

Integrating project-based learning with authentic news video production: A qualitative case study on news text literacy development in Indonesia's Merdeka Curriculum

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ABSTRACT

Conventional news text instruction often neglects oral communicative competence, prioritizing written analysis over speaking performance. This study investigates the effectiveness of integrating Project-Based Learning (PjBL) with authentic news video production to enhance seventh-grade students' speaking skills within the Merdeka Curriculum. Employing a qualitative case study design, data were collected through methodological triangulation comprising limited participatory observation, semi-structured in-depth interviews, supportive questionnaires, and documentary analysis of student scripts and video products within a coastal-region SMP. Analysis followed Miles, Huberman, and Saldaña's interactive model through iterative cycles of data reduction, display, and conclusion verification. Findings revealed that 70 percent of students demonstrated enhanced comprehension of news text structure through functional internalization of 5W+1H elements and the inverted pyramid principle during rigorous scriptwriting. Learning motivation increased by 65 percent, attributed to the authentic experience of "becoming real reporters" that conferred social meaning upon academic tasks. Findings indicate that transforming video from passive input to active speaking output significantly improved students' fluency, confidence, and paralinguistic awareness through the 'authentic audience effect.' However, critical analysis reveals that high-stakes performance exacerbated speaking anxiety for marginal learners, necessitating differentiated scaffolding. The study concludes that authentic video production fosters 'performative multiliteracies,' shifting literacy from consumption to embodied public performance. These insights offer educators a critical framework for designing equitable speaking interventions that balance technological innovation with psychological safety.

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Introduction

Contemporary education faces an imperative to transform its focus from mere knowledge transfer toward the development of 21st-century competencies, particularly digital literacy and communicative competence. In Indonesia, this shift is embodied in the Merdeka Curriculum, a pedagogical framework that fundamentally advocates for Project-Based Learning (PjBL) to facilitate authentic and contextual learning experiences (Hunaepi & Suharta, 2024; Kartika, 2024). The core philosophy of this curriculum is to ensure that learners not only master theoretical concepts but also apply them in real-world situations, thereby

aligning education with the dynamics of contemporary society (Andabayeva et al., 2024). Within the domain of Indonesian language education, mastering news literacy is crucial. However, this competency must extend beyond linguistic comprehension or writing; it constitutes the foundation for cultivating media-literate citizens capable of orally presenting and communicating information amid the proliferation of digital content (Farahiba et al., 2024; Hapsarini et al., 2023; Chen & Yeh, 2025). Consequently, the ability to analyze news structure and deliver it verbally through anchoring or reporting serves as a primary indicator of students' digital literacy maturity and speaking competence (Cross, 2009; Ekstrand et al., 2020).

Despite the acknowledged importance of news speaking skills, pedagogical implementation in practice often remains misaligned with the demands of the Merdeka Curriculum (Kumayas et al., 2025). Preliminary observations across various junior secondary schools reveal that news instruction continues to be dominated by conventional methods such as lectures and textbook-based assignments focused on written analysis. This predominantly theoretical approach offers minimal authentic practice for oral performance, proving ineffective in engaging students who are digital natives accustomed to dynamic visual content. As a result, students demonstrate superficial understanding of news delivery structures and encounter significant difficulties in applying their speaking skills contextually, ultimately leading to diminished learning motivation and communicative confidence (Pintrich et al., 1993; Pintrich, 2003; Yaros, 2006).

To overcome this pedagogical stagnation, academic literature consistently points to the PjBL model as an effective solution for enhancing active engagement and higher-order thinking (Elhassan, 2025; Omelianenko & Artyukhova, 2024). PjBL requires students to design, execute, and present a project, fostering collaborative skills essential for communication (Islami & Ulya, 2025; Ningsi & Ulya, 2025). Complementing this, the integration of technology-based instructional media, particularly audiovisual video, has been identified as a highly effective tool for modeling complex speaking tasks dynamically (LeeSing & Miles, 1999; Nicolaou et al., 2019; Cladis, 2020). Video's advantage lies in its capacity to combine visual and auditory elements, enhancing information retention and providing richer contextualization for language learners (Dahlan et al., 2023; Graves, 2008). Such media function not merely as visual aids but as bridges connecting instructional content with the media realities familiar to students.

