Project-Based Learning to Enhance Student Speaking Skills Through Vlog: Classroom Action Research

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ABSTRAK
Pembelajaran berbicara dalam Bahasa Inggris seringkali menggunakan pendekatan konvensional yang kurang interaktif, menyebabkan rendahnya hasil penilaian kemampuan berbicara siswa. Oleh karena itu, penelitian ini membahas pemanfaatan Vlog sebagai media pembelajaran berbasis proyek dalam meningkatkan kemampuan berbicara Bahasa Inggris, khususnya pada materi *"Asking for and Giving Opinion"* di kelas XI Boga 3 SMK N 6 Semarang. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran berbasis proyek melalui Vlog dalam meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan metode Penelitian Tindakan Kelas dengan dua siklus. Hasil dari penelitian ini menunjukkan bahwa perbaikan yang diterapkan dalam pelaksanaan siklus 2 berhasil meningkatkan keterampilan berbicara siswa. Dalam siklus pertama, sebagian besar siswa masih belum mencapai Kriteria Ketuntasan Minimal, yakni 68.5 %. Namun, pada siklus kedua, seluruh siswa mencapai kompetensi yang diharapkan yaitu ketuntasan 100%. Hasil observasi aktivitas peserta didik juga menunjukkan peningkatan signifikan dalam siklus kedua. Mereka lebih aktif dalam merencanakan proyek, memaparkan progress proyek, dan memberikan serta menerima feedback. Penelitian ini memberikan bukti bahwa pembelajaran berbasis proyek dengan menggunakan Vlog dapat efektif meningkatkan kemampuan berbicara siswa dalam Bahasa Inggris.

Kata kunci: Keterampilan berbicara Bahasa Inggris, Pembelajaran Berbasis Proyek, Vlog, hasil belajar.

ABSTRACT

Traditional methods of teaching English speaking often lack interactivity, leading to poor speaking skill outcomes among students. This study investigated the use of Vlogs as a project-based learning medium to enhance English speaking skills, particularly in the Asking for and Giving Opinion's topic for Grade XI students in the Culinary Arts program at SMK N 6 Semarang. The research aimed to assess the effectiveness of the project-based learning model using Vlogs in improving students' speaking skills. It employed a Classroom Action Research method with two cycles. The results showed that improvements made during the second cycle successfully enhanced students' speaking skills. In the first cycle, the majority of students did not meet the Minimum Mastery Criteria, with only 68.5% reaching it. However, in the second cycle, all students achieved the expected competence level, reaching 100% mastery. Observations also revealed a significant increase in student engagement during the second cycle. Students became more active in project planning, presenting project progress, and giving and receiving feedback. This research provides evidence that project-based learning, using Vlogs, can effectively enhance students' English-speaking skills.

***Keywords**: English Speaking Skills, Project-Based Learning, Vlogs, Learning Outcomes.*

1. INTRODUCTION

Speaking skill is a crucial aspect of learning English. In the process of acquiring a second language or a foreign language, speaking is considered the most essential component (Prawiyata & Barus, 2020). Speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information (Brown, 2001). Speaking skills are language skills that develop in a person's life after they have developed listening skills, and the learning process of speaking begins when a person enters the

school environment. During this stage, children face two closely related aspects: the development of language skills and language attitudes (Tarigan, 1990). These statements highlight the importance of speaking skills in English learning, aligning with the common view that speaking is a crucial aspect of understanding and using a second or foreign language.

The primary goal of language learning is to be able to communicate (Bashir et al., 2016) as mentioned by (Fidriani, 2021). There are several reasons why people speak, such as expressing ideas and opinions, stating desires or intentions, solving problems, establishing social connections, and creating friendships. Furthermore, the main objective of speaking is to be fluent, accurate, and confident (McDonough & Christopher Shaw, 2003) as discussed by (Wulandari, 2019). Speaking is the primary mode of communication in a language and plays a central role in understanding, interacting, and participating in an English-speaking environment. Speaking skills encompass the ability to express thoughts, feelings, and ideas clearly and effectively (Susanti, 2019).

