

# Improving English Speaking Skills Through the Project Based Learning Model

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**Abstract:** This Classroom Action Research (CAR) was conducted at SMK Negeri 1 Bangkinang, Kampar District. The research applies both quantitative and qualitative approaches using descriptive analytic methods. Data collection involved assessment tests using rubrics, observations, and interviews. The focus was on Enhancing English Speaking Skills through the Project Based Learning Model in Descriptive Monologue Material on Kampar Tourism Places. The lack of students' English speaking skills is attributed to insufficient practice and a prevalent sense of embarrassment, especially during the learning process. Improvement in students' English speaking skills was assessed through videos narrating tourist spots in Kampar District. The research subjects comprised 35 students from XI Computer and Network Engineering 1 class divided into 9 groups. They were tasked to narrate tourist spots in Kampar District per group. Subsequently, students were interviewed to identify issues and challenges encountered. Findings indicate that the Project Based Learning Model contributed to enhancing English speaking skills through video creation about Kampar tourism places. Initially, prior to the research, only 26% of students met the standard in skill assessments. This increased to 69% in cycle I and reached 86% in cycle II, representing a 60% improvement from the beginning to the second cycle, as found in this research. Another improvement observed was the increased willingness of students to speak in English, as each student was required to speak in every group video. Observations revealed that using the Project Based Learning Model in video creation enhanced creativity, analytical, logical, and critical problem-solving skills, as well as fostering a sense of responsibility among students.

**Keywords:** *Monolog descriptive, PjBL*

## 1. INTRODUCTION

English language lessons are mandatory subjects taught in schools from elementary to high school levels in the Indonesian curriculum. Under the Merdeka curriculum in vocational high schools (SMK), English becomes a compulsory vocational subject across all majors. Students' lack of willingness to learn English is a major factor contributing to their poor speaking skills in the language. Various studies have explored student motivation issues in learning English and their impact on speaking proficiency (Anggraini.R, Maisaroh.E, 2022) and (Yunita, 2022) both emphasize the importance of engaging and enjoyable learning experiences, with Anggraini specifically advocating the use of songs as a teaching tool. (Sunardi et al., 2023) and (Winarto et al., 2022) focus on the role of teachers and teaching methods in addressing these issues. Sunardi stresses the need for quality teachers and effective teaching methods, while Winarto suggests using tutoring applications to build students' confidence and understanding of English. Collectively, these studies underscore the need for innovative and engaging teaching methods, as well as the importance of teacher quality, in addressing student motivation issues and English speaking skills.

Other contributing factors to low English speaking proficiency include students' lack of activity and shyness in speaking English. Various strategies have been proposed to address these issues (Syahira & Heriyanti, 2022) suggest providing free English tutoring to increase students' motivation and interest in the language. (Zulkifli, 2014) proposes integrating religious content into English teaching to make it more engaging. (Rochman, 2013) highlights the need for higher quality and more relevant English textbooks for students' needs. Finally, (Nasution et al., 2018) emphasize the importance of teacher readiness and the need for standardized teaching methods to improve English education in elementary schools.

Issues such as teachers' lack of understanding of learning models contribute to the limited opportunities for students to improve their English speaking skills in English language education in Indonesia (Sumarsono et al., 2015). This conflict is particularly evident in tourism programs at STP Mataram, where students' English speaking abilities remain low despite the use of communicative learning and the Audio Lingual Method (Gadu & Jumail, 2016). To address this, it is crucial to build confidence in teachers' abilities to teach English (Hartin, 2017) and enhance their communication skills in teaching (Sumarsono et al., 2015). Additionally, equipping English teachers with 21st-century teaching skills such as critical thinking, creativity, communication, and collaboration is essential (Rahman, 2021).

