

THE EFFECTIVENESS OF PROJECT-BASED LEARNING THROUGH ENGLISH VLOGS TO IMPROVE STUDENTS SPEAKING ABILITY

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Abstract: *This research is focused on developing students' speaking ability through Project Based Learning method by making vlogs about Pariaman Tourism. This is based on previous research findings, which showed that most students at the University of West Sumatra still have low English skills. The design of this research is quasi-experimental research that wants to know the effect of Project Based Learning by making vlogs on the speaking ability of students at the University of West Sumatra. To determine the students' speaking ability, this study used a speaking test, through three pre-tests and a post-test. The pre-test was used to see the speaking ability before treatment, and the post-test was used to see the difference in students' speaking scores after treatment. The research subjects were students from the Management Department at the University of West Sumatra who took English class 2. The data found showed that Project Based Learning using vlogs had a significant effect on students' speaking skills. This conclusion can be seen based on the analysis that has been carried out where t table t is observed. t observed = 3.80 and t table 2.30 with a standard significance of 0.05. So, it can be concluded that students' speaking skills can be improved by using the Project Based Learning method in making vlogs.*

Keywords: *Effectiveness, Project Based Learning, Vlog, Speaking Ability*

INTRODUCTION

English, which has become an international language, indirectly has a strong position in education. This is unavoidable because almost all science and technology in any field is written in English, so mastery of English is very important to be

mastered immediately. Every student now is required to be able to improve and develop their skills in English. In addition, the global community in the industrial revolution 4.0 now become a world community that is no longer isolated and separated by distance and time. This is due to the rapid

development of information technology. The mastery of English will be the door for Indonesian people to interact globally. This aspect is one of the big considerations why English languages need to be taught in schools and universities in Indonesia.

The process of learning English as a foreign language in Indonesia, still becomes a problem for some students. Most students think English is difficult. This assumption makes some students feel reluctant to improve their English skills. They do not have motivation to learn English which basically has an impact on the decline in the student's academic achievement then. This stigma is growing in our society (Jon et al., 2021).

At the university level, English as a compulsory subject (MKU) for study programs that are not concentrated in English. The English course itself discusses the basic concepts of English. However, based on the observations of researchers in the Faculty of Economics, University of West Sumatra, it was found that the students were not familiar with English because according to them English was identical to English

grammar/structure in the form of tenses that were very difficult to understand and memorize. Generally, they said that the English grammar material confused them the most. Speaking is also difficult for them.

Seeing this condition, of course, the most important role is the teachers or lecturers. How students are interested and motivated and want to learn is a challenge for the teachers then. The role of the lecturer during the teaching and learning process has a very big influence on the student's ability to master English learning. Using communicative and interactive teaching methods according to student needs can be one solution. Students who belong to today's generation Z do not like monotonous things. Generation Z is a generation that is more technology literate. So, they can easily surf the internet to get the information they need. Teachers are also challenged to create a learning atmosphere that can stimulate their creativity, where the students are given space to design, find solutions, decide cases, investigate problems, and open opportunities to become independent.

Based on the phenomenon above, there is an English Teaching Method that is closely related to the needs of the current learning process. It is Project Based Learning that uses projects (activities) to require students to explore, assess, interpret, and synthesize information to obtain various learning outcomes, both cognitive, affective, and psychomotor (Potvin et al., 2021). In other words, The activities of Project-based learning stimulate students to be active based on their skills and their interest in learning (Sukiawati, 2020).

An important element of the Project Based Learning method is included in the category of teaching and assessment of 21st-century skills such as group learning, communication, and critical thinking.

According to (Wena Made, 2011), project-based learning can increase students' creativity during the learning process, because tasks such as making projects that start from students' problems or interests become a complex task. Starting from questions and problems that have the potential to inspire students to design, find solutions, decide cases, investigate

problems, and open opportunities for students to be independent.

One of the projects in Project-based learning that teachers can apply is making Vlog. According to (Asnur et al., 2020), Vlog can be solution for Generation z who are pro gadgets that want an interactive teaching during the learning process.

(Afrilliani et al., 2020) adds that vlogs as videos that contain opinions, stories, or daily activities can facilitate students who are currently pro-gadgets. Students in this era like learning by doing and like concrete concepts rather than being told to memorize complicated tenses and formulas. The use of vlogs as a project in project-based learning will allow the students to be creative during the learning process.

