

Project-Based Learning: Enhancing Efl Students' Speaking Ability Through Vlog At SMK Negeri 1 Palopo

Ni Ketut Dian Meiva Pratiwi¹

Reski Yusrini Islamiah Yunus²

Andi Mangnguntungi Sudirman³

¹²³Universitas Cokroaminoto Palopo

¹dianmeiva97@gmail.com,

²reskiyusrini@uncp.ac.id,

³a.mangnguntungi@uncp.ac.id

Abstract

The aims of this research is to find out the effectiveness of project-based learning in improving students' speaking ability through vlog at SMK Negeri 1 Palopo. The population of this research is all tenth class, with total 620 students. The sample was used is random sampling technique, with total 22 students. The method was used is quantitative method. The research design used is pre-experimental. The result of this research is the main score of the pretest is 61,00 and posttest is 76,18. Standard deviation in a pretest is 9,875 and posttest is 10, 455. This research used test of normality to measure students score. The value test of normality is 0, 039 means that data not distributed normal. So the researcher used non-parametric test, is wilcoxon test. The result is Asymp. Sig. (2-tailed) Values is 0,000. Where the value of 0, 000 < 0, 05, which mean, H1 is accepted and H0 is rejected. So, there is a difference in the average value of learning outcomes from both pretest and posttest of students. This results show that Pjbl via vlog can overcome students difficulty performance and make students enthusiastic in learning speaking. So it can be concluded that using project-based learning via vlog can enhance students' speaking ability at SMK Negeri 1 Palopo.

Keywords: *project-based learning, vlog, and speaking ability.*

Introduction

Generally, in English language learning in Indonesia, students' speaking ability is still relatively low. Therefore, students face many problems in the learning process of speaking. For example, students find it difficult to express ideas verbally. Students find it difficult to convey ideas, due to limited English vocabulary. Limited vocabulary, makes students stuck in speaking, and it is difficult to string words into sentences, so students do not know what they want to say. Besides that, grammar skills are limited. Students find it difficult to remember formula patterns to make or arrange sentences. Then limited pronunciation of words, due to the lack of speaking practice from students. So many words are not pronounced correctly and it is difficult for students to pronounce the word. Finally, the courage of students to speak is still limited. This is also explained in the research of EF EPI (2021), which reveals that the speaking ability of Indonesian people is ranked 80 out of 112 countries surveyed.

This is in line with the results of observations made by researchers during the MBKM Mandiri UNCP Mengajar (teaching program), students' speaking ability is still relatively low. This is evidenced that when students introduce themselves, there are still many students who do not know vocabulary related to identity. Vocabulary related to hobbies such as running, sports, fishing, tricks/magic, etc. There are still many students

who pronounce English words incorrectly. Especially in pronouncing the word “introduce”, students pronounce the word with the Indonesian version of //Intrɔ:dʌk// and //Intrɔ:ɖu: //. Many students think that speaking is very difficult to understand. Several factors make it difficult for students to learn to speak, including student motivation, speaking anxiety, and teacher learning strategies.

In speaking lessons, learning strategies are very important for the learning process to be efficient and effective. Learning strategy used by the teacher at the research site, the researcher found that the teacher's learning model carried out still uses a conventional methods. The conventional method is a learning method where the teacher explains the material and students listen to the teacher. In this method, students are only passive recipients of information and the teacher is the determinant of the learning process. This method is used all the time by the teacher. Another example is the pattern of teaching teachers who only tell students to do assignments in textbooks and then collect them and be given grades by the teacher. Of course, students will feel bored in learning by doing questions constantly without anything interesting that students can do in learning.

To overcome the above problems, teachers need the right learning model to teach speaking. The right learning model will ensure that the learning objectives can be achieved. One of the learning models suggested by the researcher is Project- Based Learning via Vlog. Researcher chose vlogs as media, because there are several reasons, namely first from observations, researcher saw that many students liked to document or take pictures of every activity at school. Second, students are more comfortable using smartphones in finding information for learning. So researcher want to take advantage of these conditions to use smartphones as a tool for learning, especially in enhancing students' speaking ability.