Teacher-centered teaching practices create a learning environment centered around the teacher, which affects the limited opportunities to improve English speaking skills, as highlighted in various studies (Rahman, 2021) and (Husein & Dewi, 2019) both emphasize the importance of 21st-century skills and pragmatic communication in English teaching. These studies suggest a shift towards student-centered learning to enhance speaking skills. (Nasution et al., 2018) and (Aklan, 2020) emphasize the need for standardized pedagogical methods and discipline among English teachers, which could potentially impact their teaching approaches. These findings collectively suggest that transitioning to student-centered learning combined with standardized teaching methods can positively optimize English speaking skills.

Students' lack of motivation or laziness in completing English assignments contributes to minimal vocabulary knowledge. Students' English speaking abilities are influenced by various factors, including their willingness to complete tasks (Nasution et al., 2018). This willingness can be influenced by practicality in English (Prasetya. Rizky, 2021) and the external impact of factors such as the COVID-19 pandemic (Setiabudi & Gunawan, 2021). Solutions to address these challenges, such as educational interventions similar to English language learning support programs, have been implemented, resulting in improved English language skills among students (Tahang et al., 2022).

Less interactive learning (Sanjayanti & Mahaputra, 2018) and (Driyono, 2020) both emphasize the importance of interactive learning in improving English speaking skills. Sanjayanti's coaching program for English learners in Tigawasa Village focuses on dialogue exercises with foreign tourists, while Driyono's research found that reading skills significantly enhance English learning. These findings suggest that interactive learning methods, such as conversation exercises and reading activities, can effectively improve English speaking skills.

English, as an international communication tool, is used orally and in writing to convey information, ideas, and feelings, as well as to advance knowledge, technology, and culture. Comprehensive communication skills involve proficiency in four language aspects: listening, speaking, reading, and writing. These language skills are interrelated, with each skill necessary for producing or understanding oral and written texts. The focus of the English curriculum is to develop these skills so that students can effectively communicate or participate in conversations and writing in English (Farris, 1993).

This study focuses more on the speaking dimension. It is important to train these skills so that students can effectively communicate using English. Atmazaki (2013:15) states that the primary goal of language learning is to improve students' proficiency in the target language through processes of listening, speaking, writing, and reading. The ultimate goal of education is to develop students' ability to use language for learning, to express ideas clearly and succinctly, and to interact effectively with others (through the use, understanding, and communication of language). Proficiency in reading and writing English is of great importance, especially for students who are just beginning their language learning journey, particularly those enrolled in adult education programs.

Based on formative tests conducted by researchers in August 2023 in class XI TKJ 1 at SMK Negeri 1 Bangkinang consisting of 35 students, related to English language learning objectives, students were able to develop simple inference skills towards language elements of descriptive text, the majority of students did not achieve the desired minimum assessment standard (Kriteria Ketuntasan Minimal, KKM), which is 75. The researcher's observations showed that when given simple oral communication tasks, only about 15% of them were able to convey information with proper structure, vocabulary, and pronunciation averaging three to four sentences, albeit through memorization. Meanwhile, the remaining 85% of students did not achieve this.

Overall, students still have limitations in expressing themselves orally despite undergoing various topic learning cycles in oral form. The author has made various efforts, including implementing English-language classroom concepts by fifty percent and using Indonesian fifty percent in class interactions. Additionally, tasks were assigned to practice speaking both at school and at home in groups, but the results were still unsatisfactory. Various factors contribute to this situation, including the strong influence of local languages and students' lack of confidence and shyness in speaking English.

Furthermore, the possibility of low English speaking skills in class XI TKJ 1 at SMK Negeri 1 Bangkinang is also caused by the insufficient use of appropriate teaching methods and media, as well as the inappropriate development of lesson plans with student materials and conditions. This can create a situation where students are less active and less creative. Conversely, teachers tend to use traditional learning approaches and only convey information without interaction, which often feels boring to students. Teaching and learning activities

are still heavily centered on the teacher's role, with students considered objects rather than subjects, and even student participation and creativity are often restricted by teachers during the learning process. Based on the above statements, to encourage and enhance student participation both individually and in groups in the English language learning process, these problems need to be addressed by selecting suitable teaching models and complying with the curriculum taught. In carrying out their duties, teachers must be able to create interesting learning and ensure that students achieve the best results.

