

Video Project Model for Increasing English Speaking Skills in Covid-19 Pandemic

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Article Info

Abstract

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The purpose of the study was to know the increase of English speaking using video project. Moreover, the covid-19 pandemic era needs a learning process that can give appropriate facility for online learning. The method of study used one-group experimental. The participant was 25 students that are taken randomly. Data analysis used paired sample t-test. The results showed that there was an increase in the ability to speak English. From each component of the ability to speak English, the average score also increased. This has implications for understanding the concept of using facilities or appropriate learning methods. The concept of learning and teaching management must be by the backgrounds and needs of students.

Kata kunci:
Bahasa Inggris
Berbicara
Video

Abstrak

Tujuan penelitian adalah untuk mengetahui peningkatan kemampuan berbicara bahasa Inggris menggunakan projek video. Apalagi masa pandemik Covid-19 membutuhkan proses pembelajaran yang bisa memberikan sarana tepat untuk pelaksanaan pembelajaran online. Metode penelitian menggunakan one-group experimental. Partisipan berjumlah 25 mahasiswa yang diambil secara acak. Data diambil melalui observasi, dokumentasi dan tes. Teknik analisis data menggunakan paired sample t-test. Hasil penelitian menunjukkan ada peningkatan kemampuan berbicara bahasa Inggris. Dari setiap komponen kemampuan berbicara bahasa Inggris juga mengalami peningkatan nilai rata-rata. Hal ini berimplikasi pada pemahaman konsep penggunaan fasilitas ataupun metode pembelajaran yang tepat. Konsep manajemen pembelajaran dan pengajaran yang harus sesuai dengan latar belakang dan kebutuhan mahasiswa.

INTRODUCTION

The Covid-19 epidemic has directed online learning activities (Dhawan, 2020) since March 2020, both for elementary school and college levels. Therefore, multimedia technology becomes a medium or facilitator to facilitate the current concept of speaking learning. For students, various tasks that are applied using a video project are easy to do. However, online learning conditions certainly give a different burden to completing assignments because many videos must be made to fulfil the assignments of the lecturers. It means that technology devices have part of the education process (Lai & Bower, 2019), such as mobile apps (Domingo & Garganté, 2016). It can use to make

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video or animation to finish the task. Another study concluded that technology devices gave students engagement learning (Heflin, Shewmaker, & Nguyen, 2017). Moreover, the era global must use technology for the education process (Shatalebi, Sharifi, & Javadi, 2011).

The results of the learning evaluation from March to August 2020, which is taken from the interview with students at the end of the semester concluded that students were bored using zoom to practice speaking English and presenting the material. During learning using zoom, the learning process often faces network constraints that impact the smoothness of communication. During the online learning period, speaking learning activities are considered effective if carried out using zoom so that lecturers can provide feedback and corrections of mistakes made by students. In contrast, the interview results at the end of the lesson show that the students want a variety of multimedia technologies for task completion, such as video project. It can be implemented using YouTube or weblogs for the student can access the video. The lecture can check it every time and give the correction in the WhatsApp group.

Previous research focused on the video design implemented in English learning. Video is a quite effective model and makes learning to speak English easier (Aksel & Gürman-Kahraman, 2014). Many applications are used to design videos, such as video applications that can be used using smartphones for speaking learning (Moreno & Vermeulen, 2015). Also, the video game is used to create self-learning (Toh & Kirschner, 2020), and other researchers concluded that video game is used to learn Malay vocabulary (Alias, Rosman, Rahman, & Dewitt, 2015). Nowadays, YouTube is one of the media to practice English speaking (Riswandi, 2016; Gunada, 2017) or it can use to get difficulties of public speaking (Y. J. Lee & Liang, 2012). It is also not only used to learn speaking skills but also to learn reading skills (Mohammadian, Amir|Saed, Amin|Shahi, 2018). It is concluded that video helps the students easier in increasing their English skills.

