

## **CHAPTER I INTRODUCTION**

This chapter presents the research background, questions, purposes, significance, scope, conceptual framework, and previous studies.

### **A. Research Background**

Research on speaking skills at the high school level reveals various challenges and strategies for improvement. High school students often struggle with pronunciation, vocabulary, fluency, and confidence (Nurvita et al., 2019). The problem examined in the current research is high school students' lack of vocabulary and anxiety in speaking. Making a video project is one of the effective methods that can be used to assess students' speaking skills. This project-based learning method has been proven effective in improving non-EFL students' English speaking skills (Fitria et al., 2022). The current research aims to determine what the senior high school students' video project shows regarding their speaking skills.

Digital media makes learning flexible, interactive, and accessible (Putri et al., 2020). In this case, the use of digital media can make teachers and students easier in the learning process. Digital media makes it easier for teachers to input grades, streamline time, and make learning more flexible. One of the digital media is video content projects.

However, digital video projects offer an innovative approach to assessing students' speaking skills in English language learning (Wijaya, 2020). Using video projects to assess students is a creative way to increase students' interest in learning and is especially effective in enhancing their speaking skills. In addition, speaking assessment is the most challenging of the four language skills to evaluate (Ginther, 2012). Video content projects involve students in creating and editing videos, which can improve their grammar, vocabulary, comprehension, fluency, and pronunciation (Ismailia & Binarkaheni, 2022). The current research assesses fluency, pronunciation, vocabulary, coherence, and creativity. Moreover, Speech production and

comprehension are closely related, language knowledge is multifaceted, and strategic skills are essential for interpreting context in speaking assessment (Douglas, 1997). Therefore, the evaluation process requires further analysis of direct observation or recording.

Video assignments to students can be effective in improving critical thinking skills and provide valuable insights for educators who want to develop skills in students (Ahmad et al., 2024). Video learning materials can effectively support students' numerical and digital literacy skills (Winarni et al., 2021). The integration of the scientific approach and video production provides students with hands-on experience and a significant increase in motivation to apply the scientific method while developing their digital literacy skills through video production (Sasomo, 2020). In this way, video assignments can effectively enhance critical thinking, digital literacy, and motivation in learning.

Moreover, based on preliminary observations, senior high school students enjoy modern learning from the trends in the present, including video content projects. It is based on the observation that Video projects can help develop speaking skills and allow students to express themselves better. Using an assessment rubric for speaking, prior studies revealed that despite the demonstrated confidence of the students when speaking, they exhibited different speaking capabilities, with others improving and others not (Savitri & Ardi, 2021). Video project creation enhances students' creativity through editing, script writing, and video planning. This process usually involves topic selection, script writing, video planning, editing, and uploading (Ismailia & Binarkaheni, 2022). Through a relatively long and detailed process, it hones students' ability and courage in speaking in front of the camera and enhances their creativity.

Consequently, a video content project is the process of creating a film with the intent of communicating compelling and efficient content for a target audience (Josephson et al., 2020). Video as a medium has a higher potential of capturing the attention of learners compared to written material. (Guo & Möllering, 2016). Integration of visual and auditory elements can aid in understanding and retention

(Mayer, 2011). In addition, video is a platform that is easily accessible worldwide, supporting various learning and marketing needs (Raymond et al., 2024). Therefore, video projects are effective because of their easy access and the combination of visuals and audio that make it easier to master speaking skills.

Previous research on this subject examined the application of video projects to assess speaking skills among non-English major students at Jember State Polytechnic (Ismailia & Binarkaheni, 2022). The following research was conducted by Tyas and Fitriani (2021). It investigated the effectiveness of creating YouTube tutorial videos as a project-based learning approach to enhance students' speaking skills in English. The following previous study examined the effectiveness of using video projects to enhance speaking skills among senior high school students in Medan, Indonesia (Zein et al., 2023). Another research study is Dinh (2023). This study examined the effectiveness of video clips in improving English conversation among secondary school learners. The current research equation with the research of Zein et al. (2023) is the same research method using the qualitative method, but there is a gap in data collection techniques. The data collection technique conducted by Zein et al. (2023) used observation, while the current study uses document analysis, questionnaires, and interviews. The research gap in the research of Ismailia & Binarkaheni (2022), Tyas & Fitriani (2021), and Dinh (2023) with the current study is that this study is a mixed method, while the current study uses qualitative methods only.

