

CHAPTER 1

INTRODUCTION

1.1 Background

English is a language that is widely used by the world. English is used as a tool to communicate with foreigners. Mastering English can make it easier for us to interact with people from various countries. In English, the main aspect that must be learned is speaking. Speaking is one of a person's ability to convey messages ideas, and ways to express themselves. Speaking in communication is very important to master because through speaking the interaction process will run effectively. The purpose of an interaction is to talk to each other so that they can understand what message is being conveyed.

Generally, in English language learning in Indonesia, students' speaking ability is still relatively low. Therefore, students face many problems in the learning process of speaking. For example, students find it difficult to express ideas verbally. Students find it difficult to convey ideas, due to limited English vocabulary. Limited vocabulary, makes students stuck in speaking, and it is difficult to string words into sentences, so students do not know what they want to say. Besides that, grammar skills are limited. Students find it difficult to remember formula patterns to make or arrange sentences. Then limited pronunciation of words, due to the lack of speaking practice from students. So many words are not pronounced correctly and it is difficult for students to pronounce the word. Finally, the courage of students to speak is still limited. This is also explained in the research of EF EPI (2021), which reveals that the speaking ability of Indonesian people is ranked 80 out of 112 countries surveyed.

This is in line with the results of observations made by researchers during the MBKM Mandiri UNCP Mengajar (teaching program), students' speaking ability is still relatively low. This is evidenced that when students introduce themselves, there are still many students who do not know vocabulary related to identity. Vocabulary related to hobbies such as running, sports, fishing, tricks/magic, etc. There are still many students who pronounce English words incorrectly. Especially in pronouncing the word “introduce”, students pronounce the word

with the Indonesian version of //Intro:dʌk// and //Intro:ɖʒu://. Many students think that speaking is very difficult to understand. Several factors make it difficult for students to learn to speak, including student motivation, speaking anxiety, and teacher learning strategies.

In speaking lessons, learning strategies are very important for the learning process to be efficient and effective. Learning strategy used by the teacher at the research site, the researcher found that the teacher's learning model carried out still uses a conventional methods. The conventional method is a learning method where the teacher explains the material and students listen to the teacher. In this method, students are only passive recipients of information and the teacher is the determinant of the learning process. This method is used all the time by the teacher. Another example is the pattern of teaching teachers who only tell students to do assignments in textbooks and then collect them and be given grades by the teacher. Of course, students will feel bored in learning by doing questions constantly without anything interesting that students can do in learning.

To overcome the above problems, teachers need the right learning model to teach speaking. The right learning model will ensure that the learning objectives can be achieved. One of the learning models suggested by the researcher is Project- Based Learning via Vlog. Researcher chose vlogs as media, because there are several reasons, namely first from observations, researcher saw that many students liked to document or take pictures of every activity at school. Second, students are more comfortable using smartphones in finding information for learning. So researcher want to take advantage of these conditions to use smartphones as a tool for learning, especially in enhancing students' speaking ability.

Previous research according to Siregar et al (2024) and Nugroho (2019), entitled “Project-Based Learning: Enhancing Efl Students’ Speaking Skill Through Vlog” explains that using Project-based learning through Vlog can significantly improve student speaking. Project-based learning is one of the learning models that can produce a product or project from the results of student learning in the classroom. While Vlog is a video project that contains content from a person's life that can be used by all groups including students in learning.

Through project-based learning via Vlog students can learn speaking through daily content videos that can be uploaded to their respective social media. This makes speaking learning more interesting to apply in learning.

Project-based learning via Vlog, makes students active in learning. Because students have their own responsibilities to create projects that must be completed. This is also supported by Nugroho & Anugrahwati (2019), learning speaking through project-based learning via Vlog, can increase student activeness learning from their knowledge in accordance with topics in everyday life that will be poured into learning.

From the background above, the researcher interested to choose the research, by raising the title “Project-Based Learning: Enhancing Efl Students’ Speaking Ability Through Vlog At SMK Negeri 1 Palopo”.

