THE IMPLEMENTATION OF VIDEO PROJECT TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract- *This research aimed to improve students' speaking skills using a video project. There were found that the students of Bina Sarana University especially in the first semester of 36 students had difficulties in speaking activities. The students did not have self-confidence since English was not their first language. The students were afraid of making mistakes. They had trouble pronouncing the word or sentence. They lacked vocabulary mastery which led them to be reluctant to speak up about their ideas. The classroom action research method with two cycles was used in this research. The observation and measurement techniques were used to collect data. The observation checklists, field notes, interviews, and tests were used as the instruments for collecting data. The result showed that the use of video projects could help the teacher to improve the student's speaking skills effectively. The student's average score in cycle 1 was 71,37 and improved to 93.09 in cycle 2. It creates a fun, memorable, and enjoyable learning activity. Video projects help the students develop their motivation during the teaching and learning process.*

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INTRODUCTION

The development of technology has had a profound impact on various sectors, including education. Over the past few decades, advancements in technology have transformed the way we teach and learn, making education more accessible, flexible, and personalized. Maslin (2021) proposed that technology plays an important role in the education field, it helps in enhancing interactive education. The growth of technology leads the learning process to be more varied. Since the students nowadays are close and familiar with technology, it can be one of the teaching and learning sources for the

teachers to create a new learning experience. Susanto et al (2023) stated that using technology in education helps to lead an encouragement and passion to learn from students in holding the learning barrier.

Technology can be a tool to facilitate English learning, especially for speaking activities. Speaking is an important skill in English learning. The students need to be fluent in speaking to build good communication skills. Speaking is an activity to generate words that can be comprehended by listeners. Speaking refers to the way of stating ideas from the speaker to the listener (Musfirah, 2019). Speaking is a process to produce verbal exposure, which represents ideas, feelings, and thoughts (Meika et al., 2019).

During teaching and learning in the classroom, the researcher found that the students of Bina Sarana University especially in the first semester had difficulties in speaking activity. First, the students did not have self-confidence since English was not their first language. Second, the students are afraid of making mistakes. They were afraid to try to pronounce the word or sentence because of the spelling and the way to pronounce the word sometimes different. Third, they were lack of vocabulary mastery. It led them to be reluctant to speak up about their ideas. Based on the difficulties faced and their background as an informatic student the researcher tries to implement the technology as a media in teaching speaking activity, a video project. The steps of implementing the video project in the speaking activity as stated by Harris (2016) included: (a) Pre-production, it was all about planning the ideas and trying the creative process of scriptwriting and storyboarding. (b) Production, involves the actual making of the video content. (c) Post-production, refers to editing the video. The students could develop their creativity by using technology through a combination of editing, sound mixing, and color grading. (d) Delivery, the activity of submitting the video through a website or social media. Showed the performance to get feedback from viewers.

As studied by Kahwa (2020) using a video project encourages students' interest to discover many resources that are useful to do appropriate preparation before video producing. Video project allows students to present their best speaking performance (Zein, Sofyan, and Tarigan, 2023). Besides, it also studied that video project helps students build their creativity and create an authentic and memorable learning activity (Puspa, 2016). The implementation of video projects can be an effective approach used

by teachers to improve students' speaking skills due to the problems faced by the students and their skills in using technology.

METHODS

Research design

The method used in this research was classroom action research since the goal of this research was to obtain the solution to improving students' speaking skills. "The research aspect of action research involves systematically collecting data about the progress or applicability of the actions, analyzing what they reveal,reflecting on the implications of the data, and, as relevant, developing alternative plans or actions based on reflection and analysis" (Burns, 2022). Action research is represented to examine the data on people's work to help increase performance (Sagor and Willian, 2017). Action research identifies issues of deep importance relevant to practice, collects and analyzes data, and shares their findings (Manfra, 2019). McTaggart cited in Burn (2024) explained the steps of an action research "(a) Plan. Prospective to action, forward-looking, and critically informed in terms of the recognition of real constraints. (b) Action. Deliberate and controlled, (c) Observation. Responsive, but also forward-looking in that it documents the thecritically informed action, its effects, and its context of the situation. (d) Reflection. Evaluative and descriptive".

