

Producing Video Project-Based Learning Using Online Game to Increase Students' Engagement and Speaking Competence of Students Grade 9, State Junior High School 1 Slawi in the Covid-19 Pandemic Period

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Abstract. Producing Video Project-Based Learning Using Online Game To increase students' engagement and speaking competence of students grade 9, State Junior High School 1 Slawi in the covid-19 pandemic period. The problem of this best practice is how could the implementation of producing video project-based learning using online game increase students' engagement and speaking competence of grade 9, State Junior High School 1 Slawi in the covid-19 pandemic period? The aim of this best practice is to describe that the implementation of producing video project-based learning using online game could increase students' engagement and speaking competence of grade 9, State Junior High School 1 Slawi in the covid-19 pandemic period. This best practice was conducted in grade 9 of State Junior High School 1 Slawi, the first semester of the academic year 2021-2022. Before implementing the producing video project-based learning using online game, students' engagement achieved 40%, the average of speaking competence score achieved 72,9 and the students who achieved the passing grade only 30% among 99 students. After implementing the producing video project-based learning using online game, the students' engagement increased to 95%, the average of students' competence score increased to 82, those who achieved the passing grade increased to 83 students (80%), and those who haven't achieved the passing grade only 16 students (19,79%). Based on that result, it could be concluded that producing video project-based learning using online game could increase students' engagement and speaking competence of grade 9, State junior High School 1 Slawi in the covid-19 pandemic period which was in the first semester of the academic year 2021-2022.

Keywords: Producing video, Project Based Learning, Online Game, Students engagement, Speaking competence

1 Introduction

One of the goals of learning English in class 9 of SMP is that students have the ability to develop communication competence in spoken and written form to reach the level of functional literacy. Therefore, English subjects are directed to develop four language skills, namely

listening, speaking, reading, and writing so that students are able to communicate in English both orally and in writing. According to The Regulation of The Ministry of Education and Culture No. 719 of 2020 concerning Guidelines for Curriculum Implementation in Education Units in Special Conditions, the emergency curriculum (in special conditions) prepared by the Ministry of Education and Culture is a simplification of the national curriculum. Kepmendikbud [1, p. 8] 1 English subject is one of the subjects in class IX SMP/MTs which experienced a reduction in several materials. Procedure text material is one of the English language subjects that is still taught in the curriculum in special/emergency conditions because this material is an essential material that must be mastered by class IX students.

Ideally, grade 9 of SMP students are able to speak to convey the steps on how to make food/drinks in English properly and correctly. However, in reality many students are less active or less involved in speaking learning activities, especially during the Covid-19 pandemic when learning is still carried out by means of limited face-to-face meetings.

SMP Negeri 1 Slawi has started implementing limited face-to-face learning with a capacity of fifty percent of students and has continued to comply with health protocols since August 10, 2021 and refers to the Circular of the Head of the Tegal Regency Office No. 443/04/11537 concerning the implementation of PPKM and the implementation of limited face-to-face learning in educational units under the Tegal Regency Education and Culture Office. SMP Negeri 1 Slawi also began to set the schedule with the implementation of session A and session B in each class, where students take turns taking face-to-face learning in a week according to a schedule with a duration of 25 minutes for each subject. As a result, students attend school only three days a week.

Taking into account these obstacles and problems, teacher efforts are needed to change student behavior. Teachers must be able to make the learning process more creative, challenging and interesting for all students. Thus, students will be more happy to practice and get used to speaking through learning activities even though they are at home. As an English teacher, the author tries to plan a learning strategy that is considered capable of overcoming the low level of student involvement and at the same time improving the speaking competence of class IX students, especially students in grades IX.7, IX.8, and IX.9, with total number 199 students.

The idea to make changes to the learning model so that students remain actively involved in the implementation of limited face-to-face learning was finally designed by the author. The writer tries to find a solution by applying the Producing Video Project Based Learning using online game strategy. The selected game application is the WORD WALL application. This application was chosen because it is considered capable of fostering student interest in learning even though students take part in learning at home when they have a turn at home. This application also has many challenging templates like other online games that are very popular with students. In general, the steps of the the Producing Video Project Based Learning using online game strategy are an adaptation of project-based learning for online learning and offline or face-to-face learning.

Based on the background of the problem, the formulation of the problems proposed in this best practice are: 1) how is the application of the Producing Video Project Based Learning using online game strategy in teaching speaking for class IX students of SMP Negeri 1 Slawi during the Covid-19 pandemic?, 2) What is the impact of applying the Producing Video Project Based

Learning using online game model in learning speaking to the involvement and speaking competence of grade 9 students of SMP Negeri 1 Slawi during the Covid-19 pandemic?