1.2 Problem Statement

From the background explanation above, the problem in this research can be formulated: Does the project-based learning is effective in improving students' speaking ability through Vlog at SMK Negeri 1 Palopo ?

1.3 The Objectives Of The Research

From the formulation of the problem above, the objectives of this study is to find out the effectiveness of project-based learning in improving students' speaking ability through Vlog at SMK Negeri 1 Palopo.

1.4 The Significance of this Research

The significance of this research are:

1. First, for teacher, this research is expected to be able to help teachers as a reference for learning media in teaching speaking ability in the classroom.
2. Second for students, this research is expected to be an appropriate learning media to improve student's speaking ability.
3. Last, for the next researchers, this research is supposed to be a new reference in further research to be developed more deeply

1.5 The Scope of this research

This research only focuses on speaking aspects including vocabulary, pronunciation, and comprehension. To improve students' speaking ability through Project-Based Learning by using digital Vlog media at SMK Negeri 1 Palopo. The type of Vlog used is daily activities by linking recount text material.

1.6 The Operational Definition

To avoid confusion for the reader, here are some general definitions in this research:

1. Speaking ability

Speaking is one of the communication skills to convey information, ideas, ideas, feelings, and messages. Speaking ability is the ability of students to interact using English with vocabulary that is arranged into sentences that have meaning and pronounce words correctly.

2. Project-Based Learning

PJBL is a learning model that produces a product or student work. PJBL is one of the learning models in the Merdeka curriculum, which focuses on increasing student creativity through the use of increasingly sophisticated technology in learning, not only as a learning media for students but also as a teaching media for teachers.

3. Video and Blogs (VLOG)

VLOG is a video uploaded on a personal blog page. Vlog contains videos in the form of lifestyle content, comedy or prank, and daily activity, which can be shared with the public through the YouTube, Instagram, and TikTok applications. Vlog can be used as a learning medium especially speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Speaking Ability

a. Definition Speaking Ability

Speaking is one of the abilities to communicate and interact with others to convey messages. According to Mardhyanti (2023), speaking is an important ability in communicating and interacting related to ideas thoughts and information to be conveyed. Mardhyanti's opinion shows that speaking ability is an ability that must be trained by students when they want to learn to talk. Because by speaking the message we want to convey can be captured by the listener. This is also supported by Fausen et al (2022), who said speaking is a person's ability to convey issues of thoughts and ideas through spoken language meaning that only by speaking can students express themselves to others through language. This is also added by Brown In Siregar et al (2024), who define speaking ability as an ability that requires students to talk if they have ideas to convey.

More over Alfatihah et al (2022), define speaking ability is an interaction that occurs between two or more people, where there are speakers and listeners who have each information. In speaking of course there is a speaker whose job is to convey information or messages, as well as listeners as hearing and analyzing meaning. This supported by Devana & Afifah (2020), stated that speaking ability is one of speech, expressing or exchanging the ideas or thought by using language. This interaction process both speakers and listeners in exchanging information to increase knowledge. Speaking ability will run smoothly when speakers and listeners understand what is being discussed. Understanding the meaning in a sentence, will make communication run smoothly.

In learning process, speaking need it to master because, speaking ability is a crucial ability to communicate in giving reaction when students doing in conversation, discussion, and dialogues in the class Nugroho & Anugerahwati (2019). In speaking ability is an ability that not only focuses on vocabulary and

grammar, but the importance of independence and self-confidence that students need to support student performance Brilianti & Fauzi (2020).

From the explanations above, it can be concluded that speaking ability is an ability that students have to convey information messages ideas thoughts, and feelings by using English as a form to express themselves. In speaking ability students also need the self-confidence to support their performance in their live, is not only at school.

b. Types of Speaking

According to Brown (2004:141-142), there are five types of speaking skills which are as follows:

1. Imitative of speaking

The first way of speaking is imitative speaking. Imitative speaking is the ability to simply parrot back (imitate) a word or phrase or probably sentences. In this type, speaking means that students will follow the words spoken by the teacher. So students can practice speaking by following the words spoken by the teacher. For example, when the teacher said "stand up", then the students also follow it. This type can train students' pronunciation while memorizing vocabulary.

