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Exploring Video Project Assignments as an Innovative Approach to Speaking Activities in Junior High School

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Abstract:

This study was motivated by the integration of technology into English language learning through video project assignments, which can support students' development of speaking skills in creative and reflective ways. The study aimed to describe the implementation of video project assignments among eighth-grade students in class VIII H at SMP Negeri 1 Purwokerto and to identify the challenges encountered during the process. This study employed a descriptive qualitative approach, with data collected through classroom observations, interviews, and documentation. The findings revealed that video project assignments were implemented as part of Project-Based Learning (PBL) through eight stages: choosing the project topic, pre-communicative activity, asking essential questions, designing the project plan, creating the project timeline, finishing the project, assessing the project results, and evaluating the project. Several challenges were identified, including difficulties aligning learning objectives with the project, low student participation in group work, differences in English proficiency and self-confidence, and limited time to complete the project. In conclusion, video project assignments encouraged students' active engagement in English-speaking activities through collaboration, idea sharing, and practice in authentic contexts.

Keywords: Project-Based Learning, Video Project Assignment, Speaking Activity, English Language Learning, Learning Challenges.

Introduction

In the modern era, characterized by rapid technological advancement, English proficiency, particularly speaking skills, has become essential for secondary-level students. In the Indonesian EFL context, many junior high school students still face difficulties communicating in English due to several factors, including limited vocabulary, grammatical inaccuracies, lack of self-confidence, and minimal exposure to authentic language use. One of the main issues in English-speaking activities among junior high school students is the limited use of engaging media that can motivate students to practice speaking beyond the classroom environment. Therefore, the integration of innovative, technology-based approaches is increasingly relevant for supporting students' engagement and participation in speaking activities.

One approach that can be integrated into speaking activities is the use of video project assignments. Video projects provide students with opportunities to practice English through planning, preparing, recording, and presenting spoken content. Through these activities, students can engage in speaking practice while utilizing digital technology as part of the learning process. Beyond its technological aspect, the video project assignment also represents a pedagogical implementation of Project-Based Learning (PjBL). In PjBL, students engage in extended inquiry processes to explore real-world problems and produce tangible outcomes that reflect their learning. According to Yahya et al., (2022), video projects can be effectively categorized as part of PjBL because they require students to plan, collaborate, create, and present their own learning products, fostering critical thinking and communication skills. This alignment indicates that video projects are not merely technological tasks but can serve as structured pedagogical tools grounded in active, student-centered learning principles.

Several previous studies have discussed the use of technology and video projects in English language learning. Purnama and Asdlori (2023) in *"The Role of Social Media in Students' Social Perception and Interaction: Implications for Learning and Education,"* researchers found that digital media influence students' interaction patterns and can support collaborative learning when guided by educators. Similarly, Melati et al., (2023), through *"Pengaruh Metode Pengajaran Berbasis Teknologi Terhadap Kemampuan Berbicara dalam Pembelajaran Bahasa Inggris di Sekolah Menengah,"* reported that technology-based instruction supports students' speaking ability, motivation, and participation, despite challenges related to access and teacher readiness. However, these studies did not specifically examine video project assignments as an approach to speaking activities. Choo (2013) found that video projects contributed to students' speaking skills, confidence, and collaboration despite several implementation challenges. In a similar context, the present study examines video project assignments in speaking activities, but differs in its focus on how the assignments are implemented and the challenges experienced by teachers and students at SMP Negeri 1 Purwokerto. Furthermore, a quantitative study by Rahmadani et al. (2024) at SMP YPI Darussalam 1 Cerme, a significant improvement in students' speaking skills was found following the application of video project assignments, providing evidence of their potential contribution to speaking development. Meanwhile, Suhana et al. (2023) in an English for Specific Purposes (ESP) context at the university level, it was indicated that video projects played an important role in supporting learners' confidence and motivation through active participation and self-expression using digital media.

