

**STUDENTS' PERCEPTION TOWARD VIDEO
PROJECT IN SPEAKING CLASS**

THESIS

This thesis is submitted to fulfil the requirement
for “Sarjana” degree in English Language Education



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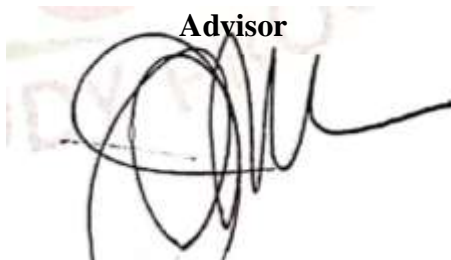
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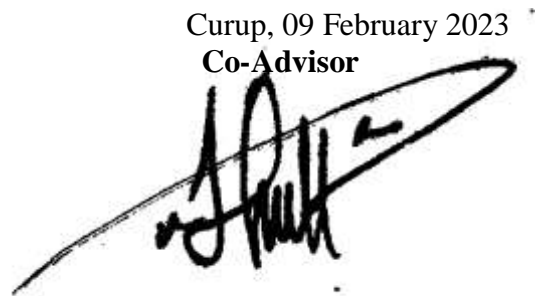
Assalamu'alaikum Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama Fitria Nur Azizah (17551018) mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "Students' Perception toward Video Project in Speaking Class" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

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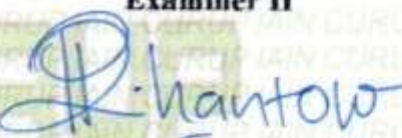
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This statement is made truly. If in the next day there are any mistakes, the researcher ready to accept the punishment or other criticism from IAIN suitable with it is regulation.

Curup, 06 March 2023

The researcher



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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitle “**Students’ Perception toward Video Project in Speaking Class**”.

This thesis submitted as a part of the completion for undergraduate degree of strata 1(s1) in English study program of (IAIN) Curup. The researcher realizes that this thesis is far from being perfect, therefore she really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

Curup, 06 March 2023

The researcher

A handwritten signature in black ink, consisting of a long horizontal stroke followed by a vertical stroke and a small loop at the end.

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Assalamu 'alaikum Wr. Wb

Alhamdulillahirabbil'alamin, all of praise and thanks are due to Allah SWT who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely. May the peace and blessings of Allah be upon Muhammad SAW, the messenger of Allah and his family and companions and who follows them righteousness until the day of judgement.

The researcher finished this thesis entitled **“Students’ Perception toward Video Project in Speaking Class”**. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to :

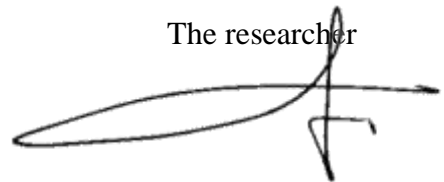
1. Mr. Prof.Dr. Idi Warsah, M.Pd.I as the rector of IAIN Curup.
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5. Mr. Sarwo Edy, M.Pd as my thesis advisor, thank you for your support, guidance and motivation. May Allah bless every step in your life.
6. Miss Henny Septia Utami , M.Pd as my Co-Advisor, who always give hard words to me then I could learn how to be strong and how to finish this thesis. For all time Allah SWT will give his bless for you. Aaamiinn
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Finally, the writer need construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, 06 March 2023

The researcher



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MOTTO AND DEDICATION

“When you focus on problems, you will have more problems,

*When you focus on possibilities, you will have more
opportunities”.*

This Thesis Dedicates to:

1. *Big thanks to Allah SWT*
2. *For my beloved father **Amran Rizoni** and my lovely mother **Sapminah** who always give me love, spirit, motivation, contribution, and also everything I need in my life, especially everything I need in my education. I LOVE YOU SO MUCH*
3. *For my beloved brother **M. Aziz Yahya, S.H.** who always supports me in finishing this thesis and his wife, her name is **Nira Gustira**. Thanks*
4. *For my great advisor **Mr. Sarwo Edy, M.Pd** who always give me motivation, suggestion, guidance in finishing my study at IAIN Curup*
5. *For my co-advisor **Miss Henny Septia Utami, M.Pd** who gave the researcher guidance, support and suggestion in finishing this thesis and also finishing my study*
6. *My special partner **Muhammad Juni Saftri, S.T.** who always give me time, support, and also helping in finishing this thesis. Thank you so much*
7. *For my Best Friend (Fitri, Sherly, Saprudin, Robert, Faisal, Gusti, Okke) Thank you so much for your kindness*
8. *For all of reader. My Best writing for the best reader. Hopefully this is useful.*

ABSTARCT

Students' Perception toward Video Project in Speaking Class

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The research discovers students' perception toward video project in speaking class. This explanatory survey research, discusses the students' perception toward video project in speaking class. In obtaining data, the research was conducted at English Study Program in IAIN Curup and the participants were sixty-eight students from fifth semester academic year 2020/2021 were given a questionnaire to determine students' perception toward video project in speaking class. After getting the data, the researcher analyzed the students' responses by calculating the frequency and percentage. This study shows that most of the students of fifth semester academic year 2020/2021 at English Study Program in IAIN Curup had positive perception toward video project with entire 85,95%. Through a video project, the students able to overcome their difficulties in speaking English because they can do their self-reflection. They become confident to speaking. It means that video project can be used as one of the teaching media in the students' speaking class.

Keywords: Students' Perception, Video Project, Speaking Class

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CHAPTER I

INTRODUCTION

A. Background of The Research

Speaking is a form of communication through oral way. Speaking English is foreign language after mother tongue. According to John Comings at all, speaking is an interactive process to create the meaning that involves the producing, receiving and processing of information, ideas, and mind.¹

Among the four skills of learning English, such as writing, listening, and reading. Speaking is the most important skill that student must have for communicate effectively with others and must perform in front of the people without lose motivation, ideas, especially without anxiety.

Actually in Indonesia teaching speaking is not easy because as we know English is foreign language, and students are predominantly using mother tongue rather than English in their daily activity. Therefore many students who are not fluent in speaking because the first, when they are speaking in front of class they lose vocabulary, motivation, and ideas and the second, they in appreciate the lecture teaching techniques for speaking skills. According to David Nunan, speaking is a new language is harder than reading, writing, or listening for two reasons. The first, different to reading or writing, speaking happens in real time, usually like a conversation. The second, when we speaking with someone, we cannot revise what we wish to say, as we can if we are writing.²

¹John Comings, Barbara Garner, Christine Smith, *Review of Adult Learning and literacy*, (London; Taylor & Francis, 2006), p.124

²David Nunan in Languages, “*The Use of Video Recording Project to Improve Xi Iis 3 Students’ Speaking Skill at Sma n 1 Wonosari in the Academic Year of 2015/2016.*”

In IAIN Curup speaking English must perform in front of friends and lecturer. That so hard because when the lecturer invite someone to speaking but they do not have something to say. They afraid they friend will laugh them when they make some mistakes in speaking, and also they think when they speak are not deliver to audience or lose vocab and make audience do not understand of pronunciation when they talk. In this case, the lecturer solve the problem by using video as a media to teaching speaking for make increase student's motivation and self-confidence. If students have a motivation in learning, they will have self-confidence to perform their skill in front of class.

Video is one of the technologies that can be used as a teaching media. Hyun-suk, Sub, and Jin-il state that a video is a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing images representing scenes and motion.³ A video project is like audio visual media which produces moving image and sounds. According to Hafner, C. A. and Miller, video project are provides a social context in which able to communicate with one and another.⁴

Video projects, according to Hafner and Miller in Nurizzi, provide a social framework in which learners can connect with one another while also experimenting with a variety of digital video technology to create individually meaningful multimodal artifacts.⁵ Furthermore, learners' capacity to use

³ Hyun-suk, S., Sub, M. J., & Jin-il, K. (2000). Teaching English by using video. Retrieved on August 10, 2016, from [http://english.daemian.ac.kr/rtyson/fa ll 2000/elt/video.html](http://english.daemian.ac.kr/rtyson/fa%202000/elt/video.html)

⁴ Hafner, C. A., & Miller, L. (2011). <Hafner&Miller2011_VideoTechScience_LL.T.pdf>. 15(3), 68-86."

⁵ Hafner and Miller in Nurizzi Rifqi Ferdian Journal. (2019), *Learning Strategies in Making Video Project Assignments in ESP Class*. p. 19

technology is enhanced through these projects. They used digital video technology to record and replay their own performances as well as those of others would make it easier for them to reflect on their language development.⁶

Video project is implemented in teaching speaking III in English Study Program in IAIN Curup. The lecturer of the speaking III implemented video project in teaching speaking to asks students make video based on they own expert of something and make videos according to a predetermined theme every week. Usually when they are recorded, the lecturer asks the student to replay the video in class by using in focus and to present the video again, actually there are many themes given by the lecturer such as explaining the daily activity, explain the expert, Interview with others etc. In the process of making the video project students can enjoy more learning time together with their friends, can express what they want say and when one of their friend help to record the video the other friends talk they are not anxiety because friends will help about the justification of pronunciation or a vocabulary as well the video can be repeated until gets good results and also get new word automatically from vocabulary.

Video Project is important in teaching speaking because by giving the students assignment and given time to do it, they will more easily convey their information and idea for speaking. So that when recording they feel wrong in the pronunciation they can erase and repeat to make the video perfect. So that in the practice, students can be more enthusiastic in participating in learning speaking and more confident when speaking. According to Erben. T. Ruth at all said that

⁶Aynur Aksel and Fatma Gü rman-Kahraman, (2014)/ *Procedia - Social and Behavioral Sciences* 141: *Video Project Assogment and their Effectiveness on Foreign Language Learning*, p. 319–324

using the video method in speaking can make learning more fun and can help increase student's creativity in improving the quality of speaking.⁷

The success of teaching and learning English is influenced by the students' perceptions. If the teachers know the students' perceptions of the process of teaching and learning English, they are able to decide the appropriate teaching technique. According to Kleinke, a perception is important for both teachers and students because it influences the teaching and learning process.⁸ The students will be able to learn materials if they understand their own perceptions. By understanding their own perceptions, they will know what they need and what teaching media which is useful for them. If the students have good perceptions on the teaching technique which is given by the lecturers, it made the lecturers and students to achieve a good result of the English teaching and learning process. If the students have negative perceptions, the lecturer should change or modify the teaching technique to get the students' interest and attentions.

The modification of teaching technique is needed to make the materials understood by the students easily. Good or bad perceptions can be identified by knowing students' responses on the teaching technique. Of the students are motivated and interested to respond the teaching technique which is used in class, the students have good perceptions. As it is already explained before, students' perceptions influence the teaching and learning English. It is important for the teachers to know students' perceptions whether they have good opinions on the

⁷Erben. T. Ruth, et al (2009), *Teaching English Language Students Through Technology*, (New York, NY:Routledge, p.86

⁸Kleinke, C.L (1978). *Self-perception: The psychology of personal awareness*. San Fransisco: W.H. Freeman and Co

use of video project or not. It is also important to support their English Learning, whether it is helpful or not for the students. In this research, the researcher is interested to know the students' perception of video project, so the researcher gave the title "**Students' Perception toward Video Project in Speaking Class.**"

B. Research Question

Based on the background of the research above, the researcher deals with one research problem that is, how is the students' perception toward video project in speaking class at English Study Program IAIN Curup?

C. Objective of the Research

Based on the research question of this study, this research was conducted with the aim to investigate about the students' perception toward video project in speaking class at English Study Program IAIN Curup.

D. Delimitation of the Research

The researcher delimits this research to get more specific data. In this research, the researcher focuses on the students' perception toward the video project in speaking class at English Study Program IAIN Curup.

E. Operational Definition

This sub chapter will provide a brief definition on some key terms:

1. Students' Perception

According to Sarlito perception is the ability to organize observation. Perception is a process that begins with a vision and ends with a response that occurs within the individual, allowing them to be aware of everything in their

surroundings through their senses.⁹ Perception understood as a process where an individual have the ability to give a respon from message, information, thoughts, feelings and experiences accepted through their five sense and use it to give interpretations, opinions, suggestions and information based on his experiences.¹⁰

In this research, what the researcher means by perception is the respond from the students toward video project in speaking at English Study Program IAIN Curup. It is positive or negative based on their experiences. The “respon” refers to the confirmation or declination toward the ideas stated in the statement.

2. Video Project

Nikitina states Video Project as an effective learning tool since it engages students in a cooperative project which is an excellent opportunity for integrating all students in the class.¹¹ In this research, a video is a teaching media for students to observe and practice to speak English. In the beginning of the class, a video which is supported by projector, LCD and laptop, is used to attract the students’ interests to follow the teaching and learning process.

Video project in teaching speaking to asks students make video based on they own expert of something and make videos according to a predetermined theme every week. In this research, a video project refers to the students’ creations assignment in form of videos about the topic that the

⁹ Sarlito Wirawan Sarwono. (1976), *Psikologi Umum*, (Jakarta: Bulan Bintang, p. 90

¹⁰Reynaldi. (2020), *English Students’ Perception On The Utilization Of Social Media Platform In Online Learning Classroom* (IAIN, Thesis), p. 7

¹¹Nikitina, L. (2009). *Students video project as a means to practice constructivist pedagogy in the foreign language classroom*. *Jurnal Pendidik dan Pendidikan*, Jil.(24), 165-176.

lecturer was chosen, actually there are many topic given by the lecturer such as explaining the daily activity, explain the expert, Interview with others etc.

3. Speaking Class

As mentioned by Thornbury, speaking is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.¹² So that, it is important to master speaking because speaking is the most essential skill that people use to communicate each other.

In this research, speaking class at fifth semester in IAIN Curup is divided into 4 classes. A speaking class refers to the teaching and learning activities which trains the student's speaking skills. In a speaking class, students are expected to be accustomed to speak English. In this research, a speaking class where the video project is applied to be one of teaching media to trains students' speaking skill.

F. Significance of the Research

1) For the Students

This study is beneficial for students because though creating videos, they can train their speaking skills. Making a video as one of the learning media can encourage the students in learning English. The students can perform better their speaking skills.

¹² Thornbury. (2003) *How to Teach Speaking*, (Vermont, USA : Pearson Education ESL, p.1

2) For English Lecturers

Lecturer can find other teaching media to teach English in a fun way. This teaching media can be imitated by other lecturers to build an interesting teaching and learning process.

3) For Future Researcher

This study is beneficial for future researchers who want to have the same topic of the research. It is important to find some methods of learning to make English lesson more fun and easier for the students. This research can be used as one of the references to conduct another research.

G. Organization of the Research

From the chapter one through chapter five, this part gives the thesis organization.

1. Chapter I : Introduction

This chapter consist of the Background of the research, Research Question, Object of the research, Delimitation of the research, Operational Definition, Significance and Organization of the Research.

2. Chapter II : Literature Review

This chapter presents the theoretical framework which will be the basis of the research and also consist off the previous research studies.

3. Chapter III : Research Methodology

This chapter tells about kind of research, population, sample, technique of data collection and technique of data analysis, validity and reliability of the data. Chapter III consist of Research Methodology that consist of a video is

also used as a project for the students to record their own speeches about the topic that the lecturer was chosen. In this study, a video project refers to the students' creations assignment in form of videos about the topic that the lecturer was chosen.

4. Chapter IV : Research Finding and Discussion

This chapter consist of the data presentation and analysis about the students' perception toward video project in speaking class at English Study Program in IAIN Curup.

