

## FACILITATING STUDENTS' SPEAKING SKILLS USING VIDEO-BASED PROJECT

Muhamad Rizky Fadillah  
Ibn Khaldun University, Bogor  
[rizkyfadillah310397@gmail.com](mailto:rizkyfadillah310397@gmail.com)

### ABSTRAK

*Project Based Learning (PBL) atau Pembelajaran Berbasis Proyek adalah bentuk pengajaran yang berpusat pada siswa aktif yang ditandai dengan kreatifitas siswa. Salah satu jenis dari implementasi pembelajaran berbasis proyek adalah menggunakan proyek berbasis video. Karena itu, tujuan dari penelitian ini adalah untuk mencari tau bagaimana implementasi proyek berbasis video untuk memfasilitasi kemampuan berbicara siswa dan untuk mencari tau dampak proyek berbasis video pada kemampuan berbicara siswa. Sebagai medianya, Screencast O Matic (SOM) digunakan dalam penelitian ini. Data kualitatif diperoleh dari observasi, wawancara, dan artefak online. Partisipan dalam penelitian ini adalah siswa kelas sebelah Sekolah Menengah Kejuruan jurusan Multimedia. Sementara itu, penelitian tindakan kelas yang digunakan dalam melakukan penelitian ini melaporkan dua siklus. Siklus 1 terdiri dari tiga pertemuan, sedangkan siklus 2 terdiri dari satu pertemuan. Penemuan-penemuan melaporkan bahwa proses pembelajaran yang dilakukan berdasarkan beberapa tahapan dalam teknik implementasi PBL, yakni menyediakan topik bahasan sesuai kurikulum, mendesain aktivitas proyek, siswa melaksanakan proyek, dan siswa menampilkannya di depan kelas. Selain itu, terdapat beberapa dampak setelah menggunakan proyek berbasis video terhadap suasana proses pembelajaran, aktifitas PBL menggunakan SOM, dan peningkatan kemampuan berbicara siswa.*

**Kata Kunci:** Kemampuan Berbicara, Pembelajaran Berbasis Proyek, Proyek Berbasis Video

### ABSTRACT

Project-Based Learning (PBL) is an active student-centered form of instruction which is characterized by students' creativity. One kind of project-based learning implementation is using a video-based project. Accordingly, the purposes of this research were to know how the implementation of video-based projects to facilitate students' speaking skills and to know the impact of the video-based project on students' speaking skills. As the media, Screencast O Matic (SOM) was utilized in this research. The qualitative data was obtained from observation, interviews, and online artifacts. The participants of this study were students of the eleventh grade of Vocational High School which the majors of Multimedia. Meanwhile, classroom action research used in conducting this research reported two cycles. Cycle 1 consisted of three meetings, while cycle 2 consisted of one meeting. The findings informed that the learning process was conducted through some stages of PBL implementation techniques, which were providing the topic based on curriculum, designing the project activity, students conducting the project, and students' performing in front of the class. Furthermore, there were several impacts after using video-based projects towards the atmosphere of the learning process, the PBL activities using SOM, and the enhancement of students' speaking skills.

**Keywords:** Speaking Skills, Project Based Learning, Video Based Project

### INTRODUCTION

The mastery of speaking English is essential nowadays. Consequently, Akdeniz (2017, p.

1) states that speaking ability is regarded as the measure of knowing a language for many learners and they also define speaking ability as the most important skill in a

language. It is generally assumed that the skill of speaking a foreign language is very difficult to master, while speaking on professional topics involves such difficulties as the usage of specific vocabulary and ability to deal with listeners' oncoming arguments. In addition, among other skills of language (listening, reading, and writing), speaking can be said to be the most difficult skill to teach and also to evaluate and assess. To overcome those difficulties, teachers need to come up with novel methods to develop students' speaking abilities.

In applying to speak English, most students have difficulties. Even they have learnt English for around six years, they seem to be shy to speak English. Pelenkahu (2017, p. 3) said that there are seven points make speaking is difficult to learn and there are still many teachers considered that English is not important, one such as they did not practice English, lack of vocabulary, they do not use learning sources and media maximally, the teachers do not implement various teaching. However, Bates (2015, p. 2) also notes technology may support for classroom activities, especially if it provides an approach to learning from face-to-face teaching and is gradually introduced, to prepare the students for more independent study later.

