theoretically, but they are also able to apply it in everyday situations. In the context of this research, the project-based approach will be analyzed further to understand the extent to which this approach has succeeded in improving students' speaking and listening skills at Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia.

Technology Based Approach

A technology-based approach in learning English is a method that integrates digital tools and modern technology in the learning process (Hatibie, 2019). In particular, how important is technology in English language learning, including the use of various digital tools such as podcasts, mobile applications, and other digital resources that can improve students' listening and speaking abilities.

1. Use of Podcasts (Dewi et al., 2022): Podcasts are a digital tool that is increasingly popular in English language learning. Podcasts are audio or video recordings that students can download and listen to. They often cover a wide range of topics, including stories, interviews, discussions, and educational materials. In the context of learning English, podcasts can help students improve their listening skills and understand various accents, intonations and speaking rates in English.

2. Mobile Applications (Nova Noor Kamala Sari et al., 2019): Mobile applications or smartphone applications also have an important role in learning English. There are many apps specifically designed to help students improve their speaking and listening skills. Some of these apps can provide speaking practice, listening comprehension tests, and even pronunciation correction. This app allows students to learn English independently and move around their schedule.

3. Other Digital Resources (Susanti & Prameswari, 2020): Apart from podcasts and mobile applications, there are various other digital resources that can be used in learning English. This includes online learning videos, online learning platforms, and interactive learning resources. These resources can help students understand the material in an engaging and educational context.

The technology-based approach aims to utilize the advantages of modern technology in enriching students' learning experiences. In this research, the focus will be on how technology can be used to improve the listening and speaking skills of students at Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia. By understanding the role of technology in English language learning, we can identify the potential of this method in improving the quality of English education in schools in Indonesia and around the world.

Speaking Ability in English Language Learning

The ability to speak English is a key component in oral communication and is an important aspect in learning English (Syafitri et al., 2019). In the context of English learning, speaking ability includes various in-depth components:

1. Pronunciation (Sholeh & Muhaji, 2015): The ability to pronounce words and phrases in English correctly is a key element in speaking skills. Good pronunciation helps students be well understood by native speakers and contributes to effective communication.

2. Vocabulary (Ramdhan, 2017): A good understanding of vocabulary in English is important for building meaningful sentences. Students need to expand their vocabulary to be able to express ideas and thoughts more richly.

3. Grammar (Uswar et al., 2023): Grammar is the rules that govern how words and phrases are arranged in English. Understanding proper grammar allows students to construct sentences correctly and avoid mistakes that can confuse communication.

4. Expressive Skills (Meinawati et al., 2020): The ability to convey thoughts, ideas and opinions clearly and effectively is the ultimate goal in speaking skills. This involves proper use of pronunciation, vocabulary, and grammar.

In the context of this research, an in-depth understanding of speaking ability will help in evaluating the impact of project-based and technology-based approaches in improving students' speaking ability at SMA Gunungjati and SMK Sunan Kalijaga in Tulungagung, Indonesia. Evaluation of speaking skills is an important step in understanding the extent to which students are able to communicate in English confidently and effectively. By focusing on developing speaking skills, we can help students become better communicators in English.

Listening Skills in English Language Learning

The ability to listen in English is an important skill in oral communication (Ekawati, 2017) . In this case, several important aspects are related to listening skills in learning English:

1. The Role of Listening Activities (Nurmala, 2019): Listening activities, such as listening to interviews, lectures, discussions, or audio materials, are an effective way to improve students' listening skills. Through these various activities, students can become familiar with various accents, intonations, and speaking rates in English. They can also develop their understanding of spoken language used in everyday situations.

2. Deep Understanding of Oral Communication (Rohmani & Ali Putra, 2023): A deep understanding of how oral communication functions in English is very important. This includes an understanding of how ideas and information are conveyed through conversation, including the use of phrases, idioms, and common speaking styles in English. By understanding this, students can become more effective listeners.

3. Exercises to Become an Active Listener (Yastanti, 2015): Being an active listener involves more than just hearing words. Students need to be trained to listen to the context, respond with appropriate questions or comments, and follow the conversation closely. This helps them become more contributing participants in the conversation and understand the information better.

4. The Role of Technology (Astuti & Anjarwati, 2020): In the digital era, technology plays an important role in improving students' listening skills. Technology allows wider access to audio materials in English, such as podcasts, videos and audio recordings. Students can use their own devices to practice listening and understanding a variety of material relevant to everyday life

With a deep understanding of these elements, we can understand how current approaches in English education, such as project-based and technology-based approaches, can contribute to the development of students' speaking and listening skills at Gunungjati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia. A deep understanding of these elements is key in evaluating

how current approaches in English education, such as project-based and technology-based approaches, can contribute to the development of students' speaking and listening skills at SMA Gunungjati and SMK Sunan Kalijaga in Tulungagung, Indonesia.

