

**THE IMPLEMENTATION OF PROJECT-BASED LEARNING USING CAPCUT
TO IMPROVE STUDENTS' SPEAKING SKILLS OF EIGHTH-GRADE
AT SMP NEGERI 5 SURADE**

Usman Diennur¹, Aris Setiawan Muhammad², Seli Mutiara³, Rahayu Lestari⁴,
M Rayiz Ayinul Mutaqin⁵

¹²³⁴STKIP Bina Mutiara Sukabumi

¹usmanusmandiennur@gmail.com, ²As6964871@gmail.com,
³selimutiara2@gmail.com, ⁴wanderrara10@gmail.com,
⁵rayinulmutaqin@gmail.com

ABSTRACT

This research aimed to determine the effectiveness of the implementation of Project-Based Learning using CapCut in improving the speaking skills of eighth-grade students at SMP Negeri 5 Surade. Students still experienced several difficulties in speaking English, such as limited vocabulary, lack of confidence, incorrect pronunciation, and low speaking fluency. To overcome these problems, Project-Based Learning integrated with CapCut through advertisement video projects was implemented as an alternative learning strategy. This research employed a quantitative approach using a pre-experimental method with a one-group pre-test and post-test design. The subjects of this research were 20 students of class VIII A at SMP Negeri 5 Surade. The data were collected through speaking tests assessing pronunciation, grammar, vocabulary, fluency, and comprehension. The findings of the research showed that the students' speaking skills improved significantly after the treatment. The students' mean score increased from 47.8 in the pre-test to 68 in the post-test. In addition, the paired sample t-test showed a significance value of 0.000, which was lower than 0.05. The result indicated that there was a significant difference between students' speaking skills before and after the implementation of Project-Based Learning using CapCut. Therefore, it can be concluded that Project-Based Learning integrated with CapCut was effective in improving students' speaking skills.

Keywords: Project-Based Learning dan CapCut, Speaking Skills, Pre-Experimental Design.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas penerapan Project-Based Learning menggunakan CapCut dalam meningkatkan keterampilan berbicara siswa kelas VIII di SMP Negeri 5 Surade. Siswa masih mengalami beberapa kesulitan

dalam berbicara bahasa Inggris, seperti keterbatasan kosakata, kurangnya rasa percaya diri, pengucapan yang kurang tepat, dan rendahnya kelancaran berbicara. Untuk mengatasi permasalahan tersebut, *Project-Based Learning* yang diintegrasikan dengan *CapCut* melalui proyek video iklan diterapkan sebagai strategi pembelajaran alternatif. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pra-eksperimental menggunakan desain *one-group pre-test dan post-test*. Subjek penelitian ini adalah 20 siswa kelas VIII A di SMP Negeri 5 Surade. Data dikumpulkan melalui tes berbicara yang menilai aspek *pronunciation, grammar, vocabulary, fluency, dan comprehension*. Hasil penelitian menunjukkan bahwa keterampilan berbicara siswa mengalami peningkatan yang signifikan setelah perlakuan diberikan. Nilai rata-rata siswa meningkat dari 47,8 pada *pre-test* menjadi 68 pada *post-test*. Selain itu, hasil *paired sample t-test* menunjukkan nilai signifikansi sebesar 0,000 yang lebih rendah dari 0,05. Hasil tersebut menunjukkan bahwa terdapat perbedaan yang signifikan antara keterampilan berbicara siswa sebelum dan sesudah penerapan *Project-Based Learning* menggunakan *CapCut*. Oleh karena itu, dapat disimpulkan bahwa *Project-Based Learning* yang diintegrasikan dengan *CapCut* efektif dalam meningkatkan keterampilan berbicara siswa.

Kata Kunci: Project-Based Learning dan CapCut, Keterampilan Berbicara, Desain Pre-Eksperimental

A. Introduction

English speaking proficiency is one of the essential competencies that junior high school students need to develop because it enables them to communicate effectively in academic and real-life contexts. However, many students still experience difficulties in speaking English due to limited vocabulary, inaccurate pronunciation, low fluency, and a lack of self-confidence. These challenges are often aggravated by teacher-centered instruction and the limited use of innovative learning media, resulting in

insufficient opportunities for students to practice speaking meaningfully.

