



Enhancing english speaking skills through video project-based learning: a study of Fakfak State Polytechnic students' experiences

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ABSTRACT

In Indonesia, English is taught as a foreign language, and among four skills in English learning, speaking is a vital skill for communication. Teachers need to apply effective strategies and select suitable learning models when planning speaking lessons. The chosen model should align with the learning objectives and content to encourage active student participation and improve their speaking skills. Implementing the right learning model is essential to enhance students' speaking performance. This study investigates the experiences of non-EFL students in creating English-speaking video projects within a Project-Based Learning (PBL) framework at Fakfak State Polytechnic, using a descriptive qualitative method. The topic "A Day in My Life" was found to be engaging, though students faced internal and external challenges such as limited vocabulary, pronunciation and grammar errors, difficulty expressing ideas, distractions, and technical issues. Despite these obstacles, the project helped students improve their vocabulary, grammar, pronunciation, confidence, and overall speaking skills in English. This study enriches language education research by presenting evidence that Project-Based Learning (PBL) effectively improves the speaking abilities of non-EFL students. In contrast to conventional approaches that focus on grammar drills and memorization, PBL encourages meaningful language use through practical tasks.

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INTRODUCTION

English has become a global language. In fact, it is the main medium of international communication, earning its title as a *lingua franca* (Jenkins & Panero, 2024). According (Vebiant et al., 2021), English is the most widely used universal language and is recognized as the leading language in the advancement of science and technology across the globe. In Indonesia, while English remains a foreign language, it holds great importance (Magfirah et al., 2022). The education sector includes English as a mandatory subject in secondary schools and universities, and it is even introduced at

the kindergarten and elementary levels. This is due to the shared belief among the government, stakeholders, and society that mastering English can help individuals become more globally competent.

In classroom settings, English can be taught through two approaches: integrated or skills-based (Magfirah & Arridha, 2019). Integrated teaching refers to the simultaneous instruction of all English skills; reading, writing, listening, and speaking. On the other hand, some teachers teach a skills-based method, focusing on one skill at a time to better tailor materials and methods to each specific skill (Yuldoshev, 2024).

Among four skills in English learning, speaking is a vital skill for communication. Achieving proficiency in spoken English is a common objective for language learners (Hong et al., 2022). At Fakfak State Polytechnic, English is a general subject for all students during their first or second semester. In the Civil Engineering Department, English is also taught, but many students face difficulties due to their non-English-speaking backgrounds. Their speaking abilities are particularly weak, with many students feeling shy, lacking confidence, and showing low motivation to speak both in and out of the classroom (Lailika, 2023).

Although various studies have examined the role of video media in developing English-speaking skills, most have focused on high school learners, language course participants, or university students majoring in English. Research is still limited when it comes to using video media with non-English major students, particularly those in technical programs like Civil Engineering at Fakfak State Polytechnic. Moreover, there is a lack of attention to students from remote areas such as Fakfak, who often face issues like low confidence, limited speaking practice, and minimal exposure to English in daily life (Magfirah et al., 2021)

This study offers a new perspective by applying video production tasks to improve speaking skills among engineering students at Fakfak State Polytechnic. Using video in learning process has been conducted by Arguno who examined the effects of using videos created by students and teachers compared to conventional teacher-centered approaches in EFL classrooms. The results emphasize the need to account for pre-test performance when developing effective teaching strategies and recommend further research into the differences between video-based and traditional instruction in EFL settings (Argudo Serrano, 2024).

Likewise Smailia & Binarkaheni conducted a case study with Food Crop Production students at Politeknik Negeri Jember. Their video project covering scripting, recording, and editing led to measurable gains in speaking performance, including accuracy and fluency (Ismailia & Binarkaheni, 2022). Next, Norasiah et al employed short-video classroom action research with eighth graders. Their results showed an average speaking score increase from 65.8 to 75.0 after integrating videos into lessons (Norasiah et al., 2023).