Teaching speaking skill often follows a traditional approach that can be monotonous and lacks interaction. Teachers use various methods, from direct ones focusing on oral interaction (like taking turns, discussing topics, and asking questions) to indirect ones that create conditions for oral interaction through group work, practical tasks, and other strategies (Richards, 1990). Conventional methods such as teachers speaking in front of the class or practicing with a partner are often not effective enough, leading to low self-confidence, shyness, and unpreparedness for storytelling (Nupus & Parmiti, 2017). Social changes in recent decades, especially due to technological advancements, have directly affected various sectors and services, including education (Adnan et al., 2020). Therefore, there's a need for more modern methods that keep up with the times to improve English speaking skills.

The government is encouraging the integration of 21st-century skills and curriculum into the teaching and learning of all school subjects. This effort aims to prepare students for their future jobs and lives. Students need to learn to apply and develop their 21st-century skills while studying school subjects through projects or other practical work (Viro et al., 2020).

Project-based learning is a teaching method centered around projects or tasks that require students to actively engage in problem-solving or achieving specific goals (Luma et al., 2022). Project-Based Learning is an instructional approach designed to provide students with opportunities to develop knowledge and skills through engaging projects that focus on challenges and issues they might encounter in real life (Schuetz, 2018) as mentioned in (Kovácsné Pusztai, 2021). This model encourages students to work collaboratively, solve real-world problems, and develop critical thinking skills.

In recent years, project-based learning has been widely integrated into the context of English as a Foreign Language (EFL) to enhance more authentic English language learning and teaching (Sirisrimangkorn, 2021). Project-based learning is considered a bridge between using English in the classroom and using it in real-life situations outside the classroom, which helps improve students' English-speaking skills (Wahyudin, 2017) as discussed by (Sirisrimangkorn, 2021).

In the 2.1 era, technology is being used for teaching English to improve students' speaking skills (Christianson, Hoskins, & Watanabe, 2009) as mentioned by Wulandari (2019). This means we need more engaging tools and media, like Video Blogs or Vlogs on platforms like YouTube, which offer a more diverse experience compared to text-based blogs.

The term "Vlog" is actually a combination of the words "Video" and "Blog." Video is a technology used to capture, record, process, and organize moving images. On the other hand, a blog is a personal online diary that can be updated and shared with the public. Therefore, when we merge these two, "vlog" can be understood as a personal record in the form of a video that can be updated and shared with the public (Nur'Aini, 2019).

Video media, including Vlogs, has become an effective tool in language learning. Videos can provide real-life contexts, correct pronunciation models, and a variety of situations. Vlogs use videos, audio, images, and text, making the content richer in information and emotions, and easily shareable with others (Adnan et al., 2020).

Vlogging activities have become increasingly popular among people of all generations as one of the most popular forms of daily digital video content. Using vlog as a teaching tool for speaking aligns with the government's 21st-century education program (Weganofa & Khoiro, 2021). Vlogs enable users to create, upload, and watch lifestyle content (Saidalvi et al., 2021). A vlog is the result of recording oneself in video format and publishing it on various social media platforms such as YouTube, Instagram, TikTok, and others. The content of vlogs can vary widely and is not limited (Sari, 2022). Typically, vlog entries combine embedded videos (or video links) with supporting text, images, and other metadata. Entries can be recorded in one take or edited into multiple segments (Krasulia, 2021). The popular category for vlogs on various video platforms is YouTube.

YouTube is a form of entertainment that tells a story through sound and a sequence of images, creating the illusion of continuous movement (Putrawansyah et al., 2020). YouTube is the most famous video-sharing platform on the internet. It is highly popular among various age groups, including children and adults. On YouTube, users can upload, watch, search for, and participate in various activities like discussions and Q&A sessions on various topics (Nawwaroh et al., 2022). YouTube is also a valuable tool for language instruction. The vlog genre on YouTube can foster creative and interactive spaces and introduce online communication behaviors between speakers and listeners. YouTube represents a new type of interaction with distinct privileges that differ from face-to-face communication (Misir, 2023). Given the understanding of Vlogs and YouTube mentioned above, in this study, YouTube Vlog serves as a means to improve students' speaking skills.

