The Effectiveness of Video Project Assignment on Students' Speaking skill in SMP

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ABSTRACT

The purpose of this study is: (1) To measure the effectiveness of video project assignment on student's" speaking skill at SMP YPI Darussalam 1 Cerme. In this study, researchers used a quantitative method approach with a type of Pre-Experimental research with the design of One Group Pretest Posttest. The research population includes 7th Grade at SMP YPI Darussalam 1 Cerme. With a total of 25 Students. Data collection techniques used are pretest and posttest sheets to determine the effect of use Video Project Assignment on the Learning Speaking Skill. Pretest and Posttest results data are then analyzed by conducting a Prerequisite Test which includes the Normality Test. The result of the research shows that the difference in the speaking skill between the student taught using English Video Project Assignment and those taught not using English Video Project Assignment is significant. By calculations (to = 8.75) and the size "t" listed in the value table t (tt.ts.5% = 2.06 and tt.ts.1% = 2.80). Then it can be known that the to is greater than the tt : 2,06‹8,75›2,80.

Keywords: Video Project Assignment, Media, Speaking Skill

I. INTRODUCTION

Today, the ability to easily, quickly, and inexpensively record, edit, and share digital moving images has been revolutionary for amateur videographers of all ages include the students (Bull & Bell, 2010, p. 127; nur Aziz & Sabella, 2021). The video is widely used by almost every human in the world. People can access video through the internet and YouTube. Digital video is taking its place alongside other forms of purpose, including the use of video in educational fields (nur

Aziz & Hoesny, 2022; nur Aziz & Sabella, 2021). Certainly, the aid of wireless network survive (Wi-Fi) and the development of smartphones and tablets production, the ways of capturing and sharing videos on social media i. e. Instagram, Facebook or Twitter has never been so easy.

A video is one of the technologies that can be used as a teaching media. Therefore, the use of video assignment in English lesson is closely related to project-based learning. It refers to language learning activities which ask students to actually perform language skill or ability (Ur, 1996). The development of technology into English lesson at school, a project using technology for the students is also important to apply. In consequence, it can be a challenging activity for learners since they are asked to directly activate their language.

Project-based learning (PBL) is a model that organizes learning around projects (Kholis & Aziz, 2020). He specifies projects as complex tasks that are based on challenging questions or problems that involve students in design, problem-solving, decision making, or investigate activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Kokotsaki et al.,

2016a). Moreover, PBL is mainly based on active student's approach towards their own learning which enables a complex development of student's skills, knowledge, and personality (Kalabzová, 2015). It can be said that teacher can make a project for their students which can cover all those aspects so that students also get experience in doing a meaningful and useful task where the students as the main role in the assignment process.

In the English lesson, the use of video can be a project for the students to create a documentary video about themselves in English. Through practicing their speaking skilling front of a camera, they accustomed to speaking English (nur Aziz & Sabella, 2021). Through a video project, the students are expected to understand the material easily. By watching their own documentary videos, they can get feedback from their performances in delivering speeches, understand more about the topic which is being discussed, and perform self-reflection on their performances (Nirmala Sari, 2021). Besides, they learn to Speak English and understand the material, they will also face some challenges in producing their video project and learn how to solve it. The ability in composing the video content is very important to produce a video that

appropriates with the teacher instruction and assessment.

Related to the use of video in English lesson, the teacher can use video to assess students" speaking skills. Harmer states that the ability to speak fluently is not only knowledge of language features , but also the ability to process information and language on the spot (Harmer, 2001a). In assessing speaking skills, the teacher can use any kind of task or project. It is also related to the project-based-learning activity which the students-centered is important. The teacher can decide they will focus on what kind of aspects, skill, criteria, categories and etc. In giving an assessment to their students it depends on the condition and the curriculum requirement. The video assignment is asked the students to work in group but every students should mae a story or a conversation about advertisement so in one group there are some story with difference product which every students should present it. The teacher make assessment for every individual and also group assessment. Essentially this video project can be used by the teacher to assess students" speaking skill, which is appropriate to the stages or process in the project-based learning activity.

