

Improving Learners' Speaking Skill through Video-Assisted Project Based Learning

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Abstract. This study investigates the improvement of Video Assisted Project-Based Learning (VAPBL) in improving learners' speaking skills. While VAPBL, has been employed in many studies, the development of learners' speaking skills in terms of fluency, accuracy, and coherence has received less attention in the literature. Twenty-two learners from the language class of Secondary School, participated in the study. The investigation employed Classroom Action Research design to measure the outcome of VAPBL on learners' speaking proficiency. The two cycles involved selecting appropriate video materials and designing project-based learning activities aligned with curriculum objectives. There are two cycles in this research and each cycle consist of three meetings. During the application phase, learners engaged in VAPBL activities over a specified period, including watching videos, participating in discussions, and completing project-based tasks. The findings revealed a significant advancement in learners' speaking abilities following the application of VAPBL. Moreover, in the questionnaire the learners' perception have positive outcome of VAPBL in language learning activities. This study underscores the importance of interactive and collaborative learning environments facilitated by VAPBL in enhancing learners' speaking skills.

Keywords: Video Assisted Project-Based Learning (VAPBL), Speaking skills, Language learning, Interactive learning, Collaborative learning

1. INTRODUCTION

In education, English is widely recognized as a gateway to higher education opportunities and academic excellence. Many prestigious universities and educational institutions offer courses and programs taught in English, attracting learners from around the world seeking quality education and international exposure. Proficiency in English not only enhances learners' academic performance, but also prepares them for future careers in a globalized job market where multilingual and cross-cultural competence are valued assets [1].

Speaking is one of the most crucial abilities for learning English. Speaking in a foreign language demonstrates education, making it a crucial aspect of language acquisition [2]. When people speak in English, they obviously require this talent. As we all know, English is a language used for international communication, thus every student must be motivated to study it. Communication is really crucial when it comes to language use. Understanding the use of language in communication is essential for any language student. Speaking remains a challenge for pupils at the university, senior high, junior high, and primary school levels. Speech is crucial and it creates meaning through knowledge generation, acquisition, and processing. Speaking and language play a crucial part in exchanging and processing information [3].

The ability to communicate and express opinions, thoughts, and ideas are known as speaking. Speaking is one of the most crucial language skills to develop [4]. To master a language, a learner must be able to speak it, as speaking skill plainly reveals that the learner understands how to utilize the language. For the majority of people, the most important aspect of learning a foreign language is becoming proficient speakers; success is evaluated by one's ability to have a conversation in the target language. Fluency, accuracy and cohesiveness are essential in speaking. Fluency and accuracy are the goal of Teaching Communicative Learning (CLT) [5], [6], [7]. From the standpoint of the relations of meaning with which speakers and writers can designate the unity within and navigate through

sequences, cohesion is the transaction between speaker and listeners, as well as writers and readers [8].

Among the four primary language skills; listening, speaking, reading, and writing, speaking stands out as a skill that frequently presents challenges for English language learners. English is widely used in various fields, including education, healthcare, and technology. Combining technology is a must to master English, learners need master four language skills as a digital skill for teacher [9], [10], [11], [12]. The teachers who deliver material for the learners use English, sometimes the learners have difficulties to get the point. Improving speaking skills effectively involves various methods, including conventional methods and modern technology [13], [14], [15]. The teachers must be able to master speaking English, despite being an essential component of effective communication, mastering spoken English can be particularly daunting due to various factor [16].

Firstly, speaking requires active participation and real-time interaction, making it inherently more demanding than passive skills like listening and reading. Learners must not only comprehend the language, but also formulate coherent responses on the spot. This real-time pressure can lead to anxiety and inhibitions, hindering learners' ability to express themselves confidently [17], [18], [19]. Secondly, spoken English encompasses a wide range of linguistic features, including pronunciation, intonation, and fluency, which may differ significantly from learners' native languages. Accents, regional variations, and colloquialisms further complicate the process, making it challenging for learners to understand and be understood by native speakers [20], [21], [22]. The learners have to get suitable media to improve their speaking skill in learning English.

