

**THE IMPLEMENTATION OF VIDEO PROJECT IN SPEAKING  
CLASS**

**THESIS**

**This thesis is submitted to fulfill the requirement for ‘Sarjana’ degree in English  
Language Education**



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**(STAIN) CURUP**

**2018**

Hal : Pengajuan Skripsi  
Kepada  
Yth. Bapak Ketua STAIN Curup  
Di  
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara Muhammad Naufal Gustrianto yang berjudul "**The Implementation of Video Project in Speaking Class**", sudah dapat diajukan dalam sidang Munaqasyah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Demikian pengajuan skripsi ini dibuat dengan sebenarnya dan atas perhatiannya diucapkan terimakasih.

*Wassalamualaikum Wr. Wb.*


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**Time** : 03.00 – 16.30 p.m.  
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## PREFACE

All praises be to Allah SWT that the researcher had finally finished writing his thesis entitle **“The Implementation of 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 State Collage for Islamic Studies (STAIN) 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, 28 Desember 2017

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## ACKNOWLEDGMENT



*Assalamualaikum Warahmatullah Wabarokatuh*

First of all, the writer thanks God, Allah SWT the Glorious, the Lord, the Almighty, and the Merciful for his blessing and his guidance, so that the writer could finish this thesis entitled “The Implementation of Video Project in speaking Class”. Praying and greeting to our prophet Muhammad SAW and all of his family and buddy who has bought us from the darkness to the lightness as we felt right now.

This thesis is presented in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of STAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express my deepest appreciation to:

1. Mr. Dr. Rahmat Hidayat, M.Pd, M. Ag. as The Head of STAIN Curup
2. Mr. Drs. BeniAzwar, M.pd. Kons As The Head of TarbiyahDepartement
3. Mr. Sakut Anshori, S.Pd.I.,M.Hum As The Head of English Study



4. Mrs. Jumatul Hidayah, M.Pd , my Advisor, who has read and checked this thesis carefully and also given many useful suggestions and corrections for its improvement.
5. Mr. Sarwo Edy, M.Pd my Co Advisor, who has given many corrections, useful suggestions and also guidance to complete this thesis. Thank you very much for invaluable time that spent to guide me to finish this thesis
6. All of the lectures and staffs of STAIN Curup, for their continuity support and knowledge.

Finally, the researcher believes that this thesis is still far from being perfect. So, the constructive suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution to the development of English education in Curup, especially in teaching speaking.

*Wassalamualaikum Warahmatullah Wabarokatuh*

Curup, 28<sup>th</sup> of Desember 2017  
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## **Motto**

1. Don't afraid to try something. We will don't know if we don't try it
2. Knowledge is a treasure, but practice is the key to it.
3. Do what you want honestly with love, because you will get more than what you are expecting.
4. Keep positive thinking and always pray to Allah SWT after we make hard effort.

## **Dedication**

The Researcher dedicates this thesis for all of beloved person in my live. They are:

1. For my beloved father (Murni Yanto) and my lovely mother (Masni Eryani) who always give me love, spirit motivation, contribution, and also everything I need in my live, especially everything I need in my education. I LOVE YOU SO MUCH
2. For my beloved brother & sister (Muhammad Irfan Mahardika & Ratih Puspa Nur Annisa) who always support me in finishing this thesis. Thanks



3. For my beloved woman, my girlfriend (Nora Ummiyathiyah) who always give me time, support, and also helping in finishing this Thesis. Thank you so much
4. For my Best Friend (Guci, Medi, David, Akmal, Hafis, Dio, Iqbal, and Trianto) who always give me support and motivation in finishing this thesis. Thanks. I will miss our togetherness.
5. For all of reader. My Best writing for the best Reader. Hopefully this is useful.

## ABSTRACT

Muhammad Naufal Gustrianto. 2017. *The Implementation Of Video Project in Speaking Class*. Thesis. English Educational Program. The State Islamic College (STAIN) of Curup.

Advisor : Jumatul Hidayah, M.Pd

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The present research is more discussing about the implementation of video project as the technique to teach speaking and also discussing about the problem in implementation of video project. In order to answer the research questions, this study employed qualitative research design. The qualitative research was implemented to find out the implementation of video project in speaking class. Moreover, in-depth interview and documentation were used to answer the research question. The results of the interview were then confirmed and strengthened by the documentation. This study was conducted in a state Islamic College (STAIN) of Curup, in the third semester of academic year 2017/2018. The subject of this study was the lecturer speaking 1 who applied video project in the class. The research results are presented as follows. From the results of in-depth interview and documentation, the lecturer implemented some type of component of task in making of video project in speaking class. There were goal, input, role of teacher, role of student, setting, procedure, and activity. The first research question of this study is answered that is, based on implementation of video project, the students given freedom in their performance both in the room or outside classroom activity in order to achieve their goals. The students are given more chances to practice their English speaking skill through the activities of video watching, group discussion, role play and making video. From the results, the second research question of this study is answered that is, the availability of books and materials needed is very difficult to find. Some of the video projects have very low quality and have a less clear voice. The video has a long duration that makes the lecturer take time to watch it and assess it.

Keywords: Video Project, speaking

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## CHAPTER I

### INTRODUCTION

The first chapter discusses the introduction of this research. It elaborates some information related to background of the research, problems of the research, objectives of the research, significance of the research, delimitation of the research, and definition of key terms.

#### **A. Background of the Research**

Speaking is one of the four skills in teaching English. It is an interactive process of building word and sharing meaning through the oral way. Speaking is also part of second language learning and the most demanding skill for students to learn. It is productive skill and a process of revealing information ideas, and mind. According to Florez, speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information<sup>1</sup>. Therefore, we can conclude that, speaking is the skill to use of language in way of speech and not only as transferring messages but also as a communication to each other to give and receive information.

Speaking is one of important skills that should be mastered by the students besides three skills in learning language. Speaking is different with other language skills because speaking skill must be performed in public. By speaking, people

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<sup>1</sup>John Comings, Barbara Garner, Cristine Smith, *Review of Adult Learning and Literacy*, (London: Taylor & Francis, 2006), p.124



could express their idea and interact with other by communication. The success of using a language especially in foreign language can be measured through speaking. Thornbury stated that speaking is one of the four basic skills of language and it has an important role in daily life because it is the main skill of communication<sup>2</sup>. Therefore, we can conclude that speaking is one of skill that is very important because the people just see from the oral production in daily life not others skill for example when they are talking to someone by face to face, communicating through the phone, answering questions, asking for directions, bargaining in shops, meetings or chatting with their friends directly. And then, students who have a good ability in speaking will be better in sending and receiving information in doing communication.

Teaching speaking in Indonesia is not easy because English is a foreign language that students do not understand and do not use in their daily activity. Speaker must be understand to their listener and express their idea. One of the aims of teaching speaking is that students are able to develop their own competence of oral communication for language accompanying action in the daily life context. In speaking activities, there are two reasons why speaking skill is difficult for the students. First, the cause is the students are lack of motivations in learning English, another reason is caused by the inappropriate techniques used by the teacher in teaching speaking skill. According to Jeremy Harmer there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide

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<sup>2</sup> Thornbury, *How to Teach Speaking*, (Vermont, USA : Pearson Education ESL., 2003), p.1

rehearsal opportunities. Secondly, speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. And the last, students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become<sup>3</sup>. Hence, the teacher should teach well and use some activities that make students easy to learn English. They should use the good way to teach the students for getting good result of student's ability in speaking. Whereas, teaching English as a foreign language requires the use of effective learning methods, techniques, language games, or activities that promote their speaking skill.

In STAIN Curup, speaking English is hard when they must perform in front of class because they do not have motivation, less self-confidence and not knowing what to say. They are afraid when they speak and their friend will laugh them. The students also think their speaking would not deliver clearly and make their friends confused about what they said. In this case, the lecturer must be creative to solve this problem and make a students speak up in the class. Think speaking is easy and also fun skill for them. Lecturer must be creative to make some speaking program to increase student's motivation and self-confidence. If the students have a motivation in learning, they will have self-confidence to perform their skill in front of class.

There are several techniques which are used by the lecturer especially in speaking skill, one of them is video project. It is communicative learning process because student will learn how to tell something about their activity. Video project

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<sup>3</sup>Harmer, J., *How to Teach English*, (England : Pearson Education Limited , 1998), p.86

is very important in teaching speaking because it gives students an opportunity to practice communicating in different social contexts and in different social roles. It is a teaching strategy to improve student's speaking skill. Making videos activity is teacher's effort in initiating students to speaking English. By doing Therefore, the lecturer will know where is the problems when the students made a mistake, and for some students have a lack of desire to speak because of their shyness and low confidence makes them want to speak. Erben.T, Ban.R, & Castañeda.M.claim using video in teaching speaking creates the teaching learning process more living than before and in teaching speaking is an effective technique to improve students' speaking ability and motivation to join speaking activity<sup>4</sup>. We can conclude that by using it, students are encouraged to practice the skill. It attracts students' attention and they become more enthusiastic in joining the learning speaking activity. Therefore, the lecturers can use a video as a task for their students to increase their ability and ask them to talk about their best moments that they ever had in daily life.

There are some advantages offered using a video project of student speaking in language learning. They can watch themselves doing speaking and so can their friends. They will learn their mistakes from the video and people's comments. By doing this, they will evaluate each other from their performance. Teachers can use video to help students being better speakers in English.<sup>5</sup> Then, recording their

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<sup>4</sup> Erben, T. Ruth, B., & Castañeda, Martha, *Teaching English Language Students through Technology*, (New York, NY : Routledge, 2009), p.86

<sup>5</sup> Catherine Hua xiang, *Cases on Audio-Visual Media in language Education*, (United Kingdom : IGI Global : 2011), p.210

speaking activities, they will have opportunities to view to play and replay the recording many times so that they could learn from their mistakes. It is better to make mistakes than never try. They will learn from their self-evaluation and also from their friends' comments and teacher's feedback. Therefore, they are able to be self-critical as they can learn the mistakes and solve their problem assisted by the teacher.

Video project is implemented in teaching speaking 1. The lecture of the speaking 1 in STAIN Curup implemented video project in teaching speaking to makes daily activity videos as a task in every week. The learning process aims to enable the students to speak in the target language. Hence, they have to tell about everything what they are doing in their daily life. Based on interview with Rahman PBI 2B, he says that he gets A score in speaking 1. By using video project, it is very helpful to improve speaking skill because from making a video, we always repeat or express what we want to say. Therefore, we always remember the new words that we are going to express and automatically the vocabulary we need it immediately we memorize so indirectly we can improve our speaking<sup>6</sup>.

Based on the phenomenon in STAIN Curup especially in English study program, there are four levels of basic in Speaking class, each of them is Speaking I, II, III, and IV. In speaking I the lecturer ask to the student to make daily activity videos as a task every week. Hence, the students have to tell about everything what they are doing in their daily life. By using a video project in the speaking class, the

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<sup>6</sup> *Student of PBI 2B class at first semester in STAIN Curup. Interviewed on 15 June 2017.*

lecturer has various considerations in performing the tasks that will be given to the students. The lecturer also will know problems or obstacles that will be faced by the lecturer in the implementation. Based on this explanation, the researcher was interested to investigate the implementation and the problems in implementation of video project in teaching speaking in STAIN Curup. Therefore, the researcher conducted a research entitled **“THE IMPLEMENTATION OF VIDEO PROJECT IN SPEAKING CLASS”**.

#### **B. Problems of the Research**

Based on the background of the research above, the researcher can state the problems of the research, the problems were formulated as follow :

1. How is the implementation of video project in teaching speaking ?
2. What are the problems of the implementation of video project in teaching speaking?

#### **C. Objectives of the Research**

Based on the problem of the study, The objective of this research were formulated as follow :

1. To describe the implementation of video project in teaching speaking.
2. To find out the problems of the implementation of video project in teaching speaking.

#### **D. Significance of the Research**

This research is useful for :

1. Theoretical benefit:
  - a. The finding of this research will enrich the theory of students` speaking mastery.
  - b. The result of the research paper can be a useful input in teaching speaking using video project.
2. Practical benefit:
  - a. The reader will get a large knowledge about teaching speaking using video project.
  - b. It will give the information and knowledge about the implementation of video project in teaching speaking.

#### **E. Delimitation of The Research**

The researcher limits the scope of the study. The limitations of the study were:

1. The subject of the study is limited to the English lecturer and the second semester students of STAIN especially for speaking class.
2. The object of study is only focused on teaching speaking using video project

## F. Definition of Key Terms

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

### 1. Implementation

Implementation is a process to making something that has been officially decided start to happen or be used.<sup>7</sup> Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimension. Based on this research, the implementation of video project in speaking class.

### 2. Video Project

Video Project work is where video is used as a media for student production, for example Documentaries, simulated promotional videos and news items.<sup>8</sup> According to Jeremy Harmer, this activity can become central learning aid, as a result of which student work cooperatively together using recording. Where sophisticated editing facilities are available and there are trained sounds or film personnel on the premises, high production values can be achieved, but that is not main point of this activities, a lot of can be achieved with just a hand held camera and playback monitor<sup>9</sup>. Therefore, Video project is a task that is given by the lecturer to the student where the task is to make the daily activities of the students. It

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<sup>7</sup> Hornby, *Oxford Advance Student's Dictionary*, (China :Oxford University Press, 2003), p.215

<sup>8</sup> Ann-Karin Korsvold, *New Technologies in language learning and teaching*, (German : Council of Europe Publishing, 1998), p.63

<sup>9</sup> Harmer, J., *The Practice of English Language Teaching*, (England : Pearson Education Limited, 2007), p.361



is learning media which asks students to record their activity or conversations using camera to improve speaking skills.

### **3. Speaking Class**

Speaking class at second semester in STAIN Curup is divided into 2 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 study, a speaking class is a class where the video project is applied to be one of teaching media to train student's speaking skill.<sup>10</sup>

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## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter discusses the review of related theories and review of related finding. Review of related theories is supported with some theories which are relevant to the research. This is divide into eleven subtitles : Speaking, types of speaking, component of speaking, teaching speaking, teaching speaking activities, problem in teaching speaking, type of video recording task, task assessment, component of task, the advantages of video project, the problem of video project, and review of related finding

#### A. Speaking

Speaking is an interactive process to create a productive meaning that involves the producing, receiving and processing of information<sup>11</sup>. Speaking is the skill to use of language in way of speech and not only as 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. Speaking is the ability that we have to communicate each other, we have language to deliver our speech, to tell somebody and also socialite in society. Thornbury stated that speaking is one of the communication forms which involves people's oral interaction. It is the ability of

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<sup>11</sup> John Comings, Barbara Garner, Cristine Smith, *Review of Adult Learning and Literacy*, (London: Taylor & Francis, 2006), p.124

someone in using his or her oral instrument in making communication to other people within a group and personal<sup>12</sup>.

