

**“THE EFFECT OF APPLYING PROJECT BASED LEARNING
APPROUCH USING VIDEO BLOGGING (VLOG)ON ENGLISH
STUDENTS SPEAKING ABILITY AT SECOND SEMESTER ENGLISH
STATE ISLAMIC UNIVERSITY OF FATMAWATI SOEKARNO
BENGKULU**

THESIS

Submitted as A Partial Requirement for the Degree of *Sarjana Pendidikan* (S.Pd)
in Study Program of English Education



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2023 M/1444H**



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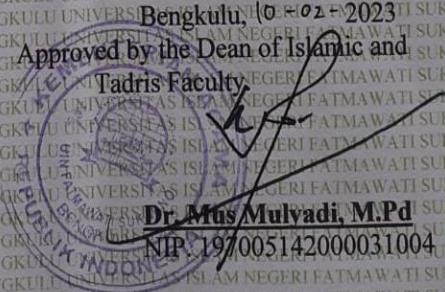
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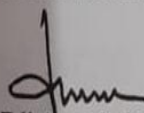
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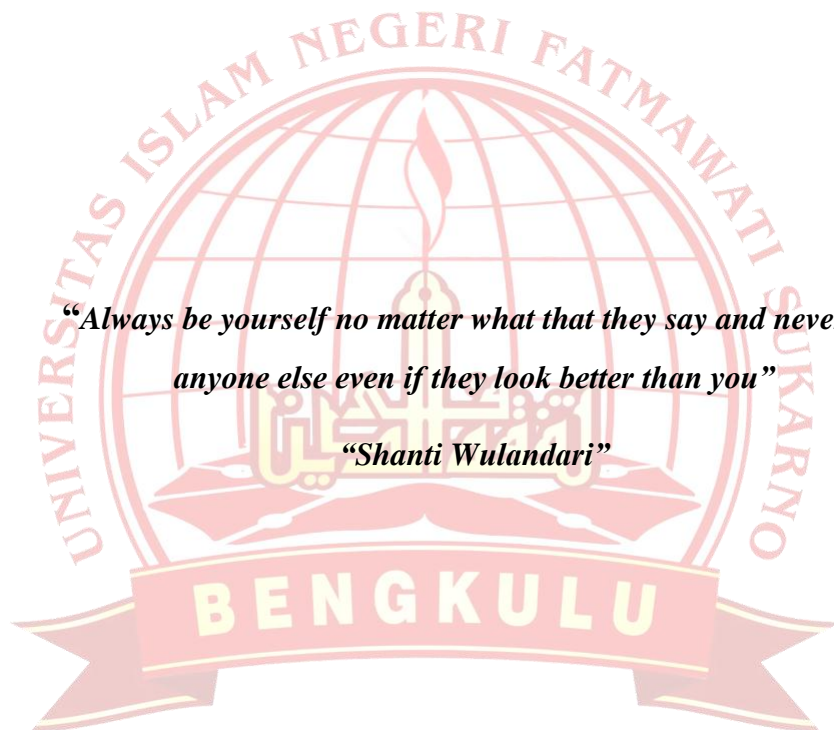

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MOTTOS

“Whoever is afraid of Allah will be given speciousness and given an unexpected sustenance. whoever trusts in Allah is guaranteed, Allah is very firm in his commandments and Allah is the one of who has given all things.”

(Qs. Ath Thalaq 2-3)



DEDICATIONS

The thesis dedicated to

- ❖ Both of my conditional love, my beloved parents, Mr. Umar Umayyah and Mrs. Misriah , thanks you very much for your support , pray, and patience to make my dream come true, u are the greatest gift that Allah sent to me.
- ❖ My beloved sisters and brother, Big thanks for your help, advice, support and kind attention to motivated me during my education
- ❖ My first advisor, Dr.H. Ali Akbarjono, MPd and my second Advisor Feny Martina , MPd. Thanks you very much for your support, correction, idea during the process of writing the thesis.
- ❖ All lectures of Tarbiyah and Tadris faculty, especially in Englisg Education Program. Thanks for everything that you gave to me.
- ❖ Someone who is special person in my journey Rio Harahap S.H thanks for advice, support, help, and pray that you give to me.
- ❖ Thanks my best fiends and alla member of English Department TBI 2017
- ❖ My beloved almamater UIN Fatmawati Soekarno Bengkulu.

ACKNOWLEDGEMENT

Alhamdulillah rabbil'alamin, first and foremost the researcher would like to honor to Allah SWT, for giving chance, strength and healthy to finish this thesis. May peace always be upon to Muhammad SAW, the messenger of Allah.

In this opportunity, the researcher would like to declare my deep appreciation to the following people who have supported, helped during the process of completing this thesis:

1. Dr. Ali Akbarjono ,M.Pd as the first advisor who has given their time, incredible ideas, suggestion, encouragement and guidance during the writing of this thesis.
2. Feny Martina M.Pd as the second advisor who has given their time, incredible ideas, suggestion, encouragement and guidance during the writing of this thesis..
3. All of students at second semester English Department of UINFAS Bengkulu

The writer realizes that this thesis is still far from being perfect; therefore any suggestions and constructive critics are always welcome for the improvement of this thesis.

ABSTRACT

Wulandari, Shanti. 2021. The Effect of Applying Project Based Learning Approach Using Video Blogging (Vlog) to English Students' Speaking Ability At Second Semester English Study Program UINFAS Bengkulu

Advisor 1 : Dr. Ali Akbarjono, M.Pd

Advisor II : Feny Martina, M.Pd

Keywords : Project Based Learning, Video Blogging (Vlog), Speaking Ability

Video Blogging is one kind of modern media in teaching speaking for college students. The objective of this research is to know the effect of Project Based Learning Approach Using *Vlog* (Video Blog) on English Students' Speaking Ability. This study used a quasi-experimental design to investigate whether the implementation of creating video as project based activity can help students' improve their speaking ability. The samples of the study were two classes. It was chosen by using purposive sampling technique. The sample was divided into control group and experimental group. The two classes were chosen based on the meanscore of pre-test and two speaking lecturers' recommendation. The instruments of this research were speaking test, observation sheet, and video recording. The result of this research revealed that there was a significant effect of Project Based Learning Approach Using *Vlog* (Video Blog) on English Students' Speaking Ability. Project Based Activity method is effective to improve students' speaking skill, especially in aspect of structure, pronunciation, and fluency. A better improvement can be seen in experiment class after the treatment. The meanscore difference was from 65 in pre test became 75.38 in post test. To conclude, there was a significant effect of Project Based Learning Approach Using *Vlog* (Video Blog) on English Students' Speaking Ability at second semester English Study Program of UINFAS Bengkulu.

ABSTRAK

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Keywords : Project Based Learning, Video Blogging (Vlog),
Kemampuan Berbicara

Video Blogging adalah salah satu jenis media modern dalam pengajaran berbicara untuk mahasiswa. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Pendekatan Learning Berbasis Proyek Menggunakan Vlog (Blog Video) pada Kemampuan Berbicara Siswa Bahasa Inggris. Penelitian ini menggunakan desain kuasi-eksperimental untuk menyelidiki apakah implementasi pembuatan video sebagai kegiatan berbasis proyek dapat membantu siswa meningkatkan kemampuan berbicara mereka. Sampel penelitian adalah dua kelas. Itu dipilih dengan menggunakan teknik purposive sampling. Sampel dibagi menjadi kelompok kontrol dan kelompok eksperimen. Dua kelas dipilih berdasarkan nilai tengah pre-test dan rekomendasi dua dosen berbicara. Instrumen penelitian ini adalah tes berbicara, lembar observasi, dan rekaman video. Hasil penelitian ini mengungkapkan bahwa ada pengaruh yang signifikan dari Pendekatan Learning Berbasis Proyek Menggunakan Vlog (Blog Video) pada Kemampuan Berbicara Siswa Bahasa Inggris. Metode Aktivitas Berbasis Proyek efektif untuk meningkatkan keterampilan berbicara siswa, terutama dalam aspek struktur, pengucapan, dan kelancaran. Peningkatan yang lebih baik dapat dilihat di kelas eksperimen setelah perawatan. Perbedaan meancore adalah dari 65 di pre test menjadi 75,38 di post test. Untuk menyimpulkan, ada pengaruh yang signifikan dari Pendekatan Learning Berbasis Proyek Menggunakan Vlog (Video Blog) pada Kemampuan Berbicara Siswa Bahasa Inggris di semester kedua Program Studi Bahasa Inggris of UINFAS Bengkulu.