Thus, by considering the importance of creating atmospheres of teaching English that can challenge students' creativity and ability to communicate with others in English, it is necessary to conduct research that analyzes the effectiveness of Project Based Learning through English vlog to improve student speaking ability.

REVIEW OF RELATED LITERATURE

According to (Muliawan et al., 2018) Project-based learning is a teaching-learning method that involves students investigating problems based on the topic given and then creating original products. In this case, students will get an experience of learning in real contexts. It can be very useful for them to build meaningful knowledge during the teaching and learning process.

Basically, the project in project-based learning means complex tasks and challenging questions/problems that can involve students in designing, finding solutions, and making decisions by conducting investigations (Guo et al., 2020). Thus, this approach will be able to provide opportunities for students to work autonomously for a set period until they finally produce a real product in the form of a presentation. One of the projects or products that students can create in project-based learning is vlogs. It is very popular nowadays.

In the current era of the Industrial revolution 4.0, every student is required to have skills such as life

and career skills, learning and innovation skills, and information and technology media. University students now is required to be able to combine physical and digital technology through analytics, artificial intelligence, cognitive technology, and the Internet of things (rilling, B., & Fadel, 2009). In this case, Vlog can be a place for people to be creative. They can make interesting videos with various content such as personal experiences, social experiments, unboxing, etc. According to (Widiani et al., 2018) that the use of vlogs can help teachers and students establish communicative and meaningful learning. In this case, students also can be content creators who share their knowledge and experiences. It stimulates their creative thinking skills later on.

A vlog can be connected to a project in the English learning process. It will certainly trigger students' creativity and motivation to learn. Utilizing the popularity of vlogs as project assignments in project-based learning can make learning English to be more interesting. Vlogs are suitable for use in English subjects at universities where English is

sometimes considered boring and difficult by students. It can be an alternative in the learning process. The vlog project about Tourism can be good for them. In this case, students in a group will visit and promote the tourist attractions in their city. It will make students more active in solving complex project problems with real product results in the form of vlogs. After the presentation in the class, their vlogs will be published on the YouTube application. This can be a trigger to stimulate their enthusiasm to create the best vlog videos later on. Vlog creation projects assigned to students in groups is very appropriate with efforts to increase the creativity of students. They can also make a product that is considered innovative. In the recording process, students can use mobile phones. The use of vlogs is suitable for the pro gadget generation because they are familiar with the technology. It will make them enthusiastic to create Vlogs for their project assignments.

Basically, the research concerning Project Based Learning by using vlogs is important to be analyzed. Apart from that, along with the presence of various digital

platforms in Indonesia, the world is becoming increasingly borderless. The role of English is very important and its use is a must to be able to compete in this digital era. Therefore teaching English using the Project-based learning method by using vlogs is also a must to achieve quality of students who can communicate in English well.

Several previous researchers have recommended ideas such as (Yunita et al., 2022) who found that Project Based Learning has a significant impact on improving student learning outcomes. Technological developments and changes in human life have demanded every student with a quality level of scientific development and mastery of technology. In addition, (Asmaningrum et al., 2021) also conducted research regarding The Design of Vlogs as Ethnochemical Learning Media by Project Based Learning. In general, the results obtained are in the form of the vlog design as a project-based ethnochemistry learning medium that has very good validity. This is also in line (Kartikasari, 2018) who found that the implementation of project-based learning is an effective learning

model for speaking. The students of senior high school can be more active in speaking English.

From the three studies above, based on the writer's analysis, several spaces have not been explored more specifically. In general, the research above still describes how to implement Project-based Learning by using vlogs for students in schools and in a small scope. Therefore, in this study, the writer analyzes the scope that is not accommodated in these previous studies. This research focuses on the effectiveness of Project Based Learning through English vlogs in improving Speaking skills of Management students in West Sumatra University. By looking at the problems above, the writer formulates the research objective, namely to find out the effectiveness of Project Based Learning through making vlogs to improve students' speaking ability.

METHODOLOGY OF STUDY

The method of this research is quasi-experimental. According to (Gay, L. R., Mills, G. E., & Airasian, 2006) the quasi-experimental method tests hypotheses to determine a causal relationship where the researcher must manipulate at least one independent

variable then control the other variables and make observations on the dependent variable. In this study, the writer conducted a pre-test three times before doing the treatment. The goal is to see the ability of students to speak. Then, after the treatment, the writer returned to speaking three times, to see the difference in the pre-test and post-test scores during treatment with the project-based learning method using an English vlog.

