

## IMPROVING SPEAKING SKILLS AMONG SENIOR HIGH SCHOOL STUDENTS USING VIDEO-BASED PROJECTS

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### ABSTRAK

*Penelitian ini bertujuan untuk mengetahui bagaimana penggunaan proyek video dapat meningkatkan kepercayaan diri dan pelafalan siswa dalam berbicara bahasa Inggris. Keterampilan berbicara merupakan salah satu aspek penting dalam pembelajaran bahasa Inggris, namun sering kali menjadi tantangan bagi siswa, terutama dalam konteks pembelajaran Bahasa Inggris sebagai bahasa asing (EFL) di Indonesia. Banyak siswa mengalami kecemasan, kurang percaya diri, dan kesulitan dalam pengucapan yang benar ketika harus berbicara dalam bahasa Inggris. Oleh karena itu, pendekatan inovatif melalui proyek video diharapkan dapat menjadi solusi alternatif yang menarik dan efektif. Penelitian ini menggunakan pendekatan kualitatif dengan partisipan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi hasil proyek video yang dibuat oleh siswa. Hasil penelitian menunjukkan bahwa keterlibatan siswa dalam tugas proyek video mendorong mereka untuk lebih aktif menggunakan bahasa Inggris secara lisan, meningkatkan kepercayaan diri mereka saat berbicara, serta membantu mereka mengenali dan memperbaiki kesalahan dalam pelafalan melalui proses rekaman dan evaluasi mandiri. Selain itu, proyek video memberikan ruang bagi siswa untuk belajar secara kreatif dan kolaboratif di luar tekanan lingkungan kelas yang formal. Dengan demikian, penggunaan proyek video dalam pembelajaran berbicara bahasa Inggris terbukti memberikan dampak positif terhadap peningkatan kepercayaan diri dan kemampuan pelafalan siswa. Temuan ini diharapkan dapat memberikan kontribusi terhadap pengembangan strategi pengajaran bahasa Inggris yang lebih variatif dan adaptif terhadap kebutuhan siswa.*

**Kata kunci :** *proyek video, berbicara bahasa Inggris, kepercayaan diri, pelafalan, pembelajaran EFL*

### ABSTRACT

This study aims to explore how the use of video projects can enhance students' speaking confidence and pronunciation in English language learning. Speaking is a fundamental skill in English as a Foreign Language (EFL) classrooms, yet many students in Indonesia face challenges such as anxiety, lack of self-confidence, and incorrect pronunciation when engaging in oral communication. To address these issues, the implementation of video projects is proposed as an innovative and effective alternative to traditional speaking activities. This research employs a qualitative approach. Data were collected through observation, interviews, and documentation of students' video project submissions. The findings reveal that video project assignments encourage students to actively use English in spoken form, build their confidence in expressing themselves, and help them identify and improve their pronunciation errors through self-reflection and feedback. Moreover, the process of planning, scripting, and recording the videos allows students to engage creatively and collaboratively beyond the constraints of formal classroom settings. In conclusion, the use of video projects in English speaking lessons demonstrates a positive impact on students' speaking confidence and pronunciation skills. These results suggest that video-based learning activities can serve as an effective pedagogical strategy for enhancing oral communication in EFL contexts.

**Keyword:** video project, English speaking, confidence, pronunciation, EFL learning

## **INTRODUCTION**

Speaking is one of the most essential skills in language learning, particularly in English as a Foreign Language (EFL) contexts. Among the four basic skills—listening, speaking, reading, and writing—speaking is often regarded as the most challenging skill to master, especially for learners in environments where English is not used as a medium of daily communication (Ur, 1996). In Indonesia, the majority of EFL students face considerable difficulties in expressing their thoughts verbally due to limited vocabulary, anxiety, lack of confidence, and insufficient exposure to authentic speaking practices (Hamouda, 2013; Tuan & Mai, 2015). These challenges result in passive classroom engagement and poor oral performance, which hinder their overall language development.

