

Improving Students' Speaking Skill through Students Vlog Project as PBL Output on Online Speaking Class

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Abstract: The aim of this research is to investigate the implementation and the result of project-based learning by using vlog as the output of learning process to increase students' speaking skill. This research used mixed methods design (qualitative and quantitative research). The result of this research was the implementation of PBL successfully improved students' speaking skill in five crucial aspects of speaking, pronunciation, grammar, fluency, vocabularies and comprehension in average of 27% based on the post-test given to them. Then, there were 89% of the students from observation and questionnaire results agreed that this PBL implementation was helping them in the speaking online learning during Covid-19 pandemic.

INTRODUCTION

In order to prevent the spread of Covid-19 virus, Indonesian government conducts social distancing which means that most of activities like working, praying, or even studying are doing by staying at home. Online learning is used to cover all of the activities of learning in many subjects, including in English learning especially for speaking skill. Speaking is one of crucial and important subject in English learning which in common this skill is known as one of successful indicators or output in English learning process (Suharto, 2020). Since this skill consists of practice and needs direct responses from other, speaking skill learning by online or virtual becomes problem for students. Based on the need analysis in the form of questionnaire given to the 25 students in D-IV English Department of State Polytechnic of Malang, 90% of them said that it is hard to learn speaking in the form of online learning.

Speaking skill can be concluded as a skill in producing, receiving and processing information in English language or having a proficiency in doing communication (Lestari, 2019). The communication process purposes to convey an idea to the other person to get a response (Baron, 2020). In the speaking skill

learning for college students can be started by giving interesting topic and giving students activity to complete the topic by improving it with details (Wibowo & Khairunas, 2020).

Nowadays learners should use technology as significant part in their learning process (Ahmadi, 2018). The use of technology in the learning can be found in the online learning (Zainuddin, 2018). However, the use of technology in enhance language learning uses computer technology, including hardware, software, and the internet to enhance the teaching and learning of languages by some following important characteristics (Kranthi, 2017).

In the English language teaching, the use of modern technology is broadly understood to encompass an innovative application in form of methods, tools, materials, devices, systems, and strategies in which directly relevant to English language teaching field and lead the learning progress to the achievement of the desired goals (Mofareh, 2019). In addition, internet connection as part of technology is also used as one of aspect in online learning (Fitriani et al, 2020). Safar & Alkhezzi (2016:2976) states that “Streaming media consists of video and/or audio content sent in a compressed digital format over the Internet and seen by multiple viewers immediately in real-time.”

The implementation of online learning is also cannot be separated from the used of learning method. There are lots of learning methods that is suitable to utilize in online learning, for example Project Based Learning. Project Based Learning or PBL is teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem or challenge. PBL is also referenced as a teaching method that is designed for students to do research in a real problem and suggested as one of the best methods for online learning (Baghery, 2013).

Project Based Learning defined as systematic teaching model that engages students to learn knowledge and skills by extended inquiry process structured around complex, authentic questions and carefully designed products and tasks (Indarti, 2016). Implementing PBL can make more freedom for students to select the suitable topic, resources to be consulted, distributing responsibilities among group of members and the way designing and displaying project and task (Aldabbus, 2018). So that, the teacher should create a plan related to managing time to do the project and keep the students to focus to others course or subject task (Asnur, 2019).

Vlog is personal record in the form of video that is updated and distributed in general, and it involves of blogging activities using the medium of video over the main media source using text or audio (Almurashi, 2016; Jena, 2017; Purnamasari, 2018; Samosir et al., 2018; Nasution, 2019; Nofrika, 2019; Rachmawati, 2020; Ilyas, 2020; Maziriri, 2020; Sakkir, 2020). Vlog is an activity in which people create a video about themselves includes many activities such as sharing about daily activities, personal life, their interest, tourism destination, culinary, and others aspects that possibly attract people to watch the video through online (Mandasari & Aminatun, 2019). Astriani et al. (2017) states that, “A vlog is an online diary in video form. A number of notable vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening

lesson in which authentic English realia is needed.” However, Dinmore (2019:9) also states that “Creating videos can be effective for your students.” Learning by video can ensure the effectiveness of hearing and vision senses by providing interaction between learners (Kosterelioglu, 2016). The use of vlog in learning has been found in some research. Vlog can help students to improve their english speaking ability (Hibra et al, 2019).

Project Based Learning can be interpreted in many outputs since the basic form is project. The project will lead the students to analyze problem and find out the solution. One of possible to do in this context is creating a Vlog as one of output in this method. Vlog is personal record in the form of video that is updated and distributed in general, and it included of blogging activities using the medium of video over the main media source using text or audio (Amir, 2020). The effectiveness of using vlog in teaching speaking skill is also conducted by some research, as follow entitled “The Use of Video Blog to Teach Speaking of Recount Text” (Yuliani, 2015) and “The Effectiveness of Video Blog (Vlog) in Teaching Speaking of Explanation Text” (Amir, 2020). Both of the research concluded that using vlog to teach English can increase student’s speaking skill.