5. Chapter V : Conclusion and Suggestion

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this section, researcher compile several theories related to students' perception toward video project in speaking class. These theories will help researcher to find these problems. The theories will be demonstrated as follows:

A. Review of the Related Theories

1. Perception

a. Definition of perception

The definitions of perception are taken from some experts. Perception is a response regarding the experiences that a person has had about the external world and involves the recognition of stimuli.¹³ Perception refers to any process which avails understanding what is happening about himself or herself with the help of the sensory information or senses.¹⁴ Perception is shaped starting from the eye, then the eye catches stimulation, feels something that is experienced and produces a psychological process to bring up or express an opinion as perception. Perception is a stimulus technique that is received and chosen by someone so that it can be expressive.¹⁵ How a person interprets and feels his experience. In this study, perceptions mean the interpretation of subjective experiences and students' opinions about making video projects in their speaking English class. Includes everything

¹³Otara, A. (2011) *Perception: A Guide for Managers and Leaders*, Journal of Management and Strategy. Vol. 2, p. 3

¹⁴Aral, N & Saglam, M. (2016), "In book: Current Advances in Education, Edition: 1, Chapter: Perception Development in Infants, Publisher: St.Kliment Ohridski University Press, Editors: Atasoy, E, Efe, R, Jazdzewska, I, Yaldir, H, p.264-277.

¹⁵Altman, S "Organizational behavior: Theory and practice", London: Academic Press, Inc.

students see, hear, and feel while working on a video project. Reflecting students' mindset about likes, dislikes, and also the benefits obtained while working on a video project. Then, it is described using words into sentences. According to Angell, a perception is the consciousness sense. In other words, perception is the way people think of something in their surroundings. A perception is formed starting from the eyes, the eyes catch stimuli and it produces physiological process to bring out perceptions.¹⁶ A perception refer to the students' subjective based on their experiences. People may have different perceptions. It depends on their physiological process such as needs and motivation. A perception cannot be decided whether it is right or wrong. Each person has his or her right to have their perceptions as long as it can be proved with the facts. According to Altman, Perception is the way stimuli are chosen so that they can be meaningful.¹⁷

However, perception also requires past experience because people can identify something easily if they have seen it earlier compare with people who have not seen it before. Referring to this research, students may have different perceptions toward their video project depend on the sensation and interpretation which are processed in their brains. These theories of perception are used in this study because the students' perceptions toward video project are influenced by stimuli and motivation.

¹⁶Angell, J.R. (1906). "Perception", chapter 6 in *psychology: An introductory study of the structure and function of human conscious*, third edition. New York: Henry Holt and Company.

¹⁷Altman, S., Valenzi, E., & Hodgetts, R. M. (1985). *Organizational behavior: Theory and practice*. London: Academic Press. Inc

Furthermore, Walgito in his theory confirmed that a one's perception is an active process that plays a role, not just the stimulus but also the individual as a whole of the experiences, motivations and attitudes that are applicable in response to a stimulus.¹⁸ It means that as an active process, perception has an essential influence for individual to interpret the motivation, experience, and attitude toward certain object entirely.

b. Indicators of Perception

According to Robbins, there are two kinds of perception indicators¹⁹.

1) Acceptance

Acceptance is the admission procedure reflects the physiological stages' perception, or is any information received by an individual based on his or her five senses.

2) Evaluation

Evaluation is an individual's meaning-making, judgment, and values concerning any information that he or she has received according to his or her five senses.

From some of indicators of perception above, it can be concluded that in order to provide positive and negative judgments, happiness or unhappiness, it is necessary to first observe and understand after giving an assessment. And also every individual has different perception of something.

¹⁸Bimo Walgito, Op. Cit. P.87

¹⁹Robbins, S.P in Sri Mutmainnah Roni Thesis. (2020), "*The Students' Perception on the Use of Video Call in Teaching and Learning Process (A Study at the Seventh Semester of English Department at Muhammadiyah University of Makassar)*". p.21.

c. Perceptual Process of Perception

A perception is a process of receiving information about the environment. In this study, a perception refers to the students' opinion about their experiences. A perceptual process is a step which is used by people interpret information. According to Alman et al shows how perceptual process happens²⁰. (see Figure 2.1)

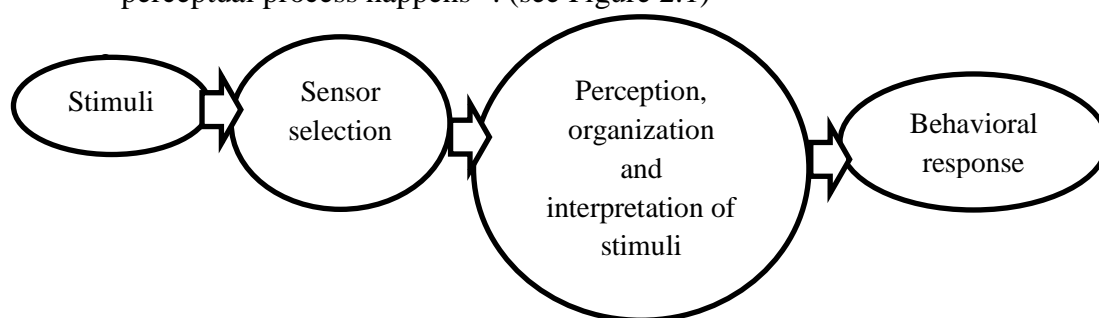


Figure 2.1 the perceptual process

Based on the diagram, the perceptual process begins from stimuli which are selected by our sensory receptors to be interpreted. The data from stimulus are selected individual sensors and people can be interpret the sensory message. Information which is interpreted can be different depends on some factors. That is why each student may have different perceptions on the video project.

d. Types of Perception

An individual disposed to assess an object by considering whether the object is appropriate with their appreciation and receivable rationally and emotionally. In another case, an individual will envisage an object negatively when an object is received by a perceiver and is not appropriate

²⁰Altman, S., Valenzi, E., & Hodgetts, R. M. (1985). *Organizational behavior: Theory and practice*. London: Academic Press. Inc

for their particular understanding, they are disposed to reject it. That statement is in line with Walgito who divided perception into two forms, namely:

1) Positive perception

Positive perception is a perception that describes all knowledge and responses that are forwarded with efforts to utilize them. This will be continued with activeness or accepting and supporting the perceived.

2) Negative perception

Perception that describes all knowledge and responses that are not in harmony with the object being perceived. It will be continued with passivity or rejecting and to the perceived object.²¹

e. Factor Influencing Perception

According to Sharma in Novianti, there are four important factors which influence person's perception. There are follow:²²

1) Perceptual learning

People learn to emphasize some sensory inputs and to ignore other things. For such perceptual skill, experience is the best teacher. The students who got a training for a particular skill are better than untrained people. Referring to this study, students who already experienced the same video projects may have different perceptions.

²¹Walgito, in Budiman Thesis. (2018), "*Students' Perception of Lecturers' Role in Enhancing EFL Learners' Communication Ability (A Study at Eight Semester on Academic Year 2018 in IAIN Curup)*". p.34

²²Sharma in Novianti Talis, Sri Sherly Thesis. (2018), "*The Students' Perception toward Implementing Blended Learning Method in English Language Teaching (ELT) (A Study at Fifth Semester Students English Department Makassar Muhammadiyah University)*". p.9

They may realize that a video project is one of the teaching media which is beneficial especially in learning English.

2) Mental set

Someone's readiness to receive some sensory inputs called mental set. It requires good attention and concentration. Related to this study, students who put well attention when the video projects is given will be different with the students who did not really put attention. A video project will be responded well when the students are ready to receive the learning process and they have good attention on speaking class.

3) Motives and needs

These factors show that person's motives and needs will influence perceptions. For the example, students who are motivated to learn English will receive all the students' teaching media because they have good intention in learning English. They will create the video project with full of spirit because it is their needs to be successful in learning English.

4) Cognitive Styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said the people who are have different attention about something it can be have good attention and

they less affected by interfering influences and be less dominated by internal needs and motives than or people at the constricted end.

From the four factors of influence person's perception above, the researcher concluded that the students' perception can be one of students' evaluations for the lecturer. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching.

f. Students' perception

Students' perceptions are critical in supporting the learning process, especially in classroom activities, when learning English. Perception, according to K.-S. Hong, A. A. Ridzuan, and M.-K. Kuek, is someone's idea about what they learn to evaluate their attitude about using anything, whether they agree or disagree with that approach or something they learn.²³ Furthermore, according to Szilagyi and Wallace's concept of perception as cited in Adipranata, perception is defined as a process by which people take care of approaching improvements, sort them out, and then translate them into a message that indicates a suitable action or conduct.²⁴ Perception, according to Robbins, is a process by which individuals (students) arrange and evaluate their sensory impressions in

²³K.S. Hong, A. A. Ridzuan , and M.K.Kuek. (2003), *students attituted toward he use of the internet for lerning: a study at a university in malaysia* (malaysia : international forum educational technology & society (IFETS), 47-48

²⁴S.M.I. Yessy Adipranata. (2009), *students perception on the used of the role play technique in speaking class in the english education study program of sanata dharma university*, (Yogyakarta: unpublished sanatadharma university, p. 9

relation to their surroundings.²⁵ Perception, according to those definitions, relates to someone's or a student's sense or view of a specific item, which in this case is the instructional media. In other words, a student's perception might be one of the most important components in assisting the teaching-learning process in the classroom, particularly in an English class.

Furthermore, a hypothesis proposed by Eiken and Shidu in Marthisa Olivia Bilik stated that students' perception and observation might collaborate and become a part of their education.²⁶ According to Eiken and Shidu, a student's perception is a process point of view on anything that occurs during the learning process in class, and the student will offer suggestions or arguments to the teacher or classmates to help them better their teaching learning process. Through the observation or learning process, students' perceptions can be a hard and intriguing experience. Students' awareness of the entire teaching process, as well as their own learning, will grow as a result of this method. As a result of the preceding definition, the researcher came to the conclusion that students' perception is their attitude toward something.²⁷

²⁵Stephen P. Robbins. (2014), *Organizational Behavior* (new jersey: prentice hall inc, 2001), p. 121-122

²⁶Eiken and Shidu in Marthisa Olivia Billik Journal, *Students' Perception on the Role of Group Discussion in Interpersonal Speaking Class*. p.9

²⁷Ibid, Eiken and Shidu in Marthisa Olivia Billik Journal.p.10

2. Video Project

a. Definition of video project

Video is a technology for sending electronic signals from a moving image. The general application of video signals is television, but it can also be used in other applications in the fields of engineering, scientific, production and security. Video project is where is used as a media for student production, for example documentaries, simulated promotional videos and news items.²⁸ According to Hafner and Miller, video project are provides a social context in which able to communicate with one and another.²⁹

Video is a technology for sending electronic signals from a moving image. The general application of video signals is television, but it can also be used in other applications in the fields of engineering, scientific, production and security. Video project is where is used as a media for student production, for example documentaries, simulated promotional videos and news items.³⁰

According to Hafner and Miller, video project is provides a social context in which able to communicate with one and another.³¹ The form of project activities consists are, the first is production projects that involve creation such as bulletins, videos, radio programs, posters, written

²⁸Ann-Karin Korsvold. (1998), *New Technologies in Language Learning and teaching*, (German : Council of Europe Publishing, p.63

²⁹Hafner, C. A., & Miller, L. (2011), *Fostering Learner Autonomy in English For Science: A Collaborative Digital Video Project In A Technological Learning Environment*, p.68-86.”

³⁰ Ibid, Ann-Karin Korsvold, p.63

³¹ Ibid, Hafner, C. A., & Miller, L. 68-86.

reports, guidebooks, travel schedules, and so on. The second is performance projects such as staging, oral presentations, theatre performances. The third is organizational projects such as the formation of team work. Video project are complex tasks based on challenging themes, involving students in designing, solving problems, making decisions, or investigative activities; provide opportunities for students to work within the scheduled time period in producing.

Video project is a task that given by lecturer to the students where the task is to make according by the topic in syllabus. It is learning media which asks students to record their activities or conversation by using camera to making video project assignment. There are two types of projects, according to Fried-Booth, namely:³²

- 1) Small-scale project is only spends two or three meetings. This project is only done in the classroom.
- 2) Full-scale projects that require complicated activities outside the classroom to complete with a longer span of time.

There are the form of project activities consists, namely:

- a) Production projects that involve creation such as bulletins, videos, radio programs, posters, written reports, guidebooks, travel schedules, and so on.
- b) Performance projects such as staging, oral presentations, theatre performances.

³²Fried Booth in Dr. Soufiance Rachid Trabelsi Journal. (2004), *Project Work: a Means to Realize Learners' Full Pootential*. p. 7

c) Organizational projects such as the formation of team work.

b. Component of Video Recording Task

Video project is one of the tasks that can be used in assessing the students speaking skill. Any video production project that can be student make for the their speaking class and also the lecturer can assess the students video project tasks by watching their video's and can improve their speaking skill from evaluating. Many component of task in based on David Nunan³³, Namely:

1) Goal

Goal can be said as learning target. Goal of the task is to specify specific language skills, language competence, and language functions that will be attained. The general goals of the teachers for the task, goals can refer to a variety of general outcomes, or they can describe specific teacher or student behavior. Establish and maintain interpersonal relationships in order to exchange information, ideas, opinions, feelings, and attitudes in order to get things done. Getting information from mostly public sources in the target language and using it in some way. Listening to, reading, enjoying, and responding to creative and imaginative uses of target language, as well as creating them themselves for some students. Goals are the teachers' overall objectives for the task, whereas objectives are the specific skills that students should have after completing a course. Goal provides

³³David Nunan. (2004), *Task-Based Language teaching*, (Cambridge: Cambridge University Press, p.40

guidance. Improve students' communicative and interactional skills, for example. Boosting students' confidence and encouraging them to negotiate information.

2) Input

Input refers to the learning that will be faced by students as well as the learning context that will be given to students. Input includes written or spoken, written input such as notebooks, power points, and the other. While the spoken, is the lecturer speech explains the context that the students will work in the video project.

3) Content

Content is the subject matter being taught. Including the selections of the topic being discusses for the video project. Example the content in Speaking, Explain the daily activity, the expert, cooking, and many others.

4) Procedure

Procedure is related to the instruction or direction of the task given by the lecturer. Procedure is what students will actually do in the real world. Procedures include actions or steps which are sub tasks to be performed by the students.

5) Role of the lecturer and students

Role of the lecturer and students is the component of task referring to the social and interpersonal relationship between students and lecturer. Because one of the lecturer's functions is

communicative, the lecturer has a role to be able to build good cooperative relationships with students so that class conditions can run well. According to Breen and Candlin the teacher has three main roles in the communicative classroom the first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and students.³⁴ The teacher's responsibilities include supervising the task as it is being completed, providing feedback, and evaluating the task. Students' responsibilities include taking part in group projects, having group discussions, and giving feedback on the video projects of other groups.

6) Setting

Setting is refer to the class room arrangement affecting interaction entailed in the task. Including to seating arrangement, the direction of the incoming air and many more so that students and lecturer fell comfortable when learning takes place.

7) Activity

Activities are the things that students and lecturer do during a lesson. For example activity includes the task being assignment. This research aims analysing the video project that can improve students speaking skill the component adopted from David Nunan Categorization of task components that include Goal, input, content, procedure, role of lecturer and students, setting, and activity.

³⁴Breen, M. P., & Candlin, C. N (1980). in E journal of Achmad Farid, S.S., M. A (*Communicative Language Teaching: Implications for the communicative classroom*). Unipdu Jombang, p. 51

c. The Advantages of Video Project

Video have advantages of achieving the important goals such as motivating student interest, providing realistic listening practice, stimulating language use, and heightening students awareness of particular language points or other aspects of communication. The use of video in language learning is believed to benefit the students in the process of improving their communicative skills. Video recordings were repeated and integrated into a cycle of activities. So students became more confident to perform in front of a video camera and more comfortable with evaluating their own and other's performances. Students need to be given opportunities to put into practice what they have learned from watching a first performance and have the satisfaction of seeing their improvement. In this way, video recording can provide a powerful stimulus for students to become involved in self and peer assessment. Therefore, making videos can make them think more deeply about their own communication skills³⁵. By using videos, students can easily perceive what knowledge is presented especially to remember such things a long while and make the students easily retain the knowledge gained.

