Using a Video Project to Enhance Students' Speaking Ability

T. Thyrhaya Zein[1], Rudy Sofyan[1], Bahagia Tarigan[1]*

[1][Faculty of Cultural Sciences, Universitas Sumatera Utara, Medan, Indonesia]

Abstract. Speaking is a skill often considered the benchmark of student's success in learning English. Many studies have been conducted to examine the approaches, methods, and media that work best in improving the students' speaking ability. One of the methods that can be used in teaching speaking is making a video project. This paper aims to find out how using a video project enhances the students' speaking ability. This study was conducted using a descriptive method, taking the students at senior high schools in Medan as the participants. The data were collected using an observation method. The data were analyzed to show how a video project was used in teaching speaking and how it enhances the students' speaking ability. The results indicate that using a video project in teaching speaking motivates the students to show their best speaking performance, eliminates their shyness and inhibition in speaking, and improves the students' speaking fluency in English. Thus, the results recommend the use of a video project as a good method in teaching speaking English to senior high school students.

Keyword: Method in Teaching Speaking, Speaking, Teaching English, Video Project

***Abstrak.** Berbicara adalah keterampilan yang sering dianggap sebagai ukuran keberhasilan siswa dalam belajar bahasa Inggris. Banyak penelitian telah dilakukan untuk menguji pendekatan, metode, dan media yang paling efektif dalam meningkatkan kemampuan berbicara siswa. Salah satu metode yang dapat digunakan dalam pengajaran berbicara adalah membuat proyek video. Makalah ini bertujuan untuk mengetahui bagaimana penggunaan proyek video meningkatkan kemampuan berbicara siswa. Penelitian ini dilakukan dengan menggunakan metode deskriptif, dengan mengambil siswa di sekolah menengah atas di Medan sebagai partisipan. Data dikumpulkan menggunakan metode observasi. Data dianalisis untuk menunjukkan bagaimana proyek video digunakan dalam pengajaran berbicara dan bagaimana hal tersebut meningkatkan kemampuan berbicara siswa. Hasil penelitian menunjukkan bahwa penggunaan proyek video dalam pengajaran berbicara memotivasi siswa untuk menunjukkan performa berbicara terbaik mereka, menghilangkan rasa malu dan hambatan dalam berbicara, dan meningkatkan kelancaran berbicara siswa dalam bahasa Inggris. Dengan demikian, hasil penelitian merekomendasikan penggunaan proyek video sebagai metode yang baik dalam pengajaran berbicara bahasa Inggris bagi siswa sekolah menengah atas.*

Kata Kunci: *Metode dalam Mengajar Berbicara, Berbicara, Pengajaran Bahasa Inggris, Proyek Video*

*Corresponding author at: Faculty of Cultural Sciences, Universitas Sumatera Utara, Medan, Indonesia

E-mail address: rudy@usu.ac.id

1   Introduction

As an international language, English is spoken in all parts of the world, and the ability to speak English is believed to have helped individuals to gain their international success. Therefore, all countries worldwide make efforts to introduce English to their people as the most important foreign language, one of which is through the inclusion of English in the curriculum of every level of education. Indonesia is one of the countries that administers English as the compulsory subject in its education system. English proficiency becomes one of the requirements to pass the entrance test to public universities or to continue studies to graduate and post-graduate programs. In addition, almost all graduate and post-graduate programs in Indonesia require their students to publish articles (written in English) in reputable international journals.

Considering the importance of English, teachers have to find out the best way of teaching English to their students. Although teaching English includes four basic skills (i.e., listening, speaking, reading, and writing), an emphasis on the speaking skill is obvious. Previous studies have confirmed the more essential role of speaking in learning English [1-4]. Leong and Ahmadi [1] believe that speaking is the most important of the four basic language skills. Besides, Rao [2] argues that speaking helps students to acquire the communication skills important to get success in their respective fields, and a classroom is the ideal place to improve such communication skills. Moreover, in the study conducted by [5] it is reported that many learners who have spent so many years studying English language remain unable to speak English appropriately and understandably. Their ideas imply that a teacher as a facilitator has to look for the best approach or method of teaching speaking, so that the students have good speaking ability in English.

