



Non-EFL Students' Experience of Speaking English: A Project Based Learning in Making Video

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Abstract

The objective of this research is to know the non-EFL students' experience in making a project of English Speaking video as Project-Based Learning (PBL). This research is descriptive qualitative. The analysis shows that: students feel that speaking is a difficult skill in English, but they agree that the topic of the speaking project about 'Introduction Myself & Others is "interesting". In making an English project video, students make an Indonesian script then translate it into English, students read scripts when recording videos and almost do 5 times repetitions of making an English video project. The duration of making an English video project about more than 1 minute and 2 minutes duration. During making an English project video, the students face difficulties, such as doing pause (pauses the message while thinking about what to say), doing filler (filling the gap in speaking with a certain voice (eeeeee, emmmmm, hmmm, and others), doing a mispronunciation/spelling error, doing a grammatical error, having a limited vocabulary, having trouble using accents in English, and having difficulty when expressing ideas. While, external students' difficulties such as having mental problems, being easily distracted by their surroundings, having problems related to media (the audio/image is not clear), and having problems with lighting. By using video projects, students can know the vocabularies and how to read it in English, can know better English grammar, students can express ideas in speaking English, students feel courageous and confident in speaking English and they can improve their English speaking skills.

Keywords: *non-EFL Students, Speaking, English Speaking, Project-Based Learning (PBL)*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengalaman siswa non-EFL dalam membuat proyek video English Speaking sebagai Project-Based Learning (PBL). Penelitian ini bersifat deskriptif kualitatif. Analisis menunjukkan bahwa: siswa merasa bahwa berbicara adalah keterampilan yang sulit dalam bahasa Inggris, tetapi mereka setuju bahwa topik proyek berbicara tentang 'Introduction Myself & Others adalah "menarik". Dalam pembuatan video project bahasa Inggris, siswa membuat naskah bahasa Indonesia kemudian menerjemahkannya

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ke dalam bahasa Inggris, siswa membaca naskah saat merekam video dan hampir 5 kali pengulangan pembuatan proyek video bahasa Inggris. Durasi pembuatan proyek video bahasa Inggris sekitar lebih dari 1 menit dan durasi 2 menit. Selama membuat video proyek bahasa Inggris, siswa menghadapi kesulitan, seperti melakukan pause (menjeda pesan sambil memikirkan apa yang harus dikatakan), melakukan filler (mengisi celah dalam berbicara dengan suara tertentu (eeeeee, emmmmm, hmmm, dan lain-lain) , melakukan kesalahan pengucapan/ejaan, melakukan kesalahan tata bahasa, memiliki kosakata yang terbatas, mengalami kesulitan menggunakan aksent dalam bahasa Inggris, dan mengalami kesulitan saat mengungkapkan ide. Sedangkan kesulitan siswa eksternal seperti mengalami masalah mental, mudah terganggu oleh lingkungan sekitar. , memiliki masalah terkait media (audio/gambar tidak jelas), dan memiliki masalah dengan pencahayaan. Dengan menggunakan proyek video, siswa dapat mengetahui kosakata dan cara membacanya dalam bahasa Inggris, dapat mengetahui tata bahasa Inggris dengan lebih baik, siswa dapat mengungkapkan ide dalam berbicara bahasa Inggris, siswa merasa berani dan percaya diri dalam berbicara bahasa Inggris dan mereka dapat meningkatkan keterampilan berbicara bahasa Inggris mereka.

Kata kunci: *Siswa non-EFL, Berbicara, Berbicara Bahasa Inggris, Project-Based Learning (PBL)*

Introduction

In today's modern era, mastering English has become a necessity. How not, almost all the writings on various products, places, applications, websites, and others, always use English. Not only that, but all types of work also include English language skills as a criterion. For Indonesians who are born with a different mother tongue, there may be some obstacles. Fortunately, there have been English lessons since elementary school, at least some vocabulary has been mastered. Despite this fact, there are still some who find it difficult to speak English actively.

In general, we all experience problems when we want to learn a foreign language. Well, for example, it's like wanting to learn English. We all know that English is still a multinational language used as a communication language in various parts of the world, better known as a universal language. Therefore, it is important to master English for ourselves. The problem that generally occurs is in speaking or the ability to speak in English. Keep in mind that the most important thing to learn English is to practice. Speaking is the most important part of English because when other people know the ability we have in English, it is our speaking ability.

Speaking is the process of delivering messages that are expressed through voice (Fitria, 2022). Speaking skill is the ability to communicate effectively. Then, speaking skill is one of the skills that must be mastered by students when learning English. This skill requires students to be able to express what is in their minds not only through writing but also orally. The problem faced by the author as an English teacher while teaching speaking skills is the passivity of students.