³⁵Ann-Karin Korsvold. (1998), *New Technologies in Language learning and teaching*, (German: Council of Europe Publishing), p.63

Harmer states there are many advantages in using videos in the teaching and learning process³⁶, such as:

- 1) Seeing language-in-use, (by watching language in action), students are able to see it in addition to hearing it. Through emotions, gestures, and other cues, they are able to deduce the broad meaning and moods being expressed.
- 2) Cross-cultural-awareness, which is allowing students a look at situations for beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- 3) The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- 4) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

3. Speaking Class

a. Definition of Speaking

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information.³⁷

Speaking is the skill to use of language in any of speech and not only as

³⁶Harmer, J. (2001). *The Practice of English Language Teaching* (3rd Edition). London: Longman Group Ltd., p.284

³⁷John Comings, Barbara Garner, Cristine Smith. (2006) *Review of Adult Learning and Literacy*, (London: Taylor & Francis), p.124

transferring messages but also as a communication to each other to give and receive an information. It is skill that express idea and feeling into oral form. Thornbury stated that speaking is one of the communication forms which involves people's oral interaction. It is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.³⁸

Speaking is one of the important skills in English that students have to master in learning languages. Speaking skill is used to communicate with each other. According to Tarigan that speaking skill is a language which is improved when people were in their young ages.³⁹ It is important to train speaking skill especially foreign language. Richards sates that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world. Or simply being together. If the students can speak English fluently that can help them easy communicate and also explore their idea.⁴⁰

Speaking English well also helps students to access up to date information in any fields. Good English speakers will be in a strong position to help their country's economic, social and development. In addition, speaking is one of the most difficult aspects for students to master. The students have to master all components of speaking skill in order to speak clearly and fluently. From definitions above, the researcher conclude the

³⁸Thornbury, How to Teach Speaking. (2003), (Vermont, USA : Pearson Education ESL), p.1

³⁹Tarigan, H. G. (1990). English as an *International Languages* Retrieved October 14th, 2021, from <http://rel.sagepub.com/content/7/2/38.extract>

⁴⁰Jack Richard, (2008), *Teaching Listening Speaking*, (Cambridge University), p.19

speaking is particular skill that has many functions in daily life, by speaking we can share our ideas, feeling and interactions that we are able to interact with another

b. Type of Speaking

There are some basic types of speaking that students are expected to carry out. According to H. Douglas Brown, he stated that there are five basic types of speaking⁴¹:

a) Imitative

The first of the types of speaking performance is simple ability that is just repeating a word, phrase or complete sentence. This type only focuses on pronunciation without understanding or conveying the meaning of the word, phrase or complete sentence that is imitated.

b) Intensive

The second type of speech is the production of short spoken utterances language designed to demonstrate competence in narrow grammatical groups, phrasal, lexical, or phonological relationships such as prosodic elements intonation, stress, rhythm, conjunctions. Intensive means students are asked practice some form of language intensively such as dialogue or pair work activities. Examples of intensive assessment include reading aloud, pictured cued task etc.

⁴¹H. Douglas Brown. (2007), *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco, SA: Pearson Education), p. 267

c) Responsive

This type of speaking includes interaction and comprehension at a limited level. Such as, short conversations, standard greetings and small talk, simple requests and comments and etc.

d) Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information:

1) Transactional

This kind of activity is an extended form a responsive. The purpose of this activity is to conveying or exchanging information. Transaction refers to the situation where the focus is on what is said, it means making oneself understood clearly and accurately.

2) Interpersonal

This activity is rather difficult for students because carried out more for maintaining social relationship than for the transmission of fact and information. Brown explained, in interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

e) Extensive

The last type of speaking is Extensive speaking includes speeches, oral presentations, give comments or summaries and storytelling. The language use in this monologue activity could be very formal and intentional.

c. Component of Speaking

There are five components to measure of student speaking based on H. Douglas Brown explained⁴²:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to the component of grammar made up the elements and principle that determine how sounds vary and pattern in a language. Pronunciation refers to the production of sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, stress, phrasing, rhythm, timing, how the voice is projected and, in his broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

2) Grammar

Grammar is a system of rules that govern conventional arrangements and word relationships in sentences. It is necessary for students to set a correct sentences in conversation. The use of grammar

⁴² *Ibid*, H. Douglas Brown. p. 212

is also for learning the correct way to acquire proficiency in a language in spoken and written form. Grammar and pronunciation have a close relationship. A part from the sound system students must be taught using a system of language structures.

3) Vocabulary

Vocabulary is the most important part of speaking skills. Without grammar, it will be a bit hard to convey. Vocabulary is the knowledge of words and their meaning. Vocabulary means the appropriate diction which is used in communication. If students have many vocabularies, it will be easier for them to express their idea.

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the goal of many language students. Someone can talk fluently without hesitation even though he made a deep mistake pronunciation and grammar.

5) Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. In speaking, comprehension is needed to not misunderstanding between speaker and listener for communication will run well.

d. Teaching Speaking

Teaching speaking is so difficult and challenging for English teacher, many activities are implemented in order to increase student ability in speaking English and be able to interact in many situation through the language. Harmer explained getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. In such situation, Harmer has explained that there are a number of things teacher can do to help students, as follows:⁴³

1) Preparation

The value of planning and rehearsal for speaking success. With planning, for example by giving students time to calm down or practice talking with friends, so that students are more able to express their creative ideas so they can speak well.

2) The value of repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the student's memory. Repetition has other benefits it allows students to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds.

3) Big groups, small groups

⁴³ Harmer. J.(1998), *How to Teach English*, (England: Pearson Education Limited), p.86

Student grouping has a beneficial effect on speaking students. With a partner assignment, students get the opportunity to speak and discuss language one-on-one. The main reason for the reluctance of some students to take part in speaking activities is that they find themselves speaking in front of large groups. A way to ward off this by ensuring that they get the opportunity to talk and interact on a smaller scale group too.

4) Mandatory Participation

Ensure that students are engaged in the assignment and manage reluctant students to participate in this as well. Mandatory participation also lies in the essence of jigsaw reading activities and story circle writing since both and other similar activities only work when all students are active and working together.

e. Stages in Teaching Speaking

Tarigan also states that there are three stages to teach speaking skills. The first one is introducing new language. In speaking teaching speaking, teachers need to introduce a new language to the students. The second is a practice. Speaking skill is not a skill which can be dealt with memorizing only. Students need to practice their speaking skills and make it as a habit. The third is a communicative activity. A communicative activity can be done by doing an interview or having conversation. It is easier for the students to train their speaking skill if they can express what they want to say with other people. So there will be a response for them. By doing

communicative activity, it trains students' brains to think spontaneously. By paying attention on it, students can improve their ways to express themselves with acceptable pronunciation and dictions.⁴⁴

f. Speaking Class

As mentioned by Thornbury, speaking is the ability of someone in using his or her oral instrument in making communication to other people within a group and personal.⁴⁵ So that, it is important to master speaking because speaking is the most essential skill that people use to communicate each other. In this research, speaking class at fifth semester in IAIN Curup is divided into 4 classes. A speaking class refers to the teaching and learning activities which trains the students' speaking skills. In a speaking class, students are expected to be accustomed to speak English. In this research, a speaking class where the video project is applied to be one of teaching media to trains students' speaking skill.

B. Previous Related Findings

There have been related studies conducted by other researchers. In this study, Pornpun Oranpattanachai, "Thai Engineering Students' Perceptions of Video Project Assignments, (a study at University in Thailand an taking English Course)". This study investigates students' perceptions of creating video projects as part of their grade assignment. Forty-two engineering students at a university in Thailand taking an English course participated in the study. They were required to use English expressions from the phrase bank in each of 15 units in

⁴⁴Tarigan, H. G. *Ibid*, p.12

⁴⁵Thornbury. (2003), *How to Teach Speaking*, (Vermont, USA : Pearson Education ESL), p.1

their course book to create a story script to produce a video clip. Upon the completion of the video projects, the participants were asked to answer an online questionnaire. This research is survey design. The responses were analysed quantitatively and qualitatively. The results revealed that the students had a high to very high level of perceived satisfaction towards producing video clips. In addition, there is no significant relationship between their grades and their level of perceived value towards the video creation ($P \leq .05$). An instructional implication drawn from these findings is to include a video clip project as an assignment in an English course in future semesters.⁴⁶

Sintia Prasetia Trias Sari, “The Use of Videos to improve the students”. The objective of this action research study was to improve the students’ speaking skills at class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015 through the use of videos. This research used qualitative and quantitative. Findings of this research is about using videos in the teaching and learning of speaking was proved to improve the students’ speaking skills five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension. The students were more enthusiastic in learning speaking. They could actively involve in the speaking learning process.⁴⁷

Dr. Supanit Kulsiri, “Students’ Perceptions of a Student-Produced Video Project in the General English Language Course (a study at Srinakharinwirot

⁴⁶Pornpun Oranpattanachai. (2018), *Thai Engineering Students’ Perceptions of Video Project Assignments*, (a study at University in Thailand an taking English Course). Language Education and Acquisition Research Network Journal. p. 170

⁴⁷Sintia Prasetia Trias Sari. (2015), *The Use of Videos to improve the students speaking skills* at class VII B of SMPN 2 Patuk in the Academic Year of 2014/2015. p. xiv

University in Thailand)”. This research is survey design. There were 450 students who participated in this project. A questionnaire on the perceptions of the SPV project was administered to 107 students. The results of this study approximately 91% of students agreed and strongly agreed that the SPV project made them work more closely friends.⁴⁸

Based on the research presented, the researcher discovered the differences between the researcher’s earlier hypothesis. One of them is the difference in context, their previous research focused on the English Course which includes all skills such as grammar, vocabulary, listening, reading and others. While this research focuses more on speaking class only. The different can be also seen on times, location, and subject. The goal of this research is to focus on students’ perception toward video project in speaking class, and the subjects of the study are students of fifth semester at TBI in IAIN Curup

⁴⁸Dr. Supanit Kulsiri. (2018), *Students’ Perceptions of a Student-Produced Video Project in the General English Language Course* (a study at Srinakharinwirot University in Thailand).

CHAPTER III

RESEARCH METHODOLOGY

In this chapter there are six parts which are described about the method used to conduct the research. It consist of kind of Research Method, Population and Sample, Research Instrument, and Data Analysis Technique.

A. Research Method

This research conducted the analysis supported by quantitative. According to Creswell quantitative research is a type of research which explaining some problem by collecting numerical data which the way to analyze is by using statistics method.⁴⁹ The aim of this research is to know social event. Therefore, the event of this study the students' perceptions toward video project as an assignment in their speaking class.

The survey is one form of research that a lot of people done about this research. One of the reasons why many researchers use this method is because this research is considered flexible and easy. According to Scheuren, a survey is used to draw a method when gathering the data from the students who experienced the video project in their speaking class.⁵⁰

The survey is research which collects information or data by using standard questionnaire forms administrate by using telephone or face to face or also can use pencil-paper questionnaire or the more modern way by using web-

⁴⁹Creswell, J. (2013) *Qualitative, quantitative, and mixed methods approaches*. Research Design, p. 1-26

⁵⁰Scheuren, F. (2004), *What is a survey?* Alexandria, VA. American Statistical Assosiation. Recuperado em. p. 30

based or email forms.⁵¹ According to McLeod, questionnaire is a way of obtaining large amounts of information of people⁵². A questionnaire can be also thought as the written interview. The questionnaires are to measure the percentage of students who have good or positive perceptions of the video project. In this research, the data gathered from questionnaire were presented on the form of description.

B. Population and Sample of the Research

1. Population

A population is a set (or collection) of all objects that has one or more interesting properties.⁵³ According to Gay, the population is the group to which the researcher wishes to generalize the study's findings.⁵⁴ Furthermore, Nana Sudjana argued that a population is a sample of whole items taken from that population.⁵⁵ As a result, Franked stated that the population is a group to which the study's researcher must apply.⁵⁶ The populations in this research are all of students of English Study Program in IAIN Curup from the 2019/2020-2021/2022. Table 3.1 shows the population estimate.

⁵²McLeod, S. A. (2014). Questionnaire. Retrieved July 4th, 2021, form www.simplypsychology.org/questionnaire.html

⁵³Suharsimi Arikunto. (1993), *Procedure Penelitian Pendekatan Praktik*.(Jakarta : Rineka Cipta). p. 80

⁵⁴Gay. L.R. (1987), *Educational Research : Competencies for Analysis and Application. Third Edition* .Columbus : MerrillPublishing. P. 122

⁵⁵Nana Sudjana. (2001), *Penelitian dan Penilaian Pendidikan*. Bandung. (Jakarta : Sinar Baru Algensindo). P. 29

⁵⁶Jack R Frankell and more male wallen.*How design and Evaluated Research in Education*. (Mc. Grow hill, international edition. p. 78

Table 3.1**The Number of the Population**

No	Academic Year	Male	Female	Total
1	2019/2020	20	41	61
2	2020/2021	12	56	68
3	2021/2022	15	24	39
4	2022/2023	15	43	58
	Total of Population	62	164	226

(Source:TBI IAIN Curup)

2. Sample

According to Suharsimi, sample is part or representative of the population to be studied.⁵⁷ The determined the sample of this study, the researcher used total sampling in order to help the researcher understand the phenomenon being studied. Sugiyono stated that total sampling is a sampling technique where the number of samples is equal to the population.⁵⁸ Sugiyono claims that less than 100 people from the whole population are employed as study samples, therefore the need for total sampling. The sample of this study were sixty-eight students of fifth semester in TBI of IAIN Curup. The researcher choose of fifth semester in academic year 2020/2021 because in this semester the lecturer have implemented video project in speaking teaching learning activities so that students already have experience

⁵⁷Suharsimi, *Ibid.* p.134

⁵⁸Sugiyono. (2012), *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R & D)*., Alfabeta. Bandung. p.81

by using video project in their speaking class. For additional data of sample should be visible in table underneath:

Table 3.2
The Number of the Sample

No	Academic Year	Male	Female	Total
1	2020/2021	12	56	68
	Total of Sample	12	56	68

(Source: TBI IAIN Curup)

C. Technique for Collecting Data

To obtain the data, the researcher used questionnaire. The data was taken by the students' answered by some statement that the researcher made. The purpose of the questionnaires is to get the data about the students' perceptions toward video project. Here the researcher was also helped by the instruments as follow:

a. Questionnaire

In this research, the researcher used questionnaire. The questionnaires were distributed because the researcher intended to know students' perceptions about their experience in creating video project. The questionnaire were designed in the form of closed-ended statements to easy the researcher collected the data. In general, there are two types of questionnaires: closed-ended questionnaires and open-ended questionnaires.⁵⁹ To generate statistical research, a closed-ended questionnaire is used. It has standard questions, so respondents simply have to provide a checklist, and an open-ended questionnaire is a set of questions with no reference questions, so respondents

⁵⁹*Ibid*

must write down their own responses.⁶⁰ The researcher chose a closed-ended questionnaire because this is a quantitative study. The questionnaire only one blueprint that is about the students' perception on the video project in speaking class. The validity of the questionnaires is given by advisor of the researcher.

After collecting the data, the researcher used the Likert Scale to examine the results. A likert scale is used to calculate an individual's or group's attitudes, perceptions, or opinions about social phenomena. In research, the researcher has determined a students perception, which is referred to as a research variable. The determination of the Likert Scale, on the other hand, should be dependent on the researcher's research factors.