2. Intensive of speaking

The second way of speaking is intensive speaking. Intensive of speaking is the production of a short pressure of oral language that is relegated to demonstrative competence in a limited grammatical, syntactic, lexical or phonological relationship. So in this type, students are required to be able to understand the meaning of a word or sentence (semantic). Understand the meaning of what has been said by their friends or teachers so that students are easy to answer or respond to a given question.

3. Responsive of speaking

The third way of speaking is responsive speaking. Responsive speaking is reacting to something quickly and positively. This means that students will respond quickly when a question is given. The types of questions given are basic questions such as greetings, pleasantries, comments and so on. Here is an example sentence:

Teacher: Are you feeling happy today?

Student: Yes miss, I am very happy today.

4. Speaking interactively

The fourth way of speaking is interactive speaking. Interactive speaking is the difference between interactive speaking and reactive speaking lies in the duration and complexity of the interaction, sometimes involving multiple exchanges and multiple participants in the exercise. Interaction can take two forms: transactional language, which aims to exchange certain information, or interpersonal exchanges, which aim to maintain social relationships. This type is used when a teacher wants to convey specific information, which students need to know.

5. Extensive speaking (monologue)

The last way of speaking is extensive speaking. Extensive speaking tasks include speeches, oral presentations, and storytelling, where the opportunity for the listener to participate orally is very limited or completely absent. So this last type, will give students the opportunity to speak actively and orally.

c. Components of Speaking

According to Devana (2020), there are components of speaking, as follow:

1. Fluency

The first component is fluency. In the fluency component, students are able to say sentences clearly without any pauses. Fluent is a person's ability to speak a language spontaneously without a long pause.

2. Comprehension

The second component is comprehension. If we say something then we must understand the meaning of what we say that is comprehension. Comprehension is understanding related to the subject when interacting so that it can understand an actual situation.

3. Grammar

The third component is grammar. Grammar is a language system in forming a new sentence. The structure and pattern of sentences that have been understood by students will make it easier for students to make a sentence or speak. Grammar is the structure of words that are converted into sentences that are arranged correctly

according to the pattern in a language. For instance: tenses, articles, demonstratives, syntax, morphology etc.

4. Vocabulary

The fourth component is vocabulary. Vocabulary is a basic part of the English language. Having a large vocabulary will make it easier for students to speak. Vocabulary includes: words, phrases, phrasal verbs, and idioms which become the basic part before it becomes a sentence.

5. Pronunciation

The last component is pronunciation. Pronunciation is the way students pronounce words correctly. Pronunciation includes several segmental: vowels, consonants, stress of the word, and the correct intonation pattern in a word. Students should be able to pronounce phoneme clearly, make the stress of the word clearer, and clear intonation pattern when pronouncing a word

From the explanation above, it can be concluded that, in speaking the five components are very important in communicating. These components make it easier for us to understand the concept of the conversation that is being carried out. Speaking fluently will not be able, if you do not have an understanding when communicating takes place.

2.1.2 Project-Based Learning (PJBL)

a. Definition of Project-Based Learning

Project-Based Learning is one of the learning models of the Merdeka curriculum. Project-Based Learning or commonly abbreviated as PJBL is a learning model that produces products or projects. Making projects can give learning a more real feel, because students directly apply the theory that can be in class, then practiced directly into a product, Nugroho & Anugerahwati (2019). Projects can be in the form of: works of technology such as educational videos, while products can be: physical works such as paintings of learning media and collaborative project assignments.

In addition, this is also explained by Ifwandi et al (2024), that Project-Based Learning is a type of learning model that invites students to be directly involved in project tasks where they will produce products by applying various skills that must be trained in the form of critical thinking to research, analyze, create, and

present products. The above opinion is also supported by Setiawan et al (2021), saying that PJBL is a very innovative learning model through students' knowledge experience to find solutions to problems to make a product that provides inquiry and collaborative process skills in learning. Moreover according to Nugroho & Anugerahwati (2019), defines Project-Based Learning as learning according to the context of students' daily lives, through technology in the form of projects that can become lifelong learning.

