

IMPROVING STUDENTS' SPEAKING ABILITY IN RECOUNT TEXT THROUGH PROJECT-BASED LEARNING: A VIDEO PROJECT

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Abstrak:

Penelitian ini bertujuan untuk menyelidiki efektivitas Project-Based Learning (PjBL) melalui proyek video dalam meningkatkan keterampilan berbicara siswa SMP dalam teks recount. Keterampilan berbicara dianggap sebagai keterampilan bahasa Inggris yang paling menantang karena kurangnya rasa percaya diri siswa dan ketakutan mereka untuk membuat kesalahan. Untuk mengatasi hal ini, diterapkan pembelajaran berbasis proyek yang memungkinkan siswa terlibat dalam tugas dunia nyata dengan membuat rekaman video tentang pengalaman masa lalu mereka. Metode ini diharapkan dapat meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart, yang meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan di salah satu SMP di Surabaya pada tahun ajaran 2024/2025 dengan melibatkan siswa kelas VIII-E yang awalnya menunjukkan partisipasi rendah dalam kegiatan berbicara. Data dikumpulkan melalui observasi kelas dan tes berbicara. Hasil penelitian dianalisis menggunakan pendekatan kuantitatif dan kualitatif. Temuan diukur berdasarkan peningkatan skor berbicara siswa setelah penerapan pembelajaran berbasis proyek. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa mengalami peningkatan, terutama dalam aspek tata bahasa, pelafalan, dan struktur. Selain itu, siswa menjadi lebih percaya diri dalam berbicara bahasa Inggris setelah membuat dan menonton video mereka sendiri karena mereka menyadari kesalahan yang mereka buat dan mampu memperbaikinya. Meskipun terjadi peningkatan, siswa menyatakan bahwa mereka masih membutuhkan lebih banyak kegiatan berbicara untuk meningkatkan kelancaran mereka dalam berbicara bahasa Inggris.

Katakunci: kemampuan berbicara; teks recount; proyek video; pembelajaran berbasis proyek.

Abstract:

This study aims to investigate the effectiveness of Project-Based Learning (PjBL) through video projects in improving junior high school students' speaking skills in recount text. Speaking is considered the most challenging English skill due to students' lack of confidence and fear of making mistakes. To address this, Project-Based Learning was implemented, allowing students to engage in real-world tasks by creating video recordings of their previous experiences. This method was expected to improve students' speaking skill. The research employed a Classroom Action Research (CAR) design following Kemmis and McTaggart's model, involving planning, action, observation, and reflection stages. Conducted at a junior high school in Surabaya during the 2024/2025 academic year, the study involved class VIII-E students who initially showed low participation in speaking activities. Data were collected through classroom observations and speaking tests. The result was analyzed using both quantitative and qualitative approaches. The findings were measured by improvements in students' speaking score after the implementation of project-based learning. The result showed that students speaking ability were improved especially in grammar, pronunciation and structure. In addition, the students were more confident in speaking English after doing and watching their own video because they noticed their mistakes and they were able to correct the mistake. Despite the improvement, the students stated that they needed more speaking activities to enhanced their fluency in speaking English.

Keyword: Speaking skill; Recount text; video project; Project – based Learning

INTRODUCTION

English is one of the subjects that are taught in Indonesia. The purpose of learning English is to be able to use English for both oral and written communication. There are

four skills of English that must be learned by students: Reading, listening, writing and speaking. As one of the English skills, speaking is considered as the most challenging skill to be learnt because it requires students to master numerous elements including vocabulary, pronunciation and grammar (Meinawati, 2024).

Students must practice speaking in English as often as possible to improve their speaking skill. More exposure and practice are necessary to use English fluently (Harmer, 2007). However, students said that speaking is hard to do because they are lack of confident and worry to speak in English in the class. They are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people (Harmer, 2007). They don't want to lose face in front of their friends when they make mistakes. Therefore, they rarely speaking in English in the class and the teachers have difficulty to make the students speak in English. The teachers need to facilitate the students to speak in English without feeling worry and loosing face in front of their classmates. The teachers need to encourage the students to try to use the language they are learning as often as possible (Jack C. Richards, 2002)

The recent curriculum emphasizes some learning models that must be implemented since they can enhance the students' learning result and critical thinking. One of the models are Project based learning. Project based learning is a teaching model that put emphasize on assigning task, particularly in the form of project that can lead students to experience something (Hamidah, 2020). Project based learning can facilitate students to use English frequently by doing the project. A project work is a valuable vehicle for integrating language and content learning across a variety of educational setting (Jack C. Richards, 2002). Students could gain practical and efficient knowledge when experiencing and practicing things related to real life context (Hamidah, 2020). Therefore, project work encourages students to do learning by doing. Making a project means that students not only learn about the language but also use the language in their daily life context.