The study variable that will be measured by the researcher is described as a variable indicator, which serves as a starting point to arrange the instrument's items in the form of a question or statement, using the Likert Scale. The responses on the Likert Scale range from strongly positive to strongly negative, such as:

- | | |
|----------------------|------------------|
| a. Strongly agree | a. Always |
| b. Agree | b. Often |
| c. Neutral | c. Sometimes |
| d. Disagree | d. Never |
| e. Strongly disagree | |
| a. Strongly Positive | a. Very good |
| b. Positive | b. Good |
| c. Negative | c. Not good |
| d. Strongly negative | d. Very not good |

⁶⁰Cathrine Dawson, *“Practical Research Method”*, (United Kingdom: Deer Park Park Production), p.31

Following the necessary quantitative analysis, each response can be assigned a score, such as:

- a. Strongly agree : 5
- b. Agree : 4
- c. Neutral : 3
- d. Disagree : 2
- e. Strongly disagree : 1

D. Instrument of The Research

The Instrument used in this study was a questionnaire and interview. The questionnaire method in this study aims to find the required data.

a. Questionnaire

A questionnaire was required to collect data from the students or participants. The questionnaire aims to give the opportunity for the researcher to gather data from a number of people and the good thing about questionnaire was that they are flexible and could be worded in different ways to a low participant to responses. The researcher used the questionnaire because it allowed respondents to recall their feelings towards. The researcher utilized the Likert Scale to collect the data for this questionnaire, Likert scale usually have five potential choices (Strongly Agree “SA” (5), Agree “A” (4), Uncertain “U” (3), Disagree “D” (2), Strongly Disagree “SD” (1).

The purpose of using closed-ended questions was to find out what students thought about video project in their speaking class. The researcher used the following procedures:

1. The researcher identified the students' perception of video project in their speaking class.
2. The researcher next determined the question of the result of perception toward video project in their speaking class.
3. The researcher made questionnaire for sample that consisted of 35 closed-ended questions.
4. The researcher used a validator to validate each question and ensure that it was accurate.

Meanwhile, during the validation phase, the researcher enlarged some questions in order to align them with the context and content. This questionnaire was to encounter students' perception on the video project in speaking class. The student simply signaled their choice by putting a sign (√) next to the selections to express their choice based on their view of video project in their speaking class. The researcher used the Linkert Scale, which has five possibilities, to create the questionnaire.

Table 3.3
Blue print of Questionnaire for students'

Theory	INDICATORS	SUB-INDICATORS	STATEMENT
Component of Task	Goal	1. Students discover a new way to improve their speaking abilities.	1,2
		2. Relate to a range of general outcomes or may directly describe teacher or student behavior.	3
	Input	1. Input includes written or spoken, written input such	4

	as notebooks, power points, and others.	
	2. Input can be attained from teaching media or aids, materials, teacher, and other students.	5, 6, 7
Content	1. Including the selections of the topic being discussed.	8, 9, 10
Procedure	1. Instruction or direction of the task given by the lecturer.	11
	2. Procedures include actions or steps which are sub-tasks to be performed by the students.	12, 13
Role of the Teacher	1. To act as a facilitator of the communicative process.	14
	2. To act as a participant	15
	3. To act as an observer and student.	16, 17
Role of Student	1. Providing feedback give comments on other friends' video results.	18
	2. Repeat when making a mistake	19, 20, 21
Setting	1. Place	22
Activity	1. The activities are based on the notion of creating an information gap by letting students make a personal and secret hidden selection from a list of language items which all fit into a given topic.	23, 24
	2. The activities are including discussion, asking for clarification/repetition, role play, and group work in the video project	25

Advantages	Understanding of Language Use	1. Benefit the students in the process of improving their communicative skills.	26,27
	Providing Realistic Listening Practice	1. Students do not just hear language but they can also see their own and others' performances.	28,29
		2. Have the satisfaction of seeing their improvement.	30
	More Creation	1. Students learn speaking independently and creatively	31
		2. More understand about technology.	32
Motivating Student Interest	1. Motivating includes how an increased level of interest when they have a chance to see language in use as hear it,	33, 34, 35	

Table 3.4
Questionnaire for students'

Indicators	Video Project						
	Statements		SA	A	N	D	SD
Goal	1.	Through this video project, I find a new method to improve my speaking skills.					
	2.	In general, I am satisfied and happy with the learning method using video projects in the speaking class.					
	3.	The video project directs me to be able to speak more fluently than before.					
Input	4.	The use of a speaker, projector, LCD, and notebook supports the teaching and learning process in speaking class.					

	5.	The teacher shows some videos that I can watch to help me understand the topic.					
	6.	The teacher provides suitable and varied sources and learning media for every learning activity.					
	7.	By process of creating a video project, make me-easier to understand the topic					
Content	8.	I understand the topic determined by the teacher.					
	9.	I am very enthusiastic when the teacher determines the topic and its own benefits in the learning process.					
	10.	I actively participate in using video projects in speaking class.					
Procedure	11.	The teacher gives special instruction to the students, it makes me more understand about the topic.					
	12.	The teacher gives the video project assignment to the students at every meeting.					
	13.	I submitted the video project assignment on time in speaking class.					
Role of Teacher	14.	I more easily understand when the lecturer acts as a facilitator to students.					
	15.	Using video is good that in speaking class, the teacher is communicative with the students.					
	16.	The teacher gives a comment on my video project assignment.					
	17.	Using video is good in speaking class because teacher gives the comment to students' assignment.					
Role of Students	18.	I was very enthusiastic when the teacher ordered me to comments on friends' assignment.					

	19.	Video project is good, by process of creating a video project. I can ask for other people's help in creating my video project.					
	20.	Video project it is good to record my speech more than once.					
	21.	Video project-is good to memorize my topic in the assignment.					
Setting	22.	Through this video project, I can choose a suitable place for my video project assignment.					
Activity	23.	The teacher let the students explore their creativity in creating a video project assignment based on the topic given.					
	24.	Learning to use video projects is more interesting than learning to speak directly in class, so I always actively participate in speaking lessons.					
	25.	The lecturer implemented discussion, asking for clarification/repetition, role play, and group work in the video project. It makes the speaking class more enjoyable.					
Understanding of Language Use	26.	Through this video project, I can more communicative with others.					
	27.	Through this video project, I believed that it can improve my communication skills.					
Providing Realistic Listening Practice	28.	Learning to use the video project, I can watch my video project assignment before send to my teacher.					
	29.	Through this video project, I can learn from watching my or others' performance.					

	30.	Video projects make me feel the satisfaction of seeing my speaking improvement.					
More Creation	31.	The video project directs me to be able to learn speaking independently and creatively.					
	32.	Learning to use the video project, I more understand about technology.					
Motivating Student Interest	33.	Video projects make me more courageous in answering the teacher's questions in speaking class.					
	34.	I actively participate in using video projects in speaking class.					
	35.	Video projects make me more confident when speaking English in speaking class.					

E. Validity of Instrument

1. Validity

Validity is a condition for obtaining reliable study results. The term “valid instrument” refers to a tool that can be used to measure what needs to be measured.⁶¹ The construct validity was used in this study’s instrument because, according to Sugiyono, non-test instruments must have construct validity. It used expert judgment to verify construct validity, and then analyzed the item by counting the correlation between the item score of the instrument and total score of instrument. To obtain criticism and input, the researcher engaged one expert from IAIN Curup’s English Study Program professor, her name is Miss Nastiti Handayani, M.Pd. The researcher then

⁶¹ Sugiyono. *Ibid.* P.135

distributed the questionnaire to 68 students as respondents at fifth semester on English Study Program in IAIN Curup to determine construct validity.

2. Reliability

Reliability shows in one sense that an instrument can be trusted enough to be used as a data collection tool because the instrument is good.⁶² In this study, the reliability test was carried out used the Cronbach Alpha, namely by analyzing the reliability of the measuring instrument form one measurement. Nunnaly in Jumailiya, claims that this has resulted in a wide range of reliability. Most psychometric tests have a Cronbach's Alpha of 0.75 to 0.83, with at least one having a Cronbach's Alpha of 0.90.⁶³ The following a frequently acknowledged rule of thumb for describing internal consistency:

Table 3.5
Cronbach's Alpha

Cronbach's Alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

(Source: Konting et al.2009)

⁶²Arikunto, S. (2016). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta

⁶³Jumailiya, *pengaruh kualitas item terhadap reliabilitas alpha cronbach pada tes bakat numerical dan tes potensi akademik*, Jurnal ilmiah IKIP Mataram.vol p.1

The formula of Cronbach Alpha as follow:

$$r_n = \left[\frac{n}{n-1} \right] \left[1 - \frac{\sum \sigma_1^2}{\sigma_1^2} \right]$$

Where: r_n = Instrument Reability

n = Question Item

$\sum \sigma_1^2$ = Number of question variants

σ_1^2 = Total Variants

Using Ms. Excel, the researcher examined reliability. The questionnaire received a score of 0.98 as a consequence of the results. It signifies that the items have strong internal consistency because the table Cronbach Alpha is greater than 0.98. In other words, the questionnaire items were reliable.

Table 3.6
The Result of Reliable Data

Coclusion		Conclusion
Nilai Cronbach Alpha	Koefisien r	
0,98	0,6	Reliable

F. Technique of Analysis Data

a. Data From Questionnaire

The data collected by the students' response in table, and find out the percentage of the students by using percentage technique. The first steps for analysis the data was scoring. Scoring was against the grain of questions contained in the questionnaire. The questionnaire was analysed based on 5 value of Likert scale which was the most common scale that were used in measuring perception of respondents toward subject. In order to get the mean score, the total choice of each degree of agreement ("*Strongly Agree*", "*Agree*", "*Neutral*", "*Disagree*", and "*Strongly Disagree*") for each statement was multiplied with the value of the degree of agreement (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1). The maximum score of the scale is 5 and the minimum score is 1.

In scoring, the researcher counted the number of students given answer in the item based on the questionnaire.

The second steps were the researcher accounted the score of the total frequency was divided with the total questions. The formula was described as follow:

$$x = \frac{((f SA \times 5) + (f A \times 4) + (f N \times 3) + (f D \times 2) + (f SD \times 1))}{N}$$

Where:

f : frequency

SA : Strongly Agree

A : Agree

N : Neutral

DA : Disagree

SD : Strongly Disagree

After accounting for each respondent's score, the researcher would categorize the range score to indicate the categories of negative or positive perception. The scores from each responder should then be totaled and grouped into a range score to obtain a description of students' perception on the video project in speaking class. The following is the formula:

$$\text{Score range} = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Max Score}}$$

The researcher then calculated the percentage of each item of the questionnaire that was answered by respondents. The researcher used percentage analysis to determine the category of students' perception on the video project in speaking class. The researcher's sole goal in this study was to determine the perception category of students.

The following is the formula:

$$P = \frac{\sum \text{score}}{\text{Max score}} \times 100\%$$

The students' perceptions were sorted into five categories using Likert scales, as shown in the table above. A five point Likert scale was used to measure the level of student perception. Such scales are used in the questionnaire to determine the level of agreement or disagreement. The results of the questionnaire revealed the percentage, which was then classified into three categories.⁶⁴

- a. 70% - 100% = Positive
- b. 60% - 69% = Neutral
- c. 10% - 59% = Negative

⁶⁴ Reza Mayasari. (2013), *Students perception towards non-English Subject at English Study Program*, (STAIN, Thesis) P.36

CHAPTER IV

FINDING AND DISCUSSION

The researcher presented the findings and discussion from the questionnaire in this chapter. The researcher has gotten more information about what is the students' perception toward video project in speaking class at English Study Program in IAIN Curup. The purpose of this study is to see how students of fifth semester at English Study Program perceive about video project in their speaking class.

A. Finding

This finding is to respond to the research question of students' perception on the video project in speaking class.

1. Students' Perception toward video project in speaking class at English Study Program in IAIN Curup.

To find out how students of fifth semester at English Study Program perception on the video project in speaking class. The researcher used questionnaire to learn about their perceptions of video project during the analytic procedure. The questionnaire is made up of a number of indicators that are based on the theory. This section of the chapter presented the results of research that was conducted from January 31th to February 01th, 2023. The researcher used Online Questionnaire. The questionnaire, which distributed to 68 respondents and has 35 items, was completed by 68 too. For each item, respondents must select one of five alternative options: strongly agree, agree, neutral, disagree, strongly disagree. If they answer is

disagree or strongly disagree, it show that video project in speaking class got negative perception from students. If the data is neutral. It means that respondent gives a neutral perception about the video project in speaking class. Based on the finding of students' perception toward video project in speaking class in Fifth semester at English Study Program in IAIN Curup. The explanation are the table below:

Table 4.1
Students' Perception toward Video Project in Speaking Class

Indicators	Video Project			
	Statements		%	Total %
Goal	1.	Through this video project, I find a new method to improve my speaking skills.	82.94	84.80
	2.	In general, I am satisfied and happy with the learning method using video projects in the speaking class.	86.76	
	3.	The video project directs me to be able to speak more fluently than before.	84.7	
Input	4.	The use of a speaker, projector, LCD, and notebook supports the teaching and learning process in speaking class.	84.41	84.93
	5.	The teacher shows some videos that I can watch to help me understand the topic.	84.41	
	6.	The teacher provides suitable and varied sources and learning media for every learning activity.	85.29	
	7.	By process of creating a video project, make me-easier to understand the topic	85.59	
Content	8.	I understand the topic determined by the teacher.	87.35	85.88
	9.	I am very enthusiastic when the teacher determines the topic and its own benefits in the learning process.	86.18	
	10.	I actively participate in using video projects in speaking class.	84.12	

Procedure	11.	The teacher gives special instruction to the students, it makes me more understand about the topic.	84.41	84.12
	12.	The teacher gives the video project assignment to the students at every meeting.	82.94	
	13.	I submitted the video project assignment on time in speaking class.	85	
Role of Teacher	14.	I more easily understand when the lecturer acts as a facilitator to students.	88.53	87.35
	15.	Using video is good that in speaking class, the teacher is communicative with the students.	85.88	
	16.	The teacher gives a comment on my video project assignment.	89.41	
	17.	Using video is good in speaking class because teacher gives the comment to students' assignment.	85.59	
Role of Students	18.	I was very enthusiastic when the teacher ordered me to comments on friends' assignment.	86.76	86.54
	19.	Video project is good, by process of creating a video project. I can ask for other people's help in creating my video project.	84.71	
	20.	Video project it is good to record my speech more than once.	85.88	
	21.	Video project-is good to memorize my topic in the assignment.	88.82	
Setting	22.	Through this video project, I can choose a suitable place for my video project assignment.	86.76	86.76
Activity	23.	The teacher let the students explore their creativity in creating a video project assignment based on the topic given.	86.47	86.96
	24.	Learning to use video projects is more interesting than learning to speak directly in class, so I always actively participate in speaking lessons.	87.06	

	25.	The lecturer implemented discussion, asking for clarification/repetition, role play, and group work in the video project. It makes the speaking class more enjoyable.	87.35	
Understanding of Language Use	26.	Through this video project, I can more communicative with others.	85.88	86.47
	27.	Through this video project, I believed that it can improve my-communication skills.	87.06	
Providing Realistic Listening Practice	28.	Learning to use the video project, I can watch my video project assignment before send to my teacher.	87.94	88.04
	29.	Through this video project, I can learn from watching my or others' performance.	88.24	
	30.	Video projects make me feel the satisfaction of seeing my speaking improvement.	87.94	
More Creation	31.	The video project directs me to be able to learn speaking independently and creatively.	85.29	84.85
	32.	Learning to use the video project, I more understand about technology.	84.41	
Motivating Student Interest	33.	Video projects make me more courageous in answering the teacher's questions in speaking class.	85.88	84.80
	34.	I actively participate in using video projects in speaking class.	85.59	
	35.	Video projects make me more confident when speaking English in speaking class.	82.94	
Average				85.95

The maximum score is $68 \times 5 = 340$. As a result the table above, we can see that all statements fall into the positive perception category with the highest percentage in **Statement 16** namely “The teacher gives a comment on my video project assignment”, with a percentage of 89.41%. Then **statement**

21 namely “Video project-is good to memorize my topic in the assignment”, with a percentage of 88.82%. After that, **statement 14** “I more easily understand when the lecturer acts as a facilitator to students”, with a percentage of 88.53%. and followed by other statements sequentially according to the percentage. The lowest percentage of 82.94% is **statement 1** namely “Through this video project, I find a new method to improve my speaking skills”. Then from the table above it can be also seen that the average is 85.95%. So it can be concluded that students’ perception toward video project in speaking class are included in the **positive perception**.

