

**TEACHER'S STRATEGIES ON THE USE OF PROJECT- BASED  
LEARNING BY CREATING VIDEO IN TEACHING SPEAKING  
EXPLANATION TEXT DURING COVID-19  
(A Case Study at One of Islamic Senior High Schools in Tasikmalaya)**

**Siti Solihat**

*English Education Program FKIP Galuh University, Ciamis, Indonesia  
ihatazmi@gmail.com*

APA Citation: Solihat, S. (2022). Teacher's Strategies on the Use of Project-Based Learning By Creating Video in Teaching Speaking Explanation Text During Covid-19 (A Case Study at One of Islamic Senior High Schools in Tasikmalaya). *Journal of English Education Program (JEEP)*, 9(1), 83-100

Received: 24-11-2022

Accepted: 05-12-2022

Published: 1-1-2022

**Abstract:** This study was purposed to find out the teacher's strategies and investigating students' perception on the use of Project-Based Learning by creating video in speaking explanation text. This research applied a case study through three data collection techniques, i.e. interview, observation, and questionnaire. The participants of this study consisted of an English teacher and twenty-nine students of the eleventh grade at an Islamic Senior High School in Tasikmalaya. The data from interview and observation were analyzed by using triangulation analysis. Meanwhile, the questionnaire data was calculated by using percentage computation. The findings showed that the teacher used two teaching strategies on the use of Project-Based Learning by creating video in teaching explanation text. They are Situated Learning Strategy and Task Based Learning. Besides, the result of the interview also revealed that the students have positive perceptions on the use of this method. In conclusion, the teacher used two teaching strategies and the students have positive perceptions on Project-Based Learning by creating video. In addition, the further research is recommended to investigate on applying Project- Based Learning by creating video in other English skills (listening, reading, and writing).

**Keywords:** teacher's strategies, project-based learning, video, speaking

## **INTRODUCTION**

Speaking has the important part in learning a foreign language. Speaking skill enables the speakers to interact with others and express their ideas that are arranged and developed to listeners clearly, effectively, and correctly (Fuad 2018; Tram, 2020). Speaking skill is built by five

components: grammar, vocabulary, comprehension, fluency, and pronunciation (Menggo, Suastra,, Budiarsa, & Padmadewi, 2019, p.740).

The success of learning foreign language is seen from the ability to speak. However, it is very hard for the students to speak a foreign language, especially English. They must consider when speaking such as the notions of what to say in a language, how to use grammar and vocabulary, pronunciation as well as listening and reacting to the speaker (Pollard, 2008, p. 33). A study was conducted by Samad, Bustari, and Ahmad (2017, p. 97) state that the problem in speaking class is that the students have less exposure in speaking activity. In another study, learning English is difficult for students because they are still beginners (Zuhriyah, 2017, p.120).

Besides, another reason comes from the teaching style. Based on the research conducted by Dharmayanti (2016, p. 117), nowadays, most of teachers tend to be lazy to choose an appropriate technique to improve their students' ability especially in speaking. Therefore, they usually use drill method or ask the students to find the answer. Furthermore, the teachers seldom use media to underpin the teaching-learning process, or some of them found it difficult to construct and find activities to make the students involved actively in the teaching-learning process. Finally, some of the teachers are disposed to select materials from textbook which are used repeatedly and make the class boring (Munawar, 2015, p. 485). Furthermore, Wahyuni (2013, p. 1) argues that the main purpose of teaching language is developing skills in communication, but in the conventional English class, it is hard for giving the students an opportunity to develop fluency in it. In fact, it is challenging for the English teachers to encourage their students to learn English especially in speaking class. The reason is that inviting the students for learning English is not enough by giving motivation. Thus, the teachers have a great challenge to find some ways, especially how to motivate the students and make them active in learning speaking English.

In the teaching of any subject, it is very important that the teacher employs very beneficial instructional strategy to have a fun teaching and learning activities. The strategy which will be utilized depends on the students and the learning content (Birsa, 2018) is implemented to ensure

effective teaching learning (Wiysahnyuy & Bodang, 2020, p. 24). The examples of strategies are direct instruction, collaborative learning, situated learning, and self-directed learning (Djenic and Mitic (2017, p. 190) as cited in Bullen and Janes (2007).

