

Improving Students' English-Speaking Skills Through Project Video

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Abstract

The purpose of this study is to examine the effectiveness of implementing English-speaking learning through video projects. This study employed a quasi-experimental approach, with one group undergoing pre-test and post-test experiments. The study was done in 12 meetings with 36 English-speaking students from class X IPA during the third odd semester of the academic year 2023-2024. The study will run from August 2023 until November 2023 at SMAN 14 Depok. Data were acquired by observation, documentation, and a speaking exam. The data was analyzed using a two-sample paired t-test for the mean. The study found that individual video projects can improve students' engagement in speaking sessions. In addition, pupils find it easier to generate speaking ideas. As a result, pupils' English writing skills improved more than before the video project work was established. The t-test results indicate that individual video projects can increase English speaking skills, as $t\text{-Stat} < t\text{-table}$ ($10.62922427 < 2.030107928$).

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INTRODUCTION

English speaking has become a crucial communication tool in many parts of life, including academic, professional, and social. Speaking is one of the most difficult aspects of teaching and learning a second language. Teaching speaking is a productive skill that is widely regarded as tough to learn since it necessitates a high level of effort to obtain excellence. To gain speaking skills, a speaker must plan, edit, re-correct, and simplify his or her speech while communicating with others. It can be a challenging undertaking for fluent English speakers because speaking entails pronunciation, intonation, stress patterns, and learning prosodic elements (Masuram & Sripada, 2020).

In this situation, it is critical to provide a meaningful atmosphere in which kids can practice speaking. High school isn't only for acquiring one skill, and learning English takes time. Observations at one of Depok's high schools revealed various challenges with English learning since high school pupils learn more grammar and writing. Thus, speaking English is rarely practised. pupils

believe that speaking learning is more challenging than other language abilities because it requires pupils to master numerous elements, including vocabulary, pronunciation, and grammar. This is one of the reasons why speaking is considered more difficult than other abilities. Speaking involves broad and correct knowledge of vocabulary, including words with various meanings and purposes (Ghafar & Raheem, 2023; Leong & Ahmadi, 2017). Students must be able to pronounce words correctly, including the proper use of phonemes, intonation, and rhythm. Speaking requires a solid understanding of language, including sentence structure, syntax, and grammar. As a result, speaking is considered more difficult to learn than other language abilities such as reading or writing.

Several issues were discovered during observations at SMA 14 Depok regarding the utilization of learning media. During this time, the teacher exclusively uses modules and student handbooks. The teacher just describes the content, and students complete the exercises in the module provided. Even if pupils rarely practice speaking English in this situation, it can be argued that the teacher did not use digital devices in class. The teacher generally teaches English based on the school curriculum, and media technology is rarely employed. Although students choose video learning media to practice speaking English, this study employs project video to teach English. This is also updated to reflect new developments.

Curriculum Merdeka, a new curriculum, has been launched in Indonesia. When we look at the present Merdeka curriculum, we can see that kids are already being directed toward project creation. One of them is in the P5 program (Projek Penguatan Profil Pelajar Pancasila), where students are typically required to prepare project movies for their case studies. Video enhances pupils' speaking practice in class and improves performance (Khawa, 2020). Using audiovisual material helps provide a more engaging learning environment for mastering English speaking abilities. (Moreno & Vermeulen, 2015) demonstrate that establishing a mobile-assisted language learning application known as VISP (Videos for Speaking) can increase oral production accuracy and fluency. Even YouTube videos assist pupils guess the meanings of foreign words and enhance their speaking skills (Albahlal, 2019). Visual displays in internet videos might motivate pupils to practice their speaking skills. Even now, YouTube is often utilized as a reference for building programs that promote speaking practice (Nuha & Saputri, 2021). YouTube has become a prominent digital media medium among young people. YouTube creates instructive videos for young children (Neumann & Herodotou, 2020). Thus, the effective use of video as an educational medium is strengthened by instructors considering three elements: how to control the cognitive load of video; how to maximize student engagement with videos; and how to promote active learning from videos (Brame, 2017).

Based on the problem findings and other prior studies, we should not only look at the usefulness of using video to develop speaking skills, but also

how the process of using video can improve student collaboration, problem-solving skills, and critical matters, which is consistent with the most recent developments in 21st-century education, namely 4c Critical Thinking, Collaboration, Communication, and Creative Thinking. This idea is the gap that this study aims to fill by using project films and allowing students to participate in engaging and realistic activities, as well as presenting learning content in an engaging format. Students can develop English-speaking video projects based on the nature and context of their learning experience.