Project can be organized in a number of different ways, but they generally share the same sequence: Briefing, idea generation, data gathering, planning, drafting & editing, and result (Harmer, 2007). The first thing to do is teacher and students decide the topic. After deciding the topic, students need to decide what is going into their project. In this process, the teacher is directing and guiding the students to do the project carefully. After generating the idea, students need to collect all the data needed. The students and teacher make a plan to do the project including the schedule and then doing the project.

Project based learning is believed to have a positive impact in students learning. Project work can build students confidence, self - esteem and autonomy as well as improving students' language skill content learning and cognitive abilities (Jack C. Richards, 2002). It is expected that by doing a project, students can be more confident to speak in English and improve their speaking ability. In addition, Projects based learning is able to increase students' academic achievement, motivation and interest.

Project may differ in the ways that information is reported as part of culminating activity (Jack C. Richards, 2002). Project can be in the form of board display, video, etc. The appropriate project to improve the students' speaking skill is in the form of video recording. Video recording acquires students to record how they speak about their previous experience. The students can listen to their video to evaluate their mistakes. They can re-record to get the best result. Therefore, video recording can help students to advance their speaking skill (Nation, 2008).

Study about using video has been conducted by (Khawa, 2020) entitled "The Effectiveness of Video-Making Task in Increasing Students' Speaking Skill". This study conducted in students of Arabic education department in IAIDA. The result of the study showed that video-making task significantly effective in increasing students' speaking score and their self-confidents. (Busman, 2019) also conducted similar research for senior high school. The study showed that the senior high school students' speaking skill improved in terms of fluency by using video project in teaching speaking skill. Another research is conducted by (Zein T. T., 2023). The research showed that video project can eliminate their shyness and inhibition in speaking, and improves the students' speaking fluency in English.

These previous studies left the gap that can be completed by this present study, especially in the content of the video project and the subject of the research. In this study, the content of the video project is related to the students' previous experience and the genre of the text spoken by the junior high school students is a recount text. Thus, this study is intended to find out whether the video project help students to improve their speaking skill in recount text.

RESEARCH METHODOLOGY

This study is a Classroom Action Research (CAR) design, which aimed to find out the students' speaking skill after being treated with Project based learning. In this research, Project-Based Learning through a video project was applied to improve students' speaking ability in recount text. The study followed the model proposed by (Kemmis, 1988), consisting of four main stages: planning, action, observation, and reflection. These stages were conducted in iterative cycles to continuously improve the teaching and learning process based on the findings in each phase.

The research was conducted at a junior high school in Surabaya during the second semester of the 2024/2025 academic year. The participants of this study were the students of class VIII-E, who were selected due to their low confidence and participation in speaking activities, as observed in preliminary classroom assessments and pre-test. This class was considered appropriate for the implementation of a project- video to increase students' speaking skill in recount text. This research is conducted in 2 cycles.

Data collection in this study was carried out using several techniques to ensure comprehensive findings. First, classroom observations were conducted to monitor students' engagement, behaviour, and participation throughout the learning process.

Second, speaking tests were conducted before and after each cycle to assess students' speaking performance using a rubric that measured fluency, pronunciation, comprehension, grammar, and structure.

The collected data were analysed using both quantitative and qualitative methods. The quantitative data from the speaking tests were analysed by calculating the students' speaking performance in each cycle. These scores were then compared to identify improvements. Meanwhile, the qualitative data from observations was analysed descriptively to provide a deeper understanding of students' attitudes, engagement, and learning experiences during the implementation of Project-Based Learning.

RESULT AND DISCUSSION

The study aimed to investigate the effectiveness of Project-Based Learning (PjBL) through a video project in improving students' speaking ability in recount texts. The research was conducted in a Grade 8 English classroom consisting of 31 students with varied English proficiency levels. The implementation of the video project took place over 2 cycles or four weeks. The data of this research were taken from observation field note and students' score in each cycle.