Traditional teaching methods in Indonesia tend to focus heavily on grammar translation, rote memorization, and teacher-centered instruction (Astuti, 2013). While these methods may benefit reading and writing skills, they often neglect the communicative competence required for fluent and confident speaking. According to Richards (2008), meaningful oral communication should be the primary goal of language learning, and classroom practices must be adjusted to include real-world speaking activities. However, many Indonesian students still feel reluctant or anxious when asked to speak in front of others, especially in English. Speaking anxiety, often associated with the fear of making mistakes or being judged by peers, is a common barrier to oral fluency (Horwitz, Horwitz, & Cope, 1986).

To address these challenges, educators must adopt more engaging and student-centered approaches (Jaelani et al., 2020). One such innovative strategy is the integration of video projects in speaking instruction. Video projects are multimedia-based assignments where students create recorded video presentations, monologues, interviews, or dramatizations using the target language. These projects allow learners to rehearse, record, edit, and present their speech in a low-pressure environment, which can help reduce anxiety and promote speaking confidence (Yang & Wu, 2012).

Through repeated practice and self-evaluation, students can become more aware of their pronunciation, intonation, and fluency, ultimately improving their overall speaking performance.

Moreover, video projects align with the principles of Project-Based Learning (PBL), which emphasize authentic learning, collaboration, and student autonomy. According to Thomas (2000), PBL provides learners with meaningful tasks that require critical thinking, problem-solving, and real-world application. When implemented in language classrooms, PBL encourages students to use English not merely as a subject, but as a functional communication tool. In the context of EFL education in Indonesia, video projects offer a creative solution to motivate students and give them greater control over their learning process (Supardi & Wahyudin, 2018).

Several studies have shown that integrating video production into language learning significantly improves students' speaking skills, particularly in terms of confidence and pronunciation. Wang (2015) found that EFL students who participated in video assignments exhibited increased oral fluency and reduced hesitation during speaking tasks. Similarly, Rahmawati and Ertin (2014) noted that video projects provided students with opportunities to develop their pronunciation through self-correction and teacher feedback. These findings suggest that video-based tasks not only make learning more enjoyable, but also equip students with transferable communication skills necessary in academic and professional settings.

In this study, the researcher seeks to examine how the use of video project assignments can enhance speaking confidence and pronunciation among tenth-grade students at SMAN 8 Cibinong. This research is grounded in the belief that empowering students to engage in creative speaking tasks through video production will foster a more confident, expressive, and accurate use of English. By integrating this method into classroom practice, educators can help learners overcome speaking anxiety and build stronger communicative competence, which is vital for their success in both academic and real-world contexts.

## **METHOD**

This study investigated the impact of video project assignments on enhancing students' speaking confidence and pronunciation through a qualitative descriptive approach. The participants were a group of tenth-grade students at SMAN 8 Cibinong, chosen purposively based on the teacher's recommendation. These students had varying levels of speaking ability and were involved in a video-based speaking task as part of their English learning activity.

Data were collected through three methods: classroom observation, documentation of students' video project submissions, and semi-structured interviews. Observations were conducted throughout the video project process to monitor student engagement, behavior, and participation during classroom discussions and preparation. The students' video recordings were collected as documentation to analyze their pronunciation, fluency, and level of confidence when delivering their spoken performance. Semi-structured interviews were then conducted with selected students and their English teacher to gain deeper insights into the learning experience, emotional responses, and perceived improvements.

To analyze the data, a descriptive qualitative method was used. The video recordings were examined to identify recurring patterns in pronunciation accuracy and signs of improved speaking confidence, such as clearer voice projection, reduced hesitation, and natural delivery. Observation notes and interview transcripts were thematically analyzed and compared to validate the findings. Triangulation was used to cross-check results from different instruments and ensure the credibility of the data interpretation.