So, the goal of this study is to propose a new notion of how using video projects can improve speaking skills, as well as to demonstrate not only the effectiveness but also how the video project can increase critical thinking, teamwork, communication, and creativity. As a result, it is reasonable to expect that using video projects will increase English speaking skills. It can be used in conjunction with the Merdeka curriculum at this time, providing a teaching procedure that is already oriented to current world demands. Previous research has shown that using video is more effective in boosting speaking skills.

RESEARCH METHODOLOGY

This is a quasi-experimental study with a single-group pretest and posttest experimental design. Pseudo-experimental research does not include a comparison or control group; instead, there is only one group, the experimental group. The group's research design before and after the test is measured by a pre-test provided before treatment and a post-test given after treatment (Creswell & Creswell, 2018). The research procedures in the experimental group Pretest Posttest design include:

1. Conducting a Pre-test to measure the speaking achievement of tenth-grade students at SMAN 14 Depok.
2. Implementing the treatment in teaching speaking comprehension by making a video project as a technique of teaching English speaking.
3. Administering Post-test to measure the reading comprehension of tenth-grade students at SMAN 14 Depok.

The population in this research were tenth-grade students at SMAN 14 Depok, the entire class X totalling seven classes and this research was only carried out in one class. In this study, researchers used the MIPA 3 class as a research sample, totalling 36 students. The data were collected using documents, observation, and speaking tests. Documents in this study are teaching documents that researchers collected during the treatment process. The observation used in the study is the process of observing teaching and learning using video projects in class during 12 meetings. The data analysis techniques using T-test. The speaking test was used to determine the improvement of English speaking ability.

There are at least six criteria for assessing speaking ability: pronunciation, fluency, grammar, vocabulary, discourse features, and task

completion, to maintain the validity of the speaking-focused assessment (Brown, 2004). This can be seen in Table 1.1.

Table 1.1 Oral Presentation Assessment Criteria

Criteria	E	VG	G	S	P
Speaking Skill					
A. Fluency and Coherence Speak fluently with only rare repetition or self-correction: Speak fully and appropriately Topics and coherency					
B. Lexical resource and range Express with some flexibility and appropriateness, giving effective descriptions and expressing viewpoints on a variety of topics					
C. Grammatical range and accuracy Complex sentence use and minor grammatical occurrence.					
D. Pronunciation Pronounce words correctly, articulate clearly, intonate appropriately					
E. Interaction (Listen and respond) Good contribution to other Activities in conversation development					
F. Presentation Skills					
The presentation was organized, and the information was logical and presented in good sequencing. The assignment was completed according to the instructions provided. Presentation done within time allocation					

Table 1.2 The criteria scoring value

No	Initial	Criteria	Score
1.	E	excellent	5 Point
2.	VG	Very Good	4 Point
3.	G	Good	3 Point
4.	S	Satisfactory	2 Point
5.	P	Poor	1 Point