During observations at SMK N 6 Semarang, specifically in the 11th-grade Culinary Arts class (XI Boga 3), issues related to English speaking skills were identified. Based on the evaluation of students' speaking performance and question-and-answer sessions, it was found that students faced challenges in developing their speaking skills. This difficulty stemmed from a lack of confidence in communicating in English and a fear of making mistakes due to their limited vocabulary and pronunciation skills. As a result, the speaking evaluation scores remained consistently lower compared to their scores in other skills like listening, reading, and writing, particularly in the "Asking for and Giving Opinion" section. This was evident from the speaking scores, which were below the Minimum Mastery Criteria (KKM) of 75. Students often struggled to express their opinions and ideas effectively and confidently.

Based on the issues mentioned above, the use of diverse and innovative learning media is necessary for English speaking skill. One of the methods for enhancing speaking skills is by utilizing Vlogs. Therefore, this research focuses on how Vlog can improve the speaking abilities of students in English, specifically in the "Asking for and Giving Opinion " topic, within the 11th-grade Culinary Arts Class (XI Boga 3) at SMK N 6 Semarang.

2. RESEARCH METHOD

This study utilizes a Classroom Action Research (CAR) approach. Classroom Action Research is a specific research design aimed at improving the quality of teaching practices in the classroom (Adnan, 2010). In CAR, the teacher plays a dual role, acting as an instructor in the teaching process and as a researcher who evaluates and enhances teaching practices. CAR can be defined as a controlled, cyclic, and self-reflective investigative process carried out by teachers or prospective teachers with the goal of making improvements in the system, methods, processes, content, competencies, or learning situations (Susilo et al., 2022).

The research subjects in this study were 35 11th-grade students from Class 3 of

SMK N 6 Semarang in the 2023/2024 academic year. This research was conducted during the first semester of the 2023/2024 academic year, specifically in the third week of August 2023 when the researcher was performing Practical Field Experience (PPL) at SMK N 6 Semarang as part of the second phase of the PPL program.

The Classroom Action Research consists of two cycles, beginning with the planning phase, followed by the action, observation, and evaluation phases. The procedural steps of CAR comprise four components: planning, acting, observing, and reflecting, continuing iteratively until the intended improvements or enhancements are achieved (criteria for success). Data collection techniques in this research included observation, interviews, questionnaires, and video recording (Vlog).

Observation was employed to obtain comprehensive data. Through direct observation in the classroom environment while students were engaged in creating Vlogs, the researcher observed and noted various relevant aspects. Firstly, observation involved monitoring students' behavior during the learning process, including their level of engagement, motivation, and participation in activities. Secondly, language use was meticulously analyzed, encompassing vocabulary usage, grammar, and overall speaking abilities. Thirdly, observations recorded student interactions, such as collaboration in group work or verbal communication during discussions. Lastly, the observations noted the students' progress in speaking, such as improvements in expressing opinions and arguments. The data obtained from these observations formed a strong basis for describing the effectiveness of project-based learning through Vlog in enhancing students' speaking skills.

Another data collection technique was video recording. The use of video recording is relevant and effective in the context of project-based learning, especially in improving speaking skill in the current digital era. The process began with instructing the project and selecting group members with varying speaking abilities, followed by providing guidance to students on creating Vlogs. During the Vlog creation process, students worked individually (in Cycle 1) and as a group (in Cycle 2), preparing scripts and recording video and audio. The teacher ensured that the recording was done well. Subsequently, video analysis was conducted to evaluate students' speaking abilities based on criteria such as text organization, pronunciation and intonation, grammar, content, and expression. The results of this analysis were used to reflect on the effectiveness of project-based learning, identifying strengths, weaknesses, and areas for improvement in students' speaking skills.

In addition to observational techniques, this research also employed questionnaires as an important supplementary data collection tool. The questionnaires delved deeper into students' perceptions of the learning process. These questionnaires were designed to assess various aspects, including how students viewed the learning approach, their confidence levels in speaking in class, and the extent to which the Vlog-based learning impacted their understanding of the "Asking for and Giving Opinion" material. The questionnaires were administered to students after completing the Vlog project in the form of a Google Form link. The data from the questionnaires provided a more comprehensive picture of how students responded to project-based learning from their own perspective, which is a critical component of the research analysis.