Since the use of vlog brings unlimited effectiveness toward speaking skill, the researcher conducted qualitative research by considering the gap from the previous research stated above. If the previous research only focused on the use of Vlog as learning media, here the research focused on find out how the implementation and the result of using Vlog in the term of Project Based Learning, means that students created Vlog as Project Based Learning output to increase their speaking skill in this online learning era. Not only that, in the end the students had to upload their vlog into their social media to gain any comments or responses from wider audience.

METHOD

To get the findings related to the purposes, this research used mixed methods design in which this research combined both qualitative and quantitative research to get comprehensive, valid, reliable and objective data. The qualitative data taken from questionnaire and observation and the quantitative data collected from pre-test and post-test. In this research, the subject was 25 students of D-IV English Department, State Polytechnic of Malang. The technique of analyzing data here was interaction analysis model where the data component and the data display done together with the collecting data process. The technique consists of three steps, reduction, display and verification, declared by Milles and Hubberman. Reduction is the process to select the appropriate data and organize it as data to be analyzed. Here, the data collected from questionnaire and also observation result. The data from both combined and then reduced. After the reduction process, the data was displayed. Display is the process after the reduction, where the data would be displayed in descriptive with table or picture. In this process, the data added by the result from pre-test and post-test to finally get verification or the conclusion process to get result of the research in a form of descriptive analysis.

RESULT AND DISCUSSION

1) Implementation of Vlog as PBL Output in Speaking Skill Learning

The implementation of using vlog as Project Based Learning output to increase student's speaking skill in D-IV English Department, State Polytechnic of Malang was started by explaining the research subjects about material of Speaking in the Workplace in the first meeting of speaking online class. The explanation was also consisted about the vlogging project as their learning model in the speaking online learning. As what concerned in Project Based Learning, the students in the speaking class then grouped among 4-5 students considered by their closest domicile aimed to obey regulation of PSBB (*Pembatasan Sosial Berskala Besar*) or quarantine in the covid-19 pandemic.

The second step of the implementation was preparing *Student's Leading Draft of Vlogging Project*. It was used as reference for the students to create vlog. The draft was aimed to keep the project focus and finish in the certain timeline. This draft was consisted of some aspects, as follows: (1) preparing, (2) executing and (3) submitting the project. There were three leading drafts in which given in the second meeting. The three drafts had different theme of vlogging project. This difference considered from Speaking in the Workplace subject which finally taking *giving information and promotion of workplace* as the main theme.

In order to prevent the covid-19 virus spreading, the workplace in this project was suggested as Micro, Small and Medium Enterprises, so that the students didn't have to go out of the domicile place. Besides giving the leading draft, in the second meeting the students were also asked to do pre-test as instrument to measure their speaking skill before they do the Vlogging Project. Bellow was the Student's Leading Draft for First Vlogging Project:

Table 1. Student's Leading Draft for Vlogging Project

No.	Title	Review of Micro, Small and Medium Enterprises	Member of group	Job-description	Video script	
1)	Project 1:	Name, location, owner and field of Micro, Small and Medium Enterprises			<i>Google-drive link</i>	
PROJECT TIMELINE						
<i>(Submit your weekly task of the project to your lecturer for doing the next task)</i>						
PROJECT 1: (GIVING INFORMATION)						
	Date	Task			√	X
	Week 1	Submit the review of MICRO, SMALL AND MEDIUM ENTERPRISES for the project				
	Week 2	Submit the job-description for the project and the video script				
	Week 3	Doing the project				
	Week 4	Submit the final project (Vlogging Project) by uploading it on the YouTube (<i>link of the video</i>)				

There were three projects in the Micro, Small and Medium Enterprises Vlogging Project. A project should be finished in four weeks by the project timeline as written in the table above. The topic for the three projects was different. The first project was about *giving information* of Micro, Small and Medium Enterprises. The second was about *promoting* the Micro, Small and Medium Enterprises and the third was about *business in the Covid-19 era*.

From the first and second projects, there found many kinds of Micro, Small and Medium Enterprises that acceptable to be the object for this project. The locations were based on students' domicile. Students worked in a group and done the project by using online platform.