CHAPTER I INTRODUCTION.....	1
A. Background of Study	1
B. Identification of Problem	5
C. Research Questions	5
D. Research Objective	5
E. Significance of the Research	5
F Definition of Key Term	6
G Hypothesis	6
CHAPTER II LITERATURE REVIEW.....	6
A. The Concept of Speaking Skills.....	7
1. Definition of Speaking Skills.....	7
2. The Aspect of Speaking Skill.....	9
3. Principles of Teaching Speaking.....	11
B. Project Based Learning	
1. Definition of Project Based Learning	12
2. The Steps of Project Based Learning	14
3. The Characteristic of Project Based Learning	16
4. Teaching Principles of Project Based Learning	19
C. The Concept of Video	
1. Definition of Video	21
2. Types of Video	22
3. the Advantages and Disadvantages of using video	23
4. Vlog.....	25
D. Relevant Previous Study	2
CHAPTER III METHODOLOGY	31
3.1 Research Design	31
3.2 Population and Sample	31
3.3 Research Instruments	32
3.4 Procedure of the Research	33

3.5 Data Analysis Technique	37
CHAPTER IV RESULTS AND DISCUSSIONS	39
4.1 Finding	39
4.2 Discussion	56
CHAPTER V CONCLUSION AND SUGGESTIONS	59
5.1 Conclusion	59
5.2 Suggestion.....	59

REFERENCES
APPENDICES



CHAPTER I INTRODUCTION

This chapter mentions the background, research question, research objective, significance of the research, limitation of the research, and definition of key terms.

A. Background of the study

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. There are three important points within this definition of speaking skills. First, productive skill which means that the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, meaning expressing which means that the purpose of producing language in verbal communication to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly and empirically observed which mean that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker. (Cameron: 2000).¹

For instance, a research was conducted by Maulany (2013) which the result of the study showed that the implementation of PBL could improve the students' speaking skills. Thus, how to implement the method and the subject of the research makes this current research different from the previous.

Furthermore, integrating Project Based learning and ICT media in language teaching is not a new term. There are many ICT medias that are usually used in teaching English, namely; photos, pictures, articles, songs, and videos. As an audio visual aid, video becomes the most popular ICT media that is used in teaching English. However in this present research, the researcher will not use video as a teaching media but as a teaching instruction. The

¹ Cameron, L. 2000. *Teaching Languages to Young Learners*. New York: Cambridge University Press.

students are required to create their own video as a project based learning activity.

"Weblog" or "blog" or "blogging" is a type of technology that allows authors of online personal journals that can be published and viewed by the web (Mutmainna, 2016).² In recent years, blogs have become an explosive passion among the internet community (Gao, Tian & Huang, 2010)³ Blogging has become a passion that spread rapidly among internet users. A blog is basically a plain text entry to a Web page to publish experiences, stories, thoughts and opinions. blogging provides an opportunity to develop one's English skills in various ways (Mutmainna, 2016). besides that blogging can help improve students' speaking skills. there are a number of studies related to the influence of blogging on student speaking skills . video blogging, abbreviated as vlogging, is media in the form of videos. Video blogs are basically text blogs with videos that are connected internally to each entry (Parker & Pfeiffer, 2005)⁴.

Video blogging offers more web experience than plain text blogging because *vlog* combines film, sound, photo images, text, and adds information. most people who have a *vlog* usually describe various topics such as: hobbies, activities, short speeches, and so on. this is one reason why *vlogs* are usually considered as online diaries. do online video offers opportunities for students to practicing their language skills anywhere with a little preparation beforehand,

which keeps them engaged in the process (Thomas, 2009)⁵ blogging videos tend to have a positive effect on improving fluency, accuracy and accent on students or the complexity of language because vlogging is mostly oral, speaking is the main component that is emphasized.

²Mutmainna, M. 2016. Implementing blogs as a learning tool in Asian EFL/ESL learning context. BRAC University Journal, XI(1), 27–35.

³ Gao, M. J., Tian, & Huang, A. M. 2010. Blogues escolares: Quando, como e porquê? In C. Brito, J. Torres, & J. Duarte (Eds.), *Weblogs na educação, 3 experiências, 3 testemunhos* (Centro de, pp. 117–133)

⁵ Parker, C. & Pfeiffer, S. 2005. Video blogging: Content to the max. *IEEE MultiMedia*, 12(2), 4-8

⁶ Thomas, J. 2009. Dialoguing written reflections to promote self-efficacy in student teachers. *Reflective Practice*, 14(6), 814-824.

Based on the explanation above , there is a possibility to improve the students speaking skill through the implementation of Project-based Learning. since it is potentially motivating, empowering and challenging to them. It proposes a student-centered, cooperative, interdisciplinary and integrated teaching-learning

process which contextualizes the students' real life (Solomon: 2003)⁶. Instead to learn speaking, learning speaking by accomplishing a project will be more motivating for learners. It facilitates them to communicate language meanings and constructions through the series of activities leading to the accomplishment of the project. In addition, group works in accomplishing the project make the students share ideas or correct one another.

Based on the background of the problem above, the researcher needs to do a an analysis study entitled **The Effect of Project Based Leaning Approach Using Vlog(Video Blog) on English Students' Speaking Ability.**

B. Identification of problem

Based on the background, the problems are identified as follow: The students' speaking skills were still low. The students often found difficulties to deliver any utterances in communication. Most of the students are difficult to control their nervous system. Moreover, their speaking ability was still low,it can be seen from the score of students' speaking test.

C. Research question

Based on the identification of the problem there was a research questions that is formulated: Was there any effect of Project Based Leaning Approach Using Vlog (Video Blog) on English Students' Speaking Ability?

⁶ Solomon, G. 2003. "Project-based learning: A primer". *Technology and Learning Journal*, 23, pgs. 20-27.

D. Research objective

There was an objective of this research: to know the effect of Project Based Learning Approach Using *Vlog*(Video Blog) on English Students' Speaking Ability.

E. Significance of research

This study was expected to give contributions theoretically and practically: as theoretical significance, this research may give more information about the implementation of creating video as Project Based activity in teaching speaking. As this study discusses the Project Based activity, it is expected that the creating video as Project Based activity gives contribution as valuable media to the language teaching and learning process. As practical significance it can help the students to improve their speaking skills, giving the teacher an example of plans, implementation and evaluation of the implementation of PBL in an English classroom, giving into practice of what the researcher had learned about English language teaching and language research.

F. Definition of Key Terms

- (1) Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.
- (2) Project Based Learning is action-oriented and focuses on doing something rather than learning about something.
- (3) As an audio visual aid, video becomes the most popular ICT media that is used in teaching English. However in this present research, the researcher will use video as teaching instruction.

G. Hypotheses

To answer the research question the following hypotheses were proposed:

Alternative Hypothesis = There was significant effect of implementation Project Based Learning approach using *Vlog* toward English students' speaking ability

Null Hypothesis = There was no significant effect of implementation Project Based Learning approach using *Vlog* toward English students' speaking ability



CHAPTER II

LITERATURE REVIEW

This chapter discusses about some Theories and previous research findings related to this research. The concept of speaking skill and video blogging are explained more in this chapter.

A. The Concept of Speaking Ability

This subchapter presents the basic theory of speaking ability. This subchapter presents three points of speaking ability. They are definition of speaking ability, aspects of speaking ability, and teaching speaking ability to children.

1. Definition of speaking Ability

Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed. There are three important points within this definition of speaking skills. First, by productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, pharynx, etc. Second, meaning expressing which means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener. Third, being able to be directly speaking is probably a priority for most learners of English (Cameron:2000)⁷.

In addition, speaking ability can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language. For instance, it was proved that learning speaking can help the development of reading competence the development of writing as well as the development of listening skills. Taking into account the

⁷ Cameron, L. 2000. *Teaching Languages to Young Learners*. New York: Cambridge University Press.

importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers (Trachsel & Severino: 2004)⁸.

Speaking is one of the communication forms which involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal (Nazara: 2011)⁹.

Tetala (2011)¹⁰ states that speaking is one of the skills that have to be mastered by students in learning English. It is an essential tool for communicating. Speaking becomes meaningful to students when they have to pay attention what they are saying. Thus the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable. Speaking functions (transaction and interaction) which unable the speakers to know when the clarity of the message is needed (as in clarifying out the transaction or in exchanging of information) and when a deep understanding is not necessary (as in the development of relations).

Based on the explanation above, Speaking ability in learning English important to have good communication, especially, in international communication .The English learners should have this ability and they must focus the learner on speaking skill. The learners failures in learning speaking were caused by inappropriateness of the strategy or method learning.it happened to them unconsciously .it means they are not aware of making inappropriateness the method. The appropriate method should be applied in learning so that be success can be achieved. Therefore, it can be concluded that speaking is one of English skill that has to be mastered by students.

⁸ Trachsel, M. & Severino. C. 2004. *The Challenges of Integrating and Balancing Unites State of America: Educational technology Publications.* University Press.

⁹ Nazara, S. 2011. *Students' perception on EFL speaking skill development journal of English teaching.* Volume 1, number 1, February 2011 jakarta Indonesia: Christian university of Indonesia. Retrieved from <http://www.academia.edu>.

¹⁰ Tetala, S.H. 2011. *How to Teach Speaking Skill.* Edinburg: Pearson.

Table 1.1
Indicators Of Students Speaking Ability

Aspects	Indicators
1. Fluency	It also has signs that indicate that the speaker does not spend a lot of time to search the language items needed to express the message
2. Accuracy	The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Those kinds of activities can engage the learners in the natural interaction process whenever possible.
3. Pronunciation	The speaker of the language needs to be able to understand each other's skills and competences. It should be taught interactively with the other skills and competences in the class.
4. Vocabulary	Vocabulary has to do with the appropriate diction which is used in conversation. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms.

