

THE EFFECT OF PROJECT BASED LEARNING BY ASSISTED YOUTUBE AS MEDIA ON STUDENTS' SPEAKING ABILITES

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Abstract

This research investigates the effect of Project based learning by assisted YouTube as media on students' ability in speaking skill at grade x students of SMA Swasta al-Ma'shum in 2024/2025 academic year. This research uses a quantitative approach with a pre-test and post-test experimental design that focuses on students in classes X-3 and X-4, who were selected through random sampling. Students' Speaking abilities are assessed through pre-test and post-test evaluations to measure the effectiveness of Project Based Learning (PjBL) by Assisted YouTube as Media on students' speaking abilities, especially in Procedure texts. The results obtained are $T \text{ test} > T\text{-table} (0,05)$ with $df48$. $T\text{-test } 17,4 > df 2,01$. This means, there is a significant difference in the value of the results student learning between classes that apply the project-based learning and those that do not apply the project-based learning. So, the project-based learning is effective and significant on the ability to Speak English procedure text material.

Key words: Effect, Project Based Learning, Procedure Text.

INTRODUCTION

English is one of the most widely used international languages for social communication, which is used by many people worldwide. Science and technology are currently developing at a very rapid pace. The Indonesian people are expected to be on par with people from other countries in a number of fields in this era of globalization and information. According to (Agustina & Setiawan, 2020) the four skills of speaking, writing, reading, and listening are necessary for learning English as a foreign language.

One of the aspects that must be learning is speaking, because speaking is recognized as something difficult to learn, even though speaking is very important for human existence.

The four languages skill and language components which including vocabulary, grammar, and pronunciation. This implies that students are able to

communicate their thoughts, feelings, and opinions to others orally using words or sentences, which naturally makes use of language as a communication tool. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. In the teaching and learning process, the teachers give less attention to speaking therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years.

Based on the observation research when taught a speaking in Senior High School, it was found some problems towards students. The students problems frequently found: first, they still had poor vocabulary. Second, they were not interested in the material about English that was given. Third, they rarely practiced speaking. The next, they were afraid try to speak English.

In order the problems, there are many techniques that can be applied including a Project-Based Learning (PjBL), because many research findings say that this technique is effective to be used in teaching speaking.

This Research using theory constructivist learning by Lev Vygotsky (1925). This theory posits that students construct their own knowledge in the context of their own experiences speaking English by creating interaction in the class and ordering students. Project-Based Learning (PjBL) is very important in teaching speaking because it gives students an opportunity to practice communicating through youtube media assistance.

The speaking skills of procedural texts in class X students of SMA SWASTA AL-MA'SHUM are also not optimal." For example, when students tell to create a procedure text and immediately present it in front of the class, they feel embarrassed to perform in front of the class because they still have difficulty determining the words they will say. This is caused by factors and learning models that are not in accordance with student conditions. So far, the teacher still uses the teacher centre to deliver material to students. Teachers do not involve technology during the teaching and learning process. Whereas technology has a very strong influence in the field of education. Many benefits can be taken to help educators carry out the process of teaching and learning activities.

From the problems above, the research purpose the Project-Based Learning (PJBL) model assisted by YouTube as a media to students' speaking ability on procedure text will be the problem above. PJBL can affect learners' ability to solve project problems and learners gain new abilities and skills in learning. PjBL can also influence learners to be more active in solving complex project problems with real product results.

METHOD

The researcher used an experimental method with a quantitative approach, involving two sample groups: the Experimental Group and the Control Group. The study examines two variables: Project Based Learning model as the independent variable and procedure text as the dependent variable. The design emphasizes treatment and outcomes. Data were gathered through pre-tests and post-tests to assess whether the Project Based Learning model, utilizing YouTube, effectively improved Speaking Skill. A simple random sampling technique was used for sampling. The samples for this study were taken from classes X 3 and X,4 with students from X 3 acting as the experimental group and students from X 4 serving as the control group.

The research design is as follows:

Table 1. Two Groups Pre-test Post-test

Group	Pre-test	Experimental	Post-test
The Experimental	X1	By using PJBL method	X2
The Control	Y1	By using conventional method	Y2

Note:

X : Using Project Based Learning Model (PjBL) and Kahoot

Y : Application Using Conventional way

1. Pre-test

Before giving the treatment, a pre-test is conducted for the sample. Both the experimental group and the control group are given the pre-test. The test is administered to each group, and their performance is evaluated through assigned grades.

2. Treatment

The treatment is implemented in both the experimental and control classes. The experimental class is taught using the Project Based Learning Model, while the control class follows traditional teaching methods.

3. Post-test

After the pre-test is completed and the students have undergone the treatment, a post-test is administered. This test is conducted after the treatment, which spans two meetings, to assess the difference in average scores between the experimental and control groups. The post-test is specifically used to evaluate the impact of the Project Based Learning model on the experimental group.

4. Scoring Test

After administering the post-test, all responses will be reviewed and scored. This research will involve testing to assess students' Speaking abilities. For the assessment, a Speaking assessment will be used to measure the students' performance and evaluate their Speaking skills.