One of the approaches that can be used in teaching speaking is a project-based learning, an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process [6]. A project-based learning approach is intended to develop students' thinking skills, allow them to have creativity, encourage them to work cooperatively, and lead them to access the information on their own and to demonstrate this information [7]. Its effectiveness in developing EFL (English as a foreign language) learners' speaking skill has been confirmed in several previous studies [8-12]. Ichsan [9] found that using a project-based learning helps the students to have a creative thinking and good preparation on speaking class. In addition, [10] found that using a project-based learning significantly develops the EFL students' speaking fluency.

One of the methods in implementing a project-based learning in teaching speaking is making a video project. The use of student-made video projects in learning speaking indicates that technology has been integrated in English language education. Unlike ready-made videos, this method requires the students to make videos by themselves based on the predetermined projects. Nowadays, students are used to making videos containing their daily routines, hobbies, and other

preferences; therefore, they might not find any difficulties in making a video project. Studies on using video projects in teaching speaking to EFL learners have been conducted by previous researchers [13-17]. Khawa [16] found that using a video-making project is significantly effective in improving the students' speaking ability. In addition to improving students' speaking ability, using a video project builds the students' interest to read many resources which are useful to make good preparation before video making [17].

The previous studies above took the learning materials as the content of the video project made by the students. These previous studies left the gap that can be completed by this present study, especially in the content of the video project. In this study, the content of the video project is related to community services, and the genre of the text spoken by the students is a procedure text. Thus, this study is intended to find out how using a video project enhances the students' speaking ability.

2 Methods

This study was conducted using a descriptive method. The data were collected using an observation method. The participants of this study were 30 students of the eleventh grade of senior high schools in Medan. The data were the students' video projects and the presentations of their video projects. The students were divided into six groups, and each of the groups consisted of five students. They were asked to make a video project about community projects, such as cleaning public facilities, taking part in traditional ceremonies, or making public signs. They were asked to explain how they did the project by following the generic structure of a procedure text. They were asked to record all of the activities, including preparing the project, executing the project, and completing the project. In addition, they were also asked to present their videos in the class. All the data that had been collected were analyzed descriptively.

3 Methods

3.1 Preparing the Video Project

Before making their video project, the students were given an explanation about a procedure text. This text type was chosen because it was related to the way they would present the project orally. There were three points related to a procedure text explained to the students. First, the social function of a procedure text is to inform the readers or the listeners how to make or to do something [18-19]. This is particularly important because the project in which the students are engaged is informing or telling what they were doing in the project. Second, the generic structure of a procedure text includes goal, materials, and steps. The goal is related to the purposes of doing their project. The materials are all materials needed in the whole activities of doing the community service. The steps are the logical order or sequence of activities in executing the community

service. Third, the language features of a procedure text include the use of adverbs of sequences (e.g., first, second, then, after that, finally, etc.), adverbs of manner (e.g., completely, carefully, slowly, etc.), and action verbs or material processes (take, go, sweep, etc.).

Next, the students were given explanation about the procedure for making videos. First, the students were explained that the video project would be made in group (not an individual task), and the content of the video project was related to community service. They could choose any activities related to community service, such as cleaning public facilities or places of worship, taking part in traditional ceremonies, making public signs, and so forth. Second, in the whole video, they had to speak in English. The explanation of the materials needed in doing the community service and all the activities should be delivered in English. Third, all of the group members had to speak, because one of the assessments would be based on their oral performance in the video. Therefore, the group leader was required to provide equal opportunity for all the group members to speak in the video. Fourth, the length of the video was between 15 and 20 minutes.

Furthermore, the students were explained that they would present their video to their classmates. The presentation would be conducted in both offline and online classes; nevertheless, the similar presentation rules applied in both classes. The time length for each meeting was 90 minutes. In each meeting, two groups were asked to present their video project in 30 minutes. Meanwhile, 15 minutes was allocated for a question-and-answer session, allowing the other groups to provide questions, comments, or suggestions to the presentation. All of these activities would be conducted in English, providing more opportunities to the students to speak in English during the learning process.

3.2 Benefits of Using a Video Project to Students' Speaking Ability

The results of the observation indicate that using a video project in teaching speaking improves the students' speaking ability. Thus, the results of this study confirmed the results of the previous studies concerning the positive effect of using video projects in teaching speaking [13-17]. Furthermore, the results of this study found several benefits of using a video project to the students' speaking ability.