The writer personally experienced doing pre-observation at one of Islamic Senior High Schools in Tasikmalaya. It was encountered that the students were difficult to speak English, such as in speaking explanation text material. According to Anderson and Anderson (1997, p. 15), explanation text is a text tells how or why something occurs. Besides, Knapp and Watkins (2005, p. 126) state explanation text is an important genre for collecting knowledge about the world, practicing that knowledge, and building the question and critically examining information. The students cannot speak well when the students wanted to put forward their ideas in English. Some difficulties they found are as follows; they were not familiar with particular English vocabularies, they were afraid of and shy of making mistakes to speak English in front of their friends, and they were not interested in the material given especially in teaching speaking.

To obtain problem solution and make interesting teaching learning process, the teacher should adopt an interesting technique that makes students have fun, enjoy and not afraid of making mistakes. Moreover, as the spread of the coronavirus disease (COVID-19) in the world including in Indonesia, this situations has affected of global citizenship and the academic community within it (Susilawati & Supriyatni, 2020, p. 852). One of the example is that some schools are closed to protect students from COVID-19. Starting from 15th March 2020, this school changed in learning system to implement online learning. This decision relates with the Indonesian government in conducting large-scale social restrictions and has affected the routines in the learning system. Distance learning or online learning system is a solution for schools to conduct School from Home (SFH) system. SFH is a program that moves the learning process from school to home (Rasmitadila, Aliyyah, Rachmadtullah, Samsudin, Syaodih Nurtanto,, Tambunanet, 2020, p. 91).

In the teaching of any subject, it is very important that the teacher employs a very beneficial instructional strategy to have interesting teaching and learning activities. The strategy which

utilized depends on the students and the learning content (Birsa, 2018) is implemented to ensure effective teaching learning (Wiyahnyuy & Bodang, 2020, p. 24). The examples of strategies are direct instruction, collaborative learning, situated learning, and self-directed learning (Djenic and Mitic (2017, p. 190) as cited in Bullen and Janes (2007). In this case, the English teacher in this school applied Project-Based Learning to teach speaking particularly in explaining text by creating video.

Project-Based Learning is one of activities that underpins students to engage in using higher order thinking skills (Sookpatdhe & Soranastaporn, 2016, p. 87). Eckardt, Craig and Kraemer (2020, p. 38) state that Project-Based Learning is derived from constructivist learning theories put forward by famous educational theorist such as Dewey, Vygotsky, Piaget, and Freire. Then, Math, Sivia, and Britton (2017, p. 176) claim that an instructional strategy includes Project-Based Learning landed in the progressive education movement that requires students – cantered and empirical learning in the late 19th century.

The intended project in this study is creating video project which is according to Harmer (2007, p. 290) as the activities in video project suggest ways in which the camera can become a central learning aid where sophisticated editing facilities are available. Meanwhile, Rodgers and Dhonnchadha (2018, pp. 44-45) states that video digital technology is an easy thing for video production and editing in a classroom setting because it can be accessed with much of existing technology on student's mobile phones, IPOD, and IPAD.

The issue of implementing Project-Based Learning in teaching English especially in teaching speaking has been conducted (Siririmangkorn, 2018; Winasih, Cahyono, and Prayogo, 2019; Torres and Rodrigues, 2017). However, none of them observes the teacher's strategies and the students' perceptions on the use of Project- Based Learning by creating video in speaking explanation text. Thus, this study was constructed to investigate the teacher's strategies and the students' perception on the use of Project- Based Learning by creating video in speaking explanation text during the pandemic of COVID-19.

## **METHOD**

In this present study, the writer employed qualitative method especially a case study design that aimed to explore deeply and to understand (Creswell, 2012) the teacher's strategies and the students' perception on the use of Project-Based Learning by creating video. This study took one English teacher and twenty- nine students of eleventh grade Exact B programme as research participants which were selected purposively. (Fraenkel & Wallen, 2009, p. 99).