Table 2. rubric of speaking assesment

Proficiency Description	Score
Vocabulary	1 2 3 4 5
Grammar	1 2 3 4 5
Comprehension of content	1 2 3 4 5
Fluency	1 2 3 4 5
Pronunciation	1 2 3 4 5

RESULTS AND DISCUSSION

The results of the students' test can be seen in the following score table.

Table 3. The Score of Pre-test and Post-test in Control Group

No	Student's Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	Y-X
1	ASP	36	48	12
2	AM	40	44	4
3	ADP	40	48	8
4	AA	36	44	8
5	AF	36	48	12
6	AFA	32	40	8
7	BK	36	48	12
8	DASS	32	40	8
9	DH	32	44	12
10	DNS	40	48	8
11	FS	32	36	4
12	FRR	40	48	8
13	IBK	36	40	4

14	MM	40	48	8
15	NDH	32	36	4
16	NS	40	48	8
17	PMS	36	40	4
18	PFS	36	40	4
19	QAR	36	40	4
20	RA	40	48	8
21	RAU	40	48	8
22	SK	40	48	8
23	SYAS	36	40	4
24	TAS	40	48	8
25	ZV	36	40	4
Total		920	1100	180
Mean		36.8	44	7.2

From the data above, it can be seen that highest and lowest values in the Pre-Test are:

- Students who got 40 score was 10 students.
- Students who got 36 score was 10 students.
- Students who got 32 score was 5 students

From the data above, it shown that the highest and the lowest score in Post-Test was:

- Students who got 48 score was 12 students.
- Students who got 44 score was 3 students.
- Students who got 40 score was 8 students.
- Students who got 36 score was 2 students.

The data above indicated that students' scores in the pre-test were lower than in the post-test for the control class. The average score in the pre-test was 39,4, and after receiving the material through conventional learning, the average score in the post-test increased to 68,5, showing a 29,1% improvement.

Table 4. The Sore of Pre-test and Post-test in Experimental Group

No	Student's Initial	Score of Pre-Test (X)	Score of Post-Test (Y)	Y-X
1	AAR	36	68	32
2	AD	28	64	36

3	A	40	76	36
4	ACR	32	56	24
5	CPS	28	68	40
6	DA	32	64	32
7	DH	36	68	32
8	DSL	36	72	36
9	D	32	64	32
10	FA	40	72	32
11	GS	36	68	32
12	IR	40	76	36
13	KW	36	68	32
14	LNK	28	56	28
15	MA	40	76	36
16	MPS	36	68	32
17	MNZS	40	72	32
18	MHP	28	64	36
19	NNAS	36	72	36
20	PI	32	68	36
21	RIAP	40	72	32
22	SS	40	76	40
23	SW	32	64	32
24	TSBB	40	76	40
25	TP	36	72	36
Total		880	1720	844
Mean		35.2	68.8	33.76

From the data above, it can be seen that highest and lowest values in the Pre- Test are:

- Students who got 40 score was 8 students.
- Students who got 36 score was 8 students.
- Students who got 32 score was 5 students.
- students who got 28 score was 4 students.

Based on the table above, it can be seen that the Post_Test score in Experimental group was the highest with a score of 76 and the lowest values with a score of 56.

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- a. Students who got 76 score was 5 students.
- b. Students who got 72 score was 6 students.
- c. Students who got 68 score was 7 students.
- d. Students who got 64 score was 5 students.
- e. Students who got 56 score was 2 students.

This research concluded that H_a is accepted if $T\text{-test} > T\text{-table}$ and H_0 is accepted if $T\text{-test} < T\text{-table}$. In this research calculation of the scores by using T-test for the degree of freedom (df) 48 at level significance 0,05 where the T-table is 2,01.

CONCLUSION

This research uses quantitative methods with random sampling techniques to determine the sample, namely class X students of SMA Swasta Al Ma'shum Sidodadi in 2024/2025 academic year. The data for this study were collected in three stages: pre-test, treatment, and post-test. The instrument used was a Speaking procedure text test, designed to assess students' understanding of procedure texts. The Project Based Learning Model, assisted by YouTube as Media, helped students practice their Speaking skill of procedure texts. One of the reasons for its effectiveness was that this learning model encourages students to make a project that using their brain before their start to learn their study, which in turn makes them more active in the learning process.

Based on the result of the analysis, it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected (H_0). It can be seen that the result of this the value of in the significance the score of t_{out} is higher than the liability. It means that there is a significance effect of project-based learning with the help of YouTube videos as media on students speaking ability procedure text. Based on the result, it can be drawn the conclusion that teaching speaking ability procedure text could be taught by the use of project-based learning.

After analysing the data, it can be conclude:

1. The Project-Based Learning with The Help of YouTube Videos As Media was applied to help the students in Speaking of Procedure text.
2. The Project-Based Learning with The Help of YouTube Videos As Media makes students pay more attention and follow the teacher's guidance in learning English.
3. The Project-Based Learning With The Help Of YouTube Videos As Media makes students build their creativity to learn English, especially in procedure text.

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