From the explanation above, it can be concluded that, Project Based Learning is an innovative learning model by utilizing technology as a learning resource to solve a problem in creating a project with a collaborative learning model. Students will be more active in the classroom to complete tasks in the form of projects, according to the experience of knowledge that students have, and cannot be separated from teacher guidance during the process of working on a project.

b. Characteristics Of Project-Based Learning

According Bistari et al (2021), there are five characteristics of project-based learning as follows:

1. Centrality, the center of learning in class is the project students create.
2. Driving question, learning focuses on questions or problems, which directs students to find solutions by appropriate scientific principles. So through questions or concerns that exist, we can explore students' knowledge from their experiences.
3. Constructive investigation, awakening students' knowledge to investigate the problem independently.
4. Autonomy, project-based learning requires students as the main actors of learning (student-centered)
5. Realism, activities carried out by students in the actual situation

c. Steps in Implementing Project-Based Learning

According to Hikmah (2020), there are six steps in implementing Project-based learning, as follow:

1. Essential questions

The first step is to ask basic questions before entering the material. These questions will be related to the project that will be made by students. For example, the teacher asks questions about what trends are currently being used by students to learn to speak. Then students will discuss with friends to answer these questions.

2. Developing Steps

In the second step, teachers and students will work together collaboratively. From the question above, students will make an outline or main points in the question. For example, the trend is Vlog a day in my life. The points that can be underlined are why this trend can hit social media, and why many people make this Vlog,

3. Designing a project Schedule

In the third step is to create a project schedule. After going through the project development process, a schedule of work activities is carried out, such as work time, new planning, and project submission deadlines.

4. Completing The Project Supervised

In the fourth step, the teacher will monitor the work and progress of the student project. This is done to supervise students in the process of working on the project, whether students have obstacles or not.

5. Providing an Assessment

In the fifth step, the teacher assesses the results of the student's projects. The teacher can assess the level of student achievement during the project process.

6. Evaluation Regarding The Project

The last step is to provide an evaluation during the process. This can provide a reflection on the results of student projects, which aims to make future projects better.

2.1.3 VLOG

a. Definition of VLOG

The development of technology has changed the way students learn. Digital media has become a source of learning for students in this era. The current digital media trend is video and blog (VLOG). This also stated by Khoiro, R.W in Mardhayanti (2023), explain that Vlog is new trend of technology which is defined as a blog that use video and can be a learning media by students. Vlog is close to the term influencer or YouTubers. Vlog is a video content that contains unique information about daily life stories. Saidalvi (2021), explains that Vlog stands for video, and a blog, is making a video, that can be passed from creating, uploading, and watching it related to lifestyle topics. In addition, this is also in line with the opinion of Siregar et al (2024), who reveals that Vlogs are short videos that contain various kinds of content according to the format. So Vlog is an activity that can be shared via the internet and can be consumed by the public. This is supported by Devana & Afifah (2020), who said that Vlogs are a collection of videos that display audio-visual live documentaries and become a bridge in interacting on the internet.

From the explanations above, it can be concluded that a video and blog (VLOG) is a video that contains information about life through the process of making videos, and uploading videos to the internet so that it can be watched by many people. The Vlog trend is very close to Generation Z. where Generation Z prefers to document every activity they do. Moreover, Vlog is the right media to teach speaking. According to Fausen et al (2022), Vlog can improve students' speaking ability in various ways such as by applying fun learning videos in the learning and teaching process. Vlogs will provide a simpler and more fun delivery of information, so using Vlogs as a Project speaking assignment will train students' speaking skills, the process that students go through will use more English. So that students' speaking skills will be trained indirectly.

b. Kinds of VLOG

According to Kuncoro et al (2018), there are several types of Vlog as follows:

1. Daily Vlog

Daily Vlog is a type of Vlog that is widely used by vloggers. Daily Vlog is a video that documents all of the Vlogger's daily activities without having a specific topic. In daily Vlogs, students can practice speaking skills using English, learn a variety of new vocabulary how to pronounce it, and understand what is being discussed.