2. Principles of Teaching Speaking

According to the Nunan (2003)¹¹ there are some principles for teaching speaking. Some of which are describe bellow:

- a) Give students practice with both fluency and accuracy. At the beginning intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking rather students should practice on both accuracy and fluency.
- b) Use group work of these work, to improve students speaking skills, they should be given enough opportunities to speak in class. So teacher talk time should be given enough opportunities to speak in class so teacher talk time should be less and students talk time should be more it is important English teacher do not take up all the time. Time that learners get to speak in the target language during lesson. In this way the students will get chance to interact and practice the language with other students in a group.

3. Effective Media for Teaching Speaking

Nowadays, advanced technology and teaching media have spread out and have given a big contribution to educational field to improve the teaching and learning process of English, especially speaking. As Harmer (2007)¹² stated that these of various teaching aids or media that can be very helpful both for practical or motivational reasons to improve the teaching of speaking.

a) Pictures and Images

Pictures and images in the form of flashcards, large wall pictures, cue cards, photographs, and illustrations can be used to facilitate students to learn

¹¹ Nunan, David. 1999. *Second Language Teaching and Learning*. Massachusetts: Heinle-Heinle Publishers.

¹² Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburg: Pearson.

in a multiplicity of ways such as drilling, understanding, communicative games, and discussions.

b). Reality

Objects which are intrinsically interesting can provide a good starting point to learn a variety of language works and communicative activities. For instance, the teacher sometimes appears in the classroom with two telephones to stimulate phone conversation. Students can also use reality for simulation and role play or to act a script out.

c). Language Laboratory

Laboratories can provide students a chance of speaking (apart from repetition and drilling) in a number of ways. Students' own talks and speeches can be recorded and then they can listen back and make adjustments. It also can encourage students to practice language which they have recently been focusing.

d). Computer-based Materials

Computer-based materials such as CD, DVD, videos, and movies can give students appropriate models of native speakers' talk and help students to improve their cultural awareness. It also provides real-life context in the classroom.

B. Project Based Learning (VLOG)

1. Definition of Project Based Learning

Project-based learning is an instructional method centered on the learner. Instead of using a rigid lesson plan that directs a learner down a specific path of learning outcomes or objectives, project-based learning allows in-depth investigation of a topic worth learning more about (Harris & Katz, 2001)¹³. Through the construction of a personally-meaningful artifact, which may be a play, a multimedia presentation or a poem, learners represent what they have. In addition, learners typically have more autonomy over what they learn, maintaining interest and motivating learners to take more responsibility

¹³ Harris, T. L., and Hodges, R.E. 1995. *The Literacy Dictionary*. London: Nelson.

for their learning. With more autonomy, learners "shape their projects to fit their own interests and abilities" (Moursund, 1998:4)¹⁴.

Based on the explanation above project-based learning and the construction of artifacts enable the expression of diversity in learners, such as interests, abilities and learning styles. This research explored the theoretical foundations of project-based learning and examine cases from the literature to note variations and similarities of how project-based learning has been implemented. Next, the anatomy of a model case was considered. Finally, some practical advice and recommendations for trying project-based learning in the classroom will be provided.

Project-based learning has been recognized as an important part of school curriculum in many countries like USA, Hong Kong, Singapore and China. The reason lying behind is that project-based initiative provides students and teachers with opportunities to break away from the compartmentalization of knowledge and skills, resulted from subject-area instruction. This helped students see the interconnectedness of their learning. Students are then encouraged to use resources that go beyond textbooks, to work collaboratively, to think critically, creatively and independently and to communicate their findings. This will help students to construct a better network of knowledge and skills. Furthermore, it is an authentic form of learning, which prepares our students for increasing demands of the workplace.

Although project-based learning is such an important aspect of school curriculum, when implemented in schools, it encounters many practical issues that cause the goals of project-based learning not being easily realized.

2. The steps of the Project Based Learning

Project Based Learning has some steps to carry out the project in the teaching-learning process. It functions as a project framework to help the

¹⁴ Moursund, D.G. 1998. FREE is a good buy. Editor's Message, *Learning & Leading with Technology*. Eugene, OR: ISTE.

teacher to guide the students developing the project. Supe (2011)¹⁵ states that there are different phases proposed by such educators as Legutke and Thomas (1991), Haines (1989). Nonetheless, the procedure of the project development proposed by The George Lucas Educational Foundation (2005) seems to be the most comprehensive procedure and therefore the implementation of PBL in this research employed this procedure. It is explained as follows

1) Start with the Essential Question

The teacher begins the teaching-learning process by offering the students an essential question which gives them images of what the goals to achieve during the project development. The questions also imply to them what knowledge they should construct. The topic of the essential questions must fit the students' proficiency level and be relevant to their daily life.

2) Design a Plan for the Project

The design of the plan contains the explanations of the rules of the project development, the exercises leading to the answers of the essential question, the activities leading to the accomplishment of the project, the materials and the tools used during it, and the possible sources to access. The design can be designed collaboratively with the students to take into account the students' capability, interests and expectations.

3) Create a Schedule

In this phase, the teacher and the students discuss about when the deadline to end the project development is. The end of it is the time in which they have finished their end products. It also includes the time allocation in doing each activity during the project development.

4) Monitor the Students and the Progress of the Project

It is the most important stage in which the project development takes place. It is important since the success of the project accomplishment will be determined by how well the students develop the project. Besides, in this phase the teacher is required to optimally play his role as a monitor. He is responsible

¹⁵ Supe, O. 2011. *Project Work*, <http://www.rezeknesip.lv/spaw/uploads/documents/>

to facilitate the process to run, to guide the students during the process, to help them if they face difficulties and to make sure that each student is involved in the process.

5) Assess the Outcome

After the students have handed in their end products to the teacher, an assessment is conducted to measure the students' achievement. The assessment can be product- or process-oriented. It can assess the end product or their understanding of the lesson by giving further proficiency test. Furthermore, this phase allows the teacher to evaluate the students' achievement and the quality of teaching-learning process.

6) Evaluate the Experiences

This is the last stage in which the teacher and the students reflect on the activities and the project they have done. Besides, the teacher has to make sure that they have been able to answer of the essential questions presented in the first stage.

3.The characteristics of Project-based Learning

The activities during the development of the end product can be characterized as follows (Solomon: 2003)¹⁶:

a) A student-centered teaching-learning process

It is student-centered since the students are completely involved in the process. Therefore, the teacher becomes a facilitator rather than a controller. The teacher is responsible for facilitating the teaching-learning process to run well and encouraging the students to be actively involved during it.

b) Developing students' self-motivation

The project is designed to be contextual, interactive and fun. The students are likely to learn more in such a situation. Moreover, it involves

¹⁶ Solomon, G. 2003. "Project-based learning: A primer". *Technology and Learning Journal*, 23, pgs. 20-27.

topics that are relevant to their daily life. Related to writing, implementing Project Based Learning gives an alternative to teach writing which differs from it in usual. It proposes more comfortable and challenging atmosphere of the writing class. Further, the group work and the group discussion enhance their motivation as they can share ideas with peers. At last, success in creating a tangible end product which can be exhibited to others will be something that they can be proud of.

c) Creativity

Definitely, creating something must involve the creator's creativity. Physical skills such as drawing, designing and decorating develop students' artistic skills. Moreover, in the context of competition among students, they are urged to create the end product more creatively in order to compete with others. Moreover, they can employ their creativity in composing their writing. Various media and discussions with peers also enrich their ideas and stimulate their creativity in writing.

d) A collaborative learning environment

In order to finish it appropriately and punctually, the project needs to be developed collaboratively. When students in a group work collaboratively, it makes them communicate and cooperate one another. Further, it enhances a positive relationship among the students. In addition, if they compose a text collaboratively, they will receive immediate feedback. Writing in groups also develops the sense of writing for an audience.

e) Providing frequent feedback

Developing the project within a group encourages the students to speak and listen to others. It makes them share ideas, opinions and suggestions. For example, brainstorming ideas in solving problems or achieving common goal will produce a mass of feedback among them. Furthermore, the teacher is responsible to keep them working with their project by giving corrections, feedback and suggestions.

f) Employing technology and multiple learning sources

Sometimes, developing a project requires the students to access to the Internet to obtain necessary information to develop it. Using a computer, a printer and other electronic devices may be important to their project development. Other resources can be from the teacher by providing materials and media such as newspapers, models, videos, examples of previous projects, etc. Furthermore, various tasks which are relevant to the project can be used to guide them in developing it or to strengthen their understanding.

4. Teaching Principles of Project Based Learning

There are some teaching principles of Project Based Learning based on Larmer et al (2015)¹⁷.

- 1) The project is learner-driven and gives learners choice

It is vital that teachers trust in their learners' ability to complete the project and that they provide positive reinforcement and support to learners. Giving up a measure of control is essential if the learners are to fully benefit from the experience and claim ownership of the project. Learner-choice does not imply total learner freedom as the project operates within the expectations of set outcomes and standards of work. Within these parameters learners are encouraged to explore their own solutions and ways of working. The choice of overall topic, i.e. the driving question, may be set by the teacher, yet the answer will be determined by the learners' specific interests and approach to addressing the question. As a result, different teams will answer the question with different solutions.