The main data were taken from interview, observation, and questionnaire. The semi-structured interview that was used as the main data which is aimed to get teacher's strategies on the use of Project- Based Learning by creating video in speaking explanation text. The questions of interview was adapted from the research conducted by Darwis (2016). The data from interview were transcribed, translated the language into English, analysed and interpreted (Creswell, 2012).

Because of COVID-19 pandemic, the writer conducted non participant observation (Fraenkel & Wallen (2009, p. 441) through WhatsApp group. The data analysis was taken from observation because the study used descriptive technique that elaborate the result from observation in English teaching and learning activities on WhatsApp group, i.e., the result of the analysis was narratively written.

The writer also used close-ended questionnaire with particular statements which was adopted from Likert scale (Dornyei, 2003, p. 35). It used five categories of items in each statements: strong agree, agree, neutral, disagree, and strong disagree. The statements of the questionnaire was adapted from Sa'aleek (2015), Darwis (2016), Cakrawati (2017), Almira, Rachmawati, & Faridah (2018), Novianti (2018), and Farid (2019). They were fifteen statements in the questionnaire. The statements in the questionnaire were about the students' perception on the use of Project-Based Learning by creating video in speaking explanation text. The writer analysed the data by using the percentage of computation as suggested by Hatch and Lazaraton (1991, pp. 136-137). Finally, Triangulation, Investigator Triangulation, Theory Triangulation, and Methodology Triangulation

are used to check validation of conclusion of this research, the writer used triangulation technique using four basic types of triangulation (Denzin, 1978, p. 295).

## **FINDINGS AND DISCUSSION**

In this study, the researcher found some relevant data from interview, nonparticipant online observation, and questionnaire. The first analysis was the data that concerned about teacher's strategies on the use of Project-Based Learning by creating video in teaching speaking explanation text during COVID-19. The second was the data that concerned about the students' perspective on the use of Project-Based Learning in speaking explanation text. The result is elaborated in the following organization:

### ***The Teacher's Strategies on the Use of Project-Based Learning by Creating Video in Teaching Speaking Explanation Text During COVID-19***

The interview result aimed to answer the first research question that carried out the teacher's strategies on the use of Project-Based Learning by creating video in teaching explanation text during COVID-19. Based on the answer of teacher in the first question, there are two strategies that teacher used in Project-Based Learning by creating video in teaching explanation text. Namely Task-Based Learning and Situated Learning Strategy. As it was mentioned, Task-Based Learning provides the students with a task to complete and only when the task has finished the teacher detailed the language that was used, giving feedback and reappraisal to the students' performance (Harmer, 2007, p. 87). Besides, Situated Learning Strategy is learning how to solve problem, practical exercises, experiment, seminar papers and project that are all guided by the instruction and the teacher. It is also supported by a wide spectrum of web and multimedia technologies, animations and simulations in virtual labs (Djenic & Mitic, 2017, p. 190 as cited in Bullen & Janes 2007).

The second question was about, “What are the steps do you use in implementing these strategies in Project-Based Learning by creating video?” Based on the teacher’s answer in the second question, there are several steps that the teacher did in implementing these strategies on the use of Project-Based Learning by creating video in teaching explanation text during COVID-19. Firstly, the teacher sent the rules on the WhatsApp group. On the first rules, the teacher wrote that this material is about Speaking Explanation text. The second rules, the teacher requested the students for learning the material from YouTube. After that, the teacher gave them an assignment for creating video about the explanation text during two weeks. Besides, there are two websites that can be visited by the students, for the example, the explanation text. Lastly, the project was to be assessed by the teacher and could be value of daily test.

Based on screenshot WhatsApp Group Class namely “Participant Skripsi.”, it can be seen that teacher sent the file for the students. The file is the assignment English subject for eleventh grade. After the teacher sent the file, the students opened it. The first rule was about the learning material. In this class, the material is speaking explanation text. The second rule, the teacher requested to the students for learning the material from the YouTube. The third rule, the teacher gave the students assignment for creating the video about explanation text. In addition, the teacher attached two link website that could be accessed by the students, in particular, explanation text. After that, the teacher decided the deadline for collecting the project via personal chat WhatsApp. In the end, the teacher assessed their project and could be value of daily test.