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Almost all students feel insecure to communicate or even just issuing one or two sentences using English.

Meanwhile, English as a lingua franca plays a critical function in terms of information sharing and collecting for individuals who interact in other languages. Therefore, when people from many cultural backgrounds express their ideas, feelings, and views about a certain subject, improving their English speaking skills is necessary to ensure that the communication process runs well. However, mastering English as a second language is not simple. Numerous factors contribute to this situation, including grammatical, lexical, and phonological difficulties.

If non-native English speakers wish to improve their English speaking ability, they must first learn the language's pattern and be able to pronounce each word. Additionally, fluent communication requires not only mastery of linguistic aspects, but also the capacity to process information and language concurrently (Harmer, 2015). We cannot rely just on information without practice when it comes to developing English speaking abilities. As a result of the complexities of English speaking abilities, non-native English speakers desiring to acquire them must master both information and practice simultaneously.

Additionally, the difficulties encountered in teaching and learning to talk in the classroom are mostly due to teachers' errors in organizing classroom activities and learners' personalities and attitudes toward the process of learning to speak. Occasionally, teachers feel that teaching speaking ability is the same as teaching other abilities. They are more concerned with presenting the information, such as the topic, language characteristics, and grammar, than with providing opportunities for pupils to communicate. This circumstance may cause pupils to get bored as they learn to talk.

According to Ur (2008), there are several problems arising when teaching and learning speaking classes: students' fear of making mistakes, losing face, criticism, and shyness; students' difficulty finding reasons to speak; students' difficulty formulating opinions or relevant comments; some students' tendency to dominate the group; and students' preference for speaking in their native language or mother tongue. The most challenging aspect of learning to speak is students' motivation (Ur, 2008). Motivation is critical for success in learning to speak the target language. It is supported by Sari (2017) that students were most inspired and confident to speak English when they were given enough time to think about what they wanted to discuss and it took place in a familiar environment.

This statement demonstrates how critical it is for students to be motivated when they are learning to speak. Students should have an optimistic attitude about the process of teaching and learning to speak. To maintain students' attention, teachers should employ effective tactics and concepts for teaching speaking while planning to teach and learning speaking activities.

The learning model used by the teacher must be following the objectives and materials so that it can involve students who are active in learning activities. Model the learning used must be able to improve learning outcomes of students'

speaking skills. One of the models of learning that can be used to overcome the problem is to apply the appropriate model. To solve this problem, Project-Based Learning (PBL) can be used in teaching and learning speaking. Project-Based Learning (PBL) is intended to promote more engaged learning, and PBL learning activities employ a constructivist teaching approach. Throughout the process, this strategy makes use of projects to boost students' enthusiasm and demonstrate how they have learned. Fitria (2019) states that PBL does not place an emphasis on instructional teaching but rather on the education of children in areas that cannot be taught in a textbook but must be activated by experiences, such as passion, creativity, and empathy. In this example, by integrating the curriculum with real-world context, students are encouraged to develop into self-sufficient workers, critical thinkers, and lifelong learners. PBL is a kind of active, student-centered learning that emphasizes students' creativity.

The model goal of Project-Based Learning (Project-Based Learning) namely to improve the learning outcomes of skills speaking students, because through a student project learning is directly involved in making a project so that better understand and be able to develop speaking skills. Apart from improving skills speaking, project-based learning can also increase learning motivation, improve the ability to solve problems, and can develop student creativity. Students can train their skills to speak and solve a problem based on the experience they have and train students to think at higher levels and train students' courage in speaking in front of the class. One method of implementing project-based learning is through the use of a video-based project (Fadillah, 2021). Creating a successful video may seem easy, but it takes plenty of time (Staley, 2016). Making a video is a powerful expressive tool that is transforming how we communicate.

There are several previous related studies related to Project-Based Learning, especially in video projects. First, Safitri & Khoiriyah (2017) state that E-Vlogs as a medium for students to improve their speaking ability is beneficial since their use has several advantages over their downsides, and any current obstacles may be anticipated and resolved by each student. Additionally, E-Vlogs may provide students with a wealth of vocabulary, grammar, pronunciation, accent, and cultural understanding. Thus, students may continue to hone their communication abilities by viewing an E-Vlog that meets their specific needs. Second, Nurviyani & Rahayu (2018) state that The students were enthusiastic at the idea of learning to speak through vlogs. Vlogs are ideal for practicing oral communication and narrative text material. Learning to communicate well via vlog is more adaptable. Students, on the other hand, should have appropriate facilities for learning to talk through vlogs. They expressed satisfaction with the implementation, stating that learning to talk through vlogs is enjoyable, intriguing, and motivates students to develop their speaking abilities. Third, Rahmawati et al. (2018) state that by utilizing vlogging, students increased their enthusiasm, confidence, and enjoyment of practicing spoken English. The test result showed an improvement from cycle I to cycle II. Cycle I students earned a score of 53.57 percent. Meanwhile, the pupils' cycle II score percentage was 100%.