Last project about business in the Covid-19 era was different with the first and second project. If the first and second project was done by group of students, the last project was finished by individual. It aimed to check the improvement of speaking skill in the observation process before the post-test given to them. However, there were some changes in the leading draft for this third project, as follows:

Table 2. Student's Leading Draft for Vlogging Project

Project Title	Review of Business	Video Script	
	Name, location, owner and field of business	<i>Google-drive link</i>	
PROJECT TIMELINE			
<i>(Submit your weekly task of the project to your lecturer for doing the next task)</i>			
Date	Task	√	X
Week 1	Submit the review of business for the project		
Week 2	Doing the project		
Week 3	Doing the project		
Week 4	Submit the final project (Vlogging Project) by uploading it on the YouTube (<i>link of the video</i>)		

In every project, the students had to consult to the lecturer every week for their weekly tasks. It started from the first project until the third project. Based on the observation, 85% of them got difficulties on creating the video script, so they got late in the submission for week 2 in the second project. However, all of the students finished their project on time at the last week in every project by submitting Vlogging project at YouTube channel. This submission task was the final step of the implementation from Vlogging Project.

2) Result of the Vlogging Project Implementation

a) Result of the Observation

Observation was used for collecting qualitative data in this research. The observation was taken from the student's activity from every task in every project. Observation result was written in the observation note by giving explanations in every important phenomenon. The result of observation in which conducted from the first step until the last step of the Micro, Small and Medium Enterprises Vlogging Project implementation can be displayed as follows:

Table 3. Observation result for Vlogging Project

No.	Day	Result
Project 1: Introducing Micro, Small and Medium Enterprises		
1	Week 1	Mostly students' mastery in English Speaking was same as their pre-test result.
2	Week 2	Mostly students were having improvement about vocabularies and grammar
3	Week 3	Mostly students were getting improved in their fluency and pronunciation
4	Week 4	There were 5-10 students who did not get any improvement in all of the aspects
Project 2: Promoting Micro, Small and Medium Enterprises		
5	Week 5	55% of the students got improvement in the all aspects
6	Week 6	65% of the students got improvement in the all aspects
7	Week 7	75% of the students got improvement in the all aspects
8	Week 8	85% of the students got improvement in the all aspects
Project 3: Business in the Covid-19		
9	Week 9	100% of the students submitted the first task without any problems
10	Week 10	85% of the students got improvement in the all aspects
11	Week 11	85% of the students got improvement in the all aspects
12	Week 12	All of students got improvement in the all aspects

In the week 1 of the Vlogging Project implementation, the students were doing consultation and submission of their review of Micro, Small and Medium Enterprises selected. The consultation was conducted through zoom meeting application. In this stage, the speaking skill mastery in mostly students was not having improvement at all or similar to the pretest result. In the second week, when the students in each group presented their job-description and the video script for the Vlog, their vocabularies and grammar started to improve. The students used many new words related to the topic by writing the job-description and also the video script. Not only improvement of vocabularies, but their grammar was developed good enough towards their activity in preparing the video script. However, in this week there found two groups who did not complete the task and they submitted it in the next week.

In the week 3, the students focused in doing their project. The groups who did not complete the job-description and also video script had to finish it first. In the end of this week, the students were asked to describe how they conduct their project in the zoom meeting. From their presentation, mostly students were getting improved especially in their fluency and also pronunciation. This improvement also happened to the groups who were being late in submitting their second task.

Week 4 was used to submit the Micro, Small and Medium Enterprises Vlog to YouTube platform. By observing the project, most of students were getting improvement in the whole speaking aspects. In the Vlog uploaded on YouTube, the students were obviously doing good speaking practice. They understand how to master the situation, in other words, students understand when they should use specific vocabularies, pronounce words well, arrange correct grammatical

statements and also have good comprehension while holding the conversation. In the end of this week, the students were also asked to do presentation about their Vlogging Project in the zoom meeting. When they got question from friends and also lecturer, mostly students were answered it well. However, in the last of Project 1, there found 5-10 students who did not any improvement in all the speaking aspect.

Second project was about promoting Micro, Small and Medium Enterprises. The process of the observation was similar to the first project. In the week 1 for the submitting Micro, Small and Medium Enterprises review, there found no decrease of their last improvement. Here 55% of the students got improvement in the all aspects. However, this improvement was not helping them to create job-description and video script, so that there were two groups who did not complete this task again. The observation was conducted in every consultation schedule and resulted that in the submission project, 85% of the students got improvement in the all aspects for third week including 5-10 students who did not get any improvement in the first project. By doing the second Vlogging Project these students were having improvement in their speaking skill mastery, especially for fluency, pronunciation and comprehension, but lacks of grammar and also vocabularies.