The teachers use many media to make the learners easy to overcome speaking problem like presenting using power point, showing some pictures that connected to the materials and giving the learners some games. Several elements, including the teacher, students, time allocation, methodology, material, classroom interaction, and usage of visual aids influence English teaching outcomes [23]. Various strategies and approaches can help learners overcome obstacles and improve their speaking proficiency. Incorporating interactive and communicative activities into language lessons, such as role-plays, discussions, and debates, can provide learners with opportunities to practice speaking in authentic contexts [24]. However, this technique, approaches and media often prioritize written tasks over spoken practice as a result, learners may not receive adequate instruction or opportunity to develop their speaking skills effectively. The focus on grammar drills and written assignments may neglect the development of oral fluency and communicative competence. Making the learners speak fluency is not easy and the teachers have to find media that suitable for practicing the learners speaking.

Speaking skills can be integrated by investing in technology. There is a lot of technology involved in teaching speaking. The use of video is encouraged because of its usefulness in teaching speaking, providing interesting and understandable content for developing students' speaking skills [25]. According to research by Gordier (in Rachmawati & Madya, 2019), teachers who utilize technology regularly prefer to use technology in their classrooms since it improves quality and experience. It assists the teachers much in the process of teaching-learning. The integration of new technology necessitates that the teacher masters technology and incorporate it into the teaching program.

Technology has to be used to make the learners excited in learning. Students in schools and workplace need technology as one of the basic skills in the 21st-century [26]. The researchers must help the learners find the effective technology to make them improving their speaking problem. Technology is commonly used in this modern era and gives them opportunities to improve education effortlessly and be fun [27], [28], [29], [30]. Technology now plays a crucial role in both the classroom and non-classroom learning. Language classes typically incorporate technology. Technology has been utilized to aid and enhance language learning. Technology allows teachers to adjust classroom activities, improving language learning outcomes. Teachers have to use technology increasingly to support language learning for students [8], [31], [32], [33].

Video can be used to make the learners interested and excited speaking English. The teachers can deliver the material using VAPBL. The study endeavors to delve into the efficacy of VAPBL, as a means to enhance learners' speaking skill. The focal point of this investigation lies in the application of VAPBL within the language class of Secondary School. The recognition of the pivotal role motivates this endeavor that speaking proficiency plays in language acquisition and communication, particularly in an era marked by globalization and intercultural exchange [34].

Despite the significant strides made in language education, particularly in the realm of English language instruction, there remains a conspicuous gap in research concerning effective methodologies for improving learners' speaking skills, especially within specific educational contexts [35]. While

existing literature has explored various approaches to language learning and teaching, including communicative language teaching (CLT) and task-based language teaching (TBLT), there is a dearth of studies specifically investigating the effectiveness of VAPBL in enhancing speaking proficiency among learners in language classes of Islamic educational institutions.

Furthermore, VAPBL has shown promise in improving various language skills, including speaking, research, specifically examining its efficacy of secondary schools is conspicuously lacking. It can make learning English is more interested. This gap is noteworthy considering the potential synergies between project-based learning, video technology, and Islamic pedagogy in fostering holistic language, development and cultural understanding among learners [36]. They are studying EFL with the media. It is used video because using audiovisual media in learning EFL is effective in helping students improve their speaking skills [37]. The advantages of videos can complement the students' prior experience when they read, discuss, practice, and others [10]. This research lies in its exploration of VAPBL specifically tailored to the Indonesian educational context, particularly in language class of Islamic schools like MA Wathoniyah Islamiyah Petanahan, Kebumen. While existing studies discuss the effectiveness of VAPBL in general, this research delves deeper into its impact on speaking skills. It focuses on a specific demographic and educational setting not extensively studied before. Additionally, by examining the improvement of different video selection methods, project design elements, and collaborative task structures within VAPBL, this study distributes research questions:

1. Does VAPBL effectively improve learners' speaking skills in the language class?
2. How is the learners' perception after participating in VAPBL activities?

2. METHOD

Research Participants

The methodological framework employed in this study aimed to investigate the improvement of VAPBL in enhancing learners' speaking skills in the language class in Petanahan. Action Research is applied in this study. There are twenty two learners in language class. All Learners are female. For research, the researcher implements Classroom Action Research because it is suitable design to the condition of the problem.

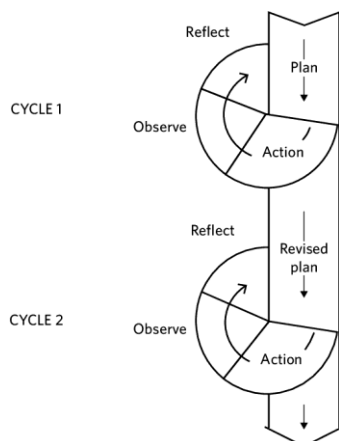
Instrument and Procedure

The researchers employed test and questionnaire as instruments of research. The test must be done in each cycle. After doing the cycles, the learners have to response the questionnaire. Questionnaire is some written question used to get the information from respondent about their personality or anything that she/he knows [38].