Unlike earlier studies that primarily used video as a passive tool (e.g., watching content), this research encourages students to actively create their own videos. This approach not only builds language skills but also helps address emotional and motivational barriers such as shyness and lack of self-confidence problems often seen among students in non-language academic tracks. To maintain students' attention, teachers must use effective tactics and concepts for teaching speaking while planning teaching and learning activities. The learning model used must be appropriate to the objectives and material so that it can actively engage students in learning activities. The learning model used must be able to improve students' speaking skills learning outcomes. One learning model that can be used to address this problem is by implementing an appropriate learning model.

As a teaching strategy, Project-Based Learning (PBL) can effectively support the development of speaking skills. Designed to foster active student involvement, PBL adopts a constructivist approach that emphasizes learning through meaningful projects. This method helps boost students' enthusiasm while allowing them to demonstrate their understanding in a practical context. One way to implement PBL is by engaging students in video-based projects, which, although time-consuming, require careful planning and creativity (Fadillah, 2021). Video creation serves as a dynamic medium of expression that enhances students' communication abilities (Staley,

2016). It also has the potential to motivate learners and provide an effective solution to challenges related to low speaking proficiency, especially in other classrooms with similar learning difficulties.

While numerous studies have explored the benefits of Project-Based Learning (PBL) in language education, most have focused on students in formal EFL (English as a Foreign Language) contexts or in urban, well-resourced environments. Limited research exists on how PBL can be effectively implemented in remote and underprivileged 3T (terdepan, terluar, tertinggal) regions in Indonesia, particularly for non-EFL students who have minimal exposure to structured English instruction. Additionally, the use of video-making as a medium for improving speaking skills in such settings remains underexplored. Thus, the aim of this study, is to explore how video-making as a Project-Based Learning task to improve English speaking skills of Fakfak State Polytechnic Students.

This study contributes to the development of English language learning strategies by demonstrating how Project-Based Learning (PBL) through video-making can improve the speaking skills of non-EFL students in 3T (terdepan, terluar, tertinggal) regions in Indonesia especially Fakfak. By engaging students in creative, real-world tasks using accessible technology, the approach promotes active language use, boosts confidence, and fosters learner autonomy. It offers a practical, low-cost solution for English education in under-resourced areas, while also providing insights for educators and policymakers to adopt more student-centered and contextually relevant teaching methods.

RESEARCH METHODOLOGY

This study employs a qualitative descriptive research design. While qualitative research typically emphasizes non-numerical data, the use of numbers and percentages can be beneficial for providing concrete insights and illustrating the frequency or occurrence of certain phenomena (England, 2022; Oranga & Matere, 2023). Descriptive research, in particular, does not require the formulation of a hypothesis (Soendari, 2012). A qualitative-descriptive approach is appropriate for this study because it allows for an in-depth exploration of how Project-Based Learning (PBL) through video-making impacts the speaking skills of non-EFL students in Fakfak State Polytechnic. This method enables the researcher to capture rich, detailed insights into students' learning experiences, behaviors, and perceptions that cannot be measured through quantitative data.

In this study, the data were gathered in numerical form and then converted into percentages to help determine the current status of the subject being investigated. These percentages are interpreted qualitatively to draw meaningful conclusions. The use of numerical data in this context serves only to simplify analysis and support qualitative interpretation.

The data collection method in this study involved the use of a close-ended questionnaire. According to Cohen, a close-ended questionnaire restricts respondents to choosing from predefined answer options provided by the researcher (Cohen et al., 2002). In this study, the questionnaire was adopted from previous research by Fitriah et al (2022), where validity and reliability has been measured. There were 43 students from class A,B, and C, at Civil Engineering Department of Fakfak State Polytechnic at the second semester as the participants of this study. Students were given several answer choices and asked to select the one that best reflected their experiences and opinions regarding the creation of English-speaking videos.

The data analysis process followed three key steps of qualitative analysis, as outlined by Creswell that data reduction, data display, and conclusion drawing (Creswell & Creswell, 2017). First, the researcher reduced and selected relevant data based on the research focus. The second step involved organizing and presenting the data using tables, flowcharts, or similar visual tools. This stage helps make the information more understandable and guides further steps in the analysis. Finally, the researcher drew conclusions based on the data interpretation and findings from the previous steps.

