



Enhancing Students Speaking Skills by Making Video Tutorial as Project Based Learning

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Abstract

The quality of Indonesian professionals and workers from other Southeast Asian countries have a very large gap based on the research from the World Bank. One of the main problems is English language skills. This means that English is only learned but not practiced in everyday life in terms of spoken language. This is become challenging for educator to improve and seek opportunities to give task to students that integrate real-life. The aims of this study were to know how effective of making video tutorial as project-based learning to improve students speaking skills and to know the student's attitude toward project-based learning. This study employed mix method design, both qualitative and quantitative research design. The researcher used purposive sampling. The subjects were 30 students of informatics management program. The result of this study showed that the mean score of experimental group was higher than control group. The pronunciation aspect, the mean of experimental group got score 81.3 and in control group got score 75.07. In grammar aspect the mean score of experimental group was 80.9 and in control group was 73.63. The mean score of experimental group in vocabulary aspect was 81.4 and the control group was 74.5. The last aspect was fluency, the mean score in experimental group was 80.9 and in control group was 75.03. From the students attitudes also showed good effect toward implementation of project-based learning in improving students' speaking skill.

Keywords: project-based learning; speaking skill; video tutorial

Introduction

The ASEAN Economic Community (AEC) has been in effect since 2015. It provides employment opportunities to citizens of ASEAN countries, including Indonesia. To be competitive in the ASEAN area, Indonesian workers must have sufficient specialized knowledge and skills. Basic requirement that is used by

companies in recruiting new workers is English language proficiency. This is intended to prepare compete globally among ASEAN countries. This is also supported by the ASEAN Charter in the ASEAN Summit in 2007 article 34 which states that the language as a means of communication between ASEAN countries is English (Kirkpatrick, 2008, 2011).

The statement above is not in accordance with the facts in Indonesia. Sabita Sabina (2013) mentioned that based on the research the World Bank found that in dealing with the AEC, which began in 2015, there is a very large gap between the quality of Indonesian professionals and workers from other Southeast Asian countries. One of the main problems is English language skills. The use of English is still minimal. This means that English is only learned but not practiced in everyday life in terms of spoken language.

This is become challenging for educator to improve and seek opportunities to give task to students that integrate real-life. This is intended to prepare students to be proficient in English and to be skillful in working fields after their college years. Especially since the covid 19 virus spread and the Indonesian government took a policy to temporarily stop teaching and learning activities or close educational institutions (R.H Syah , 2020) which then conduct distance learning from home as a substitute for direct learning in the form of face-to-face in class (L. G. M. Z. Atsani, 2020). There are some problems that in conducting distance learning. One of them is boredom felt by students during distance learning (R. Pawicara and M. Conilie, 2020).

At Stekom University, English is a compulsory subject for third semester students in informatics management program. Each class has around 30 students with different levels of English and learning styles. Due to the size of the classes and different learning preferences, it is difficult for teachers to pay equal attention to individual students and to properly practice their English skills in a limited class time. Especially with the implementation of distance learning which is increasingly adding to the challenges for teachers to find ways to make learning objectives can be realized. Based on the problems mentioned above, in order to overcome these problems successfully and to offset the impact of technological developments, project work with technological tools is implemented in this study.

Therefore, project-based learning should help solve this problem. Project-based learning can easily be defined as a model that organizes learning around the project. Project-based learning is a full-fledged learning model or strategy in which students plan, implement, and evaluate projects that have practical applications outside the classroom. According to Ridwan (2013) Project Based Learning is done to deepen the knowledge and skills acquired by creating works or projects related to teaching materials and competencies that are expected to be possessed by students. From the explanation above, by looking at the facilities owned by most students (smartphones/laptops) that have video cameras

and the students enjoy using their cellphones, so giving the project task of "making video tutorials" can be a solution to increase their activities and learning outcomes.

There are many researches that have been discussed about video. Video production project has difference than regular classroom presentations. It needs more preparation than other tasks. The students need to not only choose and take different sources on content that they want to make but also, they have to write script, read and create videos. Sometimes, it takes multiple "take" in making the video.

Video production projects facilitate creative and active learning (Loveless: 2002). It also promotes social interactions between students that may not occur in traditional classrooms (Goldfarb, 2002). In addition, through this video project, students will experience learning responsibilities. This activity provides students with a rich and memorable real learning experience (quoted from Kearney &Schuck, Nikitina, 2009). In addition, video production enhances the ability to work as a team by working as a group. Hung, Keppell, and Jong (2004) found that video production projects are meaningful and authentic in a supportive environment where students can actively and collaboratively create videos and present the knowledge, they have learned using technology. He adds that students will be involved in the project. All of this shows that the video production project is related to language learning and is therefore being carried out in this study.