First, using a video project motivates the students to perform their best speaking skill. In the process of making the video, the students were allowed to use their own strategy. For example, they can memorize the dialogue before their speaking performance is recorded. Besides, they can also record their speaking performance many times, and take the one that represents their best speaking performance. Therefore, the results of the video do not contain any hesitation or disfluency in speaking performed by the students. The results confirm that motivation is an important factor in developing EFL students' speaking skill. This is in line with [20], who found

that there is a strong effect of motivation on student's achievements to speak English. Moreover, [21] found a significant correlation between students' motivation and their speaking ability.

Moreover, their motivation to speak better is also caused by the characteristics of the speaking task assigned to them. In creating the project, they speak with the topic they are interested in, and are not engaged in certain speaking style. Besides, the topic is related to their real-life situation. This finding supports [13] who argue that using a video project in teaching speaking allows students to speak with different style and by their own way. Besides, the words used in their speaking are those which are frequently used in everyday communication.

Second, using a video project eliminates the students' shyness in speaking. Shyness has been confirmed as one of the factors that hinders the students' achievement in speaking, as [22] argues that shyness is an emotional condition frequently faced by many students when they are required to speak English in a classroom. By eliminating shyness, the students can bury their inhibition feeling deeply. Inhibition, the feeling related to the students' shyness and fear of making mistakes in speaking English [23], is one of the factors that can impede the students' success in developing their speaking ability. By using a video project, the students do not speak directly in front of their classmates, the situation that often increases the students' nervousness and shyness in speaking. Besides, they can minimize their mistakes in speaking as they can practice many times before their speaking performance is recorded.

Third, using a video project improves students' fluency in speaking English. Fluency in speaking is obtained from a lot of practice, as [1] argue that students can improve their speaking skill through a lot of practice. By using a video project, every student wants to perform their best ability in speaking; therefore, they do a lot of practice before their speaking performance is recorded. They do everything to make their speaking better, such as looking for the correct pronunciation, minimizing grammatical errors, and enhancing their fluency by frequently repeating the sentences they need to utter in the video. Although the speaking performance on the video does not reflect the natural setting of conversation, they have made themselves have a frequent contact with English speaking. This eventually will influence their speaking in a real-life setting. By eliminating shyness and inhibition, the students will have a self-confidence in speaking, which eventually helps them to enhance their speaking ability. Such an improvement is obvious during the observations on the presentation of their video project. Most of the students look more confident in explaining their videos in front of their classmates.

Moreover, their fluency is caused by having a lot of ideas of the topic they talk about. By using a video project, the topic of the speaking performance is not determined by the teacher, but the students are allowed to talk about the topic they are interested in and familiar with. Familiarity with the topic can help improve the students' fluency in speaking. This finding is consistent with [24] who argues that familiarity with the speaking topics can reduce students' anxiety, which has

an effect on students' grades. Even though Woodrow's findings do not explicitly mention fluency in speaking, fluency is the main factor of assessing students' grades in speaking test. However, this finding is contradictory with the research done [25] who found that familiarity or unfamiliarity with the speaking topics before the exams made no difference on the students' speaking scores. One of the factors leading to such a difference is that the participants in their study are those who use English as their second language. Thus, the finding of this present study emphasizes that familiarity of the topic helps improve the students' fluency in speaking in the EFL context. The finding of this study is consistent with the previous findings [8-12] that show the effectiveness of using a project-based learning (e.g., using a video project) in developing EFL students' speaking skill.

4   Conclusion

Based on the results of the study, it is concluded that using a video project enhances the students' speaking ability. There are three benefits that contribute to the improvement of the students' ability in speaking: (i) motivating the students to show their best speaking performance; (ii) eliminating the students' shyness and inhibition in speaking; and (iii) improving the students' fluency in speaking. These three factors are believed to contribute to the students' improved ability in speaking.

However, the results of this study are only obtained from observations whose results are not statistically measured. In other words, the results of this study cannot show whether such benefits are significant and cannot be generalized. Therefore, it is suggested that other studies would be conducted using a quantitative method in order to show how significant these benefits contribute to the improvement of the students' speaking ability.

5   Acknowledgments

REFERENCES

[1] Leong, L-M., & Ahmadi, S. M. 2017. An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34-41.

[2] Rao, P. S. 2019. The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal, 2*(2), 6-18.

[3] Kadamovna, S. N. 2021. The importance of speaking skills for EFL learners. *International Journal of Innovations in Engineering Research and Technology, 8*(1), 28-30.