The purposes of writing this best practice are: 1) to describe the application of the the Producing Video Project Based Learning using online game model to the speaking learning of class IX students of SMP Negeri 1 Slawi during the Covid-19 pandemic, 2) to describe the impact of applying the the Producing Video Project Based Learning using online game model to students' engagement and speaking competence of grade 9 SMP Negeri 1 Slawi during the Covid-19 pandemic.

This best practice paper is expected to be useful for students, teachers, and schools in implementing learning that is considered capable of making changes to speaking competence or students learning outcomes who apply limited face-to-face meetings during the Covid-19 pandemic. In addition, this best practice work is also expected to be able to inspire other teachers so that they can become agents of change for the quality of learning in the classroom, school, and community, especially during the Covid-19 pandemic which demands health protocols but still does not reduce learning opportunities.

2 Literature Review

2.1 Project-Based Learning Model

Project-based learning is an innovative learning model or strategy that emphasizes contextual learning through complex activities consisting of planning, working, and presenting projects.

According to Thi N, (2011) [2] the focus of learning on project-based learning lies in the core concepts and principles of a discipline of study, involving students in problem solving investigations and other meaningful task activities, giving students the opportunity to work autonomously in constructing their own knowledge, and culminate in producing real products. Project-based learning has enormous potential to make learning experiences more interesting and meaningful for junior high school age students.

In line with the opinion above, Thi N states that in project-based learning students are encouraged to be more active in their learning, the teacher supports the students and students take the initiative. The teacher makes it easy and evaluates projects both for their meaning and application to their daily lives. day. The products students create during the project provide results that can be authentically measured by the teacher or in their learning.

In this best practice, the writer designs a learning concept to increase students' involvement and provide opportunities for students to produce speaking competence in the form of group assignments, starting from giving examples through videos, vocabulary exercises, assignments to make scripts and editing to the final product in the form of video of procedures to make food or drink made by students in groups. Supporting tools or media in the process of making videos are adapted to students' conditions. Students can use handy cams, mobile phones or tablets that they have often encountered in their daily lives to carry out the recording process. The technique for sending assignments is also adjusted to the student's condition, it can be via google form, GCR or WAG.

2.2 Game Application of Word Wall

Word wall is an application that can help teachers to create online games according to the material and competencies of students to be achieved. This application can be downloaded via smartphone or laptop. Teachers can share game links that have been designed for students, both students who do limited face-to-face learning and students who study at home. Word wall can also be used to create interactive and printable activities. Most of the templates are available in interactive and printable versions. (Latifah, Ismayati, 2020) [3]

The following is an example of an interactive game image that has been prepared by the author for the Blending Empathy learning model.

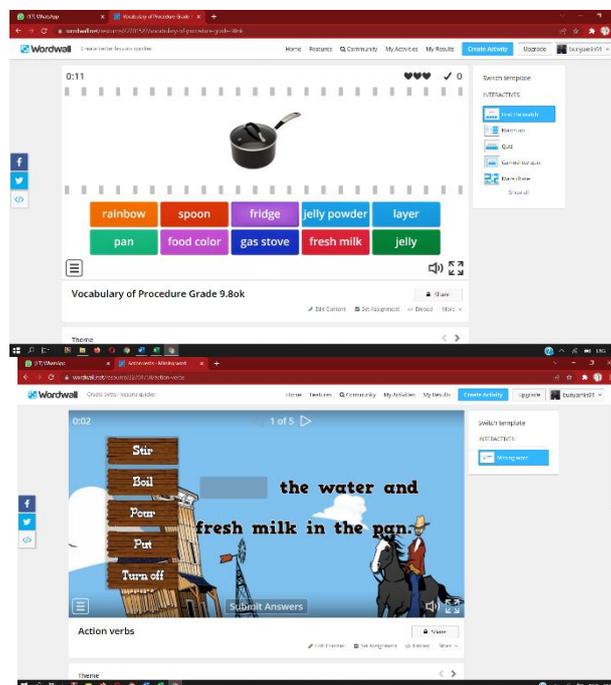


Figure 1. The sample of Word Wall application

2.3 Students' Engagement

Based on the writer's experience, to make students actively involved in learning, the teacher should divide the class into several groups. With the grouping system, students are expected to be able to express ideas and can ask questions. Project-based learning carried out in this best practice is also designed with group assignments so that students are expected to be actively involved in learning.

According to Bimbingan et al. [4] students who do not have disengagement will have an impact on low achievement, are more likely to experience frustration, and receive negative responses

from teachers. The indicators of student involvement that will be observed in this best practice are limited to four aspects, namely 1) students are involved when practicing procedure text vocabulary, 2) students are active when doing group assignments making procedure text scripts, 3) students are involved when practicing speaking to make videos. , 4) students are active in the process of recording making videos.