Fourth, Muzakki (2019) states that students enthusiastically like and master the vlog to speak English confidently and eloquently. Students appreciate creating vlogs because they can express themselves artistically and innovatively. This method may be beneficial for students' speaking abilities. Fifth, Nugroho & Anugerahwati (2019) state that after being taught using PBL through Vlog, eleven students met the success requirement. Through the utilization of PBL via Vlog, the students improved their fluency, grammatical correctness, pronunciation, vocabulary, and content. Sixth, Mandasari & Aminatun (2020) state that several students found advantages to vlogging. They may maintain an archive of their learning process, which they may refer to whenever they post a vlog. This collection contains information about students' progress in areas including fluency, content, vocabulary, grammar, and pronunciation. Seventh, Anggraeni et al. (2020) state that the use of vlogs is believed to help students improve their speaking abilities, particularly in the areas of vocabulary, fluency, pronunciation, and intonation. However, the most frequently discovered errors concern the manner in which they provided the introduction, how they formed conclusions, and finally, the grammatical structure. Thus, the use of vlogs to increase students' speaking ability was shown to be effective, garnering a good response from students as a tool for learning.

At the present, this study is assessing students' speaking abilities using a video project model in an English-speaking class. It is possible to identify the distinctions between previous studies. The previous study refers to video blogs in learning, but this study focused on the video project as students' ideas. However, the gap in the study demonstrates that the notion for the video project was created by students to develop their speaking abilities.

Students and teachers must be prepared to utilize the video project to foster an interest in learning (Baron, 2021). Thus, the study must be conducted to ascertain students' inventiveness to complete the project and improve their speaking abilities. Additionally, online learning activities require students to complete all activities to accomplish tasks that contribute to the achievement of learning objectives. Thus, this research is intended to contribute to the creation of concepts for project-based learning that will help students improve their critical thinking abilities, particularly their speaking ability. The objective of this research is to know the non-EFL students' experience in making a project of English Speaking video during the implementation of Project-Based Learning (PBL).

Method

This research is descriptive qualitative. Numbers and percentages can be used in qualitative research either to give readers a concrete indication about the prevalence of some phenomena or to facilitate the reporting of the result data (Boeije, 2009). Descriptive research is research that does not need to formulate hypotheses. The data that has been collected in the form of numbers is then calculated in the form of a percentage which is intended to determine the status of something that is being presented and presented in the form of a percentage and

then interpreted into qualitative sentences. Qualitative data that is numbered is just to make it easier to obtain the final results. The point is descriptive research in the early stages, namely describing research findings based on the data analyzed. Next, explain. The point is descriptive research will explain the results of research descriptions that have been found based on these data.

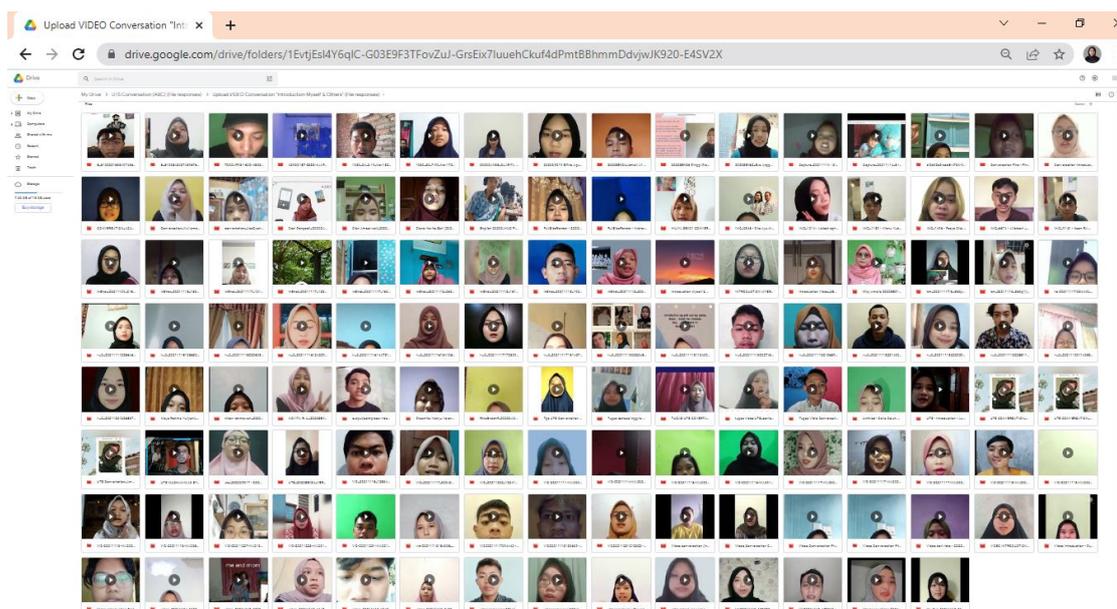
The method of collecting data uses a questionnaire. The questionnaire used is close-ended questions. Patrick (2021) states that a close-ended questionnaire only allows the respondent to choose from the possible answers provided by the researcher. In this research, the research provides several options of the answer, then the students (respondent) can choose an answer based on their experience and opinions toward making English speaking video.