- 2) The project is realistic

The project and the methods employed to reach its resolution should relate to authentic, real-life scenarios. The problem or question may be directly relevant to the learners' life, that of their wider community or their potential future lives. Our driving question was one that was

¹⁷ Larmer, John, Margendoler, John, Boss Suzie (2015). *Setting the standard for project based learning* Alexandria: ASCD <http://eprints.ums.ac.id/43641/5bab%20l.pdf>

relevant to the learners' academic and future professional lives. The method of obtaining and communicating the information, a research project leading to a public poster presentation, was based around real-life scenarios that the learners will encounter in their upcoming undergraduate studies. Establishing links and emphasising the current or future utility of the knowledge, skills, competencies and attitudes developed through the project are likely to increase learner engagement and motivation.

3) The project embraces teamwork and collaboration

PBL is a team-centered activity which encourages learners to form communities of enquiry to answer their question or solve their problem. Successful teamwork requires many skills and attitudes and implicit in the nature of teamwork is that different members bring different attributes to the team and the project leading to its success. The team-based nature of the project and its outcome need not stop the individual assessment of learners and certainly some will bring more to the project than others. It therefore needs to be considered how the information will be captured to make these assessments and the rubrics produced should reflect it.

4) The project requires high quality work

There is an expectation in PBL, reinforcing the message of the growth mindset, that learners expand effort and apply themselves to produce work that leads to high quality outcomes. Teachers should positively reinforce these virtues and acknowledge the positive outcomes that result and should trust in learners' abilities to achieve them. The public, real-life nature of the outcomes is another driving factor encouraging high quality work. Project rubrics should emphasise the expected quality of the work, teamwork and crucially the public nature of the outcome.

5) The project provides a public forum for the project outcome

Learners are asked to apply themselves to the project over an extended period of time, to produce an authentic, high quality outcome. It is only fitting, and motivating, that their work and application be acknowledged and celebrated publicly and the learners are able to present work that they can take pride in. This is the authentic outcome of an authentic task. The public display and recognition of the work also shares the message that the teachers and the institution value the principles of learner-centredness embedded in the project.

B. The Concept of Video

1. Definition of Video

Video can provide realistic listening practice and stimulate language use. In tajuck (no date) defines that video in language learning may mean the use of popular films on video to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements.

Based on the explanation above that, video clips are recording segments of moving pictures and sound which can be played on the computer or television to present language forms and functions of language. By watching video clips, students can experience real-life situation and realistic models.

2. Types of Video

According to Harmer (2007)¹⁸ there are three basic types of video that can be used in the classroom as learning media proposed.

a) Off-air Programs

It includes program recorders from a television channel that can be engaging for students. Some off-air videos are extremely difficult for students to understand, especially where particular accents or colloquial language are used. The best programs are ones which can be used for a range of activities

¹⁸ Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburg: Pearson.

including prediction, teaching language, cross-cultural awareness or as stimuli for the students' own creativity.

b) Real-world Video

Real-world video deals with featured films, exercise manuals, wildlife documentaries, comedy etc. In selecting the videos, teacher needs to make a choice based on how engaging and comprehensible the extract is likely to be, whether it has multi-use potential and the length of the extract that match to time allocation of activities in the classroom.

c) Language Learning Videos

Language learning videos are free-standing videos to accompany Course books. The main advantage of these videos is that they have been designed for students at a particular level. Thus, they are comprehensible, designed to appeal to students' interests and multi-use as they can be used both for language study and a number of activities as well.

3. The Advantages and disadvantages of Using Video

The way of stimulating learners to talk might be to provide them with extensive exposures to authentic language through audiovisual stimuli and with opportunities to use the language. Harmer (2007:282)¹⁹ suggests that there are some reasons why a video can add special, extra dimension to the learning experience.

First, by using video as learning media, students do not just hear the language; they can see gestures, expressions, and other visual clues which convey general meaning. Video can provide real models since they include all the characteristics of natural spoken English language in realistic situations.

Second, video uniquely allow students looking at situations far beyond their classroom. It can develop students' cultural awareness. For example, they can see how Americans greet the other, what kinds of food people eat in other

¹⁹ Harmer, J. 2007. *The Practice of English Language Teaching*. Edinburg: Pearson.

countries and what they wear. Third, video can increase students' level of interest and motivation through its interesting moving pictures.

From cultural aspect, video enables students to see the world beyond the classroom and improve their cultural awareness. It helps bridging the cultural gap by providing background cultural information.

However, above all the advantages of using video to teach speaking, Riddel (2003: 223)²⁰ states that there are also the disadvantages of using video. The disadvantages of using audio-visual media are the concern of the using of equipment such as students may not see it as a real learning. Students sometimes are frustrated with the 'stop-start' nature of lesson, and with a very big class not everyone may be able to see the screen. The teacher may have to prepare their own materials and tasks. Riddle also suggested not overusing video type of lesson.

Thus, using video brings many advantages in teaching and learning speaking. Using a video in teaching speaking gives authentic model of English. It can also provide language in use. Moreover, a video in speaking allows students learning correct pronunciation, improving their vocabularies and understanding different culture. A video is generally easy to understand because of the available visual clues. Using it in learning is interesting and motivating for the students to learn. However, the teacher should also concern about the equipment used in teaching video. Teacher should also manage the use of video and the impact for the students, so they can see it clearly and become aware of what the aims of video for their learning.

4. Vlog (videos blogging)

a. A video definition According to the large Indonesian dictionary,

Video is a direct image recording or television program to be broadcast on television, or in other words is the display of moving video images

²⁰ Riddel, David. 2003. *Teaching English as a Second or Foreign Language*. London: Hodder Headline. Ltd. Speaking and Writing in First-Year Rhetoric Classes. http://www.mhhe.com/socscience/english/tc/trachselANDseverino/trachselANDsever_module.html.

accompanied by sound. This video actually comes from Latin, video vidum visum - meaning of appearance (has the power of vision); can see. Video media is one type of audio visual media. Audio visual media is media that relies on the sense of hearing and sense of sight. Audio visual media is one of the media that can be used in listening learning. This media can increase students' interest in learning because students can listen while looking at pictures.

Arsyad (2008: 49)²¹ states that video is a picture in a frame, where frame by frame is projected through the projector lens mechanically so that the image is seen in the life of the screen. From the above understanding, it can be concluded, that video is one type of audio-visual media that can describe an object that moves along with natural sounds or matching sounds. Video capabilities that describe images and sounds instantly provide an attraction.

Videos can present information, describe processes, explain complex concepts, teach skills, abbreviate or expand, and influence attitudes. Based on the above understanding, according to some experts, it can be concluded that the video is one audio-visual media types and can describe an object that moves along with natural sounds or matching sounds. Video presents information, organizes processes, explains complex concepts, teach skills, abbreviate or expand, and influence attitudes.

Based on the explanation above, Vlogging (Video-Blogging) is a activity using video media over the use of text or audio as the main media source. Various devices such as camera cameras, digital cameras that can record video, or cheap cameras equipped with microphones are easy capital to carry out video blogging activities. Video blogging can still be referred to as another form of internet television. Video blogging there is usually also equipped with a caption text or photo images, as well as for several video blogs, add other metadata.

²¹ Arsjad, Maidar G. 1988. *Pembinaan Kemampuan Berbicara Bahasa Indonesia*. Jakarta: Erlangga

b. Importance Vlog In Teaching Speaking

Speaking is the heart of every foreign language learning. It is productive skill like writing. Speaking is a main goal. Being able to talk with the target language is the simple output of learning it. Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998:13)²². Speaking is crucial and also beneficial. The need of smooth communication skills among the businessman and government officers during summits, for example, is crucial. Learning how to speak is rather difficult. Speaking requires language learners to learn: grammar, pronunciation, and vocabulary. Speaking also quite force them to understand when, where, why and in what ways to produce language.

This process somewhat is being neglected by the language learners. Even these are considered important. In this challenging modern era of technology, videoblog is somewhat promising. How to issue this language is somewhat ignored by language students. even though this is considered important. In this challenging era of modern technology, video blogs are rather promising. *Vlog* can help them improve their English in speaking ability.

Based on the explanation above Students can do better in telling stories, inviting ideas, and more. Students can also be involved in videoblog, as project assignments. This task is considered effective for them to increase their understanding of personal speaking in a foreign language

C. Implementation of Project Based Learning through Video blogging(Vlog) in Teaching Speaking

Videoblogging is the new trend in blogging. As defined by Wikipedia (2008), videoblogging, shortened as vlogging in this article, is a form of blogging for which the medium is video. A videoblogging, or vlog, is defined as a blog that uses video as its main source instead of texts. Current video

²² Chaney, A.L., 1998. Teaching oral communication in grades K-8. Boston: Allyn & Bacon.

blogging are essentially text blogs with externally linked videos for each entry (Parker & Pfeiffer, 2005)²³. Videoblogging offers a richer Web experience than typical text blogging because it combines movies, sound, still images, and text, increasing the information—and potentially emotions—shared with users. Most people who have *vlogs* usually describe various topics, as examples: hobbies, tips, brief speech, and so forth. This is one reason a *vlog* usually is considered as online diaries.

Those online diaries which mostly are orally spoken are the point component of learning target languages. *Vlog* offers a comfortable and personal sites for people to practice the target languages. Doing the videos online offers learners the opportunity to practice their language skills anywhere and with little prior preparation, which keeps them involved in the process (Thomas, 2009)²⁴. Video blogging or ‘vlogging’ as part of blogging trend tends to have a positive effect on improving learners’ fluency, accuracy and accent or language complexity. Since vlogging is mostly oral, speaking is the major component being emphasized.