This class research uses a project-based learning paradigm. Learning by creating a Project or also known as Project-Based Learning (PjBL) is one type of learning model that involves participants in a project task that ends in a product created by applying critical thinking skills to research, analyze, create, and ultimately present learning products. based on real-world examples (Ministry of Education and Culture, 2016:52). According to Istarani (2011:156), project-based learning, also known as innovative learning, is an innovative teaching methodology that encourages students to learn contextually through complex tasks.

This teaching model also supports the process of middle school education by allowing students to engage in quiet and wise discussions about various topics and everyday life experiences, learning how to understand and respond to personal experiences of students, cultivating interdisciplinary understanding, and views. students as active participants in the planning, implementation, and summary of project results (student-centered). During implementation, PjBL uses problems as the basis before gathering information and data by integrating new skills based on experiences experienced directly by students. The Project-Based Learning model is designed to be used as a teaching aid to facilitate students in understanding complex problems and requires students to improve critical thinking skills in learning activities and carry out tasks to find solutions to these problems.

Project-Based Learning is designed to: (1) Allow students to discover themselves, conduct research, apply planning skills, think critically, and solve problems in completing project tasks. (2) Encourage the use of specific knowledge, skills, and attitudes in various situations in completing projects worked on. (3) Provide students with opportunities to develop interpersonal and teamwork skills, similar to work or real-life environments. In considering variations in students' learning styles, Project-Based Learning provides space for them to explore materials in meaningful ways and experiment collaboratively. Project-Based Learning is an in-depth investigation into real-world topics that provide significant value for the attention and dedication of participants.

This study focuses on speaking skills, defined as the ability or expertise to perform specific actions or activities. According to the Indonesian Dictionary, speaking involves conveying words, expressing thoughts, using language, or stating opinions both orally and in writing, as well as engaging in discussions. In the context of English language learning in the classroom, speaking skills are one of the key aspects expected of students. Furthermore, speaking ability is a primary goal in English language learning (Helena et al., 2004: 24).

Speaking skills, particularly in expressing descriptive monologues, have been chosen as the focus of this classroom action research (CAR). Descriptive monologues are considered simpler speaking skills and involve describing people, animals, objects, and places around students. This includes explaining physical characteristics, such as skin color, hair type, specific preferences, shapes, conditions, and unique features. To make the learning more relevant to students, the material is contextualized with daily life, such as describing important places, historical locations, or tourist attractions in Kampar, including the Jami' Mosque, Sungai Gelombang, Sungai Hijau, the Islamic Center, and others.

Based on this context, the author is interested in investigating the issue in more detail, leading to the title of this classroom action research: "Improving English Speaking Skills Through Project-Based Learning Model on Descriptive Monologue of Kampar Tourist Places." The hope is that the results of this research will positively impact teaching methods during the classroom learning process.

From the problem constraints mentioned earlier, the research question formulated is: Can the implementation of the Project-Based Learning model improve the English speaking skills of students in descriptive monologues for Class XI TKJ 1 students at SMK Negeri 1 Bangkinang in the first semester of the 2023/2024 academic year? Based on the problem statement, the objective of this study is to determine whether the implementation of the Project-Based Learning model can enhance the English speaking skills of students in descriptive monologues about Kampar tourist places in Class XI TKJ 1 at SMK Negeri 1 Bangkinang in the first semester of the 2023/2024 academic year.

## 2. METHODS

This Classroom Action Research (CAR) employs both quantitative and qualitative approaches using descriptive analytical methods. Conducted at SMK Negeri 1 Bangkinang, located in Kampar Regency, Riau Province, the research took place over three months, from September to November 2023. The subjects of this research are all 35 students of class XI TKJ 1 at SMK Negeri 1 Bangkinang. The researcher directly observed the application of the Project-Based Learning (PjBL) model in the learning process to examine the improvement in students' English speaking skills. The documentary data sources in this study are the scores from the video production by the students of class XI TKJ 1 SMK Negeri 1 Bangkinang, which form part of the analysis.