To overcome this situation, there is an effective method that teaching speaking skill can be done through giving instruction based on the project given. In other words, this method forms the students' creativity to collaborate and communicate the goal-setting of project which called as Project Based Learning. In addition, Westwood (2008, p. 33) defined that Project Based Learning is a learning method which the content or focus of the study is authentic, the students are encouraged to think and reason independently, the work may involve cooperation and collaboration with others and may or may not involve the use of ICT.

Connected to the background of problem above, the researcher interested to know the implementation of video based project to facilitate students' speaking skill.

Additionally, the research question of this study can be formulated as follows: How is the implementation of video based project to facilitate students' speaking skill and How is the impact of students' speaking skill after using video based project.

## METHOD

In this research, to gain the appropriate data and information, the qualitative method is used in order to complete this research. Creswell (2009, p. 21) stated that qualitative was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The writer used video based project to facilitate students' speaking skills.

In conducting this research, the researcher tried to use action research as the research design. "Action research is a self-reflective, systematic and critical approach to enquiry by participants who are at the same time members of the research community" Burns (2010). There were two cycles of the research with evaluation on the end of each cycle. On the first cycle, the plan was discussed with all the members of the research on a certain period of time were implemented in the class. In the end of the period that was determined, reflection and evaluation of the program were done. From the evaluation, the weaknesses and problems occurred of the first plan were noted.

The participants of this research were XI grade of Trisukses Vocational High School. The major of class was Multimedia which was familiar to use laptop in their learning process. It consists of 21 students, 9 male, and 12 female who were divided into groups to do video based project.

To gain the data of this research, the researcher used three kinds of instruments. In this study, the writer used observation, online artifacts, and interview to collect the data.

## RESULT AND DISCUSSION

The research was conducted on July 23rd – August 9th, 2019. To answer the research questions, this study used three instruments

for analyzing the data. The observation explained how video-based project was implemented to facilitate students' speaking skill, the interview used to know how the impacts of students' speaking skill and the online artifacts showed as evidence of student results project in the online world. The results of the findings were classified based on the research questions of the study.

### **The Implementation of Video Based Project in Facilitating Students' Speaking Skill**

#### ***The Report of Cycle 1***

In Cycle 1, the actions to implement video-based projects were conducted in three meetings. It was started on July 23rd for the first meeting, on July 25th for the second meeting, and the third meeting was on July 30th for the third meeting. The material of three meetings was taken based on the syllabus of curriculum 2013, 3.13 and 4.13 basic competences about asking and giving suggestions and offers.

#### ***Meeting 1***

The teacher first divided students into groups consisted of 4 or 5 students. Then, to explore the students' knowledge, the students were asked to search the materials on the internet. They found and discussed more expressions and conversations about giving suggestions and offers. After that, the teacher asked the students to design slides powerpoint that contain materials. The teacher-guided discussion about the meaning context and social function of some expressions that students got and used in their slides.

#### ***Meeting 2***

After understanding the social function, text structure, and linguistic elements of asking and giving suggestions and offers, the students were asked to open their slides powerpoint. The teacher asked the students that the project was to have a presentation about the materials using SOM. Next, each group divided the materials for each member to speak up on the recording. The students started to record themselves presenting the materials using SOM as the media of video-based projects.

#### ***Meeting 3***

The teacher asked the students to collect the video presentation that would be shown.

Before started showing the video, the teacher told that other groups should quest something new from the materials or give a comment about the performance. There was a response that the presentation was too long, but the slides of powerpoints were really attractive. Some of the students mentioned that they got other expressions. Also, some students asked the meaning of expressions. Besides, the teacher gave the assessment and did reflection in the last cycle 1 by making notes.

#### **The Report of Cycle 2**

The teacher found there was something needed to be enhanced for students' speaking skill about the materials. So, the teacher revised the plan in Cycle 2. The teacher's plan was giving four circumstances that had to be chosen two of them by each group to arrange conversations and giving some statements that had to be answered by giving suggestions or offers. Cycle 2 was carried out 1 meeting, conducted on August 15th.