Although previous studies have provided evidence of the potential of technology-based learning and video projects in English language education, there remains a need to explore how video project assignments are implemented in speaking activities at the

junior high school level. The present study addresses this gap by examining the implementation of video project assignments in English speaking activities at SMP Negeri 1 Purwokerto. The study focuses on how the assignments are carried out in the classroom and the challenges encountered by both the teacher and students during the learning process. This focus is important because the effectiveness of an innovative learning approach is not only related to its potential learning outcomes but also to how it is implemented within the actual classroom context.

This study is motivated by the researcher's interest in gaining a deeper understanding of video project assignments as an innovative approach to English speaking activities at the junior high school level. The study is expected to contribute to the discussion of technology-supported and project-based English language learning by providing a contextual description of its implementation in a junior high school setting. Practically, the findings may provide insights for English teachers who seek to incorporate video projects into speaking activities while considering the challenges and classroom conditions involved.

Accordingly, this study addresses the following research questions: (1) How is the video project assignment implemented in speaking activities at students grade VIII H class at SMP N 1 Purwokerto? (2) What challenges do teachers and students grade VIII H class face in implementing video project assignments in speaking activities?

Methods

This study employs a qualitative, descriptive approach. A qualitative approach aims to obtain an in-depth understanding of a phenomenon based on data collected directly from the field rather than testing predetermined hypotheses. Bogdan & Biklen (1982), state that qualitative research seeks to understand human behavior and experiences by examining how individuals construct and express meaning in real-life contexts. explains that qualitative research is used to explore and understand individuals' meanings, experiences, and perspectives regarding social phenomena. In this study, the researcher is directly involved in the natural setting by conducting the research at SMP Negeri 1 Purwokerto to observe and understand the implementation of speaking activities through video project assignments in English language learning. This is also in line with Charismana et al. (2022) and Safrudin et al. (2023) who emphasize that qualitative research adopts a descriptive-analytical approach and focuses on processes, interactions, and social contexts.

This study employed three data collection techniques: non-participatory observation, semi-structured interviews, and documentation. Observation is a data collection technique conducted through direct observation in the field of Pratiwi et al., (2024). While the observation process involves determining the research setting and developing an observation framework based on the research objectives Spuck et al., (1975). Based on Sugiyono (2013), this study used non-participatory observation, in which the researcher observed the learning process without directly participating in the activities. The observations were conducted in class VIII H at SMP Negeri 1 Purwokerto across three meetings on April 29, May 6, and May 13, 2026. An observation checklist was used to examine the implementation of video project assignments in speaking activities, including teacher and student activities, students' responses, and challenges arising during the learning process. In addition, semi-structured interviews were conducted in accordance with interview guidelines. Semi-structured interviews provide researchers with the flexibility to explore and deepen understanding based on participants' responses. The interviews involved the English teacher of class VIII H on May 18, 2026,

and four students involved in the video project assignment on May 13, 2026. The interviews aimed to obtain deeper information regarding the implementation of video project assignments and the challenges experienced by the teacher and students.

Documentation was used as the third data collection technique. Documentation involves collecting relevant documents, archives, and other written materials related to the research phenomenon (Nafisatur, 2024). while documentation can provide a broader understanding of the context and development of the phenomenon under investigation. In this study, the documentation included lesson plans, video project assignment instructions or guidelines, students' video project outcomes, teaching schedules, and other instructional materials supporting the implementation of video project assignments in speaking activities. The combination of observation, interviews, and documentation enabled the researcher to obtain comprehensive data on how video project assignments were implemented as an approach to speaking activities, as well as the challenges encountered during their implementation.

According to Miles and Huberman (1984) qualitative data analysis is conducted interactively and continuously until the data reach saturation. The process consists of data reduction, data display, and conclusion drawing or verification. In this study, data reduction involved selecting and focusing on information from observations, interviews, and documentation that was directly related to the implementation of video project assignments in speaking activities, students' responses, and the challenges encountered. The reduced data were then displayed in descriptive narratives to provide a clear overview of the implementation process and challenges in class VIII H at SMP Negeri 1 Purwokerto. Finally, conclusions were drawn and verified by examining the consistency and validity of the collected evidence to ensure that the findings were credible and aligned with the research questions (Kojongian et al. 2022).

