

The Effect of Video Project-Based Learning on Students' Speaking Skill

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ABSTRACT

This research is entitled "Effectiveness of Video Project-Based Learning on students' English skills. This research employed a pre-experimental method. The data in this study were collected through a speaking test; pre-test and post-test. This study aims to measure the effectiveness of the use of video project-based learning methods on students' English skills. Thus, there are 35 samples involved in this study they were students from the English language study program, faculty of teacher training and education at the University of Lakidende Unaaha for the 2020/2021 academic year. The results of this study, in this case the paired sample T test, showed that the students' pre-test and post-test results were at level .00 or $P < .05$, which means that project-based learning can significantly improve students' speaking skills. In addition, the application of this video project learning method is proven to increase students' self-confidence in speaking using English. This study provides suggestions for future researchers to focus on mastering or improving other skills.

Keywords: Video, Project, Self-Confidence, skill

INTRODUCTION

The development of information, communication and technology leads to the rapid changes of education. The changes are in terms of teaching tools, media, application, method and materials both in online learning system and face-to-face teaching. Shrosbree (2008) explains that in classroom practice it involves technology. This technology gives an impact on the teaching and learning process (Nikitina, 2009; Aksel & Kahraman, 2014). Recently, technology plays a significant role in education hence the teaching process transforms from conventional to modern ways. It supports the teaching and learning process. Reinders & White (2010) explains that teachers employ advanced technology in the classroom in order to reach instructional goals. Thus, it can be concluded that due to some factors technology cannot be separated from the development of language teaching and learning.

One of the technology devices used in classroom teaching is digital video. This digital video is utilized mainly in English language learning teaching. It can be seen that many online learning platforms provide English video in digital form. Masats and Dooly (2011) digital video in its implementation is very popular due to some factors such as accessibility, low cost and the easy use of it. This digital video undeniably improves listening and speaking skills of students since digital video involves both audio and visual. As the fact shows that many students according to their learning styles are audio and visual learners. Besides, arranging the project on making digital video especially for speaking activity will allow the students to explore their ideas, to be creative and innovative at the same they practice their speaking skill occasionally. In making the digital video project, it will also enable the students to work collaboratively with their counterparts or friends to create an innovative video. Aksel and Karahman (2014) contend that students will be motivated to work collaboratively in resulting innovative video. Likewise, Nikitina (2009) believe that project on video promotes students' active participation, confidence, autonomy and their communicative skills.

Previous studies have been conducted on the use of digital video projects in the field of language teaching. The result of those previous studies indicated that digital video gives significant impact on students' skills improvement and development. Despite this, there are still limited studies focused on investigating the effect of video project on students' speaking skill development. Conducting experimental study on this research will allow the researcher and the teachers to investigate its effect on English language learning. Besides, it would enable the researcher to find the weaknesses of the implementation and eventually suggest some improvement and potential solution. Thus, this research focused on **THE EFFECT OF VIDEO PROJECT-BASED LEARNING ON STUDENTS' SPEAKING SKILL**.

Research question

To meet the aim of this study, the following research question was formulated as follow:

1. To what extend English video project based affect the students' speaking skill?

Objective of the research

1. To investigate the extent to which video project based affect the students' speaking skill?

LITERATURE REVIEW

Theoretical Background

a. Digital Videos Project-based learning

Videos are seen as the passive activity and it somehow affects academic achievement. Some studies, however, support watching instead as an active process one which can be an “ongoing and highly interconnected process of monitoring and understanding (Marshall, 2002). Video project can be used by the teachers in assigning their students to make a final-project. Videos then has been very common in education even the teachers has used video in explaining the materials. For instance, in the application of LMS, the teacher makes a recording on explaining the materials then they share it to their students. This is because the use of audio-visual material will assist the students. Bell and Bull (2010) explains the use of video in teaching that is not only as a media but also it can be used as the assignment given to the students. The steps or activities of video project in language learning field of study are: (1) Watching daily video clips, television broadcasts, and music which can be replayed and processed in multiple ways. (2) Interacting with native speakers of English through video conferencing. (3) Creating a video of students’ conversations or skits or narration of past events that demonstrate language mastery.

Bell and Bull (2010) further explain that one of the benefits of using video project is that it can enhance the students’ self-confidence in learning by which the students will notice their weakness through video project. They also add that there are some major points in the application of video project: preparing the tools and equipment, explaining the procedures of making video project clearly, the process of video recording itself, checking and presenting the video, and evaluation of the videos. The development of technology especially on gadget and laptop will enable the students to easily do their project on video recording. Besides, there are many video editing applications which will enable the students to create more innovative video and eventually motivate them to learn.

b. Using English Video Project to Assess Students’ Speaking Skill

Recently, authentic assessment, performance-based assessment, and portfolio assessment has been considered by educators. On the other hand, there are schools still put a lot emphasis on traditional assessment like written test that rely on paper and pencil test result. In this current teaching era, the teachers should have good planning and clear instruction to make good project to students. The project will become a new way or approach in assessing the students’ competence especially in speaking. Harmer (2007) mentions some instruction and the aspect of assessment in an English video project that can be adapted to the students:

1. Using classroom English during the teaching and learning

The purpose of this instruction is to familiarize the students with English

2. Presenting materials and giving project focus on specific skills

The teachers can focus on speaking skill and their performance.