Project-Based Learning (PBL) has been recognized as a student-centered approach that encourages collaboration, creativity, and authentic language use. At the same time, digital media such as *CapCut* provide opportunities for students to create engaging video-based projects that can increase motivation and confidence while practicing speaking. Previous studies have reported that *CapCut* can improve students' speaking performance; however, most research has focused on using

CapCut solely as a learning medium or within digital storytelling activities, with limited attention to its integration with Project-Based Learning in authentic speaking tasks such as advertisement video production. To address this gap, this study investigates the effectiveness of implementing Project-Based Learning integrated with CapCut in improving the speaking skills of eighth-grade students at SMP Negeri 5 Surade. The study specifically examines students' speaking performance before and after the implementation of PBL through advertisement video projects created using CapCut.

The findings of this study are expected to contribute to English language teaching by providing empirical evidence regarding the effectiveness of integrating Project-Based Learning with digital video-editing media to enhance students' speaking skills. Furthermore, this study offers practical insights for English teachers seeking innovative and technology-supported instructional strategies while serving as a reference for future research on technology-enhanced speaking instruction.

Speaking is recognized as a productive and interactive language skill that enables learners to communicate ideas effectively in authentic contexts. Recent studies emphasize that successful speaking performance requires the integration of linguistic knowledge, cognitive processes, and communicative competence (Zhang, Zhao, & Zhu, 2022). Speaking proficiency is commonly evaluated through five essential components: pronunciation, grammar, vocabulary, fluency, and comprehension, which should be developed simultaneously through meaningful communicative practice (Chou, 2024:5–7). Furthermore, vocabulary mastery plays a crucial role in supporting learners' ability to express ideas effectively during oral communication (Ma, 2022:3). Accordingly, effective speaking instruction should provide students with authentic opportunities to interact, negotiate meaning, and communicate confidently in real-life situations (Goh & Burns, 2018:23–26).

To facilitate meaningful speaking practice, the implementation of an appropriate learning model is essential. Rahman (2022: 15–17) explains that a learning model serves

as a conceptual framework that guides teachers in designing systematic and student-centered learning experiences, while Fitriani and Susanti (2023:28–30) argue that effective learning models should integrate collaboration, communication, and technology to develop twenty-first-century skills. Among various instructional approaches, Project-Based Learning (PBL) has been widely recognized as an effective student-centered model that engages learners in investigating authentic problems, collaborating with peers, and producing meaningful learning products (Krajcik & Shin, 2018: 17–20). The effectiveness of PBL is strengthened by its essential elements, including sustained inquiry, authenticity, student voice and choice, reflection, revision, and public products, which promote higher-order thinking and communicative competence (Larmer, Mergendoller, & Boss, 2015: 34–36). In addition, integrating technology into PBL has been shown to improve students' motivation, autonomy, communication skills, and learning engagement (Hasni et al., 2021: 4–5).

The integration of multimedia further supports speaking instruction

by providing students with authentic and engaging learning experiences. Based on the Cognitive Theory of Multimedia Learning, Mayer (2021:45–48) explains that learning becomes more effective when information is presented through a combination of text, audio, images, and video because it enhances cognitive processing and knowledge construction. In this context, CapCut serves as an audiovisual learning medium that enables students to record, edit, revise, and present speaking performances through creative video projects, thereby encouraging repeated practice, self-reflection, and greater confidence in oral communication (Guo et al., 2020:3–6). Previous studies by Mardatillah et al. (2024), Sakinah (2023), and Rahayu (2022) consistently reported that CapCut positively improves students' speaking skills, particularly pronunciation, fluency, vocabulary, and self-confidence. However, these studies mainly investigated CapCut as an instructional medium without integrating it into a structured Project-Based Learning framework through authentic advertisement video projects. Therefore, this study

investigates the effectiveness of Project-Based Learning integrated with CapCut in improving the speaking skills of eighth-grade students at SMP Negeri 5 Surade, aiming to provide empirical evidence on the effectiveness of combining a student-centered learning model with digital video production in English language learning.

B. Research Methodology

This study employed a quantitative approach using a pre-experimental method with a one-group pre-test–post-test design to examine the effectiveness of Project-Based Learning (PBL) integrated with CapCut in improving students' speaking skills. The study was conducted at SMP Negeri 5 Surade during the second semester of the 2025/2026 academic year. The participants were 20 eighth-grade students (Class VIII A), who were selected as the research sample. In this design, students completed a pre-test, received six treatment sessions through Project-Based Learning integrated with CapCut using advertisement video projects, and then completed a post-test to measure

changes in their speaking performance.

The research instrument was a Speaking Performance Test designed to assess five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The instrument was validated through expert judgment and empirical validity testing, while its reliability was confirmed with a Cronbach's Alpha coefficient of 0.834, indicating a very high level of internal consistency. Data were collected through the pre-test and post-test using the same assessment rubric to ensure consistency in scoring.