The Criteria for Achievement of Learning Objectives (KKTP) for the English subject in Grade VII at SMP Negeri 34 Surabaya is a minimum score of ≥ 75 for individual mastery. Therefore, a student is considered to have achieved individual mastery if they obtain a score of ≥ 75 . Meanwhile, the class is considered to have achieved mastery learning if $\geq 85\%$ of the students have reached the minimum mastery criteria.

Result

Cycle 1

Planning

In this phase, the researcher prepared the lesson plan including teaching material, speaking rubrics and observation field note. A lesson plan was developed incorporating Project-Based Learning (PjBL) strategies, focusing on a video project task.

Action

In this phase, the researcher implemented the lesson plan. This action was conducted in two meetings. At the beginning of the first meeting, students were introduced to recount texts including text structure and language features. Then, the past verbs are given and the students were asked to make sentences based on the verbs orally. Next, a video that talks about past experience was given to be discussed and as an example of their project. The teacher and students discussed together about the recount text structure and language features based on the video. Then, the teacher gave an opportunity to the students to share their experiences. The teacher guided to plan and produce a personal recount video. The video was recorded by students autonomously at home. In the second meeting, the teacher gave feedback to the students and shared about their difficulties in

making video recording. At the end of the meeting, the students were given speaking test. They were asked to talk about their past experience. a post-test is given to determine their level of success in the learning process that had been carried out.

Observation

The researcher observed the learning process and student behavior using observation field notes and students score. Data on student participation, engagement, and speaking performance were collected. The students also completed a self-reflection sheet on their experience. Here is the result of students score:

Tabel 1. Result of Pre-test and Post-test Cycle 1

Cycle	Assessment	Average Score	Number of Students Achieving Individual Mastery (Score ≥ 75)	Mastery Learning Percentage
cycle 1	Pre-test	72	13 of 30	43.3 %
cycle 1	Post-test 1	77	20 of 30	66.7%

The data above presents the results of the assessments conducted during Cycle 1 of the Classroom Action Research. In the pre-test, the students achieved an average score of 72, with 13 out of 30 students (or 43.3%) meeting the minimum mastery criteria (score ≥ 75). This result indicates that more than half of the students had not yet achieved individual mastery prior to the intervention. Most of the students already use simple past to talk about their past experience. They knew how to construct simple past sentence orally. They used appropriate vocabularies so that their utterances are comprehensible. However, some the students didn't express their past experience based on the structure of recount text. They directly talked about the events without orientation and re-orientation. They didn't talk about their feeling when experienced the events. Besides, they pronounced some words incorrectly.

During the implementation of project-based learning through video project, the students showed positive behaviours. They participated actively in teaching and learning process. The students had enough insight about recount text. When they were showed a video about recount text and told that they were going to make a similar video, they showed excitement.

The students' video projects show impressive results. They demonstrated clear English-speaking skills throughout their video. Most of them used appropriate pronunciation, intonation, and grammar. They were able to tell their past experience with the correct structure. In addition to language skills, the students also showed great creativity. The results of their video project were decent. The students can record themselves with big effort. They made plan before record themselves to guide them speak in front of the camera and also did some practices. They also edited the video courteously such as giving

opening music. Despite the result, students also had some difficulties in recording a video. Some of them had less confidants when they saw their faces in front of the camera. But they knew that through the video, they can evaluate their mistakes in speaking skill.

Following the implementation of Project-Based Learning through a video project, the post-test 1 results show an improvement. The average score increased to 77, and 20 out of 30 students (or 66.7%) achieved individual mastery. Although the class had not yet reached the required 85% mastery learning percentage, the increase in both average score and number of students who met the criteria indicates positive progress and the effectiveness of the learning strategy used in this cycle. Most of the students were able to tell their experience with correct structure. They were not only talked about the events but also talked about their feeling and impression about the events. However, they still did mispronounced some words and forgot to use past of verbs.

Reflection

The researcher analyzed the results of the post-test and observation in Cycle 1. During the implementation of project-based learning through a video project, the students showed positive behaviors. They are engaged to the teaching learning process and enjoyed the project. They already knew about the concept of recount text and were able to speak in English using simple past. While there was improvement, several issues were identified, such as unclear pronunciation and lack of fluency. These findings informed the planning for Cycle 2 to address the gaps.