There are some researchers that have been discussed similar topic. Adelia Puspa (2016) wrote her research with the title Student-Made Video Project to Enhance Students' Learning Experience. The purpose of her research was to found out the most developed English skill in each phase of video project implementation, as well as to analyze whether the students perceive student-made video project as positive learning experiences to develop their 21st century skills in relevant to their future career. Similarity and difference exist between the studies by AdeliaPuspa. The similarity between these two studies was the task that given to the students was making video tutorial. Meanwhile, there was difference in this study and study of Adelia Puspa. In Adelia Puspa's analysis to found out the student's English skill in each phase of video project implementation whereas this study discussed about the effectiveness of implemented of making video tutorial as English-speaking task and also found the students' attitude toward making video tutorial.

Khalid (2014) in his research with the title Use of Student Generated Videos to Enhance Teaching Quality in Aerospace Engineering Classes found ways to use student-created content to improve student participation, involvement, enthusiasm, and learning. All of these studies show similar findings that the use of video has a positive effect on teaching and learning English, and on student behavior.

Nugroho Wibowo (2020) in his research with the title *PjBL dengan Penugasan Video Tutorial di Masa Pandemi COVID-19: Peningkatan Ketertarikan Belajar serta*

Penguatan Kreativitas dan KepercayaanDiri. The object of this research was student of vocational high school with the subject creative product and entrepreneurship.

Based on the explanation above, the researcher on this study investigated the how effective video tutorial project to improve students' speaking skill and also investigated students' attitude toward this project as their English task.

Method

This study employed mix method design, both qualitative and quantitative research design. Creswell (2014) stated that mixed methods research is an approach to inquiry combine two research method, qualitative and quantitative to collect data, assimilate the two forms data using distinct designs that may involve philosophical assumptions and theoretical frameworks. The typical of the qualitative method are the usage of documentation and observation as a collection of instrumental data and it was transformed into transcripts. On the other hand, the characteristic of quantitative design is the usage of number and percentage on the result. The first research problem was answered by applying experimental design. It used to know the effectiveness of video tutorial project to improve students' speaking skills. The researcher used intact group comparison. The students' speaking was assessed by using the speaking rubrics of Brown (2001). After the treatments were completed, the researcher compared mean score from both groups to know the effectiveness of making video tutorial project. Observation and questionnaire were an instrument to answer the second research problem. It used to know the students' attitude toward this project as their English task. Questionnaire survey is one of the most common methods of data collection on attitudes and opinion from large group of participants (Mackey&Gass 2005, cited in Ahmed, 2015).

The researcher used purposive sampling. The selection was based on the characteristics of the population and the purpose of the study. The subjects were as 30 students of informatics management program. As mentioned before that intact group comparison was used in this study. So, the number of samples was divided into two groups. The first group was given treatment and the other one was not given the treatment, as control group. In this study, the techniques used to collect the data were observation and testing. This observation was used to capture all the phenomena that occurred in the classroom while the instructor was teaching English. The researcher became a participating observer because she also taught and was involved in the teaching and learning process. The test was used to assess students' speaking ability.

Results and Discussion

The implementation of project-based learning, in this study used video

tutorial project was helping the lecturer to face and solve the problems in speaking class. After teaching and learning process, the students were asked to be able to presented one topic that they chose based on the material that they have given by the lecturer such as how to make accounting report, how to make simple program. They presented using English language. Because during the pandemic covid 19, the teaching learning process was conducted online, via zoom, the implementation of PBL in this case making video tutorial project would be accordance with the basic competence of the syllabus which emphasized on students' speaking skills.

Creating a plan for the project

In this step, the lecturer was given to the students after some meetings. In the meeting before, the lecturer gave some material that was used in PBL project. The lecturer explained and gave direction on how to do the project. The theme of the project was given by the lecturer but the students were free to choose the specific topic they mastered. The theme of this project was the material that the students had given from first semester until now.