The first and the second question from interview are relevant with the result from online observation. There were two teaching strategies used by the teacher in teaching explanation text using Project-Based Learning with the task of creating video. Firstly, the teacher sent the rules on the WhatsApp group and after that the teacher gave the students the assignment to create video about explanation text. Secondly, before the teacher gave the students the assignment, the teacher requested the students for learning the material from the YouTube who has been available on the rules. For the text, the teacher has embedded the link that can be accessed by the students.

Moreover, the teacher gave the students 2 weeks for doing this project. Lastly, the teacher assessed their video project and could be value of daily test.

The third question was about, “Why do you choose Project-Based Learning by creating video in teaching speaking explanation text?” The third answer of teacher interview indicates that the teacher just wants to try find the new something, interesting, and challenging in learning English. The problems in learning speaking were that the students are poor of particular English vocabularies. They seemed afraid of creating mistakes, and they were afraid of speaking English in front of their friends. Regarding the last difficulty, they were not interested in the material given especially in teaching speaking. For this reason, the teacher chose Project-Based Learning by creating video in learning speaking based on pre-observation.

The fourth question was about, “What are the advantages and disadvantages on your teaching strategy?” Based on the teacher’s answer on the forth question, there are some advantages and disadvantages in implementing this strategy. The advantages from this strategy are among others: 1) the students are more creative; 2) the students can explore the material by themselves; 3) the students also can create the video by themselves; 4) the students can be more confident; 5) it can increase students’ new experience; 6) it made the teacher easy to reminds the students to do the project; 7) and the teacher play a role of facilitator.

Besides the advantages aforementioned, there are some disadvantages from this strategy. They are among other: 1) this strategy needs more times; 2) a teacher has to be patient when her students take a long time to collect the assignment; 3) the teacher has to always support the students to do the project; 4) the student may be shy and less confident; 5) the students is hampered by the less equipment; and 6) the file can be deleted unintentionally.

In the end, the teacher optimize that their students like this method, Project Based Learning by creating video. Based on the screenshot of WhatsApps group, the teacher always reminds the students for collecting the project. Consequently, the teacher should be patient when the students took a long time to collect the project. Unfortunately, the students seldom answer the teacher’s



chat. Besides, there was a student who shy to create the project and had less confident. Directly, the teacher supported the student with saying “okee gak apa2.” Meaning in English “It’s ok. Never mind.”

Explicitly that the assignment had to proper with the rules. In this case, the teacher should be patient in confronting the students’ comment. In addition, there was a student who could not send the project because her phone reset unintentionally. Besides, there was also a student who did not understand with the assignment. In this situation, over and over the teacher should be patient in teaching the students. The fourth question from interview is relevant with the result from online observation that there are some students comment such as they were feeling ashamed, cannot be confident, and cannot deliver material well.

The findings showed that there are two teaching strategies that used by the English teacher in Project-Based Learning by creating video in teaching explanation text during COVID-19. The first is about the teaching strategies. In this present, the teacher used two teaching strategies in Project-Based Learning by creating video in teaching speaking explanation text during COVID-19, they are Task-Based Learning and Situated Learning Strategy. This is in line with what has been said by Djenic and Mitic (2017, p. 190) as cited in Bullen and Janes (2007) that situated learning strategy means that learning through solving problem, practicing exercises, experiment, seminar papers and project. Besides, Task-Based Learning is a given task to perform and only when the task has been completed does the teacher discuss the language that was used, making corrections, and adjustments which the students’ performance of the task has shown to be desirable (Harmer, 2007, p. 87).

The second is about the steps in implementing the strategies in Project- Base Learning by creating video in teaching speaking explanation text during COVID-19. Furthermore, the teaching steps were explained as follows: Firstly, the teacher sent the rules on the WhatsApp group. On the first rules, the teacher wrote that this material is about Speaking Explanation text. The second rules, the teacher requested the students for learning the material from YouTube. After that the

teacher gave them an assignment for creating video about the explanation text during two weeks. Besides there are two websites that can be visited the students for the example of the explanation text. Lastly, the project can be assessed by the teacher and can be value of daily test.