Considering those phenome, the researcher decided to analyze the use of English Video Project Assignment to assess students speaking skills and also the students" perceptions about this project. The success of teaching and learning English is influenced by the students" perception, if the teacher knows the students" perception is important for both teachers and students because it influences the teaching and learning process (Sari, 2016). The subject of this research is 7th grade students in one class at SMP YPI Darussalam 1 Cerme. In SMP YPI Darussalam 1 Cerme the students" ability are also very competent and supported in the use of gadgets and other modern tools which allow the teachers to give any assignments related to the utilization of technology. In this junior high school, actually, the teacher is often to use video as a project for the students, not only in English subject but in other subject can see in the school area and sometimes it is easy to be found.

II.   LITERATURE REVIEW

A. The Use of Video Project Assignment

The use of video in teaching is not only as media but also it can be as assignment or project for the students. The students" activities related to the use of video and video

project in the subject area of language learning (Bell & Bull, 2010):

a. Watching video clips of everyday conversations in films or television broadcasts or music that can be replayed and processed in multiple ways.

b. Interacting with native speakers through live video conferencing.

c. Creating a video of student conversation or skits or narration of past events that demonstrate language mastery.

Using a video project activity has many advantages. The videoing activity can increase the students" self-confidence with good preparation students can use the video project for knowing their weakness in speaking. There are some points which are useful to use video project in speaking activity: preparing equipment, explaining procedures, videotaping or recording the video, checking the video, presenting the video, and having an evaluation (nur Aziz & Sabella, 2021).

Through the development of technology and the used of gadget, the students are easy to do a video project assignment. Moreover, if the students are competent in finishing the project it will become a challenging and meaningful project.

B. *The Advantages of using Video Project Assignment*

There are some advantages related to the use of video project to some principle of teaching the English language which can be listed as follows (Dal, 2010):

a. The use of video production can involve communicative activity, such as problem solving and role play.

b. It provides the opportunity to use the target language in the authentic and meaningful setting.

c. It lets students express their ideas and opinions.

d. The process of video making will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and do it outside the class, even they can develop critical thinking and organization of idea.

e. It provides more time to expose speaking which is limited to the classroom.

A video project assignment is also meaningful for the students, there are five reasons why a video project is meaningful (Maula, 2019). The first is active because the students can put all their creativities in creating the video. The second reason is constructive, it is the way the students relate video projects as a new experience with their previous experiences. The third reason is intentional, it makes the students should set goals to achieve. The fourth reason is authentic, the students have to be able to decide on the real issues. The last reason is cooperative, it is usually needed when students work in groups, and they need to understand the method and stages they will use in creating a video project.

C. Video as Project Based Learning Activities

As we know that in accomplishing a project teacher can implement some methods. One of the method or activity for planning a project is project is project based learning. Project based learning is a model that organizes learning around projects (Muna & Aziz, 2021). They specifies projects as complex task that are based on challenging question or problems that involve students in design, problem solving, decision making, or investigate activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Kokotsaki et al., 2016b). In project-based learning, the teacher can make the students active in doing the project because this project is student centered and also teacher can integrate the technology.

A project-based learning classroom allows students to investigate questions, propose hypotheses and explanations, discuss their challenge the ideas of others, and try out new ideas (Krajcik & Blumenfeld, 2006, p. 328). It build for major learning science ideas when using-project based learning; Active construction, situated learning, social interactions, and cognitive tools. Projects-based learning is generally done by groups of the student working together toward a common goal. Project based learning teaches students not just contents, but also important skills in ways students have to be able to function as adults in our society. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, group participation and leadership skills, and critical thinking (Goodman & Stivers, 2010). Moursund analyzed there are six ways from a student"s

point of view about project-based learning (Moursund, 1999).

a. It is learner-countered and intrinsically motivating.

b. Encourages collaborations and cooperative learning.

c. Allows students to make incremental and continual improvement in their product, presentations, or performances.

d. Designed so that students are actively engaged in doing things rather than in learning about something.

e. Requires students to produce a product, presentation, or performance.

f. Challenging, with a focus on higher-order skills.

It can be concluded that project-based learning allows students to reflect their own ideas, and opinions, and make decisions that affect project outcomes and the learning process in general also the teacher takes on the role of a facilitator rather than a leader.

In project-based learning, there are several final results in the form of products that can be produced by the students. In his book, Moursund mention several products that can be created by the students and they will present it as a result of their project, this product can be in the multiple forms can be in written or posts that can be displayed, including: reports, newspaper, blogs, posters, information sharing via email or various platforms and also video recording or video projects (Moursund, 1999). All the final products are related to IT assist project-based learning.