The project-based approach at SMA Gunung Jati creates a learning context that gives students the opportunity to develop speaking skills through contextual projects. By focusing on projects that reflect real-world situations, students can practice using English in communicative contexts. The process of collaboration, debate and presentation in English also enriches their learning experience.

The technology-based approach at Sunan Kalijaga Senior High School utilizes digital tools and modern technological resources to expand students' access to audio materials in English. Through the use of podcasts, mobile apps, and other digital resources, students have more opportunities to practice English listening in a variety of contexts. This helps them become more proficient listeners and can understand the variety of languages and accents used in oral communication.

The results of this research will help us better understand the effectiveness of these two approaches in improving students' speaking and listening skills in these two schools. In this way, we can provide practical guidance for other schools wishing to improve students' speaking and listening skills in English. In addition, this research also provides valuable insights into how to prepare students to face the demands of globalization and cross-cultural communication in the future.

Research Methodology

This research uses qualitative research methods (Kadir, 2022). The research locations were at two secondary education institutions, namely SMA Gunungjati and SMK Sunan Kalijaga Tulungagung Indonesia. Participants in this research were determined using the purposive sampling method (Etikan, 2016). The population of Gunungjati Senior High School is 55 teachers and Sunan Kalijaga Senior High School is 30 teachers. The number of samples taken was 30% of the teachers at Gunungjati Senior High School totaling 17 teachers and 40% of the teachers at Sunan Kalijaga Senior High School totaling 12 teachers (Helaudin & Wijaya, 2019). Data were collected through classroom observations, in-depth interviews with teachers, and evaluation of open-ended materials. Additionally, surveys and exams are conducted to measure students' progress in speaking and listening. The tools used to collect data include the Interview Instrument with Teachers in the Initial Question asking about How long have you been teaching at Gunungjati Senior High School or Sunan Kalijaga Senior High School? Have you been involved in developing speaking and listening skills at this school? Skill Development Question: What approach or method do you use in developing students' speaking skills? How do you advance students' progress in listening skills? Questions Regarding Teaching Materials such as How do you assess the quality of teaching materials used to develop speaking and listening skills? Do you feel that the current open material is sufficient to achieve the goals of developing speaking and listening skills? General questions such as How do you see the teacher's role in developing students' speaking and listening skills? Do you have any particular challenges in developing these skills in your learning environment? Classroom Observation Instruments such as student reactions to speaking and listening activities. Use of teaching methods and teacher-student interaction. Implementation of strategies for developing speaking and listening skills. Teaching Material Evaluation Instruments

such as: Suitability of teaching materials to the curriculum. Integration of material with the development of speaking and listening skills. Creativity and diversity of learning methods in open materials. Stakeholder Survey Instruments such as, How effective do you think the speaking and listening skills development program at this school is? How do you assess the teacher's contribution to the development of these skills? Do you have any suggestions or recommendations to improve this program? After the data collected was analyzed using the qualitative analysis method (Esterberg, 2018), which consists of the process of transcription, coding, grouping the essence of research results that have the same meaning, and presenting the data (Miles, Huberman & Saldaña, 2014).

Results

Gunung Jati Senior High School Case Study Results: Project Based Approach

Implementation of a Project Based Approach

At Gunung Jati High School, a project-based approach has been carefully implemented. The teachers at this school have taken the initiative to design projects that are highly relevant to the students' daily lives. The projects cover a variety of topics that are of interest to students, and this is very important because it motivates them to speak English.

Projects related to topics that students are interested in are a smart approach because they allow students to be actively and enthusiastically involved in learning. Students are more likely to participate when they have a personal interest in the subject they are studying. In addition, the simulation of real situations and roles in these projects creates an authentic communicative context. This helps students apply their English in situations similar to everyday use, which in turn strengthens their speaking skills in English.

The teacher's role in facilitating student group work is key to the success of this project-based approach. Encouraging students to collaborate, debate and share ideas in English is an integral part of the learning process. The teacher acts as a facilitator in directing students towards a presentation or final project that involves speaking English. In this case, teachers can also provide adequate guidance and feedback to help students improve their speaking skills.

Thus, the implementation of a project-based approach at SMA Gunung Jati provides an effective framework for improving students' English speaking skills. It motivates students, provides them with an authentic communicative context, and develops their speaking skills in English in real-world situations. This approach seems to provide positive results in terms of the development of students' English speaking skills.

Improved Speaking Ability

The results of classroom observations at Gunung Jati Senior High School were very positive, indicating that the project-based approach had resulted in significant improvements in students' English speaking abilities. Students at this school have shown marked improvement in a number of aspects of their speaking skills.