The researcher is as the primary facilitator of VAPBL intervention, the researcher plays a central role in planning, implementing, and evaluating the effectiveness of the instructional approach. Through direct observation and interaction with learners, the researcher gathers qualitative data on learners' engagement, participation, and progress throughout the intervention.

This study adopts a Classroom Action Investigation (CAR) approach to investigate the effectiveness of Video Assisted Project-Based Learning (VAPBL) in enhancing learners' speaking skills. The CAR is a participatory investigation method that emphasizes collaboration among the learners to address practical issues within educational settings. It involves cycles of planning, action, observation, and reflection, allowing for iterative advancements based on ongoing feedback [39].

The researcher conducted two cycles. Each cycle conducted three meetings. The goal of this research is to determine the learners' speaking proficiency before to each cycle of treatment. The purpose of this test is to reveal data that serves as a hint from the assessed target, such as fluency, accuracy, and coherence. And after that the researchers asked for the learners to choose the response of the questionnaire statements for the perception. Perception is a set of internal sensational cognitive processes of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the mind. Perception can detect, interpret and search the information in our mind and brain[40] [41]. In this study, this Classroom Action Research used in this study Kemmis and Mc Taggart Model (Picture 1)



Picture 1. Classroom Action research (Kemmis & Mc Taggart Model)

Data Collection

The data collection acquired in two cycles of CAR by implementing cycle 1 and 2 and also closed-ended questionnaire. Both cycle 1 and 2, the teacher implemented three meetings. The data obtained was action in the class. Meanwhile, the students' replies were evaluated to determine averages for each indicator of perception. Therefore, the researcher used perception in this study. The researcher gave the learners some statements using Google Form.

3. FINDINGS

The findings reveal that learners in the language class exhibited varying levels of proficiency in speaking skills. The results of the two cycles show a significant increasing in the implementation of VAPBL. Diverse proficiency levels underscore the importance of tailored interventions to address individual learning needs. The learners can achieve their learning needs. In this research, the proficiency involved fluency, accuracy and cohesiveness.

The research involved two cycles, with an evaluation at the end of each cycle. During the first cycle, all members deliberated the materials based on the research plan and then put into action for a specific period in the classroom. At the designated end of this period, the program was reflected upon and evaluated. The weaknesses and issues of the initial plan were identified based on the evaluation.

Table 1. Cycle 1 Speaking Score

Learner ID	Final Score	Passing Grade	
		Satisfied	Unsatisfied
1	81	✓	
2	71		✓
3	73		✓
4	79	✓	
5	69		✓
6	69		✓
7	69		✓
8	80	✓	
9	72		✓
10	69		✓
11	77	✓	
12	77	✓	
13	69		✓
14	80	✓	
15	79	✓	
16	81	✓	
17	79	✓	
18	62		✓
19	67		✓
20	79	✓	

21	65		✓
22	80	✓	
Total Score	1627	11	11
Average Score	74		

After doing cycle 1, the researcher found that there were 50 % learners that couldn't achieve passing grade. The passing grade in this school is 75. Therefore, to get the passing grade for all the learners, the researcher continues cycle 2.

Table 2. Cycle 2 Speaking Score

Learner ID	Final Score	Passing Grade	
		Satisfied	Unsatisfied
1	90	✓	
2	80	✓	
3	81	✓	
4	83	✓	
5	81	✓	
6	80	✓	
7	82	✓	
8	87	✓	
9	80	✓	
10	89	✓	
11	90	✓	
12	84	✓	
13	83	✓	
14	83	✓	
15	88	✓	
16	91	✓	
17	92	✓	
18	87	✓	
19	88	✓	
20	90	✓	
21	82	✓	
22	90	✓	
Total score	1881	22	
The Average score	86		

Questionnaire

In this study, the researcher employed questionnaire to examine averages for each indicator of the learners' perception. The researcher found the perceptions of the learners. There are sixteen statements that have to be answered by the learners. The perceptions are provided below:

Table 3. Statement Items of Students' Perception

Perceptions	Statement items	Yes answer
Attitude	1. When I watch English learning videos, I am more inspired in learning English	
	2. Watching English learning videos can teach me how to understand English material better,	91%
	3. I am more motivated to participate in English learning when given an assignment to make a video	73%
	4. Learning English via video provides a more interactive learning experience	100%