The data collection tools in this study include skill assessment tests using practice assessment rubrics and observations, interviews, and documentation. Students were asked to create videos narrating tourist attractions in Kampar Regency during each cycle. In addition, data collection also utilized questionnaires to assess the perceptions and evaluations of the learning process they underwent. The data processing method applied in this CAR is descriptive analysis, which compares the improvement in speaking skills between Cycle I and Cycle II. The discussion of the research is divided into two cycles, namely Cycle I and Cycle II, where each cycle consists of four stages: planning, implementation, observation, and reflection.

## 3. FINDINGS AND DISCUSSION

### 3.1 PjBL Video Creation Enhances Students' Monologue Skills in Descriptive Texts of Kampar Regency Tourist Sites

Before conducting this Classroom Action Research (CAR), the learning process for class XI TKJ 1 at SMK Negeri 1 Bangkinang had already implemented the Merdeka curriculum. However, the teaching process was still teacher-centered, with the teacher being the main focus in the teaching and learning process, using lectures and limited teaching aids. Students appeared less active, less creative, and there was a lack of effort from the teacher to explore students' knowledge, making the learning process less enjoyable.

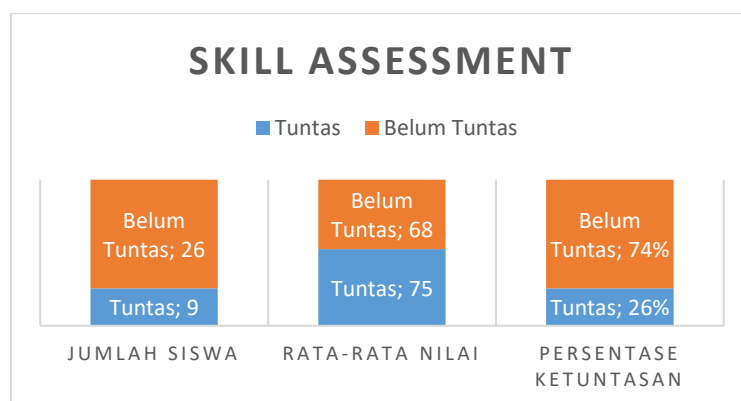
The non-innovative learning conditions, which only involved reading descriptive texts, answering questions based on the texts, and retelling the texts, resulted in very low student achievement scores. This can be seen from the formative scores of class XI TKJ 1 students at SMK Negeri 1 Bangkinang for the 2023/2024 academic year on the learning objective "Students are able to develop simple inference skills regarding the language elements of descriptive texts," where 26 students (74%) did not meet the criteria and needed improvement, and only 9 students (26%) met the criteria with an average score just at the established passing grade of 75.

For a clearer picture of students' learning outcomes before the research, see Table 1 below:

**Table 1.** Initial Condition of Students' Learning Outcomes (Pre-Research)

| No. | Score          | Pre-Research       |               |                          |
|-----|----------------|--------------------|---------------|--------------------------|
|     |                | Number of Students | Average Score | Percentage of Completion |
| 1   | Completed      | 9                  | 75            | 26%                      |
| 2   | Not Completed  | 26                 | 68            | 74%                      |
| 3   | Total Students | 35                 |               | 100%                     |

Refer to the diagram below to clarify Table 1:



**Figure 1.** English Scores Diagram (Pre-Research)

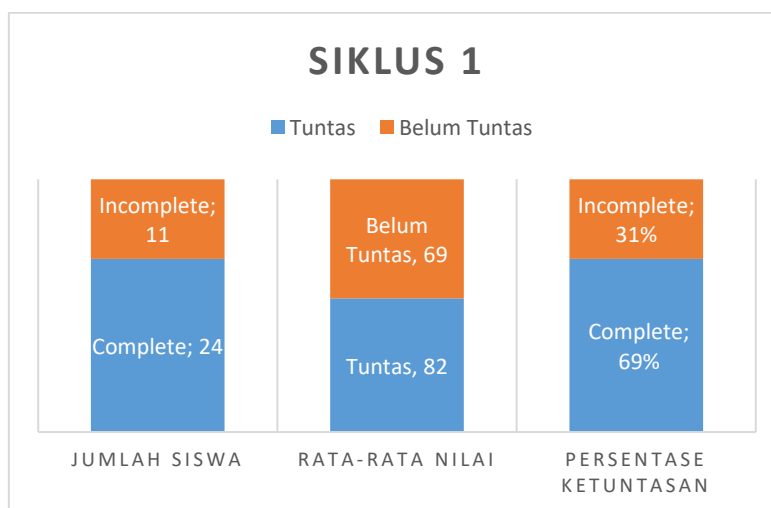
Based on these initial learning outcomes, improvements were made to the learning objectives, allowing students more freedom and independence to describe historical places or tourist attractions they are familiar with. The learning objective for cycle 1 was "Students are able to develop speaking skills by simply describing historical places or tourist attractions around them, considering social functions, text structures, and language elements." Students were directed to describe historical places or tourist attractions in groups.

Based on the results from cycle I, 24 out of 35 students (69%) achieved passing scores, while the remaining 11 students (31%) did not. The data from the first cycle showed that the average score for students who passed was 82, while the average score for those who did not pass was 69. This data is detailed in Table 2 below, showing the number of completions in cycle I.

**Table 2.** Improvement of Students' Speaking Skills in Cycle I

| No. | Cycle I        | Speaking Score | Skills | Number of Students | Average Score | Percentage of Completion |
|-----|----------------|----------------|--------|--------------------|---------------|--------------------------|
| 1   | Completed      | 24             |        | 82                 | 69%           |                          |
| 2   | Not Completed  | 11             |        | 69                 | 31%           |                          |
| 3   | Total Students | 35             |        |                    | 100%          |                          |

The data in Table 2 is clarified by the graph below:



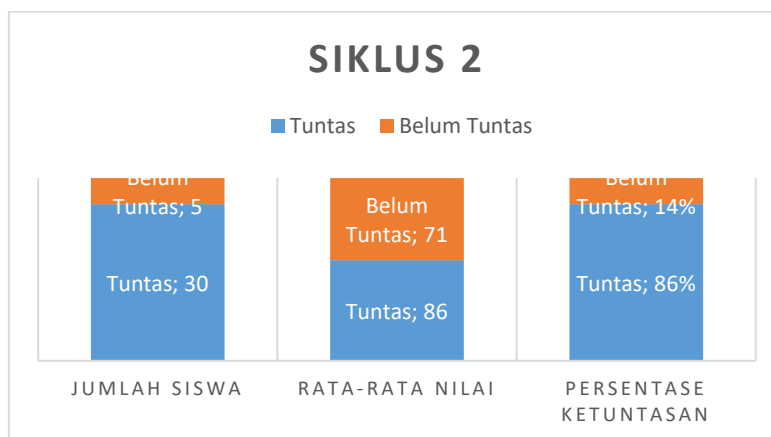
**Figure 2.** Speaking Skills Improvement Diagram Cycle I

In the second cycle of learning, students again described tourist attractions with more detailed and accurate descriptions, paying attention to sentence structure and improvements in pronunciation and intonation, while still working in the same groups. In this cycle, all group members were directed to take part in or speak in the descriptive monologue. Students practiced their monologues with the help of audio from Google Translate using smartphones.