Data Collection

The subject of this research was the first-semester students of Bina Sarana Informatika University consisting of 36 students. The researchers were also helped by the collaborator to observe the process of teaching and learning. To collect the data the researcher used observation and measurement techniques. Meanwhile, the observation checklists, field notes, interviews, and tests were used as the instruments for collecting data. The result of the observation was recorded in the observation checklist, field note, and interview. The researcher could evaluate and analyze the student's behavior toward the video project implemented in the classroom. From the interview, the researchers gained information about students' points of view related to the use of video projects in speaking activities. Moreover, the individual test was the measurement technique in this

research. The researcher would measure the student's scores and improvement after the video project was implemented in the teaching and learning process.

Data analysis

In analyzing the data, the researchers used qualitative and quantitative analyses. Qualitative analysis was used to describe the process of teaching and learning speaking using a video project which was obtained from the observation checklist, field notes, and interviews. Besides, quantitative analysis was used to know the students' improvement through the mean score on the individual test. The researcher would analyze the student's achievement through the individual tests in the form of a video project.

FINDINGS AND DISCUSSION

Findings

This classroom action research was conducted in two cycles. Learning activities in this class action include initial activities, core activities, and final activities. The initial activity starts with greetings, praying, conditioning learners, checking the presence of learners, conveying perceptions to connect the material studied by previous learners with the material that the teacher will present, and conveying the learning goals to be achieved. The core activities of the teacher carried out learning using a project-based learning approach, which was a video project. There were four stages implemented in this classroom action research. The first stage was **planning**. In this stage, the researcher planned everything needed to teach speaking by using a video project and the instruments for collecting data such as an observation checklist, field notes, and tests.

Second was the **acting stage**. The research implements project-based learning in this stage. The researcher took the material about introducing self for the first cycle and talked about daily activity for the second cycle. In this activity, first, the researcher listed the vocabulary used for introducing self and telling about daily activity. The students were asked to find the meaning of the words and pronounce it. Second, the researcher told the grammatical used for the material, which was simple present tense. The students were asked to know both the function and rules to make sentences of simple present tense. Third, the researchers gave some examples of how to express the words or sentences and asked the students to imitate and do more exercises. Fourth, the researchers provided

assessments to students in the form of video projects. Assessments made in the learning process using the video project approach are expressing ideas, vocabulary, grammar, intonation, pronunciation, and gesture.

The third stage was **observation**. Third was the observing stage. The researcher acted as a teacher and was helped by a collaborator to observe the teaching and learning process in the classroom using the instruments, which were observation checklists, field note reports, and interviews. The data gained from the observation checklist and field notes showed that the teacher did good preparation in the teaching and learning process. The teacher also could implement the lesson plan well. The teacher could guide the students to engage with the material. The situation of learning activity in the classroom was conducive. The students were eager to learn new vocabulary and simple present tense since they were asked to do a video project. The students tried their best to perform their speaking in front of the camera. The students could pronounce the word better and had self-confidence in intonating and showing their gestures during speaking performance. From the interview, the students sounded that implementing a video project allowed them to learn in new model. They could learn with real models. Express their idea freely in front of the camera. Did many exercises to show their best speaking performance. They could memorize a lot of vocabulary and repeat the word with the right pronunciation. Then, acted the gesture properly.

The last was the **reflecting stage**. The result showed a significant improvement. The use of video project could bring the students to create good progress during teaching and learning speaking. The student's average score improved from cycle 1 to cycle 2. which was categorized as good improved to excellent. Almost all of the students reached a passing grade. The researcher stopped the cycle due to the purpose of this research achieved. Based on the results of observations and evaluations conducted in cycle I and cycle II, it can be known the progress of students in speaking skills presented in the table as follows:

Table 1
**The Progress of Students in the Learning Process**

No	Aspect of Observation	Cycle 1	Cycle 2
1.	Ideas	76%	87%
2.	Vocabulary	77%	92%
3.	Grammar	62%	84%
4,	Intonation	69%	88%
5.	Pronunciation	60%	87%
6.	Gesture	73%	91%
	Average	69.5%	88,1%

Based on the table above, it could be seen that there was an improvement in students' speaking skills from cycle I to cycle 2. The use of video projects positively affects the students' progress in speaking activity. It could lead the students to develop and express ideas, increase vocabulary mastery, understand grammar, the way to intonate and pronounce words well, and then show body language or gestures smoothly.