An increase in students' self-confidence is one of the most striking results. They have become bolder in speaking English and feel more comfortable in conveying their ideas and thoughts. This is a very important result because high self-confidence is a key factor in effective communication.

In addition, students' ability to express their ideas and thoughts more fluently also indicates an increase in speaking fluency. They become more skilled at choosing appropriate words and constructing sentences better, which in turn makes them easier for listeners to understand.

Project-based projects that allow students to collaborate, debate and share views in English also have a positive impact. This helps students develop their speaking skills in the context of real social interactions. They not only learn to speak, but also learn how to communicate effectively in group or team situations.

As a result, students' learning experiences become richer and more meaningful. They not only understand English as a communication tool, but also as a tool to interact, collaborate and share ideas. Thus, the project-based approach at SMA Gunung Jati has helped students develop their English speaking skills significantly.

Improved Listening Ability

Improving students' listening skills at Gunung Jati Senior High School is a significant achievement. Observation and test results have clearly demonstrated improvements in their understanding of spoken language in a variety of contexts. Firstly, students have been able to understand the various accents used in English, which is a valuable asset in an increasingly connected and global world. This gives them an edge in communicating with individuals from various cultural backgrounds who use various accents.

They have also improved in their ability to understand rapid conversations. This is an important skill in everyday communication, especially in situations that require quick responses. Speaking speed is often a barrier for many English language learners, but with a project-based approach, students at SMA Gunung Jati have successfully overcome this challenge.

Students now have a better understanding of the wide variety of language used in everyday communication, including slang, idiomatic phrases, and terms often used in informal situations. This improves the quality of their communication in real-world situations, where the use of formal language is often limited. All this shows that the project-based approach has been markedly successful in improving students' listening skills, preparing them to communicate in English confidently in a variety of situations.

Sunan Kalijaga Senior High School Case Study Results: Technology-Based Approach

Use of Technology in Learning

At Sunan Kalijaga High School, a technology-based approach has become an integral part of English language learning. Teachers use a variety of technology tools and resources, including podcasts, mobile apps, and audio recordings in teaching. Students are given greater access to audio materials used in real life, such as interviews, discussions and news.

One key component of this approach is providing students with greater access to audio materials that reflect the use of English in everyday life. Students at Sunan Kalijaga Senior High School can access interviews, discussions and news that are relevant to real world situations. This allows them to become familiar with English used in a variety of contexts, which is more authentic than artificially structured study material.

The use of technology in learning English at Sunan Kalijaga Senior High School creates an environment where students can be more involved, active and deeper in understanding English. With a variety of technological resources available, students have the opportunity to improve their listening and speaking skills, replacing traditional approaches that tend to be more passive. This helps students feel more confident in communicating in English and prepares them for real-world situations where technology is often an integral part of cross-cultural communication.

Improved Listening Ability

The evaluation results show that the use of technology in learning has succeeded in improving students' listening skills. They have become more accustomed to the variety of accents and speaking rates they encounter in audio materials. Students report that the use of podcasts and apps has helped them significantly improve their comprehension of spoken language. Students have experienced significant improvements in understanding the various accents and speaking rates they encounter in the audio material.

The use of podcasts and mobile applications in learning proves their effectiveness. Students report that these resources have helped them significantly improve their understanding of spoken language. They have become more familiar with the variety of languages used in real situations, and this makes a positive contribution in preparing them for cross-cultural communication in an increasingly connected world.

By utilizing technology, students at Sunan Kalijaga Senior High School can access audio material that suits their interests and needs, creating a more personalized and relevant learning experience. This improvement in listening skills is a direct result of the integration of technology in English language teaching and provides clear evidence of the positive benefits of this technology-based approach in English education

Discussion

The research results show that the project-based approach and technology-based approach are effective in improving speaking and listening skills in English education.

The implementation of a project-based approach at Gunung Jati High School not only creates a learning environment, but also inspires students to use English in everyday life situations. Principles from grand theories of learning, such as constructivism, are embodied in this approach. Students are not only recipients of information, but they are actively involved in challenging projects, where they build their own knowledge of the English language through direct experience and personal reflection. The project-based approach at Gunung Jati High School is in line with Vygotsky's concept of social constructivism (Payong, 2020). Through collaboration, active participation, and debate in English, students not only learn from their personal experiences, but also through social interactions with their classmates. This concept creates a learning environment that not only develops English language skills, but also strengthens students' social skills (Agustyaningrum et al., 2022).

The importance of student involvement in the learning process, in accordance with student involvement theory, is reflected in the positive results obtained. The learning environment is challenging and motivating, encouraging active student participation, which in turn creates significant gains in students' speaking and listening abilities. Furthermore, integrated English learning theory is applied by integrating speaking and listening skills in English simultaneously. This provides a holistic learning experience, reflecting the interconnections between these skills and strengthening students' abilities holistically. Overall, the project-based approach at SMA Gunung Jati creates a learning environment that is based on the grand theory of learning. By motivating students to use English in real situations through projects, the school managed to achieve significant results in improving students' speaking and listening skills.

