OPTIMIZING THE USE OF VIDEO-BASED PROJECT BASED LEARNING TO IMPROVE THE STUDENTS’ SPEAKING FLUENCY
(An Action Research at Tenth-Grade of Vocational High School in Surakarta in the Academic Year of 2017-2018)

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Chrissy Andrea Putri. K2214016. *Optimizing the Use of Video-Based Project Learning to Improve the Student’s Speaking Fluency (An Action Research Done at Ten Grade of SMK Kristen 1 Surakarta in the Academic Year of 2017-2018).* A Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, November 2018.

This research was conducted in the tenth grade of SMK Kristen 1 Surakarta in the Academic Year of 2017-2018. The subjects of this research consisted of thirty one students. The objective of this research was to improve the student’s speaking fluency through optimizing the use of video in Project Based Learning (PBL) method. This Classroom Action research was done in two cycles. Each cycle consisted of three meetings. The research was done in four major steps: planning, implementing, observing, and reflecting the action. The instruments that are used to collect the data were observation, interview, field note, student questionnaire, and tests. The result from the students’ average post-test 1 was 52 for pause, 57.4 for hesitation, 62.6 for rate of speed, and 58.8 for length of run. The students’ average score increased after the second cycle. The result of students’ post-test 2 is as follow; 54.2 for pause, 58 for hesitation, 64.6 for rate of speed, and 63.2 for length of run. The improvement of the score between post-test 1 and post-test 2 is as follows; 2.2 points in pause, 0.6 points in hesitation, 2 points in rate or speed, and 4.4 points in length of run aspect. This means that the success indicator was reached. Even though the improvement was not significant, the students score showed the improvement after the implementation of Video-Based Project Learning. Video-Based Project Learning technique can improve the student’s speaking fluency skills. It can be concluded from the result of student’s interview that the students cooperatively agree with the use of the PBL technique in their speaking class. They also show the good respect while joining the teaching learning process.

**Keywords:** Project-Based Learning, Speaking, Classroom Action Research.