RESULTS AND DISCUSSIONS

Results of the Research

The objective of this research is to explore the experience or perceptions of non-EFL students regarding the creation of English-speaking video projects during the implementation of Project-Based Learning (PBL) at Fakfak State Polytechnic Students especially Civil Engineering Department.

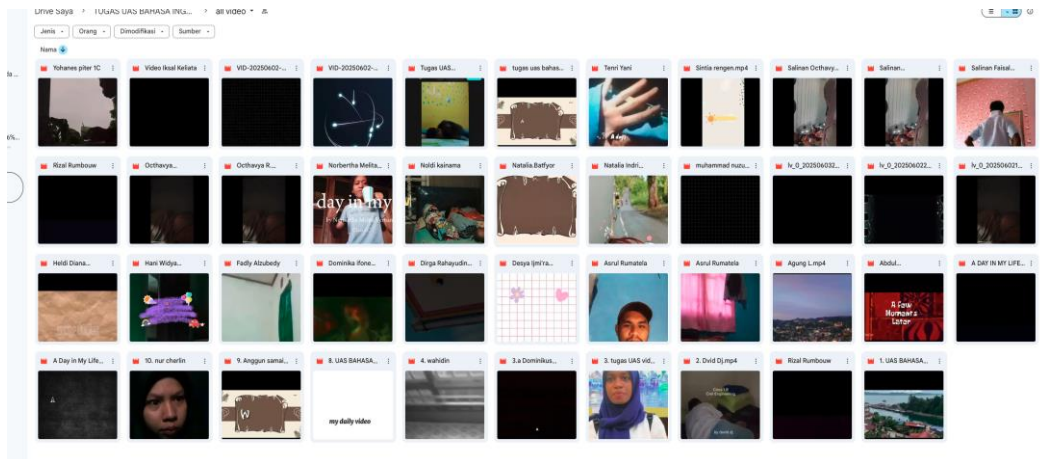


Figure 1. Students' Video Project

The image above illustrates that a total of 43 English video projects were submitted by second-semester students of Civil Engineering Departement at Fakfak State Polytechnic via a Google Drive, accessible through the link: <https://drive.google.com/drive/folders/1OQTkWTzJJKYVXMkOHDllyecLCL2SxiFQ?hl=ID> To explore the students' experiences in producing their English video projects, the researcher distributed a questionnaire consisting of several structured questions. Respondents were asked to select responses that best reflected their personal experiences and opinions regarding the video-making process. The results of this questionnaire are presented in the following tables.

Table 1. Students' Opinion toward Speaking

No	Statement	Response			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Speaking is a difficult skill in English	14 (32.5%)	23(53.7 %)	6 (13.9 %)	0(0.0 %)
2.	The topic of the speaking project about "a day in my life" is "interesting"	11 (25.5 %)	30(69.7 %)	2 (1.7 %)	0 (0.0 %)

According to the data presented in the table above, students shared their opinions regarding English speaking skills and the topic of the speaking project. The first question, "Speaking is a difficult skill in English," revealed that 14 students (32.5%) strongly agreed, 23 students (53.7%) agreed, 6 students (13.9%) disagreed, and 0 student (0.0%) strongly disagreed. This suggests that the majority of students (53.7%) acknowledge that speaking is a challenging aspect of learning English. Regarding the second question, "The topic of the speaking project is interesting," 11 students (25.5%) strongly agreed, 30 students (69.7%) agreed, 2 students (1.7%) disagreed, and 0 student (0.0%) strongly disagreed. These responses indicate that a significant portion of the students (69.7%) found the project topic 'A Day in My Life' to be engaging and 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	41(93.3 %)	2 (4.6 %)
2.	I make a draft/manuscript in Indonesian before it was translated into English	34 (79.06 %)	9 (20.9 %)
3.	I read scripts/drafts when speaking English while recording English videos	37(86.04 %)	6 (13.9 %)

The table above presents students' responses regarding their preparation process in creating English-speaking video projects. For the first question, "Did you create a draft/script before speaking in English?", 43 students (93.3%) answered 'yes', while 2 students (4.6%) answered 'no'. This indicates that the vast majority of students prepared a script before recording their English video.