2. Traveling Vlog

A traveling Vlog is a type of Vlog that tells a tourist destination. For instance: historical buildings, natural attractions, tourist attractions Hotels, villas, beaches, etc. Through this type of Vlog, students can explain unique tourist attractions ranging from the scenery, characteristics of tourist attractions, facilities, and background of these tourist attractions.

3. Food Vlog

A food vlog is a type of Vlog that documents a series of unique and viral foods. Food vloggers will review all foods that are considered delicious and unique. Starting from the place, the type of food, the distinctive taste of the food, and the rating of the food. This can be done by students by recommending the most delicious and viral food and then explaining it.

4. Gaming Vlog

A gaming vlog is a type of Vlog that explains around the World of Games. Explaining how to play good games and how to win games. Students who like to play games, can tell when students play games using English.

5. Beauty Vlog

Beauty Vlog is a type of Vlog that tells a series of ways to use makeup, from simple to complete makeup. For students who love makeup, Vlogs can be a fun way to learn English, because students will learn according to their favorite things.

6. Review and Unboxing Vlog

Review and Unboxing Vlog Is a type of Vlog that displays online packages to be promoted. Usually on products that go viral, vloggers are interested in

reviewing the products purchased. This is a more exciting way to learn English. Students can unbox the product purchased, and then review the product.

2.1.4 Teaching Vlog Through Project-Based Learning

According to Nugroho & Anugrahwati (2019), explaining that there are 6 steps in teaching Vlog through Project-Based Learning are as follows:

1. The first step: is asking the students to decide daily activity to be put in the vlog. Students are asked to choose the concept of daily activity that they want to take in making Vlogs. After students have a daily activity concept to be put into a vlog, they must understand what to do and what is in the concept.
2. The Second step: asking the students to reconstruct the daily activity in their own words. Students will construct a story from the concept that has been chosen. Students string word by word using their language, so that it is easy for students to understand the story that is made.
3. The third step: revising the students' daily activity draft before being recorded into a Vlog. The researcher checks the drafts that have been made by students. The researcher gave suggestions to the students' writing, in order to make the students' writing better.
4. The fourth step: asking the students to practice telling the daily activity. After getting suggestions from the researcher, students will try to practice it, by trying to make a Vlog according to their draft. This is done by students in their own homes with their cell phones.
5. The fifth step: asking the students to design the project through the vlog application. Before students design their own Vlog, the researcher will explain how to design and edit videos with their own phones. After that, students will design their video project according to their own creativity.
6. The six steps asking the students to submit the daily activity Vlog. The last step is for students to upload the video or Project video through their respective blogs such as YouTube, and the researcher will assess the students' Project video using the speaking assessment rubric.