	5. I believe that video learning provides me with valuable collaborative experiences with classmates.	95%
	6. I feel more motivated to learn English when the assignments involve making videos	73%
	7. I am sure making videos assignment helped me to be more creative in using English	91%
	8. I notice that learning English through videos gave me more opportunities to practice English actively	95%
Benefit	9. I feel more confident in speaking English after being involved in making videos.	73%
	10. Learning through videos can help me develop English presentation skills.	100%
	11. I feel that videos help me to remember English vocabulary more easily	95%
	12. I found that the use of videos helped me understand the context of using English in real situations.	95%
	13. I found that videos helped me to better understand facial expressions and body language in an English context.	95%
	14. I feel that videos help me to better understand the grammar rules of the English language.	91%
	15. Learning with videos helps me improve my English listening skills	91%
	16. I saw that learning English through videos gave me long-term benefits in mastering English	100%

4. DISCUSSION

This study indicates that the integration of VAPBL into the curriculum has a positive outcome on enhancing learners' speaking skills. Through VAPBL, learners can improve their speaking that involved fluency, accuracy and cohesion. This section will further discuss the implications of the findings and the potential benefits of VAPBL for learners.

The Report of Cycle 1

In Cycle 1, the actions to implement VAPBL were conducted in three meetings. The material of three meetings was taken based on Achievement Competence. In the first meeting, the learners made a group of four or five and then the teacher asked them to brows the material (Procedure text) on Google. They found and discussed about their finding. In the second meeting, after the learners understand about the social function, text structure and linguistics elements of Procedure text, the learners were asked to open their video finding in the internet and the teacher asked the learners to present their video. Next, each group divided the materials for each member to speak up in front of the class. And the third meeting the teacher asked the learners to submit the video that would be presented. Before showing the video, the teacher told that other groups should make questions something new from materials and give comment about the performance. 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 two circumstances that had to be chosen two of them by each group to present their product of procedure text. In the first meeting, the teacher asked the learners to join each group before. Next, the teacher showed how to make iced coffee in front of the class and then the learners practice their procedure text and another learner make video record. In the second meeting of this circle, the learners made video as a project and present their video in front of the class and the last meeting the learners submit their second Video project.

From the cycles above, the researcher found one of the learners' score was 62 in the cyle 1. This result is not passing grade. Therefore in the cyle two, she got 87. It means that she had a good score in the second cycle. The writer can summarize that VAPBL can improve fluency, accuracy and cohesiveness for the learners' learning. The findings of this study provide compelling evidence that the integration of VAPBL significantly enhances learners' speaking abilities. Through the VAPBL,

learners demonstrated notable advancements in their speaking proficiency, indicating the improvement of this innovative pedagogical approach[42]. This section will delve deeper into the factors contributing to the enhancement of learners' speaking skill and the implications of these findings for language education.

For the perception, the writer found one of the statements that all learners are inspired of learning English when they watch English learning videos. Furthermore, the learners find new experience making their assignment using video and finding new things. Meanwhile in the benefit, the writer also found the same thing that all the learners saw that learning English through video gave them long-term benefits in mastering English. The findings revealed that the learners got a good perception of using VAPBL. Almost all the learners' interest and enjoy the use of VAPBL in Learning English. The Learners have confidence to deliver the ideas and make good collaboration with their friends.

5. CONCLUSION

In this study, we have highlighted the improvement of Video Assisted Project-Based Learning (VAPBL) in enhancing learners' speaking skills. Involving 22 learners from the language class in Kebumen, The investigation successfully demonstrated a significant advancement in learners' speaking abilities after implementing VAPBL. There were two cycles, cycle one conducted to have video presentation about procedure text in front of the class. Meanwhile, to enhance learners speaking skill and understanding the materials in cycle 2, the next video project was to make record procedure text and the learners present the video in front of the class. The result showed variations in learners' initial proficiency level. However, following the VAPBL intervention by implementing two cycles significantly increasing for all learners.

The findings of this investigation hold significant implications in the context of language teaching and learning. Teachers can leverage the principles of VAPBL to design interactive and engaging language learning experiences, while learners can experience a significant advancement in their speaking skills. The learners also have a good perception of the use VAPBL. The learners enjoy their learning activities and they are excited participating the English learning. Moreover, the learner's practice their speaking fluently because of having confidence.

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