INVESTIGATING PROJECT-BASED VLOG TO IMPROVE STUDENTS' SPEAKING SKILL IN REAL WORLD ACTIVITY

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Abstract: Monotonous speaking practice is carried out in classroom. This activity is only carried out by two-way communication between lecturers and students. It becomes problematic for students to practice speaking. To overcome this problem, it is necessary to innovate speaking learning models by utilizing technology. Vlog can be used as technology tool for speaking. The aim of this research is to identify the success of implementing project-based vlogs to improve students' speaking skills. This research uses a combination research method, namely quantitative and qualitative. The research instrument uses observation sheets and pre-test and post-test scores. The research results show that the application of project-based learning with technology has succeeded in improving students' speaking skills through creating students' vlogs. The students' speaking skill improved in the aspects of pronunciation, grammar, vocabulary, fluency and understanding. The research results can be concluded that project-based learning is very suitable to be implemented at the Politeknik Negeri Malang because it is in accordance with the objectives of providing vocational education. Based on these findings, students' English vlogs can be used as learning models in speaking class.

Keywords: project-based vlog, real world activity, speaking skill

INTRODUCTION

In contemporary educational settings, the development of students' speaking skills in a second language, particularly English, is a crucial aspect of language learning. However, traditional classroom methods often fall short in providing effective opportunities for students to practice and improve their speaking abilities (Chen, 2022; Suharto, 2022; Jin & Harp, 2020). Typically, speaking practice in classrooms tends to be monotonous and limited to interactions between students and instructors, which may not adequately simulate real-world communicative situations. Recognizing the limitations of traditional approaches, there is a growing interest in exploring innovative (Lomos et al., 2023; Shafiee et al., 2022; Williyan & Sirniawati, 2020) teaching methodologies that leverage technology to enhance language learning experiences . One such approach gaining traction is the integration of project-based learning (PBL) with digital media tools, such as vlogs (video blogs), to facilitate meaningful and authentic speaking practice.

Project-based learning emphasizes student-centered, hands-on activities that foster critical thinking, problem-solving, and collaboration skills (Ling et al., 2024; You, 2024: Maros et al., 2023). By incorporating technology like vlogs, which are popular among students and offer a platform for self-expression, educators have the potential to create engaging learning environments that motivate students to actively participate in speaking activities. The rationale behind investigating the effectiveness of project-based vlogs in improving students' speaking skills lies in the potential of this approach to address the shortcomings of traditional speaking practice methods (Luo et al., 2023; Habibi et al., 2019; Mali & Salsbury, 2021). By engaging students in creating vlogs on various topics of interest, educators can provide opportunities for authentic language use in real-world contexts, thereby enhancing students' speaking proficiency across different linguistic aspects, including pronunciation, grammar, vocabulary, fluency, and comprehension.

However, while there is anecdotal evidence supporting the benefits of integrating project-based vlogs into language learning, empirical research is needed to systematically examine the impact of this approach on students' speaking skills. Therefore, this study seeks to fill this gap by investigating the success of implementing project-based vlogs as a technology-enhanced speaking learning model in the context of Politeknik Negeri Malang. By conducting a comprehensive analysis using both quantitative and qualitative research methods, this study aims to provide valuable insights into the effectiveness of project-based vlogs in improving students' speaking skills. The findings of this research have the potential to inform language educators and curriculum developers about the feasibility and efficacy of integrating innovative technology-driven approaches like project-based vlogs into language learning programs, particularly in vocational education settings.

METHODOLOGY

This research adopts a mixed-method approach to investigate the efficacy of utilizing vlogs as a means to enhance students' speaking skills (Creswell & Clark, 2011). Central to the data collection process are observation sheets, pre-tests, and post-tests, which serve as primary instruments for gathering relevant data. The observational aspect of the study is designed to capture nuanced insights into the implementation of project-based vlogs within the speaking lessons. Through systematic observation, the researcher aims to discern patterns, behaviours, and interactions indicative of the effectiveness of the vlog-based approach in fostering speaking proficiency among students. Additionally, the administration of pre-tests and post-tests allows for

a quantitative assessment of students' speaking abilities before and after the intervention, providing empirical evidence of any observable improvements.