The second question, "Did you write your draft in Indonesian before translating it into English?", received 34 'yes' responses (79.06%) and 9 'no' responses (20.0%). This suggests that most students initially composed their script in their native language before converting it into English.

The third question, "Did you read from the script while speaking English during video recording?", was answered 'yes' by 37 students (86.04%), and 'no' by 6 students (13.9%). This result shows that a significant portion of the students relied on reading their scripts while filming their 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 (13.9 %)	14 (32.5 %)	21 (48.8 %)	2(4.6 %)
2.	I do filler (filling the gap in speaking with a certain voice, for example with the voice eeeeeee, emmmmm, hmmm, and others.	3 (6.9 %)	17 (39.5 %)	23(53.4 %)	0 (0.0 %)
3.	I did a mispronunciation/spelling error (error in pronouncing English vocabulary correctly).	5 (11.6 %)	23 (53.4 %)	15 (34.8 %)	0 (0.0 %)
4.	I did a grammatical error (error in arranging sentences according to English grammar correctly).	5 (11.6 %)	21 (48.8 %)	17 (39.5 %)	0 (0.0 %)
5.	I have a limited vocabulary in speaking English.	6 (13.9%)	20 (46.5 %)	16 (37.2%)	1 (2.3 %)
6.	I'm having trouble using accents in English	4 (9.3 %)	19 (44.1 %)	20 (45.5%)	0 (0.0 %)
7.	I have difficulty when expressing ideas when making/composing a script/draft before speaking English	6 (13.9 %)	16 (37.2 %)	19 (44.1 %)	2 (4.6 %)

The table above outlines the internal difficulties faced by students when producing English-speaking video projects. Regarding the first question, "Do you pause while speaking or while thinking about what to say in English?", 6 students (13.9%) responded 'always', 14 students (32.5%) 'often', 21 students (48.8%) 'sometimes', and 2 students (4.6%) 'never'. This indicates that a majority (48.8%) sometimes experience pauses while speaking or formulating their thoughts in English.

The second question, which addressed the use of fillers (e.g., "umm," "eh," "hmm"), showed that 3 students (6.9%) answered 'always', 17 students (39.5%) 'often', 23 students (53.4%)

'sometimes', and 0 students (0.0%) 'never'. Most students (53.4%) reported sometimes using fillers during their speech.

In response to the third question, which asked about mispronunciations or spelling errors, 5 students (11.6%) said 'always', 23 students (53.4%) 'often', 15 students (34.8%) 'sometimes', and 0 students (0.0%) 'never'. These results suggest that more than half (53.4%) frequently make pronunciation errors in English.

The fourth question addressed grammatical errors in arranging sentences. Here, 5 students (11.6%) reported 'always', 21 (48.8%) 'often', 17 (39.5%) 'sometimes', and 0 (0.0%) 'never'. This means a large proportion (48.8%) occasionally make grammar mistakes while constructing English sentences.

For the fifth question, which asked about limited vocabulary, 6 students (13.9%) responded 'always', 20 (46.5%) 'often', 16 (37.2%) 'sometimes', and 1 (2.3%) 'never'. These results show that most students (46.5%) often struggle with vocabulary limitations during English speaking.

The sixth question, regarding difficulty using English accents, showed that 4 students (9.3%) said 'always', 19 students (44.1%) 'often', 20 students (45.5%) 'sometimes', and 0 students (0.0%) 'never'. Thus, the majority (45.5%) sometimes face accent-related challenges.

Lastly, the seventh question focused on difficulties in expressing ideas when preparing a script or draft. 6 students (13.9%) stated 'always', 16 (37.2%) 'often', 19 (44.1%) 'sometimes', and 2(4.6%) 'never'. These findings indicate that 44.1% of students occasionally struggle to express ideas during the scripting stage of their English-speaking video.