The method of analyzing data uses three steps analysis of qualitative, such as reducing data, displaying data, and making a conclusion as stated by Miles et al. (2018). The researcher reduces and selects the data according to the research focus. The next step is the presentation of the data. The presentation of qualitative research data is in the form of tables, flowcharts, and the like. Presenting data can make it easier to analyze data so that it is easy to understand, as well as plan the steps to be taken next. After that, the researcher concludes the research results that have been obtained from the analysis.

Findings and Discussion

Findings

The objective of this research is to know the non-EFL students' perception in making a project of English Speaking video during the implementation of Project-Based Learning (PBL).



Picture 1. Students' English Video Projects Uploaded in G-Drive

Based on the picture above, it shows that there are 117 English video projects uploaded by the third-semester students of ITB AAS Indonesia into Google Form which can be accessed on "Upload ENGLISH VIDEO PROJECT Introduction Myself & Others" in <https://forms.gle/Mg2pTEiJsmAwHvBt6>. To know the students' experience in making a project of English video, the research provides several questions with the answers, then the students (respondent) can choose an answer based on their experience and opinions toward making English speaking video project. Below is the result of the questionnaire as stated in the tables as follow:

Table 1. Students' Opinion toward Speaking

No	Statement	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Speaking is a difficult skill in English	10 (8.5 %)	71 (60.7 %)	35 (29.9 %)	1 (0.9 %)
2.	The topic of the speaking project about 'Introduction Myself & Others' is "interesting"	33 (28.2 %)	81 (69.2 %)	2 (1.7 %)	1 (0.9 %)

Based on the table above, it shows the students' opinion toward the speaking and its topic. The first question about "speaking is a difficult skill in English" shows that 10 students (8.5 %) state "strongly agree", 71 students (60.7 %) state "agree", 35 students (29.9 %) state "disagree", and only a student (0.9 %) state "strongly disagree". It implies that most of the students (60.7 %) are agree that speaking is a difficult skill in English. Related to the topic of the speaking video project, the second question is "The topic of the speaking project "interesting" shows that 33 students (28.2 %) state "strongly agree", 81 students (69.2 %) state "agree", 2 students (1.7 %) state "disagree", and only a student (0.9 %) state "strongly disagree". It implies that most of the students (69.2 %) are agree that the topic of the speaking project about 'Introduction Myself & Others' is "interesting".

Table 2. Students' Preparation of Making English Project Video

No	Statement	Response	
		Yes	No
1.	I make a draft/script first before speaking English	113 (96.6 %)	4 (3.4 %)
2.	I make a draft/manuscript in Indonesian before it was translated into English	103 (88 %)	14 (12 %)
3.	I read scripts/drafts when speaking English while recording English videos	101 (86.3 %)	16 (13.7 %)

Based on the table above, shows the students' opinions on their preparation in making English project videos. The first question about "making a draft/script first before speaking English" shows that 113 students (96.6 %) state "yes", and 4 students (3.4 %) state "no" It implies that most of the students (96.6 %) make a

draft/script first before speaking English. The second question about “making a draft/manuscript in Indonesian before it was translated into English” shows that 103 students (88 %) state “yes”, and 14 students (12 %) state “no” It implies that most of the students (88 %) make a draft/manuscript in Indonesian before it was translated into English. The third question about “read scripts/drafts when speaking English while shooting English videos” shows that 101 students (86.3 %) state “yes”, and 16 students (13.7 %) state “no”. It implies that most of the students (86.3 %) read scripts/drafts when speaking English while recording English videos.