#### ***Meeting 1***

The teacher asked the students to join each group before. Then, the teacher showed the slides contain two kinds of speaking activity. The first was that there were four circumstances that students had to choose two of them to arrange short conversations. The second was that there were ten questions about completing conversation by giving suggestions or offers based on certain circumstances. After that, the teacher shared the slides powerpoint and told the students to discuss with their group. The students arranged the conversations and discussed the answers. After finished discussing, the teacher allowed the students to record outside of the classroom.

### **The Impacts of Video-Based Project on Students' Speaking Skills**

#### ***The Atmosphere of Learning Process***

The students' behavior showed their interest during the learning process. It was designed in several meetings that formed students' perceptions. They argued that the speaking activity was exciting and they were inspired to make more video presentations.

S4 : *"I feel excited enough to make the project. We can make a video presentation that can be uploaded into Youtube as like nowadays passion."*

S2 : *"It's cool and I was inspired from the activity because we can make tutorials or presentations."*

#### **The PBL Activities Using SOM**

Project-Based Learning was implemented and video presentation was a kind of project given. Meanwhile, the SOM application was utilized as the media for facilitating students' speaking activity. The activities conducted by students had several impacts on the students' speaking skills, such as motivating them to learn and speak English and promoting social collaborative learning.

S2: *"Yes, I am motivated. We tried to make good video presentation, so we repeated the recordings if we do a mistake."*

#### **The Enhancement of Students' Speaking Skill**

The subsequent impacts after using video-based projects towards the enhancement of students' speaking skills were enhancing self-confidence and pronouncing the words appropriately. They thought that by using SOM as the media, they could speak confidently although they recorded the video repeatedly to fix their performance and pronunciation.

S5 : *"I think I have improved my speaking skill because I feel more confident."*

#### **DISCUSSIONS**

This section was provided to discuss the findings. As mentioned earlier in chapter I, this research aimed to know how the implementation of video-based projects in facilitating students' speaking skills and to find out the impact of students' speaking skills using video-based projects. The data were gained from observation, interviews, and online artifacts.

#### **The Implementation of Video Based Project in Facilitating Students' Speaking Skill**

Referring to the research findings above, Project Based Learning was implemented to conduct this classroom action research. Meanwhile, a video presentation was one kind of project-based learning given to

facilitate students' speaking skills. The first step was that the teacher provided the topic based on the curriculum 2013 about asking and giving suggestions and offers, then discussed the topic with students. The second step was that the teacher designed a project which was to make a video presentation using the SOM application. The third step was on the second meeting in which the students conducted the video-based project in the group. The last step was in the third meeting where the results of the students' video presentation showed.

#### **The Impacts of Video-Based Project on Students' Speaking Skills**

The atmosphere of the learning process was figured out with the students' behavior that showed their interest in using SOM as the media. The students felt excited to do the video project and got inspired to make more video presentations. Besides, the PBL activities had impacts on the students in motivating to learn and speak English and promoting social collaborative learning. It was proper with the statement of Nassir (2014) that learning projects enabled students to be more motivated, active and cooperative in the English language class compared with the traditional English language class.

Furthermore, there were also several impacts on the enhancement of students' speaking skills. The students tended to fix their pronunciation and intonation. Sudharma (2017, p.41) even stated that all the advantages of using video recording by the elements of speaking itself, which is pronunciation, grammar, vocabulary, fluency, and comprehension". Related to the assessment, students pronounced the words appropriately. Besides, by using the SOM application, students felt more confident. It could be seen from their expressions used in their video presentation.

#### **CONCLUSION**

From the discussions mentioned in the previous chapter, the researcher drew some conclusions as the result of the study in the eleventh grade at Vocational High School, Multimedia majors. This study had implemented two video project learning by two cycles. Cycle 1 was conducted to have a video presentation about suggestions and

offers. Meanwhile, to enhance students' speaking skills and understanding the materials in Cycle 2, the next video project was to arrange conversations based on circumstances given and completing sentences.

This research concluded that there were several impacts after using video-based projects towards the atmosphere of the learning process, PBL activities using SOM, and enhancement of students' speaking skills. The results of observation and interview figured out that video project learning produced an exciting speaking activity and inspiring to make more video presentations. Moreover, using a video-based projects can motivate students to learn and speak English and promote social collaborative learning. As a result, the students can enhance their self-confidence and pronounce the words appropriately.

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