Previous research according to Siregar et al (2024) and Nugroho (2019), entitled “Project-Based Learning: Enhancing Efl Students’ Speaking Skill Through Vlog” explains that using Project-based learning through Vlog can significantly improve student speaking. Project-based learning is one of the learning models that can produce a product or project from the results of student learning in the classroom. While Vlog is a video project that contains content from a person's life that can be used by all groups including students in learning. Through project-based learning via Vlog students can learn speaking through daily content videos that can be uploaded to their respective social media. This makes speaking learning more interesting to apply in learning.

Method

In this research , researcher used a quantitative pre-experimental research design and was conducted on February 10th, 2025. The location for the research is SMK Negeri 1 Palopo. The population of this research , was 10 class of SMK Negeri 1 Palopo with total sample size of 22 students. In this research, the instrument was used a speaking test. In addition , to obtain the data, there are three procedures that carried out by researchers, as follows: first is giving pretest, second is giving treatment, and third is giving posttest. Last, the researcher analyze the data, as follow: first, scoring students score in speaking ability. Second, Classifying the student’s score. Third, Calculating the percentage of the data. Fourth, , researcher used SPSS version 26 to calculated the mean score, standard deviation and test of significance.

Findings

This finding, the researcher displays and explains the results of the research data that has been obtained. The data that has been collected, obtained from the results of the pretest and posttest. Where pretest was conducted on February 10, 2025 and ended in the posttest on March 20, 2025. In this study, the research data displayed is the students' speaking ability of students. Where the focus of the data obtained from the speaking component, namely vocabulary, pronunciation, and comprehension.

1. The Result of Speaking Ability Students in Pretest

Table 1. The score of students in pretest

N o	Responde nts	The results of students in speaking ability												Total	Clasification
		Vocabular y				Pronuncia tion				Comprehen sion					
		4	3	2	1	4	3	2	1	4	3	2	1		
1	R1		3					2				2		58	Fair
2	R2			2				2			3			58	Fair
3	R3		3					2			3			66	Average
4	R4	4						2					1	58	Fair
5	R5	4					3					2		75	Average
6	R6		3				3				3			75	Average
7	R7		3				3					2		66	Average
8	R8	4					3					2		75	Average
9	R9		3					2			3			66	Average
10	R10	4					3						1	66	Average
11	R11			2				2			3			58	Fair
12	R12		3						1		3			58	Fair
13	R13			2					1			2		41	Poor
14	R14	4					3					2		75	Average
15	R15		3					2				2		58	Fair
16	R16			2			3					2		58	Fair
17	R17	4						2					1	58	Fair
18	R18			2					1			2		41	Poor
19	R19		3					2					1	50	Poor
20	R20	4					3						1	66	Average
21	R21		3					2			3			66	Average
22	R 22			2				2				2		50	Poor
Total														1.342	

In the table 1, it shows that the average score of students' vocabulary is 3 (vocabulary is not appropriate), the average score of students for pronunciation is 2 (pronunciation problem often lead to difficulty to understand the speech), while the

average score of students for comprehension is 2 (conversation dialog is hard to follow except, in some parts Where the dialog is cast general topic when and with repetition).

In table above, the number of respondents in the research was 22 respondents. There is a pretest scores obtained by students. The highest score on the pretest is 75 and the lowest score is 41. Where the classification score of pretest is that no students got the "excellent", "very good", "good", and "very poor" classification. Then there were 10 students who got "average" grades, 8 students who got "fair" grades, and 4 students who got "poor" grades. So , from the table show that students still have low in speaking ability.