The location of this research is the University of West Sumatra Pariaman. The population in this study are students who are enrolled in the 2021-2022 academic year in the Management study program at the University of West Sumatra. This study provided normality and homogeneity testing to the research population.

The sample of this study is the second-semester students of the current year, namely the 2021-2022 academic year who take English 2 courses. The study only used one class, and there was no control class. The sample consist of 50 students. The selection is used by using the cluster random sampling technique.

Data is collected through student speaking tests. The speaking test was carried out by the writer at the end of the treatment. Speaking ability can be assessed by referring to the guide to the test scoring categories for speaking (Brown, H, 2001). The research data is obtained through the Speaking test, after the data is obtained, a test is carried out using the normality test, homogeneity test, and hypothesis testing; t-test. The hypothesis consists of the null hypothesis (Ho) and the alternative hypothesis (Ha), the hypotheses of this research are Ho: Project Based Learning (PjBl) technique using vlog does not have a significant effect on students' speaking skills. Ha: The Project Based Learning (PjBl) technique with vlog has a significant effect on students' speaking skills.

RESULT AND DISCUSSION

Result

The following is student speaking test data by applying the Project Based Learning method using vlog:

Table 1. The Summary of the Student's Speaking Ability t-test

Statistics	Mean	L observed	L table	note
Pre-test	7.43	3.80	2.305	Significant
Post test	12			

The table above shows that the average score of students on the pre-test was calculated as 7.43 and the average score of the students on the post-test was 12. The observed t value is $t = 3.80$ and the standard significance is 0.05. Since the observed t is greater than the t table ($T_{observed} > t_{table}$), the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted. So, based on these results, it is concluded that there is a statistical difference between the pre-tests within the 0.05 level. This means that teaching activities using Project-based learning through English vlogs have a significant effect on students' speaking ability.

Discussion

It is unavoidable at this time that gadgets that are the result of technological advances can hardly be separated from the daily life of students. Students use social media to interact and socialize with their environment. Teachers are currently required to always update and upgrade in teaching.

The real thing that can be done in presenting gadgets and social media is their use as a learning medium. Various features are offered by

gadgets, so more and more people use them, especially the phenomenon of being a vlogger. Therefore, when making an English vlog project in learning English can be the right choice in teaching and learning process nowadays. Project-based learning (Project Based Learning) is a learning model that uses projects as the core of learning. This learning model is an innovative learning model that involves project work where students work independently in constructing their learning and culminating it in real products (Hanafiah, 2009).

In the process, the researcher gives a topic regarding Pariaman Tourism. In this case, students in groups of three members will make English vlog that tell stories and promoting Pariaman from the specialties of food in the city to its tourist attractions while going directly to the field. The whole group competes to make vlogs and show their best. The writer also stimulates student motivation by making publications or uploading videos that they have made on social media, either through Facebook, Instagram, and YouTube. Do not miss the

appreciation of each work they make. Giving responses such as the number of likes, comments and subscriptions make this task more lively, especially if it becomes a trending topic in other groups.

Learning with the vlogger project model turns out to provide many benefits for students and teachers. Through this method, students can implement the independent learning. It give a freedom space for teachers and students to innovate, be creative, and have direction with a student center approach that activates students in learning.

The concept of making Vlog videos is very closely related to Project-based learning. In the learning process, students are required to be able to analyze an idea or idea to be more specific and end at a conclusion. They must be able to analyze it carefully, identify, as well as evaluate and develop the idea or ideas for the better. This can be seen from the data analysis. From the results of the writer's observations during the teaching and learning process, it can be seen that the Project-based learning method by using a project English

vlog can make students active in making decisions and being responsible for finding and managing information. Therefore, the Project Based Learning method is believed to be able to help students develop their speaking ability.

During the learning process with Project Based Learning using project vlogs, students look motivated to create the best possible work. For example, when discussing the topic of Pariaman tourism, the researcher as a lecturer, in this case, begins with essential questions that require in-depth investigation and real-world realities such as regarding tourist attractions, as well as typical Pariaman food which is very popular in the world. It can be seen from the phenomenal data. The point is that the questions asked must focus on the problem to stimulate students' interest in exploring the specifics of the region. (Randazzo et al., 2021) states that in teaching project-based learning, students are required to be able to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw conclusions, evaluate arguments and solve them. Through warm discussions, it can

provoke curiosity and students learn to have opinions systematically. Therefore, the writer raises topics that are warm and interesting according to student interests and are also useful for promoting the culture of the Pariaman region to the younger generation.