Videoblogging as one of many strategies in learning builds students’ accountability in daily lives. It is good in processing information, communication, developing thinking, review of material and checking prior knowledge. In videoblogging, vlogger could experience more in web experiences compared to text blogging. Creating one videoblog means that vloggers have the ability to combine movies, sounds, pictures, and texts. It means that vloggers have a creative way of communicating, since many videobloggers believe that video expresses more natural than writing. Videoblogging strategy is one of the challenging strategies that automatically force the students to be actively engaged in the classroom since it has a good

²³ Parker, C. & Pfeiffer, S. 2005. Video blogging: Content to the max. *IEEE MultiMedia*, 12(2), 4-8.

²⁴ Thomas, J. 2009. Dialoguing written reflections to promote self-efficacy in student teachers. *Reflective Practice*, 14(6), 814-824.

structure that appears in how it builds students' knowledge around individual responses (Kagan, 1994:1)²⁵.

Based on description above, The student has a chance to develop individual accountability and also his or her social relationship unintentionally. When it is applied in the classroom activities, the high motivated students will be more motivated to learn. They feel more energetic and ready.

Therefore, the researcher will do a research related to the implementation of Project Based Learning through Videoblogging (Vlog) as one of strategy to improve students' speaking ability.

D. Relevant Previous Study

Ghozali, Muhamad Afifuddin (2017) Improving Students' Speaking Ability by Using Project-Based Learning at Marketing Department, SMKN 1 Jombang. Sarjana thesis, Universitas Brawijaya.

The problems are students' low-motivation in learning English and diminution of time allotment in teaching English for senior vocational school. Those problems exist in marketing department students. Reflecting those problems, Project-based learning is considered as the most suitable strategy because it can terminate those problems in a row. Moreover, project-based learning strategy can also impact to student's improvement in speaking. This study aims to improve student's speaking ability by using project-based learning. This study also focuses on one research problem which is how project-based learning can improve student's speaking ability at marketing department, SMKN 1 Jombang.

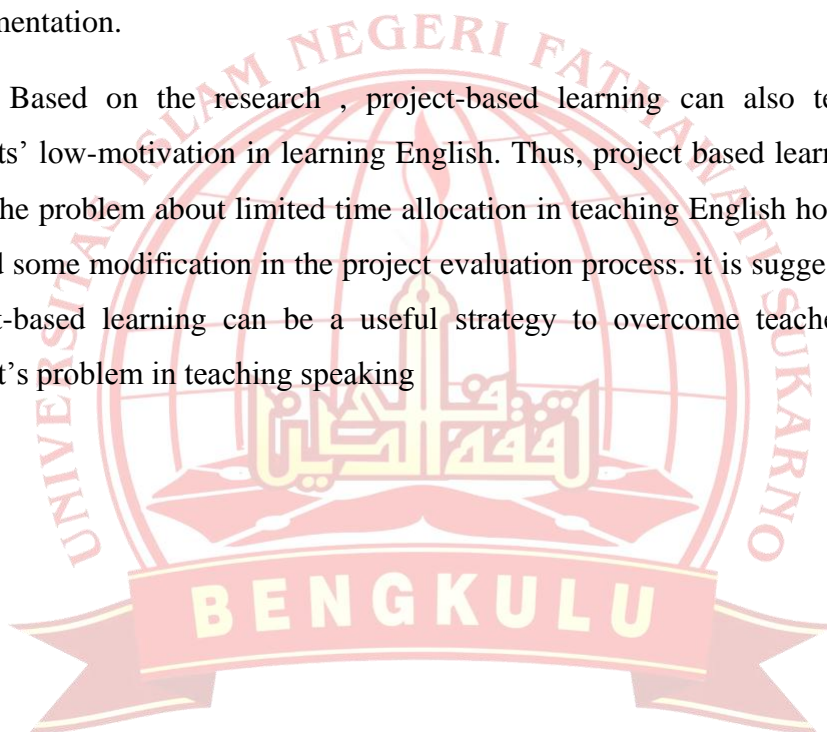
This study used collaborative classroom action research as research design since the writer still do not have a regular class. This research design consist of four stages in a cycle, as follows planning, acting, observing, and reflecting. Thus, it must continue to have next cycles if it did not reach the criterion of success. The criterion of success of this study is when 75% of

²⁵ Kagan, S. 1994. *Cooperative learning*. San Clemente, CA: Kagan Publishing. from <http://www.gdrc.org/kmgmt/c-learn/methods.html>.

students achieve minimum 10 point of improvement. The subject of this study were 34 students of X PM 2. The data was gathered by using five instruments: Test (pre-test and post-test, Questionnaire (pre-questionnaire and post-questionnaire) Observational Checklist, Field Note, and Interview Guide. The study was conducted starting from 4th November 2016 until 13th April 2017.

This study found that project-based learning can improve students' speaking ability. It is shown by 85,3% (29 students) of students reached minimum 10 point of speaking improvement in one cycle implementation.

Based on the research , project-based learning can also terminate students' low-motivation in learning English. Thus, project based learning can solve the problem about limited time allocation in teaching English however it needed some modification in the project evaluation process. it is suggested that project-based learning can be a useful strategy to overcome teacher's and student's problem in teaching speaking



O₄ : Post-Test of Control Class

B. Population and Sample

The population of this research is the second semester of English Study Program University of institute for Islamic studies (uinfas) Bengkulu. The second semester students are chosen based on the consideration that they have some problems in speaking skill. In this stage, they need more guidance and speaking skill with an effective way. The students who are categorized low in speaking skill are considered as sample.

The samples of the study were two classes. It was chosen by using purposive sampling technique. The sample was divided into control group and experimental group. The two classes are chosen based on two speaking lecturers' recommendation because the speaking for group activities in the second semester is the basic subject of learning speaking in this university.

C. Research Instrument

Table 3.2

Aspects	Indicators
1. Speaking Test	The researcher asked the students to perform monologue in English in length 3-5 minutes for each student. The researcher tested the students' structure, pronunciation, and fluency.
2. Observation sheet	The observation sheet was administered to the researcher as the teachers' activity while doing the treatment. It was conducted for every meeting of treatment. The observation sheet consisted of several items related to the teacher's activities in doing the treatment.

3. Video Recorder	The video recording can help the researcher to record the students' speaking while doing test. The researcher recorded the video by using a smartphone.
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D. Procedure of the Research

The procedure of this research consists of three steps, pre-test, treatment, and post-test. It was explained more as below,

1. Pre-test

Before giving treatments, the researcher gave a pre-test to the students. The purpose of the pre-test is to know the students' speaking ability before the researcher did the treatment. All of students in experiment and control group must choose one of the topics below then tell it orally in monologue/story telling in English in length 3-5 minutes for each student. Then the researcher recorded the students test activities, in order to get the valid data.

The topics of pre-test were as follows:

- | |
|---|
| <ol style="list-style-type: none"> 1. My Hobby 2. My Family 3. My Best Friend 4. My Favorite Tourism Object in Indonesia 5. My Favorite Food |
|---|

2. Treatment

a) Experimental Group

To conduct this research the researcher took three meetings including speaking test at the beginning and the end of the research (pre and post test). Moreover, in conducting this research, the research did several steps as follow:

- 1) The teacher greet the students and gave them apperception about descriptive text.
- 2) The teacher asked the students to work in group.

- 3) The teacher played video that have a duration about 3 minutes. The video was about a person telling of his vacation along with a detailed explanation that added some photos in it. After the video has finished, the teacher started the material with a question. (step 1:start with essential question)
- 4) In this part the teacher applied the second stages of Project based learning called planning. The students have to plan the project that they will make with their group. The students were welcome to view some videos and text on the internet as well as books as their reference to create a video design that was created with their group in the next meeting. (step 2:design a plan for the project)
- 5) The teacher gave orders to the students to discuss the references that they have for their video topics. The teacher gave the students free option to take videos wherever they are and make them as creative as possible. The teacher provides 1 to 2 minutes for the duration of the video. The teacher also told the students when they have to submit the video. (step 3:create schedule)
- 6) After the students discussed with each group, one representative of the group met the teacher one by one to tell the teacher what topic which each group take. (step 4: monitor the students and the progress of the project)
- 7) The teacher began to take a randomized number to determine which group is performing first. The teacher invited the students from one group to come forward to present their video. Afterthat, students from other groups were given an opportunity to ask or give some advices. (step 5: assess the outcome)
- 8) Teacher expressed her gratitude for the participation of students in making videos. The researcher and the students reflected on the activities and the project they have done. (step 6: evaluate the experiences)

- 9) Finally, the teacher was observed while doing the treatment. The teacher also did an interview to the students to know their opinion about the treatment.

b) Control Group

Treatment in the control group was different from experiment group. In control group the teacher just taught the students as the way the teacher teach. There is no modified strategy for control group. The teacher applied conventional teaching method in the control class. The stages of the treatment were as follows:

- 1) The teacher greeted the students and gave them apperception about descriptive text.
- 2) The teacher introduced what will be discussed in the class
- 3) The teacher divided the students into team which consists of four or five students in a team
- 4) The teacher played video that have a duration about 3 minutes. The video was about a person telling of his vacation along with a detailed explanation that added some photos in it. After the video has finished, the teacher starts the material with a topic.
- 5) The teacher asked the students to discuss the topic given in group.
- 6) The teacher arranged the time length in discussing the topic. The teacher gave the students some questions related to the topic given.
- 7) After the students discussed with each group, the group must face and meet the teacher one by one to tell the teacher what topic that they take and answer the questions given.
- 8) The teacher began to take a randomized number to determine which group was performing first. After that, students from other groups are given an opportunity to ask or give some advices.
- 9) The teacher expressed her gratitude for the participation of students in making the project. The researcher and the students reflect on the activities and the discussion they have done.