3. Asking the students to perform in front of the class

The teacher and the students themselves will know the result of their project

4. Giving feedback and assessment to the students’ performance

The purpose is to evaluate the students’ performance before the final result

c. The Aspect of Assessment in Video Project

In assessing the students' video project, it needs a structured plan in the form of authentic assessment. David (2016) mentions some model or kind of assessment can be implemented by teachers, they are:

1. Authentic content and assessment

In this authentic assessment, the teacher should ensure that the project is authentic

2. Overview of evaluation

In this part, teacher explains the goal, the content and the skill of assessment. Then, the teacher decides the times and ways of assessment itself.

3. Feedback and assigning grades

Feedback and assigning grades are very important to be given to the students.

Previous related study

In the field of English language teaching, there have been many studies focused on the use of video project on students' learning. In 2016, Puspa investigated student-made video project to find out the most developed skills on English after the integration of video project and to analyze the students' perception on the video project. By using close-ended questionnaire, observation, group reports and semi structured interview, she found that there were developments of students' skills. The skills include self-directed, knowledge creation, collaboration and digital literacy. This study suggests for further research there is a need to take the role of teachers into a deeper understanding.

In the same year, Sari (2016) conducted a study to find out the students' perception on the video project in their speaking skill. On the survey research she carried out, she found that the students support the use of video project on their speaking. Besides, the students were motivated to learn and they could identify their mistakes from the video that they made which proves that video project is applicable for the students.

Further research, Sumardi et.al (2020) conducted a study to explore the use of digital video projects and to describe students' perception towards digital video projects and to describe students' perception toward it in their speaking assessment. They involved 25 participants from non-English department and the data collected from students' speaking rubric and open-ended questionnaire. The findings showed that digital video projects help learner to improve their ability to create an appropriate introduction, keep their voice and volume, and promote their creativity to make interesting videos.

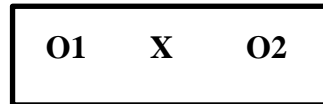
Accordingly, the gaps found from the previous studies are in terms of objective, research method and research instruments. In objective, Sari (2016) and Sumardi et. al (2020) focused their study on students' perception while this current study will focus on investigating the effect of video project on students' speaking performance. Then, in the research design this research will be pre-experimental research while the previous study conducted by Puspa (2016) was a mixed method research design. The researchers of this current study then consider these three main gaps in conducting their study.

RESEARCH METHODOLOGY

Research design

This research will use pre-experimental research design which aims to measure the effect of video project-based learning on students' speaking skill. In the pre-experimental research design, the researchers will specify their research on one-group pretest-posttest design. Sugiyono (2014) explains that the pretest which is conducted on this one-group pretest-posttest design will allow the researcher to examine the treatment more accurately.

Figure 1. The design of one-group pretest-posttest design



Where:

O1: Pretest

X: treatment

O2: posttest

According to the figure, the one-test pretest-posttest design will involve three steps: (1) conducting pretest to measure the dependent variable; (2) applying experimental treatment (X) to the participants; (3) administering posttest to measure the dependent variable after receiving treatment (X). The differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest.

Time and Allocation

To answer the research question, this research was carried out in a year. This research was conducted in Lakidende Unaaha University due to some factors such as students' problems in speaking, low motivation in speaking and the use of conventional media.

Population and Sample

The population of this study was the students of English Department of Lakidende Unaaha University academic year 2020/2021. The participants who were involved as the sample were selected purposively. Sugiyono (2014) explains that purposive sampling is a sampling technique which is chosen based on certain consideration. The 4th semester students were chosen as the sample of this study since the students still has difficulties in speaking especially on the aspect of fluency, accuracy and comprehensibility. As mentioned earlier that the dependent variable was video-project based learning while the independent variable was the speaking skill of the participants.

Instrument of Data Collection

To collect the data the researchers used speaking tests; pretest and posttest to the students. The pretest was given to the participants in order to examine their prior speaking competence before and after the implementation of video project-based on their learning.

Procedure of Data Collection

As mentioned earlier that the procedure of collecting the data in this study was: (1) giving pretest to measure the students prior competence; (2) applying experimental treatment (X) to the participants, it will be done into four meetings; (3) administering posttest to measure the dependent variable after receiving treatment (X).