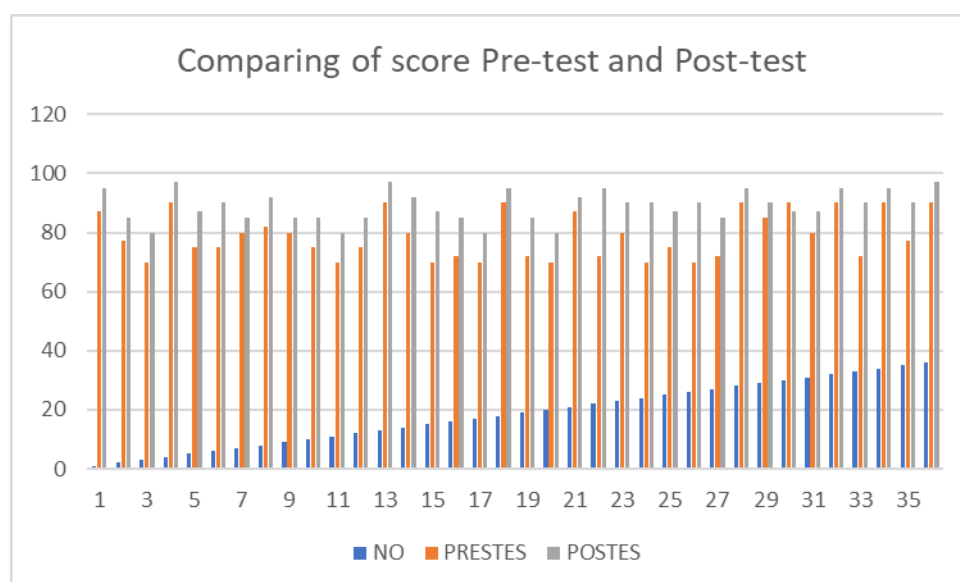
RESULT AND DISCUSSION

Before teaching practice in class, students prepare themselves for teaching by making the tools needed for learning. The learning tools include media and lesson plans, and the author uses video projects to improve speaking skills. teaching English speaking using a video project includes having to prepare teaching materials that suit the learning material and objectives. Determine the learning goals to be achieved, such as students' ability to

understand the material and students' ability to apply the material. Determine learning materials that suit learning objectives and student characteristics. Determine media and learning resources that are appropriate to learning methods and materials. Prepare examples and illustrations that are appropriate to the learning material and objectives. Prepare speaking tests that are appropriate to the learning material and objectives. By preparing this material, it can help teachers achieve the learning goals that have been set and improve the quality of student learning. Providing treatment in class is carried out by the learning schedule so that students do not feel like they are research objects and this is also done so that the data obtained can be trusted. Before learning activities using video projects, students are given a pre-test and after the treatment activity is completed, students are given another test.

The analysis data shows the development of each student's English speaking skills before and after being treated with the video project. Every student has experienced a tremendous increase in test scores. During the pre-test and post-test. Student names are represented based on numbers (absence numbers). Graph 1 shows that the majority of students experienced an increase in their scores on the post-test. The study found many advantages and disadvantages of video projects for teaching speaking in class that occurred during the teaching process. Of the 36 students, it is known that there are 6 students with a score of 70, 4 people with a score of 72, 5 people with a score of 75, 2 people with a score of 77, 5 people with a score of 80, 2 with a score of 87, 2 people with a score of 90, 7 students with a score of 90.

Figure 3.1 The Score of Pre-test and Post-test in Speaking Skills Class



Overall, from this graph between students before and after learning videos experienced changes or improvements. So on average, everyone experiences an increase in learning to speak English.

Table 3.1 Statistic Descriptive of English Speaking Test

	Pre-test	Post-test
Mean	76,94444	86,7222
Median	77	90
Mode	90	85
Standard Deviation	15,16941	15,6453
Sample Variance	230,1111	244,7777
Minimum	70	80
Maximum	90	97

T-test analysis data in Table 3.1 shows that $T \text{ Stat} < t \text{ table}$ ($10.62922427 < 2.030107928$). This means that H_0 is rejected and H_1 is accepted. Suppose H_0 is rejected and H_1 is accepted. In that case, the analysis results show that speaking skills before and after using the video project are different, and speaking skills increase after using the video project

Table 3.2 t-Test: Paired Two Sample for Means

Mean	76,94444
Variance	230,1111
Observations	36
Pearson Correlation	0,93629
Hypothesised Mean Difference	0
Df	35
t Stat	-10,6292
P(T<=t) one-tail	8,3834
t Critical one-tail	1,6895
P(T<=t) two-tail	1,6767
t Critical two-tail	2,0301

The finding shows that video projects are effective in improving English speaking skills. It can be seen from the mean value and T-test value. The highest score is at the best level in using video projects. It can be concluded that using video projects effectively improves students' speaking skills, and it can be seen that the highest scores are at the best level when using video projects. The results of each component used to assess English language proficiency were also very good and improved after students learned using video projects. It indicates that students put much effort into completing the project videos. They read other books and prepare dialogue and monologue material which will be the main content of the video. The topics offered are very diverse. During the learning process, they can interact and build a two-way dialogue that influences discussion forum activities. They commented on the project video that had been presented, so that the pre-test process provided good input on components of

speaking ability that were still not good. By commenting on the video project that has been presented in the pre-test process, providing good input on the speaking ability component can also improve students' speaking skills, awareness and motivation in improving their speaking skills.

The learning models used by teachers have their own advantages and disadvantages. There is no single learning model that is very good or very bad. The following describes the advantages and disadvantages of project videos. The advantages of project video learning models include improving speaking skills, increasing students' motivation to learn, improving problem-solving skills, improving teamwork skills, students becoming more active in learning, increasing collaboration, encouraging students to communicate skills, improving self-confidence skills, and making the learning atmosphere fun.