Based on the video assessment results in cycle II, 30 out of 35 students (86%) achieved passing scores above the Minimum Passing Criteria (KKM), while 5 students (14%) were still below the KKM. Detailed speaking skill scores can be seen more fully in Table and Figure 3 below:

**Table 3.** Improvement of Students' Speaking Skills from Video Results in Cycle II

| No. | Cycle II       | Speaking Skills Score | Number of Students | Average Score | Percentage of Completion |
|-----|----------------|-----------------------|--------------------|---------------|--------------------------|
| 1   | Completed      | 30                    | 86                 | 86%           |                          |
| 2   | Not Completed  | 5                     | 71                 | 14%           |                          |
| 3   | Total Students | 35                    |                    | 100%          |                          |

**Figure 3.** Improvement of Students' Speaking Skills from Video Results in Cycle II

The scores obtained from cycle II, the results of the video assessment, can be presented in the table below:

**Table 4.** Speaking Skills Scores in Cycle II

| No. | Description | Score |
|-----|-------------|-------|
| 1   | Max Score   | 92    |
| 2   | Min Score   | 68    |
| 3   | Average     | 84    |

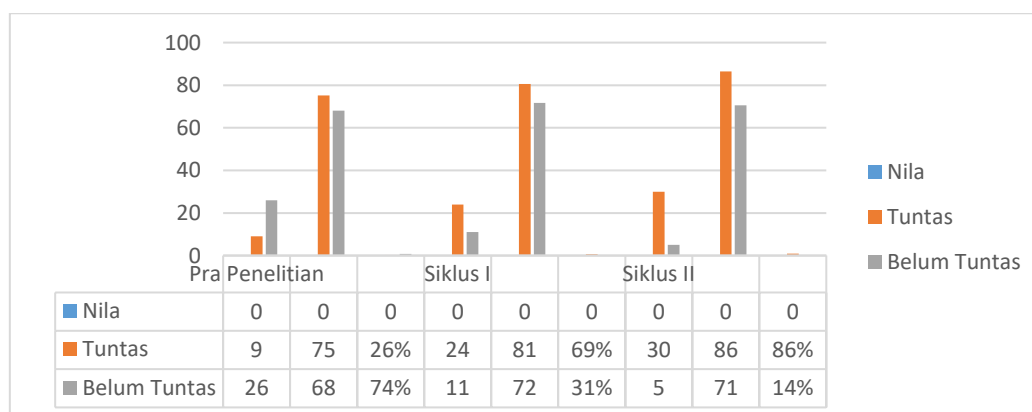
Based on the initial skill assessment in cycles I and II, there was a decrease in the number of students who had not reached the passing standard. Initially, there were 26 students (74%) below the KKM, which decreased to 11 students (31%) in cycle I, and further decreased to 5 students (14%) in cycle II. A total of 30 students (86%) achieved passing scores.

While in cycle I, the number of students with improved speaking skills increased to 24 students (69%), and in cycle II it rose to 30 students (86%). Likewise, the average score of students who passed increased from 75 initially, to 81 in cycle I, and continued to increase to 86 in cycle II. These details can be seen in Table 5 below:

**Table 5.** Comparison of Learning Outcome Improvements Pre-Research, Cycle I, and Cycle II

| No. | Pre-Research   | Cycle I            | Cycle II  |
|-----|----------------|--------------------|-----------|
|     | Score          | Number of Students | Average % |
| 1   | Completed      | 9                  | 75 26%    |
| 2   | Not Completed  | 26                 | 68 74%    |
| 3   | Total Students | 35                 | 100%      |

The comparison of Learning Outcome Improvements pre-research, cycle I, and cycle II can be seen in the graph below:



**Figure 5: Comparison of Learning Outcome Improvements Pre-Research, Cycle I, Cycle II**

From the information presented in Table 5, it can be summarized that using the PjBL model with video creation describing Kampar tourist sites can improve the English-speaking skills of class XI TKJ 1 students at SMK Negeri 1 Bangkinang.

### **3.2 Factors enhancing students' monologue skills in descriptive texts using tourism videos from Kampar Regency.**

#### **Cycle I**

The learning objective in this first cycle is for students to describe historical sites or tourist attractions in Kampar Regency in a simple manner, aligned with social function, text structure, and language elements. This is delivered over two sessions totaling 8 x 45 minutes. The first session, 4 x 45 minutes, involves group division, selection of sites for description via video, planning, group script design sourced from the internet, script finalization, pronunciation practice using Google Translate, peer and teacher assistance, and finalization of video production scheduled for Saturdays and Sundays. The second session, also 4 x 45 minutes, focuses on evaluating the created videos using a rubric, collectively watching the videos, and filling out assessment rubrics. Observations from Cycle I include:

1. Some students did not participate in video creation; specifically, 11 were absent from the video recording. Others participated, but only one representative per group appeared in the video.
2. Pronunciation, grammar, fluency, and vocabulary of students showed inconsistencies.
3. Some videos had errors and did not meet assessment criteria.