Further explanations are in the table below:

Where:

- a. SA : Strongly agree
- b. A : Agree
- c. N : Neutral
- d. D : Disagree
- e. SD : Strongly disagree
- f. F : Frequency

a. Goal

Table 4.2

Students’ Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Goal	1.	Through this video project, I find a new method to improve my speaking skills.	37	54,41	16	23,5	7	10,3	4	5,9	4	5,88	82.94

2.	In general, I am satisfied and happy with the learning method using video projects in the speaking class.	39	57,35	16	23,5	10	14,7	3	4,4	0	0	86.76
3.	The video project directs me to be able to speak more fluently than before	38	55,88	14	20,6	11	16,2	4	5,9	1	1,47	84.7

From the data, **statement 1** showed that there were 37 students chose strongly agree, 16 students chose agree, 7 students chose neutral, 4 students chose disagree, and 4 students chose strongly disagree. The total score is 282 and has percentage 82.94%. **Statement 2** showed that there were 39 students chose strongly agree, 16 students chose agree, 10 students chose neutral, 3 students chose disagree, and no one student chose strongly disagree. The total score is 295 and has percentage 86.76%. **Statement 3** showed that there were 38 students chose strongly agree, 14 chose agree, 11 chose neutral, 4 students choose disagree and only 1 student chose strongly disagree. The total score is 288 and has percentage 84.7%.

Based on the description above, on goal indicator, **statement 2** is the most positive with a percentage of 86.76%. While statements 1 and statement 3 have the same percent point. So it can be concluded that students have **positive perception** of the Goal (students discover a new way to improve

their speaking abilities and Relate to a range of general outcomes or may directly describe teacher or student behavior) toward video project with the entire percentage 84.80%.

b. Input

Table 4.3
Students' Perception toward Video Project in Speaking Class

Indicators	Statement	SA		A		N		D		SD		Total %
		F	%	F	%	F	%	F	%	F	%	
Input	4. The use of a speaker, projector, LCD, and notebook supports the teaching and learning process in speaking class.	36	52,94	19	27,94	6	8,824	6	8,82	1	1,5	84.41
	5. The teacher shows some videos that I can watch to help me understand the topic.	35	51,47	17	25	13	19,12	2	2,94	1	1,5	84.41
	6. The teacher provides suitable and varied sources and learning media for every learning activity.	39	57,35	14	20,59	11	16,18	2	2,94	2	2,9	85.29
	7. By process of creating a video project, make me easier to understand the topic	34	50	20	29,41	13	19,12	1	1,47	0	0	85.59

From the data, **Statement 4** showed that there were 36 students chose strongly agree, 19 students chose agree, 6 students chose neutral, 6 students chose disagree, and 1 student chose strongly disagree. The total

score is 287 and has percentage 84.41%. **Statement 5** showed that there were 35 students chose strongly agree, 17 students chose agree, 13 students chose neutral, 2 students chose disagree, and 1 student chose strongly disagree. The total score is 287 and has percentage 84.41%. **Statement 6** showed that there were 39 students chose strongly agree, 14 students chose agree, 11 students chose neutral, 2 students chose disagree, and 2 student chose strongly disagree. The total score is 290 and has percentage 85.29%. **Statement 7** showed that there were 34 students chose strongly agree, 20 students chose agree, 13 students chose neutral, 1 students chose disagree, and no one student chose strongly disagree. The total score is 291 and has percentage 85.59%.

Based on the description above, on input indicator, **statement 4** and **statement 7** is the most positive with a percentage of 85.59%. While statements 5 and statement 6 and have the same percent point. So it can be concluded that students have **positive perception** of the input (includes written or spoken, written input such as notebooks, power points, and others) toward video project with the entire percentage 84.93%.

c. Content

Table 4.4
Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Content	8.	I understand the topic determined by the teacher.	41	60,3	13	19,1	13	19,12	0	0	1	1,5	87.35
	9.	I am very enthusiastic when the teacher determines the topic and its own benefits in the learning process.	37	54,4	18	26,5	10	14,71	3	4,4	0	0	86.18
	10.	I actively participate in using video projects in speaking class.	36	52,9	15	22,1	13	19,12	3	4,4	1	1,5	84.12

From the data, **Statement 8** showed that there were 41 students chose strongly agree, 13 students chose agree, 13 students chose neutral, no one students chose disagree, and 1 student chose strongly disagree. The total score is 297 and has percentage 87.35%. **Statement 9** showed that there were 37 students chose strongly agree, 18 students chose agree, 10 students chose neutral, 3 students chose disagree, and 0 student chose strongly disagree. The total score is 293 and has percentage 86.18%. **Statement 10** showed that there were 36 students chose strongly agree, 15 students chose

agree, 13 students chose neutral, 3 students chose disagree, and 1 student chose strongly disagree. The total score is 276 and has percentage 84.12%.

Based on the description above, on content indicator, **statement 8** is the most positive with a percentage of 87.35%. While statement 9 and statement 10 have almost the same percent points. So it can be concluded that students have **positive perception** of the content (Including the selections of the topic being discussed) toward video project with the entire percentage 85.88%.

d. Procedure

Table 4.5
Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Procedure	11.	The teacher gives special instruction to the students, it makes me more understand about the topic.	33	48,53	21	30,88	11	16,2	2	2,941	1	1,47	84.41
	12.	The teacher gives the video project assignment to the students at every meeting.	34	50	15	22,06	15	22,1	3	4,412	1	1,47	82.94
	13.	I submitted the video project assignment on time in speaking class.	37	54,41	15	22,06	12	17,6	4	5,882	0	0	85

From the data, **Statement 11** showed that there were 33 students chose strongly agree, 21 students chose agree, 11 students chose neutral, 2 students chose disagree, and 1 student chose strongly disagree. The total score is 287 and has percentage 84.41%. **Statement 12** showed that there were 34 students chose strongly agree, 15 students chose agree, 15 students chose neutral, 3 students chose disagree, and 1 student chose strongly disagree. The total score is 282 and has percentage 82.94%. **Statement 13** showed that there were 37 students chose strongly agree, 15 students chose agree, 12 students chose neutral, 4 students chose disagree, and no one student chose strongly disagree. The total score is 289 and has percentage 85.00%.

Based on the description above, on procedure indicator, **statement 13** is the most positive with a percentage of 85.00%. While statement 11 and statement 12 have almost the same percent points. So it can be concluded that students have **positive perception** of the procedure (Instruction or direction of the task given by the lecturer and include actions or steps which are sub-tasks to be performed by the students) toward video project with the entire percentage 84.12%.

e. Role of Teacher

Table 4.6
Students' Perception toward Video Project in Speaking Class

Indicators	Statement	SA		A		N		D		SD		Total %
		F	%	F	%	F	%	F	%	F	%	
Role of The Teacher	14. I more easily understand when the lecturer acts as a facilitator to students.	42	61,76	17	25	7	10,29	0	0	2	2,94	88.53
	15. Using video is good that in speaking class, the teacher is communicative with the students.	43	63,24	10	14,71	9	13,24	4	5,88	2	2,94	85.88
	16. The teacher gives a comment on my video project assignment.	46	67,65	10	14,71	10	14,71	2	2,94	0	0	89.41
	17. Using video is good in speaking class because teacher gives the comment to students' assignment.	38	55,88	15	22,06	11	16,18	4	5,88	0	0	85.59

From the data, **Statement 14** showed that there were 42 students chose strongly agree, 17 students chose agree, 7 students chose neutral, 0 student chose disagree, and 2 students chose strongly disagree. The total score is 301 and has percentage 88.53%. **Statement 15** showed that there were 43 students chose strongly agree, 10 students chose agree, 9 students chose neutral, 4 students chose disagree, and 2 students chose strongly disagree. The total score is 292 and has percentage 85.88%. **Statement 16**

showed that there were 46 students chose strongly agree, 10 students chose agree, 10 students chose neutral, 2 students chose disagree, and no one student chose strongly disagree. The total score is 304 and has percentage 89.41%. **Statement 17** showed that there were 38 students chose strongly agree, 15 students chose agree, 11 students chose neutral, 4 students chose disagree, and no one students chose strongly disagree. The total score is 291 and has percentage 85.59%.

Based on the description above, on Role of Teacher indicator, **statement 16** is the most positive with a percentage of 89.41%. While statement 14, statement 15, and statement 17 have a lower percentages than statement 16. So it can be concluded that students have **positive perception** of the role of teacher (teacher act as a facilitator of the communicative process, participant, act as an observer and student) toward video project with the entire percentage 87.35%.

f. Role of Students

Table 4.7
Students' Perception toward Video Project in Speaking Class

Indicators	Statement	SA		A		N		D		SD		Total %
		F	%	F	%	F	%	F	%	F	%	
Role of Students	18. I was very enthusiastic when the teacher ordered me to comments on friends' assignment.	41	60,29	12	17,65	13	19,12	1	1,47	1	1,47	86.76

19.	Video project is good, by process of creating a video project. I can ask for other people's help in creating my video project.	37	54,41	15	22,06	13	19,12	1	1,47	2	2,94	84.71
20.	Video project it is good to record my speech more than once.	37	54,41	18	26,47	9	13,24	4	5,88	0	0	85.88
21.	Video project-is good to memorize my topic in the assignment.	40	58,82	19	27,94	8	11,76	1	1,47	0	0	88.82

From the data, **Statement 18** showed that there were 41 students chose strongly agree, 12 students chose agree, 13 students chose neutral, 1 students chose disagree, and 1 students chose strongly disagree. The total score is 295 and has percentage 86.76%. **Statement 19** showed that there were 37 students chose strongly agree, 15 students chose agree, 13 students chose neutral, 1 students chose disagree, and 2 students chose strongly disagree. The total score is 288 and has percentage 84.71%. **Statement 20** showed that there were 37 students chose strongly agree, 18 students chose agree, 9 students chose neutral, 4 students chose disagree, and no one student chose strongly disagree. The total score is 292 and has percentage 85.88%. **Statement 21** showed that there were 40 students chose strongly agree, 19 students chose agree, 8 students chose neutral, 1 students chose disagree, and no one student chose strongly disagree. The total score is 302 and has percentage 88.82%.

Based on the description above, on role of students indicator, **statement 21** is the most positive with a percentage of 88.82%. While statement 18, statement 19 and statement 20 have almost the same percent points. So it can be concluded that students have **positive perception** of the role of students (Providing feedback give comments on other friends' video results and Repeat when making a mistake) toward video project with the entire percentage 86.54%.

g. Setting

Table 4.8
Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Setting	22.	Through this video project, I can choose a suitable place for my video project assignment.	37	54,4	19	27,941	11	16,18	0	0	1	1,47	86.76

From the data, **Statement 22** showed that there were 37 students chose strongly agree, 19 students chose agree, 11 students chose neutral, no one students chose disagree, and 1 student chose strongly disagree. The total score is 295 and has percentage 86.76%. So it can be concluded that students have **positive perception** of setting (about task place) toward video project with the entire percentage 86.76%.

h. Activity

Table 4.9
Students' Perception toward Video Project in Speaking Class

Indicators	Statement	SA		A		N		D		SD		Total %
		F	%	F	%	F	%	F	%	F	%	
Activity	23. The teacher let the students explore their creativity in creating a video project assignment based on the topic given.	42	61,8	11	16,18	10	14,71	5	7,35	0	0	86.47
	24. Learning to use video projects is more interesting than learning to speak directly in class, so I always actively participate in speaking lessons.	42	61,8	12	17,65	10	14,71	4	5,88	0	0	87.06
	25. The lecturer implemented discussion, asking for clarification/repetition, role play, and group work in the video project. It makes the speaking class more enjoyable.	41	60,3	15	22,06	8	11,76	4	5,88	0	0	87.35

From the data, **Statement 23** showed that there were 42 students chose strongly agree, 11 students chose agree, 10 students chose neutral, 5 students chose disagree, and no one student chose strongly disagree. The total

score is 294 and has percentage 86.47%. **Statement 24** showed that there were 42 students chose strongly agree, 12 students chose agree, 10 students chose neutral, 4 students chose disagree, and no one student chose strongly disagree. The total score is 296 and has percentage 87.06%. **Statement 25** showed that there were 41 students chose strongly agree, 15 students chose agree, 8 students chose neutral, 4 students chose disagree, and no one student chose strongly disagree. The total score is 297 and has percentage 87.35%.

Based on the description above, on activity indicator, **statement 25** is the most positive with a percentage of 87.35%. So it can be concluded that students have **positive perception** of the activity (The activities are including discussion, asking for clarification/repetition, role play, and group work in the video project) toward video project with the entire percentage 86.96%.

i. Understanding of Language Use

Table 4.10
Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Understanding of Language Use	26.	Through this video project, I can more communicative with others.	40	58,82	12	17,65	13	19,12	2	2,94	1	1,47	85.88
	27.	Through this video project, I believed that it can improve my communication skills.	38	55,88	19	27,94	9	13,24	1	1,47	1	1,47	87.06

From the data, **Statement 26** showed that there were 40 students chose strongly agree, 12 students chose agree, 13 students chose neutral, 2 students chose disagree, and 1 student chose strongly disagree. The total score is 292 and has percentage 85.88%. **Statement 27** showed that there were 38 students chose strongly agree, 19 students chose agree, 9 students chose neutral, 1 student chose disagree, and 1 student chose strongly disagree. The total score is 296 and has percentage 87.06%.

Based on the description above, on Understanding of language use indicator, **statement 27** is the most positive with a percentage of 87.06%. While statement 26 have a lower percent points than statement 27. So it can be concluded that students have **positive perception** of the Understanding of Language use (Benefit the students in the process of improving their

communicative skills) toward video project with the entire percentage 86.47%.

j. Providing Realistic Listening Practice

Table 4.11

Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Providing Realistic Listening Practice	28.	Learning to use the video project, I can watch my video project assignment before send to my teacher.	40	58,8	19	27,9	6	8,82	2	2,94	1	1,5	87.94
	29.	Through this video project, I can learn from watching my or others' performance.	43	63,2	13	19,1	10	14,7	1	1,47	1	1,5	88.24
	30.	Video projects make me feel the satisfaction of seeing my speaking improvement.	42	61,8	16	23,5	7	10,3	1	1,47	2	2,9	87.94

From the data, **Statement 28** showed that there were 40 students chose strongly agree, 19 students chose agree, 6 students chose neutral, 2 students chose disagree, and no one student chose strongly disagree. The total score is 299 and has percentage 87.94%. **Statement 29** showed that there were 43 students chose strongly agree, 13 students chose agree, 10 students chose neutral, 1 student chose disagree, and 1 student chose strongly disagree. The total score is 300 and has percentage 88.24%. **Statement 30**

showed that there were 42 students chose strongly agree, 16 students chose agree, 7 students chose neutral, 1 student chose disagree, and 2 students chose strongly disagree. The total score is 299 and has percentage 87.94%.

Based on the description above, on providing realistic listening practice indicator, **statement 28** is the most positive with a percentage of 87.94%. While statement 29 and statement 30 have a lower percent points than statement 28. So it can be concluded that students have **positive perception** of the Providing Realistic Listening Practice (Students do not just hear language but they can also see their own and others’-performances and Have the satisfaction of seeing their improvement) toward video project with the entire percentage 88.04%.

k. More Creation

Table 4.12
Students’ Perception toward Video Project in Speaking Class

Indicators	Statement	SA		A		N		D		SD		Total %
		F	%	F	%	F	%	F	%	F	%	
More Creation	31. The video project directs me to be able to learn speaking independently and creatively.	38	55,88	15	22,06	11	16,18	3	4,41	1	1,5	85.29
	32. Learning to use the video project, I more understand about technology.	39	57,35	12	17,65	12	17,65	3	4,41	2	2,9	84.41

From the data, **Statement 31** showed that there were 38 students chose strongly agree, 15 students chose agree, 11 students chose neutral, 3 students chose disagree, and 1 student chose strongly disagree. The total score is 290 and has percentage 85.29%. **Statement 32** showed that there were 39 students chose strongly agree, 12 students chose agree, 12 students chose neutral, 3 students chose disagree, and 2 students chose strongly disagree. The total score is 287 and has percentage 84.41%.