Currently, this study is to get student's speaking skills through the video project model in English speaking class. It can be seen the differences with other studies. The previous study refers to video in learning, such as YouTube, but this study focused on the video project as students' ideas. How can the video project increase student's speaking skills? But the gap in the study shows the concept of the video project is a result of student's creation to improve their speaking skills. The students and teacher must ready to use the video project and promote their interest in learning (C. Lee, Yeung, & Ip, 2017).

Therefore, the study must do because it is to know students' creativity to finish the project to increase speaking skills. Besides, online learning activities also require students to complete all activities to complete tasks that can achieve learning goals. So, the purpose of this research is to improve English speaking ability using a video project. Thus, this research is expected to contribute to the development of project-based learning concepts to enhance critical thinking skills in speaking, independent learning, and student enthusiasm for learning amid the spread of the Covid-19 virus.

METHODS

The sample was postgraduate students in English Department Universitas Indraprasta Jakarta. They were 25 students (male 15 and female 10) that received English Speaking subject. It is conducted from September until December 2020. The sample is taken using randomly with the criteria that students have ever received the speaking skill in the last semester, and they ever used the video to finish their task in English class. The study used the one-group experimental method. It is used to know the impact of treatment for a group experiment (Allen, 2017). Thus, this study is done to know the increasing of speaking skill using video project.

The process of collecting data used observation, documentation, and test. Observation is taken in the learning process through zoom. It made for 8 online learning meetings. This activity was to find out students in presenting video projects for speaking learning assignments. The test is used to determine the progress of the speaking ability during the treatment given. The test is divided twice, which were pre-test and post-test. The pre-test is given before the students receive the treatment

using a video project, and the post-test is given after the students received 6 meetings in the class. The speaking ability test assessed six components from Brown and Abeywickrama, including pronunciation, fluency, grammar, vocabulary, discourse feature, and task accomplishment (Rahmawati & Ertin, 2014). Meanwhile, documentation is used to assess the results of videos that students have made. The data analysis used paired sample t-test.

FINDINGS AND DISCUSSION

The observation results concluded that students felt happy and motivated to practice speaking English during the zoom from the results of the video project that had been done previously. Students are also able to develop video content that they have designed and present in zoom. Meanwhile, the results of the analysis of the video project show that students have great and extraordinary creativity. They can develop videos that vary both in terms of content, concepts and diversity of vocabulary.