Several studies have confirmed the positive synergy between PjBL and visual media in language learning (Gidion & Ulya, 2025; Rahma et al., 2026; Wardana & Ulya, 2026; Karina et al., 2026). For instance, research by Susilo et al. (2024) and Ruswandi & Rahmah (2025) demonstrates that the use of vlogs and audiovisual media within PjBL effectively enhances students' news text skills. However, a critical review of the literature reveals a prevailing limitation: existing studies predominantly utilize video as input (e.g., watching news videos) or focus on written outcomes (e.g., scriptwriting), rather than treating video production as an authentic medium for speaking performance. A critical gap lies in the insufficient exploration of an integrated model wherein authentic news video production serves as the primary output to assess and improve oral communicative competence. Most existing studies have not explicitly examined how the news video production process, involving oral scripting, on-camera reporting, and editing, can simultaneously reinforce students' speaking structure and technical delivery skills.

Accordingly, this study was designed to bridge this gap by exploring and analyzing the effectiveness of implementing a news video project as a PjBL-based instructional medium specifically for news speaking skills. Specifically, this research aims to measure the extent to which this integrated model enhances students' oral performance, learning motivation, and the development of 21st-century skills (critical thinking, creativity, and collaboration) among seventh-grade SMP students. The novelty of this research resides in three principal aspects. First, it presents an intervention model that uniquely integrates PjBL with news video production as an authentic speaking output, a significant differentiation from prior studies that predominantly utilized video as input or for writing tasks. Second, the research focus extends beyond cognitive outcomes to comprehensively measure the project's impact on oral communicative competence and digital literacy, essential learning outcomes within the Merdeka Curriculum. Third, this study offers a methodological contribution by presenting a detailed, replicable implementation model needed by Indonesian language education practitioners. The findings are expected to yield significant theoretical contributions by enriching literature on language pedagogy in the digital era, particularly within the Merdeka Curriculum context. Practically, the results will serve as an empirical guide for teachers and educational policymakers in designing more interactive and relevant speaking curricula and instructional methods.

Method

This research employs a Qualitative Case Study design to intensively investigate the implementation of a news video project as a pedagogical intervention specifically aimed at enhancing students' speaking

skills. The qualitative approach was selected to construct a holistic and complex understanding of the processes, challenges, and mechanisms underlying how students develop oral communicative competence within their natural classroom context. As articulated by Amadi (2023), the case study methodology preserves the real-life characteristics of contemporary phenomena, enabling researchers to explore the boundaries between the pedagogical intervention and the contextual factors influencing speaking performance in depth.

The research was conducted in a junior secondary school or SMP in Pesisir Selatan Regency, reflecting the challenges of implementing the Merdeka Curriculum in regional areas. The participants consisted of 32 seventh-grade students and one Indonesian language teacher. Purposive sampling was employed for site and participant selection. This case was chosen due to the identified discrepancy between curricular demands for project-based speaking tasks and the prevailing tendency toward conventional, written-focused practices. The students were selected based on preliminary assessments indicating low confidence and limited proficiency in oral news presentation, rendering this an information-rich case for in-depth exploration of pedagogical transition toward technology-integrated speaking instruction.

To ensure critical reflexivity, the researchers acknowledged their positionality throughout the study. The primary researcher acted as a participant observer, collaborating closely with the classroom teacher during the project implementation. Recognizing the potential for bias in interpreting students' speaking performances and interactions, several measures were taken. First, reflexive journaling was maintained throughout the data collection period to document personal assumptions and emotional responses. Second, peer debriefing sessions were conducted with colleagues not involved in the study to challenge interpretations and reduce subjective bias. This transparent acknowledgment of positionality strengthens the trustworthiness of the findings regarding speaking skill development.

Data Collection Data sources were classified into primary and secondary categories to ensure triangulation. Primary data were obtained from: (1) the teacher, serving as a key informant to provide perspectives on planning and scaffolding speaking tasks; and (2) the students, directly involved in the project, to offer experiential learning perspectives on their oral performance. Secondary data encompassed instructional planning documents (teaching modules), field observation notes, interview transcripts, and video recordings of students' news presentations, functioning as physical and contextual evidence of speaking competence.