The collected data were analyzed using IBM SPSS Statistics 26. Descriptive statistics were used to summarize students' speaking scores before and after the treatment. Prior to hypothesis testing, a normality test was conducted to verify the distribution of the data. A paired-samples *t*-test was then employed to determine whether there was a statistically significant difference between the pre-test and post-test scores at a significance level of 0.05. In addition, the N-Gain test was calculated to measure the magnitude of students' improvement after the

implementation of Project-Based Learning integrated with CapCut. The research was conducted with permission from the school, and all participants' data were kept confidential and used solely for academic purposes.

C. The Findings and Discussion

The findings of this study were obtained from 20 eighth-grade A students at SMP Negeri 5 Surade. A pretest was administered to measure students' initial speaking ability based on pronunciation, grammar, vocabulary, fluency, and comprehension. Subsequently, students participated in six sessions of Project-Based Learning (PBL), culminating in the creation of advertisement videos edited using CapCut. After the treatment, a post-test was conducted to evaluate the improvement in students' speaking performance. The pretest and post-test results were then analyzed to determine the effectiveness of Project-Based Learning integrated with CapCut in improving students' speaking skills.

Tabel 1 Descriptive Statistical Analysis of Students' Speaking Skills

Descriptives				
			Statistic	Std. Error
Pretest	Mean		47,8	1,575
	95% Confidence Interval for Mean	Lower Bound	44,5	
		Upper Bound	51,1	
	5% Trimmed Mean		48	
	Median		48	
	Variance		49,642	
	Std. Deviation		7,046	
	Minimum		32	
	Maximum		60	
	Range		28	
Posttest	Interquartile Range		11	
	Skewness		-0,237	0,512
	Kurtosis		-0,165	0,992
	Mean		68	2,052
	95% Confidence Interval for Mean	Lower Bound	63,71	
		Upper Bound	72,29	
	5% Trimmed Mean		68	
	Median		68	
	Variance		84,211	
	Std. Deviation		9,177	
	Minimum		52	
	Maximum		84	
	Range		32	
	Interquartile Range		15	
	Skewness		-0,058	0,512
	Kurtosis		-0,963	0,992

Based on Table 1, the results of the descriptive statistical analysis, the pretest scores showed a mean of 47.80 with a standard deviation of 7.046. The minimum and maximum scores were 32 and 60, respectively, resulting in a range of 28. The median score was 48.00, indicating that the central tendency of the data was concentrated around this value. Furthermore, the skewness value of -0.237 suggests that the pretest data distribution was relatively symmetrical, while the kurtosis value of -0.165

indicates that the distribution approximated normality.

Regarding the posttest results, the mean score increased to 68.00 with a standard deviation of 9.177. The minimum score was 52 and the maximum score was 84, resulting in a range of 32. The median score was 68.00, reflecting that the central distribution of the data was located around this value. In addition, the skewness value of -0.058 indicates that the posttest data distribution was also relatively symmetrical, whereas the kurtosis value of -0.963 suggests a flatter distribution compared to a normal distribution.

Overall, the findings demonstrate an increase in the mean score from 47.80 in the pretest to 68.00 in the post-test. This result indicates that the participants' performance improved following the implementation of the treatment.

Table 2 Normality Test of Students' Speaking Skills

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0,139	20	.200 [*]	0,955	20	0,452
Posttest	0,119	20	.200 [*]	0,96	20	0,545

^{*}. This is a lower bound of the true significance.
^a. Lilliefors Significance Correction

Based on Table 2 the Shapiro-Wilk normality test showed that both the pretest (Sig. = 0.452) and post-test (Sig. = 0.545) had significance values

greater than 0.05, indicating that both datasets were normally distributed. Therefore, the assumption of normality was fulfilled, and the data were appropriate for further analysis using a paired sample *t*-test.

Table 3 Paired Sample T-Test

Paired Samples Test								
		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper			
Pair 1	Pretest - Posttest	-20.200	6.152	1.376	-23.079 -17.321	-14.683	19	.000

Based on Table 3 the results of the paired sample *t*-test presented in Table 4.6, it was found that the mean difference between the pretest and post-test scores was -20.200 with a standard deviation of 6.152. The negative mean value indicates that the post-test scores were higher than the pretest scores, showing an improvement in students' speaking skills after the implementation of Project-Based Learning integrated with CapCut through advertisement video projects.