The reason why the teacher chose Project-Based Learning by creating video in speaking explanation text is that the teacher just wants to try find the new something, interesting, and challenging in learning English. Another reasons is that they are many problem in speaking class based on pre-observation. Lastly, there are some advantages and disadvantages in implementing this strategy as aforementioned. In the end, the teacher optimize that their students like this method, Project Based Learning by creating video.

### ***The students' perceptions on the use of Project-Based Learning by creating video in speaking explanation text***

The second research questions was formulated by the writer as follows: "What do the students perceive on the use of Project-Based Learning by creating video in speaking explanation text?"

In the present study there were twenty-nine participants consisting of fifteen questions with five options answer. Based on the questionnaires result, it was found that there was several students' perceptions on the use of Project-Based Learning by creating video in speaking explanation text. The students recognized that they like Project-Based Learning method by creating video in speaking explanation text (41.4%). The students also enjoy learning speaking explanation text using Project-Based Learning by creating video (44.8%). In addition the students are motivated to learn speaking English using Project-Based Learning by creating video. Unfortunately, the students do not realize whether learning speaking explanation text using Project-Based Learning by creating video is appropriate or not for their selves (48.3%). Besides, the students agree with Project-Based Learning by creating video because this method is interesting to be used (62.1%) and can help them a lot in learning speaking English (44.9%). In

addition, the students think that Project-Based Learning also help them to practice their speaking skill (51.7%). Mostly the students agree that Project- Based Learning by creating video encourages them to spend more time in learning English (48.3%). The students agree with learning speaking English using Project- Based Learning by creating video can build their confidence to speak English (51.7%). The students think that Project-Based Learning by creating video is good used in learning speaking English (51.7%). Moreover, the students also think that Project-Based Learning by creating video is difficult to use because the tools do not support (27.6%). The students feel confused when they create video (38.0%). The students worry that they cannot deliver material well in video (51.8%). In addition, the students keep thinking that the other students are better in creating video than their selves (34.5%). The students are afraid that their teacher tends to correct mistake they make when they deliver the material in video (41.4%).

From the questionnaire, it can be found that some students perception were positive and negative. The positive perceptions is indictaed by the fct that the students were motivated to learn speaking English using Project-Based Learning by creating video. Project- Based Learning by creating video is interesting to be used in learning speaking; it can help the students a lot in learning and practice their speaking English. Project- Based Learning encouraged the students to spend more time learning English and it could build their confidence to speak English. In short, the method is good to be used in learning speaking English.

Apart from the positive perception, the negative perception that the writer found the students' responses. They are among others: Project-Based Learning by creating video was difficult to use because the tools did not support, the students were confused when they created the video. They also worried that they could not deliver the material well in video. They always keep thinking that their friends were better in creating video than themselves. Lastly, the students were afraid of teacher's tendency in correcting mistakes they made when they delivered the material in video.

Even though the students did not realize whether learning speaking English using Project-Based Learning by creating video is appropriate or not for themselves, the teacher believes that her students like this method. This is confirmed from the students' response that they are like, enjoy, and interested in learning speaking English using Project-Based Learning by creating video. It can be concluded that most of students gave the positive statements on the use of Project- Based Learning by creating video in speaking explanation text.

The findings of this study also enriched and supported the findings from previous study (Sirisrimangkorn, 2018; Winasih et al., 2019; Torres & Rodrigues; 2017) which showed positive result to the students' speaking ability taught through Project-Based Learning by means of e-poster than those who received conventional method.

## **CONCLUSIONS**

The teacher's strategies on the use of Project- Based Learning by creating video in teaching speaking explanation text during COVID-19 might become a new things that are more interesting and more challenging in learning English. Because there are many problem in speaking class based in pre- observation, the teacher looks for the new strategy in teaching speaking class and she applies these strategies. Moreover, most students showed positive perception on the use of Project-Based Learning by creating video in speaking explanation text. The use of Project-Based Learning by creating video in speaking explanation text motivated the students to learn English especially learning speaking English. In other words, the students enjoyed and interested in learning speaking by using this method.