## **EXPECTED RESULT AND DISCUSSION**

This study is expected to yield two primary findings: (1) the general perceptions of first-grade senior high school students (SMA) regarding the use of video projects in improving their speaking confidence, and (2) the specific aspects of pronunciation and

speaking performance enhanced through repeated practice in creating video content.

First, based on initial observations and expectations derived from previous studies, it is anticipated that the majority of participants will perceive the video project positively. They are likely to express that creating video recordings encourages multiple rehearsals, leading to an increase in confidence when speaking in English. Students may report feeling less anxious compared to live presentations, as the project allows them to control the recording environment and re-record if necessary. This aligns with the findings of Ersanli (2015), who noted that students exhibited greater speaking fluency and reduced anxiety when provided opportunities to rehearse before performing.

Second, the results are expected to show improvement in students' pronunciation accuracy. This is attributed to the process of recording and reviewing their own speech, which prompts self-monitoring and correction. As students re-watch their recordings, they may begin to notice mispronunciations and make adjustments in subsequent attempts. This prediction is supported by the findings of Suryani (2018), who concluded that video-based speaking tasks enabled learners to become more aware of their pronunciation errors and work toward improving clarity and articulation.

It is expected that students will report increased willingness to speak English aloud after completing the video project. Many may highlight the benefit of being able to prepare and perform in a low-pressure environment, without the immediate judgment of peers. This finding supports the claim by Tsang (2017), who stated that asynchronous speaking activities allow students to build confidence incrementally.

Specific aspects such as stress, intonation, and clarity are predicted to improve. Since video projects offer opportunities for repeated rehearsal and feedback (either peer, self, or teacher feedback), students are likely to pay more attention to pronunciation features. This is in line with the study by Putri et al. (2020), who observed significant improvements in students' pronunciation when engaged in self-recorded speaking assignments.

However, individual differences are also expected. Some students may not experience significant improvement, either due to lack of motivation, limited access to proper recording tools, or minimal feedback. This reflects the variability found in Azarnoosh's (2014) study, where learners' gains from speaking projects were influenced by personal initiative and external support.

In conclusion, the video project is anticipated to function as both a speaking platform and a self-reflective tool. Through repeated exposure to their own performance, students are likely to become more confident and aware of their pronunciation errors. The discussion will also highlight how task design, student autonomy, and teacher support play a vital role in maximizing the benefits of such projects. These expected findings support the growing body of literature emphasizing the role of multimedia and project-based learning in EFL classrooms.

## CONCLUSION

This study investigates the use of video projects as a strategy to improve students' speaking confidence and pronunciation in English, particularly among first-grade students at SMAN 8 Cibinong. The research adopts a qualitative approach to explore students' perspectives and experiences throughout the process of planning, recording, and presenting video-based speaking tasks.

From the expected results, it can be concluded that the integration of video projects in English language learning has the potential to bring significant benefits to learners. Most notably, video recording offers a low-anxiety, student-centered platform that promotes rehearsal and reflection. Students are anticipated to gain greater confidence as they are given the freedom to express themselves in a non-threatening environment and develop a habit of self-evaluation through multiple takes. These conditions allow them to speak more fluently, naturally, and with greater self-assurance.

Furthermore, pronunciation is expected to improve through consistent exposure to their own speech performance. When students review their recordings, they

become more aware of mispronunciations and make efforts to improve clarity, stress, and intonation. This aligns with prior research that suggests self-monitoring plays a crucial role in oral language development.

Despite its benefits, it must be acknowledged that the success of video projects depends on several factors, including student motivation, accessibility to technology, and teacher feedback. While many students may thrive in this creative format, others may require additional guidance and encouragement to fully engage with the process.

In conclusion, the use of video projects represents a promising and innovative approach to teaching speaking in EFL classrooms. By providing students with autonomy, creative expression, and a platform for self-improvement, this method supports both affective and linguistic aspects of language learning. It is therefore recommended that educators consider integrating video-based assignments into their speaking curricula to enhance both confidence and pronunciation skills among learners.

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