1. Post-test

The post-test was given after the treatment to the students. Post-test is given at the end of the treatment to know the effect of treatment on speaking ability at two classes. Similar to the pre-test, the researcher chooses one of the topics below to be told in English in front of the class, then tell it orally in monologue/story telling in English in length 3-5 minutes for each student. The researcher recorded the students test activities, in order to get the valid data.

1. My Hobby
2. My Family
3. My Best Friend
4. My Favorite Tourism Object in Indonesia
5. My Favorite Food

E. Data Analysis Technique

To see the students speaking ability, the researcher used rubric adapted from brown (2004: 174). Moreover, to examine the students' speaking score, the researcher will be helped by co-researcher

Speaking rubrics

Table 3.3.

Categories	Score	The Criteria of Scoring
Pronunciation	5	The students can pronounce the words very well.
	4	The students can pronounce the words well.
	3	The students can pronounce the words adequate enough.
	2	The students can pronounce the words frequently unintelligible.
	1	

		The students can pronounce the words poorly.
Content	5	The students comprehend the dialogue well and the content is clear.
	4	The students comprehend the dialogue in all although there is repeating in certain part.
	3	The students comprehend the dialogue but there are some repetition.
	2	The students comprehend enough the dialogue but difficult to reply what their friend said.
	1	The student does not comprehended although in simple dialogue.
Fluency	5	The student is able to continue speech without too much hesitation.
	4	The student's fluency is having a little disruption by language problem.
	3	The students make a lot of mistakes in language problem. The students often doubt and stop because of limited
	2	language. The students often break off and stop while conveying
	1	dialogue
Vocabulary	5	The student has board vocabulary
	4	The student has adequate Vocabulary
	3	The student has good enough vocabulary
	2	The student has limited Vocabulary
	1	The student has very limited vocabulary
Grammar	5	The student has very good grammar.
	4	The students' error in grammar is quite rare.
	3	The students' grammar is good enough, able to speak the language with sufficient structural.
	2	The students' construction of grammar is quite

	1	accurately but does not have thorough or confidence control. The student error is frequent but the content still understood.
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(Brown, 2004:
172).

After conducting the research, the researcher used several tests to analyze the data. Overall the researcher used SPSS 16 to analyze the data.

1) Normality Test

This study uses Kolmogorov Smirnov, Goodness of Fit normality test. This test compares a set of data on a sample of the normal distribution range of the mean and standard deviation, based on the statistical calculation on the normality test of the data with $\alpha = 0,05$.

2). Homogeneity Test

In analysis of the data, the students' score of pre-test and post-test will be collected and calculated to find out; the average and total score, standard deviation, and t-calculation. For the first data (pre-test), researcher found out the average of the score learners got for each class.

3). Hypothesis Testing

The independent sample t-test was run using SPSS 16. The result which was got from the analysis was stated as t-count. T-count was compared with t-table.

There are two possibilities:

1. If $t_{count} \geq t_{table}$; (sig. $p \leq 0,05$) H_1 was accepted and H_0 was rejected

2. If $t_{count} < t_{table}$; (sig. $p > 0,05$) H_0 was accepted and H_1 was rejected



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provides the findings of the research about the effect of Project Based Learning Approach Using *Vlog* (Video Blogging) on English Students' Speaking Ability at the second semester students of English study program Universitas fatmawati sukarno (UINFAS) Bengkulu.

4.1 Finding

4.1.1 Pre-test Score

After collecting the data, the researcher performs the best analysis of the student's test data. The best data was collected before the researcher started treatment, while the post-test data was collected after the researcher started treatment. A pre-test and a test were carried out for the experimental and control groups. The best description of the resulting data can be seen in the table below.

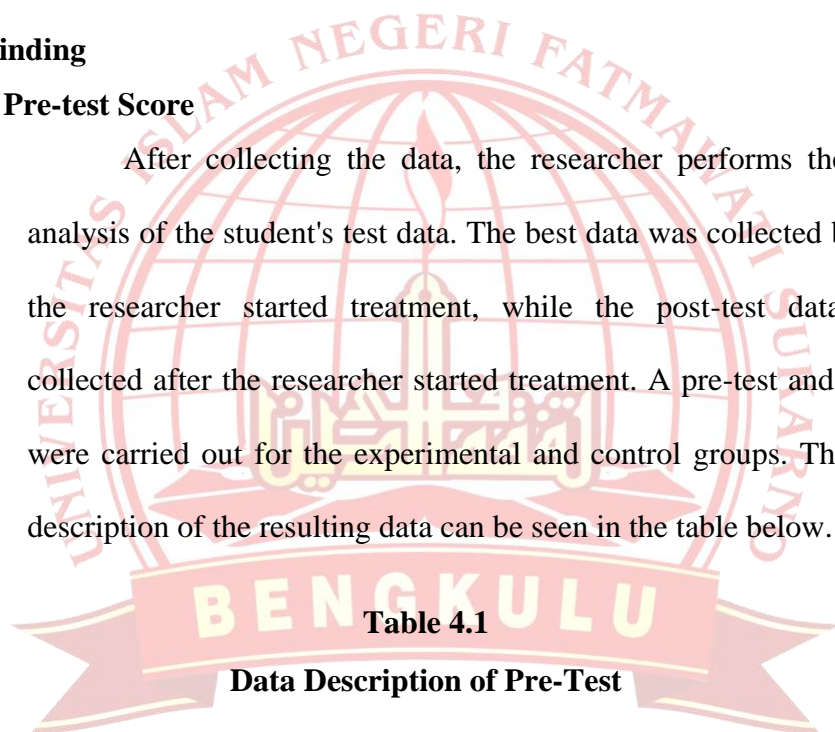


Table 4.1

Data Description of Pre-Test

	N	Minimum	Maximum	Mean
Experiment	26	60.00	72.00	65.54
Control	26	60.00	68.00	65.08
Valid N (listwise)	26			

The data shown in Table 4.1 shows that the minimum score for the control class was 60.00 and the maximum score was 68.00. Then 60.00 for the minimum score of the experimental group and 72.00 for the maximum score. In addition, the mean score of the control class is 65.08 and that of the experimental class is 65.54 in the best class. Based on the mean scores, it seems that the pre-test scores of the control and experimental classes are almost similar.

4.1.1. Treatment

After giving the best results for both groups, the researcher presented the treatment to the experimental group in three meetings. In teaching and learning process, the researcher implemented a project-based learning approach using video blogging (Vlog) as a treatment in the experimental class while in the control class it was taught by usual technique. The treatment consisted of three treatments, each meeting lasting 100 minutes. The description of the researcher's treatment activities in the experimental class was described as follows.

1. Experiment Class

Treatment I

In the first treatment, the teacher applied several learning steps by project using vlogs. First, the teacher welcomes the students and makes them aware of a descriptive text. The teacher asks the students to work in groups. At this stage, the teacher discovered that some

students were not performing very well in class, they were still playing with their phones in class. Second, the teacher plays a video of about 3 minutes. Video of a person recounting their vacation with a detailed explanation with some photos included. Almost all the students watched the video carefully, they were just quiet and quiet enough in the class, even though two students were still talking. After watching the video, the teacher starts the document with a question, the teacher does step 1: start with the core question. By asking questions, students answered the teacher's question. Fourth, teachers apply a second phase of project-based learning called planning. Students should plan the project they will be working on with their group. Students were invited to watch internet videos and texts as well as books as reference to create a video design that was created with their team in the next meeting, the teacher applied step 2: design plan for the project. All the students followed the teacher's instructions, sat in groups and then tried to design a project plan. They seem excited to take this step

Fifth, the teacher directs the students to discuss the references they have for their video topic. Teachers give students the ability to record videos wherever they are and make them as creative as possible. The teacher allows 1 to 2 minutes for the duration of the video. The teacher also tells the students when to submit the video, Step 3: Create a schedule. The pupils discussed the timetable in

groups among themselves, they also sometimes asked the teacher what they did not know. However, there are still some students who do not chat in groups, but only play on their phones. The teacher then asked them to put their phones away. After the students have discussed as a group, the group representative meets the teacher in turn to tell him / her on what subject each group has worked on, step 4: follow the students and the progress of the project. In this stage, the students became more active than in the other stage, they were more excited to start taking selfies using their camera. They spoke English in groups and then started recording videos. They were active. There was another group that didn't have a camera, then another group gave them a camera

At the next meeting, the teacher started deciding which groups first made to take a random number. The teacher went to the student to present the video. After that, other groups had the opportunity to request or advise advice. Step 5: Evaluate the result. The students performed Anthoustiast and the first execution, and the teacher asked for a future to present the video. The video created by the students was wonderful and obvious. Students seem happily at this meeting. When other groups showed a video, they laughed. Finally, the teacher expressed his gratitude for the participation of students who make videos. Researchers and students are reflected in activities and projects and 6 steps: Evaluate the experience. Students take care of

the teachers carefully on the activity and the reflection of the project. They felt happy when they said the teacher had a good score and a good video.