Related to the project-based learning activity, one of the project based learning which can be used in learning a language is a video project. Harmer says that an activity which can develop speaking skill is creating a video project (making recording) (Harmer, 2001b). A Project Based Learning puts the students in the situations which need the authentic use of language to communicate with each other. Through a project based learning, students can develop their critical thinking to the target language.

D. Teaching Speaking Using Video Assignment in Junior High School

The availability of educational technologies and self-produced videos placed on YouTube has made teaching more exciting. Furthermore, these videos could be accessed at any time of the day and from a place to suit the students. Apart from that, YouTube is also used to illustrate theoretical content, involve students, and inspire innovative teaching methods (June et al., 2014). YouTube is also used as a supplementary material with EFL students

in Taiwan. Kelsen conducted a survey on 69 sophomore students and found that they rated the use of YouTube to study English favorably with regard to it being interesting, relevant, and beneficial. The results showed that the YouTube tutorial methodology had a significant positive effect on perceived student learning. It is evident that YouTube videos brought about positive effects on teaching and learning. The attractiveness of videos in teaching comes from the combination of images and sounds. As such it will be able to generate an influential medium that can be used by teachers to help explain concepts while, that can be used by teachers to help explain concepts while at the same time able to instruct students with content that provides multiple senses (June et al., 2014). These would certainly assist teachers in making the explanation of abstract concepts and processes easy through the use of visualization that can be provided by videos.

III. METHOD

It employs a quantitative approach to experimental research. Experimental research is structured, logical, and accurate in controlling the situation. The research uses a type pre-experimental design, with a type one group pre-test and posttest. Using only one group is an experimental group without a control group (Sugiyono, 2018). Before the subject is given treatment first, it provides an initial motivational questioner pretest form (O1) Then do the treatment (X) And after that it gives final motivation that is posttest (O2).

IV. FINDING AND DISCUSSION

The study was conducted at SMP YPI Darussalam 1 Cerme. This research is a pre-experimental design with a type one group pre-test post-test. The data of this study consist of initial test and final test of speaking skill by using Video Project Assignment. So that, researcher can address problems that have been formulated into problems by analyzing the data.

The population in this study is 7th grade student by the amount 25 students. The data used in this study is quantitative data. Data retrieval is done by test method. Testing methods are used to identify the effectiveness of Video Project Assignment on Students" Speaking skill using either pre-test or post-test, in this case the cognitive test being used instrument question form as many as 5 question items taken before the handed out a paper with the content of several conversations without viewing the video treatment (*Pre-Test*) and after the see video of Video Project Assignment treatment (*Post-Test*). This pre-test data was given to

students before the video has learning and post-test data was provided after the study in 7th class, there are the 25 students in 7th class.

Research Data before Treatment (pre-test)

Research data on the use of Video Project Assignment, before a treatment is called *pre-test*. These assessment are intended to determine the state of the beginning of the object or ability before the use Video Project Assignment.

The result of Pretest data on English Lesson in Speaking Skill before doing treatment of Video Project Assignment, that higher is value is 90 and lowest value is 50. And for the recapitulation of the details value in the Effectiveness of using Video Project Assignment test answer on the speaking skill at SMP YPI Darussalam 1 Cerme will be presented.

Research Data after Treatment (Post-Test)

Speaking skill data using Video Project Assignment. Researcher gave a tests of 2 items with instrument question to 7th student. This test comes after treatment Video Project Assignment, which is aimed at knowing the effectiveness of the use of Video Project Assignment on Speaking Skill.

The result of *Posttest* data on English Lesson in Speaking Skill after doing treatment of Video Project Assignment. That higher value is 90 and lowest value is 65, and for the recapitulation of the details value in the effectiveness of using

Video Project Assignment test answer on the speaking skill at SMP YPI Darussalam 1 Cerme will presented. For now about already obtained the results from *pre-test* and *post-test*. The overall number of pre-test scores is 1625 with an average of 65. The total number of post-test scores is 1925 by an average of 77, so the difference between *pre-test* and *post-test* average is 12.

Data Analysis

To determine whether there is any effect to the use Video Project Assignment on Speaking Skill of the 7th grade at SMP YPI Darussalam 1 Cerme, this analyzing the data of researchers uses the t-test formula.