Table 3. Internal Students’ Difficulty of Making English Project Video

No	Statement	Response			
		Always	Often	Sometimes	Never
1.	I pause (pauses the message/pauses while thinking about what to say in English)	6 (5.1 %)	41 (35 %)	57 (48.7 %)	13 (11.1 %)
2.	I do filler (filling the gap in speaking with a certain voice, for example with the voice eeeee, emmmmm, hmmm, and others.	4 (3.4 %)	33 (38.2 %)	64 (54.7 %)	16 (13.7 %)
3.	I did a mispronunciation/spelling error (error in pronouncing English vocabulary correctly).	6 (5.1 %)	56 (47.9 %)	51 (43.6 %)	4 (3.4 %)
4.	I did a grammatical error (error in arranging sentences according to English grammar correctly).	5 (4.3 %)	51 (43.6 %)	56 (47.9 %)	5 (4.3 %)
5.	I have a limited vocabulary in speaking English.	10 (8.5 %)	49 (41.9 %)	57 (48.7 %)	1 (0.9 %)
6.	I'm having trouble using accents in English	4 (3.4 %)	48 (41 %)	63 (53.8 %)	2 (1.7 %)
7.	I have difficulty when expressing ideas when making/composing a script/draft before speaking English	7 (6 %)	47 (40.2 %)	49 (41.9 %)	14 (12 %)

Based on the table above, shows the internal students’ difficulty in making English project videos. The first question about “doing pause (pauses the message/pauses while thinking about what to say in English)” shows that 6 students (5.1 %) state “always”, 41 students (35 %) state “often”, 57 students (48.7 %) state “sometimes”, and 13 students (11.1 %) state “never”. It shows that most of the students (48.7 %) sometimes do pause (pauses the message/pauses while thinking about what to say in English). A second question about “filler (filling the gap in speaking with a certain voice, for example with the voice eeeee, emmmmm, hmmm, and others” shows that 4 students (3.4 %) state “always”, 38 students (38.2 %) state “often”, 64 students (54.7 %) state “sometimes”, and 16 students (13.7 %) state “never”. It shows that most of the students (54.7 %) sometimes do filler (filling the gap in speaking with a certain voice, for example with the voice eeeee, emmmmm, hmmm, and others. The third question about “doing a mispronunciation/spelling error (error in

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pronouncing English vocabulary correctly)” shows that 6 students (5.1 %) state “always”, 56 students (47.9 %) state “often”, 51 students (43.6 %) state “sometimes”, and 4 students (3.4 %) state “never”. It shows that most of the students (47.9 %) often doing mispronunciation/spelling errors (errors in pronouncing English vocabulary correctly).

The fourth question about “a grammatical error (error in arranging sentences according to English grammar correctly)” shows that 5 students (4.3 %) state “always”, 51 students (43.6 %) state “often”, 56 students (47.9 %) state “sometimes”, and 5 students (4.3 %) state “never”. It shows that most of the students (47.9 %) often doing grammatical errors (error in arranging sentences according to English grammar correctly). The fifth question about “having limited vocabulary in speaking English.” shows that 10 students (8.5 %) state “always”, 49 students (41.9 %) state “often”, 57 students (48.7 %) state “sometimes”, and 1 student (0.9 %) state “never”. It shows that most of the students (48.7 %) sometimes have limited vocabulary in speaking English. The sixth question about “having trouble using accents in English”, 4 students (3.4 %) state “always”, 48 students state “often”, 65 students (53.8 %) state “sometimes”, and 2 students (1.7 %) state “never”. It shows that most of the students (48.7 %) sometimes have trouble using accents in English. The seventh question about “having trouble using accents in English”, 7 students (6 %) state “always”, 47 students (40.2 %) state “often”, 49 students (41.9 %) state “sometimes”, and 14 students (12 %) state “never”. It shows that most of the students (41.9 %) sometimes have difficulty when expressing ideas when making/composing a script/draft before speaking English.

Table 4. Frequency of Making English Video Project

Statement	Response					
	1 time	2 times	3 times	4 times	5 times	More than 5 times
I did number of repetitions of English video project	8 (6.8 %)	31 (26.5 %)	25 (21.4 %)	13 (11.1 %)	35 (29.9 %)	5 (4.3 %)

Based on the table above, shows the students’ frequency of making English project videos. The question is about “number of repetitions of English video project”. There are 8 students (6.8 %) state “1 time”, 31 students (26.5 %) state “2 times”, 25 students (21.4 %) state “3 times”, 13 students (11.1 %) state “4 times”, 35 students (29.9 %) state “5 times”, and 5 students “4.3 %) state “5 times”. It implies that most of the students (29.9 %) do 5 times repetitions of making English video project.