Techniques of Analyzing the Data

The collected data; pretest and posttest result was analyzed quantitatively by using SPSS 24.0 version. Then the type of the test will be paired sample T-test. This paired sample T-test will be used to compare the result of pretest and posttest of the experimental group in this study in order to examine the effect of video project-based learning.

In analyzing the students' speaking score, it was focused on the aspects of fluency, accuracy and comprehensibility by considering the scoring rubric. The criteria on speaking scoring rubric cover the content of the video, the organization of ideas, and language use which relates to grammatical accuracy.

FINDINGS AND DISCUSSION

A. Findings

The research findings showed that the students pretest was low and according to speaking marks criteria, they still had low scores where the minimum score was 40 and the maximum score was only 70. It meant that the students found difficulties in their speaking class. Furthermore, the post-test result showed that the students' mean score improved from 54.34 in the pre-test to 78.54 in the post-test. It confirms the use of video project was effective in improving students' speaking skill.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest eksperimen	54.34	35	8.701	1.471
	posttest eksperimen	78.54	35	6.648	1.124

Furthermore, since this study was pre-experimental which meant that there was only one group involved namely experimental group, paired sample T-test were used. The paired sample correlation showed that the data was significant at the level .00 or $p < .05$ which means that there was correlation between the result of pre-test and post-test of the participants. It confirmed that video project-based improved students' speaking skill.

Moreover, paired sample T-test was used to measure improvement of students' speaking by comparing the result of pre-test and post-test. The result of paired sample T-test was significant at the level .00 or $< .05$ meaning that H1 was accepted and H0 was rejected. It could be seen from the result that students' speaking scores improved significantly.

Table 2. Paired Sample Test

Mean	Std. Deviation	Paired Differences			t	df	Sig. (2-tailed)		
		Std. Error Mean	95% Confidence Interval of the Difference						
			Lower	Upper					
pretest eksperimen - posttest eksperimen		-24.200	8.014	1.355	-26.953	-21.447	-	34	.000
							17.865		

The above table 2 showed the results of post-test on experimental group after video project-based was implemented in speaking class. Since H1 was accepted, it can be deduced that video-project based has positive effect on students' speaking skill and competence. Video project based can be the best alternative for the students to improve their speaking skill in very creative and meaningful way.

B. Discussion

The findings indicate that video project-based was effective in improving students' speaking skill. It is in line with the results some previous studies. Sari (2016) conducted a study to find out the students' perception on the video project in their speaking skill. She found that she found that the students support the use of video project on their speaking. Besides, the students were motivated to learn and they could identify their mistakes from the video that they made which proves that video project is applicable for the students. Another study, Puspa (2016), found that students' speaking skill improved after being taught using video.

Video project based is one of the best methods that the lecturers can implement in teaching. This is because the students can practice their speaking ability, confidence, collaboration and creativity. In practicing, students sometimes record their video many times to get the best result then they can practice more than once in the same time they retake the video hence they can improve their speaking skill, and pronunciation. Speaking in front of the camera in the process of taking the video is also effective in improving students' self-confidence. Bell and Bull (2010) explain that one of the benefits of using video project is that it can enhance the students' self-confidence in learning by which the students will notice their weakness through video project. Besides, students can collaborate with their friends and it can motivate them. Aksel and Karahman (2014) contend that students will be motivated to work collaboratively in resulting innovative video.

The pedagogical implication of this study revealed the importance of using video project based on learning English. The students can have more practices and they learn speaking in a creative and effective way. The recording process also can be by using a simple equipment that they have in this case their mobile phone. Thus, students will maximize their mobile device not only for communication but also for learning purpose. Giving video project to students will also train students to be innovative in which they can produce best video recording in terms of the contents, filters, audio, and video itself. Another implication of this study suggests that for the effectiveness teaching speaking activities using video project, the psychological factors such as perception, motivation, and teachers' beliefs need to be fully considered. By means of conclusion, video project-based learning is very applicable to be implemented in improving students' speaking skill.

CONCLUSION AND SUGGESTION

This study showed that there are some important points on the effect of using video project based method in students' speaking skill. First, it is proven to be effective on students' speaking skill improvement indicated by their speaking score improvement, their confidence and creativity improved. Thus, it is essential to use video project-based in teaching speaking to university level. There are many types of video editors that can be used by the students to make their video looked more creative. The lecturers in this case need to ensure the students' understanding on the given projects related to the video. Furthermore, this study suggests for further research there is a need to conduct similar study with more students' task or skills since this study only focused on students' speaking skill. Overall, the finding of this study showed the significant and positive effect of using video project based as a platform to practice speaking and confidence of students.

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