Based on the description above, on more creation indicator, **statement 31** is the most positive with a percentage of 85.29%. While statement 31 have a lower percent points than statement 32. So it can be concluded that students have **positive perception** of the more creation (Students learn speaking independently and creatively and more understand about technology) toward video project with the entire percentage 84.85%.

I. Motivating Students' Interest

Table 4.13

The Result of Students' Perception toward Video Project in Speaking Class

Indicators	Statement		SA		A		N		D		SD		Total %
			F	%	F	%	F	%	F	%	F	%	
Motivating Students' Interest	33.	Video projects make me more courageous in answering the teacher's questions in speaking class.	41	60,3	12	17,65	11	16,18	2	2,94	2	2,94	85.88
	34.	I actively participate in using video projects in speaking class.	42	61,8	11	16,18	10	14,71	2	2,94	3	4,41	85.59
	35.	Video projects make me more confident when speaking English in speaking class.	37	54,4	13	19,12	11	16,18	5	7,35	2	2,94	82.94

From the data, **Statement 33** showed that there were 41 students chose strongly agree, 12 students chose agree, 11 students chose neutral, 2 students chose disagree, and 2 students chose strongly disagree. The total score is 292 and has percentage 85.88%. **Statement 34** showed that there were 42 students chose strongly agree, 11 students chose agree, 10 students chose neutral, 2 students chose disagree, and 2 students chose strongly

disagree. The total score is 291 and has percentage 85.59%. **Statement 35** showed that there were 37 students chose strongly agree, 13 students chose agree, 11 students chose neutral, 5 student chose disagree, and 2 students chose strongly disagree. The total score is 282 and has percentage 82.94%.

Based on the description above, on motivating students' interest indicator, **statement 33** is the most positive with a percentage of 85.88%. While statement 34 and statement 35 have a lower percent points than statement 33. So it can be concluded that students have **positive perception** of the Motivating Students' Interest (Motivating includes how an increased level of interest when they have a chance to see language in use as hear it) toward video project with the entire percentage 84.80%.

B. Discussion

The results of the findings above, the researchers found that the results of the only one research question, namely how is the students' perception toward video project in speaking class the result are "Positive" meaning that the students' of fifth semester at English Study Program in IAIN Curup have a positive perception of video project. Researcher finds some discussion based on the finding on the research field. They were following:

1. Students' Perception toward Video Project in Speaking Class.

To find out about students' perception on the Video Project in Speaking class of fifth semester at English Study Program in IAIN Curup. In doing the process of analysis, the researcher used questionnaire to know how their perception about video project in speaking class. The questionnaire

consist of several indicators which based on the theory. This part of chapter served the findings of research that has been conducted on January 31th until February 1th 2023 that has been carried out directly. The researcher gave the questionnaire to the students then the students answered the questionnaire according to the perceptions they experienced when implemented video project in speaking class.

The table 4.2 showed that the Goal of video project is got positive perception. In speaking class, the students discover a new way to improve their speaking abilities. Besides, the students also be able to speak more fluently than before. However, speaking is a skill that should be improved by the students in learning English.⁶⁵ According to David Nunan, goal also can be said as learning target. Goal of the task is to specify specific language skills, language competence, and language functions that will be attained. Goal provides guidance. Improve students' communicative and interactional skills, for example. Boosting students' confidence and encouraging them to negotiate information.⁶⁶ Moreover, the video project was considered as a new method to train students' speaking skills because they admitted that through the video project, they learn to speak English often.

Moreover, Table 4.3 indicated in order to support the students to learn English, the teacher also provided facilities for the students. The students were facilitated to learn some materials through videos. The teacher

⁶⁵Grognet. A. G. (1997). Definition of Speaking skill. Providence: Jamastown Publisher.

⁶⁶David Nunan. (2004), *Task-Based Language teaching*, (Cambridge: Cambridge University Press), p.40

also provided a speaker, projector, LCD, and notebook supports the teaching and learning process in speaking class. According to Nunan, Input refers to the learning that will be faced by students as well as the learning context that will be given to students. Input includes written or spoken, written input such as notebooks, power points, and the other. While the spoken, is the lecturer speech explains the context that the students will work in the video project.⁶⁷

Table 4.4 the teacher determined the topic for video project assignment. It made the students very enthusiastic and actively participated in using video projects in speaking class.

Table 4.5 the teacher gives special instruction to the students, to makes them more understand about the topic and the teacher gives the video project assignment to the students at every meeting. And also students submitted the video project assignment on time in speaking class. According to David Nunan, Procedure is related to the instruction or direction of the task given by the lecturer. Procedure is what students will actually do in the real world. Procedures include actions or steps which are sub tasks to be performed by the students.

Table 4.6 through the video project, the materials were understood easily because lecturer acts as a facilitator to students, the teacher is communicative with the students, teacher gives the comment to students' assignment. According to Breen and Candlin the teacher has three main roles in the communicative classroom the first is to act as a facilitator of the

⁶⁷David Nunan, Ibid. p.40

communicative process, the second is to act as a participant, and the third is to act as an observer and students. The roles of teacher are monitoring the supervision of the task in progress, providing feedback the evaluation of the task.⁶⁸

Table 4.7 the videos were also recorded more than once because in the process of taping, sometimes the students made mistakes. Mennim states that before final presentation, the students' preparations are to record what the students are going to make, transcribe what they want to convey and correct the recordings.⁶⁹ In term of other people's contributions, most of the students tended to work independently but sometimes they ask their friend to help in creating my video project. After finishing their video projects, they were motivated to watch their own videos to ensure that they did not make any mistake in the videos. When they found that there were some mistakes in their videos, they tried to revise theirs videos until they were sure that their video project were good. So, it can be make the students good to memorize my topic in the assignment.

Table 4.8 creating video project, the students can choose a suitable place for my video project assignment. According to Nunan, Setting is refer to the class room arrangement affecting interaction entailed in the task. Including to seating arrangement, the direction of the incoming air and many

⁶⁸Breen, M. P., & Candlin, C. N (1980). in E journal of Achmad Farid, S.S., M. A (*Communicative Language Teaching: Implications for the communicative classroom*). Unipdu Jombang, p. 51

⁶⁹Mennim (2003) in Sartika Sri Rahayu, *Students' Difficulties in English Speaking Lessons at the Twelfth Grade of SMA N 1 Jatinom in the Academic year of 2020/2021*, p.27

more so that students and lecturer felt comfortable when learning takes place.

Table 4.9 having video project in speaking class, the teacher let the students explore their creativity in creating a video project assignment based on the topic given. The students learned to be independent learners. The students had to work by themselves and try to actively participate in speaking lessons. They also learned to have self-introspection to know their own mistakes and learned to solve their problem in speaking. And also the teacher implemented discussion, asking for clarification/repetition, role play, and group work in the video project. It makes the speaking class more enjoyable.

Table 4.10 according to Harmer, Seeing language-in-use is students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other clues.⁷⁰ The advantages of video project the students in the process of improving their communicative skills. Through the video project, students can more communicative with other and can improve their communication skills.

Table 4.11 through the video project, the students can watch video project assignment before send to my teacher. By watching their video project, they could analyze their own weaknesses and strengths so they were able to overcome their weaknesses and to improve their strengths in

⁷⁰Harmer, J. (2001). *The Practice of English Language Teaching* (3rd Edition). London: Longman Group Ltd.,p.284

delivering their speeches. Through this video project, students can learn from watching others' performance and make them feel the satisfaction of seeing their speaking improvement.

Table 4.12 also proved that the video project lowered the parents' worries in the use of technology. Through the video project, the technology could be used for beneficial activities such as learning language and can be able to learn speaking independently and creatively. In the process of creating video projects, the students utilized their smartphone, cameras or camcorder. According to Harmer, The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.⁷¹

Table 4.13 the students found other advantages on the video projects to improve their speaking skills. According to Harmer, motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.⁷² They felt more confident when practicing their speaking skill in front of the cameras because they confessed that they did not have enough confidence to speak in front of cameras before they got this video projects. More courageous in answering the teacher's questions and actively participate in using video projects in speaking class.

In the previous research in chapter 2, the research conducted by Pornpun Oranpattanachai Thai engineering students' perception towards the

⁷¹Harmer, Ibid. 284

video project assignments had high positive perceptions. Among four categories of perceptions: 1) English language improvement, 2) teamwork, 3) learning experiences and 4) challenges. In the research that students' also had positive perceptions toward video project. Among four indicators to investigate perceptions: 1) Goal, 2) Input, 3) content, 4) procedure, 5) Role of teacher, 6) role of students, 7) setting, 8) activity, 9) Understanding of language use, 10) providing realistic listening practice, 10) creation, and the last 11) motivating student interest.

Based on the results and discussion above, it can be seen that the previous research examined video project in group only, whereas this research examined all aspects of both group and individual. And also, the previous research focuses on English course which includes all skills in learning English, while this research focuses on speaking class only.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting to obtained data in the previous chapter, the conclusion and suggestion as the last part of this research. The conclusion below is the answer of the research questions of this research, while suggestion is intended to give information to the researchers who are interested in doing further research in this area.

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher took the conclusion. Most of students' perception toward video project in speaking class at English Study Program IAIN Curup have positive perception, it can be seen on the entire 85.95% percentage. They think by the video project, students' can choose suitable task place in order to achieve their goals that video project trains their speaking skill. They are able to overcome their difficulties in speaking English because they can do their self-reflection. They become more confident in speaking English after creating video project. It means that video project can be used as one of the teaching media in the students' speaking class.

B. Suggestion

Finally, the suggestion comes for a better future. The suggestion is specially proposed as below:

1. The Lecturers

The lecturers at English Study Program of IAIN Curup, the lecturers have to know about the students' perception toward video project in speaking class. The lecturers should maintain the technique that was implemented in the interest of students.

2. The Researcher

For further researcher, the researcher suggests to conduct a research related to inclusion classroom with different area and different kind of research. Furthermore, the researcher hopes this research can be better and could become motivated to other researchers to investigate this research deeply.

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KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor **495** Tahun 2022

Tentang
**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI
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- Memintang**
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk disebuti tugas sebagai pembimbing I dan II ;
- Mezingat**
- Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
 - Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
 - Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengerditan dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
 - Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
 - Keputusan Rektis IAIN Curup Nomor : 0517 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan**
- Surat Rekomendasi dari Ketua Prodi TH tentang Penggantian Pembimbing Nomor : B-065-FT.02-PP-00-9-08-2022
 - SK Pembimbing sebelumnya Nomor : 372 tahun 2021

MEMUTUSKAN :

- Menetapkan**
- Pertama**
- Sarwo Edy, M.Pd** **200700810**
 - Henny Septia Utami, M.Pd** **2020108101**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa

N A M A : **Fitria Nur Azizah**

N I M : **17551018**

JUDUL SKRIPSI : **Students' Perception toward the Implementation of Video Project in Minimizing Students' Speaking Anxiety**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kata bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Kesenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mecapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 16 Agustus 2022

Dekan,





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 560/In.34/FT/PP.00.9/08/2021 12 Agustus 2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

Kepada Yth. Rektor IAIN Curup

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Filna Nur Azizah
NIM : 17551018
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : The Implementation of Video Project in Minimize Students Speaking Anxiety
Waktu Penelitian : 12 Agustus s.d 12 November 2021
Tempat Penelitian : IAIN Curup

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,



Baryanti, MM., M.Pd
NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth :

1. Rektor
2. Wakil 1
3. Ka. Biro AUAK



IAIN CIBIRIP

NO	TANGGAL	Materi yang Dibicarakan	Paral Pembimbing I	Paral Mahasiswa
1	18/01/2023	Bimbingan Bab 1-3		
2	26/01/2023	Bab 1-2		
3	23/01/2023	Bab 1-2		
4	19/01/2023	Bab 3		
5	2/02/2023	Chapter 3		
6	8/02/2023	Chapter 4-5		
7	7/02/2023	Chapter 4-5		
8	9/02/2023	Act Sidang		



IAIN CIBIRIP

NO	TANGGAL	Materi yang Dibicarakan	Paral Pembimbing II	Paral Mahasiswa
1	19/01/2023	Chapter 1		
2	14/01/2023	Chapter 1-2		
3	26/01/2023	Chapter 1-3		
4	29/01/2023	Chapter 3		
5	1/02/2023	Chapter 3		
6	3/02/2023	Chapter 4-5		
7	6/02/2023	Chapter 4-5		
8	8/02/2023	Act Sidang		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 10R Telp. (0732) 21010-21759 Fax. 21010
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SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut.

Judul : **Students' Perception toward Video Project in Speaking Class**
Penulis : **Fitria Nur Azizah**
NIM : **17551018**

Dengan tingkat kesamaan sebesar 24%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Curup, 13 Februari 2023

Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris


Sarwo Edy, M.Pd

THE RESULT OF QUESTIONNAIRE FROM GOOGLE FORM

NO	Respondent	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	JUMLAH	
1	Respondent 1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175
2	Respondent 2	4	4	3	4	3	5	4	3	3	3	3	3	3	3	4	3	4	3	3	4	3	3	3	3	5	4	5	5	3	3	4	3	3	3	2	121	
3	Respondent 3	2	4	1	2	1	1	2	1	3	1	4	1	2	1	1	5	3	2	1	2	3	1	2	3	5	3	3	2	3	3	2	1	2	1	1	75	
4	Respondent 4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
5	Respondent 5	1	4	3	3	3	2	4	3	2	2	3	3	3	4	3	3	3	3	3	3	3	3	3	2	2	3	2	2	4	4	2	3	2	2	97		
6	Respondent 6	2	2	3	4	3	3	3	3	2	2	1	2	3	4	2	3	2	3	3	2	2	3	2	3	4	5	4	5	5	2	1	1	1	1	2	96	
7	Respondent 7	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
8	Respondent 8	1	5	5	4	4	5	4	4	4	4	3	4	4	5	5	5	5	5	5	4	4	5	5	5	5	4	4	4	5	5	5	3	4	4	4	5	151
9	Respondent 9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
10	Respondent 10	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	142	
11	Respondent 11	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
12	Respondent 12	4	3	4	4	3	3	3	5	4	3	4	3	4	4	3	5	3	4	3	4	3	4	3	4	3	2	3	5	3	4	3	5	3	4	126		
13	Respondent 13	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
14	Respondent 14	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	172	
15	Respondent 15	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
16	Respondent 16	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
17	Respondent 17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	139	
18	Respondent 18	3	3	5	3	5	3	3	3	5	3	4	4	4	4	5	5	4	4	5	4	4	5	5	4	5	4	4	5	3	4	4	4	5	5	4	144	
19	Respondent 19	5	3	4	3	4	4	3	5	5	4	4	4	3	4	5	3	4	4	4	4	5	2	4	5	5	5	5	5	5	5	5	4	4	4	3	144	
20	Respondent 20	4	5	4	5	5	5	4	3	5	5	5	5	5	5	5	5	5	5	4	5	4	4	5	5	5	2	4	4	5	5	5	5	4	5	4	160	
21	Respondent 21	3	3	3	4	4	3	3	3	3	4	4	3	3	4	5	2	3	3	4	2	4	4	3	2	2	3	3	4	4	4	3	3	5	5	2	117	
22	Respondent 22	5	4	5	4	4	4	5	5	3	3	4	2	4	4	5	5	4	4	4	5	4	5	5	4	4	5	4	5	5	4	3	4	4	4	4	147	
23	Respondent 23	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
24	Respondent 24	5	4	5	4	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	170	
25	Respondent 25	3	2	3	4	3	3	3	4	3	3	4	2	2	3	3	2	3	1	5	4	3	3	2	2	2	3	4	3	3	3	3	2	2	2	3	100	
26	Respondent 26	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	139	
27	Respondent 27	4	4	4	5	5	5	4	3	4	4	4	3	5	5	5	5	5	3	3	4	5	4	5	5	5	4	4	5	5	5	4	4	5	5	4	148	
28	Respondent 28	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	172	
29	Respondent 29	4	4	3	4	3	4	4	4	4	3	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3	4	131	
30	Respondent 30	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
31	Respondent 31	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
32	Respondent 32	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
33	Respondent 33	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
34	Respondent 34	4	4	4	4	4	5	3	3	4	4	3	3	4	5	4	4	4	5	3	3	5	4	5	3	5	5	4	4	5	4	4	5	4	5	4	144	
35	Respondent 35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	4	5	5	5	5	5	5	5	171	
36	Respondent 36	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	157	
37	Respondent 37	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
38	Respondent 38	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
39	Respondent 39	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	174	
40	Respondent 40	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
41	Respondent 41	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
42	Respondent 42	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	175	
43	Respondent 43	5	4	5	4	5	3	4	5	4	5	4	5	3	5	5	5	4	5	4	5	4	5	5	5	5	5	5	5	4	5	4	5	4	5	4	157	
44	Respondent 44	1	3	2	2	3	1	3	3	2	3	3	3	2	3	2	3	2	3	2	2	3	3	2	2	2	2	1	1	1	1	1	2	2	1	1	72	
45	Respondent 45	4	4	3	3	4	5	5	5	4	4	3	4	3	5	3	5	4	5	5	5	5	4	4	4	4	4	4	4	4	4	3	3	5	4	3	142	