Table 5. Duration of Making English Video Project

Statement	Response					
	Less than 1 minute	More than 1 minute	More than 2 minutes	More than 3 minutes	More than 4 minutes	More than 5 minutes
I made an English video with a certain time duration	5 (4.3 %)	50 (42.7 %)	50 (42.7 %)	9 (7.7 %)	3 (2.6 %)	0 (0 %)

Based on the table above, shows the students' opinions on their duration in making English project videos. The question is about "certain time duration in making English video project". There are 5 students (4.3 %) who state "less than 1 minute", 50 students (42.7 %) state "more than 1 minute", 50 students (42.7 %) state "more than 2 minutes", 9 students (7.7 %) state "more than 3 minutes", 3 students (2.6 %) state "more than 4 times", and there are no students (0 %) state "more than 5 minutes". It implies that most of the students have time duration in making English video project about more than 1 minute and 2 minutes duration of their video.

Table 6. External Students' Difficulty of Making English Video Project

No	Statement	Response			
		Always	Often	Sometimes	Never
1.	I have mental problems (fear of nervousness, forgetfulness, anxiety, fear of making errors, lack of confidence when speaking)	10 (8.5 %)	40 (34.2 %)	59 (50.4 %)	8 (6.8 %)
2.	I'm easily distracted by my surroundings when I'm speaking	7 (6 %)	47 (40.2 %)	49 (41.9 %)	14 (12 %)
3.	I have problems related to media in their English videos, for example the audio/image is not clear	5 (4.3 %)	30 (25.6 %)	62 (54.3 %)	20 (17.1 %)
4.	I have problems with lighting in English video recording	4 (3.4 %)	25 (21.4 %)	54 (46.2 %)	34 (29.1 %)

Based on the table above, shows the external students' difficulty in making English project videos. The first question about "have mental problems (fear of nervousness, forgetfulness, anxiety, fear of making error, lack of confidence when speaking)", 10 students (8.5 %) state "always", 40 students (34.2 %) state "often", 59 students (50.4 %) state "sometimes", and 8 students (6.8 %) state "never". It shows that most of the students (41.9 %) sometimes have mental problems (fear of nervousness, forgetfulness, anxiety, fear of making an error, lack of confidence when speaking). The second question is about "easily distracted by my surroundings when I'm speaking". There are 7 students (6 %) state "always", 47 students (40.2 %) state "often", 49 students (41.9 %) state "sometimes", and 14 students (12 %) state "never". It shows that most of the students (41.9 %) are sometimes easily distracted by their surroundings when they are speaking.

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The third question is about “having problems related to media in their English videos, for example, the audio/image is not clear”. There are 5 students (4.3 %) state “always”, 30 students (25.6 %) state “often”, 62 students (54.3 %) state “sometimes”, and 20 students (17.1 %) state “never”. It shows that most of the students (54.3 %) sometimes have problems related to media in their English videos, for example, the audio/image is not clear. Fourth question about “having problems with lighting in English video recording”. There are 4 students (3.4 %) state “always”, 25 students (21.4 %) state “often”, 54 students (46.2 %) state “sometimes”, and 34 students (29.1 %) state “never”. It shows that most of the students (46.2 %) sometimes have problems with lighting in English video recording.

Table 7. Students’ Evaluation of Making English Video Project

No	Statement	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Through this English video project, I can know the vocabularies and how to read it in English	35 (29.9 %)	78 (66.7 %)	3 (2.6 %)	1 (0.9 %)
2.	Through this English video project assignment, I can know English grammar better than before	29 (24.8 %)	85 (72.6 %)	2 (1.7 %)	1 (0.9 %)
3.	Through this English video project assignment, I can express my ideas in speaking English	25 (21.4 %)	87 (74.4 %)	4 (3.4 %)	1 (0.9 %)
4.	Through this English video project assignment, I feel courageous and confident in speaking English	25 (21.4 %)	80 (68.4 %)	11 (9.4 %)	1 (0.9 %)
5.	Through this English video project assignment, I can improve my English speaking skills	29 (24.8 %)	85 (72.6 %)	2 (1.7 %)	1 (0.9 %)

