CREATING A VIDEO PROJECT
FOR TEACHING SPEAKING AT SENIOR HIGH SCHOOL

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Abstract
Teaching speaking using a video project is one of the activities that can engage students actively in learning English. The procedure of teaching speaking in this paper is based on project based learning, which is one of the learning models in curriculum 2013. The project is a reflection of students' understanding of speaking materials that have been taught. So, students create a video that contains a speaking performance they had designed themselves.

The paper apply the teaching on High School students, specifically on the first grade of Senior High School. Students make the video projects in every end of the material. Before starting the video project, teacher explain the material as usual. After the material explanation, teacher commands students to design a speaking activity, then record and upload it to the internet. Here, students make the video project with their peers. They discuss which performance suited for the related topic. Then, students perform their project, record, edit, and then publish the video to the internet. The video is then shared by the students to social media.

After uploading the video, teacher and students give feedback through like and comment. By working with groups, the students are hoped to gain confidence to speak bravely in front of the public.

Key words: Video, Project, Communicative

A. INTRODUCTION

English is one of the subjects taught in schools of Indonesia. The subject consists of four skills: listening, speaking, reading and writing. In teaching, these four skills are taught integratedly. Schools in Indonesia use curriculum 2013 in which it uses scientific approach in learning. This scientific approach facilitates students to participate actively and speak communicatively in learning

Unfortunately, in speaking activity in the classroom, the activities do not reflect the communicative function of speaking. Students usually construct dialogues or monologues, and then perform it in front of their friends. The time to present the text they have made is quite time consuming, whereas learning hours of English at High School are only two hours per week. As a result, the time for

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presentation was limited. These activities, such composing the text and then presenting it in front of the class, resulted in students preparing it in hurry.

So, there has to be an activity that makes students speak English communicatively. In curriculum 2013 itself, there are three learning models that can be applied by teachers, which are problem based learning, inquiry based learning, and project based learning. Writer proposed video project as a speaking activity for the classroom. This video project is in line with project based learning, where project based learning makes students to create a product as a result of their understanding of a learning material. The content of the video is the result of the students' understanding of speaking materials that have been taught. Lately, the phenomenon of video blog, or vlog, is rising on the internet. In the vlogs, people tell about many contents like music, hobbies, daily activities, beauty care, makeup and others. Looking at the phenomenon, teachers can use this to develop the speaking activities that engage every single student in the classroom. This is also in line with the communicating stage where students should present the report in the form of a chart, diagrams, or graphs; preparing reports written; and presents reports including processes, results and conclusions orally.

Every end of the material, students do the project and make a video. The content of the video is the understanding of the material that has been explained by teacher. So, the purpose of the video project is to explain how teachers will use the video project in teaching speaking.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). In other word, speaking is a manner of structuring thinking to express meaning and ideas consecutively and interactively. Meanwhile, in teaching speaking, an effective oral communication needs the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation Richards and Renandya (2002: 204). It means teaching speaking is applying oral language learning to students which are tailored to each sub skill.

Meanwhile, video project is a kind of learning methodology where students will produce an open-ended motion picture as a result of students' understanding of speaking learning. Video project is done in groups independently. Students design their own activities that are going to be recorded on the video project, while the teacher acts as an instructor and tutor to help students with the obstacles or difficulties during the project.

B. DISCUSSION
1. Discussion

The video project is an implementation of Project Based Learning (PBL) that is included as the learning model in curriculum 2013. In PBL, the learning is structured in project (Thomas, 2000:1). In other words, students create a project that results from their understanding about the topic. The resulting project can vary, because it comes from the related topics and creativity of students when designing these activities. For example, in speaking learning, students can display their speaking performance in a presentation that has been designed and discussed

during the lesson. The video project discussed in this paper is one example of PBL application on speaking activity. The resulting project is a video that is based on the result of understanding of learning speaking. In this video project, students produce a video that contains the presentation of material that has been taught.

The process starts from the beginning of the lesson. Upon entering the topic of learning, students have prepared to design a speaking activity which will then be recorded and made into a video. So after the material explanation about the related topic has been completed, students can make the design and script of the activity talk. Then this video is made at the end of the learning as a result of the student's understanding of the material that has been taught. These videos is then collected and then uploaded to YouTube at the end of the semester. Each video is produced in every end of the topic as a product from the communicating stage. So, at the end of the semester, students have produced several videos as a result of their understanding of learning.

There are four steps that is going to be done in implementing Video Project in the classroom. First, teacher and students plan the lesson before the meeting. Teacher prepares the material and also the steps to perform Video Project, meanwhile students read the material in home before starting the lesson. With enough preparation, teacher could perform the learning activities successfully. Second, teacher and students do the Video Project. Teacher starts the Project by explaining the material as usual, then explains the steps in making video project. In teaching the material, In the meantime, students follow the learning and prepares the performance that is going to be presented and recorded. Third, teacher monitors the student's activity during the lesson and project planning. Teachers also give assistance if students find difficulties in it and suggestions to improve the student's performance. For the moment, students do the project in groups. If the group cannot solve the problem, they may ask the teacher. Students also pay attention to the feedbacks from the teacher and make it as the improvement in their project. Last, the performance is recorded and edited. Teacher involves in the editing in order to make the video as qualified enough be uploaded to Internet. The final edited videos is then uploaded to YouTube by teacher. Students then give the feedbacks to each video, either comments or critics. They also share the video to the social media to gain more viewers and also feedbacks.

C. CONCLUSION AND SUGGESTIONS

Based on the previous discussion, it can be concluded that the video project can be implemented as one of the methods to provide a communicative activity for speaking. It can be implemented since it engages students to speak with different style and by their own way. The speaking in real-life situation challenge students to speak English, but in an entertaining way. So, they would be able to produce spoken language more.

The teacher begin the activity by informing the students about the video project as an activity in speaking and the topic of speaking related to it. After that, students are sat in groups so that they can discuss the material together. It helps to discuss the performance that is going to be reflected from their understanding

during the lesson as well. Then, students perform the result of their discussion in front of the class and recorded by a camera. The recording is then evaluated by the content and the technical editing. Afterward, teacher revise the video before students upload it to the internet.

In implementing a communicative speaking activity, the English teacher should be active in motivating student's speaking activity. Also, teachers should know each student's weaknesses and how to improve it. During the recording, teacher need to control the usage of gadgets – students need to focus on using the gadget as a learning media. Teachers also guide students when they are deciding the speaking performance. Moreover, teachers should be able to engage students to speak actively.

This video project can be implemented in another level, such as the first grade and the third grade students of Senior High School. Teachers can also use this for the Junior High Schools students as well with the easier speaking activity. The steps is similar, the only things that need a big change is suiting the topic for the related grade.

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