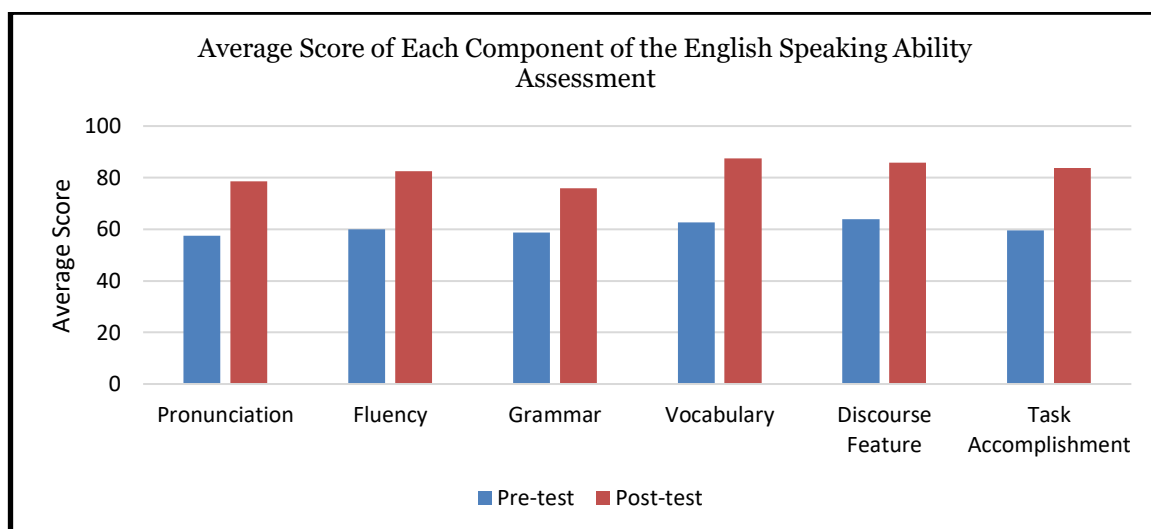


Figure 1. The Average Score of Each Component Speaking Skills

Figure 1 shows the average score of each component of the ability to speak English between before and after being treated using a video project. The component of vocabulary mastery is the component that has the highest score. This can also be seen in the wide variety of vocabulary in the content of video conversations or monologues. Meanwhile, the component that has the lowest average score is grammar. From the results of observations and assessments of the video document, it was concluded that there were still grammatical errors that impacted the meaning of the context of the conversation. However, these mistakes have been corrected and given feedback to students by the lecturer. But, each component of English speaking ability has increased. Practical and contextual assessments provide the effectiveness of the assessment results (Rahmawati & Ertin, 2014). It can be seen from the pre-test and post-test result below;

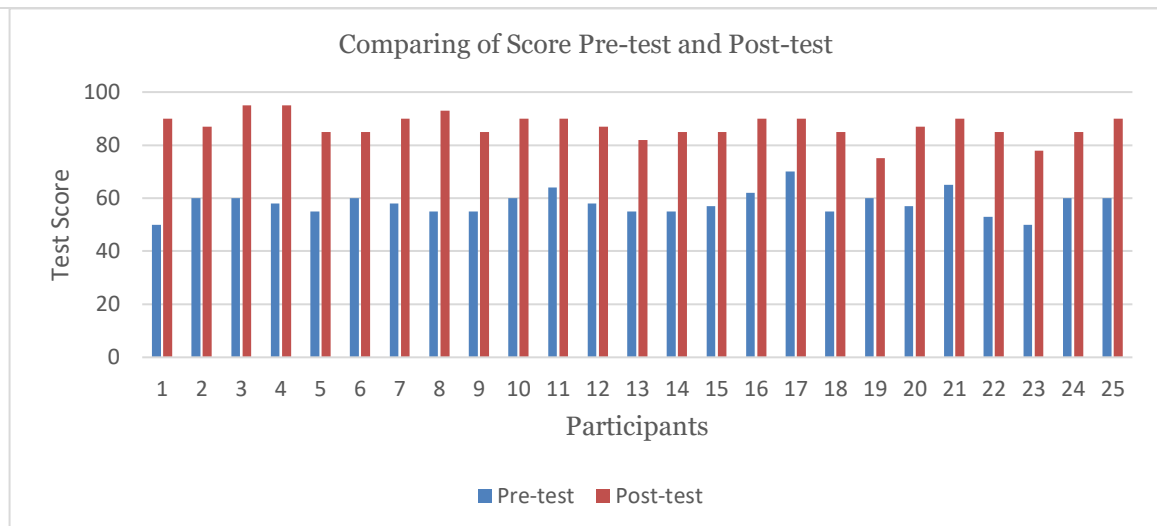


Figure 2. The Score of Pre-test and Post-test in Speaking Skills Class

Figure 2 shows the development of each student's English speaking skills before and after being treated with a video project. Every student has experienced an outstanding increase in test scores.

Table 1. Statistic Descriptive of English Speaking Test

	Pre-test	Post-test
Average	58.08	87.16
Median	58	87
Mode	60	90
Standard Deviation	4.48	4.64
Sample Variance	20.08	21.56
Minimum	50	75
Maximum	70	95

Table 1 shows the result of descriptive statistical data, which concluded that students had changed their speaking ability. The highest score was 95, and the lowest score is 70. It means that there is around 25 point for the progress of the score. Also, the average score has increased from 58.08 to 87.16. Thus, there are differences in English speaking skill before and after using video project.