Based on the table above, shows the students’ evaluation after making an English project video. First question about “vocabulary” shows that 35 students (29.2 %) state “strongly agree”, 78 students (66.7 %) state “agree”, 3 students (2.6 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (66.7 %) are agree that through this English video project, they can know the vocabulary and how to read it in English. Second question about “grammar” shows that 29 students (24.8 %) state “strongly agree”, 85 students (72.6 %) state “agree”, 2 students (1.7 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (72.6 %) are agree that through this English video project, they can know English grammar better than before. The third question about “ideas” shows that 25 students (21.4 %) state “strongly agree”, 87 students (74.4 %) state “agree”, 4 students (3.4 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (74.4 %) are agree that through this English video project,

they can express their ideas in speaking English. The third question about “ideas” shows that 25 students (21.4 %) state “strongly agree”, 87 students (74.4 %) state “agree”, 4 students (3.4 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (74.4 %) are agree that through this English video project, they can express their ideas in speaking English. Fourth question about “confidence” shows that 25 students (21.4 %) state “strongly agree”, 80 students (68.4 %) state “agree”, 11 students (9.4 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (74.4 %) are agree that through this English video project, they feel courageous and confident in speaking English. Then, the fifth question about “speaking skill” shows that 29 students (24.8 %) state “strongly agree”, 85 students (72.6 %) state “agree”, 2 students (1.7 %) state “disagree”, and 1 student (0.9 %) state “strongly disagree”. It implies that most of the students (72.6 %) are agree that through this English video project, they can improve my English speaking skills.

Discussion

Related to the students’ opinion toward the speaking and its topic, most of the students (60.7 %) are agree that speaking is a difficult skill in English. Most of the students (69.2 %) are agree that the topic of the speaking project about ‘Introduction Myself & Others is “interesting”. Related to the students’ opinion their preparation in making English project video, most of the students (96.6 %) make a draft/script first before speaking English, most of the students (88 %) make a draft/manuscript in Indonesian before it was translated into English and most of the students (86.3 %) read scripts/drafts when speaking English while recording English videos. Related to the students’ frequency of making English project videos, most of the students (29.9 %) do 5 times repetitions of making English video project. Related to the students’ opinion on their duration in making English project video, most of the students have time duration in making English video project more than 1 minute and 2 minutes duration of their video.

Related to the internal students’ difficulty in making English project video, 1) most of the students (48.7 %) sometimes doing pause (pauses the message/pauses while thinking about what to say in English), 2) most of the students (54.7 %) sometimes doing filler (filling the gap in speaking with a certain voice, for example with the voice eeeee, emmmm, hmmm, and others. 3) most of the students (47.9 %) often doing a mispronunciation/spelling error (error in pronouncing English vocabulary correctly). 4) most of the students (47.9 %) often doing grammatical errors (errors in arranging sentences according to English grammar correctly). 5) most students (48.7 %) sometimes have limited vocabulary in speaking English. 6) most of the students (48.7 %) sometimes have trouble using accents in English. 7) most students (41.9 %) sometimes have difficulty when expressing ideas when making/composing a script/draft before speaking English.

There are several problems in Speaking, including 1. Pause. Pause means to stop sending messages. The speaker here is silent while thinking about the topic of conversation. Usually occurs five to ten seconds in the middle of the conversation. For those of us who experience this, it's good to prepare a small note that contains

ideas. 2. Fillers. Filler means gap in speaking with a certain voice, for example with emmmm, hmmm, and others. On the one hand, a filler is very helpful to get the idea in the middle talks. But if it is done continuously, it can certainly make us speak sounds boring. 3. Mispronunciation. Mispronunciation occurs when the speaker mistakenly pronounces the vocabulary appropriately. This is based on the mastery of vocabulary. If we learn vocabulary ignoring pronunciation, of course, this problem will be difficult to solve. 4. Grammatical Errors. We may experience errors, especially in compiling sentences correctly. This cannot be separated from the grammar material being studied. We can improve the sentence structure in speaking by understanding the grammar material and practicing the material in speaking until we get used to it. 5. Mental Problems. When not balanced with a strong mentality, speaking can be disturbed. It could be a sweaty body, nervousness, or even a preconceived idea be dispersed. 6. Lack of Ideas. We need to enrich insight by reading, discussing, and doing other activities. We can plan and record our material in advance, then view and read these notes if we forget when speaking. 7. Vocabulary limitations. Vocabulary is the main foundation of speaking, the more vocabulary we master, the more flexible we speak. If we are at the beginner level, don't worry, keep talking as naturally as possible.

Related to the external students' difficulty in making English project video, 1) most of the students (41.9 %) sometimes have mental problems (fear of nervousness, forgetfulness, anxiety, fear of making an error, lack of confidence when speaking). 2) most of the students (41.9 %) are sometimes easily distracted by their surroundings when they are speaking. 3) most of the students (54.3 %) sometimes have problems related to media in their English videos, for example, the audio/image is not clear. 4) most of the students (46.2 %) sometimes have problems with lighting in English video recording.