Speaking is one of the skills that have to be mastered by students in learning English. Richards states 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 to easy communicate and also explore their idea<sup>13</sup>. 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.

Luoma stated that to be function well in society someone have to speak well. People used their speech to create an image of themselves to others<sup>14</sup>. Brown stated that Speaking is a basic skill that language students should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expression, but it also involves nonverbal symbol such as gestures and facial expression. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely

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

<sup>13</sup> Jack Richard, *Teaching Listening Speaking*, (Cambridge: Cambridge University, 2008), p.19

<sup>14</sup> Louma, S., *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p.10

intertwined<sup>15</sup>. From the definitions above, the researcher conclude the 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. Types of Speaking**

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

### **a. Imitative**

The first of the types of speaking performance is the ability to simply parrot back or imitate a word, a phrase, or a complete sentence. The focus of this type of speaking performance is on the pronunciation. No inferences are made to understand or convey the meaning or to participate in an interactive conversation. The speaker should retain the short stretch of language that must be imitated. Imitative can tail into habitation and risks becoming a stimulus of sharpening student interest in other language

### **b. Intensive**

The second type of speaking is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as prosodic elements intonation, stress, rhythm, juncture. Intensive means that students are asked to practice some forms of a language intensively such as dialogue or pair work

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<sup>15</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Languauge Pedagogy*, (San Fransisco, SA : Pearson Education, 2007), p.267.

activity. Examples of intensive assessment include reading aloud, pictured cued task, etc.

c. Responsive

This type of speaking includes interaction and comprehension at a limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. Student response to teacher questions or comments or students to students response in any form of language use.

d. Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interactive refer to what we normally mean by conversation and describes interaction that serves a primarily social function. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

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

Language style of extensive is frequently more deliberative and formal<sup>16</sup>. 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 Brown explained :

### a. 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 that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as

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<sup>16</sup>*Ibid.*, p.271.

intonation, phrasing, stress, timing, rhythm , how the voice is projected and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

b. Grammar

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Grammar and pronunciation has a close relationship. In addition to the sound system students must be taught by using structure system of language.

c. Vocabulary

Vocabulary is the most important part of speaking skill. Without grammar, It will be a bit hard to convey. Vocabulary is the knowledge of words and their meaning. Ferreira added, vocabulary knowledge requires not only word and meaning knowledge, but it requires the usage of the words in the appropriate context in natural way. Vocabulary means the appropriate diction which is used in communication. If students have many vocabularies, it will be easier for them to express their data.

d. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language students. Fluency usually refers to express oral language freely without interruption. In teaching and learning



process, if the teacher wants to check student's fluency, the teacher allows students to express themselves freely without interruption. Someone can speak fluently without any hesitation even though he or she makes errors in pronunciation and grammar.

e. 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 misunderstand between speaker and listener and for communication will run well<sup>17</sup>.

#### **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 situations through the language. Having a good task and activities eases the student's learning. Providing education learning experience that the students have the opportunity to develop as whole human beings. According to Jeremy Harmer there are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. And the last students have opportunities to

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<sup>17</sup>*Ibid.*, p.212.

activate the various elements of language they have stored in their brains, the more automatic their use of these elements become<sup>18</sup>.

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 explains that there are a number of things teacher can do to help students:

a. Preparation

The value of planning and rehearsal for speaking success, and students, too, will perform much better if they have chance to think about what they are going to say and how to say it. May involve just giving them quiet time to think in their heads about how they will speak, or it may mean letting them practice dialogues in pairs before having to do anything more public.

b. 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.

c. Big groups, small groups

Grouping students has beneficial effects for students speaking. With pair tasks, students get chance to speak and discuss the language in one-one. A major

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<sup>18</sup>Harmer, J., *How to Teach English*, (England : Pearson Education Limited , 1998), p.86

reason for reluctance of some students to take a part in speaking activities is that they find themselves having talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too.

d. Mandatory participation

Make sure that students are engage in task and manage students who sit back and let everyone else do the work. Mandatory participation also lies at the heart of jigsaw reading activities and story circle writing since both these and other similar activities only work when all the students take part <sup>19</sup>.

**E. Teaching Speaking Activities**

There are some activities to practice or promote speaking. Thornbury mentions some activities like presentation, storytelling, jokes and anecdotes, drama, role play, simulation, discussion and debate classroom conversation and casual chat<sup>20</sup>. There are some activities to promote speaking skill, there are:

a. Discussion

Discussions are probably the most commonly used activity in the oral skill class. Typically, the students are introduced to a topic via reading, a listening passage, or a videotape and are then asked to get into pairs or groups to discuss a related topic in order to come up with solution, a response, or the like.

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<sup>19</sup>*Ibid.*, p.345

<sup>20</sup> Thornbury, *How to Teach Speaking*, (Vermont, USA : Pearson Education ESL, 2005), p.96

b. Role plays

A third major speaking activity type is the role play, which is particularly suitable for practicing the socio cultural variations in speech acts, such as complimenting, complaining, and the like. Depending on student level, role plays can be performed from prepared scripts, created from a set of prompts and expression. Role play is activity that applied in video project. Video is a modern technique learning which asks students to record their activity or conversations using camera to improve speaking skills. Harmer stated that this activity can become central learning aid, as a result of which student work cooperatively together using recording. Where sophisticated editing facilities are available and there are trained sound or film personnel on the premises, high production values can be achieved, but that is not main point of this activities, a lot of can be achieved with just a hand held camera and playback monitor<sup>21</sup>.

Video project is Video technique has a great importance in teaching English, video is at best defined as the selection and sequence of messages in an audio visual context. Video techniques help the students to get the information by putting them in real life context. Sometimes the teacher need to give his students the chance to learn the language by putting them in real context, and the teacher asks their students to do a fieldwork which is record a video in order to organize their wrong pronunciation and evaluate their speaking skill.

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<sup>21</sup>Op.Cit., p.361

c. Conversations

Almost all ESL/EFL students can practice with informal conversation, but few students report having either the opportunity or the confidence to engage in unplanned conversation with native speakers. A conversation assignment can be helpful in this regard.

**F. Problem in Teaching Speaking**

One of the most difficult aspects of language learning for the teacher is to help the students learn to talk in the foreign language. Students are usually faced by some problems in learning speaking. They are not conversant with spoken English. According to Harmer, There are some problems with the speaking activities which are faced by the students:

a. Reluctant students

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information and opinions. Frequently too, there is a worry about speaking badly and therefore losing face in front of their classmates.

b. The roles of the teacher

Sometimes students fail because of teacher did not give a clear role and explanations. As with any other type of classroom procedure, teachers need to pay a number of different roles during different speaking activities<sup>22</sup>.

**G. Type of Video Recording Task**

There are two types of video recording task based on Ann-Karin Korsvold, there are ;

a. Video Feedback

Video Feedback is where students are recorded in several types of communicative performance, such as simulations or presentations, and video recordings are then used to support detailed feedback<sup>23</sup>. Video feedback can be useful, especially to help students develop self-assessment and peer skills. This requires careful remediation of the task of viewing the post, with a feedback grid that focuses the student's attention from individual detailed error corrections at least in the first stage and to aspects of global and collective performance such as how effective roles are created or whether the group has acted with a formality according to the situation.

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<sup>22</sup> Harmer, J., *The Practice of English Language Teaching*, (England : Pearson Education Limited, 2007), p.345

<sup>23</sup> Ann-Karin Korsvold, *New Technologies in language learning and teaching*, (German : Council of Europe Publishing, 1998), p.63

## b. Video Project Work

Video Project work is where video is used as a media for student production, for example Documentaries, simulated promotional videos and news items<sup>24</sup>. Therefore, Video project is a task that is given by the lecturer to the student where the task is to make the daily activities of the students. It is learning media which asks students to record their activity or conversations using camera to improve speaking skills. As the video has become more familiar as a productive medium, the video project work has grown. It involves students who use video as a creative medium and all the practitioners prove their motivating nature. Students feel that they are doing something tangible with the target language. It is useful to engage students who lack confidence. Video cameras can be an invaluable tool in facilitating project meetings that keep students into directed contact with members of the target language culture.

## H. Task Assessment

Task assessment is a very broad term that can include formal exams and tests, both external and internal, which are structured and built every the academic year, as well as more informal types of assessment that lecturer undertake as a part of their day to day practice. There is an abundance of tools that can be used in assessment and these broaden the types of assessment tasks we can create as well as offer quicker and easier ways to distribute them. Rance Roney points out that deep

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<sup>24</sup> Ann-Karin Korsvold, *New Technologies in language learning and teaching*, (German : Council of Europe Publishing, 1998), p.63

language acquisition and meaningful practice should be embedded in the digital storytelling process.<sup>25</sup> Therefore, Video project is one of the tasks that can be used in assessing the student speaking ability. Any video production project has to be built into the assessment effectively. Lecturer can assess their student's performance by watching their videos and also improve their speaking skill from evaluating their mistake.

Table 2.1 :Scoring Rubric

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect Pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Vocabulary	Misuse of vocabulary more than 8 times	Misuse of vocabulary 4-7 times	Misuse of vocabulary 0-3 times	No misuse of vocabulary	
Performance skills	Speaking in volume which is almost inaudible,	Mumbling, flat facial expression,	Speaking in soft voice, but can be	Speaking clearly and loudly, good	

<sup>25</sup> Gary motteram, *innovations in learning technologies for English teaching*, (London : British Council, 2013), p.148



	no facial expression and not communicative	and less communicative	understood, good facial expression and communicative enough	facial expression, and communicative	
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## I. Component of Task

According to Nunan the task includes the target task and pedagogical task. The target task relates to the uses of language in the world outside the classroom. The pedagogical task relates to the uses of language in the classroom. All of the task should be designed to equip student with the communicative language needed certain topic discussion in classroom which also related to real world situation.

There are so many component of task based on Nunan :

### 1. Goal

Goal of a task are intended to set specific language skills, language competence and language function which are going to be achieved. The teachers' general aims for the task. Goal may relate to a range of general outcomes or may directly describe teacher or student behaviour. Communicative is establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done. Acquiring information from more or less public sources in the target language and using this information in some way. Listening to, reading, enjoying and responding to creative and imaginative uses of target language and, for certain students, creating them themselves. Goals are the teachers' general aims for the task while objectives are the specific skills the students should obtain after a course. Goal

provides direction. For example like improving student's communicative and interactional skill. Increasing student's confidence, encouraging students to negotiate information.

## 2. Input

Input is refer to the lesson that students are exposed to and the contexts provided during the learning process. Refers to the data presented for students to work on. It is refer to the spoken written and visual data that students work with in the course of completing a task. Data can be provided by a teacher, a text book or some other source. Input refers to all the target language that the student is exposed to and that potentially provides the student with knowledge about the target language. Candlin said that Input is the lesson presented for students to work on<sup>26</sup>. According to Wright Input can be attained from teaching media or aids, materials, teacher, and other students<sup>27</sup>. Input is also obtained from the contexts provided during the learning process.

## 3. Content

Content is the subject matter being taught<sup>28</sup>, including the selections of topic being discussed. It could also be the materials being taught. Materials are the things that the students can observe or manipulate for example The content

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<sup>26</sup> David Nunan, *Task-based Language teaching*, (Cambridge: Cambridge University Press, 2004), p.40

<sup>27</sup> *Ibid.*, p.41

<sup>28</sup> *Ibid.*, p.40

includes the topics being taught which are describing process and telephoning. Besides, it is also in terms of the language expressions used in those contexts.

#### 4. Role of teacher and students

Role of teacher and students is the component of task referring to the social and interpersonal relationship between students and teachers in a task. Roles specify the relationship between participants in a task. Role refers to the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Candlin said that roles are the relationship between participants in a task<sup>29</sup>. 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 student<sup>30</sup>. Roles of teacher are monitoring the supervision of the task in progress, Providing feedback the evaluation of task. Roles of students are participating in groupwork, group discussion, Providing feedback give comment on other groups' video results.

#### 5. Setting

Setting is refer to the classroom arrangement affecting interaction entailed in the task. Refers to where the task takes place either in class or in an out of class arrangement. Refers to the classroom arrangements specified or

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<sup>29</sup>*Ibid.*, p.40

<sup>30</sup>*Ibid.*, p.67

implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Candlin said that setting is where the task takes place in or out of class<sup>31</sup>. Setting also includes social community which belongs to the class as a whole and its sense of groupness. Shevelson & Stern said that Setting also includes social community which belongs to the class as a whole and its sense of groupness<sup>32</sup>. For example in the context of communicative language teaching, the setting of learning activities includes interaction, negotiation of meaning, and task difficulty.

## 6. Procedure

Procedure is related to the instruction or direction of the task given by the teacher. Giving clear instruction is a paramount to the success of any classroom activity. It specifies what students will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those as we encountered when considering input. Procedures are what students will actually do in the real world, rehearsal and activation task. Procedures include actions or steps which are sub tasks to be performed by the students.

## 7. Activity

Activity is refer to the work that the students do on the task, it also includes the discussion about group work. These activities are based on the

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<sup>31</sup>*Ibid.*, p.40

<sup>32</sup>*Ibid.*, p.40

notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit into a given frame. Activities are the things that students and teacher do during a lesson. For example Activity includes the task being assigned. The three principals of task type are Dialogues and role play, Communication strategies include restating or asking for clarification or repetition, paraphrasing, guessing meaning from context, etc., Discussion and decision<sup>33</sup>.

This research aims analyzing the video project that contribute to improve students speaking skill. The component of task are adopted from Nunan categorization of task components that include goal, input, content role of teacher, role of students, setting, procedure, activity.

#### **J. The Advantages of Video Project**

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 increasingly confident in performing 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, in making video can makes them think more

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<sup>33</sup>*Ibid.*, p.40

deeply about their own communication skills<sup>34</sup>. By using video, students can easily perceive what knowledge presented especially to remember such things a long while and make the students easily retain the knowledge gained.

That is to say, the knowledge which is transferred through the audio video materials is easily gained, memorized, and sometimes recalled for further activities. Besides that, student's motivation increases when students learn language using video. From the social perspectives, utilizing video in the language learning and teaching context is beneficial due to some reasons. Richards and Renandya state that by using audio visual, the lack of opportunity in foreign language settings to interact with native speakers can be minimized because of the exposure to many kinds of scenes, situations and accents as well as voices<sup>35</sup>. Inferred from that assumption, video can be utilized as a means to practice communication using the target language and to show a real experience of native speaker communication by the assistance of audio and visual facilities provided by video.