The research cohort consists of 15 students enrolled in speaking lessons at Politeknik Negeri Malang. This sample size is deemed sufficient to yield meaningful insights into the impact of the project-based vlog approach on students' speaking skills within the specified educational context. By employing a mixed-method design, this research endeavours to triangulate findings from both qualitative observations and quantitative assessments, thereby offering a comprehensive understanding of the phenomenon under investigation (Ary et al., 2014). Such methodological rigor not only enhances the credibility and validity of the study but also contributes to the broader scholarly discourse on innovative pedagogical approaches in language education.

FINDINGS AND DISCUSSION

Findings

The purpose of this study was to investigate project-based vlog to improve students' speaking skill in real world activity. The data collection technique used in this study was through observation sheets and pre-test also post-test. The observation sheet is carried out to investigate the implementation of project-based vlog. On the other side, the score of post-test and pre-test is to investigate the students' improvement of speaking skill.

In this section the process of data analysis and the results achieved are presented. As mentioned in the previous section, the data collection carried out by the researcher.

Table 1. The implementation of project-based vlog

Stages	Checklist		Note
	Yes	No	
Project preparation before creating vlog	√		There are some problems related to students speaking skills
Project implementation for creating vlog	√		
Project evaluation after creating vlog	√		

Based on the table 1, there are three stages of implementing project-based vlog. They are project preparation before creating vlog, project implementation for creating vlog, and project evaluation after creating vlog. All of stages are done very well. There are some problems that can solved by lecturer in the first stage of project preparation.

Project preparation before creating vlog is the crucial activity. It is because this is the first stage before creating a vlog. In this stage, lecturer gives instructions of creating vlog to the students. The students also think about what kind of topic should be relevant for creating vlog. The lecturer also gives time schedule in creating vlog. In this stage, students are divided into five groups. One group consist of three students who create on vlog.

After that, in the second stage, it is about project implementation of for creating vlog. In this stage, students start to create vlog based on their groups' creativities. They visit one destination based on the topic chosen about business. Then, they practice to speak by using English in the

form of vlog. In this stage, they also edit the vlog based on their creativity. Before creating vlog, they feel nervous to speak because they have lack ability in speaking. This process of creating vlog help students to improve their speaking skills.

The last stage is project evaluation after creating vlog. In this stage, all groups present the result of their vlog. They explain the result in front of their friends and their lecturer. They can present the result very well. Then, lecturer appreciates students' improvement in practicing speaking through project-based vlog.

Table 2. Students' Pre-Test

No	Students	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	Score
1	A	15	10	15	15	12	67
2	B	10	9	15	11	20	65
3	C	10	10	12	13	5	50
4	D	15	10	15	15	12	67
5	E	7	10	12	11	11	51
6	F	10	9	9	11	20	59
7	G	10	11	12	13	5	51
8	H	10	9	15	10	20	64
9	I	10	10	15	11	20	66
10	J	15	10	15	15	12	67
11	K	10	10	12	13	8	53
12	L	15	10	15	15	12	67
13	M	10	9	15	11	20	65
14	N	12	10	12	13	9	56
15	O	15	10	15	15	12	67
	Average	**11,6**	**9,8**	**13,6**	**12,8**	**13,2**	**61**

Based on table 2, the score of students' pre-tests is below 70. It shows that students have lack of knowledge in speaking skills. The average score of all speaking components around 61. The average of students' pronunciation is 11,6. The average of students' grammar practice is 9,8. Then, the average of students' vocabularies knowledge is 13,6. After that, the average of students' speaking fluency is 12,8. Then, the average of students' understanding of speaking is 13,2. From all of the averages, it shows that the averages of vocabularies knowledge is the highest. It can be concluded that students have more knowledge to practice speaking although only understand the vocabularies.