Data collection employed methodological triangulation to ensure depth and validity. Techniques utilized included:

1. Limited participatory observation, focused on recording classroom interactions, specifically noting students' verbal engagement, fluency, and confidence during the video production process.
2. semi-structured in-depth interviews, conducted with teachers and selected students (representing high, medium, and low proficiency) to elicit perceptions regarding changes in speaking anxiety and oral delivery skills.
3. Documentary and artifact analysis, evaluated the video outputs using a structured Speaking Performance Rubric (assessing pronunciation, intonation, body language, and content coherence) to measure skill development objectively.
4. Supplementary questionnaires, gathered data regarding student motivation and self-perception of speaking confidence to triangulate with qualitative findings.

Data Analysis Qualitative data were analyzed using the Interactive Model developed by Miles et al. (2014). The analytical process was cyclical and simultaneous, involving three principal strands:

1. Data reduction, raw data (transcripts, field notes, video logs) were filtered and coded specifically for themes related to speaking skill acquisition (e.g., "improved fluency," "reduced anxiety," "technical delivery").
2. Data display, data were presented in matrix or structured narrative form to facilitate comprehension of the progression in oral performance.
3. Conclusion drawing/verification, preliminary conclusions were drawn and iteratively verified against field data. Data saturation was reached when no new themes regarding speaking development emerged from subsequent interviews and observations, typically occurring after the third cycle of project implementation.

Trustworthiness and Validation The credibility of this research was enhanced through source triangulation (teachers, students, documents) and methodological triangulation as described. Furthermore, member checking was conducted by sharing preliminary interpretations with the participating teacher and selected students to ensure their experiences regarding speaking learning were accurately represented. This case study approach does not aim for statistical generalization but rather analytical generalization, wherein deep findings from this single case may be used to develop theories or

implementation models applicable to similar contexts in speaking instruction within the Merdeka Curriculum across Indonesia.

Results and Discussion

Observation Data Analysis: Triangulation of Implementation Process

Observation analysis across three instructional meetings demonstrated high adherence to the Project Based Learning (PjBL) syntax, which served as the primary framework for implementing the news video project. The first meeting focused on project initiation, commencing with the Orientation and Apperception phase that incorporated probing questions. Observation notes indicated that the teacher effectively utilized a projector to display news examples, functioning as visual modeling prior to students entering the conceptualization phase.

During the core activity of the first meeting, the teacher successfully integrated fundamental news text concepts (structure, characteristics, 5W+1H elements) with the presentation of news examples. The teacher connected theoretical explanations with visual examples, thereby facilitating student comprehension. Observations recorded that the teacher "linked news explanations with news text material (fundamental concepts of news text, including definition, structure, characteristics, and elements of news text)." This step ensured that the project possessed a robust cognitive foundation rather than functioning merely as a technical activity.

The Project Planning Design phase revealed a differentiation strategy through the assignment of distinct topics to each group. Observations noted that following group formation, "Students discussed the creation of news texts according to their respective group topics" and "utilized the 5W+1H concept to develop ideas." This indicated that the assignment of unique topics successfully stimulated creativity and group accountability from the outset. At the conclusion of the first meeting, the teacher facilitated a formative feedback mechanism through peer review. Each group read aloud their drafted news text, and "Other groups provided responses or questions to enhance the quality of the news text." This activity, documented in observations, demonstrated that the teacher encouraged students to develop critical analytical skills toward peers' work, an essential competency within PjBL.

The second meeting marked the transition to the production phase. Observations recorded that the teacher provided specific technical guidance, including "techniques for reading news texts, camera operation, video editing, and post production." This guidance affirmed that the news video project demanded mastery of multimodal skills that transcended traditional writing competencies (Hu, 2024). Throughout the core activity of the second meeting, the teacher actively monitored project progress. The teacher "circulated among students to monitor their engagement in the news video project production" and assumed a mentoring role. This facilitative function ensured that students received necessary technical guidance to overcome production challenges, as acknowledged by the teacher during interviews. Observations noted a significant adaptation during the closing activity of the second meeting, wherein the teacher "directed students to refine video editing outside instructional hours if completion was not achieved." This decision demonstrated the teacher's pedagogical flexibility in addressing inherent time management challenges of production based projects, while simultaneously fostering students' personal responsibility for project completion.