Hence, the current research is very important to conduct because video content projects are effective methods for assessing speaking. In addition, the current study aims to find out how students' perceptions of modern technological media, namely video content projects, can affect the improvement of their speaking ability. Videos can be more effective in capturing students' attention compared to text-based content (Guo & Möllering, 2016). Therefore, audio-visual learning, such as video content projects, can be more effective in improving students' speaking skills. The current research explores in depth how students' engagement in English learning video content projects

can improve speaking skills according to their perceptions. It also analyzes using document analysis.

## **B. Research Question**

Based on the background that has been explained, the identified problems are organized into research questions below:

1. How are the students' speaking skills based on the video content project?
2. How do the students perceive the video content project they previously created to help them improve their speaking skills?

## **C. Research Purposes**

Referring to the problems formulated in the research questions, the objectives of the current research are as follows:

1. To identify students' speaking skills through a video content project
2. To explore students' perception of how the video content project contributed to their speaking skill development

## **D. Research Significances**

Theoretically, the current research displays how speaking skills can be developed through video content projects.

Practically, the significance of current research is as follows:

1. Teacher

The innovations in this research equipped the teachers with teaching strategies in a way that makes English Language Teaching more lively and adventurous. It leverages the motivational potential for video content project initiatives by students to promote participation and includes modes for the integration of digital media. It also aids in more accurate teacher assessment.

2. Future Researchers

The current research can be a reference for further research related to project-based learning with video content to improve students' speaking skills. The present

research relatively rare to study so it can be studied more in-depth by future researchers.