The data collected in this research is both qualitative and quantitative. The collected data is subsequently compiled and analyzed in detail. The assessment results of observing teacher and student activities are determined using the following formula:

$$\text{Total score} = \frac{\text{Score Achieved} \times 100}{\text{Maximum Score}}$$

The average score of student's Vlog is obtained using the formula:

$$\overline{X} = \frac{\Sigma X}{n}$$

X : Mean score
ΣX: Sum of all student scores
ΣN: Number of students

The formula to calculate the presentation of speaking ability is as follows:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage to be determined
F: Number of students who passed
N: Total number of students

Analyzing questionnaire data requires a different approach compared to analyzing observational data and learning outcomes. This is because the results reflect the perspectives of students, each of whom has their own unique characteristics. The questionnaire data is collected using a checklist-style questionnaire and is subsequently analyzed through a descriptive analysis method, taking into account a set of statements presented to the students.

Performance indicators are criteria used to assess the level of success of action research (PTK) in improving or enhancing the classroom teaching and learning process. The performance indicators in this action research are as follows:
1) Student participation scores ≥ 90.
2) Percentage of students achieving the Minimum Passing Grade (KKM) ≥ 80%.
3) Average student scores ≥ 75.

3. FINDINGS AND DISCUSSION

In this study, the researcher followed a lesson plan. The plan included three meetings. The researcher played the roles of both a teacher and a researcher during this learning process, following the observation guidelines.

The first meeting began with an introduction that involved a religious aspect through prayer, physical and psychological readiness checks for the students, and thought-provoking questions related to the issue of "Cyberbullying" to spark the students' interest. The researcher explained the learning objectives, the material covered, and administered a diagnostic test. In the core part of the first meeting, students were invited to formulate fundamental questions about their Vlog project on "Cyberbullying" and plan the project's design, including the introduction, opinions, and solutions/conclusions. The students also determined the tools and materials they needed and created a project timeline.

The second meeting focused on monitoring and evaluating the progress of the students' projects. They presented their project developments and offered each other feedback for improvement. Students were given the opportunity to work on their projects both inside and outside the classroom.

The third meeting centered around testing the project results. Students and their groups presented their project outcomes using an LCD. After the presentation, the students and the researcher expressed appreciation and provided feedback. Additionally, they evaluated the experiences during the project implementation and identified areas that needed improvement.

Throughout the entire implementation, the researcher continuously observed and collected data on student learning activities. This data will serve as a basis for reflection and consideration for improvements in the subsequent cycles. Therefore, this research implementation follows the classroom action research cycle, and each subsequent cycle will refer to the reflection and evaluation of the results from the previous cycle for better enhancements in student learning.

The recapitulation of speaking skill scores in Cycle 1 is as follows:

Table 1. Results of Cycle 1 Speaking Skills

Characteristics	Quantity
Total Students	35
Number of Students Who Passed	24
Number of Students Who Didn't Pass	11
Average Score	79,6
Learning Completion Percentage	68.5 %

Based on the table above, the students' passing rate is 68.5%, which means it has not reached the desired passing rate (KKM). Therefore, improvements are needed in the next cycle.

Table 2. Results of Cycle 2 Speaking Skills

Characteristics	Quantity
Total Students	35
Number of Students Who Passed	35
Number of Students Who Didn't Pass	-
Average Score	83.28
Learning Completion Percentage	100 %

Based on the table above, the students' passing rate is 100%, which means it has reached the desired passing rate (KKM). The improvements in the second cycle have had a significant impact, resulting in an improvement in students' speaking skills and achieving the passing rate.

In the first cycle of this study, the speaking skills of 35 students in grade XI Culinary Arts 3 were measured after the implementation of the intervention. The summary of scores showed variations in the assessment of speaking skill components, such as Text Organization, Pronunciation and Intonation, Grammar, Content, and Expression. The class's average score in this cycle was 79.6, falling into the "satisfactory" category. Out of the 35 students, 24 were considered proficient, while 11 students had not yet reached proficiency in speaking skills.