Results and Discussion

Findings

The findings of this study focus on the process of implementing project-based learning through video project assignments in the speaking activities of 8th-grade students in Class VIII H at SMP Negeri 1 Purwokerto, as well as the challenges faced in teaching material on asking for and giving opinions regarding "Embrace Yourself" through video project assignments. To facilitate the presentation of the data, the researcher divided the findings into two main sections based on the research questions, namely the implementation of video project assignments and the challenges encountered during the learning process.

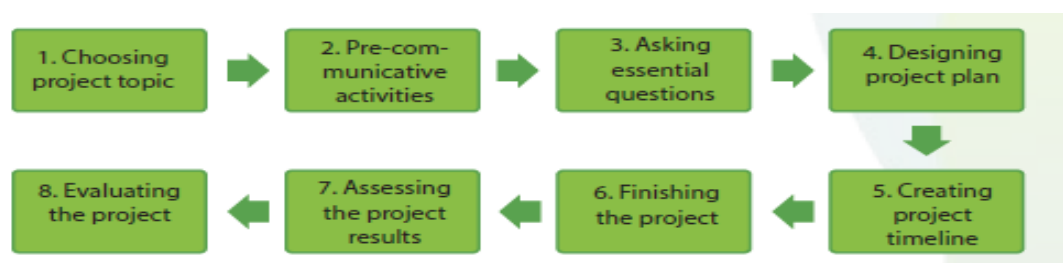


Figure 1. the stages of the project-based learning model in sequence (Hamidah et al., 2020)

Based on the gathered data, the findings indicate that the English teacher at SMP Negeri 1 Purwokerto implemented the Project-Based Learning method through four

primary phases, executed over the course of three instructional meetings. The process began with selecting the material to be organized into a Lesson Plan as part of preparation before the learning process. Furthermore, the learning process included presenting the material to students (first meeting), designing the project, and completing the video project (second meeting). The final stage involved assessing and evaluating the students' project outcomes (third meeting). Ultimately, these structured procedural phases facilitated better student preparation, thereby significantly enhancing their confidence during speaking performances.

Based on classroom observations, the implementation of Project-Based Learning (PBL) through video project assignments was carried out over three meetings and followed several systematic stages. In the first meeting, the teacher introduced the topic "*Embrace Yourself*," focusing on the language function of asking for and giving opinions. The learning material was delivered in a communicative manner through direct interaction between the teacher and students, supported by PowerPoint presentations to facilitate students' understanding of the topic. As part of the initial stage of the project, the teacher also presented a video entitled "*Reflection in Me*" as a learning stimulus. After watching the video, students were encouraged to respond to several essential questions designed to stimulate their critical thinking, activate prior knowledge, and increase their engagement with the learning topic. This activity served as a foundation for introducing the project and helping students connect the learning material with the project task.

The second meeting focused on the planning and development stages of the video project. At the beginning of the meeting, students were divided into groups according to the teacher's instructions and asked to discuss the collaborative project they would carry out. The teacher then provided students with opportunities to determine the topics and concepts for their video projects, allowing them to explore their creativity while maintaining relevance to the learning objectives. To support project management, the teacher established a timeline and set a deadline of approximately 7 days for completion. Students were required to submit their video projects before the next meeting.

During the project development process, students worked collaboratively within their groups to prepare the project outline by writing a script. After completing the script, each group presented and demonstrated it to the class. This activity enabled the teacher to provide feedback, suggestions, and guidance regarding the content, language use, and overall project design before the video production stage. Following the revision process, students produced their video projects based on the improved scripts and the teacher's feedback. This stage emphasized collaborative learning, creativity, and active student participation in completing the project.