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<sup>34</sup> Ann-Karin Korsvold, *New Technologies in language learning and teaching*, (German : Council of Europe Publishing, 1998), p.63

<sup>35</sup> Jack C.Richards and Willy A Renandya, *Methodology in Language Teaching*, (Cambridge University, 2002), p.209

## K. The Problem of Video Project

There are so many problems that lecturer got in implemented video project,  
There are ;

- a. The problem of selecting material and linking it to classroom work. The teacher must know the video material well, and by suitable preparation provide the links into and out of the main course.
- b. The problem of relating the home viewing of the students to the classroom teaching in the institution. A similar effort is required from the student, in that the best use must be made of the home viewing time but home viewing means no teacher and no chance for feedback from student to instructor.<sup>36</sup>
- c. Video shoot sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get the best shot.
- d. The video shooting session takes a very long time due to the challenges we faced such as the dialogs were not said according to the script and need to repeat the scene many times.
- e. The most frustrating part when editing the video. It is the merging scene and after applying the effect, the student got problem from editing it. So they must repeat the second time for the whole video.<sup>37</sup>

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<sup>36</sup> John mcgovern, *Video Applications in English Language Teaching*, (British Council, Jordan : Pergamon Press, 2011), p.70

<sup>37</sup>Ng Choo Thing, *Classroom Video Project : An Investigation on students' perception*, (Universiti putra malaysia : Elsevier Ltd, 2013), p.445

f. The students had to separate the project into several stages they needed to plan each stage of the project implementation. They encountered various unexpected problems while shooting the video for example technical problems, software incompatibility, etc.

g. The students have to developed their video scripts and wrote the conversations. They have to memorized the lines before acting in front of the camera. They have to learned to work as a group To shoot the video, they needed to manage the time, prepare the equipment and physical props, identify suitable locations, etc.<sup>38</sup>

#### **L. Review of Related Findings**

On Nana Priajana study, he found that the students have some problems in speaking class. The problems are the students have less motivation to speak, poor grammar and vocabulary, and some errors in pronunciation. To overcome the students' problem he implements video as teaching media in the speaking class. He uses classroom action research on his study. The result of his study showed that there was improvement on the students' motivation to speak up and the students' speaking skill. This study used the same technique to overcome the students' problem with the previous study. The difference is he implements the video to solve the fourth semester students of State Institute for Islamic Studies (IAIN) Cirebon. The difference between his study and the researcher's study of the effectiveness of video record on the students' speaking skill is he doesn't ask the students to make a

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<sup>38</sup> Larisa Nikitina, *Creating An Authentic Learning Environment In The Foreign Language Classroom*, (University malaysia : ISSN, 2011), p.39



video record. So he uses the available videos and shows those videos to the students.<sup>39</sup>

According to Naniek Kuswardani and Retno Budi Wahyuni's study, recording students' activities in speaking English ability through a video was very effective to be used in the English learning process. As the students could see and realize their weaknesses or their mistakes not only their English but also their performance in serving their guests so they could fix those inappropriate things. In other words, the utilization of support media in a classroom was very useful for the students. It creates a self-learning and can make them have good confidence in English communication. The activity of the students which is recorded is role-play. So a group of students make a video record of role-play. They did not observe the students' responses in which the technique is implemented. And this study was conducted to overcome the problems of speaking which are faced by the students of Bandung Institute of Tourism.<sup>40</sup>

Yuni Aliyah has a study on implementing recorded report video in teaching speaking. The result is the students speaking skill is improved when the teacher uses recorded report video. In this study there is no videoing activity but the writer uses an available report video and shows it to the students. The students do not discuss it but they rewrite the report from the video, and then read it in front of the class. She

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<sup>39</sup> Nana Priajana, *The Use of Video to Improve the Speaking Skill of the Fourth Semester Students of State Institute for Islamic Studies (IAIN) Cirebon*, (Unpublished thesis. State Institute for Islamic Studies (IAIN) Cirebon, 2010)

<sup>40</sup> Naniek Kuswardani and Retno Budi Wahyuni, *Encouraging Students in Speaking Through Videoing Activity. Bandung Institute of Tourism*

uses experimental study in her research. So this study is different with the researcher's study of the effectiveness of video record on the students' speaking skill.<sup>41</sup>

Those studies show the same problems faced by the students in the speaking skill. To overcome the students' problems, lecturer needs an appropriate technique. Those previous research only discuss about implementing recorded report video in teaching speaking and there is no videoing activity. In this research, it is more discussing the implementation of video as the technique to teach speaking and also more discussing about the problem in implementation of video project. Therefore, the researcher was interested in observing the implementation of video project in speaking class.

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<sup>41</sup>Yuni Aliyah, *The Implementation of Recorded Report Video for Teaching Speaking to Improve Students' Speaking Ability at MAN 1 Surabaya*, (Unpublished thesis. State Institute for Islamic Studies (IAIN) SunanAmpel Surabaya, 2009)

## **CHAPTER III**

### **RESEARCH OF METHODOLOGY**

There are six parts which are discussed in this chapter. there are kind of the research, subject of the research, techniques of collecting data, instruments of the research, research equipment, techniques of analysing data.

#### **A. Kind of the Research**

Based on the problems and the objectives of the study, the research method used descriptive qualitative research because this study was about the issue or social phenomenon that needs to describe any conditions and situations of the phenomenon descriptively. The data taken also has the characteristic that shown the data was authentic, reliable, valid, systematic, practice. Hence, the researcher would analyze the implementation of video project in speaking skill to get the qualitative data. This research was descriptive research. Descriptive research which is presented in qualitative way since it is an investigation of variety educational problems and issues.<sup>42</sup> In other hand, descriptive research is involved in qualitative way. It can be concluded that a qualitative research is descriptive research which focuses on existing actual problems and the data which have been collected would be analyzed by researcher.

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<sup>42</sup>Lorraine Rumble Gay, *Educational Research Competencies for Analysis and Application*, (New jersey : Pearson Education, 2000), p.275

This method of inquiry was most suited for addressing the research aims of this research. Qualitative work aimed at describing the implementation of video project. Getting information from the students may be useful in finding the problem in implemented video project supported the use of qualitative methods. The researcher just collected the data through interview and documentation : The instruments of the research were interview guidance and document. In this research the researcher described how the teachers applied video project in speaking class.

## **B. Subject of the Research**

Subject of the research is someone or something about which obtained information about them wanted. In this research, subject of the research is the lecturer in all classes of speaking 1 in STAIN Curup. The researchers choose the lecturer as subject of the research because the researcher wanted to get information about the implementation of video project. In this research, researcher used purposive sampling to choose the sample, because purposive sampling was a technique which one sees sampling as a series of strategic choices about with whom, where, and how one's does research. It implies the way that researchers sample must be tied to their objectives.<sup>43</sup> Hence, the researcher choose lecturers in choosing the subject of research because who implements the video project in that class is a lecturer, not students and researchers want to know how far the problem faced by lecturers in the implementation of video project. The researcher chooses

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<sup>43</sup> Lisa M Given, *The sage Encyclopedia of Qualitative Research Method*, (California : SAGE Publications, 2008), p.697

the speaking class because the video project refers more to the students' speaking skills. Lecturers who apply video projects are also only in the speaking class. The purpose of this research was to identify the implementation of video project in STAIN Curup as a lecturer and students are respondents.

### C. Techniques of Collecting Data

In this research, the data were taken by interviewing and documenting of the implementation and the problems of video project. At last, the researcher would analyze the data based on the theory.

#### a. Interviewing

L.R. Gay has defined an interview is a purposeful interaction in which one person obtains information from another.<sup>44</sup> Therefore, an interview as a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the other. The researcher implemented In-depth interviews. In-depth interviews are interviews in which participants are encouraged and promoted to talk in depth about the topic under investigation without the researcher's use of predetermined, focused, short answer questions.<sup>45</sup>

The purpose of In-depth interview with the lecturer is to know more information about the implementation of video project. In this research,

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<sup>44</sup> L. R. Gay, *Educational Research Competencies for Analysis and Applications*, (Florida International University : Pearson Education , 2012), p.396

<sup>45</sup> Lisa M Given, *The sage Encyclopedia of Qualitative Research Method* : (California : SAGE Publications, 2008), p.422

interview guidance had been prepared well by the researcher. In conducting this research, the researcher started to make interview guidance about how the implementation of video project and what lecturer problems in implemented video project from the theory of David Nunan.

b. Documentation

Documentation is tools to document a proof of study, such as video, picture and written notes. The researcher will use documentation technique. Creswell stated that the type of documents is hand-recorded notes about documents or optically scanned document.<sup>46</sup> Hence, documentation is a instrument which aims to analyze video, picture or photograph and written note tools. In this study, the researcher uses lesson plan and video project as the instrument that researcher need to support the data from the interview. This instrument can be a support to answers research question number one and two, because researcher used it to analyze the data by comparing it with interview. It helps researcher to make the data more valid. The lesson plan and video will be enclosed in appendix.

#### **D. Instruments of the Research**

The instruments of the research that used by the researcher were :

1. Interview guidance

The interview guidance would be used when the researcher interviews the lecturer. It was useful for making easier to collect the lecturer's data in

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<sup>46</sup> W. Jhon Creswell, *Educational Research: Planning, Conducting, Evaluating Quantitative and Qualitative Research*, (USA : Pearson Education, 2012), p.214

implementation video project in speaking class. This research, in this interview guidance also to investigate what is lecturer's problem in implementation of video project. So this interview guidance beside to know the implementation of video project, also ask about the problem in implementation of video project because using the same theory. The researcher prepared the indicators of David Nunan Component of Task. It is used as guidance when the researcher interviewed to the lecturer.

Table 3.1 : In-Depth Interview  
The Lecturer's Implementation of Video Project

No	Variable	Indicators	Sub Indicators	Questions	Answer
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved	1. Are the Video project intended to set specific language skills, language competence and language function? Why or why not?	
			2. Relate to a range of general outcomes or may directly describe teacher or student behaviour	2. Does the Video project stimulate students to speak more fluently than before? Why or why not?	

2.		Input	1. It is refer to the spoken written and visual data that students work with in the course of completing a task	3. What kinds of data will your students performance in their video project? Is there any problem?	
			2. Input can be attained from teaching media or aids, materials, teacher, and other students	4. Does lecturer provide learning materials by using video? Give the reason. Is there any problem?	
			3. Data can be provided by a teacher, a text book or some other source	5. What kinds of other sources do you use to support video project task? Is there any problem?	
3.		Content	1. Including the selections of topic being discussed.	6. Do you select the topic for video project? Is there any problem?	
			2. It could be the materials being taught	7. How do you determine the topic of video project? Is there any problem?	



4.		Role of teacher	1. act as a facilitator of the communicative process and act as a participant, an observer, and student	8. What are your roles in teaching and learning process? Is there any problem?	
			2. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task	9. How do you give feedback to your students' work? Is there any problem ?	
5.		Role of Students	1. Participating in groupwork and group discussion	10. Do you implement groupwork in video project? Is there any problem ?	
			2. Providing feedback give comment on other groups' video results	11. Does the student comment on every video made by their friends? Why or why not? Is there any problem?	
6.		Setting	1. Classroom arrangement affecting interaction entailed in the task.	12. Do you set the students' seating arrangement? Give a reason. Is there any problem?	

			2. The task take place either in class or in an out of class arrangement.	13. Where does the task take place? Give the reason. Is there any problem?	
			3. consideration of whether the task is to be carried out wholly or partly outside the classroom	14. Is there any consideration whether the task is to be carried out wholly or partly outside the classroom? Give the reason. Is there any problem?	
			4. social community which belongs to the class as a whole and its sense of groupness	15. Do you consider the appropriate classroom atmosphere for the students? Give the reason. Is there any problem?	
7.		Procedure	1. instruction or direction of the task given by the teacher	16. Do you give instructions or directions to the students? Why? Is there any problem?	
			2. procedures are what students will actually do in the real world, rehearsal and activation task	17. Do you provide authentic task/activities in video project? Is there any problem?	

8.		Activity	1. The activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit into a given frame	18. Do you let the student to explore their video project based on the frame given? Is there any problem?	
			2. The activities are including dialogues, role play, restating, asking for clarification/ repetition, discussion and decision.	19. Do you implement role play, restating, asking for clarification/ repetition, discussion and decision in video project? Is there any problem?	

## 2. Documentation

Documentation was one of the method to collect the data by collecting some document such as, problem noting, authentic materials, reference used by the teacher, interview record and so on. The term documentation was generally used for the gathering and recording of information, especially to establish or

provide evidence of facts or testimony. This technique Would be used by the researcher to collect the data related to the implementation of video project.

Table 3.2 : Checklist of Document analysis  
The Lecturer's lesson plan and Student's video in implementation of Video Project

No	Variables	Indicators	Sub Indicators	Yes	No
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved. a. The Video project are intended to set specific language skills, language competence and language function which are going to be achieved		
			2. Relate to a range of general outcomes or may directly describe teacher or student behaviour. a. The Video project stimulate students to speak more fluently than before		
2.		Input	3. It is refer to the spoken written and visual data that students work with in the course of completing a task. a. The lecturer give special instructions to the students		
			4. Input can be attained from teaching media or aids, materials, teacher, and other students. a. The lecturer provide learning materials by using video		

			<p>5. Data are provided by a teacher, a text book or some other sources.</p> <p>a. The lecturer provide instructional material by textbooks</p>		
3.		Content	<p>6. Including the selections of topic being discussed.</p> <p>a. Determine the topic of video project</p>		
			<p>7. It could be the materials being taught.</p> <p>a. In the making of a video project should have a certain topic</p> <p>b. Each topic have its own benefits in the learning process</p>		
4.		Role of teacher	<p>8. Act as a facilitator of the communicative process and act as a participant.</p> <p>a. The lecturer provide suitable and varied sources and learning media in every learning activity</p>		
			<p>9. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task.</p> <p>a. The lecturer gives feedback to students' work.</p>		
5.		Role of Students	<p>10. Participating in groupwork and group discussion.</p> <p>a. The student make the video with their friends</p>		
			<p>11. Providing feedback give comment on other groups' video results</p> <p>a. The student comments on every video made by their friend</p>		
6.		Setting	<p>12. Classroom arrangement affecting interaction entailed in the task.</p> <p>a. The lecturer set the students' seating arrangement.</p>		

			<p>13. The task take place either in class or in an out of class arrangement.</p> <p>a. The lecturer determines the task take place.</p>		
			<p>14. consideration of whether the task is to be carried out wholly or partly outside the classroom</p> <p>a. There is any consideration of whether the task is to be carried out wholly or partly outside the classroom</p>		
			<p>15. social community which belongs to the class as a Whole and its sense of groupness.</p> <p>a. The lecturer considers the appropriate classroom atmosphere for the students.</p>		
7.		Procedure	<p>16. instruction or direction of the task given by the teacher.</p> <p>a. The teacher give instructions or directions to a given task</p>		
			<p>17. Procedures are what students will actually do in the real world, rehearsal and activation task.</p> <p>a. The lecturer gives an authentic task of video project.</p>		
8.		Activity	<p>18. The activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit into a given frame.</p> <p>a. The student explores their video project based on the frame given.</p>		
			<p>19. The activities are including dialogues, role play, restating, asking for</p>		

			clarification/repetition, discussion and decision. a. The lecturer implement role play, restating, asking for clarification/repetition, discussion and decision in video project.		
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## E. Research Equipment

### 1. Recorder

The researcher used tape recorder to did this interview. Catherine says the advantages of using recorder are ; it can concentrate on listening to what they say, it can be able to maintain eye contact, it can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee, and it can have plenty of useful quotations for report<sup>47</sup>. After that, the recorded data were changed into written transcript text.