Although the majority of students achieved proficiency, these results did not meet the expected Minimum Mastery Criteria (KKM) of 68.5%. Therefore, improvements are necessary in the subsequent cycles to attain better results and ensure that all students can achieve the expected speaking skills competence. This evaluation will serve as a crucial foundation for designing further improvement actions to enhance teaching effectiveness and improve students' speaking skills.

In the second cycle of this study, improvements were implemented based on the previous cycle's findings, utilizing the Teaching Module for cycle 2. The summary of scores demonstrated a significant improvement in students' speaking skills compared to the previous cycle. The class's average score in the second cycle was 83.28, falling into the "good" category. All students achieved proficiency and exceeded the Minimum Mastery Criteria (KKM). This indicates that the improvements made in the second cycle were highly effective in enhancing students' speaking skills.

Based on the speaking skills results in the second cycle, the learning mastery percentage reached 100%, meaning that all students attained the expected speaking skills competence. This is a highly positive achievement and demonstrates that the improvements implemented in the second cycle effectively addressed the issues identified in the previous cycle. These improvements had a significant impact on enhancing students' speaking skills and achieving the desired mastery percentage. It also underscores the importance of improvement action plans in enhancing classroom teaching effectiveness.

Results of Observation of Students' Activities in Cycle 1 & 2
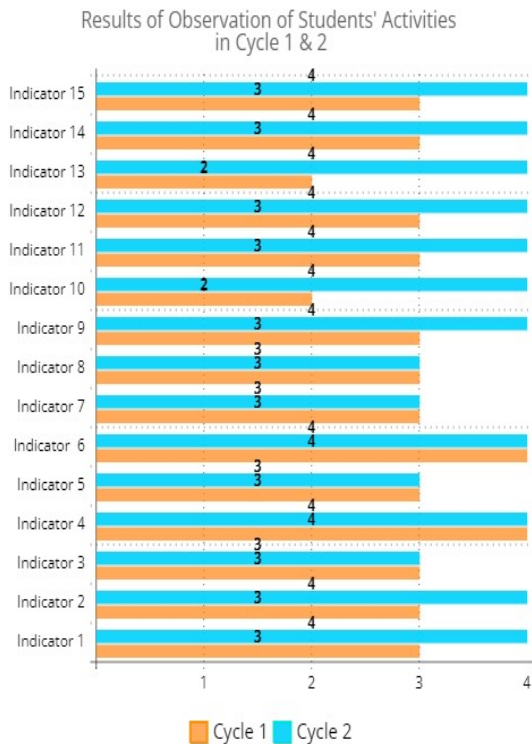
Based on the data above, it is obtained that the results of the observation of students' activities conducted in Cycle 1 indicate that students' activities during the learning process received a score of 75, categorizing it as "good." However, there are still some aspects that received low scores. From the explained scores, it can be concluded that there is a need for improvement and enhancement in Cycle 2. Subsequently, in Cycle 2, a score of 93 was achieved, categorizing it as "Excellent." Therefore, there is no need for further observations of students' activities as the target has been met.

In cycle 1, observational data indicated that students actively participated in face-to-face classroom learning, maintaining a conducive and prepared learning environment. During the introductory phase, students responded positively to the opening prayer, attendance check, teacher motivation, and explanations regarding the learning activities. They were also actively engaged in responding to the triggering questions. In the core learning phase, students

successfully planned the project, including defining fundamental questions related to the "Cyberbullying" topic and scheduling project activities. They also effectively presented their project progress, received feedback from the teacher, and conducted evaluations related to their project experiences. At the end of the lesson, students provided feedback and reflected on their learning. Time management adhered to the pre-established plan. Although some aspects received lower scores, overall, students' activities in cycle 1 were deemed "good," with an average score of 75.

Meanwhile, in cycle 2, observation results showed a significant improvement in student activities. They continued to actively participate in face-to-face classroom learning within a conducive and prepared environment. All aspects observed during the introduction, core, and closing activities ran smoothly. Students were actively involved in project design, schedule creation, project progress presentation, LCD presentation of Vlog results, feedback exchange, and project experience evaluations. Time management was also in line with the planned schedule. Observation results in cycle 2 yielded an average score of 93, categorizing students' activities as "excellent." This indicates that the improvements made in the execution of cycle 2 successfully enhanced student activities and achieved the desired objectives.