To know overall calculating for get a "t" in testing Ho about differences before treatment and after treatment with $X = 1625$ and $Y = 1925$ with $\Sigma D = -300$ and $\Sigma D^2 = 4700$ (See Appendix 6)

As for the t test step measure by getting it $\Sigma D = -300$ and $\Sigma D^2 = 4700$ is as follows:

a. *Seeking* standard deviation from Differences (SD_D), by the formula :

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D^2}{N}\right)}$$

$$= \sqrt{\frac{4700}{25} - \left(\frac{300}{25}\right)^2}$$

$$= \sqrt{188 - (12)^2}$$

$$= \sqrt{180 - 144}$$

$$= \sqrt{44}$$

$$= 6,63$$

b. Look for *Standard Error from Mean of Difference* (SE_{MD}) with formula :

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{6,63}{\sqrt{25-1}} = \frac{6,63}{\sqrt{24}} = = \frac{6,63}{4,83} = 1,37$$

c. search Mean from Difference (MD), with formula :

$$M_D = \frac{\sum D}{N} = \frac{-300}{25} = -12$$

d. search t_o with using a formula :

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{12}{1,37} = 8,?$$

e. determining *degrees of freedom* (df), with formula :

df/db = N-1 df = 25-1 = 24

f. Look for the price of the "t" critiques on the value table "t". by holding on to that df/db has been acquired, good on

significance level 5% or significance level 1% with the df of 24 we accelerate with the "t" value table, either at significance level 1% or at 5% significance level. The price of t critiques or table with db is 24 on a 5% of t_{table} significance, at 2.06, while a significance level 1% gained by 2.80.

g. Then compare t_{table} and t_{count} with the following testing criteria :

If ttable ≤ tcont ≤ ttable, then Ho is accepted. If t_{count} > t_{table}, than H_o is rejected. By comparing the magnitude of the "t" obtained in observational calculations (t_o = 8.75) and the size "t" listed in the value table t ($t_{t.ts.5\%}$ = 2.06 and $t_{t.ts.1\%}$ = 2.80). Then it can be known that the t_o is greater than the t_t: 2,06<8,75>2,80

Because the t_o is bigger than t_t, than the H_o filed were rejected, and H_a is accepted. This suggest that there was an effect on the use of Video Project

Assignment on students" Speaking skill of the 7th class at SMP YPI Darussalam 1 Cerme.

1) *Analysis of Prerequisites Testing*

Before doing hypothesis testing, prior to testing assessments or analysis requirements were performants that included normality tests. Normal test testing is used to determine whether or not data distribution is obtained.

2) *Normality Testing*

Normality testing uses Kolmogorov-Smirnov test was used many times, especially after the presence of many statistic programs that were circulated. The Kolmogorov-Smirnov test also had an advantage and did not create a difference between perception one observer and another. If the significance value >0.05, then normal distributed residual value.

If the significance value <0.05, then residual value is not normally distributed. Here, the researcher will test the normality by use SPSS.

3) *the result of calculate Normality Testing One-Sample Kolmogorov-Smirnov Test*

N		25
Normal Parameters[a,b]	Mean	.0000000
		6.19886489

		Std. Deviation	
Most Extreme Differences	Absolute		.121
	Positive		.121
	Negative		-.079
Test Statistic			.121
Asymp. Sig. (2-tailed)			.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d.
e. This is a lower bound of the true significance.

4) *Hypotheses*

The Effectiveness of English Video Project Assignment On Students" Speaking Skill in SMP YPI Darussalam 1 Cerme. Based on the research's formula and sound purpose of the study to know if there is not the effectiveness of using Video Project Assignment on speaking skill at 7th grade in SMP YPI Darussalam 1 Cerme.

From the data analysis obtained from the *pretest-posttest* test using the *t-test* formula, the result is :

$$t_0 = \frac{MD}{SE_{MD}}$$

$$= \frac{12}{1{,}37} = 8{,}75$$

With the df of db

we accelerate with the "t" value table, either at 1% significance or at 5% significance. The critiques price of t or table with df of 24 on t_{table} 5% significance table, was obtained by 2,06, whereas a degree of 1% significance gained by 2,80.