Making a schedule

In this step, the lecturer divided the students into two groups, first as experimental group and the other one as control group. So, 15 students belong to experimental group and 15 students belongs to control group. The lecturer chose the students randomly. After that, the lecturer started making schedule, when they had to do the project. Because the teaching learning process during pandemic was done online, so the students who were in control group done their presentation online, via zoom. There were some stages should be done by the students in experimental group before they worked on the project. These stages allowed the students to learn various things in the process:

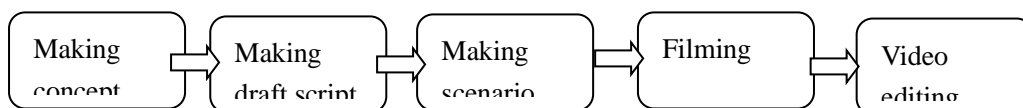


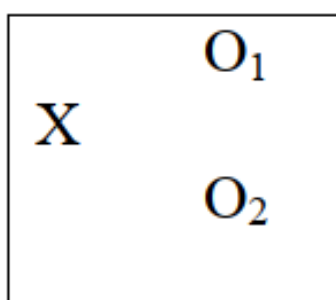
Figure 1. Stages in making video.

Evaluating the result

In this step, the lecturer asked the students to submitted their work. For the control group, they done their presentation via online and for experimental group, they submitted their video tutorial. The lecturer done two things in this step, first assess the result of the work in this case the students' speaking skill and the second one was evaluating the experience from experimental group after done their video tutorial project as their PBL.

The effectiveness of video tutorial project to improve students' speaking skill.

To answer the first research problem of this study was used experimental design. The researcher chose intact group comparison design with only conducted post-test in this study. This design used only one group in conducting the research. This group then divided into two, first as experimental group which given the treatment from the researcher and the second group as control group which not given the treatment.



Note:

X : Treatment that is used in this research.

O1 : The result of the experimental group which is given treatment.

O2 : The result of the other half group as control group.

Figure 2. Intact group comparison design

the data of the test results which was administered through statistic calculations, as follows:

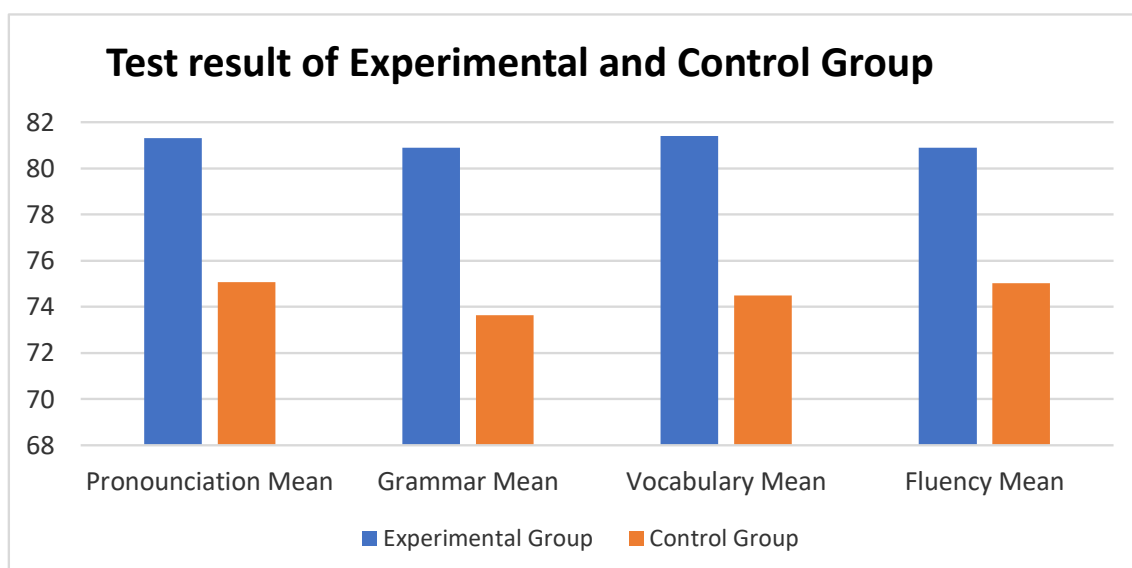


Figure 3: Test result of Experimental and Control Group

From the chart above, it showed that in pronunciation aspect, the mean of experimental group got score 81.3 and in control group got score 75.07. In grammar aspect the mean score of experimental group was 80.9 and in control group was 73.63. The mean score of experimental group in vocabulary aspect was 81.4 and the control group was 74.5. The last aspect was fluency, the mean score in experimental group was 80.9 and in control group was 75.03.