## F. Techniques of Analysing Data

Based on Gay and Peter Airasian about Educational Research,<sup>48</sup> there are some steps in analyzing the data, they are follows as:

### 1. Data Managing

Before the data from the interview and documentation were read and interpreted, they were managed by envisioning what the data from the interview and documentation of the research. The researcher divided the data based on the resources. The purpose of data managing are to analyze the data and check it for

<sup>47</sup> Dawson Catherine, *Practical Research Methods*, (Wiltshire: Cromwell Press, 2002), p.66

<sup>48</sup> L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company, 2000), p.224

completeness, and then to start the researcher on the process of analyzing the data from the lecturer about the implementation and the problem video project.

## **2. Data Classifying**

Classifying data was done after reading, watching, and listening the data from interview and documentation. The data were classified based on the data from the lecturer about the implementation and the problem video project.

## **3. Data Description**

The researcher gave the description based on the result of interview and documentation which to provide the true picture of the setting and events that took place in it. Therefore, the researcher had an understanding of the context in which the study took place. In this step, the researcher started to describe all the data that could help the researcher to do next step in analyzing the data from the lecturer about the implementation and the problem video project.

## **4. Interpreting**

Data interpretation continuous after the data collection, analysis and interpretative stage of a study, interpretation is also a part of process of writing the result of study. Interpretation is the reflective, integrative, and explanatory aspects of dealing the data from the lecturer about the implementation and the problem video project.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter provides the data collected in this study as well as the discussions about the data as the research findings. The data were collected from the results of the interview and documentation. The researcher discussed the implementation of video project in speaking class. There are two sections presented to answer the research problems. The first is finding and the second is the discussion.

#### **A. Finding**

In this chapter, the researcher presented the findings from the interview and documentation. The objectives of the research were to analyze about the implementation of video project in speaking class. In collecting the data, the researcher used two instruments, there were interview guidance for interviewing, and checklist of document analysis for documentation.

#### **1. The Implementation of Video Project in Speaking Class**

To analyze how the implementation and also the problems in implementation of video project in speaking class the researcher used interview. The interview was done to the lecturer who applied video project in speaking class on Thursday, November 15<sup>th</sup>.

The researcher used in-depth interview to observe the implementation and the problems of video project. The result of interview to the lecturer can be seen on the table below:

Table 4.1 : In-Depth Interview  
The Lecturer's Implementation of Video Project

No	Variable	Indicators	Answer
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	<p>According to respondent x, Video project are intended to set specific language skills, language competence and language function which purpose is to develop the language competence of students. The video project needs to do because by doing this video project, the students will feel free and there is no pressure that is too heavy in their speaking. They will do it free both in the nature and in the room but they are not directly supervised by the teacher so they are free in their performance. In theory also say that pressure when we learn speaking is reduced then usually the competence will come out.</p> <p>According to respondent x, video project stimulate students to speak more fluently than before because the video project is the work of the outside class room activity so they will be more confidence in delivering something through the video and with the video they will feel free they will explore more in their ability to speak and of course it will increase their confidence respectively.</p>
2.		Input	<p>According to respondent x, The data that students do in their performance is usually visual because they present how to speak so they talk about a particular theme such as the theme is about me then they will tell about themselves but through the media then they also say about a building how to tell a building. They will take a photo and record it and then will tell about the building so the data they convey it is visual data. The problem : usually when He ask for visual data to the students but ordinary they cannot talk in front of the camera for example they are nervous when talking and in giving message to viewer, the way of</p>

			<p>delivery that tend to get bored.</p> <p>According to respondent x, He provides learning materials by using video. He uses it, but not only the videos he also provide learning materials through the handout. So He made the material such as a kind of conversation or some vocabulary that students can use for them to talk later. The problem : when He wants to provide learning materials using video, He have to select the video in accordance with the needs of students and sometimes the material is very difficult to find and in making his handout must also be in accordance with the needs of students.</p> <p>According to respondent x, Other sources that he used are usually youtube media. He used it because before the student taping video, usually he suggested them to see some videos on youtube. Therefore, they will have a reference when they want to increase their competence through video they made and also there are some handouts he gave to the student so they can have references when talking about anything for example about themselves, about a building introducing, product or whatever it is. The problem : when looking for other sources that want to be provided, the source is difficult to find and also the books in need are not enough. There are many on the internet electronic books that can be downloaded but the book must be bought or paid.</p>
3.		Content	<p>According to respondent x, he selected the topic for video project so the chosen topic is usually tailored to the material already taught or material that already exists in the syllabus. In the syllabus He made some material for example today we are talking about talking about me so the theme or topic is about that so the video project that they make it related to that theme. The problem: difficulty in choosing topic. Usually, the topic overlap for example this topic has been given in the previous lesson</p>

			<p>then reappear again the same topic. This happens because of lack of communication between the lecturers so the selection of the topic rather difficult to do.</p> <p>According to respondent x, He determines the topic of video project from the syllabus, so he can see it from the indicators of syllabus. The problem : when determining the topic, usually this topic has been given in the previous lesson so the occurrence of repetition of topics already given.</p>
4.		Role of teacher	<p>According to respondent x, His role only as a facilitator. It is means that he is a student center and also a teacher center so he moves them in learning. It is for students who learning by doing so they will learn while doing. If he as a facilitator, it is means that he just give the topic, he just give handouts then provide the references they need, provide the explanations they need but which many do are usually students. The problem : because the characteristics of each student have different interests and have their own style and best way of learning. So the difficulty is to provide facilitation in different ways to each student.</p> <p>According to respondent x, He usually played back the video, some of the videos that he replays or the video that He watches by himself. Thenhe will give some of notes that he will return with the scores of their work. There is a kind of portfolio or the sheet that there will be criteria of the assessment given including the score and then including feedbacks such as pronunciation still less or the contents are still unclear or may be in the use of the preposition or word choice is still uncorrect so the feedback is there. The problem : some of the videos have low resolution and have a voice that is not so clear that it makes him difficult to provide feedbacks.</p>

5.		Role of Students	<p>According to respondent x, He implemented groupwork in video project. The video project consists of two types in his class. The first is the individual project and the second is the groupwork project. So they work in groups and there is also working individually. The problem : Because there is a group work, so the resulting video has a long duration and it takes a long time to watch it and also assess the results of the video.</p>
			<p>According to respondent x, the student comments on video made by their friends, Sometimes there are some sessions they give feedback or comments from the video that they submitted or that He show and there are also some sessions that do not give it. The problem : sometimes some students cannot give the best comments or feedback to their friends due to lack of ability to give good opinions to their friends or lack of competence in that regard.</p>
6.		Setting	<p>According to respondent x, He set the students' seating arrangement. If in his class is like usual form of letter u because everything can be watched directly. The problem : when this condition is used for a class with too many students there is difficulty in reaching and supervising all students.</p> <p>According to respondent x, Usually, the video project that took place in the class and also outside the classroom. the first In the class, when the lessons take place they are not in that class. Usually They are in the outside for example they go to UPB in the language service or in their study program they do technically alone but live broadcast and submitted on that day. The second is at home, they work at home even in public places can also be done. The problem is: when the student is given the freedom of choosing where they wants to go it makes all the students cannot be monitored directly.</p> <p>According to respondent x that every</p>

			<p>assignment to the student of course requires consideration both in the classroom and outside the classroom because if they make tasks outside the classroom, they have a wide reach. If they make the tasks in the classroom they have a small reach and cannot explore themselves for example theme talking about me usually they have to be out of the class. When he teaches in class he talks about home or housing so they have to get out, they have to find a place that needs to be drawn. The problem: when giving consideration where the task should be done outside the classroom students take a long time in completion of the project so that there are students who still can not finish the project well</p> <p>According to respondent x, He considering the appropriate classroom atmosphere for the students when teaching because the class of speaking that requires a comfortable place for the learning process is more effective for example why he used the class in UPB because that class is comfortable and also closer. if in the common class the atmosphere is less comfortable for the class of speaking but if for other lesson class it is okay. The problem : when using a common class there is a disturbance from outside the classroom such as noise created from the environment around the class that creates a class atmosphere becomes uncomfortable and makes students difficulty in receiving learning materials.</p>
7.		Procedure	<p>According to respondent x, the instructions and directions are clearly given before making a video project. He gives directions about the standardization, what it looks like, and so on. The problem : the instruction given to the students is sometimes still incomprehensible and there are still errors in making the video project as the data provided there is opaque and dark.</p>

			According to respondent x, the video project is an authentic task because in the activity, the students are allowed to choose some place then recorded live and then they submit the task on that day. The problem : because this is an authentic task that students are required to complete the task on that day so that it will create a stressful feeling on the students with the deadline for collecting assigned tasks.
8.		Activity	<p>According to respondent x, the students are allowed to explore themselves so that they are not obedient to certain rules so as to make them feel more free in exploring themselves based on the frame given. The problem : when students are given the freedom to make video and the absence of certain rules in the making of the video sometimes the students are out of the frame given.</p> <p>According to respondent x, He used a role play, restating, asking for clarification/repetition, discussion and decision. The problem : when doing role play the students still are nervous in their role and also in the dialogue, the students are still there are not natural when talking or they still memorize the word they want to say.</p>

The results of the interview showed that there are some points emerging from the lecturer's answers related to the implementation of video project in speaking class. The inputs from the video help the students to comprehend the lessons easier through visualization which enables them to watch and listen the video at the same time and also to see the expressions. The video project assists the students to express ideas that can develop their creativity and self-confidence. It also allows the students to practice communicating in English in a specific context with

other group members. Moreover, the activities of video project made the students to be more enthusiastic and refreshed. As the activities create enjoyable English learning atmosphere, the students' boredom can be reduced.

By the implementation of video project, the students were given more chances to practice their English communicative skill through the activities of video watching, group discussion, role play and making video. Make the students to be more creative to explore their creativity, to express their ideas and also to become more confident to communicate in English. Based on the instruction of this project, the students did not only work individually but in groupwork too. In presenting the news, they went to the some places that it was related with the topic. As shown in the video, when they talked about global warming, they went to the road.

The project was interesting to promote their skill like their creativity, and create projects that reflect their knowledge. The students have evidence in this project, they could see their performance in the video. It can be used as media in teaching and learning process. All the students were given the same opportunities to create and develop their idea. The students could know the positive effect for themselves of learning the target language. They could produce authentic event, because they went to the field to search the news. Those activities motivate them to search the qualified news. Helped the students to integrated their knowledge and skills.



## 2. The Problem in Implementation of Video Project in Speaking Class

To find out the problem of the implementation of Video Project in speaking class, the researcher used documentation and combining with the result of interview. The documentation was done to the lecturer who applied implementation of Video Project in Speaking Class on Thursday, November 15<sup>th</sup> By using documentation, the researcher got the information about the implementation of video project. The result of documentation can be seen on the table below:

Table 3.2 : Checklist of Document analysis  
The Lecturer's lesson plan and Student's video in implementation of Video Project

No	Variable	Indicators	Implementation
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	<ol style="list-style-type: none"> <li>1. Intended to set specific language skills, language competence and language function which are going to be achieved.               <ol style="list-style-type: none"> <li>a. From the result of the interview, lecturer stated that video project are intended to set specific language skills, language competence and language function which purpose is to develop the language competence of students. the video project needs to do because by doing this video project, the students will feel free and there is no pressure that is too heavy in their speaking. They will do it free both in the nature and in the room but they are not directly supervised by the teacher so they are free in their performance. In theory also say that pressure when we learn speaking is reduced then usually the competence will come out. Which is appropriate with the goal in the lesson plan.</li> </ol> </li> <li>2. Relate to a range of general outcomes or may directly describe teacher or student behaviour.               <ol style="list-style-type: none"> <li>a. From the result of the interview, lecturer stated that video project stimulate students to speak more</li> </ol> </li> </ol>

			<p>fluently than before because the video project is the work of the outside class room activity so they will be more confidence in delivering something through the video and with the video they will feel free they will explore more in their ability to speak and of course it will increase their confidence respectively. Which is appropriate from the student's video project.</p>
2.		Input	<p>3. It is refer to the spoken written and visual data that students work with in the course of completing a task.</p> <p>a. From the result of the interview, lecturer stated that the data that students do in their performance is usually visual because they present how to speak so they talk about a particular theme such as the theme is about me then they will tell about themselves but through the media then they also say about a building how to tell a building. They will take a photo and record it and then will tell about the building so the data they convey it is visual data. The problem : usually when He ask for visual data to the students but ordinary they cannot talk in front of the camera for example they are nervous when talking and in giving message to viewer, the way of delivery that tend to get bored. Which is appropriate from the lesson plan and student's video project</p> <p>4. Data are provided by a teacher, a text book or some other sources.</p> <p>a. From the result of the interview, lecturer stated that He provides learning materials by using video. He uses it, but not only the videos he also provide learning materials through the handout. So He made the material such as a kind of conversation or some vocabulary that students can use for them to talk later. The problem : when He wants to provide learning materials using video, He have to select the video in accordance with the needs of students</p>

			<p>and sometimes the material is very difficult to find and in making his handout must also be in accordance with the needs of students. Which is appropriate from the lesson plan.</p>
			<p>5. Input can be attained from teaching media or aids, materials, teacher, and other students.</p> <p>a. From the result of the interview, lecturer stated that other sources that he used are usually youtube media. He used it because before the student taping video, usually he suggested them to see some videos on youtube. Therefore, they will have a reference when they want to increase their competence through video they made and also there are some handouts he gave to the student so they can have references when talking about anything for example about themselves, about a building introducing, product or whatever it is. The problem: when looking for other sources that want to be provided, the source is difficult to find and also the books in need are not enough. There are many on the internet electronic books that can be downloaded but the book must be bought or paid. Which is appropriate from the lesson plan.</p>
3.		Content	<p>6. Including the selections of topic being discussed.</p> <p>a. From the result of the interview, lecturer stated that he selected the topic for video project so the chosen topic is usually tailored to the material already taught or material that already exists in the syllabus. In the syllabus He made some material for example today we are talking about talking about me so the theme or topic is about that so the video project that they make it related to that theme. The problem: difficulty in choosing topic. Usually the topic overlap for example this topic has been given in the previous lesson then reappear again the same topic. This happens because of lack of communication between the lecturers so the selection of the topic rather difficult to do. Which is appropriate from the lesson plan and student's video project.</p>