Furthermore, the researcher found that the implementation of the video project improved the students' speaking skills. It allowed them to create good progress during teaching and learning speaking. The student's average score improved from cycle 1 to cycle 2. Almost all of the students reached a passing grade. The researcher stopped the cycle due to the purpose of this research achieved. It can be seen from the table and chart below:

Table 2
Students' Average Score in Each Cycle

Students' Average Score	
Cycle 1	Cycle 2
71,37	93,09
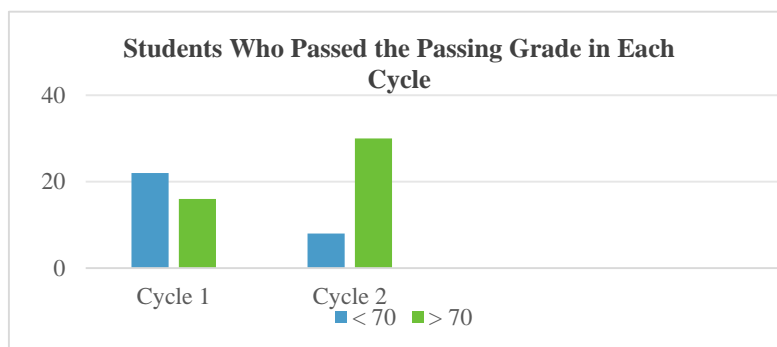
Figure 1. Students Who Passed the Passing Grade in Each Cycle

Based on the table and chart above, it showed that the student's average score in cycle 1 was 71,37 and the students who did not reach the passing grade were 22 students. Meanwhile, after cycle 2 was conducted the students' average score was 93,09 and the students who did not reach the passing grade were 8 people. Furthermore, the students could experience speaking learning better. They started to be confident and able to express their idea by elaborating on the vocabulary, finding the meaning of the word, spelling the word well, understanding grammar, and using the gestures smoothly. It could be concluded that the students showed improvement from each cycle during the teaching and learning speaking using video project.

Discussion

Based on the findings, it was generally obtained that the use of the model of learning video project method could positively influence students' speaking skills. Implementing technology in speaking activities could help students to learn with real-life media. Learning activities could be more interactive, which increases student awareness and motivation. It could be proven as studied by Paiman (2022) technology makes students more active and helps students construct meaning effectively. Furthermore, it also found that the use of video projects made the students memorable and enjoyable learning. They could express their ideas freely and took more practice to prepare their best speaking performance. As analyzed by Meinawati (2024) the implementation of video projects makes the learning atmosphere fun and develops students' enthusiasm for learning. The students were gaining their self-confidence. They were able to concept the ideas, determine the proper grammar, and increase their word choice. Besides, the video project could lead the students to perform the speaking video project by delivering good intonation, pronunciation, and gestures. Thus, this activity motivated them to have more practice to perform their best speaking in front of the camera. Also, the students could have feedback from their videos. In the end, it could be said that the use of video projects had a positive effect on the students. It helped to improve their speaking skill.

CONCLUSION

The use of the video project improved the speaking skills of the first-semester students of Bina Sarana Informatika University. By bringing technology into the learning

process, the students could experience real situations of learning. Video projects built the student's motivation and interest in performing their speaking. Besides, the data findings and the average score gained by students showed significant improvement. It could be claimed that video projects could be an effective medium for teaching speaking.

SUGGESTION

The teacher could use media to create a creative learning process. The technology could be used as one of the media to create fun learning activities. The use of video projects effectively improves students' speaking skills. For further study, the researcher suggests giving extra time to exploring video projects and trying to implement them at different levels of student age. The researcher hopes that this study can be one of the sources for teachers in teaching English speaking skills.

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