TABLE FREKUENSI DARI DATA SKALA LIKERT

NO	SA		A		N		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
Q1	37	54,41	16	23,53	7	10,29	4	5,88	4	5,88	68	100
Q2	39	57,35	16	23,53	10	14,71	3	4,41	0	0	68	100
Q3	38	55,88	14	20,59	11	16,18	4	5,88	1	1,47	68	100
Q4	36	52,94	19	27,94	6	8,824	6	8,82	1	1,47	68	100
Q5	35	51,47	17	25	13	19,12	2	2,94	1	1,47	68	100
Q6	39	57,35	14	20,59	11	16,18	2	2,94	2	2,94	68	100
Q7	34	50	20	29,41	13	19,12	1	1,47	0	0	68	100
Q8	41	60,29	13	19,12	13	19,12	0	0	1	1,47	68	100
Q9	37	54,41	18	26,47	10	14,71	3	4,41	0	0	68	100
Q10	36	52,94	15	22,06	13	19,12	3	4,41	1	1,47	68	100
Q11	33	48,53	21	30,88	11	16,18	2	2,94	1	1,47	68	100
Q12	34	50	15	22,06	15	22,06	3	4,41	1	1,47	68	100
Q13	37	54,41	15	22,06	12	17,65	4	5,88	0	0	68	100
Q14	42	61,76	17	25	7	10,29	0	0	2	2,94	68	100
Q15	43	63,24	10	14,71	9	13,24	4	5,88	2	2,94	68	100
Q16	46	67,65	10	14,71	10	14,71	2	2,94	0	0	68	100
Q17	38	55,88	15	22,06	11	16,18	4	5,88	0	0	68	100
Q18	41	60,29	12	17,65	13	19,12	1	1,47	1	1,47	68	100
Q19	37	54,41	15	22,06	13	19,12	1	1,47	2	2,94	68	100
Q20	37	54,41	18	26,47	9	13,24	4	5,88	0	0	68	100
Q21	40	58,82	19	27,94	8	11,76	1	1,47	0	0	68	100
Q22	37	54,41	19	27,94	11	16,18	0	0	1	1,47	68	100
Q23	42	61,76	11	16,18	10	14,71	5	7,35	0	0	68	100
Q24	42	61,76	12	17,65	10	14,71	4	5,88	0	0	68	100
Q25	41	60,29	15	22,06	8	11,76	4	5,88	0	0	68	100
Q26	40	58,82	12	17,65	13	19,12	2	2,94	1	1,47	68	100
Q27	38	55,88	19	27,94	9	13,24	1	1,47	1	1,47	68	100
Q28	40	58,82	19	27,94	6	8,824	2	2,94	1	1,47	68	100
Q29	43	63,24	13	19,12	10	14,71	1	1,47	1	1,47	68	100
Q30	42	61,76	16	23,53	7	10,29	1	1,47	2	2,94	68	100
Q31	38	55,88	15	22,06	11	16,18	3	4,41	1	1,47	68	100
Q32	39	57,35	12	17,65	12	17,65	3	4,41	2	2,94	68	100
Q33	41	60,29	12	17,65	11	16,18	2	2,94	2	2,94	68	100
Q34	42	61,76	11	16,18	10	14,71	2	2,94	3	4,41	68	100
Q35	37	54,41	13	19,12	11	16,18	5	7,35	2	2,94	68	100

Blueprint of Questionnaire

Students' Perception on the Video Project in Speaking Class
to know how students' perception on the Video Project in Speaking Class at
English Study Program IAIN Curup.

Theory	INDICATORS	SUB-INDICATORS	STATEMENT
Component of Task	Goal	3. Students discover a new way to improve their speaking abilities.	1. Through this video project, I find a new method to improve my speaking skills. 2. In general, I am satisfied and happy with the learning method using video projects in the speaking class.
		4. Relate to a range of general outcomes or may directly describe teacher or student behavior.	3. The video project directs me to be able to speak more fluently than before.
	Input	3. Input includes written or spoken, written input such as notebooks, power points, and others.	4. The use of a speaker, projector, LCD, and notebook supports the teaching and learning process in speaking class.
		4. Input can be attained from teaching media or aids, materials, teacher, and other students.	5. The teacher shows some videos that I can watch to help me understand the topic. 6. The teacher provides suitable and varied sources and learning media for every learning activity. 7. By process of creating a video project, make me easier to understand the topic
	Content	2. Including the selections of the topic being discussed.	8. I understand the topic determined by the teacher. 9. I am very enthusiastic when the teacher determines the topic and its own benefits in the learning process. 10. I actively participate in using

		video projects in speaking class.
Procedure	4. Instruction or direction of the task given by the lecturer.	11.The teacher gives special instruction to the students, it makes me more understand about the topic.
	5. Procedures include actions or steps which are sub-tasks to be performed by the students.	12.The teacher gives the video project assignment to the students at every meeting. 13.I submitted the video project assignment on time in speaking class.
Role of the Teacher	3. To act as a facilitator of the communicative process.	14.I more easily understand when the lecturer acts as a facilitator to students.
	4. To act as a participant	15.Using video is good that in speaking class, the teacher is communicative with the students.
	6. To act as an observer and student.	16.The teacher gives a comment on my video project assignment. 17.Using video is good in speaking class because teacher gives the comment to students' assignment.
Role of Student	3. Providing feedback give comments on other friends' video results.	18.I was very enthusiastic when the teacher ordered me to comments on friends' assignment.
	4. Repeat when making a mistake	19.Video project is good, by process of creating a video project. I can ask for other people's help in creating my video project. 20.Video project it is good to record my speech more than once. 21.Video project-is good to

		memorize my topic in the assignment.
Setting	2. Place	22. Through this video project, I can choose a suitable place for my video project assignment.
Activity	3. The activities are based on the notion of creating an information gap by letting students make a personal and secret hidden selection from a list of language items which all fit into a given topic.	23. The teacher let the students explore their creativity in creating a video project assignment based on the topic given. 24. Learning to use video projects is more interesting than learning to speak directly in class, so I always actively participate in speaking lessons.
	4. The activities are including discussion, asking for clarification/repetition, role play, and group work in the video project	25. The lecturer implemented discussion, asking for clarification/repetition, role play, and group work in the video project. It makes the speaking class more enjoyable.
Advantages	Understanding of Language Use	26. Through this video project, I can more communicative with others. 27. Through this video project, I believed that it can improve my-communication skills.
	Providing Realistic Listening Practice	28. Learning to use the video project, I can watch my video project assignment before send to my teacher. 29. Through this video project, I can learn from watching my or others' performance.
	4. Have the satisfaction of	30. Video projects make me feel the satisfaction of seeing my

		seeing their improvement.	speaking improvement.
	More Creation	3. Students learn speaking independently and creatively	31.The video project directs me to be able to learn speaking independently and creatively.
		4. More understand about technology.	32.Learning to use the video project, I more understand about technology.
	Motivating Student Interest	2. Motivating includes how an increased level of interest when they have a chance to see language in use as hear it,	33.Video projects make me more courageous in answering the teacher's questions in speaking class. 34.I actively participate in using video projects in speaking class. 35.Video projects make me more confident when speaking English in speaking class.

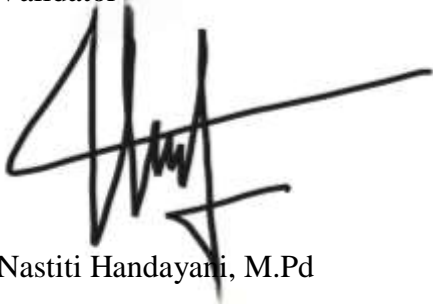
Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument.

- The **blue color words or statements** mean the validator's additional point for your instrument.
- The **red color** means something that you need to revise or delete.

Curup, 28th of January 2023

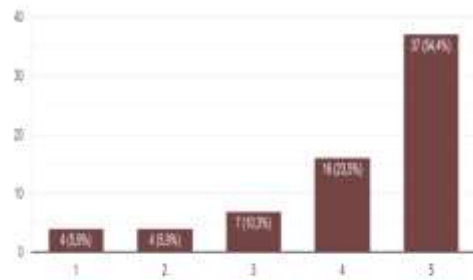
Validator



Nastiti Handayani, M.Pd

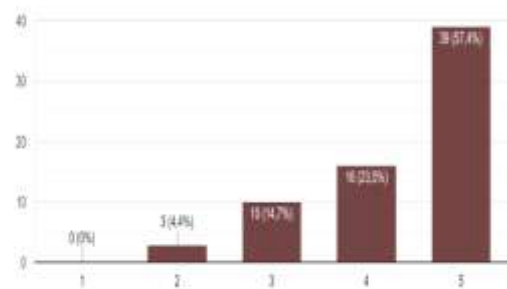
Dengan ditetapkannya video project ini, Saya menemukan metode baru untuk meningkatkan kemampuan berbicara bahasa Inggris saya.

66 jawaban



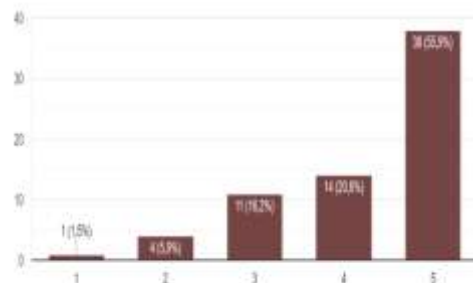
Secara umum saya merasa puas dan senang dengan metode pembelajaran menggunakan video project di kelas speaking.

66 jawaban



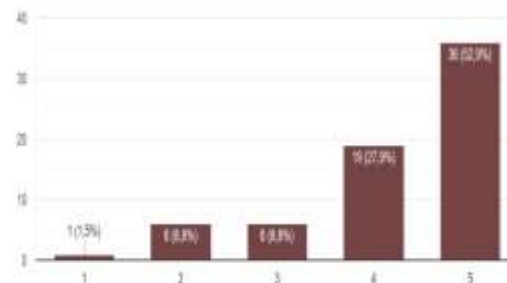
Dengan adanya tugas video ini mengarahkan saya untuk dapat berbicara bahasa Inggris lebih lancar dari sebelumnya

66 jawaban



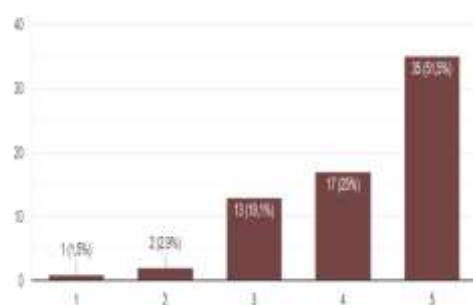
Penggunaan speaker, proyektor, LCD, dan notebook mendukung proses belajar mengajar di kelas speaking.

66 jawaban



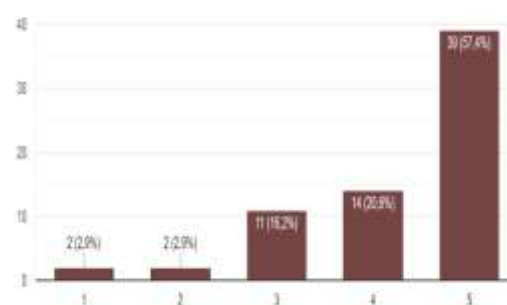
Guru menunjukkan beberapa video yang bisa saya tonton untuk membantu saya memahami topik pembahasan

66 jawaban



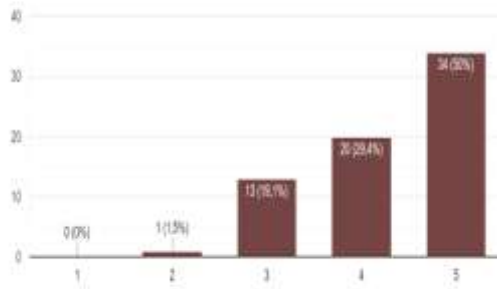
Guru menyediakan sumber dan media pembelajaran yang sesuai dan bervariasi untuk setiap kegiatan pembelajaran.

66 jawaban



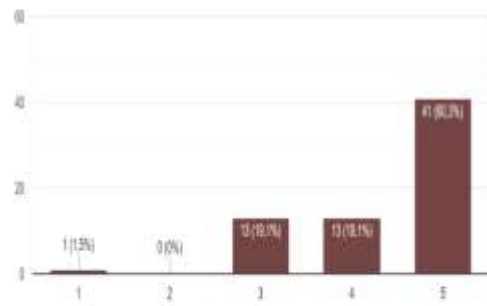
Dengan proses pembuatan tugas video, membuat saya lebih mudah memahami topik pembahasan.

60 jawaban



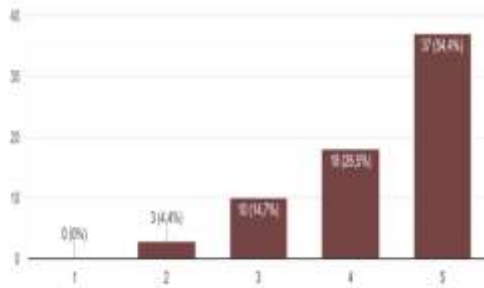
Saya memahami topik pembahasan yang ditentukan oleh guru.

60 jawaban



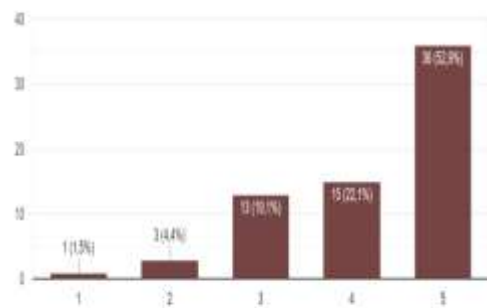
Saya sangat antusias ketika guru menentukan topik pembahasan dan manfaatnya di dalam proses pembelajaran.

60 jawaban



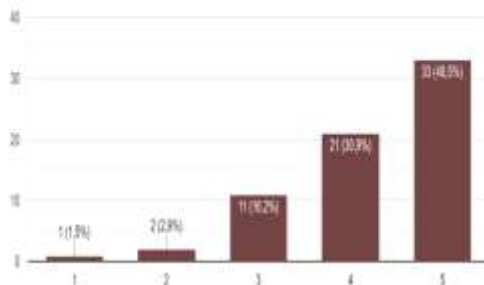
Saya berpartisipasi aktif dalam menggunakan video project di kelas speaking.