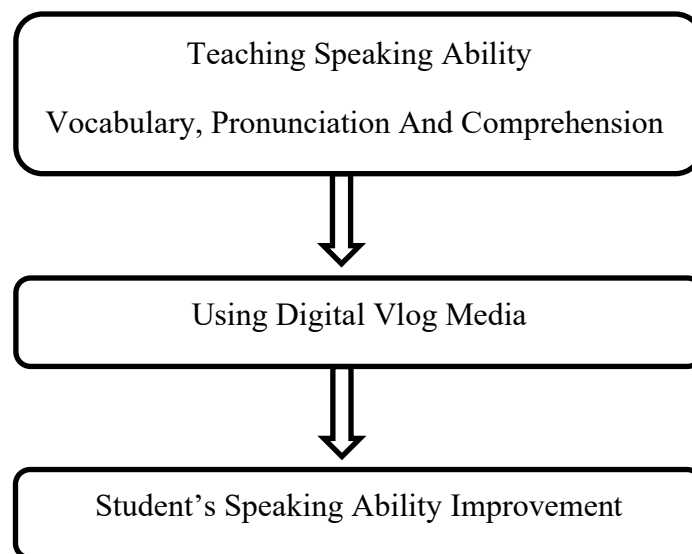
2.2 Previous Study

1. Siregar et al (2024), entitled “Project-Based Learning Enhancing Efl Students' Speaking Through Vlog”. This research aims to develop a more innovative learning model to encourage the achievement of the curriculum, namely higher-order thinking (HOT). Because students' speaking skills are very apprehensive in learning. The method in this study is quantitative experimental and control class. The results of this study explain that there is a significant effect of improving students' speaking by using Project-Based Learning through Vlog. This can be proven from the statistical test results where A is important to tell the value of a sig (2-tailed) value of $0.001 < 0.05$ or $t_{count} (3,139)$ higher than $t_{table} (1,684)$. This research has similarities with previous research. In which this research both uses Project Based Learning via Vlog as a media to improve students' speaking. However, there are also differences in this study, namely the methods used. In the previous study, the method used was control class, but this study used pre-experimental research design.
2. Mandasari & Aminatun (2020), entitled “Improving Student Speaking Performance Through Vlog”. This study aims to identify whether there is an improvement in student performance after learning English, especially speaking by using digital Vlog media. This research uses a quantitative method, there is a pretest and posttest. The result of this research is that there is a significant improvement through Vlog in learning English, especially in speaking on students' performance. This research has similarities with previous research. In which this research both uses Project Based Learning via Vlog as a media to improve students' speaking. However, there are also differences in this study, namely the methods used. In the previous study, the method used was quatitative method, but this study used pre-experimental research design.
3. Nugroho & Anugrahwati (2019), entitled Project-Based Learning: Enhancing EFL Students' Speaking Skill Through Vlog. This study aimed to improve students' speaking skills using Project Based Learning in the teaching and learning process through Vlogs. The method of this research is classroom action. The subject of vocational students in Indonesia totaling 11 students. The result of this study is that Vlog can improve students' fluency, grammatical

accuracy, vocabulary pronunciation, and content with the Project learning model. This research has similarities with previous research. In which this research both uses Project Based Learning via Vlog as a media to improve students' speaking. However, there are also differences in this study, namely the methods used. In the previous study, the method used was classroom action, but this study used pre-experimental research design.

The equation with the above research is both using Project-Based Learning as a learning model and using Digital Vlog Media as speaking learning media. However, there are also differences, among others, this study uses Pre-experimental quantitative methods with instruments in the form of speaking tests and the subjects in this study are students with high school or senior high school level.

2.3 Conceptual Framework



(Picture 1. Conceptual Framework)

The three elements above can be explained briefly in this study. The following is the explanation:

1. In the first element, the researcher provides the material that must be explained for the research needs. This research focuses on assessing students' speaking ability in vocabulary, pronunciation, and comprehension.

2. In the second element, the researcher uses Vlogs as a learning media for students. After the researcher introduced the material and how to use Vlogs, students made Vlogs to practice their speaking ability.
3. In the third element, the researcher sees whether there is an improvement in students' speaking ability after using Vlog media.

2.4 Hypothesis

The hypothesis of this research was formulated below:

- a. Null Hypothesis (Ho): using digital Vlog media is not effective to improve students' speaking ability
- b. Alternative Hypothesis (Ha): using digital Vlog media is effective in improving students speaking ability

❖ General Testing Rules using the following formula:

- a. If $\text{sig } a < 0.05$ then (Ho is accepted and Ha is rejected)
- b. If $\text{sig } a > 0.05$ then (Ho is rejected and Ha is accepted)

If the value is less than $a=(0.05)$, then Ha is rejected. This means that there is no difference in the average value of students from the pretest to the posttest. However, if the value is more than $a=(0.05)$, then Ha is accepted. This means that there is a difference in the average value of students from the pretest to the posttest, after being given treatment.