			<p>7. It could be the materials being taught.</p> <p>a. From the result of the interview, lecturer stated that He determines the topic of video project from the syllabus, so he can see it from the indicators of syllabus. The problem : when determining the topic, usually this topic has been given in the previous lesson so the occurrence of repetition of topics already given. Which is appropriate from the lesson plan.</p>
4.		Role of teacher	<p>8. Act as a facilitator of the communicative process and act as a participant.</p> <p>a. From the result of the interview, lecturer stated that His role only as a facilitator. It is means that he is a student center and also a teacher center so he moves them in learning. It is for students who learning by doing so they will learn while doing. If he as a facilitator, it is means that He just give the topic, He just give handouts then provide the references they need, provide the explanations they need but which many do are usually students. The problem: because the characteristics of each student have different interests and have their own style and best way of learning. Therefore, the difficulty is to provide facilitation in different ways to each student. Which is appropriate from the lesson plan</p> <p>9. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task.</p> <p>a. From the result of the interview, lecturer stated that He usually played back the video, some of the videos that He replays or the video that He watches by himself. Then He will give some of notes that He will return with the scores of their work. There is a kind of portfolio or the sheet that there will be criteria of the assessment given including the score and then including feedbacks such as pronunciation still less or the contents are still unclear or may be in the use of the preposition or word choice is still uncorrect so the feedback is there. Problem : some of the videos have low resolution and have a voice that is not so clear that it makes him difficult to provide feedbacks. Which is appropriate from the lesson plan</p>

5.		Role of Students	<p>10. Participating in groupwork and group discussion.</p> <p>a. From the result of the interview, lecturer stated that He implemented groupwork in video project. The video project consists of two types in his class. The first is the individual project and the second is the groupwork project. So they work in groups and there is also working individually. The problem : Because there is a group work, Therefore, the resulting video has a long duration and it takes a long time to watch it and also assess the results of the video. Which is appropriate from the lesson plan and student's video project.</p> <p>11. Providing feedback give comment on other groups' video results</p> <p>a. From the result of the interview, lecturer stated that the student comments on video made by their friends, Sometimes there are some sessions they give feedback or comments from the video that they submitted or that He show and there are also some sessions that do not give it. The problem : sometimes some students cannot give the best comments or feedback to their friends due to lack of ability to give good opinions to their friends or lack of competence in that regard. Which is appropriate from the lesson plan.</p>
6.		Setting	<p>12. Classroom arrangement affecting interaction entailed in the task.</p> <p>a. From the result of the interview, lecturer stated that He set the students' seating arrangement. if in his class is like usual form of letter u because everything can be watched directly. The problem : when this condition is used for a class with too many students there is difficulty in reaching and supervising all students. Which is appropriate from the student's video project.</p> <p>13. The task takes place either in class or in an out of class arrangement.</p> <p>a. From the result of the interview, lecturer stated that Usually, the video project that took place in the class and also outside the classroom. The first In the class, when the lessons take place they are not in that class. Usually They are in the outside for</p>

			<p>example they go to UPB in the language service or in their study program they do technically alone but live broadcast and submitted on that day. The second is at home, they work at home even in public places can also be done. The problem is: when the student is given the freedom of choosing where they wants to go it makes all the students cannot be monitored directly. Which is appropriate from the student's video project.</p> <p>14. consideration of whether the task is to be carried out wholly or partly outside the classroom</p> <p>a. From the result of the interview, lecturer stated that every assignment to the student of course requires consideration both in the classroom and outside the classroom because if they make tasks outside the classroom, they have a wide reach. If they make the tasks in the classroom they have a small reach and cannot explore themselves for example theme talking about me usually they have to be out of the class. When he teaches in class he talks about home or housing so they have to get out, they have to find a place that needs to be drawn. The problem: when giving consideration where the task should be done outside the classroom students take a long time in completion of the project so that there are students who still cannot finish the project well. Which is appropriate from the student's video project.</p> <p>15. social community which belongs to the class as a whole and its sense of groupness.</p> <p>a. From the result of the interview, lecturer stated that He considering the appropriate classroom atmosphere for the students when teaching because the class of speaking that requires a comfortable place for the learning process is more effective for example why he used the class in UPB because that class is comfortable and also closer. if in the common class the atmosphere is less comfortable for the class of speaking but if for other lesson class it is okay. The problem : when using a common class there is a disturbance from outside the classroom such as noise created from the</p>
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			<p>environment around the class that creates a class atmosphere becomes uncomfortable and makes students difficulty in receiving learning materials. Which is appropriate from the student's video project.</p>
			<p>16. Instruction or direction of the task given by the teacher.</p> <p>a. From the result of the interview, lecturer stated that the instructions and directions are clearly given before making a video project. He gives directions about the standardization, what it looks like, and so on. The problem : the instruction given to the students is sometimes still incomprehensible and there are still errors in making the video project as the data provided there is opaque and dark. Which is appropriate from the lesson plan and student's video project.</p>
7.		Procedure	<p>17. Procedures are what students will actually do in the real world, rehearsal and activation task.</p> <p>a. From the result of the interview, lecturer stated the video project is an authentic task because in the activity, the students are allowed to choose some place then recorded live and then they submit the task on that day. The problem : because this is an authentic task that students are required to complete the task on that day so that it will create a stressful feeling on the students with the deadline for collecting assigned tasks. Which is appropriate from the student's video project.</p> <p>18. The activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit into a given frame.</p> <p>a. From the result of the interview, lecturer stated that the students are allowed to explore themselves so that they are not obedient to certain rules so as to make them feel more free in exploring themselves based on the frame given. The problem : when students are given the freedom to make video and the absence of certain rules in the making of the video sometimes the students are out of the frame given. Which is appropriate from the student's</p>

			video project.
8.		Activity	<p>19. The activities are including dialogues, role play, restating, asking for clarification/repetition, discussion and decision.</p> <p>a. From the result of the interview, lecturer stated that the used a role play, restating, asking for clarification/repetition, discussion and decision. The problem : when doing role play the students still are nervous in their role and also in the dialogue, the students are still there are not natural when talking or they still memorize the word they want to say. Which is appropriate from the student's video project.</p>

Based on the data of the documentation above, the interview result was appropriate with lesson plan and student's video project. Subsequently, it could be seen the result of problem lecturer's in implementation of video project were input, content, role of teachers, role of students, setting, procedure, and activity. The problem comes from the component of the video project itself, for instance, the resolution a video project has, and the sound quality it produces. And then, from the duration of video project take a long time to be watching and assessing it.

## **B. Discussion**

This study focus on the implementation of video project in speaking class. This research used descriptive qualitative research as design of the research. The discussion aimed to discuss the result of the research based on related theories. All data collected from research instrument provides information of the research finding. The result of the observation is presented in descriptive form.



## 1. The Implementation of Video Project in Speaking Class

In order to figure out the implementation of task components in a video project, the lecturer's response toward the interview became the basis of discussion and also the documentation was used to validate it. The component of task of video project being discussed consist of goal, input, content, role of teacher, role of students, setting, procedure, and activity based on David Nunan theories.

### a. Goal

Determining a clear goal in the learning process is indispensable as they tell students what is expected of them. Instructional objectives make definite direction in which teaching leads and become the focus of instruction, not only for teachers but also for the students. Furthermore, the goals also serve as the unifying elements in the teaching and learning process. The goal of video project influences the students' learning process. Setting a clear goal help both the students and the teacher to keep on track in the process of achieving the goal. Regarding to the goal of video project, the results could be seen from the lecturer's opinion in-depth Interview as follows:

*“Yes of course, Video project are intended to set specific language skills, language competence and language function which purpose is to develop the language competence of students. the video project needs to do because by doing this video project, the students will feel free and there is no pressure that is too heavy in their speaking. They will do it free both in the nature and in the room but they are not directly supervised by the teacher. Therefore, they are free in their performance. In theory also say that pressure when we learn speaking is reduced then usually the competence will come out.”*

Based on the interview above, it is related to David Nunan, The goals are intended to set specific language skill, language competence and language function which are going to be achieved<sup>49</sup>. The goal of the video project is to develop the language competence of students in using English appropriately. By being given freedom in their performance both in nature and in the room and not directly supervised by the teacher in order to achieve their goals. Videos could provide strong motivation to students and encourage focused work on oral communication skills, as well as offer opportunities to integrate linguistics with means of communication to engage students who lack confidence. The implications of providing communicative learning goal for the students are reflected from the lecturer's interview as follows.

*“yes of course, video project stimulate students to speak more fluently than before because the video project is the work of the outside class room activity so they will be more confidence in delivering something through the video and with the video they will feel free they will explore more in their ability to speak and of course it will increase their confidence respectively“*

The lecturer’s answer, in line with the discussion in the review of the related literature on the advantages of video project. According to Ann, video project was repeated and integrated into a cycle of activities. Therefore, students became increasingly confident in performing in front of a video camera and more comfortable with evaluating their own and other's performances. Students needed to be given opportunities to put into practice what they have learned from watching a

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<sup>49</sup> David Nunan, *Task-based Language teaching*, (Cambridge: Cambridge University Press, 2004), p.40

first performance and have the satisfaction of seeing their improvement. In this way, video project could provide a powerful stimulus for students to involved in self and peer assessment. Hence, in making video can makes them think more deeply about their own communication skills<sup>50</sup>. Therefore, the implementation of video project assists students to develop greater competence in the use of English for communication because it is work of the outside class room activity. They will be more confidence in delivering something through the video and they will feel free to explore more their ability. The goal of video project are suitable for language learning as they focus on student's speaking skill that enable them to use English for the communicative purposes.

b. Input

The role of input in language learning is important. As mentioned by Nunan, input is refer to the lesson that students are exposed to and the contexts provided during the learning process. Refers to the data presented for students to work on. It is refer to the spoken written and visual data that students work with in the course of completing a task. Input is refer to the lesson that students are exposed to and the contexts provided during the learning process. Refers to the data presented for students to work on.<sup>51</sup> The implementation of video project provides comprehensible input for the students. Video is an appropriate learning resource and material since it provides the comprehensible input both in terms of audio and visual

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<sup>50</sup> Ann-Karin Korsvold, *New Technologies in language learning and teaching*, (German : Council of Europe Publishing, 1998), p.63

<sup>51</sup>Op.Cit., p.40

which can foster student's speaking skill. This condition is supported by the result of interview.

*“The data that students do in their performance is usually visual because they present how to speak. Therefore, they talk about a particular theme such as the theme is about me then they will tell about themselves but through the media then they also say about a building how to tell a building. They will take a photo and record it and then will tell about the building so the data they convey it is visual data. The problem : usually when I ask for visual data to the students but ordinary they cannot talk in front of the camera for example they are nervous when talking and in giving message to viewer, the way of delivery that tend to get bored.”*

In relation to the implementation of video project, the lessons were delivered by means of youtube videos and also some handout as references for the student before making the video project. The result of in-depth interview such as the comment as follow:

*“I provide learning materials by using video. I use it, but not only the videos I also provide learning materials through the handout. So I made the material such as a kind of conversation or some vocabulary that students can use for them to talk later. The problem : when I want to provide learning materials using video, I have to select the video in accordance with the needs of students and sometimes the material is very difficult to find and in making his handout must also be in accordance with the needs of students.”*

*“Yes of course, other sources that I used are usually youtube media. I used it because before the student taping video, usually I suggest them to see some videos on youtube. Therefore, they will have a reference when they want to increase their competence through video they made and also there are some handouts he gave to the student so they can have references when talking about anything for example about themselves, about a building introducing, product or whatever it is. The problem : when looking for other sources that want to be provided, the source is difficult to find and also the books in need are not enough. There are many on the internet electronic books that can be downloaded but the book must be bought or paid.”*

The results of both in-depth interview prove that input is refer to the spoken written and visual data that students work with in the course of completing a task<sup>52</sup>. When making a video project they should know how to introduce themselves well and good English conversation it is like so they need source material such as from videos and books. They will understand and practice before making a video projects. By integrating video and some handouts in learning activities, students get more input in terms of pronunciation, many kinds of scenes, situations and accents as well as voices. Therefore, video is an appropriate learning resource and material since it provides the comprehensible input both in terms of audio and visual which can foster student's speaking skill. Furthermore, audio-visual material also results intensity of motivation which breaks the monotony of traditional class teaching and is enjoyable and stimulating.

c. Content

Content refers to the selection of topics or materials being taught. The selections of content are appropriate as they fit both the relevance and the significance of the student's need. The appropriateness of the content selection is supported by syllabus. From the result, it show that the topics are relevant to the syllabus of offered by the lecturer. Moreover, it indicates that the language expressions being taught are adequate and appropriate to be used in the real-life context. The selection of contents is relevant to everyday contexts of language use.

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<sup>52</sup> David Nunan, *Task-based Language teaching*, (Cambridge: Cambridge University Press, 2004), p.40

The content appropriateness is exposed in the following lecturer's response from the in-depth interview.

*"I selected the topic for video project so the chosen topic is usually tailored to the material already taught or material that already exists in the syllabus. In the syllabus I made some material for example today we are talking about talking about me so the theme or topic is about that so the video project that they make it related to that theme. The problem: difficulty in choosing topic. Usually, the topic overlap for example this topic has been given in the previous lesson then reappear again the same topic. This happens because of lack of communication between the lecturers so the selection of the topic rather difficult to do."*

*"He determines the topic of video project from the syllabus, Therefore, he can see it from the indicators of syllabus. The problem : when determining the topic, usually this topic has been given in the previous lesson so the occurrence of repetition of topics already given."*

The comments showed that the selected topics were appropriate to the students to broaden their knowledge such as talking about me and in certain context that related to the topic. Moreover, the topics facilitate the students' need of being able to communicate in English. Therefore, it is expected that the students can really use the language expression in the field. This condition refers to the discussion in chapter II that content is the subject matter being taught, including the selections of topic being discussed.<sup>53</sup> Therefore, the successful learning focuses on real-world subject matter that can sustain the interest of students. the materials should be carefully selected to maximize language, content, and real-life skill learning. Therefore, the selection of contents is in line with the goal of the teaching and learning English in speaking class.

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<sup>53</sup>*Ibid.*, p.40

#### d. Roles of Teacher

Though recent implementation of teaching techniques places students as the centered focus of learning activities, Teacher has significant roles in the process of students' language development. Providing guidance and feedback are two of the substantial roles a teacher has. In video project, the teacher's main roles are providing sufficient guidance and giving adequate feedback needed by students. It is shown from the following lecturer's comments.