The third meeting was devoted to assessing the completed projects. At this stage, the teacher assessed students' video projects objectively using a scoring rubric prepared as the assessment guideline. The assessment focused on evaluating the quality of students' project outcomes according to predetermined criteria. Furthermore, the teacher conducted a project evaluation session by reviewing the completed videos and facilitating reflection activities. Through this process, students were encouraged to reflect on their learning experiences throughout the project-making process, while the teacher provided feedback regarding both the project outcomes and students' overall learning performance. This final stage allowed students to recognize their strengths and areas for improvement while reinforcing the learning objectives achieved through the video project.

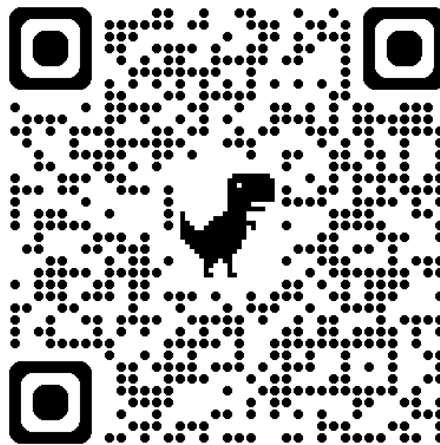
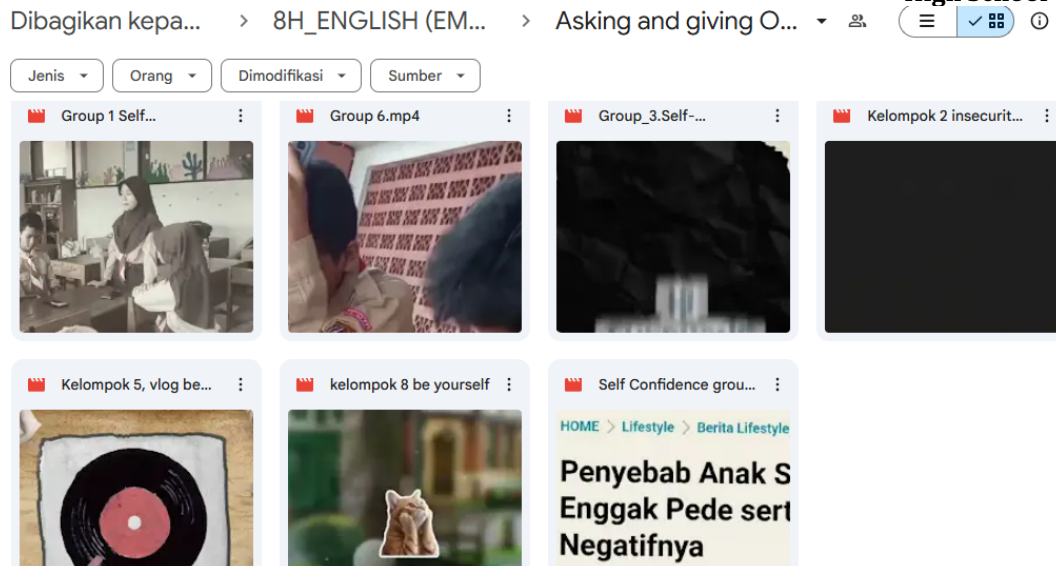


Figure 2. Sample of Video Project Results

Although the implementation of Project-Based Learning (PjBL) through video project assignments was carried out systematically through the stages of planning, implementing, and reporting, several challenges were encountered during the learning process. Based on observations and interviews conducted throughout the implementation, the researchers found that both teachers and students faced several obstacles that affected the effectiveness of the project activities. These challenges included limitations in matching basic competencies with video project assignments, a lack of group participation, a lack of effective time management, and gaps in students' English speaking skills and confidence. These findings indicate that, despite the potential benefits of PjBL in promoting active and collaborative learning, its implementation requires careful consideration of various pedagogical and practical factors to ensure the achievement of learning objectives.