Table 3. Students' Post-Test

No	Students	Pronunciation	Grammar	Vocabulary	Fluency	Understanding	Score
1	A	17	12	18	20	15	82
2	B	15	15	17	16	22	85
3	C	12	20	15	15	20	82
4	D	20	15	15	16	20	86

5	E	10	15	21	16	20	82
6	F	15	17	17	19	22	90
7	G	12	20	16	15	20	83
8	H	15	17	17	19	21	89
9	I	15	14	20	15	21	85
10	J	15	17	17	19	21	89
11	K	12	20	15	15	20	82
12	L	15	15	16	15	22	83
13	M	15	16	17	15	22	85
14	N	16	16	17	15	22	86
15	O	15	17	17	19	21	89
	Average	14,6	16,4	17	16,6	20,6	85,2

Based on table 3, the score of students' post-tests is above 81. It shows that vlog help students to improve their speaking skills. The average score of all speaking components around 85,2. The average of students' pronunciation is 14,6. The average of students' grammar practice is 16,4. Then, the average of students' vocabularies knowledge is 17. After that, the average of students' speaking fluency is 16,6. Then, the average of students' understanding of speaking is 20,6. From all of the averages, it shows that all component of speaking skills increases after students practicing speaking by using vlog.

Discussion

The findings of this study shed light on the efficacy of project-based vlogs as a means to enhance students' speaking skills in real-world activities. Through a mixed-method approach, the research explored the implementation process of project-based vlogs and assessed the impact on students' speaking proficiency, as evidenced by pre-test and post-test scores. The implementation of project-based vlogs was carried out meticulously across three stages: project preparation, implementation, and evaluation. The observations revealed that these stages were executed effectively, with students demonstrating active engagement and creativity throughout the process (Ziemba & Eisenbardt, 2022; Chen, 2023). Despite encountering initial challenges related to speaking skills, particularly in the project preparation stage, students displayed significant improvement as they progressed through the project, indicating the efficacy of the vlog-based approach in facilitating speaking practice.

Analysis of pre-test and post-test scores further corroborated the positive impact of project-based vlogs on students' speaking skills. Prior to the intervention, students exhibited a noticeable deficiency in various aspects of speaking, as evidenced by pre-test scores below the proficiency threshold of 70. However, after engaging in vlog-based speaking activities, students demonstrated substantial improvement across all assessed components, with post-test scores surpassing the proficiency threshold (Valeiras-Jurado & Bernad-Mechó, 2022; Suharto, 2022; Jeon et al., 2022). Notably, the most significant improvements were observed in pronunciation, fluency, and understanding, highlighting the effectiveness of the vlog-based approach in addressing diverse aspects of speaking proficiency.

The findings also underscored the role of technology-enhanced learning environments in fostering language acquisition and communication skills. By leveraging digital media tools such as vlogs, students were provided with authentic opportunities to practice speaking in real-world contexts, thereby bridging the gap between classroom instruction and practical application (Bekius & Gomes, 2023; Lin et al., 2020). The interactive and collaborative nature of project-based vlogs encouraged student participation and autonomy, fostering a dynamic learning environment conducive to language acquisition.

Furthermore, the findings suggest that project-based vlogs have the potential to serve as a viable pedagogical approach in vocational education settings, aligning with the objectives of providing practical and experiential learning opportunities. The hands-on nature of project-based learning promotes critical thinking, problem-solving, and teamwork skills, which are essential for success in vocational fields. The results of this study provide empirical support for the effectiveness of project-based vlogs in improving students' speaking skills (Pupik Dean et al., 2023; Zen et al., 2022). By integrating innovative technology-driven approaches into language education, educators can enhance the quality of instruction and equip students with the necessary communication skills for success in diverse professional contexts. Further research could explore the long-term effects of project-based vlogs on language proficiency and investigate potential adaptations for different educational settings and learner populations.

CONCLUSION

In conclusion, the study illuminates the effectiveness of project-based vlogs in enhancing students' speaking skills within vocational education at Politeknik Negeri Malang. Through meticulous implementation across preparation, implementation, and evaluation stages, students demonstrated significant improvement in various linguistic components, underscoring the efficacy of this innovative pedagogical approach. Pre-test and post-test analyses highlighted notable enhancements in pronunciation, grammar, vocabulary, fluency, and understanding, emphasizing the tangible benefits of integrating technology-driven methods into language education. These findings suggest that project-based vlogs offer a promising avenue for bridging the gap between classroom instruction and real-world application, fostering authentic language practice and preparing students for success in professional contexts. Moving forward, future studies could explore the long-term effects of project-based vlogs on language proficiency, investigate potential adaptations for diverse educational settings and learner populations, and delve into the role of digital media tools in promoting communication skills essential for navigating an increasingly globalized society. By continuing to innovate and refine pedagogical approaches, educators can effectively equip students with the necessary linguistic competencies to thrive in an interconnected world.

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