2. The Result of Speaking Ability Students in Posttest

Table 2. The score of students in posttest

1. The score of students in posttest																
N o	Responden ts	The results of students in speaking ability												score	Classification	
		Vocabulary				Pronunciati on				Comprehensi on						
		4	3	2	1	4	3	2	1	4	3	2	1			
1	R1	4				4				3				91	Very good	
2	R2		3				3				3			75	Average	
3	R3	4					3				3			83	Good	
4	R4	4						2			3			75	Average	
5	R5	4				4					3			91	Very Good	
6	R6	4				4					3			91	Very Good	
7	R7	4					3				3			83	Good	
8	R8	4					3				3			83	Good	
9	R9	4						2			3			75	Average	
10	R10	4					3				3			83	Good	
11	R11	4					3				3			83	Good	
12	R12	4							1		3			66	Average	
13	R13	4					3						2	75	Average	
14	R14	4					3				3			83	Good	
15	R15		3					2			3			66	Average	
16	R16		3				3				3			75	Average	
17	R17		3					2			3			66	Average	
18	R18		3										2	58	Fair	
								2								
19	R19			3				2				2		58	Fair	
20	R20	4					3				3			83	Good	
21	R21		3				3				3			75	Average	
22	R 22		3					2				2		58	Fair	
Total														1.676		

In the table 2, it shows that the average score of students' vocabulary is 4 (using vocabulary proper and appropriate expression), the average score of students for pronunciation is 3 (Pronunciation is sometimes defect which sometimes causes problems in understanding), while the average score of students for comprehension is 3 (The majority of the conversation/dialog is understandable, despite some repetitions.).

In table 2, the number of respondents in the research was 22 respondents. There is a pretest scores obtained by students. The highest score on the posttest is 91 and the lowest score is 58. Where the classification of the posttest is that no students got the "excellent", "poor", and "very poor". Then, there were 3 student who got "very good" grades, 7 students who got "good" grades, 9 students who got "average" grades and 3 students who got "fair" grades. So in the table we can conclude that, using Project-based learning via vlog in learning can improve students' speaking ability.

3. The Results In Test Statistic

Table 3. Test statistic

Test Statistics^a

	post-test - pre-test
Z	-4.146 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Criteria:

If the asymp. Sig value ≤ 0.05 , so H1 is accepted and H0 is rejected

If the asymp. Sig value ≥ 0.05 , so H0 is accepted and H1 is rejected

Based on the above criteria, the statistical test results can be analyzed. Where the asymp. Sig (2 tailed) value is $0.00 \leq 0.05$, which means H0 is rejected and H1 is accepted. So it can be concluded that there is a difference in the average value of student learning outcomes from both the pre-test and post-test by using project-based learning via vlog can improve students speaking ability.

Discussion

In this research using pretest and posttest to see the results of speaking students before and after treatment. The form of pretest and posttest given is the same. That is, students tell their daily activities in a vlog. The difficulty of students in pretest was students don't know the vocabulary about their daily activities, so hard for students to convey the message. However, during the posttest students have begun to understand, what the word that used to describe their daily activities. In posttest students get used to explain their activity in English vlogs. Moreover, the treatment in this study was five meetings. This, the researcher explained the improvement of speaking ability students, as follow:

a. Vocabulary

The researcher, assessing students vocabulary through the vlogs. The first vlog (first meeting & second meeting) and the second vlog (third meeting & fourth meeting). Where the results of the first Vlog (first meeting & second meeting) are first, 1 student Who got an "average" grade, because the use of vocabulary was not for example: "**welcome his vlog** should be welcome in my vlog". Second, 7 students who got "fair" grades, because some of the words or phrases used were not quite appropriate for example: "**Incident** should be accident". Third, 14 students who got "poor" grades, because the vocabulary used was inappropriate or sometimes confuse the listener for example: "**During my break** should be during my free time".