Analysis

The data were analyzed using Miles and Huberman (1984), interactive model, which consists of data reduction, data display, and conclusion drawing or verification. The analysis focused on interpreting the observation, interview, and documentation data based on the principles of Project-Based Learning (PjBL), particularly its stages of planning, implementation, assessment, and evaluation. The findings show that the

implementation of Video Project Assignments (VPA) in speaking activities at SMP Negeri 1 Purwokerto followed eight interconnected stages: choosing the project topic, conducting pre-communicative activities, asking essential questions, designing the project plan, creating a project timeline, finishing the project, assessing the project results, and evaluating the project. These stages indicate that VPA functioned not merely as a digital learning task but as a project-based approach that required students to actively participate in planning, developing, and presenting a learning product. This finding is consistent with Hamidah et al. (2020), who explain that PjBL in language learning involves planning, implementation, and reporting stages. In the observed classroom, students were prepared through the “Embrace Yourself” material before developing their video projects, selecting topics and formats such as dialogue, podcast, vlog, and drama, working collaboratively to prepare scripts and produce videos, and subsequently receiving assessment and feedback from the teacher. Thus, the video project provided students with opportunities to use English through meaningful speaking practices, idea sharing, collaboration, and the production of an authentic learning product.

The analysis also identified four major challenges in implementing VPA: difficulties in aligning learning competencies with the video project, unequal participation among group members, differences in students’ English proficiency and speaking confidence, and limited time management. The first challenge reflects the characteristics of PjBL, which require teachers to select learning competencies that are suitable for project-based instruction because not all competencies can be effectively addressed through projects (Hamidah et al., 2020). The second challenge concerned group participation, as some students were less active in discussions and project responsibilities, potentially leading to an unequal distribution of work. The third challenge concerned differences in English speaking ability and confidence. Students with stronger English proficiency sometimes had to assist peers who needed additional support, while some students experienced nervousness when speaking in front of the camera. This finding corresponds with the collaborative nature of PjBL, in which differences in students’ abilities may influence group interaction and project completion (Sagala et al., 2019). Finally, time management became a challenge because students needed to coordinate schedules, divide tasks, and complete the project alongside other academic and non-academic responsibilities. Overall, the analysis indicates that VPA can serve as an innovative approach to speaking activities by integrating language practice, collaboration, technology, and authentic product creation; however, its implementation requires careful alignment of learning objectives, effective group management, sufficient guidance, and realistic time allocation.

Conclusion

The implementation of Project-Based Learning (PjBL) through video project assignments in speaking activities for class VIII H students at SMP Negeri 1 Purwokerto was carried out systematically across three meetings, encompassing the stages of project planning, implementation, assessment, and evaluation. In the first meeting, the teacher introduced the topic “Embrace Yourself,” focusing on asking for and giving opinions through communicative learning activities, supported by instructional media and essential questions, to develop students’ understanding of the topic. In the second meeting, students engaged in project planning and development activities, including forming groups, selecting project topics, determining the project timeline, preparing scripts, presenting the scripts for feedback, and completing the video projects based on

the revisions. In the third meeting, the teacher assessed the students' video projects using a predetermined scoring rubric and conducted an evaluation through a reflection session to review both the project development process and the final outcomes. Therefore, the implementation of PjBL through video project assignments in this study followed a structured sequence of activities: material presentation and essential questioning, project planning and development, and project assessment and evaluation.

Overall, the findings of this study indicate that the implementation of Project-Based Learning through video project assignments provided opportunities for students to actively engage in English-speaking activities. The implementation was carried out through a structured sequence of activities, beginning with material presentation and essential questioning, followed by project planning and development, and concluding with project assessment and evaluation. Although several challenges related to the alignment between learning objectives and project outcomes, student participation, time management, and students' speaking abilities and self-confidence were encountered during the implementation process, the project was successfully completed through collaboration between the teacher and students at each stage of the learning process.

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