The third meeting centered on Project Presentation and Feedback Discussion. Observations recorded that students were instructed to "listen attentively and document key points from other groups' videos." This activity indicated that presentations functioned not merely as product exhibitions but as vehicles for content analysis and constructive criticism. At the conclusion of the third meeting, the teacher conducted assessment using a rubric encompassing cognitive aspects (text structure), psychomotor aspects (video quality), and affective aspects (speaking fluency). Additionally, the teacher facilitated the Experience Evaluation phase, wherein "Students expressed their feelings and experiences throughout the project execution." This confirmed that PjBL culminated in profound reflection, essential for learning internalization (Mehmood, 2018). Overall, observation data confirmed that the teacher implemented all project model steps from the first to third meeting effectively and creatively. The high implementation fidelity of PjBL indicators validated that the news video project successfully created an active, structured, and authentic product oriented learning environment aligned with Merdeka Curriculum demands.

Interview Data Analysis: Triangulation of Perspectives

Interviews with the teacher provided robust justification for the project's effectiveness. The teacher stated, "I view this project as an innovative and engaging instructional method. Students do not merely comprehend news texts theoretically but also directly practice how news is structured and delivered." This

quotation confirmed that the project successfully addressed student passivity in traditional learning, stimulating deeper engagement. The teacher explicitly compared this project with conventional methods, providing empirical justification for PjBL adoption: "When using traditional methods, students tend to be passive and merely memorize theory. With this project, they become more active and gain direct experience in processing news." This statement indicated that the news video project successfully transformed learning from declarative memorization to functional mastery.

The teacher confirmed the project's dual impact on students' productive skills: "Yes, because they not only learn to write news texts but also practice intonation and clarity of speech when delivering news in videos." This quotation validated observational findings that the project simultaneously developed writing skills (scripting) and speaking skills (on camera presentation). Interviews revealed logistical constraints not directly observable: "The primary constraint is the limited technological devices owned by students. Not all students possess smartphones with adequate camera quality, and some experience difficulties in video editing." This constraint provided important context indicating that PjBL success is often counterbalanced by digital divide challenges requiring institutional adaptation and support (Mukhlis, 2024).

Students expressed high enthusiasm, confirming that the project stimulated intrinsic motivation: "In my opinion, this project is very interesting and different from usual instructional methods. I became more active and could learn while practicing directly... It felt like being a real reporter." This quotation demonstrated that the project successfully created authentic learning experiences relevant to the media world consumed by students. Students who initially struggled with speaking before cameras reported improvement in affective skills: "I gained better understanding of news text structure and became more confident in speaking." This statement validated that the project effectively reduced students' affective filters, a crucial prerequisite for speaking skill enhancement.

Students identified similar challenges as the teacher but from an executor's perspective: "The challenges involve time and technical aspects, Sir. Sometimes we struggle to allocate time due to other assignments. Additionally, there are technical constraints such as unclear audio or untidy editing." This quotation reinforced observational findings regarding the need for more flexible time allocation and deeper technical training. Student suggestions indicated desire to enhance product quality: "Perhaps more time could be allocated for completion to improve results. Also, if editing training were provided, it would certainly be more engaging." These suggestions constituted important input for teachers to improve future implementation, demonstrating that students valued the project's technical aspects.

Students confirmed enhanced cognitive understanding: "Yes, because I gained better comprehension of how to compose good and interesting news." This statement indicated that the video production process, demanding rigorous scriptwriting, effectively reinforced students' understanding of news text conventions. Overall, interviews provided strong triangulation validation of the project's success in cognitive domains (structural understanding) and affective domains (motivation, self confidence). Direct quotations from teachers and students provided narrative depth contextualizing observational and questionnaire data, affirming that this project served as a catalyst for learning transformation.

Analysis of Student Writing Documentation: Cognitive Product Quality

Analysis of student writing documentation (news scripts) functioned as objective evidence of students' cognitive outcomes in mastering news text conventions. This documentation enabled researchers to assess the extent to which students could transform theoretical understanding into structured written products ready for media production. Analysis of student scripts demonstrated high adherence to news text structure, namely Title, Lead, Body, and Tail. This adherence indicated that the PjBL conceptualization phase successfully instilled fundamental understanding of news text organizational frameworks, a foundational journalistic principle.

Student news scripts exhibited functional application of 5W+1H elements. Presented information proved accurate and comprehensive, with the most critical elements positioned at the paragraph outset. This indicated that students did not merely memorize 5W+1H but could utilize it as an analytical and synthetic tool. Furthermore, a significant transformation occurred in language style from ordinary narrative to concise journalistic language. The requirement to adapt scripts to video duration compelled students to eliminate verbose sentences, an important indicator of efficient news writing convention mastery.