The technology-based approach at Sunan Kalijaga Senior High School provides wider access to audio materials in English. This improves students' understanding of accent variations and speaking speed. The use of technology has enabled independent and interactive learning, which has had positive results in the development of listening skills. The technology-based approach at Sunan Kalijaga High School, which provides wider access to audio material in English, is closely related to the concepts put forward by several experts in learning theory. Jean Piaget, a pioneer of constructivism, emphasized the active role of students in the learning process. In the context of Sunan Kalijaga High School, wider access to audio materials gives students greater control over their learning process. They not only receive information, but also actively build their own understanding of the variations in accent and speed of speaking in English. Jerome Bruner, a cognitive theorist, highlights the important role of language and symbolic representation in forming students' cognition (Hidayatullah & Arifin, 2018). By increasing students' understanding of accent variations through audio material, Sunan Kalijaga High School integrates cognitive aspects in English language learning. Students are faced with cognitive challenges that help them organize and understand information more effectively. The theory of student engagement by Jean

Lave and Etienne Wenger is also manifested in the implementation of this technology. Wider access through technology gives students the freedom to study independently (Musyafak & Subhi, 2023). The technology-based approach allows for interactive, self-directed learning, where students can tackle audio material according to individual needs and level of understanding.

The technology-based approach at Sunan Kalijaga High School creates a learning environment that is in harmony with the concepts presented by learning experts. Wide access to audio materials provides students with an active learning experience and allows them to develop their understanding of the English language in greater depth. Thus, Sunan Kalijaga High School succeeded in integrating aspects of constructivism, cognitive theory, and student engagement theory in their technology-based approach, providing a positive impact on the development of students' listening skills.

It is important to remember that the success of this approach depends on teacher preparation, adaptation of learning content to student needs, and selection of relevant technology. Careful teacher training in implementing these methods effectively is a key factor. Preparing students to communicate effectively in an increasingly connected world is a critical goal in English education.

Recommendations

Implication

In this research, we have reviewed approaches in English language education, especially project-based approaches and technology-based approaches, and how these two approaches have been implemented at Gunung Jati Senior High School and Sunan Kalijaga Senior High School in Tulungagung, Indonesia. Here are some of the main conclusions that can be drawn from this research:

1. English education has an important role in facing the challenges of globalization and cross-cultural communication. Strong speaking and listening skills in English are key in participating in the global arena.

2. Gunung Jati Senior High School has succeeded in carefully implementing a project-based approach, creating a learning context that reflects real-world situations. These projects motivate students to speak English and collaborate actively.

3. Sunan Kalijaga Senior High School has successfully used a technology-based approach in learning English. The use of podcasts, mobile applications, and other audio materials has helped students improve their listening skills.

4. The success of both approaches depends on teacher preparation, adaptation of learning content, and selection of relevant technology. Careful teacher training in implementing these methods effectively is a key factor. These two approaches do not have to be mutually exclusive, and there are potential benefits in combining them to provide better results.

Recommendations for English Language Education in Secondary Schools
Based on the findings in this study, the following are several recommendations for improving English language education in secondary schools:

1. English teachers need to receive careful training in implementing project-based and technology-based approaches. They must understand how to integrate these approaches into their curriculum and teaching.

2. Schools need to ensure the availability of resources that support the use of technology in English language learning. This includes access to a computer device, a stable internet connection, and quality digital resources.

3. Principals and educational policy makers need to support this innovative approach and create an environment that supports the development of students' speaking and listening skills.

4. Project-based and technology-based approaches do not have to be used separately. There may be benefits in combining the two to provide a richer and more holistic learning experience.

Further Studies

Suggestions for Further studies There are several areas that could be further explored in future research related to English language education in secondary schools in Indonesia:

1. Further studies could compare in detail the effectiveness between project-based and technology-based approaches in different contexts in Indonesia, taking into account the different contextual factors in each school.

2. Further research could measure the long-term impact of using this approach on students' progress in speaking and listening, as well as its impact on students' future academic achievement and career development.

3. Studies could explore more deeply the impact of project-based and technology-based approaches on students' motivation to actively participate in English speaking and listening learning.

4. Research could focus on the role of parents in supporting this approach at home and how their involvement influences student progress.

5. Further exploration can be carried out to identify contextual factors that influence the implementation of this approach in schools in various regions in Indonesia.

6. With further research in this area, we can continue to improve English education in secondary schools in Indonesia and contribute to students' preparation to face the challenges of globalization and cross-cultural communication in the future.

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