Learning with the project-based learning method is carried out collaboratively. In this case, students and their group of friends can plan in as much detail as possible what and how the project should be made. Work together in developing a schedule of activities in completing projects. In the core activity of making projects, students explore, assess, interpret, and synthesize information to gain knowledge and skills.

The assessment process is measured by the achievement of student learning by providing feedback on the level of understanding that has been achieved by students. The writer which also as a teacher in the class, conduct discussions regarding projects that are displayed in groups by students. Students in groups evaluate each idea that arises, choose the best, and modify it if necessary. In this process, students are challenged to be able to argue rationally and

objectively. In making a project, students are challenged to be more creative because after the project is completed, the results are presented in front of the class. From this learning activity, students are trained to think more intuitively, structured, and analytically. The essence of learning with the Project Based Learning method through English vlog is to make learning more meaningful and provide experiences for students such as digging up information directly, making projects, communicating the results of work to others, and working in groups.

Therefore, based on the results of this study, it can be seen that learning with the Project Based Learning method can improve students' speaking skills. In addition, it was also found in this study that conveyed by (Kartikasari, 2018) argued that Project Based Learning through vlog is more effective when compared to traditional learning methods in improving students' speaking skills in various disciplines. Based on this statement, it can be concluded that the Project Based learning technique through vlog possible for all subjects included in

this study to develop students' speaking ability. Furthermore, Project Based Learning is also mentioned as a technique that can improve problem-solving abilities and make students more active and successful in solving complex problems (Indrawan & Jalinus, Nizwardi, 2018)

The success of students in speaking is also determined by the role of a lecturer in using the Project Based Learning method. In this case, the teacher must be able to find an interesting topic that challenges and stimulates students' speaking ability to describe their ideas in the vlog. In the discussion stage, the lecturer must be able to become a facilitator and liven up the class atmosphere by creating interaction between each student by other students. in conveying their opinions effectively. Likewise, in preparing project plans, lecturer and students can collaborate in planning and monitoring the progress of the student project. In the presentation stage, the lecturer can guide students in sharing presentations, this presentation is intended to communicate their creations. At this stage, it will stimulate the emergence of new questions/problems that can

trigger the emergence of further ideas. Here, lecturers are required to be more active and must be able to open new perspectives or student insights. So learning Project Based Learning with this project vlog can help students to increase their learning motivation.

This research focuses on students who are not in the English language study program in their lectures. Here, the researcher focuses on management students who receive English courses as general subjects in semester 2. Based on the observations, it was found that generally, these Management students do not have adequate basic English. It takes the first effort to provide them with an understanding of English from the basic because their English background is not sufficient. Therefore, in the teaching and learning process creativity is highly demanded from the writer to create effective learning because initially, students have a low interest in English. Their English learning experience used to still use monotonous conventional methods. Therefore, the discovery of more effective learning innovations such as using Project Based Learning through English Vlogs opened

students' views again that English is fun and interesting to learn. (Musa et al., 2012) found that Project Based Learning can stimulate students creativity and the learning process be more active and motivated.

From the various discussions above, the writer can finally conclude the discussion and findings from various experts and researchers that this project-based learning through English vlog has a significant influence on students' speaking ability of students of West Sumatra University. So it is worth mentioning that the project-based learning through English vlog is called a smart solution to solve the problem of the low quality of speaking ability encountered by students of West Sumatra University.

CONCLUSION AND SUGGESTION

Conclusions

Based on the findings and analysis of this study, it can be drawn some conclusions related to the research question are as follows: To improve students' speaking ability Project Based Learning methods can be applied through making English vlogs. This conclusion can be seen

based on the analysis that has been done where the value of t observed $>$ t tables). The hypothesis (H_a) is then accepted so that learning using Project Based Learning using vlogs is considered to improve the speaking ability of students of West Sumatra University.

Suggestion

Through project-based learning by making an English vlog, the English lecturers can motivate students to study English enthusiastically. They will not only passively wait for the materials to be given, but they can actively earn knowledge in English outside the classroom by creating a project like a vlog based on their interest. The findings show that it improves students speaking skills, and at the same time, it helps lecturers to prepare for the language learning process to be more meaningful too. The writer suggested that Project-based learning is a learner-centered learning method, therefore before applying this method the teachers should conduct an in-depth investigation of a topic first because the real goal is for students to be able to solve problems that are actually encountered in the field. In

this learning, students will play a role as professionals who try to solve problems in everyday life.

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