Reflecting on Cycle I, the following points were noted:

1. The teacher directed that every student should speak in the video.
2. The teacher directed students to improve the script.
3. The teacher guided students to practice correct pronunciation using Google Translate.

#### **Post-Cycle I Interviews**

Interview results indicated varied English learning experiences among students. They felt supported during direct interactions in video production, but insufficient practice opportunities were a primary constraint. Key factors in speaking skill enhancement included direct practice, use of English media, and project-based learning such as video creation. Challenges such as limited extracurricular practice, assessment concerns, and differences in everyday language use underscored the need for a supportive learning environment. Recommendations included providing more extracurricular practice opportunities, supporting speaking activities, and creating a conducive learning environment for English practice without assessment pressure.

#### **Cycle II**

Based on Cycle I reflections, improvements were planned for Cycle II. The stages mirrored those of Cycle I, with the learning objective for Cycle II being for students to present their own simple descriptive texts in two sessions totaling 8 x 45 minutes. The first session, 4 x 45 minutes, focused on refining scripts from Cycle I, practicing correct pronunciation in front of peers before video recording, and planning the next video's timing and location, scheduled for Saturdays and Sundays.

#### **Events in Cycle II**

The second session, 4 x 45 minutes, involved collectively watching and assessing the videos created in Cycle II. Students were given the opportunity to assess and provide feedback on their classmates' project tasks. Thus, it can be said that the learning process progressed well from cycle to cycle, resulting in improved

speaking skills among students, despite some remaining weaknesses, such as difficulties in time management and video production distribution.

#### Post-Cycle II Interviews

Following participation in the descriptive monologue video project on Kampar tourism sites, significant changes were noted in students' comfort and confidence in speaking. The activity provided speaking practice in various situations, helped overcome nervousness, and changed how students approached daily conversations. With exceptional teacher support, students felt more prepared to continue practicing and using English in everyday life, possibly by joining supportive groups or communities.

#### Discussion

This action research aims to examine the enhancement of English speaking skills among grade XI TKJ students through the creation of videos showcasing Kampar tourist destinations. The study involved 35 students who participated in video production activities featuring Kampar tourism spots. Results from Cycle I and Cycle II showed a significant improvement in students' English speaking abilities who created the tourism videos. Their average scores in English speaking skills assessment increased by 60% from Pre-research to Cycle II. The data indicate a notable difference, affirming that creating descriptive monologue videos about Kampar tourist sites effectively enhances English speaking skills among grade XI TKJ 1 students at SMK Negeri 1 Bangkinang.

Similar research (Mukti, 2021) titled "Enhancing Students' English Speaking Skills Using YouTube Videos at SMKN 1 Tanjung Palas" concluded that utilizing YouTube video media can improve speaking skills among grade XI APHPi students at SMK Negeri 1 Tanjung Palas. Additionally, Prawiyata & Barus (2020) analyzed "Speaking Skills of English Education Students at Umn Al Washliyah Through Vlog in Instructional Planning And Media Course," indicating that vlog creation enhances speaking skills among students. Another study (Oya & Haryanto, 2022) on "Application of Video Recording Task to Improve Speaking Skills of English Students at PGSD STKIP Harapan Bima" also found that students' English speaking skills improved with video self-recording tasks. Several other studies have demonstrated the effectiveness of video-based methods in enhancing English speaking skills. For instance, Iryani (2022) reported that using Snack Video as a learning medium increases students' confidence in speaking English, while Santika et al. (2021) and Wiwaha et al. (2021) highlighted the benefits of video learning in improving language comprehension and expressive speech acts.