Cycle 2

Planning

Based on the reflection from Cycle 1, the second cycle the researcher prepared the lesson plan including teaching material, speaking rubrics and observation field note included adjustments such as more focused pronunciation drills and guided script editing. The lesson plan was revised accordingly.

Action

In Cycle 2, the teacher focused on the students' weaknesses such as mispronunciation and using the past form of verbs. Sometimes, the students forgot to use past form verbs when they talk about past events. At the beginning of the meeting, the teacher showed the students some verbs. The students were asked to change base form of verb into past form of verb. Then, the teacher and students pronounced the word together to teach them how to pronoun the verbs. Next, the teacher showed two videos that talk about past events. The students were asked to analysed and compared the similarities and differences of the videos. The students also try to find the verbs that showed in the video. Then, the teacher gave an opportunity to the students to ask about the project and recount text. The teacher guided to plan and produce a personal recount video. The video was recorded by students autonomously at home. In the second meeting, the teacher gave feedback to the students and shared about their difficulties in making video recording. At the end of the meeting,

the students were given speaking test. They were asked to talk about their past experience. a post-test is given to determine their level of success in the learning process that had been carried out.

Observation

Observations during this cycle showed higher student confidence and better technical quality in video project. Speaking scores also improved. Here is the result of students score:

Tabel 2. Result of Post-test cycle 1 and cycle 2

Cycle	Assessment	Average Score	Number of Students Achieving Individual Mastery (Score ≥75)	Mastery Learning Percentage
cycle 1	Post-test 1	77	20 of 30	66.7%
cycle 2	Post-test 2	78	26 of 30	86.7%

The data compares student performance across two assessment cycles, focusing on average scores and mastery learning. In Cycle 1, students completed *Post-test 1*, resulting in an average score of 77. Out of 30 students, 20 achieved individual mastery, defined as scoring 75 or above, which translates to a Mastery Learning Percentage of 66.7%. This indicates that while the average score was fairly strong, a significant portion of the class (10 students) did not reach the mastery threshold, highlighting the need for additional instructional support and follow-up learning activities.

In Cycle 2, students took *Post-test 2*, and the data shows a modest improvement. The average score increased to 78, and the number of students achieving mastery rose to 26 out of 30, raising the Mastery Learning Percentage to 86.7%. Although this reflects a positive trend compared to Cycle 1, the overall increase in both the average score (+1 point) and mastery rate remains limited. This suggests that while some progress was made, it was not sufficient to bring the majority of students to the desired level of competency. Some students felt more confident in speaking English after doing the project. It happened because they already done this before through the video and they know what they were going to talk. By watching their own video, the students could identify their mistakes and correct it when they speak in post-test. It can be concluded that while instructional strategies may have had a positive effect, they were not fully effective in ensuring that the majority of students reached the expected mastery level. Further refinement in teaching methods and targeted interventions is necessary to meet the learning goals more effectively.

In response to these findings, the researcher conducted a follow-up review to identify the specific difficulties faced by the students. This reflective analysis aimed to understand the underlying factors that contributed to the students’ inability to reach the mastery

threshold. Through observations, student work analysis, informal interviews, and questioners, the researcher gathered data on common learning challenges, such as limited understanding of key concepts, lack of practice with the target skills, and difficulties in applying grammatical structures accurately. The results showed that students felt confused when they constructed a story in English. They could construct few sentences in simple past. However, they tend to forget to use simple past when they were asked to talk about past events in the post test. It happened because they felt nervous. They also needed more practice in speaking English. This project gave them more opportunities and time to speak in English, but it was not enough. They needed to practice English more frequently. In addition, different pronunciation of Indonesian and English made them felt confused in pronouncing some words.

Reflection

At this phase, an evaluation is conducted to review both the aspects that were successfully implemented and those that still need improvement in the application of project-based learning through the video project. Based on the collected data, the following points can be outlined:

1. During the teaching and learning process, the teacher implemented the lesson well. Although some aspects were not yet perfect, overall the learning process was delivered clearly and systematically.
2. Based on the observation results, students participated actively during the learning process.
3. Students were able to achieve mastery learning, although the improvement was only slight.
4. Students felt that the video project helped them improve their English-speaking skills.
5. Students felt more confident when speaking English because they had learned from the videos they had recorded.

Discussion

This part discussed the result of the study based on the pre-test, post-test, and observation field note.