Furthermore, the result of the paired sample *t*-test showed that the Sig. (2-tailed) value was 0.000, which was lower than 0.05 ($0.000 < 0.05$). Based on the decision-making criteria, H_0 was rejected and H_1 was accepted. This means that there was a significant difference in students'

speaking skills before and after the implementation of Project-Based Learning integrated with CapCut through advertisement video projects.

In addition, the t-value was -14.683 with 19 degrees of freedom (df), indicating that the difference between the pretest and posttest scores was statistically significant. Therefore, it can be concluded that Project-Based Learning using CapCut had a significant effect on improving students' speaking skills.

Table 4 N-Gain Test of Students' Speaking Skills

	Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	
N-Gain	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
N-Gain	20	42	20	62	787	39.37	2.848	12.737	162.234
Valid N (listwise)	20								

Based on Table 4 of the N-Gain analysis, the data were obtained from 20 students. The minimum N-Gain score was 20%, while the maximum score was 62%, with a mean score of 39.37%. According to the N-Gain classification, a score between 30% and less than 70% is categorized as moderate. Therefore, the mean N-Gain score of 39.37% indicates that the implementation of Project-Based Learning integrated with CapCut through advertisement video projects resulted in a moderate improvement in students' speaking skills. The

standard deviation of 12.737 indicates a moderate variation in students' improvement scores.

The findings of this study indicate that the implementation of Project-Based Learning (PBL) integrated with CapCut through advertisement video projects effectively improved the speaking skills of eighth-grade students at SMP Negeri 5 Surade. Before the treatment, students demonstrated relatively low speaking proficiency, as reflected in the pretest mean score of 47.80, with difficulties in pronunciation, vocabulary, fluency, and self-confidence. After six sessions of PBL, the post-test mean score increased to 68.00, while the N-Gain analysis yielded a mean score of 39.37%, indicating a moderate improvement in students' speaking skills. This improvement suggests that project-based learning supported by digital media provides meaningful opportunities for students to actively practice speaking, collaborate with peers, and communicate in authentic learning contexts through the creation of advertisement videos.

The effectiveness of this instructional approach was further confirmed by the paired-samples *t*-

test, which revealed a mean difference of -20.200, $t = -14.683$, $df = 19$, and a significance value of 0.000 ($p < 0.05$). These results indicate a statistically significant improvement in students' speaking performance after the implementation of Project-Based Learning integrated with CapCut, leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. The findings imply that combining a student-centered learning model with digital video production not only enhances students' speaking competence but also increases their confidence, engagement, and motivation to use English in practical and meaningful communication, making this approach an effective strategy for teaching speaking at the junior secondary school level.

Consequently, H_0 was rejected and H_1 was accepted, indicating that the implementation of Project-Based Learning integrated with CapCut had a significant positive effect on students' speaking skills by providing meaningful, collaborative, and technology-supported learning experiences that increased students' confidence and opportunities to practice English in authentic contexts.

D. Conclusion

The findings of this study indicate that the implementation of Project-Based Learning (PBL) integrated with CapCut through advertisement video projects effectively improved the speaking skills of eighth-grade students at SMP Negeri 5 Surade. Students' speaking performance increased from a pretest mean score of 47.80 to a post-test mean score of 68.00, while the N-Gain analysis produced a mean score of 39.37%, indicating a moderate level of improvement. These findings suggest that Project-Based Learning supported by CapCut provides meaningful opportunities for students to practice speaking actively, collaboratively, and creatively in authentic learning contexts.

Furthermore, the paired-samples t -test revealed a significance value of 0.000 ($p < 0.05$), confirming that there was a statistically significant difference between students' speaking performance before and after the implementation of Project-Based Learning integrated with CapCut. The results demonstrate that this instructional approach positively enhanced students' pronunciation,

grammar, vocabulary, fluency, and comprehension while increasing their confidence and motivation to communicate in English. Therefore, Project-Based Learning integrated with CapCut can be considered an effective technology-supported strategy for improving junior high school students' speaking skills.

Based on these findings, English teachers are encouraged to integrate Project-Based Learning with digital media such as CapCut to create more interactive, meaningful, and student-centered speaking activities. Students are also encouraged to use CapCut for independent speaking practice beyond the classroom to further develop their communication skills and creativity. In addition, future researchers are recommended to conduct similar studies with larger samples, different educational levels, or other English language skills, as well as to explore the integration of Project-Based Learning with various digital technologies to enrich the development of technology-enhanced language learning.

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