60 jawaban



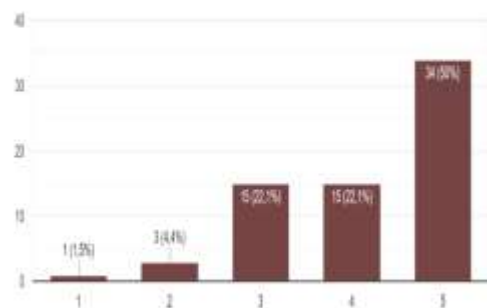
Guru memberikan instruksi khusus kepada siswa, hal itu membuat saya lebih mengerti tentang topik pembelajaran tersebut.

60 jawaban



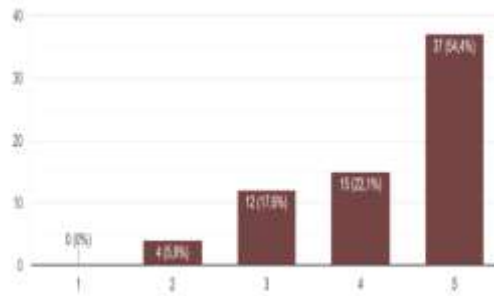
Guru memberikan tugas membuat video kepada siswa pada setiap pertemuan.

60 jawaban



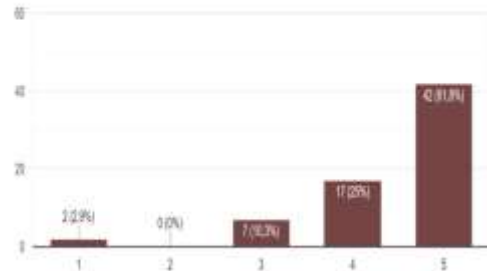
Saya menyerahkan tugas video saya tepat waktu di kelas speaking.

66 jawaban



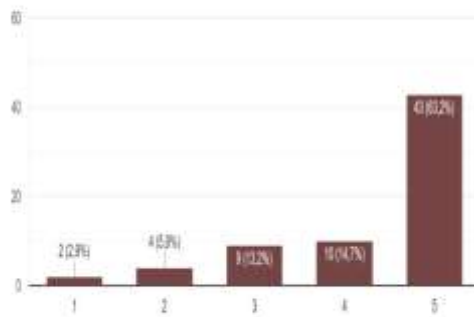
Saya lebih mudah mengerti ketika dosen bertindak sebagai fasilitator (membantu) kepada mahasiswa.

66 jawaban



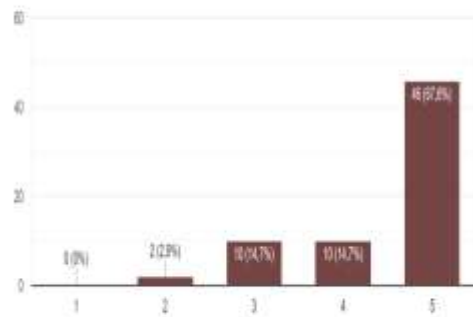
Penggunaan video itu bagus dalam kelas speaking, guru komunikatif dengan siswa.

66 jawaban



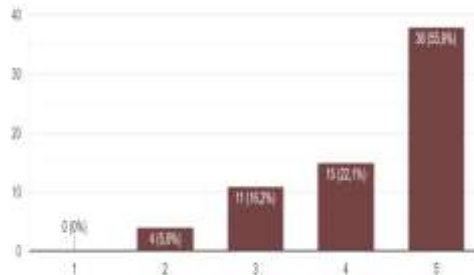
Guru memberikan komentar tentang tugas proyek video saya.

66 jawaban



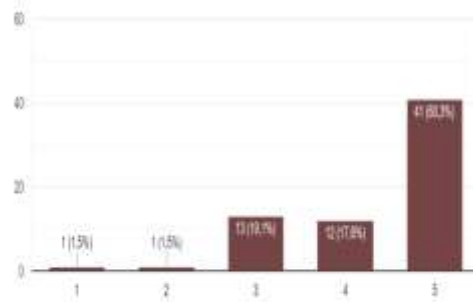
Penggunaan video itu bagus dalam kelas speaking karena guru memberikan komentar terhadap tugas siswa.

66 jawaban



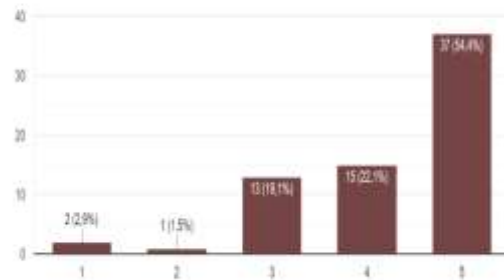
Saya sangat antusias ketika guru menyuruh saya untuk mengomentari tugas teman.

66 jawaban



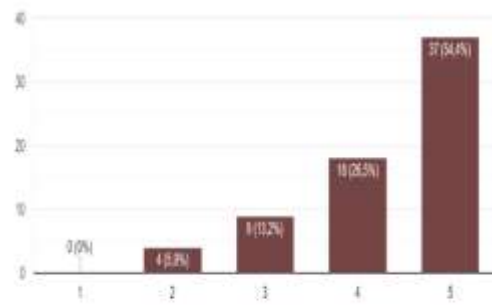
Tugas video itu bagus, dengan proses pembuatan tugas video. Saya dapat meminta bantuan orang lain dalam membuat tugas video saya.

68 jawaban



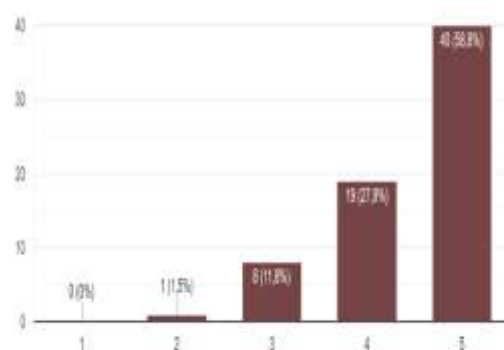
Video Project itu bagus, saya dapat untuk merekam pidato saya lebih dari satu kali

68 jawaban



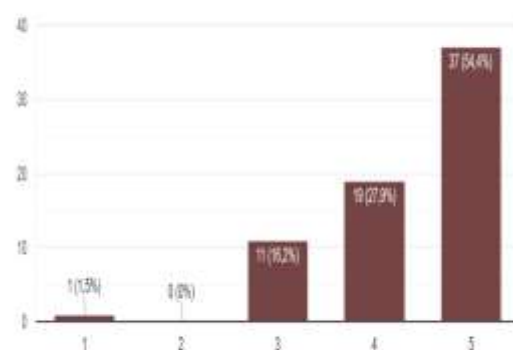
Video project itu bagus untuk mengetahui topik pembahasan tugas speaking.

68 jawaban



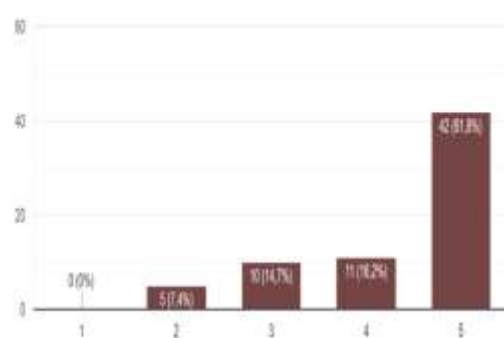
Melalui tugas video ini, saya dapat memilih tempat yang cocok untuk tugas tugas video saya.

68 jawaban



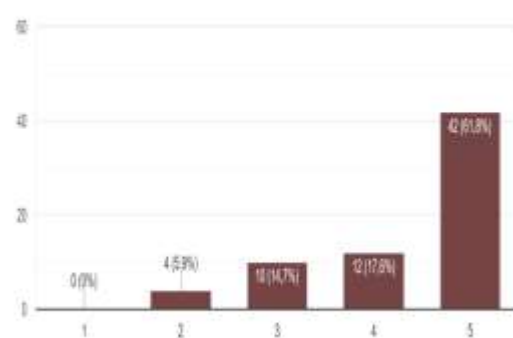
Guru membiarkan siswa mengeksplorasi kreativitasnya dalam membuat tugas video berdasarkan topik yang telah diberikan.

68 jawaban



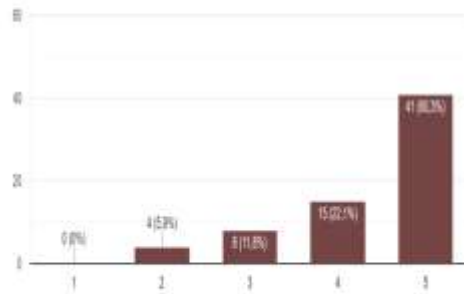
Belajar menggunakan video project lebih menarik daripada belajar berbicara langsung di kelas, sehingga saya selalu aktif mengikuti pelajaran speaking.

68 jawaban



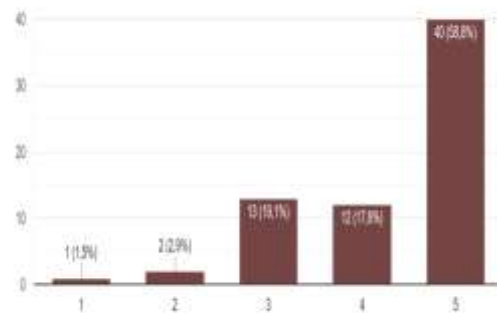
Dosen melaksanakan diskusi, meminta klarifikasi (pengulangan, role play, dan kerja kelompok) dalam video project. Itu membuat kelas speaking lebih menyenangkan.

68 jawaban



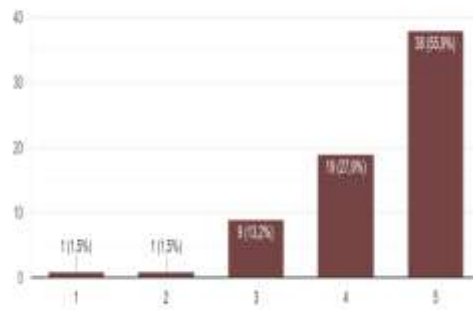
Melalui video project ini, saya bisa lebih komunikatif dengan orang lain.

68 jawaban



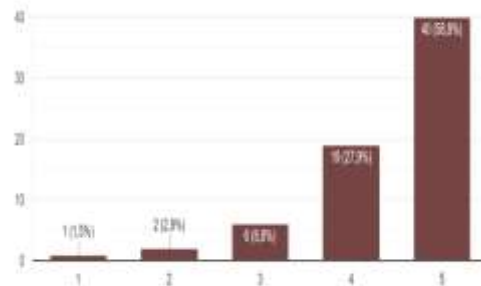
Melalui video project ini, saya yakin dapat meningkatkan keterampilan komunikasi saya.

68 jawaban



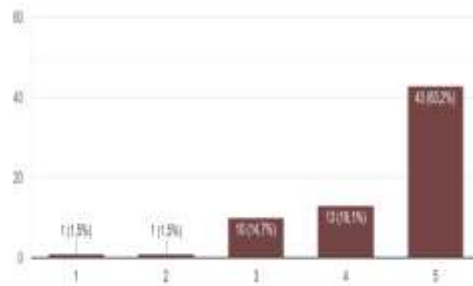
Belajar menggunakan video project, saya dapat menonton tugas video saya sebelum dikirim ke guru saya.

68 jawaban



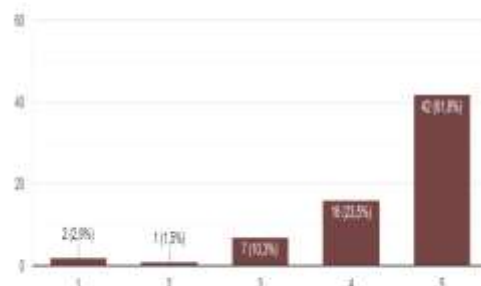
Melalui video project ini, saya dapat belajar speaking dari menonton penampilan saya atau orang lain.

68 jawaban



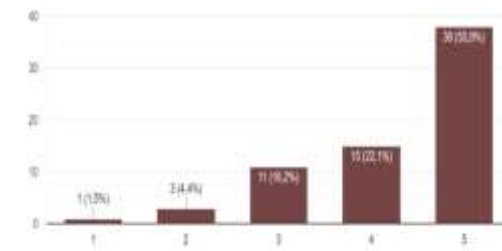
Video project membuat saya merasakan kepuasan dengan melihat peningkatan kemampuan berbicara bahasa Inggris saya.

68 jawaban



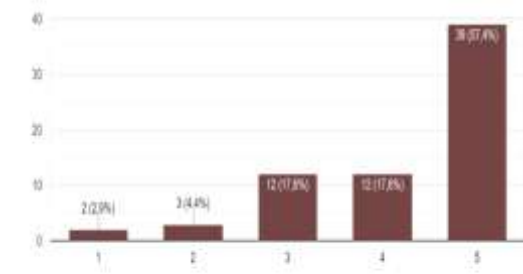
Video project mengarahkan saya untuk dapat belajar berbicara bahasa Inggris secara mandiri dan kreatif.

60 jawaban



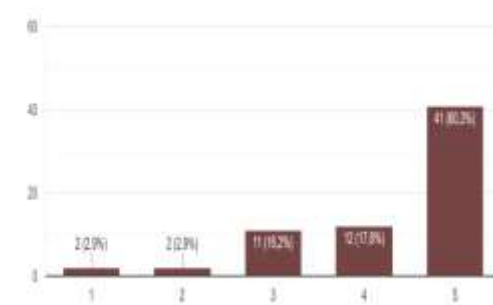
Belajar dengan menggunakan video project, saya lebih mengerti tentang teknologi.

60 jawaban



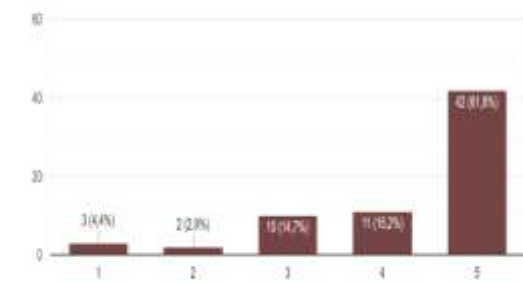
Video project membuat saya lebih berani menjawab pertanyaan guru di kelas speaking.

60 jawaban



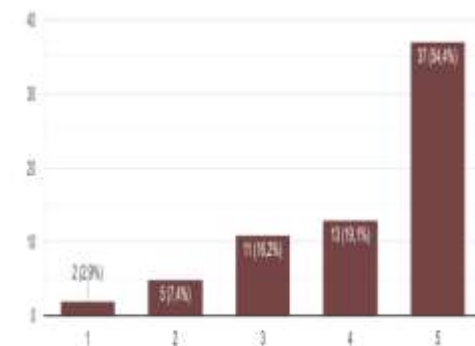
Saya berpartisipasi aktif dalam menggunakan video project di kelas speaking.

60 jawaban



Video project membuat saya lebih percaya diri saat berbicara bahasa Inggris di kelas.

60 jawaban



BIOGRAPHY



The researcher's name is Fitria Nur Azizah. She was born in Muara Aman, Mei 06th 1999. She is a daughter of Mr. Amran Rizoni and Mrs. Sapminah. She has one brother named Muhammad Aziz Yahya, S.H. She finished her Elementary School at SDN 13 Lebong and graduated in 2011, then continued her Junior High School at SMPN 1 Lebong and graduated in 2014 and then carried on her Senior High School at SMAN 1 Lebong and also graduated in 2017. After that, she decided entering Institute Collage for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty. She graduated her study on 2023.