1. Improvement in Students' Speaking Skill

The implementation of Project-Based Learning (PjBL) through a video project contributed to an improvement in students' English-speaking skills. The data showed a progressive increase in the average score from the pre-test (72) to post-test 1 (77) and finally to post-test 2 (78). Moreover, the percentage of students achieving mastery rose significantly from 43.3% in the pre-test to 66.7% in post-test 1, and then to 86.7% in post-test 2. Despite the increasing percentage, the students score only had slight improvement.

These improvements were largely due to the repeated exposure to speaking tasks and the opportunity to reflect on and revise their performances through video recording. By using a video project, every student wants to perform their best ability in speaking; therefore, they do a lot of practice before their speaking performance is recorded. They do everything to make their speaking better, such as looking for the correct pronunciation, minimizing grammatical errors, and enhancing their fluency by frequently repeating the sentences (Zein T. T., 2023). Most students were able to apply the structure of recount text more accurately in Cycle 2 and expressed their experiences with better organization. They also showed progress in grammar use, particularly with the simple past tense, and were more confident in using appropriate vocabulary.

However, challenges remained in terms of pronunciation and fluency. Some students continued to mispronounce words or forget to apply the past form of verbs due to nervousness or limited practice. This suggests that while the project encouraged speaking and self-reflection, additional and more frequent oral practice is necessary for mastery.

2. Teacher's Ability in Managing the Class

Throughout both cycles, the teacher demonstrated effective classroom management and instructional planning. The teacher adapted the lesson plans based on reflective analysis and student needs, particularly in Cycle 2. Specific interventions, such as pronunciation drills and guided script planning, helped address identified weaknesses in Cycle 1.

The teacher facilitated student-centered learning by providing clear instructions, modelling the tasks, and offering constructive feedback. During classroom activities, students were actively engaged and showed increased motivation, indicating that the teacher successfully created a supportive and interactive learning environment. The integration of group discussions, individual sharing, and feedback sessions also contributed to the effectiveness of classroom management.

Though some aspects, like time management and ensuring equal participation among all students, could still be improved, overall the teacher managed the Project based learning method effectively and responded well to the emerging challenges during the cycles.

3. Implementation of Project-Based Learning through Video Project

The video project as the core of the PjBL strategy proved to be one of the methods in teaching speaking. Students responded positively to the challenge of creating a personal recount video, showing enthusiasm, creativity, and increased autonomy. They planned their scripts, practiced their speaking, and edited their videos with care, even adding elements like music and transitions.

The authentic nature of the project provided students with a meaningful context to apply their language skills. It allowed them to explore language use beyond the classroom, develop digital literacy, and reflect on their own learning. The video project is intended

to facilitate students in using English as a real communication tool and using English in daily context. The video format also offered opportunities for self-assessment, as students could identify and correct their mistakes by reviewing their own recordings.

However, the implementation also revealed some limitations. A few students expressed discomfort with being on camera. They also had difficulties in pronouncing some words because of differences between Indonesian and English pronunciation. Despite these challenges, most students recognized that the project helped them improve their speaking skills and boosted their confidence. Project-Based Learning activities have a variety of positive benefits for students including attitudes towards learning and self-esteem (Essien, 2021).

Conclusion

The implementation of Project-Based Learning (PjBL) through a video project in teaching recount text has shown positive outcomes in improving students' English-speaking skills. This classroom action research, conducted in two cycles, revealed that there is an improvement in students' performance, participation, and confidence in speaking English. The video project not only provided an engaging platform for students to express their past experiences but also enabled them to reflect on their own progress through self-recorded videos.

The students demonstrated clear improvement in speaking fluency, grammar (especially in using the simple past tense), and organization of ideas following the structure of a recount text. Although pronunciation and the consistent use of verb forms remained areas needing further development, students showed increased awareness and willingness to correct their mistakes. Moreover, they expressed greater confidence and motivation to speak English after completing the project.

In short, the use of a video project as a PjBL strategy proved to be a meaningful and method to enhance speaking skills in an EFL context. It raised student engagement, autonomy, and creativity while encouraging active participation. However, to achieve even better results, it is recommended that speaking activities be conducted more frequently, and additional support be given for pronunciation and grammar practice. Future implementations may also benefit from providing more technical guidance for video editing and expanding opportunities for peer collaboration and feedback.

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