Qualitatively, this study explores students' experiences in the video creation process for improving English speaking skills. Previous research (Suparman, 2023) found that students are enthusiastic about creating English-language videos, thereby enhancing their collaboration skills. Similarly, Hastuti (2020) underscored the benefits of using video simulations to improve speaking skills, despite challenges such as time-consuming production and student dominance. Collectively, these studies indicate that video creation can be an effective tool for enhancing English speaking skills.

Through interviews with students from diverse backgrounds, qualitative data were collected to understand their experiences. Findings suggest that most students found the video creation process valuable in improving their English speaking skills. They mentioned that scripting, practicing speaking, and self-recording helped improve their intonation, vocalization, and clarity. Some students expressed that creating videos boosted their confidence in speaking English publicly. Initially feeling awkward, the process provided a space for them to experiment more freely with English. Interviews also revealed that besides progress in English, video creation fostered growth in presentation skills, teamwork, and creativity in conveying ideas.

The use of video in education has been proven to enhance various skills. Marlina et al. (2019) found that it improves news writing skills in secondary school students, while Katrin (2020) reported increased creativity among teachers in creating instructional videos. Sary et al. (2020) highlighted the role of vlogging in fostering creativity and innovation in the younger generation, applicable to developing presentation skills and teamwork. Furthermore, Agustiningsih (2015) supported the use of video as a learning tool, particularly under the 2013 curriculum emphasizing the importance of creativity in teaching. These studies collectively underscore video as a potent tool for developing presentation skills, teamwork, and creativity.

Student interviews also highlighted the role of teacher supervision and guidance in boosting student confidence during video creation. Studies (Yusuf & Budiawan, 2020) found that video creation projects significantly enhance students' confidence and speaking skills. Handayani et al. (2021) emphasized the importance of teacher motivation and creativity in creating interactive learning materials, such as instructional videos, to enhance student motivation. Rahayu (2013) demonstrated that group guidance using video media enhances students' understanding of drug dangers. Finally, Fuadiah et al. (2021) highlighted the need for teacher training in instructional video creation, enhancing their ability to support students in this process. These studies collectively underscore the crucial role of teacher supervision and guidance in video creation to enhance student confidence. This research provides in-depth insights into students' experiences using video as a tool to improve

their English speaking abilities. It demonstrates that video creation not only enhances language skills but also cultivates other valuable communication skills.

#### 4. CONCLUSION

The conclusion of this Classroom Action Research (CAR) indicates that the implementation of Project-Based Learning method through creating descriptive videos about Kampar tourist destinations effectively enhances students' English speaking skills. This improvement is evidenced by the initial assessment (pre-research) where only 26% of students met the standard/minimum passing grade (KKM), which increased to 69% in Cycle I and reached 86% in Cycle II, showing a 60% improvement from the beginning of the study to Cycle II, as found in this research. This enhancement is attributed to improvements in descriptive scriptwriting, pronunciation in the videos, and overall video production quality in Cycle II.

The use of Project-Based Learning method also stimulates students' enthusiasm and motivation to learn to speak English. Based on these findings, several recommendations can be proposed: (1) Teachers should adopt the Project-Based Learning method in teaching English, especially when covering Descriptive Text materials in speaking skills, to enhance learning achievements and student engagement. (2) It is encouraged for teachers from other disciplines to conduct Classroom Action Research focusing on improving learning achievements and student engagement through project-based learning. (3) It is important for teachers to have a comprehensive understanding of various learning models so that the delivery of materials can be absorbed and understood effectively by students. This will help teachers address the challenges faced by students, thereby achieving learning goals effectively.

Future action research should focus on individual student video creation to further enhance the development of English speaking skills at a personal level and provide more specific contributions to student learning outcomes.

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**Conflicts of Interest:** The authors declare no conflict of interest regarding the publication of this study. We conducted our research with utmost transparency and adhered to ethical standards, ensuring unbiased analysis and reporting of the findings.

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