2.4 Speaking Competence

Speaking competence is a competency that is taught in the English subject of the 2013 curriculum. According to the Emergency Curriculum, one of the texts taught in grade 9 during the Covid-19 pandemic is procedure text. Therefore, as an English teacher, the writer tries to make optimal use of the limited face-to-face meetings organized by SMPN 1 Slawi. To improve English speaking competence is to make English speaking activity. The point is that learning English requires a lot of practice speaking English.

To assess speaking competence, teachers need to design oral activities. Among the types of activities used to measure speaking competence can be in the form of recorded dialogue or conversation or recorded monologue which is deliberately recorded to be assessed by the teacher in the form of a video as was done in this study. (Isaac, 2016, p. 12) [5]

In this best practice to measure the speaking competence of class IX students of SMPN 1 Slawi, the author uses a recorded monologue technique in the form of a video that is packaged in the form of presenting the results of a video-making project in groups but assessed individually according to the theme given by the teacher to each group.

3 METHOD

During the Covid-19 pandemic, the producing video project based learning model was applied to grades IX.7, IX.8, and IX.9 of SMP Negeri 1 Slawi Semester 1 of the academic year 2021/2022 according to the writer's duties as an English teacher. Learning is carried out in nine meetings starting in early October to mid-November 2021. To measure the level of students involvement, the writer uses instruments through classroom observations as well as google form links and WhatsApp groups for students who take lessons from home. The instrument used to measure speaking competence is the speaking competence assessment rubric as listed on the lesson plan attachment sheet.

4 DISCUSSION

4.1 The description of Implementation of Producing Video Project Based Learning Using Game Online

Broadly speaking, the syntax of Producing Video Project Based Learning Using Game Online model is an adaptation of project-based learning consisting of planning, implementation, and assessment stages. However, this strategy is implemented in a combination between offline and online that accommodates students' conditions with full tolerance and promotes a sense of comfort and joy during learning so that learning is also interspersed with several online games that are very popular with students.

The following is an explanation of each learning stage that has been carried out by the writer from early October to mid-November 2021 in grades IX.7, IX.8, and IX.9 SMP Negeri 1 Slawi.

4.1.1 Project Planning/Preparation Stage

Students who are at home or in classroom are asked to watch a video of procedure text material that has been prepared by the teacher and make a resume of procedure text material. After that, students were asked to make a project schedule. Before students make a procedure text video script, students are given some exercises to master vocabulary, fill in gaps in sentences with appropriate action verbs, arrange words into sentences, and arrange random sentences into paragraphs using the word wall game application. The selected templates are unjumble, missing words, and maze chase.

4.1.2 Project Work Stage

At this stage, students are given the task of making a video of procedure text script about the procedure for making food or drinks in groups through GCR or WAG. The next step, students are asked to submit video scripts via GCR and WAG.

After that, the teacher checks the student's script and provides feedback. If the script has been revised and approved by the teacher, students work together with the teacher, parents, and their group of friends to try to start making video vlogs about how to make food or drinks. After students complete the video making and editing process, students are asked to upload the video through their respective YouTube accounts and send the link to the wa group, GCR or Google Form.

The following is a figure of students' activities who are working on a project.



Figure 2. The activity of students when editing the text and recording

4.1.3 Assessment/Evaluation Stage

At this stage, the teacher evaluates the project, especially the assessment of speaking competence with aspects of pronunciation, content, grammar, and intonation, then the teacher gives a reward to the group with the best video, namely the Nasi Lengko group.

4.2 The Impact of Applying The Learning Model

4.2.1 Impact on Students Engagement

Before the producing video project based learning using game online was applied, student's involvement was still very low. This is because students who are at home are still not actively involved in learning speaking. Most students who have a turn to study at home are reluctant to take part in speaking lessons. Because the teacher hopes that with the implementation of producing video project based learning model, students' behavior can change, students' involvement are also expected to increase optimally even though students take turns taking lessons from home.

Based on observations after applying producing video project based learning using game online model, in general, students in grades 9.7, 9.8, and 9.9 of SMPN 1 Slawi both at home and at school are actively involved in learning speaking. This can be proven through the presence that has been made by the teacher via google form with four indicators of students' involvement, namely: 1) students are involved in practicing procedure text vocabulary, 2) students are active when working on group assignments making procedure text scripts, and 3) students are involved when practice speaking to make videos, 4) students are actively involved in the recording process of making videos.

The following is a graphic image of the increase in students' involvement from the initial conditions before the application of the producing video project based learning using game online model and after it was applied.