Apart from the advantages, this learning model also has several disadvantages. The weaknesses of the project-based learning model can be overcome by managing appropriate time, using appropriate facilities and equipment, developing students' skills and knowledge, appropriately facing difficulties, and appropriately managing group work. Thus, the project-based learning model can be more effective and efficient in improving the quality of learning.

Students' videos are not boring and take many forms such as vlogs, description videos, and lesson videos. The vlog format can enable students to control their speaking skills by speaking freely and in a variety of contexts. Thus, the usage of films in teaching can improve students' speaking skills, awareness, and motivation in speaking English (Kartikasari, 2018). Technology brings about tremendous changes in the concept of learning and the practice of learning to speak. Learning can be made more interactive by incorporating technology, which increases student awareness and motivation while also improving students' speaking and pronunciation skills. As a result, technology has the potential to significantly improve the quality of speaking learning (Koşar, 2019; Sosas, 2021).

As a result, technology can be an effective way to improve pupils' speaking abilities, comprehension of meaning, and pragmatic development (Kuning, 2019; Paiman et al., 2022). Speaking is the process of constructing meaning. The process of creating meaning entails the generation, receiving, and processing of information. Thus, this issue can be addressed by adopting more participatory and enjoyable learning methods, such as video storytelling, to assist students boost their self-esteem and ability to speak effectively. As a result, effective methods can help students enhance their speaking skills, such as leveraging technology, practising speaking, gaining self-confidence, and developing speaking skills (Amoah & Yeboah, 2021; Buddha et al., 2024; Khanafiyah et al., 2021; Nguyen & Pham, 2022; Novawan et al., 2024; Paiman et al., 2022; Sayuri, 2016). Because individuals have varied needs to talk successfully, the process of teaching speaking skills gives a chance to help students enhance their communication abilities (Hinkel, 2018). English

proficiency is measured using four essential speaking processes (conceptualization, language production, articulation, and self-monitoring), which are inextricably linked to these characteristics. Each aspect of the student's speaking ability evaluated is congruent with the fundamental speaking process. As a result, using these components to measure English language competency can help students improve their speaking abilities and monitor their capacity to talk effectively.

Video projects aimed at enhancing speaking skills have greater ramifications than just that. Students must connect with the production crew throughout the video-making process, share ideas, and discuss the concepts and themes that will be displayed. This allows pupils to strengthen their speaking, critical thinking, and analytical skills. Furthermore, the video-producing process enables students to absorb the topic in a more effective and participatory manner, enhancing awareness and retention. Thus, video projects can be an efficient way to improve students' speaking skills and the quality of their learning processes.

CONCLUSION

The data results of the analysis project video to improve speaking concluded that the video project has a positive impact on overall English speaking skills. The question-and-answer process is very active. That is seen from the test results. Learning using project videos also improves grammar, vocabulary and knowledge sharing. The findings of this research show the application of the learning processes and teaching speaking inside the classroom and outside the classroom by utilizing technological advances. students have improved their speaking ability through video projects as electronic resources. Students are also enthusiastic about using video projects during speaking training activities. The findings of this research indicate that teachers can consider the type of project available depending on student needs and the learning objectives to be achieved. Each student experienced a satisfactory increase in English proficiency scores. The scores for each component used to assess English speaking skills were also very good and improved after students learned using video projects. These results show that the video project is effective in improving students' English speaking skills, as well as improving the ability to use appropriate English structures, convey words precisely and clearly, and use words appropriately and meaningfully.

The finding helps students to improve their four English skills because by using video projects, students can improve their social life. It would be better if the students are enthusiastic to learn English especially by using video projects, because this method makes the students have to use their imagination. It can also make them become more active and improve their skills. It would be better if the students were more responsive again. The researcher suggests to future researchers to research different English teachers, different levels and with different themes. The author hopes that this study can provide ideas for

English teachers in improving their teaching skills using video projects and some other researchers observe and conduct other studies in different ways because it helps us to teach English better especially English teaching using video projects.

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AUTHOR CONTRIBUTION STATEMENT

EM and WY are responsible for data processing, analysis and preparation of research reports. RR is responsible for teaching using video projects at school, CD, and EH is responsible for observing learning activities and collecting research data.

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