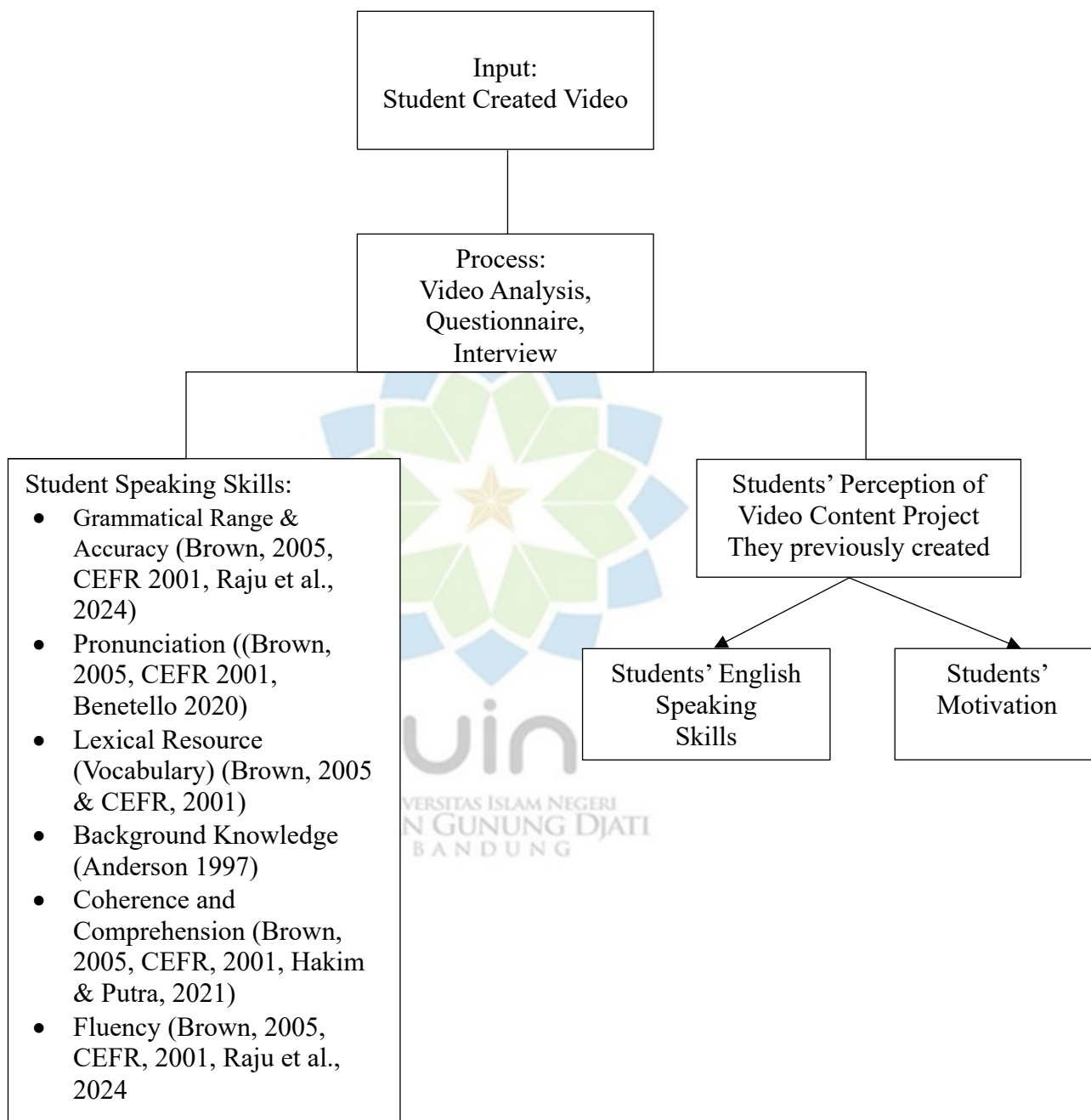
### **E. Research Scope**

On that basis, this study, using a video content project, aims to find out the speaking skills of students grade 10 in one of the private senior high schools in Bandung. The research focuses on two main aspects, namely, speaking skills acquired by students during the process of creating video content projects, analyzed through document analysis and students' perceptions of their speaking abilities in video content creation projects, explored through questionnaires and and explored further through interviews. The video content project created by the students is a procedural video explaining how to make something. By using a qualitative research method, this study is expected to contribute to the improvement of English learning strategies and to enhance students' speaking skills in the language. The results of this study are also expected to help English teachers in developing effective learning methods.

### **F. Conceptual Framework**

A video content project is a creative process that meets the production of moving images with the purpose of transmitting a message to the audience in an interesting and effective way (Josephson et al., 2020). Video projects are deemed one of the authentic tools for practicing speaking skills in the retention of students in English language learning. These projects involve students in creating and editing videos, which can improve their grammar, vocabulary, comprehension, fluency, and pronunciation (Ismailia & Binarkaheni, 2022). In the process of creating a video project, students memorize a lot of new vocabulary, and when performing in the video, they speak sensually with the pronunciation they know. This activity improves speaking ability and aspects of speaking skills. The video project serves as an authentic assessment method that focuses on content, delivery, and creativity (Wijaya, 2020). In addition to improving speaking skills, making video content enhances students' creativity and critical thinking so that they are more critical and innovative in their reasoning.

**Figure 1. 1 Conceptual Framework**



Video content projects can be expressed as a creative process of moving images being produced with the aim of conveying a message to the audience effectively and engagingly (Josephson et al., 2020). One of these tools that serve as effective learning

strategies is video projects that empower students to learn the English language and enhance their speaking skills. A video content project may be defined as a creative process where moving images are produced with the goal of transmitting a message to the recipient in an engaging and efficient manner (Josephson et al., 2020). Video projects are considered to be one of the instrumental tools in enhancing the students' speaking skills in the process of learning the English language. These projects involve students in creating and editing videos, which can improve their grammar, vocabulary, comprehension, fluency, and pronunciation (Ismailia & Binarkaheni, 2022). In the process of creating a video project, students memorize a lot of new vocabulary, and when performing in the video, they speak sensually with the pronunciation they know. This activity improves speaking ability and aspects of speaking skills. The video project serves as an authentic assessment method that focuses on content, delivery, and creativity (Wijaya, 2020). In addition to improving speaking skills, making video content also enhances students' creativity and critical thinking so that they are more critical and innovative in their reasoning.

Video analysis focuses on data collection, transcription, and interpretation, which requires special consideration of temporal and interactional features (Mondada, 2012). The current research uses several video samples that collect to be transcribe and analyze based on aspects of speaking assessment, including Grammatical Range & Accuracy (Brown, 2005, CEFR 2001, Raju et al., 2024), Pronunciation ((Brown, 2005, CEFR 2001, Benetello 2020), Lexical Resource (Vocabulary) (Brown, 2005 & CEFR, 2001), Background Knowledge (Anderson 1997), Coherence and Comprehension (Brown, 2005, CEFR, 2001, Hakim & Putra, 2021), and Fluency (Brown, 2005, CEFR, 2001, Raju et al., 2024). Next, Questionnaires can include open-ended and closed-ended questions to obtain structured and unstructured data (Creswell & Creswell, 2017). The current research distributed questionnaires to find out students' perceptions of the video project on their speaking improvement and use closed-ended questionnaires. Semi-structured interviews allow for a broader exploration of their experiences and the challenges they face (Merriam & Tisdell, 2015). The current research conducts



interviews to find out more about students' perceptions of the video content project in improving their speaking skills.