The present study suggest the English teacher who wants to try this method especially by creating video by themselves. It makes students imitate what the teacher has exemplified instead of just sharing a YouTube link for self-study. If the source of YouTube was given by the English teacher to the students, the students can use that source and they will not try to find another source. In addition, the writer recommend the further researcher that it will be valuable to achieve more

detailed result dealing with the reason of applying Project-Based Learning by creating video in teaching learning process. In this present study only discovers teacher's strategies and students' perceptions on the use of Project-Based Learning by creating video in speaking explanation text during COVID-19.

## REFERENCES

- Almira, D., Rachmawati, E., & Faridah, D. (2018). Efl male and female students' perception on speaking anxiety in class-oral presentations. *Journal of Applied Linguistics and Literacy*, 2(2), 56-70. DOI: <https://dx.doi.org/10.25157/jall.v2i2.2185>
- Anderson, M., & Anderson, K. (1997). *Text type in English 1-2*. Australia: Mac Millan Education.
- Birsa, E. (2018). Teaching strategies and the holistic acquisition of knowledge of the visual arts. *CEPS Journal*, 8(3), 187-206. DOI: <https://doi.org/10.26529/cepsj.39>
- Bullen, M., & Janes, D.P. (2007). *Making the transition to e-learning: Strategies and issues*. USA: IGI Global.
- Cakrawati, L.M. (2017). Students' perception on the use of online learning platforms in EFL classroom. *English Language Teaching and Technology Journal (ELT Tech Journal)*, 1(1), 22-30. DOI: <https://doi.org/10.17509/elt%20tech.v1i1.9428>
- Creswell, J.W. (2012). *Educational research planning, conducting and evaluating quantitative and qualitative research (Fourth Edition)*. USA: Pearson.
- Darwis, R. (2016). Students' perceptions toward the Use of Podcast in learning English: A case study of the second grade students at one high school in Bandung. *Journal of English and Education*, 4(2), 80-100.
- Denzin, N.K. (1978). *The research act a theoretical introduction to Sociological methods*. New York: McGraw-Hill Book Company.
- Dharmayanti, P.A.P., (2016). Improving speaking skill through Suggestopedia. *Jurnal Santiaji Pendidikan*, 6(2), 115-125.

- Djenic, S., & Mitic, J. (2017). Teaching strategies and methods in modern environments for learning of programming. *14th International Conference on Cognition and Exploratory Learning in Digital Age (CELDA)*. ISBN: 978-989-8533-68-5 189 DOI: <https://doi.org/10.32996/ijllt.2020.3.4.18>
- Dornyei, Z. (2003). *Questionnaires in second language research: Construction, administration, and processing*. London: Lawrence Erlbaum Associates
- Eckardt, P.N., Craig, M., & Kraemer, L. (2020). The impact of project-based learning on student content knowledge in an undergraduate, teacher preparation foundations of education course. *Journal for Leadership and Instruction*, v19 n1 p38-42.
- Farid, M. (2019). The effectiveness of using ted talks video in improving students public speaking skills in senior high school. *Journal of Applied Linguistics and Literacy*, 3(1), 61-74. DOI: <https://dx.doi.org/10.25157/jall.v3i1.2642>
- Fraenkel, J.K., & Wallen, N.E. (2009). *How to design and evaluate research in education (Seventh Edition)*. New York: McGraw-Hill.
- Fuad, N. (2018). Improving students speaking skill by using multi-flow map at the tenth grade of students MAN 5 Jombang. *Cendekia: Jurna Studi Keislaman*, 4(1), 22-33. DOI: <https://doi.org/10.37348/cendekia.v4i1.46>
- Harmer, J. (2007). *The practice of English language teaching 3rd edition*. New York: Longman.
- Hatch, E., & Lazaraton, A. (1991). *The research manual: design and statistics for applied linguistics*. United States of America, USA: Heinle and Heinle Publishers.
- Knapp, P., & Watkins, M. (2005). *Text genre, grammar: Technologies for teaching and assessing writing*. Australia: New South Wales Press, Ltd.
- Math, S.M., Sivia, A., & Britton, V. (2017). Teacher perceptions of project-based learning in the secondary classroom. *Alberta Journal of Educational Research*, 6(2), 175-192.