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	0 (0.0 %)	2 (4.6 %)	8 (18.6 %)	11 (25.5 %)	13 (30.2 %)	9 (20.9 %)

Based on the table above, the data shows the frequency with which students repeated their English video projects. In response to the question about how many times they repeated the task, 0 students (0.0%) reported doing it once, 2 students (4.6%) said twice, 8 students (18.6%) stated three times, 13 students (30.2%) said four times, and 9 students (29.9%) reported doing it five times. Additionally, 11 students (25.5%) also selected five times, which seems to be a duplication in the data. Overall, the majority of students (30.2%) repeated the English video project five times, indicating a strong level of effort and engagement in the assignment.

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	2 (4.6 %)	12 (27.9 %)	25(58.1 %)	3 (6.9 %)	2 (4.6 %)	0 (0.0 %)

The table above presents students' responses regarding the duration of their English video projects. When asked about the specific length of time spent producing their videos, 2 students (4.6%) reported creating videos lasting less than 1 minute, 12 students (27.9%) stated their videos were more than 1 minute, and another 25 students (58.1%) indicated their videos lasted more than 2

minutes. Additionally, 3 students (6.9%) reported durations of more than 3 minutes, 2 students (4.6%) stated their videos exceeded 4 minutes, and no students (0.0%) produced videos longer than 5 minutes.

These results suggest that the majority of students created videos with durations ranging between more than 1 minute to more than 2 minutes, indicating a fairly consistent length across most submissions.

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)	9 (20.9 %)	14 (32.5%)	17(39.5 %)	3(6.9 %)
2.	I'm easily distracted by my surroundings when I'm speaking	6 (13.9%)	15 (34.8 %)	20(46.5 %)	2 (4.6 %)
3.	I have problems related to media in their English videos, for example the audio/image is not clear	5 (11.6 %)	12 (27.9%)	18 (41.8%)	8 (18.6 %)
4.	I have problems with lighting in English video recording	4 (9.3 %)	22 (51.1 %)	14(32.5%)	3(6.9 %)

The table above outlines the external difficulties experienced by students during the process of creating English-speaking video projects.

For the first question, regarding mental challenges such as nervousness, forgetfulness, anxiety, fear of making mistakes, or lack of confidence while speaking, 9 students (20.9%) stated 'always', 14 students (32.5%) 'often', 17 students (39.5%) 'sometimes', and 3 students (6.9%) 'never'. These results indicate that the majority (39.5%) occasionally experience mental barriers while speaking English.

The second question addressed whether students were easily distracted by their surroundings while speaking. Here, 6 students (13.9%) responded 'always', 15 (34.8%) 'often', 20 (46.5%) 'sometimes', and 2 (4.6%) 'never'. This shows that a large portion (46.5%) are sometimes distracted by their environment during the video-making process. The third question focused on technical or media-related issues, such as unclear audio or video. 5 students (11.6%) reported experiencing this 'always', 12 (27.9%) 'often', 18 (41.8%) 'sometimes', and 8 (18.6%) 'never'. Thus, nearly half (41.8%) of the students sometimes faced media problems during their recordings.

Lastly, the fourth question explored whether students encountered lighting problems in their videos. 4 students (9.3%) answered 'always', 22 (51.1%) 'often', 14 (32.2%) 'sometimes', and 3 (6.9%) 'never'. The responses suggest that over half of the students (51.1 %) often experienced inadequate lighting during video production.

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	14 (32.5%)	27(62.7 %)	2(4.6 %)	0 (0.0 %)
2.	Through this English video project assignment, I can know English grammar better than before	12 (27.9 %)	26 (60.4 %)	4 (9.3%)	1 (2.3 %)

3.	Through this English video project assignment, I can express my ideas in speaking English	10 (23.2 %)	28 (65.1 %)	5 (11.6 %)	0 (0.0 %)
4.	Through this English video project assignment, I feel courageous and confident in speaking English	10 (23.2%)	32(74.4 %)	1 (2.3 %)	0(0.0 %)
5.	Through this English video project assignment, I can improve my English speaking skills	11 (25.5 %)	29 (67.4 %)	2 (4.6 %)	1 (2.3%)

The table above presents the students' evaluations following the completion of their English video projects.