*“My role only as a facilitator. It is means that I am a student center and also a teacher center so I move them in learning. It is for students who learning by doing so they will learn while doing. If I as a facilitator, it is means that I just give the topic, I just give handouts then provide the references they need, provide the explanations they need but which many do are usually students. The problem : because the characteristics of each student have different interests and have their own style and best way of learning. So the difficulty is to provide facilitation in different ways to each student.”*

The answer of the lecturer, in line with the discussion in chapter II on the role of the teacher. 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 student<sup>54</sup>. The teacher has a substantial role in giving the topic, handouts and provide the references or the explanations students need. Yet, which many do are usually students. During the process, the teacher gave adequate feedbacks for the students to use appropriate language for each topic. It is shown from the following lecturer's comments.

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<sup>54</sup>*Ibid.*, p.67

*“I usually play back the video, some of the videos that I replay or the video that I watch by myself. Then I will give some of notes that I will return with the scores of their work. There is a kind of portfolio or the sheet that there will be criteria of the assessment given including the score and then including feedbacks such as pronunciation still less or the contents are still unclear or may be in the use of the preposition or word choice is still uncorrect so the feedback is there. The problem : some of the videos have low resolution and have a voice that is not so clear that it makes me difficult to provide feedbacks.”*

The result of interview clarifies that the teacher’s feedback is useful to revise the use of student’s language. In addition, the teacher’s explanation is helpful to review and correct the student’s mistakes in the video project. Furthermore, the feedback is also beneficial that to clarify or solve student problem in terms of the language use, pronunciation and the conversational practice. It is related to the theory of David Nunan, roles of teacher are Monitoring the supervision of the task in progress, Providing feedback the evaluation of task.<sup>55</sup> Meanwhile, the teacher’s explanation during the class is meaningful and helpful for the students to comprehend, produce and interact in the language used. Therefore, teacher’s roles in the learning process are indispensable.

e. Roles of Students

During the process, each student developed his or her role in the group discussion. One of the roles of students was as pointed by David Nunan who explains that Roles of students are participating in groupwork, group discussion, Providing feedback give comment on other groups’ video results.<sup>56</sup> Referring to it, the students acted as an evaluator of the other students’ works. Therefore, one of the

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<sup>55</sup>*Ibid.*, p.40

<sup>56</sup>*Ibid.*, p.40



accomplishments in video project is giving comment and input about the video produced by the students related to the language use, content and also the creativity. It was aimed at encouraging the students to evaluate their lack and henceforth make a better video. The lecturers state that:

*“Yes there are, Implemented groupwork in video project. The video project consists of two types in my class. The first is the individual project and the second is the groupwork project. So they work in groups and there is also working individually. The problem: Because there is a group work, so the resulting video has a long duration and it takes a long time to watch it and also assess the results of the video.”*

*“The student comments on video made by their friends, Sometimes there are some sessions they give feedback or comments from the video that they submitted or that I show and there are also some sessions that do not give it. The problem : sometimes some students cannot give the best comments or feedback to their friends due to lack of ability to give good opinions to their friends or lack of competence in that regard.”*

Based on the results of observation researchers saw that the lecturer was using video projects in the classroom as a guide and as a feedback tool for students in correcting errors in the video. Therefore, from the interview result, it showed that the implementation of video project using a individual work and groupwork. Students can participate in their group and make a discussion such as giving the input and comment from their classmates are considered helpful in terms of helping them to identify their performance weaknesses. It is also advantageous to their learning process as it motivates them and produces better work. Consequently, the students might learn to advance their performance from their classmates' feedback through this process.

f. Setting

Appropriate setting becomes another component in video project. In order to assist the students in understanding the lesson and minimize their anxiety to use English, the classroom setting should provide pleasant learning situation. Substantially assisted the learning process. Setting is refer to the classroom arrangement affecting interaction entailed in the task<sup>57</sup>. The following lecturer's answers from the in-depth interview represent the pleasant learning setting resulted from the implementation of video project.

*“Yes of course, I set the students' seating arrangement. if in My class is like usual form of letter u because everything can be watched directly. The problem : when this condition is used for a class with too many students there is difficulty in reaching and supervising all students.”*

Accordingly, the classroom interaction which involves interaction among students and between teacher-students who held important roles in the learning process can be watched directly. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Candlin said that setting is where the task takes place in or out of class.<sup>58</sup> It is supported by the following lecturer's responds.

*“Usually, the video project that took place in the class and also outside the classroom. The first In the class, when the lessons take place they are not in that class. Usually They are in the outside for example they go to UPB in the language service or in their study program they do technically alone but live broadcast and submitted on that day. The second is at home, they work at home even in public places can also be done. The problem is: when the student is given the freedom of*

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<sup>57</sup>*Ibid.*, p.40

<sup>58</sup>*Ibid.*, p.40

*choosing where they want to go it makes all the students cannot be monitored directly.”*

*“Every assignment to the student of course requires consideration both in the classroom and outside the classroom because if they make tasks outside the classroom, they have a wide reach. If they make the tasks in the classroom they have a small reach and cannot explore themselves for example theme talking about me usually they have to be out of the class. When I teaches in class I talks about home or housing so they have to get out, they have to find a place that needs to be drawn. The problem: when giving consideration where the task should be done outside the classroom students take a long time in completion of the project so that there are students who still cannot finish the project well”*

Hence, for the implementation of video projects, it does not only in the classroom but also outside the classroom because students can explore themselves. Based on the results of the research, the emerging component brought by the students is the classroom atmosphere. The atmosphere created by a comfortable class makes the students enjoyable to learn. The pleasant learning environment of the video project activity is revealed by the following lecturers' responses.

*“I am considering the appropriate classroom atmosphere for the students when teaching because the class of speaking that requires a comfortable place for the learning process is more effective for example why I used the class in UPB because that class is comfortable and also closer. if in the common class the atmosphere is less comfortable for the class of speaking but if for other lesson class it is okay. The problem : when using a common class there is a disturbance from outside the classroom such as noise created from the environment around the class that creates a class atmosphere becomes uncomfortable and makes students difficulty in receiving learning materials.”*

Based on the above lecturer's answers, a supportive learning setting in the video project providing a pleasant learning situation, increasing student's understanding, and also assisting interaction by the activity inside and outside classroom.

g. Procedure

The next component in video project is procedure. Procedure also related to the instruction or direction of the task given by the teacher. In order to complete the task as required, students need to be given clear instructions of the steps they should perform. Giving clear instruction is essential for the success of task accomplishment. When teachers can give clear instructions, students feel more secure in the lesson. It also means students can begin tasks more quickly, which increases time for learning. The result showed that the procedures are fairly relevant to the goals of video project. The details can be revealed from the lecturer's comment in video project.

*“Yes of course, the instructions and directions are clearly given before making a video project. I give directions about the standardization, what it looks like, and so on. The problem : the instruction given to the students is sometimes still incomprehensible and there are still errors in making the video project as the data provided there is opaque and dark.”*

Moreover, the procedures in video project let the students to experience some processes in accomplishing the task which are helpful to make them become independent. The procedures also required the student's creativity in producing an innovative video. According to Nunan, procedures are what students will actually do in the real world, rehearsal and activation task.<sup>59</sup> Procedures include actions or steps which are sub tasks to be performed by students. This condition is supported by the lecturer's response as follows.

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<sup>59</sup>*Ibid.*, p.40

*“Yes of course, the video project is an authentic task because in the activity, the students are allowed to choose some place then recorded live and then they submit the task on that day. The problem : because this is an authentic task that students are required to complete the task on that day so that it will create a stressful feeling on the students with the deadline for collecting assigned tasks.”*

Based on the finding above, it can be revealed that the video project is authentic task which students are allowed to choose some place to recorded and submitted on that day. Therefore, the procedure also allows students to be independent and creative in the field.

#### h. Activity

Another significant component of video project is its activity. As proposed by Nunan, activity is refer to the work that the students do on the task, it also includes the discussion about group work. These activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit into a given frame.<sup>60</sup> Accordingly, the video project adopted the activity of individual work and group work involving communication and interaction among the students. The activity in video project assisted the students to communicate better. It helps the students become more creative and innovative in producing good videos. Further, this situation can be inferred from the lecturer’s opinion through the in-depth interview below.

*“Yes of course, the students are allowed to explore themselves so that they are not obedient to certain rules so as to make them feel more free in exploring themselves based on the frame given. The problem : when students are given the freedom to make video and the absence of certain rules in the making of the video sometimes the students are out of the frame given.”*

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<sup>60</sup>*Ibid.*, p.40

Based on interview above, the students are allowed to explore themselves and they are not obedient to certain rules. It makes them feel more free in exploring themselves. The video project adopted task-based activity including group work, discussion and role play which focus on the interaction as an integral and powerful aid that bridged students to communicate in the target language. The interaction between teacher and students encouraged the students to communicate in English. The video project activities were reflected in the following lecturer's response from the interview.

*“Yes of course, I used a role play, restating, asking for clarification/repetition, discussion and decision. the problem : when doing role play the students still are nervous in their role and also in the dialogue, the students are still there are not natural when talking or they still memorize the word they want to say.”*

The activities were indeed beneficial for the students as they facilitated the students to comprehend, produce and interact with the target language in certain contexts. Moreover, through the group work, the socialization and interaction happen and support the learning process more naturally.

Based on the findings above, it was explained that the lecturer implemented some type of component of task in making of video project in speaking class. By considering the result of the interview, in which lecturer applied all of the component of task such as goal, input, content, role of teacher, role of students, setting, procedure, and activity that was supported by David Nunan. By the implementation of video project in speaking class, the students communicate better

and with more confidence. The students got the benefits in terms of listening skill, pronunciation and fluency. Moreover, encourage their understanding toward language used and motivation to communicate in English.

## **2. The Problem in Implementation of Video Project in Speaking Class**

After analyzing the documentation and comparing it with the interview result of the lecturer who applying the video project in the speaking skill, the data was appropriate. The researcher concluded that, there were the problems in learning process. From nine types of component task that researcher explain before, the researcher found the problem on implementation of video project. Most of the component provided in video project significantly contributed in the student's speaking skill. Unfortunately, the implementation of video project, was not without obstacles. There were some limitations to record a video by means of video project. The limitations were in terms of the component of video project itself.

### **b. Input**

In the making of video project, the students have to show their performance in the video. But, not all of students have a good speaking and performance when they are speaking. It can make them to be nervous and can not give a good performance in their videos. This condition is supported by the result of interview.

*“The data that students do in their performance is usually visual because they present how to speak so they talk about a particular theme such as the theme is about me then they will tell about themselves but through the media then they also say about a building how to tell a building. They will take a photo and record it and then will tell about the building so the data they convey it is visual data. The problem : usually when I ask for visual data to the students but ordinary they cannot*

*talk in front of the camera for example they are nervous when talking and in giving message to viewer, the way of delivery that tend to get bored.”*

Based on the interview result, it was related to Ng Choo Thing, Video shoot sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get the best shot.<sup>61</sup> Therefore, the students must improve their creativity so that it becomes an important supporting factor so that the video is not boring and the goals can be achieved and absorbed by the viewers. They should increase their confidence such as they can speak in front of a mirror before they record it and they should try to practice how to speak in public and attract the attention of viewers.

Something can be used as a learning material if it can be explored various things related to the development of students in accordance with educational goals, and it can also be used as learning aids. Textbooks used as a source of learning materials for a subject should not be just one type, what else comes only from one author or publisher. The use of textbooks from various authors can gain broad insight. But, the availability of books and materials needed is very difficult to find so that it can disrupt the process of delivering the material. This condition was supported by the result of in-depth interview such as the comment as follow:

*“I provide learning materials by using video. I use it, but not only the videos I also provides learning materials through the handout. So I made the material such as a kind of conversation or some vocabulary that students can use for them to talk later. The problem : when I want to provide learning materials using video, I have to select the video in accordance with the needs of students and sometimes the*

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<sup>61</sup>Ng Choo Thing, *Classroom Video Project : An Investigation on students' perception*, (Universiti putra malaysia : Elsevier Ltd, 2013), p.445



*material is very difficult to find and in making his handout must also be in accordance with the needs of students.”*

*“Yes of course, other sources that I used are usually youtube media. I used it because before the student taping video, usually I suggest them to see some videos on youtube. So they will have a reference when they want to increase their competence through video they made and also there are some handouts he gave to the student so they can have references when talking about anything for example about themselves, about a building introducing, product or whatever it is. The problem : when looking for other sources that want to be provided, the source is difficult to find and also the books in need are not enough. There are many on the internet electronic books that can be downloaded but the book must be bought or paid.”*

Based on the interview result, in the submission of lecturers' materials can use free internet sites to download paid books and for materials that are difficult to find lecturers can replace them with other alternatives or with other media in accordance with the material to be conveyed.

#### c. Content

The selections of content are in accordance with the student's need. The appropriateness of the content selection is supported by syllabus contributes to the student's skill. The selection of contents is in line with the goals of the teaching and learning English. But, in the selection of this topic sometimes there is material that has been previously taught so that the topic is repeated again by students. This can be seen from the interview as follows.

*“I selected the topic for video project so the chosen topic is usually tailored to the material already taught or material that already exists in the syllabus. In the syllabus I made some material for example today we are talking about talking about me so the theme or topic is about that so the video project that they make it related to that theme. The problem: difficulty in choosing topic. Usually the topic overlap for example this topic has been given in the previous lesson then reappear again the same topic. This happens because of lack of communication between the lecturer so the selection of the topic rather difficult to do.”*

*“He determine the topic of video project from the syllabus, so he can see it from the indicators of syllabus. The problem : when determining the topic, usually this topic has been given in the previous lesson so the occurrence of repetition of topics already given.”*

Based on the results of interview above, It is related to John mcgovern, the problem of selecting material and linking it to classroom work. The teacher must know the video material well, and by suitable preparation provide the links into and out of the main course.<sup>62</sup> So a lecturer should know the video material well and establish communication to other lecturers about the topic that will be taught to students to avoid repetition of the given topics.

#### d. Roles of Teacher

The role of a teacher as a facilitator is in providing services so that students can easily receive and understand the subject matter. So that later learning process will become more efficient. But in understanding the character of each student it is very difficult to do because each student has different interests and have their own style and best way of learning so the difficulty is to provide facilitation in different ways to each student. It is shown from the following lecturer's comments.

*“My role only as a facilitator. It is means that I am a student center and also a teacher center so I move them in learning. It is for students who learning by doing so they will learn while doing. If I as a facilitator, it is means that I just give the topic, I just give handouts then provide the references they need, provide the explanations they need but which many do are usually students. The problem : because the characteristics of each student have different interests and have their own style and best way of learning. So the difficulty is to provide facilitation in different ways to each student.”*

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<sup>62</sup> John mcgovern, *Video Applications in English Language Teaching*, (British Council, Jordan : Pergamon Press), p.70

From the results of interview above, it can be concluded that a lecturer should understand the character of students as possible in order to provide the best facilities for students so that they are interested in doing their work.

In video project, the teacher's main roles are providing sufficient guidance and giving adequate feedback needed by students. The roles of teacher in the interview including whether or not the teacher's assistance could be asked anytime the students find difficulty during the video making process. For instance, in the resolution a video project has and the sound quality it produces. Some of the limitations were uncovered from the following interview result.