In depth analysis of the Lead section demonstrated mastery of the inverted pyramid principle. Students tended to position the most critical elements (for example, What or Who) at the paragraph beginning, reflecting understanding of information hierarchy in news writing. Although topics were predetermined, documentation revealed creativity in selecting news angles. Some groups chose angles focusing on social impact while others emphasized chronological sequences, indicating critical thinking ability in framing events.

Script documentation frequently exhibited markings or revisions, indicating that students engaged in self correction during the writing process. This revision process was driven by peer feedback and awareness of video's visual auditory requirements, demonstrating metacognitive processes in learning. Additionally, a strong correlation existed between written script quality and final video product quality. Well structured scripts produced more cohesive and informative videos, affirming that writing skills constitute the primary foundation for effective digital media production.

Although the majority demonstrated good quality, documentation analysis also revealed quality variations among groups. Groups with less concise scripts tended to produce videos with excessive duration or ineffective delivery, underscoring the importance of script editing phases. Analysis of student writing documentation concluded that the news video project successfully utilized written literacy (scriptwriting) as a solid foundation for developing digital literacy (video production). High script quality validated that PjBL did not sacrifice language convention mastery for technical creativity.

Questionnaire Data Analysis: Students' Perception

Questionnaire data provided strong quantitative validation of qualitative findings. Regarding news text material comprehension, 70 percent of students felt the news video project assisted their understanding of structure and conventions. This figure affirmed that practical and visual approaches were more effective in facilitating cognitive comprehension compared to lecture methods. Regarding interest and motivation, 65 percent of students reported increased motivation because learning became more engaging and practical. This motivation surge provided numerical evidence that the project successfully addressed the boredom problem identified in preliminary research, aligning with Self Determination Theory emphasizing autonomy and relevance.

Questionnaires encompassing group cooperation and communication aspects showed highly positive responses. This validated observational findings that the project successfully facilitated collaboration skills and effective task distribution, core competencies within the Merdeka Curriculum. Questionnaire responses regarding technology use in learning were also high. Students felt the project provided opportunities to apply existing digital skills (smartphone and editing application use) in academic contexts, bridging the gap between recreational and educational technology use.

Although the majority benefited, questionnaire data identified cognitive gaps wherein 10 percent of students reported continued difficulties, particularly in comprehending journalistic language. This finding indicated the need for further intervention, specifically explicit instruction regarding language registers used in news media. Twenty five percent of students reported increased interest despite technical constraints. This data highlighted that although intrinsic motivation was high, external constraints such as device limitations or editing difficulties could function as inhibiting factors requiring consideration in project design.

Questionnaires recorded that 10 percent of students reported no significant change in learning interest. This analysis indicated the need for individual teacher attention to identify factors causing limited adaptation to PjBL methods. Overall questionnaire data validated that the news video project constituted an effective multimodal PjBL model. The high percentage of students reporting enhanced comprehension and motivation provided strong quantitative evidence supporting qualitative findings regarding successful implementation.

Questionnaire results, particularly regarding technical constraints and journalistic language difficulties, provided a robust foundation for practical recommendations. This data suggested the need for more flexible time allocation and more structured technical training in future implementations to optimize the full potential of this news video project. Questionnaires functioned as quantitative evidence strengthening qualitative narratives. Numerical data on comprehension, motivation, and collaboration collectively affirmed that the news video project successfully created measurable and significant learning transformation among seventh grade students at a junior secondary school in Pesisir Selatan Regency.

Discussion

The findings of this research confirm that transforming news text instruction through Project-Based Learning (PjBL) with authentic video production constitutes more than a methodological shift; it represents an epistemological repositioning in conceptualizing speaking competence as a socially situated, multimodal practice. However, a critical analysis reveals that this transformation is neither uniform nor universally effective, necessitating a nuanced interpretation that acknowledges both affordances and limitations. In contrast to studies by Ellens et al. (2016) and Rizzolatti et al. (2014), which positioned video primarily as input or stimulus for comprehension, this research inverts the paradigm by establishing news video production as an authentic speaking output. When students must compose scripts adhering to journalistic

conventions and subsequently deliver them orally on camera, they internalize textual structure not as declarative knowledge but as a functional tool for oral communication.