Moreover, speech production and comprehension are closely related, language knowledge is multifaceted, and strategic skills are essential for interpreting context in speaking assessment (Douglas, 1997). Speaking is considered a major part of language, more so than written communication, and it has made a significant difference in human history (Hussain, 2017). Speaking skills are very important in communication and conveying messages effectively. Although speaking looks natural, speaking in formal situations requires conscious effort and attention to various components (Yadav et al., 2023). It covers spoken words along with gestures, voice modulation, tone, speed, and pronunciation. This helps convey the message effectively and avoids ambiguity (Yadav et al., 2023). Introduction In language acquisition, speaking skills are one of several methods for developing oral proficiency in language learners. According to the processual ability theory, language is acquired gradually, and it prescribes the potential of the learners to produce morpheme structures (Akbar & Zaab, 2015). Through digital media, students are expected to develop their oral proficiency gradually.

Additionally, student perception is the process of students interpreting experiences and information received through the five senses (Amalia & Susiyawati, 2023). Student perceptions of learning achievement are related to performance and can provide knowledge about curriculum appropriateness and teaching effectiveness (Kuhn & Rundle-Thiele, 2009). Therefore, it is important to know student perceptions to explore the effectiveness of the teaching methods used.

## **G. Previous Studies**

Previous research on this subject examined the application of video projects to assess speaking skills among non-English major students at Jember State Polytechnic (Ismailia & Binarkaheni, 2022). This project involved 71 students from the Food Crop Production Program with the aim of covering all elements of speaking skills, including grammar, vocabulary, comprehension, fluency, and pronunciation. The study was



mixed methods, using data collection techniques of observation, document analysis, scoring rubrics, and presentation of numerical data. The findings of this study showed that video projects serve as an effective approach to enhancing the speaking activity of non-English majors pursuing students, which is a great solution for problems during spoken English communication (Ismailia & Binarkaheni, 2022). The difference between this study and the researcher's study is that the current researcher only uses qualitative methods by data collection techniques of document analysis, interviews, and questionnaires. In addition, the target population is also different; the previous research used the population and samples of university students, while the current research use the population and samples of high school students.

The next research is by Tyas & Fitriani (2021); this research focused on the effectiveness of YouTube video tutorials as a project-based learning approach to improve students' speaking in English. This study is focused on how video tutorial project-based learning can help students improve their English speaking skills. The focus of this study is to investigate the effectiveness of making video tutorials as a project-based learning approach to improving students' English speaking skills. In addition, this study also examines students' attitudes toward the use of video tutorial projects as English assignments. This study used mixed methods with data collection techniques of observation, tests, and questionnaires. The results showed that the experimental group outperformed the control group in all aspects of speaking skills. This shows that there is an effective influence in making YouTube videos on improving students' speaking skills. The participants in this study were 30 Informatics students of STEKOM University, with 15 students as an experimental group and 15 as a control group. The research gap from this study is the method used. The current research uses qualitative methods with data collection techniques of document analysis, interviews, and questionnaires. The participants in this study were also university students; the current research participants are senior high school students.

The next study examined the effectiveness of using video projects to improve speaking skills among senior high school students in Medan, Indonesia (Zein et al.,

2023). The study focuses on examining how the use of video projects can improve students' English-speaking skills. The study was conducted using a qualitative method using data collected through observation. The findings showed that video projects can be a suitable tool in teaching English speaking, as they motivate students to do their best, reduce shyness and inhibitions, and improve fluency. The research gap between the current research is through the data collection techniques used. The current study uses document analysis, interviews, and questionnaires.

Further research was conducted by Dinh (2023). The current research explored the use of video clips to improve English speaking among secondary school students in Vietnam. The study involved 111 11<sup>th</sup>-grade students and 5 English teachers at Thanh Loc secondary school. The focus of this study was to utilize technology to increase student engagement in English learning and explore how teachers can quickly improve students' speaking ability. This study utilized a mixed method approach in collecting data, namely qualitative and quantitative techniques. Data collection methods include questionnaires, surveys, observations, interviews, and speech analysis. The results show that the use of video clips in teaching speaking skills can help students become more confident and practice speaking more fluently. The gap between this research and the current research is the method, data collection techniques, and the participants. The current research only uses the qualitative method with the data collection techniques of document analysis, questionnaire, and Interview. For the participants, this research explores the teacher and the students. The current research only investigates the students' perception and speaking skills.

Thus, the research gaps from Tyas & Fitriani (2021) study investigating the effectiveness of creating YouTube video tutorials as a project-based learning approach to improve students' speaking skills in English and the study on the effectiveness of using video projects to improve speaking skills among high school students in Medan, Indonesia (Zein et al., 2023) have the same gaps, namely in methods and participants. Both researches used mixed methods, while the current study used qualitative methods.

The participants in the research were also university students, while in the current research, they were high school students.