The first item, regarding vocabulary acquisition, shows that 14 students (32.2%) strongly agreed, 27 students (62.7%) agreed, 2 students (4.6%) disagreed, and 0 student (0.0%) strongly disagreed. This indicates that a significant majority (62.7%) agreed that the video project helped them learn and correctly pronounce English vocabulary.

The second item, related to grammar understanding, reveals that 12 students (27.9%) strongly agreed, 27 students (60.4%) agreed, 4 students (9.3%) disagreed, and 1 student (2.3%) strongly disagreed. These results suggest that most students (60.4%) believed the project enhanced their understanding of English grammar.

The third item, focusing on the ability to express ideas, indicates that 10 students (23.2%) strongly agreed, 28 students (65.1%) agreed, 5 students (11.6%) disagreed, and 0 student (0.0%) strongly disagreed. This shows that 65.1% of students felt the project helped them better express their thoughts in spoken English.

The fourth item, assessing confidence, shows that 10 students (23.2%) strongly agreed, 32 students (74.4%) agreed, 1 students (2.3%) disagreed, and 0 student (0.%) strongly disagreed. These results imply that the majority of students (74.4%) experienced an increase in confidence and courage when speaking English after completing the project.

Lastly, for the fifth item on overall speaking skills improvement, 11 students (25.5%) strongly agreed, 29 students (67.4%) agreed, 2 students (4.6%) disagreed, and 1 student (2.3%) strongly disagreed. This suggests that 67.4% of respondents acknowledged an improvement in their English speaking abilities as a result of participating in the video project.

Discussion

The findings of this study provide compelling evidence that implementing Project-Based Learning (PBL) through video-making can significantly enhance the speaking skills of non-EFL students, even in 3T regions where resources are limited. Quantitative data show that although 53.7% of students viewed speaking as a difficult skill, 74.4% reported increased confidence, and 67.4% believed their overall speaking abilities improved. These self-reported gains are reinforced by students' active participation—over 93% prepared scripts and many recorded multiple takes, showing dedication to practice. The reliance on scripting and translation from Indonesian indicates a scaffolding strategy that supports cognitive processing and builds learner confidence (Lonergan et al., 2022). These results align with findings from Riswandi (2018) and Sirisrimangkorn (2021), which also emphasized the effectiveness of PBL in developing pronunciation, fluency, and grammar accuracy through contextualized tasks. Moreover, the use of video production addresses both linguistic and psychological barriers, such as nervousness (reported by 39.5% of students), by allowing learners to rehearse and self-reflect before presenting. From a theoretical standpoint, the findings support constructivist and communicative language teaching frameworks, affirming that language develops best through real-world use, collaboration, and meaningful interaction. Practically, this study confirms that even students in under-resourced areas can benefit from technology-enhanced, student-centered instruction. Unlike conventional drill-based methods,

video-based PBL promotes autonomy, creativity, and motivation, which are essential in sustaining language learning. In comparison to previous research, this study makes a unique contribution by validating PBL's success in non-EFL and rural contexts, bridging a gap in the literature and offering actionable strategies for educators working with similar learner populations.

CONCLUSION

In conclusion, the use of video projects within a Project-Based Learning framework effectively supports the development of English-speaking skills among students. Despite facing various internal and external challenges such as pauses, fillers, pronunciation and grammar issues, mental blocks, and technical difficulties—students demonstrated increased motivation, improved preparation strategies, and greater engagement. Most importantly, the project helped enhance their vocabulary, confidence, idea expression, and overall speaking ability. This study enriches the literature on project-based English learning by showing how video-based PBL can effectively improve speaking skills in vocational contexts, especially for non-EFL students in 3T areas. The findings highlight that combining video projects with real-life themes enhances students' confidence, fluency, and job-related communication. As a practical recommendation, vocational schools should integrate PBL into English lessons using industry-relevant topics and structured steps like planning, scripting, and recording. Future research could explore long-term effects and adapt PBL for different vocational fields to support diverse learner needs.

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