By comparing the magnitude of the "t" obtained in Observational calculations (t_o = 8,75) and the size "t" listed in the value table t ($t_{t.ts.5\%}$=2,06 and $t_{t.ts.1\%}$ = 2,80). Then it can be known that the larger t_o than t_t that is: 2,06‹8,75›2,80

Because the bigger than t_t, then the H_o filed were rejected, and H_a is accepted.

Based on the presentation above, it could be concluded that there is an effect in the use of Video Project Assignment on the student speaking skill of the 7th class at SMP YPI Darussalam 1 Cerme.

V. DISCUSSION

Firstly, the researcher have doing research to find out how the use of Video Project Assignment on Students" Speaking Skill. Researcher have given test before treatment or what is commonly called Pretest. Pretest have doing in 50 minutes with a criteria see the video on the YouTube so the students" following what they say in the video. The result of Pretest that has done is the average value of the Pretest is 45-90.

From the result of the Pretest researcher can conclude if the study of Speaking Skill at SMP YPI Darussalam 1 Cerme is low, with total Pretest 1625 and average of Pretest 65.

Secondly, researcher doing treatment to students. The treatment here is that researcher teach Speaking Skill using Video Project Assignment. First, researcher explain definition of Speaking, Pronunciation, Fluency and how to speaking English language with easy. Then the study using Video Project Assignment, where students are so enthusiastic and thrilled when learning to speaking using Video Project Assignment.

And the last, researcher doing test after treatment or what is commonly called Posttest. The test is made to see if there is any effect of Video Project

Assignment on students speaking skill. With the same pretest issues. Based on test that researcher have given students, researcher found result from Posttest by total 1925 and average 77.

As explained earlier, researcher are using t-*test* to identify the effect of using Video Project Assignment on students speaking skill at SMP YPI Darussalam 1 Cerme. Researcher calculated the result by manual counting. The result of Pre-Test and Post-

Test data can be calculated using *t-test* formula to know the significance of both.

Has shown on appendix for now a total and average from *pre-test* and *post-test*. The overall number of pre-test scores is 1625 with an average 65. The total number of *post-test* scores is 1925 by an average is 77, so the difference between *pre-test* and *post-test* average is 12 . And to know of the effect of using Video Project Assignment, researcher has doing analyzing by *t-test* formula. So the researcher found the result of it, by the total X= 1625 Y= 1925 with ΣD=-300 and ΣD^2 = 4700.

And to understand the effect of Video Project Assignment, researcher analyzed it using t-test formula. And what came after the count was that researcher found results with a total of X = 1625 and Y = 1925 with spikd = - 300 and kilograms = 4700.

Based on appendix can conclude that price of the "t" critiques on the value table "t". by holding on to that df has been acquired, good on significance level 5% or significance level 1%. With the df of 24 we accelerate with the „t" value table, either at significance level 1% or at 5% significance level. The price of *t critiques* or table with db is 24 on a 5% of t_table significance, at 2.06, while a significance level 1% gained by 2.80.

From the explanation above, the implementation of Video Project Assignment in teaching and learning process gives a positive effect on the students‟ ability on speaking skill, because they can study easily and more fun without any burden. It can be done because by fun learning, knowledge and sharing can be maintained well.

The ability to speak fluently in a foreign language is a crucial skill that many students struggle with due to limited exposure, lack of confidence, and ineffective learning methods. Recognizing this challenge, a study was conducted at SMP YPI Darussalam 1 Cerme to evaluate the impact of Video Project Assignment on students' speaking skills. The research followed a pre-experimental design using a one-group pretest-posttest model, allowing a direct comparison of students' speaking abilities before and after the intervention. The study aimed to determine whether engaging students in video-based assignments could enhance their pronunciation, fluency, and confidence in speaking English.

The research began with a Pre-Test, which assessed students' initial speaking abilities. During this test, students were given 50 minutes to watch a video on YouTube and follow the pronunciation and speaking patterns presented in the video.

The results indicated a significant variation in scores, ranging from 45 to 90, with a total score of 1625 and an average of 65. This relatively low average reflected the common difficulties faced by students in mastering speaking skills, such as hesitation, poor pronunciation, and lack of fluency. These findings highlighted the need for an engaging and interactive approach to language learning to help students improve their speaking abilities.