*"I usually play back the video, some of the videos that I replay or the video that I watch by myself. then I will give some of notes that I will return with the scores of their work. There is a kind of portfolio or the sheet that there will be criteria of the assessment given including the score and then including feedbacks such as pronunciation still less or the contents are still unclear or may be in the use of the preposition or word choice is still uncorrect so the feedback is there. The problem : some of the videos have low resolution and have a voice that is not so clear that it makes me difficult to provide feedbacks."*

Based on the interview result and also from the student's video, the lecturers have to watch it to evaluate his students mistake such as pronunciation still less or the contents are still unclear as feedbacks for them. But, there are some of student's video are still have a lack such as from the noise of sound around them and the light or resolution of video which still low. It could be a problem for the lecturers to analyze it. And it indicated that the student got problem in producing and editing their videos. It is related to Larisa Nikitina, The students had to separate the project into several stages they needed to plan each stage of the project implementation.

They encountered various unexpected problems while shooting the video for example technical problems, software incompatibility, etc.<sup>63</sup> So that in making the video project, the students must provide a video that has a high quality. In the shooting, they must take in a bright place for the video can be clearly seen and also must avoid the noisy place and must speak loudly so that his voice can be heard clearly.

e. Roles of Students

The another problem comes from the video itself, where the video has a long duration that makes the lecturer take time to watch it and assess it. This can be seen from the interview as follows.

*“Yes there are, implemented groupwork in video project. The video project consists of two types in my class. The first is the individual project and the second is the groupwork project. Therefore, they work in groups and there is also working individually. The problem : Because there is a group work, so the resulting video has a long duration and it takes a long time to watch it and also assess the results of the video.”*

Based on the interview result, in the making of video project the student have to use the best time possible to minimize the duration of the video so long. and lecturers can skip over the less important things in the video. It is related to Larisa Nikitina, the students have to develop their video scripts and wrote the conversations. They have to memorized the lines before acting in front of the camera. They have to learn to work as a group to shoot the video, they needed to

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<sup>63</sup>Larisa Nikitina, *Creating An Authentic Learning Environment In The Foreign Language Classroom*, (University malaysia : ISSN, 2011), p.39

manage the time, prepare the equipment and physical props, identify suitable locations, etc.<sup>64</sup>

There are several sessions for students to comment on his friend's video project results. but there are some students who can not give input to their friends because of the lack of ability to give an opinion. This can be seen from the interview as follows.

*“The student comments on video made by their friends, Sometimes there are some sessions they give feedback or comments from the video that they submitted or that I show and there are also some sessions that do not give it. The problem : sometimes some students cannot give the best comments or feedback to their friends due to lack of ability to give good opinions to their friends or lack of competence in that regard.”*

From the interview above, a student should practice in giving good feedback to their friends in order to evaluate the deficiency and strengths of their friends so that they can improve it better for the future.

f. Setting

The seating arrangement is one of the efforts done by the teacher in managing the class. Classroom management is one of the teachers' tasks that is never abandoned because effective classroom management will determine the learning outcomes achieved. With a good seating arrangement is expected to create a conducive learning conditions, and also fun for the students. But there are still shortcomings in the seating arrangement. This can be seen from the interview as follows.

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<sup>64</sup>*Ibid.*, p.39

*“Yes of course, I set the students’ seating arrangement. if in My class is like usual form of letter u because everything can be watched directly. The problem : when this condition is used for a class with too many students there is difficulty in reaching and supervising all students.”*

From the results of interviews above, a lecturer should be able to determine the appropriate seating for his students in accordance with the conditions of how many students are in the class for easy to reach and supervised. Learning beyond the classroom certainly means implementing a whole new set of behaviour management processes, in general, yet another consequence of student being enjoy, engaged and motivated. But in this case when students are given the freedom of choosing a place outside the classroom the lecturer cannot watch them directly what they do. This can be seen from the interview as follows.

*“Usually, the video project that took place in the class and also outside the classroom. The first In the class, when the lessons take place they are not in that class. Usually They are in the outside for example they go to upb in the language service or in their study program they do technically alone but live broadcast and submitted on that day. The second is at home, they work at home even in public places can also be done. The problem is: when the student is given the freedom of choosing where they wants to go it makes all the students can not be monitored directly.”*

From the results of interviews above, lecturers can provide limits on where they should go from outside the class in order to monitor what they are doing so that learning can run well.

Video project creation outside the classroom can give the student a great opportunity to teach them about the environment and about their local area. This is an important part of developing the skills that can be difficult to convey in the classroom. But in the making it has a long time so that there are some students who are not able to finish it well. This can be seen from the interview as follows.

*“Every assignment to the student of course requires consideration both in the classroom and outside the classroom because if they make tasks outside the classroom, they have a wide reach. If they make the tasks in the classroom they have a small reach and cannot explore themselves for example theme talking about me usually they have to be out of the class. When I teaches in class I talks about home or housing so they have to get out, they have to find a place that needs to be drawn. The problem: when giving consideration where the task should be done outside the classroom students take a long time in completion of the project so that there are students who still cannot finish the project well”*

From the results of the interviews above, it is related to Ng Choo Thing, The video shooting session takes a very long time due to the challenges we faced such as the dialogs were not said according to the script and need to repeat the scene many times.<sup>65</sup> It can be concluded that students should be able to convey what they want to convey as best as possible and set the time to fit the given timeframe.

A conducive and comfortable classroom atmosphere is one of the factors that influence the student's learning focus. A conducive class includes such things as comfortable classrooms, adequate in-class facilities, good air circulation and good lighting. but there are some disturbances that can occur when the learning process such as noise created from outside the classroom or from within the classroom that makes the learning situation ineffective and fun, as a result makes students cannot maximally understand the learning materials, in addition lecturers will also have difficulty in giving explanation and understanding to students about the subject matter being taught. This can be seen from the interview as follows

*“I am considering the appropriate classroom atmosphere for the students when teaching because the class of speaking that requires a comfortable place for*

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<sup>65</sup> Ng Choo Thing, *Classroom Video Project : An Investigation on students' perception*, (Universiti putra malaysia : Elsevier Ltd, 2013), p.445

*the learning process is more effective for example why I used the class in UPB because that class is comfortable and also closer. if in the common class the atmosphere is less comfortable for the class of speaking but if for other lesson class it is okay. The problem : when using a common class there is a disturbance from outside the classroom such as noise created from the environment around the class that creates a class atmosphere becomes uncomfortable and makes students difficulty in receiving learning materials.”*

Based on the lecturer’s answers above, lecturers can design a more comfortable class or move to a better class in order to create a conducive class for the students and also lecturers can advise students who make noise during the learning process.

g. Procedure

Giving direction to students is very important to do so that students know what he did in completing the task well. But in giving direction sometimes there is still something wrong in receiving the direction. This can be seen from the interview as follows.

*“Yes of course, the instructions and directions are clearly given before making a video project. I gives directions about the standardization, what it looks like, and so on. The problem : the instruction given to the students is sometimes still incomprehensible and there are still errors in making the video project as the data provided there is opaque and dark.”*

From the results of the interviews above, the lecturer should give clear instructions to the students so that the material given can be delivered properly so that there is no mistake in completing the task. Students should also focus on what the lecturer explains

Video project is an authentic task where the task is done directly in various places and has a grace period in completing this task. This can make students stress



because they have to finish it on time. This can be seen from the following interview.

*“Yes of course, the video project is an authentic task because in the activity, the students are allowed to choose some place then recorded live and then they submit the task on that day. The problem : because this is an authentic task that students are required to complete the task on that day so that it will create a stressful feeling on the students with the deadline for collecting assigned tasks.”*

Based on the findings above, it is related to Ng Choo Thing, The most frustrating part when editing the video. It is the merging scene and after applying the effect, the student got problem from editing it. So they must repeat the second time for the whole video.<sup>66</sup> Hence, the students must eliminate their fear because of the lack of time given so that students can enjoy what they do. They can take the best time possible to complete the task on time.

#### h. Activity

Activities in video projects help students to communicate better. This is helps students become more creative and innovative in producing good videos. Students are allowed to explore themselves based on the given frame. but because none of his specific rules are given it makes the student often out of the given frame. This situation can be inferred from the lecturer’s opinion through the in-depth interview below.

*“Yes of course, the students are allowed to explore themselves so that they are not obedient to certain rules so as to make them feel morefree in exploring themselves based on the frame given. The problem : when students are given the*

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<sup>66</sup>Ng Choo Thing, *Classroom Video Project : An Investigation on students’ perception*, (Universiti putra malaysia : Elsevier Ltd, 2013), p.445

*freedom to make video and the absence of certain rules in the making of the video sometimes the students are out of the frame given.”*

From the results of the above interviews, students may make their video like whatever they want and no limitations. But, the video should also be based on the given frame.

Activities in a video project must involve oral communication, carry out meaningful tasks, and use meaningful language for students. Video projects adopt task-based activities including discussions and role-playing that focus on interaction as a powerful aid. But, in the implementation there are still students who are nervous in playing roles and while speaking still memorize the words to be conveyed. This can be seen from the interview as follows

*“Yes of course, I used a role play, restating, asking for clarification/repetition, discussion and decision. the problem : when doing role play the students still are nervous in their role and also in the dialogue, the students are still there are not natural when talking or they still memorize the word they want to say.”*

From the results of the above interviews, it is related to Ng Choo Thing, Video shoot sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get the best shot.<sup>67</sup> It can be concluded that students should train their confidence in public speaking and also when speaking they have to make words based on themselves and not fixated on the text.

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<sup>67</sup>*Ibid.*, p.445

The implementation has its weakness that still needs to improve, the implementation of video project brings about a great impact on student's learning process and achievement. The students take advantages in terms of being provided by the interactive and practical materials. Thus, its presence in language learning contributes in creating enjoyable learning environment which can reduce students' anxiety in learning English. Moreover, students get the chance to use English for communication in the interaction process with their peer or other group members during the process.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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

#### **A. Conclusion**

By considering the result of the research, the researcher draws the conclusions.

##### **1. The Implementation of Video Project in Speaking Class**

Based on implementation of video project, the students were given freedom in their performance both in the room or outside classroom activity in order to achieve their goals so the students can explore their knowledge. The lessons were delivered by means of youtube videos and also some handout as references for the student before making the video project. The appropriateness of the content selection is supported by syllabus. It is relevant to everyday contexts of language used. The lecturer has a substantial role in giving feedbacks, giving the topic, giving handouts and provide the references or the explanations students need. For the seating arrangement used letter u because in the learning process can be watched directly. The students can participate in their group and make a discussion such as

giving comment from their classmates are considered helpful in terms of helping them to identify their performance weaknesses.

By the implementation of video project, the students are given more chances to practice their English speaking skill through the activities of video watching, group discussion, role play and making video. Make them to be more creative to explore their creativity and also to become more confident to communicate in English. The students did not only work individually but in groupwork too. In presenting the news, they went to the some places that it was related with the topic. It also allows the students to practice communicating in English in a specific context with other group members. The activities create enjoyable English learning atmosphere, the students' boredom can be reduced.

## **2. The Problem in Implementation of Video Project in Speaking Class**

Based on the problem in implementation of video project, the availability of books and materials needed is very difficult to find so that it can disrupt the process of delivering the material. Therefore, the lecturer can use free internet sites to download paid books and for materials that are difficult to find lecturers can replace them with other alternatives in accordance with the material to be conveyed. In the selection of this topic sometimes there is material that has been previously taught so that the topic is repeated again by students. Therefore, a lecturer should know the video material well and establish communication to other lecturers about the topic that will be taught to students to avoid repetition of the given topics.

Some of student's video are still have a lack such as from the noise of sound around them and the light or resolution of video which still low. So that in making the video project, the student must provide a video that has a high quality and in the shooting must take in a bright place for the video can be clearly seen and also must avoid the noisy place. The video has a long duration that makes the lecturer take time to watch it and assess it. In the making of video project the student have to use the best time possible to minimize the duration of the video so long and lecturers can skip over the less important things in the video. When students are given the freedom of choosing a place outside the classroom, the lecturer cannot watch them directly what they do. Therefore, lecturers can provide limits on where they should go from outside the class in order to monitor what they are doing so that learning can run well.

## **B. Suggestions**

Based on conclusion above, some suggestions are given to the teacher and the futher researcher. For English teacher, the English teacher can use video project in teaching speaking. It is recommended to be applied. Besides the result of student's score is good, it also can be used as rehearsal to improve student's speaking skill. For next researcher, the researcher give some suggestion for next researcher who are interested in developing the use of video project in speaking class. They can apply the use of video project and change the topic to create another video project such as creating video project of role play, speech or new report. And

it might be good as the teaching variation to engage students into English learning process.