Related to the students' evaluation after making an English project video. 1) most students (66.7 %) agree that through this English video project, they can know the vocabulary and how to read it in English. 2) most of the students (74.4 %) are agree that through this English video project, they can express their ideas in speaking English. 3) most of the students (74.4 %) are agree that through this English video project, they can express their ideas in speaking English. 4) most of the students (74.4 %) are agree that through this English video project, they feel courageous and confident in speaking English. 5) most of the students (72.6 %) are agree that through this English video project, they can improve their English speaking skills.

By using video project as the implementation of the students, it shows that the students can know the vocabularies and how to read it in English, the students can express their ideas in speaking English, the students can express their ideas in speaking English, the students feel courageous and confident in speaking English, and the students can improve their English speaking skills. This explanation has similarities with any previous studies as stated by Hilmansyah (2018) that classroom activities matched the requirement for PBL classroom activities, which includes the teacher's part, the students' involvement, and conversation and

discussion. Students develop their ability to communicate while working on the assignment.

The implementation of project-based learning through video production enhanced students' speaking ability. Students have a favorable attitude toward the introduction of project-based learning in which video creation is used to develop speaking skills. Fadillah (2021) states that the learning process was carried out using many stages of PBL implementation strategies, including the provision of a curriculum-based subject, the design of the project activity, student conduct of the project, and student performance in front of the class. There were numerous effects of employing video-based projects on the learning environment and the development of student's speaking abilities. Marisah & Robiasih (2017) state that PBL was an effective method for improving speaking ability.

The method of teaching and learning to speak English became more engaging, providing numerous opportunities for all students to express themselves in English. By utilizing project-based learning, students were given several opportunities to speak English; this increased students' confidence to speak and improve their pronunciation, grammar, fluency, and understanding. Additionally, their vocabulary would expand as they gained confidence in actively speaking English. Riswandi (2018) states that implementing PBL in the classroom can help students enhance their speaking abilities and motivation. This progress is demonstrated by the students' speaking ability and the grade earned. The speaking test score met the success requirements. Additionally, students engaged actively in learning exercises and showed a high level of desire when working in groups throughout the speaking session. Sharing an idea in English may assist students to improve their pronunciation, expanding their vocabulary, and making it simpler to locate an idea while composing sentences. Students can acquire knowledge more quickly and feel more confident while dealing with the lesson since they rely not only on their speaking abilities but also on their comprehension. Requiring students to create video projects to explore subject content plays to their expertise, familiarity, and interests (Puspa, 2016).

Conclusion and Suggestion

Conclusion

Based on the data analysis, most of the students feel that speaking is a difficult skill in English, but they agree that the topic of the speaking project about 'Introduction Myself & Others is "interesting". Related to the students' opinion their preparation in making English project video, students make a draft/script first before speaking English, students make a draft/manuscript in Indonesian before it was translated into English and students read scripts/drafts when speaking English while recording English videos. Students do 5 times repetitions of making English video project. Students have time duration in making English video project about more than 1 minute and 2 minutes duration of their video. In making an English project video, the students face internal students' difficulties, 1) students sometimes doing pause (pauses the message/pauses while thinking about what to say in English), 2) students sometimes doing filler (filling the gap in speaking with a certain voice, for example with the voice eeeee, emmmm,

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hmmm, and others. 3) students often doing a mispronunciation/spelling error (error in pronouncing English vocabulary correctly). 4) students often doing grammatical errors (errors in arranging sentences according to English grammar correctly). 5) students sometimes have limited vocabulary in speaking English. 6) students sometimes have trouble using accents in English. 7) students sometimes have difficulty when expressing ideas when making/composing a script/draft before speaking English. While, in the external students' difficulty in making English project video, 1) students sometimes have mental problems (fear of nervousness, forgetfulness, anxiety, fear of making an error, lack of confidence when speaking). 2) students are sometimes easily distracted by their surroundings when they are speaking. 3) students sometimes have problems related to media in their English videos, for example, the audio/image is not clear. 4) students sometimes have problems with lighting in English video recording. Related to the students' evaluation after making an English project video. 1) students can know the vocabularies and how to read them in English. 2) students can express their ideas in speaking English. 3) students can express their ideas in speaking English. 4) students feel courageous and confident in speaking English. 5) students can improve my English speaking skills.

Suggestion

Teaching English Speaking to non-EFL students has its challenges in developing their language skills. It is considered the most important skill to communicate in English. To lead the students to speak English, using Project-Based Learning of making English-speaking videos can be an option. It has lots of advantages to make students practice and enhance their speaking skills. Through video, the students can engage in the process of learning and make it a more meaningful learning experience for them. To maximize its advantage, teachers' ideas are also needed to design good classroom activities with the use of video based on the students' self.

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