Treatment II

In the next treatment, the teacher applied the learning step based on the project using Vlogs. First, the teacher welcomes students and provides appropriate text for the explanatory text. The teacher asked students to work in the group. As with the first treatment, students are sitting in the group and becoming an active student. Second, the teacher played a video with a period for about 3 minutes. The video was a vacation person with a detailed explanation that adds images to her. When the video is complete, the teacher started the question with the question. All the students of the second treatment watched the video because the video could have more pleasure than the previous meeting. The students laughed on the video and laughed hard. They enjoyed the video.

Third, the teacher has done step 1: start with the essential question. Teacher and students discuss topics or topics that could be planned for a second treatment, then one student says talking about family can be an interesting topic, then another 'OK. Members have actively taken each step, they can form the question themselves. Fourth, teachers adopt a second phase of project-based learning called planning. Students should plan the

project they will be working on with their group. Students are encouraged to watch videos and texts on the Internet as well as their reference books to create a video design created with their team at the next meeting, step 2: design a project plan. The students were good enough at planning the project, they enthusiastically planned where they filmed the video.

The teacher also tells students when to submit the video, Step 3: Create the schedule. The students looked so excited when they started making the video that they asked the teacher about the topic chosen from the group. All team members actively discussed the project schedule. After the students have discussed in their groups, the group representative meets the teacher in turn to tell him \ / her on what subject each group has worked on, step 4: follow the students and the progress of the project). The students showed their best progress in making the video. All participated in making videos about the group. They worked in a collaborative team.

The teacher starts taking a random number to determine which group runs first. The teacher invites students in a group to present their video. Then, students from other groups have the opportunity to ask or give advice, step 5: evaluate the results. The students gave advice to another group using polite words. The students also clapped their hands as they enjoyed the other group's video. The teacher expressed gratitude for the students' participation in the

making of the videos. Researchers and students reflect on activities and projects they have undertaken, step 6: assess experience. Students thank the teacher because the teacher gave a good grade when making the video, most of the students used English in this step. They are also very happy.

The discovery of the second processing process showed that students were more interested when researchers apply this technology. They felt the passion to speak English in front of the class. In the second treatment, they were more active than the teacher's treatment of the teacher to make VLOGs. Almost all students have solved English in this treatment. The process of creating VLOG at this meeting is better than the first treatment

Treatment III

The teacher brainstorms the ideas of the students, how to explain the purpose of the course and the theme of the course.

The teacher gives the students a feeling. The teacher explains the introduction and learning elements. The teacher briefly explains what the students will do. The students appreciated the teacher's explanation and listened carefully. No more students are playing games on mobile phones. Then the first step was applied, starting with the necessary questions. Teachers begin the teaching process by asking students key questions so that they understand the goals

to be achieved when developing the project. At this time, all the students knew what to do. They divided into groups and sat together to discuss the issue. The students are very excited and active. They asked the teacher one by one. In the next step, the researchers applied the third and fourth steps of project-based learning. The third step is to create the project timeline (storyboard, location, start time, etc.)

At this stage, teachers and students discuss the deadline for the development of the project. It's finally time for them to complete the final product. It also includes the allocation of time to carry out each activity in the development of the project. The third stage students took the initiative to ask some questions about when to record the video. They are also very excited to be the best video producer, but at this stage, some students did not come to class because they had another organized activity. Then apply the fourth step of project-based learning in the meeting to track the progress of students and projects (discuss and solve problems, guide students through the whole process). Third and fourth. Two meetings were held because this is the most important stage in the development of the project. This is important because the success of the project implementation will depend on how the students develop the project. At the same time, teachers must play the most important supervisory role during this period. She is responsible

for facilitating this process, guiding students through the entire process, providing assistance when they encounter difficulties, and ensuring that all students participate in the process. Students begin recording videos at this stage and become active speakers, all English speakers in their group. They say everything about them.

For this treatment, the student is most successful in step 4. The last and sixth step is the experiential assessment (giving students the opportunity to speak freely about their feelings, problems, and the most interesting part of the process). After using video blogging as a way to learn to speak, they shared their feelings with the teacher. They showed interest in using video blogging because this is a new technology adopted between them. In summary, in the last treatment, the teacher found that the oral ability of the students was better than treatments 1 and 2, and the oral English of the students was more active. The quality of your video blog (vlog) is also better. Finally, at the last meeting, the researchers performed the following tests on the two groups. Compare the test results with the best preprocessing results.

1. Control Class

The stages of the teaching process during the first meeting led by the teacher are as follows: first, the teacher welcomes the students and makes them aware of the descriptive text. Some students don't listen

to the teacher, they just play on the phone, but there are students who listen to the teacher. The teacher then presents the topics to be discussed in class. Some students responded to their explanations, but others did not. They are only allowed to speak with other students. Third, the instructor divided the students into a team consisting of four or five students in a team. Only two teams followed the teacher's instructions, the other team simply ignored and did as they please. The speaker then asks them to sit in the team or group.

Meeting I

Then the instructor plays a video of about 3 minutes. The video is about a person recounting their vacation with a detailed explanation along with some additional photos. After the video is finished, the instructor begins the material with a topic. More than half of the students watched the video carefully, but some didn't, they were still talking to the other students in the group. Fifth, the teacher asks the students to discuss the given topic in groups.

Students discuss on the given topic in the cooperative group, but there is a group that does not discuss that topic, they discuss another story, the teacher tells them to discuss well. The speaker arranges time to discuss this topic. The teacher asks the students some questions related to the topic under discussion. Students answer and

answer questions in groups, actively working. But still one group did not answer the question, they said that they did not understand the meaning of the question, then the speaker explained more to them.

After students have discussed with each group, the whole group should face and meet each teacher to talk to the teacher about the topic they are studying and answer the questions posed. The whole group went to the teacher and gave their answers, but one group got the wrong answer and did not follow the teacher's instructions on how to answer the question. The speaker starts taking a random number to determine which group comes first

Then, students from other groups have the opportunity to ask or give advice. And finally, the speaker thanked the students for their participation. Speakers and students reflect on the activities and discussions they had. Observation results at the first meeting of the control class showed that almost all students actively answered the questions in groups, however, there were still some students who did not follow the teacher's instructions. . Perhaps it was the strategy or technique used in the controller layer that was boring.

Meeting II

In the meeting, the lecturer did similar technique to previous meeting. The findings showed that some students did not listen the teacher, they just played handphone, but there were some students who listened to the lecturer. They were just talked

to other students. The students watched the video carefully but some of them did not, they were still talking to other students in group. The students discussed the topic given in group cooperatively.

The students responded the questions and answered it in group, they were active. But there was still one group who did not answer the questions, they said they did not understand what the questions mean, the lecturer then explained more to them.

The observation result in the second meeting of control class showed that the students' speaking activity were not too active. There were some of them who still keep silent and did not say anyword while learning speaking.

Meeting III

The lecturer used discussion tehnique to teach speaking to the students. The findings showed that the students did not too anthusiast to discuss and speak in English. Many of them did not follow the instruction given by the lecturer. They just played handphone, talked to other students, and busy with themselves. They did not discuss the topic given by the lecturer well.

The observation result in the meeting of control class showed that the students' speaking activity were not good enough. They did not listen and follow the instruction from the lecturer. The researcher also found that the students were rarely speak English in the classroom. They dominantly used Indonesian while speaking in the classroom.

4.1.3. Post test score

After performing the treatment for three meetings in the experimental group and the usual technique for three meetings in the control group, the test was performed to see the effect of the two groups. The objective of the test is to investigate the effect of project-based learning using vlogs on students' self-expression. After analyzing the data from the best sample, the researcher analyzes the data from the test. In addition, the description of the post-test data is as follows

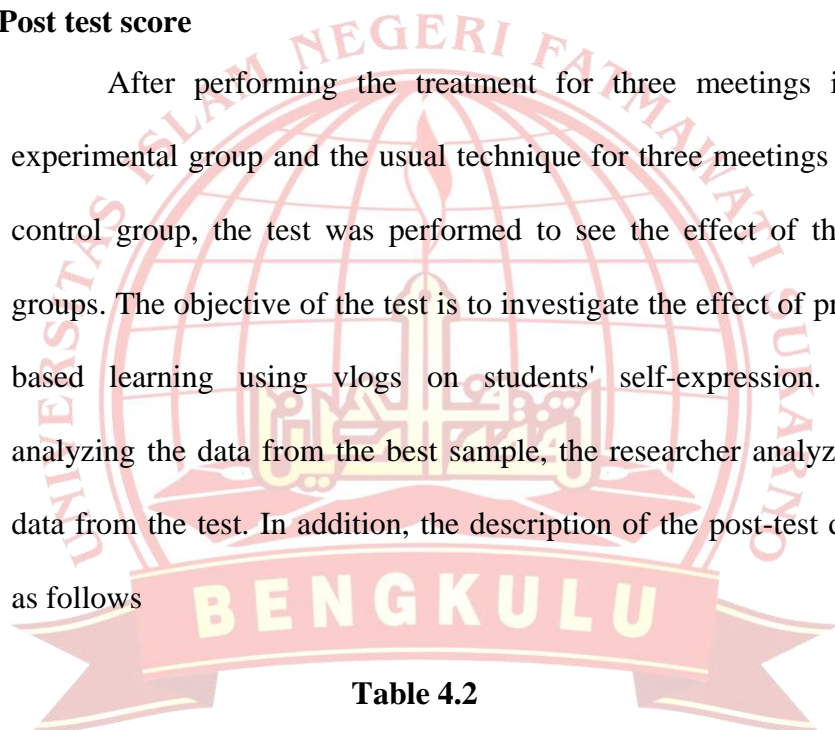


Table 4.2
Data Description of Post-Test

	N	Minimum	Maximum	Mean
Experiment	26	72.00	80.00	75.08
Control	26	60.00	72.00	66.62
Valid N (listwise)	26			