In addition, the results of the second Vlog (third meeting & fourth meeting) are first, 1 student who got a "good" grade, because students use vocabulary correctly for example: "**we had, took, arrived**", used past tense in the stories. Second, 12 students who got "average" grades, because some of the vocabulary used by students was less precise for example: "**My experience** should be my experienced". Third, 7 students who got "fair" grades, because some of the vocabulary used by students was less precise and

throughout the video for example: " **Study table** should be desk". Fourth, 2 students who got "poor" grades, because there are still vocabulary that is not precise.

In the fifth meeting, the researcher evaluated the students' Vlogs. Where in the first Vlog (meetings 1 and 2), students still use old habits, namely translating words one by one, so the vocabulary used by the students is not appropriate. However, in the second Vlog (meetings 3 and 4), students have tried to translate the story per sentence. Where after making a story students understand first, the essence of the story made before being presented. So, the students can use the vocabulary in proper.

b. Pronunciation

The researcher, assessing students pronunciation through the vlogs. The first vlog (first meeting & second meeting) and the second vlog (third meeting & fourth meeting). Where the results of the first Vlog (first meeting & second meeting) are first, 1 student who got an "average" grade, because pronunciation of students who sometimes stutter for example: "Arrived read //**ʌri:vet**//, "clothes" read //**klɔ:dəs**//, "because read //**bi:kəʊs**//. Second, 7 students who got "fair" grades, because throughout the video there were often mistakes in pronouncing words for example: "Money production" read //**mɒne prɔ: yeksi**//. Third, 14 students who got "poor" grades, because the students' pronunciation often causes difficulty in understanding the story to be understood for example: "Welcome" read //**welkome**//, //**Welkom**//.

In addition, the results of the second Vlog (third meeting & fourth meeting) are first, 1 student who got a "good" grade, because sometimes students are still nervous about pronouncing words for example: "Wake up" read //**welkʌp**//. Second, 12 students who got "average" grades, because student pronunciation was still stuttering for example: " Finished" read //**pɪnɪsed**//. Third, 7 students who got "fair" grades, because sometimes students still stuttered in pronouncing words for example: " Between" read //**betwɑ:n**//, "use read //**yʊ**//. Fourth, 2 students who got "poor" grades, because there are still vocabulary that is not precise and throughout the video students are still wrong in pronouncing words.

In fifth meeting, the researcher evaluated students pronunciation. Where in first vlog, students hard to pronoun the word, because students rarely to practice in pronouncing the word. So, most of them wrong in pronouncing the word. While in second vlog, the students get used to practice to pronoun the word. Sometimes students still stuttered in pronouncing words, but still understandable the meaning. And some students who fluent in pronouncing the word.

c. comprehension

The researcher, assessing students comprehension through the vlogs. The first vlog (first meeting & second meeting) and the second vlog (third meeting & fourth meeting). Where the results of the first Vlog (first meeting & second meeting) are first, 1 student who got an "average" grade, because student comprehension which is a little difficult to understand if using English. Second, 7 students who got "fair" grades, because students who found it difficult to understand the story when using English. Third, 14 students who got "poor" grades, because students who could not understand the story if it used English.

In addition, the results of the second Vlog (third meeting & fourth meeting) are first, 1 student who got a "good" grade, because students can understand the story even though it uses English. Second, 12 students who got "average" grades, because students began to understand the story when using mixed language. Third, 7 students who got

“fair” grades, because students who had difficulty understanding the story if using English. Fourth, 2 students who got “poor” grades, because students only understand the story when using Indonesian.

In fifth meeting, the researcher evaluated students comprehension. Where in first vlog students found the difficulty to understand the story when using English. While in second vlog, students can understand the story even though it uses English. So it can be concluded that, the comprehension of students were increase.

From the 5 meetings or treatments given, the score of student were increase. Where, from students always translate the word by word, change into students translate the story in a sentence. From treatments the score of student in posttest were increased. This is evidenced by student learning outcomes where pretest, there are still many students who get “average, fair, and poor” grades. But at the time of the posttest some students got “very good, good, average, and fair”. These results show that the treatment given can enhance student speaking ability. This study also supported by previous research is Siregar et al (2024), where the result of this study that there is a significant effect of improving students' speaking by using Project-Based Learning through Vlog. So, it can be concluded that, after implementing Project-Based Learning via Vlog in treatment, the students speaking ability were significantly increased.