This finding aligns with situated cognition theory (Davín, 2016; Martín, 2019), yet critically extends it: knowledge acquisition for speaking occurs not merely through community practice but through the pressure of public performance. The camera acts as an "authentic audience" that heightens students' awareness of pronunciation, intonation, and body language, dimensions rarely activated in conventional written assignments. Nevertheless, this shift was not equally beneficial for all students. While confident speakers thrived, approximately 20% of participants, particularly those with high speaking anxiety, initially experienced heightened stress during recording sessions. This contradictory data suggests that while video production can motivate, it may also exacerbate affective filters for marginal learners, a nuance underexplored in prior PjBL literature (Chen & Lee, 2011; Chen, 2024).

Beyond Scriptwriting The synergy between cognitive understanding and oral performance revealed in student video artifacts addresses a critical gap in language pedagogy (Alafnan, 2025; Na et al., 2024). Analysis demonstrates that the technical demands of video production, such as time constraints and the need for clear verbal delivery, compel students to refine not only their scripts but also their speaking strategies. For instance, students learned to use pauses, emphasis, and facial expressions to enhance message clarity, indicating a development of paralinguistic competence. This phenomenon supports dual coding theory (Clark & Paivio, 1991) but complicates it: verbal and visual representations do not merely "enrich" one another; they create a performative tension wherein students must negotiate between written precision and oral fluency. Crucially, this negotiation was not seamless. Some students produced well-structured scripts but struggled with oral delivery, revealing a disconnect between writing competence and speaking ability, a finding that challenges assumptions that multimodal projects automatically enhance all language domains equally. This suggests that speaking-specific scaffolding (e.g., pronunciation drills, rehearsal protocols) must be intentionally integrated into PjBL designs, a recommendation absent in studies like Sinta et al. (2024) that focused on conventional PjBL without explicit oral performance support.

The significant impact on learning motivation (65% increase) and qualitative reports ("it felt like being a real reporter") reveal the psychological mechanism of the authentic audience effect. However, a critical interrogation shows this effect is mediated by students' prior self-efficacy in speaking. While high-proficiency students reported increased confidence, low-proficiency students sometimes perceived the public nature of video products as threatening, leading to avoidance behaviors or over-reliance on peers during recording. These marginal responses enrich self-determination theory (Roche & Haar, 2020) by demonstrating that autonomy, competence, and relatedness are not automatically fulfilled in integrated projects; rather, they require differentiated support. For instance, allowing students to choose between on-camera reporting or off-camera voice-over roles provided alternative pathways for oral participation, a strategy that mitigated anxiety for shy learners. This finding responds to calls for more inclusive PjBL designs (Lemana II et al., 2023) and underscores that "authenticity" must be balanced with psychological safety, particularly in speaking instruction where affective factors heavily influence performance.

The development of critical thinking, creativity, and collaboration observed in this study represents a substantive contribution to Merdeka Curriculum implementation (Hunaepi & Suharta, 2024; Goshu & Ridwan, 2024). However, a deeper analysis reveals that these skills manifested unevenly. While peer review sessions enhanced critical analysis of oral delivery (e.g., "your pacing was too fast"), collaboration was sometimes hindered by unequal technical expertise, students proficient in editing dominated production, marginalizing those focused on speaking roles. This structural constraint highlights a tension often overlooked in celebratory PjBL literature: technology integration can inadvertently reproduce hierarchies if not deliberately managed (Malgoubri, 2025; Zhang & Ma 2023; Gomez-del Rio & Rodriguez, 2022; Saad & Zainudin, 2022; Maros et al., 2023). Furthermore, the digital divide (e.g., varying smartphone camera quality) disproportionately affected students from lower-income households, limiting their ability to produce high-quality video-speaking artifacts. Rather than dismissing these challenges, this research critically examines them as inherent to implementation in resource-limited contexts. The teacher's adaptive strategies, such as allowing asynchronous recording or providing school equipment, demonstrate that pedagogical innovation requires contextual responsiveness, not just methodological fidelity. These findings enrich the literature by showing that PjBL's effectiveness for speaking development is contingent on equitable access to both technological and instructional support.

This research enriches multiliteracies discourse (Zammit, 2011) by proposing a performative multiliteracies framework for speaking instruction. When students produce news videos, they engage in literacy as embodied practice, coordinating linguistic, paralinguistic, and technical resources to construct meaning for an audience. This shifts the focus from literacy as consumption or even production to literacy as public performance, a dimension undertheorized in digital literacy studies. However, this framework must account for the affective labor involved in oral performance: the emotional work of managing anxiety,

projecting confidence, and negotiating identity on camera. Integrating insights from language anxiety research (Stornaiuolo et al., 2024) with multimodal pedagogy offers a more holistic theoretical lens for future studies.