In the third project, there found some good improvement where in the week 1 all of the students submitted their review without any decrease of their speaking mastery. In addition, in the second and third week in which the students were doing consultation about their project, they were having consistency of improvement in the average of 85%. Last task in the week 4 were bringing important result that 100% of the students were having improvement in the all aspect of the speaking mastery.

b) Result of Pre-test and Post-test

Speaking skill improvement in this research was measured by pretest and posttest. Pretest and posttest were focused on finding the students speaking skill mastery in the aspects, such pronunciation, grammar, vocabularies, fluency and vocabularies as important aspects in speaking skill (Lestari, 2019). The results from pretest and posttest can be seen as follows:

Table 4. Pre-test and Post-Test result for Vlogging Project

No.	ASPECTS	PRE	POST	IMPROVEMENT
1.	Pronunciation	3,44	4,36	27%
2.	Grammar	3,20	4,00	25%
3.	Vocabularies	3,52	4,44	26%
4.	Fluency	3,36	4,12	27%
5.	Comprehension	3,52	4,56	29%
TOTAL		17,04	21.48	134%
AVERAGE		3,40	4.30	27%

In the table above it can be seen that every aspect tested were having improvement in average of 27%. The lowest improvement was happening in the grammar aspect (25%), in which related to the fact where there found students who did not finish creating job-description task and also video script on the time

scheduled in the students' leading draft. Vocabularies improvement was found in 26% or in other words it was almost similar to the grammar percentage. Pronunciation and fluency were getting same total of improvement in 27% while comprehension was the highest percentage (29%).

Based on this percentage of improvement, it can be concluded that implementing Vlogging Project as speaking online learning model improved the student's speaking skill from average of 3.40 into average 4.30 or 27% improvement. This result was related to the statements that implementing Project Based Learning in the online learning is necessary due to the advantages of PBL which is designed for students to do research in a real problem (Indarti, 2016).

c) Result of Student's Perception Questionnaire

Questionnaire was also conducted in this research to find supporting idea for pre-test, post-test and observation result. The questionnaire result was presented as follows:

Table 5. Percentage of Students' Perceptions of Vlogging Project

No.	Statements	Student response				
		VA (%)	A (%)	N (%)	D (%)	VD (%)
1.	Learning by doing project is fun	100	0	0	0	0
2.	I like to create video because it is fun	90	5	0	0	5
3.	I like speaking online learning by Vlogging Project	100	0	0	0	0
4.	Vlogging project helps me to speaking English better	90	10	0	0	0
5.	Vlogging project helps me to learn about pronunciation	80	10	0	10	0
6.	Vlogging project helps me to learn about grammar	80	15	0	5	0
7.	Vlogging project helps me to learn about vocabularies	80	10	0	10	0
8.	Vlogging project helps me to learn about fluency	80	10	0	5	5
9.	Vlogging project helps me to learn about comprehension	90	10	0	0	0
10.	Vlogging project is really suitable for speaking online learning	100	0	0	0	0
TOTAL		890	70	0	30	10
Average		89	7	0	3	1

Questionnaire was used to find student's perceptions about how the implementation of Vlogging Project giving improvement to their speaking skill in the online learning era. From the table above, it can be concluded that the highest average was 89 on very agree (VA) option. The result from this questionnaire is

related to the result from pretest and posttest in which the speaking skill improved well. It also can be correlated to the observation result that found improvement in every stage or task of the Vlogging Project implementation.

In order to find out whether the implementation of vlogging project as PBL model for speaking online learning is appropriate or not, it can be seen from the correlation between observation result, pre-test post-test and student's perception questionnaire. From the observation result (Table 4.3) it can be seen that the improvement was continuously happening started from the first project of vlogging until the third project. This improvement was supported by the result from the post-test in which the speaking skill of them increased in average 27% in each aspect of pronunciation, grammar, fluency, vocabularies and comprehension (Table 4.4).

In addition, there another supported result from student's perception questionnaire given before the post-test. The whole questionnaire statements were purposed to gain the students perception about how the vlogging project influenced their speaking skill in every aspect. This questionnaire found that 89% of the students very agreed that the implementation of vlogging project was helping them in learning speaking skill especially in the online learning era. This result supported the result from observation and also pre-test post-test. In short, if the result from the three instruments was correlated, vlogging project was success in helping the student to learn speaking skill.

CONCLUSION

The implementation of vlogging project or using vlog as Project Based Learning output to increase student's speaking skill in D-IV English Department, State Polytechnic of Malang was started by (1) explaining the about vlogging project, (2) preparing Student's Leading Draft of Vlogging Project, (3) doing the project as timeline; and (4) consulting the project as timeline. This implementation successfully improved the student's speaking skill in five crucial aspects of speaking, pronunciation, grammar, fluency, vocabularies and comprehension in average of 27% based on the post-test given to them. This result was supported by the finding from observation and also questionnaire about student's perception of vlogging implementation in which 89% of the students agreed that this PBL implementation was helping them in learning speaking skill in the online learning in the covid-19 pandemic. However, based on the result in this research, it is suggested to the students that the new learning method of Project Based Learning presented in the form of vlog is recommended to be their new learning experience about practicing speaking skill in the online learning. For lecturers, this research result suggested to be reference for lecturer to give speaking skill learning in the online learning era.

SUGGESTIONS

Since this study is based on project-based Learning method, the future researcher can use other learning methods to improve students' speaking skill.

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