Picture 2. Results of Questionnaire

Results of Questionnaire
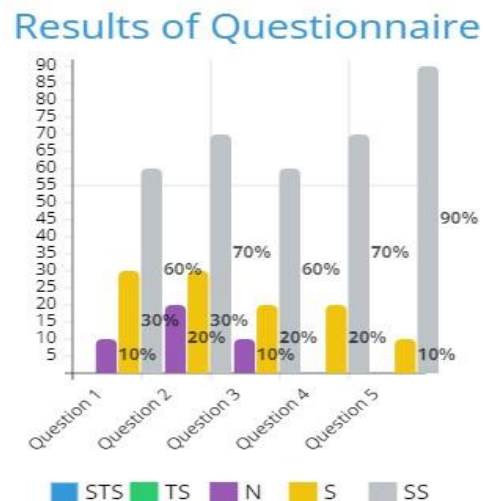
The results from the surveys given to students after the Vlog project, aimed at improving their speaking skills, revealed some important findings. Firstly, many students found the "Asking and Giving Opinion" material difficult before, but most felt it became easier to understand after the Vlog project. This shows a positive change in their views. Secondly, students had mixed opinions about how well the teacher explained English using the Vlog project. Some found it easy to understand, while others did not. This suggests there's room to make the teaching approach more consistent and clear. Thirdly, students had different levels of enthusiasm when working on the Vlog project. Some were excited, while others were not as enthusiastic. We should work on motivating those who are less excited. Lastly, a significant finding is that 90% of students felt their speaking skills improved after watching the video presentations. This is a very positive outcome and shows that using videos in project-based learning can help students become better speakers.

The survey results give important insights into how effective the Vlog project is in enhancing students' speaking skills. Although there are areas that need improvement, the noticeable improvement in speaking skills for most students suggests that this approach has the potential to enhance learning.

4. CONCLUSION

This research emphasizes the significance of enhancing students' speaking skills within the context of English language learning, particularly focusing on the "Asking for and Giving Opinion" topic in the 11th-grade Culinary Arts Class (XI Boga 3) at SMK N 6 Semarang. The study employed a Classroom Action Research (CAR) approach, encompassing two cycles of planning, acting, observing, and reflecting.

Key findings of this research encompass that speaking skills are pivotal in language acquisition, serving as the primary avenue for effective communication, allowing students to articulate their thoughts, emotions, and

ideas. Traditional teaching methods often fall short in nurturing speaking skills, leading to challenges like low self-confidence and shyness among students.

The government's emphasis on integrating 21st-century skills into the educational framework underscores the significance of project-based learning, preparing students for the future by addressing real-life challenges and promoting collaborative work. Project-Based Learning (PBL), characterized by its focus on real-life issues and group cooperation, has been shown to enhance speaking skills and encourage critical thinking.

In the digital age, technology, including Vlogs, plays a pivotal role in augmenting speaking skills, offering real-life contexts, precise pronunciation models, and diversified scenarios. Vlogs and YouTube serve as modern and captivating tools for improving speaking skills, providing authentic contexts, accurate pronunciation models, and various situations for language practice.

The research methodology employed a CAR approach, utilizing observation, video recording, and questionnaires to assess the impact of Vlog-based project learning on students' speaking skills. In the first cycle, the results indicated an improvement in speaking skills, although they fell short of the Minimum Mastery Criteria (KKM). However, the second cycle demonstrated substantial enhancements, with all students meeting or exceeding the KKM, highlighting the high effectiveness of Vlog-based project learning in advancing speaking skills.

Observational data displayed an improvement from a "good" rating in cycle 1 to an "excellent" rating in cycle 2, reinforcing the effectiveness of the interventions. Questionnaire findings revealed that students found the "Asking and Giving Opinion" material more accessible after the Vlog project, with 90% reporting improved speaking skills after viewing video presentations.

This research underscores the potential of project-based learning, particularly employing Vlogs, to significantly enhance students' speaking

skills in the English language. It accentuates the importance of contemporary and engaging teaching methods to equip students with effective communication skills for the 21st century. The positive outcomes suggest that integrating technology and project-based learning through Vlog can be a valuable approach for improving speaking skills in English language classrooms.

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