

ABSTRACT

Unraveling Students' Senior High School Speaking Skills : What Their Video Content Project Show

Speaking remains one of the most challenging EFL skills to master, especially for secondary school students, who often face anxiety, limited vocabulary, and few opportunities for hands-on practice. Addressing these challenges may be achieved by combining technology-based and project-based methods, such as video content creation. This study aims to (1) analyze students' speaking skill development through a video content project, and (2) examine students' perceptions of this learning approach. It is based on Krashen's emotional filter theory, Vygotsky's sociocultural theory, Bandura's self-efficacy theory, and the CEFR speaking skill descriptors.

This study is conducted at a private senior high school in Bandung Regency. This study involved 28 tenth-grade students and used a qualitative descriptive design. Data were collected through document analysis of students' video projects. The evaluated rubrics included grammatical range & accuracy, pronunciation, lexical resources (vocabulary), background knowledge, coherence and comprehension, and fluency. In addition, students' perceptions of linguistic, affective, cognitive, metacognitive, social, and motivational aspects, as well as technology, were explored in the video content project using questionnaires and interviews.

The document analysis results showed that most students performed at a good level according to the rubric in grammatical range & accuracy, pronunciation, lexical resources (vocabulary), background knowledge, coherence and comprehension, and fluency. However, some students showed difficulties in comprehension, coherence, vocabulary, and fluency. They also showed difficulties in transferring ideas, limited vocabulary, and hesitation. The questionnaire results showed high levels of agreement on affective (85.7%), technological (78.6–85.7%), and metacognitive (71.5–85.7%) aspects. This indicated increased motivation, decreased speaking anxiety, and improved self-monitoring abilities. Interview results confirmed these results and stated that the opportunity for re-recording and scripting reduced anxiety, freedom to choose topics increased engagement, and feedback from teachers and peers improved speaking abilities.

The results of this study indicate that video content projects can be an effective, engaging, and technologically relevant method for improving EFL students' speaking skills if supported by consistent feedback, spontaneous speaking opportunities, and engaging topics. They also confirm the pedagogical value of project-based learning that utilizes technology in EFL speaking instruction, and have a positive impact on teachers, students, and researchers.

Keywords: *EFL, speaking skills, video content project, students' perception, project-based learning, qualitative research, document analysis, secondary*