[4]   Sudarmo, S. 2021. The importance of speaking in English as a foreign language between skillful and thoughtful competencies: studying sociolinguistics perspectives. *Linguistics and Culture Review, 5*(S1), 113-124. https://doi.org/10.37028/lingcure.v5nS1.1321

[5]   Bueno, A., Madrid, D., & McLaren, N. 2006. *TEFL in secondary education*. Granada: Editorial Universidad de Granada.

[6]   Lattimer, H., & Riordan, R. 2011. Project-based learning engages students in meaningful work. *Middle School Journal*, *43*(2), 18-23.

[7]   Chiang, C. L., & Lee, H. 2016. The effect of project-based learning on learning motivation and problem-solving ability of vocational high school students. *International Journal of Information and Education Technology, 6*(9), 709-712. http://dx.doi.org/10.7763/IJIET.2016.V6.779

[8]   Dewi, H. 2016. Project based learning techniques to improve speaking skills. *English Education Journal, 7*(3), 341-359.

[9]   Ichsan, M. H., Apriliaswati, R., & Rosnija, E. 2017. Improving students speaking skill through project-based learning. *Khatulistiwa, 6*(2), 1-11. http://dx.doi.org/10.26418/jppk.v6i2.18718

[10] Elsadek, G. E. A., Abdel-Haq, E. M., & Amin, M. M. 2020. Using electronic project based learning for developing EFL speaking fluency among Faculty of Education students. *Journal of Faculty of Education, 121*(5), 1-22.

[11] Mafruudloh, N., & Fitriati, R. 2020. The effect of project based learning to the students' speaking ability. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 7*(1), 57-64.

[12] Alfatihah, A., Ismayanti, D., Syam, A. T., & Santaria, R. 2022. Teaching speaking skills through project-based learning for the eighth graders of SMP Negeri 4 Palopo. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 10*(1), 152-165. http://dx.doi.org/10.24256/ideas.v10i1.2555

[13] Khairissa, S., & Syafei, A. F. R. 2018. Creating a video project for teaching speaking at senior high school. *Journal of English Language Teaching, 7*(2), 374-378.

[14] Busman, D. A. 2019. *The effectiveness of video project to improve students' speaking skill at eleventh grade students of SMA Muhammadiyah 9 Makassar* (Unpublished Thesis). Makasar: Universitas Muhammadiyah Makasar.

[15] Marzuki, M. J., & Nurpahmi, S. 2019. Using video blog in teaching English. *ELTIES Journal, 1*(1), 13-23. https://doi.org/10.24252/elties.v1i1.7422

[16] Khawa, D. (2020). The effectiveness of video-making task in increasing students' speaking skill. *Language-Edu, 9*(2), 1-11.

[17] Baron, R. 2021. Video project model for increasing English speaking skills in Covid-19 pandemic. *Al-Ishlah: Jurnal Pendidikan, 13*(1), 590-596. https://doi.org/10.35445/alishlah.v13i1.479

[18] Gerot, L., & Wignell, P. 1994. *Making sense of functional grammar*. Sydney: Antipodean Educational Enterprise.

[19] Rosa, R. N., Muryanti, E., Mulia, D., & Jaya, I. 2008. *English for general purposes*. Padang: Sukabina Offset.

[20] Musa, H. M. 2019. The effect of motivation in improving students' speaking skill performance in secondary school. *Iraqi Academic Scientific Journal, 1*(1), 105-136.

[21] Syafrizal, S., Gailea, N., Pahamzah, J., Juniardi, Y., & Nikmah, I. F. 2020. The correlation of students' learning styles, learning motivation, and speaking ability. *JELTS, 3*(2), 73-81.

[22] Al Nakhalah A. M. 2016. Problems and difficulties of speaking that encounter English language students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, *5*(12), 96-101.

[23] Bouhassoun, L. 2020. *The impact of motivation on enhancing the students' speaking skill* (Unpublished master's thesis). Adrar, Algeria: Ahmed Draia University.

[24] Woodrow, L. 2006. Anxiety and speaking English as a second language. *RELC journal, 37*(3), 308-328.

[25] Ekler, T., & Cinkara, E. 2018. The impact of the topic familiarity on EFL students' speaking scores. *Gaziantep Üniversitesi Eğitim Bilimleri Dergisi, 2*(2), 45-58.