From the result it can be concluded that the test result of experimental group which given treatment from the researcher, in this case is making video tutorial as speaking task, got higher score than the result from control group. It means that PBL (project-based learning) gave significant effect on the improvement of students' speaking skill. There were several factors in influenced PBL on the students speaking skill. First, there was communicative method in PBL. In the first meeting, the lecturer explained the final task of the English class, that is the students were asked to make video tutorial project related to their field as their final task and it became scored as their final examination. It also stated by Thomas (2000) that PBL PBL is a learning model that gives students the opportunity to actively participate. Students learn by participating in the real-life project, which is linked to their major.

Second, the role of the lecturer. The role of the lecturer on PBL was as a facilitator. The lecture clearly on gave directions on what and how the students should do. It also stated by Railsback (2002) that in PBL students have to plan, implement and evaluate projects that have real world applications beyond the classroom. The students have to active in learning process and also active to design their own learning. Besides, the lecturer still talks to the student, such as in the first meeting, the lecturer asked to the students the pay attention about the material related to the project and also the direction of the project. Then the lecture gave them the example of the project that they have to make. From this, the students combine two skills, as directors and also managers of their learning. It can be concluded that project-based learning combine technology and real- life context to the curriculum project. In PBL, students are asked to become independent, critical thinkers and lifelong learners.

Students' attitude toward making video tutorial project as their English task

To answer this research problem, the lecture gave questionnaire to the students about their experience during making this project.

Table 1. Student's Result Questionnaire

No	Statement	Strong	Agree	Neutral	Disagree	Strong
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		Agree				Disagree
1	Project Based learning is more interested for students to improve speaking ability.	58,50%	30%	35.97%	2.53%	-
2	Students get new experience and challenge during this activity (making video tutorial)	52,5%	35%	12,5%	-	-
3	Project based learning increased students' critical thinking level	53.35%	40%	6.65%	-	-
4	Creativity from the students is increase during this project.	60%	20%	29%	-	-
5	Doing the project requires read a lot	40%	32.5%	25.5%	2.5%	
6	The goal of project depends on students	70%	15%	15%		
7	Students often communicative with their lecturer during this project.	43%	28.3%	25.2%	3.5%	-
8	During making video, the students gain more knowledge not only in English language but also in technology which is used	75%	25%	-	-	-
9	Making video tutorial project as PBL increasing students' confidence.	68.35%	36.65%	-	-	-

From the finding, it can be seen on the affective aspect, question number 1, showed positive effect from the students. It showed 58.5% agree about this statement. The students more interested when they learned using project-based learning than traditional learning. It also supported by Legutke (1993) that projects are considered to motivate learners and increase their interests in learning.

On the cognitive aspect, statement number 2, showed that most students (52.5%) strongly agree with it. By implemented PBL, students got more experience.

It also supported by William (2017) that Project based learning give students the opportunity to get involved in learning and learn new soft skills such as collaboration, communication and negotiation. Furthermore, around 53.53% respondents strongly agreed that project-based learning increased students' critical thinking. As Savery's (2006) studies indicate that project-based instruction implementation fosters critical thinking.

From statement number 4 and 5 showed that the creativity (60%) from the students was increase during this project. It is relevant with the statement of Beckett&Miller (2006) that the aim of Project-Based Learning is to engage students in the investigation of real-life phenomena and develop students' creativity. They also need read a lot, in statement number 5, when they doing this project (40%).

It can be seen in statement number 6 that mostly of the students strongly agree (70%) that the goal of this project is dependent on the students' itself. They have to design their work, improve their creativity and also develop their communication with their lecturer as seen in statement number 7. Most student (43%) strongly agree with the statement of number 7. They need consultation with their lecturer as their facilitator about their project.

In statement number 8, it showed that the knowledge of technology is also increase during making this project. Statement number 9 showed that the students' confidence is increased (68.35%). They feel confident because they didn't present in front of the class. They usually feel nervous when they have to report their work in front of the class.

Conclusion

The research showed that making video tutorial as project-based learning was a method which could improve students English speaking skills effectively. It showed in the test result that the mean scored which is gained by experimental group was higher than control group. The students more enthusiastic while doing this project. They felt new challenge and experience when they making the video. The other important thing from the implemented video tutorial was the students more confident to show their ability in speaking. Because some of them felt nervous when they have to presented in front of the class even though they have good English skills. Besides, they also realized that English speaking skills were important for their academic and future career so that they were committed to practice more seriously.

From this study, the researcher proposes suggestions both for students and

also for the next researcher. For the students, they have to improve more about their speaking skills. The development of the era and also the technology needs English skill in every aspect in our life. For the next researcher, this research can become one reference related to their research. They can develop this topic more about the effectiveness of making video tutorial for other English skills.

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