Post-trial data description shows that the minimum scores for the control and experimental classes are 60.00 and 72.00 while the maximum scores for the two classes are 72.00 and 80.00. In addition, the mean score of the control class was 66.62, lower than the mean score of the experimental class. The mean kernel of the experimental class is 75.08. This means that the mean score of the experimental class is higher than that of the control class

4.1.4 analysis of the pretest posttest

The students' meanscore both pre-and post-test of each class was in the chart below.

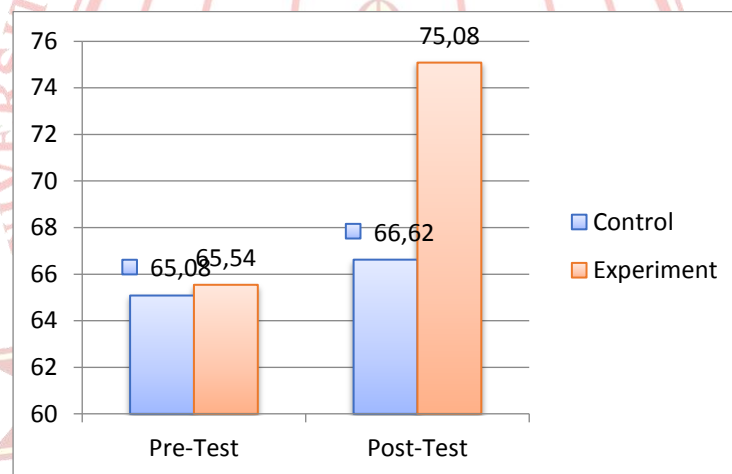


Chart1. The students' Meanscore

Figure 1 shows that there is no significant difference in students' expressive ability before and after treatment in the control group. To know the significance of the difference between the students' means in both the control class and the experimental class, the researcher conducted a hypothesis test.

4.1.5 normality dan homogeneity test

Once the data is collected, the normalization of the student's pre- and post-test results should be known to determine if the sample is normal. In addition, normality and homogeneity were also tested using SPSS.

4.1.5 Normality and Homogeneity Test

1). Normality Test Result

The standard level of a student's best result must be known to determine if the pattern is normal. In addition, the normality test is also checked using SPSS. The first normality test result is sig. = 0.065 for control and sig class. = 0.089 for the experimental class. Both previous test and control data were normal since signing. > 0.05 . In addition, the normality of the test is normal with sig. = 0.079 for control and class sig. = 0.083 for the test class which sig. > 0.05 . This means that all data before and after the test are catalogs.

2). Homogeneity Test Result

The results of the homogeneity test are run to see whether the data from the previous result is consistent or not. Levene's test for equality of variances shows that sig. = 0.784 > 0.05 , showing that the variances of the two groups are equivalent. Thus, the samples assigned to the experimental and control groups were initially not different but identical in pre-trial data. In addition, the post-test homogeneity was sig = 0.147 > 0.05 . Because the data were normal

and homogenous, an independent sample test was performed to find out whether a project-based learning approach using vlogs had an impact on students' speaking scores.

4.1.6 Hypothesis Testing

After analyzing the normality and homogeneity of the data, the researcher performed a hypothesis test to find out if there is a significant difference after applying the vlog processing to the data with the expressive capacity of the students. Based on the research questions, the following hypotheses are advanced.

H1 = Is there an effect of implementing the project-based learning method using Vlog on the students' ability to speak English

H0 = No effect of implementing Vlog-based project learning on students' ability to speak English

The results of the hypothesis tests are described in the following explanation.

The independent sample test is used to test the proposed hypotheses. The results of the best outcome hypothesis are in the following table.

Table 4.3 Hypothesis Testing of Pretest

Pre-Test Group	Mean Score	T	Sig. (2-tailed)	Mean Difference	Conclusion
Control	65.08	0.487	0.654	0.46	H0 was accepted
Experiment	65.54			Not Significant	

Regarding the table, the analysis results show that sig. (2 parts) of the most beautiful is 0.654, greater than 0.05 with $t = 0.487$. This means that H0 mentioned that students who learned using the vlog did not score significantly higher than those who were taught by the accepted conventional method. In addition, the results of the hypothesis tests in the test are given in the following table.

Table 4.4 Hypothesis Testing of Posttest

Pre-Test Group	Mean Score	T	Sig. (2-tailed)	Mean Difference	Conclusion
Control	66,62	5.871	0.000	8,46	H0 was rejected
Experiment	75.08			Significant	

Based on the above table, the analysis results show signs. The (2 parts) of the test are 0.000 less than 0.05 with $t = 5,871$. This means that H0 refers to the fact that students taught with vlogs did not score significantly higher than students with learned with vlogging. Conventional methods have been disqualified. Therefore, this means that learning by project using vlogging will better improve students' ability to speak English instead of the conventional method. The researcher concluded that there was a significant difference between the mean scores of the experimental group and the control group. In other words, there was a significant difference in test results between

the group taught with project-based learning using vlogging and the group taught with conventional techniques.

4.2. Discussion

Based on the results, the use of Vlog can improve students' English speaking confidence. By using vlog as a speaking technique, children can be more active and courageous when talking to their classmates. You can see from the handler layer that the vlog usage is different from the controller layer. Students in the experimental class can master English after using the vlog. The use of video also improves students' speaking skills. As Harmer (2007: 282) states that there are many reasons why a video can add a special and extra dimension to the learning experience, students don't just hear language; they can see gestures, expressions and other visual cues that convey a common meaning. Vlogs can provide realistic models as they cover all the characteristics of the natural spoken English language in real life situations. Video allows students to envision situations that go beyond their classroom in a unique way. It can develop the cultural awareness of the students. For example, they can see how Americans greet each other, what foods people eat in other countries, and what they wear. Video can increase student interest and motivation with its interesting moving images.

Additionally, the results of this study support a research finding from this study supporting the findings of Maulany (2013),

who found that PBL can improve students' oral skills. It is indicated by improvement in aspects of student oral expression adapted from Harries (1995), including comprehension, vocabulary, grammar, fluency and pronunciation. Of all the five dimensions, comprehension and vocabulary improved the most. In addition, this study also confirms a research result by Dewi (2016) titled Project-based learning techniques to improve oral skills. Improvement in a student's oral expression can be demonstrated by comparing the results of the previous test and the post test. Their average score in early childhood education was 67, and after education after the first cycle, it increased to 71. Furthermore, after the second cycle, the students' post-test scores increased to 79.

This means that the success indicator has been met. Therefore, PBL technique can improve students' speaking skills. Finally, the questionnaire data showed that 90% of students chose the agree and strongly agree options for the use of PBL technique in their speaking class. They also gave positive feedback about the use of PBL in the teaching and learning process.

In conclusion, this V-log-based project-based learning method is useful for teaching speaking abilities. It can be applied not only to science classes but also to high school level social classes. In addition, the weaknesses of this study were the map limits and time limits during which students were working on the project. From other

speaking topics, additional research may be conducted to compare the effects of creating videos on project-based activities to promote students' speaking abilities.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the research based on the findings of this research then add some suggestions.

5.1 Conclusion

Based on the results of the battlefield, using Vlog (video blog), it can be concluded that a project-based learning approach had a significant impact on the speaking skills of English language students at the Institute for the Study of English Language Studies (IAIN) Bengkulu for the second semester. . It is evidenced by the results of the hypotestis test assay, which showed that sig. Post-hoc tests (two-tailed) ranged from 0.000 to less than 0.05.

5.2 Suggestions

The findings showed that using vlogs gave significant effect to the students' speaking skill. However, the use of vlogs in teaching speaking took more time consuming for the process of making video. Therefore, related to the benefit of using vlogs, it was suggested for the students to use vlogs as a media to practice speaking, vlogs can be as tactical way to create their creative thinking while nor make them fluently in speaking English. Moreover, For English lecturers, they can use vlogs as a method as one of the alternative way to encourage the students

to learn in group cooperatively, to build the students' critical thinking, and to introduce them a trending technique in teaching speaking. The time consuming as a disadvantage of using vlog can be solved by giving the chance for the students to make vlogs at home or outside the classroom, therefore the students can be more creative.



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