Following the Pre-Test, the treatment phase was introduced, where students were exposed to the Video Project Assignment as a learning strategy. Before students started their projects, the researcher provided detailed explanations of key speaking components, including pronunciation, fluency, and strategies for effective communication. The Video Project Assignment required students to record themselves speaking in English, allowing them to practice and refine their skills before presenting their final videos. This method transformed passive learners into active participants, as students were no longer merely listening to spoken English but actively producing it. The response from students was overwhelmingly positive; they were enthusiastic, engaged, and motivated to improve their speaking skills through this interactive approach.

After completing the treatment, students underwent a Post-Test to measure the impact of the Video Project Assignment on their speaking skills. Using the same assessment format as the Pre-Test, the results demonstrated a significant improvement in students' performance, with a total score of 1925 and an average of 77, marking a 12-point increase in the average score. This improvement indicated that students had enhanced their pronunciation, fluency, and confidence in speaking after engaging with the video project. The results suggested that active participation and repeated speaking practice were key factors in developing better speaking skills.

To determine the statistical significance of these improvements, the researcher conducted a t-test analysis, comparing the Pre-Test and Post-Test results. The analysis revealed that the calculated t-value exceeded the critical values at both the 5% and 1% significance levels, confirming that the Video Project Assignment had a statistically significant effect on students' speaking skills. This result provided empirical evidence that video-based learning strategies can be highly effective in language education.

The success of the Video Project Assignment can be attributed to several key factors. Firstly, it increased student engagement and motivation. Traditional speaking exercises often make students feel nervous or hesitant, but the video format allowed them to practice in a low-pressure environment, boosting their confidence. Secondly, the method enhanced pronunciation and fluency through repeated practice. By recording and reviewing their speech, students could identify and correct their mistakes, leading to continuous improvement. Thirdly, the approach fostered confidence and self-efficacy, as students were encouraged to speak independently rather than rely on scripted dialogues. Lastly, the integration of technology into the learning process aligned with modern teaching methodologies, making language learning more accessible and engaging for students.

Despite these positive findings, the study had certain limitations. The sample size was limited to one school, making it difficult to generalize the results to a broader population. Additionally, the research focused on short-term improvements, and further studies are needed to assess the long-term retention of speaking skills developed through video-based assignments. Another limitation was the lack of comparison with other teaching methods, which could provide further insights into the relative effectiveness of Video Project Assignments compared to traditional speaking exercises.

In conclusion, the study confirmed that Video Project Assignments are an effective method for improving students' speaking skills. By incorporating self-paced learning, repeated practice, and interactive engagement, students demonstrated notable improvements in pronunciation, fluency, and confidence. Given these positive outcomes, educators should consider integrating video-based learning into their teaching strategies to enhance student engagement and language acquisition. Moving forward, further research should explore the long-term impact of this method and its potential integration with other digital learning tools to maximize its effectiveness in language education.

VI. CONCLUSION

Based on the result of the research was carried out, it could be concluded that was found by an effectiveness of using Video Project Assignment as a medium for learning speaking skill on 7th grade in SMP YPI Darussalam 1 Cerme, the researcher concludes :

1. The student speaking ability of Pronunciation, Fluency and know new vocabularies before doing treatment was shown by the *pretest* score which was total 1625 and average 65.

2. The student speaking ability of Pronunciation, Fluency and New Vocabulary after doing treatment by using Video Project Assignment were higher the result of *pretest.* It was shown by the posttest score which was total 1925 and average 77.

3. There was significant differences of score between pretest and Posttest. With the df of 29 we accelerate with the "t" value table, either at 1% significance or at 5% significance. The critiques price of t or table with df of 24 on t_{table} 5% significance table, was obtained by 2,06 , whereas a degree of 1% significance gained by 2,80.

By comparing the magnitude of the "t" obtained in observational calculations ($t_o = 8,75$) and the size "t" listed in the value *table*

t ($t_{t.ts.5\%} = 2,06$ and $t_{t.ts.1\%} = 2,80$) . Then it can be known that the larger t_o than t_t that is 2,06‹8,75›2,80 Because the t_o is bigger than t_t then the H_o filed were rejected, and H_a is accepted. Based on the presentation above, it could be concluded that there is an effect in the use Video Project Assignment on the students" speaking skill of the 7th grade at SMP YPI Darussalam 1 Cerme.

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