- Menggo, S., Suastra, I. M., Budiarsa, M., Padmadewi, N. N. (2019). Needs analysis of academic – English speaking material in promoting 21st century skills. *International Journal of Instruction*, 12(2), 739-754. DOI: <https://doi.org/10.29333/iji.2019.12247a>
- Munawar. (2015). Improving speaking skills through the learning community technique. *English Education Journal (EEJ)*, 6(4), 484-496.
- Novianti, A. (2018). Native versus non-native English teachers: An insight into Indonesian students' voices. *Jurnal Pendidikan Bahasa dan Sastra*, 18(1), 44-57. DOI: [https://doi.org/10.17509/bs\\_jpbsp.v18i1.12145](https://doi.org/10.17509/bs_jpbsp.v18i1.12145)
- Pollard, L. (2008). *Guide to teaching English: A book to help you through your first two years in teaching*. UK: Longman.
- Rasmitadila, Aliyyah, R.R., Rachmadtullah, R., Samsudin, A., Ernawulan Syaodih, E., Nurtanto, M., Tambunanet, A.R.S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109. DOI: <https://dx.doi.org/10.29333/ejecs/388>
- Rodgers, O. & Dhonnchadha, L.N. (2018). Reflective practice digital video creation in the LSP classroom. *The EUROCALL Review*, 26(1), 43-58. DOI: <https://doi.org/10.4995/eurocall.2018.9666>
- Sa'aleek, A.O.A. (2015). Students' perception of English language learning in the Facebook context. *Teaching English with Technology*, 15(4), 60-75.
- Samad, I.A., Bustari, A., & Ahmad, D. (2017). The use of Podcast in improving students' speaking skill. *Journal of English language and education*, 3(2), 97- 111. DOI: <https://doi.org/10.26486/jele.v3i2.256>
- Sirisrimangkom, L. (2018). The use of project-based learning focusing on drama to promote speaking skills of EFL learners. *Advances in Language and Literary Studies*, 9(6), 14-20. DOI: <https://dx.doi.org/10.7575/aiac.all.v.9n.6p.14>

- Sookpatdhe, T., & Soranastaporn, S. (2016). Simulation and project-based learning of developing creativity: From classroom to real life. *ThaiSim Journal: Learning Development*,1(1), 85-105.
- Susilawati, S & Supriyatni, T. (2020). Online learning through WhatsApp group in improving learning motivation in the era and post pandemic. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*,5(6),852-859. DOI: <https://dx.doi.org/10.17977/jptpp.v5i6.13670>
- Torres, A.M.V., & Rodriguez, L.F.G. (2017). Increasing EFL learners' oral production at a public school through project-based learning. *PROFILE*,19(2), 57-71. <http://dx.doi.org/10.15446/profile.v19n2.59889>
- Tram, H.T.A. (2020). Problems of learning speaking skills encountered. *European Journal of English Language Teaching*,5(4), 39-48. DOI: <https://doi.org/10.18196/ftl.5145>
- Wahyuni, E. (2013). Improving students' low class participation in speaking activities by using drama technique. *Bahasa & Sastra*.13(1). DOI: [https://doi.org/10.17509/bs\\_jpbsp.v13i1.758](https://doi.org/10.17509/bs_jpbsp.v13i1.758)
- Winasih, W.W., Cahyono, B.Y., & Prayogo, J.A. (2019). Effect of project-based learning using e-poster in Indonesian EFL students' speaking ability across personality types. *Arab World English Journal (AWEJ)*,10(1), 73-83. DOI: <https://doi.org/10.24093/awej/vol10no1.7>
- Wiyahnyuy, L.F., & Bodang, P.M. (2020). An assessment of history teaching strategies and promotion of professional diversity in public high schools in mezam, Cameroon. *The Asian Institute of Research Education Quarterly Reviews*,3(1), 23-36. DOI: <https://doi.org/10.31014/aior.1993.03.01.115>
- Zuhriyah, M. (2017). Storytelling to improve students' speaking skill. *Jurnal Tadris Bahasa Inggris*,10(1), 119-134. DOI: [https://doi.org/10.24042/ee\\_jtbt.v10i1.879li](https://doi.org/10.24042/ee_jtbt.v10i1.879li)
- li, M. (1985). *Penelitian Kependidikan: Prosedur dan Strategi*. Bandung: Angkasa.