Conclusion

From the findings and discussion in chapter 4, the researcher concluded that using project-based learning via Vlog can improve the speaking ability of students at SMK Negeri 1 Palopo. This is evidenced by the results of non-parametric test result using the Wilcoxon test, shows that the value of Asymp.sig. (2-tailed) is 0.000. Where the value of $0.000 < 0.05$, which means H_1 is accepted and H_0 is rejected. These results show that there is a difference in the average value of students in the pretest and posttest. After implementing project-based learning via vlog, students became enthusiastic in learning speaking. Students are more interested in learning speaking with the current popular media. Thus, project-based learning via vlog can overcome the learning method of students who have difficulty performing in public, because students have a lot of time to learn, practice pronunciation and students can practice body language when explaining something in front of the camera. So it can be concluded that using project-based learning via vlog can enhance students' speaking ability at SMK Negeri 1 Palopo.

Acknowledgement

The researcher is thanks are go to:

1. Mr. Rahman Hairuddin, S.P., M.Si as the rector of Cokroaminoto Palopo University, and Dr. Sehe, M.Pd as the Dean Faculty of Teacher Training and Education for the opportunity given so I had experienced in writing a reserach
2. Mr. Andi Mangnguntungi S, S.Pd., M.Pd as the head of English Language Education Study Program for support in completing this research.
3. This thesis cannot be completed without the guidance of Andi Mangnguntungi S. S.Pd., M.Pd as the first supervisor and Reski Yusrini Islamiah Yunus S.Pd.,M.Pd as the second supervisor. The researcher is grateful, through guidance, suggestions, corrections and advice from supervisors, that can help the process of making thesis until completion..
4. Special thanks go to my family. My parents Mr. I Wayan Bawa and Mrs. Ni Nyoman Sulastri. Also thanks go to my siblings, as a support system during completed this

research. I dedicated this thesis for all of you. Thank you for the love, support, and prayers.

Referencesi

- Aulia Ikhsan, a. N. (2023). Improving the Speaking Skills of Junior High School Students Through the Role Play Method . *International Social Sciences and Humanities* , 343-350 .
- Berlinda Mandasari, D. A. (2020). Improving Students' Speaking Performance Through Vlog . *Journal of English Teaching and Research*, 136-142.
- Brown, H. D. (2004). Language Assessment principles and Classroom Practices. In H. D. Brown, *Language Assessment principles and Classroom Practices* (pp. 141-142). San Francisco State University: Pearson Education, 10 Bank Street, White Plains, NY 10606 .
- EF. (2021). EF English Proficiency Index . *Educatio First*, 1-38.
- Fatni Sulani Siregar, A. R. (2024). Project-Based Learning: Enhancing Efl Students' Speaking Skill Through Vlog . *Jurnal Nakula : Pusat Ilmu Pendidikan, Bahasa dan Ilmu Sosial* , 346-361.
- Hikmah, M. (2020). Implementation of Project Based Learning Model to Improve Students' Learning Participation and Ochievement on Basic Programming Lessons. *Jurnal Teknodik*, 25-36.
- PBL, T. (2020). Panduan Prject Based Leraning. *Universitas Bina Darma*, 1-33.
- Sugiyono, P. D. (2013). Metode Penelitian Kuantitatif,Kualitatif Dan R & D. In P. D. Sugiyono, *Metode Penelitian Kuantitatif,Kualitatif, Dan R&D* (Pp. 1-75). Bandung: Alfabeta, Cv.
- Wienda Febriyanti Nugroho, M. A. (2019). Project-Based Learning: Enhancing EFL Students' Speaking Skill through Vlog . *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*, 1077—1083.