Table 2. t-Test: Paired Two Sample for Means

	Pre-test	Post-test
Mean	58.08	87.16
Variance	20.08	21.56
Observations	25	25
Pearson Correlation	0.3278	
Hypothesized Mean Difference	0	
df	24	
t Stat	-27.4812	
P(T<=t) one-tail	5.9587	
t Critical one-tail	1.7108	
P(T<=t) two-tail	1.1917	
t Critical two-tail	2.0638	

Table 2 show the result of data analysis using a t-test. It shows that $t_{Stat} < t_{table}$ (-27.4812 < 2.0638). It means that H_0 is rejected and H_1 is accepted. The video project is effective and appropriate for speaking online learning. The data concluded that speaking skills have improved before and after using video project, although the learning is done through zoom. It can be seen from the mean score and t-test score. The highest score is at the best level that has not been obtained before using the video project. Aksel & Gürman-Kahraman (2014) stated that video project assignment is effective to learn a foreign language. Nowadays, internet networking and device technology are used to study in class or at home (Suduc, Bîzoi, Gorghiu, & Gorghiu, 2012). Every student has a satisfactory increase in the score of their English-speaking skills. In addition, the score for each component used to assess English speaking skills was also very good and increased after students learned to use the video project

The finding gave information that students have a significant effort to finish their project. They read more books to prepare conversation material or monologues, which are the main content of the video. The topics given have been developed to a great variety. During zoom, they can interact (Saeed, Khaksari, Eng, & Ghani, 2016; Walsh & Rísquez, 2020). Students build two-way interactions that have an impact on the activity of the discussion forum. They provide comments on the video project that has been presented, so the peer assessment process provides quite good input on the component of the speaking ability, which is still not good. At the end of learning this semester, the video project that has been made has been refined according to input from peers and lecturers. Indirectly, students use their speaking skills very well.

These findings indicate that the stimulation or improvement of students English speaking skills can be done through maximizing the students' abilities. It means that lecturers must know the level of ability possessed by students to provide treatment according to their backgrounds and needs. Besides, the lecturer must also understand that each communication process has a different context concept according to the message to be conveyed. The literature study shows that the opportunities and challenges which exist in each context support student pragmatic learning and development have an impact on understanding the meaning to be conveyed (Taguchi, 2015). Speaking involves an interactive process of constructing meaning. The process of building meaning involves the production, reception and processing of information. This creates problems in learning to speak, such as self-confidence, fear of making mistakes, an embarrassment of others, nervousness, inhabiting speaking English, never practising, and nothing to say (Sayuri, 2016).

Videos that students have made are not monotonous. Many videos are made in the form of vlogs, speech videos, or learning videos. The form of a vlog can encourage students to manage their speaking skills (Kartikasari, 2018). Technology provides a tremendous change to the concept of learning and practice of learning to speak (Y. J. Lee & Liang, 2012). This, of course, has implications for changing everyone's mindset regarding the use of technology according to student needs in improving English speaking skills. Speaking consists of four basic processes: conceptualization, speech formulation, articulation, and self-monitoring. The process of teaching speaking skills leads to ways of helping students develop communication skills because students have different needs to speak effectively (Hinkel, 2018). The four basic processes are closely related to the components used in assessing English speaking skills. Conceptualization is connected to the components of grammar and discourse features, the formulation of speech related to fluency, articulation related to pronunciation, and self-monitoring related to task accomplishment. Thus, it can be said that each component assessed from the students' speaking ability is in line with the basic process of speaking.

CONCLUSION

The result of the data analysis concluded that students had improved their speaking skills through the video project. It is a way for postgraduate students in making the video for English speaking learning. Video project has built students' interest to read many resources. It is practical to support speaking learning during pandemic covid-19. Also, the students make communicative interactive in learning process or discussion which has done using zoom. They can make learner-

learner interaction or lecture-learner interaction. Also, the students gave the feedback on partner's project. It can build critical thinking and enrichment of vocabulary. The results of the study have an impact on the concept of learning management in the classroom. Lecturers can consider the types of projects given to students according to their needs and learning objectives to be achieved. Also, the background conditions for implementing learning and teaching are the main consideration in designing the project. This study has shortcomings because the investigation is focused on a video project for learning to speak. Even though during the implementation of learning, students also combine reading and listening skills well. So, this research can still be developed, such as combining the concept of learning to speak with reading comprehension or listening skills.

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