The methodological novelty of presenting a replicable implementation model addresses criticisms of prescriptive PjBL studies. Yet, this model should not be adopted uncritically. The three-meeting syntax (conceptualization, production, reflection) proved effective but required significant teacher facilitation, particularly in providing speaking-specific feedback. This underscores that PjBL is not a "teacher-proof" intervention; its success depends on educators' capacity to scaffold oral performance alongside technical skills. For practitioners, this means investing in professional development focused on speaking assessment and differentiated instruction.

This study's limitations illuminate pathways for future research. First, the case study design, while rich in depth, limits generalizability; comparative studies across diverse school contexts are needed. Second, the focus on seventh-grade students in one region necessitates replication with older learners and urban settings. Third, while this research captured short-term gains in speaking confidence, longitudinal studies are required to assess sustained development of oral communicative competence. Finally, future research should explicitly compare the affordances of different media formats (e.g., podcasts vs. video) for speaking skill development, as each medium imposes distinct demands on oral performance.

Conclusion

This research has successfully demonstrated the effectiveness of an integrated Project Based Learning model with news video production as an authentic output in enhancing structural comprehension of news texts among seventh grade junior secondary school students. Empirical findings indicate that 70 percent of students reported improved understanding of news text structure (title, lead, body, and tail) and application of the inverted pyramid principle through the rigorous scriptwriting process required as a prerequisite for video production. Analysis of student script documentation revealed a significant transformation from declarative understanding to functional mastery: students no longer memorized the 5W+1H elements mechanically but internalized them as working tools for organizing information hierarchically and efficiently. This success confirms the hypothesis that positioning media production as the ultimate learning objective rather than merely an initial stimulus creates cognitive scaffolding that compels students to actualize theory into journalistic practice demanding linguistic precision and audience awareness.

The affective and social implications of this model are equally significant. Triangulated data from questionnaires, interviews, and observations revealed a 65 percent increase in learning motivation, stemming from the authentic experience of "becoming a real reporter" that imbued academic activities with social meaning. Furthermore, this project simultaneously developed the three pillars of 21st century skills: (1) critical thinking through script peer review and analysis of peers' work; (2) creativity in selecting unique news angles per group; and (3) collaboration observable through meaning negotiation during script composition and technical task distribution in production. These findings address the challenges of Merdeka Curriculum implementation in coastal regions by demonstrating that pedagogical innovation can be realized even within infrastructural limitations, provided teachers function as responsive instructional designers, as evidenced by the teacher's adaptive strategy of permitting video editing refinement outside instructional hours to overcome time management constraints.

Theoretically, this research makes a substantive contribution by repositioning video from a passive role as an information delivery medium to an active space for multimodal knowledge construction. The documented three meeting model from script conceptualization based on journalistic conventions, through technical production guided by topic differentiation strategies, to critical reflection via presentation and feedback, provides a replicable implementation blueprint for Indonesian language education practitioners. Although challenges such as the digital divide and intergroup variation in product quality were identified, these findings enrich the literature with a realistic perspective demonstrating that pedagogical transformation does not require perfect infrastructure but rather learning designs that creatively leverage local resources. Consequently, this research not only fulfills its three stated objectives, strengthening cognitive competence, enhancing motivation, and developing 21st century skills, but also opens pathways for future research agendas concerning the integration of written and digital literacy in forming citizens who think critically about the contemporary media ecosystem.

Declarations

- Author contribution** : Ena Noveria was responsible for the entire research project. He also led the writing of the manuscript and collaborated with the second author. Radi Sukma participated in the data collection. Ridha Hasnul Ulya participated in the data transcription and analysis. He also revised the manuscript. Both authors approved the final manuscript. Tressyalina participated in editing the manuscript.
- Funding statement** : This research did not receive any funding.
- Conflict of interest** : The four authors declare that they have no competing interests.
- Ethics Approval** : All participants were provided with comprehensive information regarding the purpose and procedures of the study. The confidentiality of participant identities was maintained in accordance with research ethics standards.
- Additional information** : No additional information is available for this paper.

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