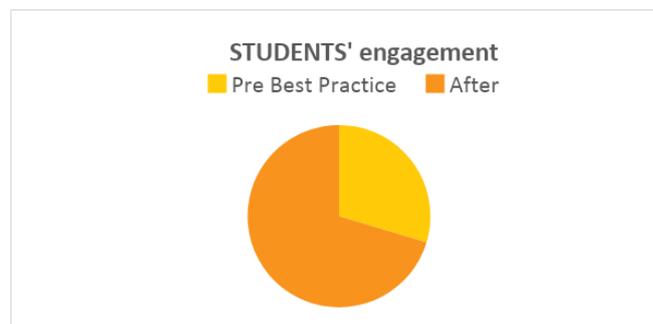


Figure 3. The Increase of Students' Engagement

4.2.2 Impact on Increasing Students' Speaking Competence

The activeness and involvement of students in learning speaking is evidence that students are quite enthusiastic about participating in speaking learning. Students realize the importance of speaking competence in procedure text. This has a positive impact on improving students' speaking competence in terms of content, fluency, pronunciation, and grammar aspects. Judging from the four aspects of speaking competence, there was a significant increase in speaking competence. Before the application of the producing video project based learning model using game online, the average score of the speaking competence of 199 students increased from 72.9 in the initial conditions to 82 after implementing the producing video project based learning using game online. The following is a graph of the increase in the minimum score, maximum score, and average score of speaking competence after the implementation of project based learning model.

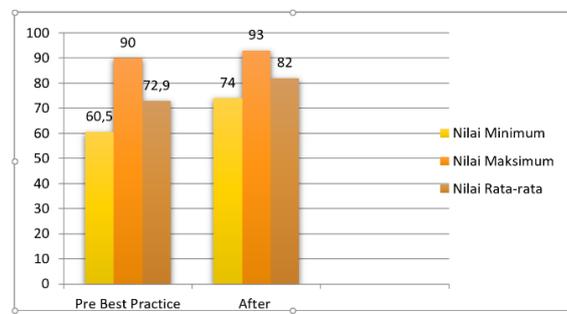


Figure 4 . The Increase of Speaking Competence

When viewed from classical learning mastery, speaking competence also experienced a very significant increase, from 30% in the initial conditions to 80% after the implementation of the producing video project based learning model using game online. The following is a graph of the increase in classical mastery of speaking competence of students in grades IX.7, 1X8, and IX.9 SMPN 1 Slawi.

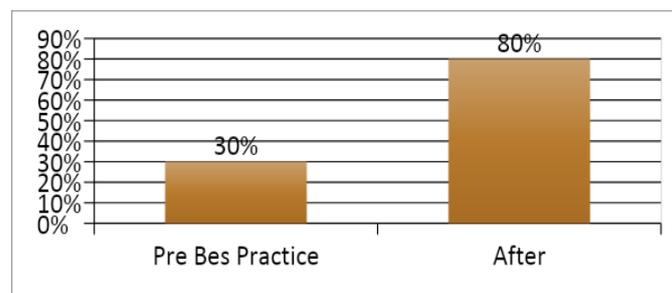


Figure 5. Classical Learning Mastery of Speaking Competence

The implementation of the producing video project based learning model using game online in learning speaking went smoothly and well. However, the writer still finds several obstacles from the implementation of this model. Among the obstacles encountered during the implementation of this model are as follows 1) There are still some students who have not tried to practice saying some words and sentences with good and correct pronunciation. In fact, the teacher has provided guidance and direction so that students practiced intensively before making video recordings, so that the results of speaking competence can be optimal, 2) There are still some students who take advantage of the leeway in making videos to delay submitting assignments because the teacher does not emphasize the time of submission, 3) Video files with too large memory capacity take a long time to finalize and upload to a YouTube account if the smartphone used is too small in memory.

5 CONCLUSION AND RECOMMENDATION

5.1 Conclusion

Based on the discussion in the previous chapter, it can be concluded that the best practice results are as follows. 1) The application of producing video project based learning model using game online can be carried out by English teachers quite well although there are still some obstacles. However, teachers can still overcome these obstacles. 2) The application of producing video project based learning model has been proven to increase students' engagement in learning speaking for grade IX.7, IX.8, and IX.9 of SMP Negeri 1 Slawi during the Covid 19 pandemic. This can be proven from observations made on students' involvement before the implementation of producing video project based learning model using game online, it was 40% to 95% after implementing the model. The increase in students' involvement has implications for increasing the speaking competence of students of grade IX.7, IX.8, IX.9 of SMP Negeri 1 Slawi during the Covid 19 pandemic. This can be proven from classical learning mastery, speaking competence has also experienced a very significant increase, namely from 30% in the initial conditions to 80% after the implementation of the producing video project based learning model using game online.

5.2 Recommendation

Based on the discussion and conclusions from this best practice, the following recommendations are given. 1) English teachers are expected to be able to apply the producing video project based learning model using game online because it s proven to be able to increase students' engagement and speaking competence in procedure text materials.) The principal is expected to be able to facilitate teachers who want to make changes to learning conditions during the Covid 19 pandemic, so that learning loss can be overcome when face-to-face meetings are limited, so that students' competence can increase quite optimally even though face-to-face learning is carried out on a limited basis.

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