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## APPENDIX 1

Table 4.1 : In-Depth Interview  
The Lecturer's Implementation of Video Project

No	Variables	Indicators	Sub Indicators	Questions	Answer
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved	1. Are the Video project intended to set specific language skills, language competence and language function? Why or why not?	According to Mr. Sarwo, Yes of course, Video project are intended to set specific language skills, language competence and language function. we are using it. besides that, the purpose is to add the language competence of students. Why we need to do a video project because by doing this video project, the students will feel free and there is no pressure that is too heavy in their speaking. They will do it free both in the nature and in doors but they are not directly supervised by the teacher so they are free. In theory also say that pressure when we learn speaking is reduced then usually the competence will come out.
			2. Relate to a range of general outcomes or may directly describe teacher or learner behaviour	2. Does the Video project stimulate students to speak more fluently than before? Why or why not?	According to Mr. Sarwo, yes of course, video project stimulate students to speak more fluently than before as he said earlier because the video project is the work of the outside class room activity so they will be more confidence in delivering something through the video and with the video they will feel free they will explore

					more in their ability to speak and of course it will increase their confidence respectively.
2.		Input	1. It is refer to the spoken written and visual data that learners work with in the course of completing a task	3. What kinds of data will your students performace in their video project?	According to Mr. Sarwo, The data that students do in their performance is usually visual because they present how to speak so they talk about a particular theme such as the theme is about me then they will tell about themselves but through the media then they also say about a building how to tell a building? they will take a photo and record it and then will tell about the building so the data they convey it is visual data.
			2. Input can be attained from teaching media or aids, materials, teacher, and other learners	4. Does lecturer provide learning materials by using video? Give the reason	According to Mr. Sarwo, Yes of course, He provides learning materials by using video. He uses it, but not only the videos he also provides learning materials through the handout. So He made the material such as a kind of conversation or some vocabulary that students can use for them to talk later.
			3. Data can be provided by a teacher, a text book or some other source	5. What kinds of other sources do you use to support video project task?	According to Mr. Sarwo, Other sources that he used are usually youtube media, He used it because before the student taping video usually he suggest them to see some videos on youtube so they will have a reference when they want to increase their competence through video they made or there are also some handouts not only on youtube but there are some

					handouts he gave to the student so they can have references when talking about anything for example about themselves, about a building introducing, product or whatever it is.
3.		Content	1. Including the selections of topic being discussed.	6. Do you select the topic for video project?	According to Mr. Sarwo, yes of course, he selected the topic for video project so the chosen topic is usually tailored to the material already taught or material that already exists in the syllabus. So in the syllabus He made some material for example today we are talking about talking about me so the theme or topic is about that so the video project that they make it related to that theme.
			2. It could be the materials being taught	7. How do you determine the topic of video project?	According to Mr. Sarwo, He determine the topic of video project from the syllabus, so he can see it from the indicators of syllabus.
4.		Role of teacher	1. Act as a facilitator of the communicative process and act as a participant, an observer, and learner	8. What are your roles in teaching and learning process?	According to Mr. Sarwo, his role only as a facilitator. It is means that he is a student center and also a teacher center so he moves them in learning. It is for students who learning by doing so they will learn while doing. If he as a facilitator, it is means that He just give the topic, He just give handouts then provide the references they need, provide the

					explanations they need but which many do that are usually students.
			2. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task	9. How do you give feedback to your students' work?	According to Mr. Sarwo, He usually play back the video, some of the videos that He replay or the video that He watch by himself. then He will give some of notes that He will return with the scores of their work. There is a kind of portfolio or the sheet that there will be criteria of the assessment given including the score and then including feedbacks such as pronunciation still less or the contents are still unclear or may be in the use of the preposition or word choice is still uncorrect so the feedback is there.
5.		Role of Students	1. Participating in groupwork and group discussion	10. Do you implement groupwork in video project?	According to Mr. Sarwo, Yes there are, He implemented groupwork in video project. The video project consists of two types in his class. The first is in the individual project and the second is the groupwork project. So they work in groups and there is also working individually.
			2. Providing feedback give comment on other groups' video results	11. Does the student comment on every video made by their friends? Why or why not?	According to Mr. Sarwo, Sometimes the student comment on video made by their friends, Sometimes there are some sessions they give feedback and also comments from the video that they submitted or that He show. So there are some sessions that give a feedback and there

					are also some that do not give it.
6.		Setting	1. Classroom arrangement affecting interaction entailed in the task.	12. Do you set the students' seating arrangement? Give a reason	According to Mr. Sarwo, yes of course, He set the students' seating arrangement. if in his class is like usual form of letter u because everything can be watched directly.
			2. The task take place either in class or in an out of class arrangement.	13. Where does the task take place? Give the reason	According to Mr. Sarwo, Usually, the video project that took place in the class and also outside the classroom. In the class for example when the lessons take place they are not in that class. Usually They are in the outside for example they go to upb in the language service or in their study program they do technically alone but live submitted on that day and then the second is at home. They work at home even in public places can also be done.



			<p>3. Consideration of wheather the task is to be carried out wholly or partly outside the classroom</p>	<p>14. Is there any considerat ion whether the task is to be carried out wholly or partly outside the classroom ? Give the reason</p>	<p>According to Mr. Sarwo that every assignment to the student of course requires consideration both in the classroom and outside the class, the reason he says like that because of their wide reach, and if they make the task in the classroom they have a small reach and can not explore themselves for example theme talking about me usually they have to be out of the class. He was giving an example that he teaches in class he talks about home or housing we can talk in class they have to get out they have to find a place that needs to be drawn.</p>
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			4. Social community which belongs to the class as a whole and its sense of groupness	15. Do you consider the appropriate classroom atmosphere for the students? Give the reason	According to Mr. Sarwo, considering the classroom, of course, requires consideration of the classroom atmosphere when teaching because the class of speaking that requires a comfortable place for the learning process is more effective for example why he used the class in upb because according to him that class is comfortable then closer than if in the common class, because the atmosphere is less comfortable for the class of speaking but if for other lesson class is okay
7.		Procedure	1. instruction or direction of the task given by the teacher	16. Do you give instructions or directions to the students? Why?	According to Mr. Sarwo, yes of course, the instructions and directions are clearly given before making a video project. He gives directions about the standardization, what it looks like, and so on

			2. procedures are what learners will actually do in the real world, rehearsal and activation task	17. Do you provide authentic task/activities in video project?	According to Mr Sarwo, yes of course, as he explained that the video project is an authentic task because in the activity there are live the students are allowed to choose some place and then in the live record and then they collect the task that day
8.		Activity	1. The activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame	18. Do you let the student to explore their video project based on the frame given?	According to Mr Sarwo, Yes of course, students are allowed to explore themselves so that they are not obedient to certain rules so as to make them feel more free in exploring based on the frame given.
			2. The activities are including dialogues, role play, restating, asking for clarification/repetition, discussion and decision.	19. Do you implement role play, restating, asking for clarification/repetition, discussion and decision in video project?	According to Mr Sarwo Yes of course, he used a role play, restating, asking for clarification/repetition, discussion and decision.

## APPENDIX 2

Table 3.2 : Checklist of Document analysis  
The Lecturer's lesson plan and Student's video in implementation of Video Project

No	Variables	Indicators	Sub Indicator	Yes	No
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved. a. The Video project are intended to set specific language skills, language competence and language function which are going to be achieved	√	
			2. Relate to a range of general outcomes or may directly describe teacher or learner behaviour. a. The Video project stimulate students to speak more fluently than before	√	
2.		Input	3. It is refer to the spoken written and visual data that learners work with in the course of completing a task. a. The lecturer give special instructions to the students	√	
			4. Data are provided by a teacher, a text book or some other sources. a. The lecturer provide instructional material by textbooks	√	
			5. Input can be attained from teaching media or aids, materials, teacher, and other learners. a. The lecturer provide learning materials by using video	√	
3.		Content	6. Including the selections of topic being discussed. a. Determine the topic of video	√	

			project		
			7. It could be the materials being taught. a. In the making of a video project should have a certain topic b. Each topic have its own benefits in the learning process	√	
4.		Role of teacher	8. act as a facilitator of the communicative process and act as a participant. a. The lecturer provide suitable and varied sources and learning media in every learning activity	√	
			9. The students' progress. a. The lecturer observe and make better designs in the future	√	
			10. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task. a. The lecturer gives feedback to students' work.	√	
5.		Role of Students	11. Participating in groupwork and group discussion. a. The student make the video with their friends	√	
			12. Providing feedback give comment on other groups' video results a. The student comments on every video made by their friend	√	
6.		Setting	13. classroom arrangement affecting interaction entailed in the task. a. The lecturer set the students' seating arrangement.	√	
			14. the task take place either in class or in an out of class arrangement. a. The lecturer determine the task take place.	√	
			15. consideration of wheather the task is to be carried out wholly or partly outside the classroom		

			a. There is any consideration of whether the task is to be carried out wholly or partly outside the classroom	√	
			16. social community which belongs to the class as a whole and its sense of groupness. a. The lecturer consider the appropriate classroom atmosphere for the students.	√	
7.		Procedure	17. instruction or direction of the task given by the teacher. a. The teacher give instructions or directions to a given task	√	
			18. procedures are what learners will actually do in the real world, rehearsal and activation task. a. The lecturer gives an authentic task of video project.	√	
8.		Activity	19. The activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame. a. The learner explore their video project based on the frame given.	√	
			20. The activities are including dialogues, role play, restating, asking for clarification/repetition, discussion and desicion. a. The lecturer implement role play, restating, asking for clarification/repetition, discussion and desicion in video project.	√	

## APPENDIX 3



**RENCANA PEMBELAJARAN SEMESTER GANJIL**  
**PELAKSANA AKADEMIK MATAKULIAH SPEAKING 1**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI CURUP**

<b>Mata Kuliah</b>	: Speaking I	<b>Kode MK</b>	: -
<b>Mata Kuliah Prasyarat</b>	: -	<b>Bobot MK</b>	: 2 sks
<b>Dosen Pengampu</b>	: Sarwo Edy, M.Pd.	<b>Kode Dosen</b>	: -
<b>Alokasi Waktu</b>	: Tatap muka 16 x 120 menit.		

**Capaian Pembelajaran** : This course is intended to develop student's communicative competence in order to be able to communicate in good English orally. By presenting dialogues based on various kinds of situation and grammar, vocabulary, and negotiate meanings. In other words, this course focuses on how to develop students' ability to speak competently, not only entails knowing the grammatical rules of language but also knowing what to say, to whom, in what circumstances and how to say it.

<b>S E S I</b>	<b>MATERI PEMBELAJARAN</b>	<b>KEMAMPUAN AKHIR</b>	<b>BENTUK PEMBELAJARAN</b>	<b>SUMBER PEMBELAJARAN</b>	<b>INDIKATOR PENILAIAN</b>
1	The lecturer asks the students what they expect in to study in the course and	Introduction to Syllabus	1. Interactive Lecturing, Lecturing Question and answer 2. Discussion	1. Conversation American English by Hadi Podo and Joseph J. Sullivan 2. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten	Students understand the rule of the class during speaking lecturing.

	what they expect to learn from the course			<p>malmkjaer and John williams.</p> <p>3. First thinks first by L.G. Alexander</p> <p>4. Teaching the spoken language by Gillian brown and George Yule</p> <p>5. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>6. Practical English conversation by Surayin</p>	
2	It's all about myself, my family and what I know about my friends, lecturer	<p>Students are able to say something about themselves</p> <p>Students are able to retell what their friends say about themselves</p>	<p>Take turns telling story about oneself</p> <p>Take turns retelling what others say about themselves</p>	<p>7. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>8. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>9. First thinks first by L.G. Alexander</p> <p>10. Teaching the spoken language by Gillian brown and George Yule</p> <p>11. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>12. Practical English conversation by Surayin</p>	<p>Students are able to say about their character, personalities,</p> <p>Students are able to say about their friends character, personalities,</p>
3 -	Housing and surroundings	Students are able to describe their	<p>1. Eliciting Topic</p> <p>2. Explain</p>	13. Conversation American English by Hadi Podo and Joseph	Students are able to say things



4		<p>surroundings</p> <p>Students are able to describe their house</p>	<p>expression used to talk about neighborhood</p> <ol style="list-style-type: none"> <li>3. Explain expression used to talk about house</li> <li>4. Ask students to do pair up and practice</li> <li>5. Take turns telling their house</li> <li>6. Feedback and closing</li> </ol>	<p>J. Sullivan</p> <ol style="list-style-type: none"> <li>14. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</li> <li>15. First thinks first by L.G. Alexander</li> <li>16. Teaching the spoken language by Gillian brown and George Yule</li> <li>17. A practical English for Public Speaking by Yayan G.H Mulyana</li> <li>18. Practical English conversation by Surayin</li> </ol>	<p>at home Students are able to understand</p> <p>how to use preposition</p>
5	<p>In community:</p> <ul style="list-style-type: none"> <li>- Describing location</li> <li>- Asking and giving direction</li> <li>- Reading a map</li> </ul>	<p>Students are able to describe locations</p> <p>Students are able to ask and give directions</p> <p>Students are able to read a map</p>	<ol style="list-style-type: none"> <li>1. Eliciting Topic</li> <li>2. Explain expression used to talk about location</li> <li>3. Explain expression used to talk about directions</li> <li>4. Ask students to do pair up and practice</li> <li>5. Take turns telling their locations</li> <li>6. Feedback and closing</li> </ol>	<ol style="list-style-type: none"> <li>19. Conversation American English by Hadi Podo and Joseph J. Sullivan</li> <li>20. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</li> <li>21. First thinks first by L.G. Alexander</li> <li>22. Teaching the spoken language by Gillian brown and George Yule</li> <li>23. A practical English for Public Speaking by Yayan G.H Mulyana</li> <li>24. Practical English conversation by</li> </ol>	<p>Students are able to give direction</p> <p>Students are able to ask direction</p>

				Surayin	
6	What I can see from the picture	Students are able to describe things or activities they see from a picture/video	1. Describing things, people, places and activities in the picture	<p>25. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>26. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>27. First thinks first by L.G. Alexander</p> <p>28. Teaching the spoken language by Gillian brown and George Yule</p> <p>29. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>30. Practical English conversation by Surayin</p>	<p>Students are able to say part of the body</p> <p>Students are able to say human characteristic</p> <p>Students are able to say about someone physical appearance</p>
7	Let me explain how to do it	Students are able to explain the steps of how to operate or how to make something	Explain how to do or make something	<p>31. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>32. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>33. First thinks first by L.G. Alexander</p> <p>34. Teaching the spoken language by Gillian brown and George</p>	<p>Students are able to use chronological events</p>

				<p>Yule</p> <p>35. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>36. Practical English conversation by Surayin</p>	
8	Students are able to perform the whole material in good conversation	MID Performance	<ol style="list-style-type: none"> <li>1. Performing</li> <li>2. Making conversation</li> <li>3. Giving question</li> <li>4. Answering questions</li> </ol>	Mid Term Activity	Oral Exercise
9	Could you please.....	Students are able to perform several speech acts related to making request.	<ol style="list-style-type: none"> <li>1. Performs dialogues of making requests, accepting/refusing request, complaining, apologizing, and giving excuses</li> </ol>	<p>37. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>38. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>39. First thinks first by L.G. Alexander</p> <p>40. Teaching the spoken language by Gillian brown and George Yule</p> <p>41. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>42. Practical English conversation by Surayin</p>	Students are able to ask someone something politely
1	Experiencing Nature	Student are able to tell	<ol style="list-style-type: none"> <li>1. Eliciting topic on</li> </ol>	43. Conversation American English by	Student are able to tell about

0	<p>:</p> <ul style="list-style-type: none"> <li>- Talking about season</li> <li>- Describing sports</li> <li>- Talking about weather</li> </ul>	<p>about season</p> <p>Students are able to describe sports</p> <p>Students are able to tell about weather</p>	<p>applying a job</p> <ol style="list-style-type: none"> <li>2. Explain the expression/ phrase used</li> <li>3. Ask students to do pair up and practice</li> <li>4. Feedback and closing, give students a chance to ask questions</li> </ol>	<p>Hadi Podo and Joseph J. Sullivan</p> <ol style="list-style-type: none"> <li>44. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</li> <li>45. First thinks first by L.G. Alexander</li> <li>46. Teaching the spoken language by Gillian brown and George Yule</li> <li>47. A practical English for Public Speaking by Yayan G.H Mulyana</li> <li>48. Practical English conversation by Surayin</li> </ol>	<p>season</p> <p>Students are able to describe sport</p> <p>Students are able to tell about weather</p>
1 1 - 1 2	<p>Entertainment and Media</p> <ul style="list-style-type: none"> <li>- Expressing opinions, agree and disagreeing</li> </ul>	<p>Students are able to express their opinion</p> <p>Students are able to express agree and disagree</p>	<ol style="list-style-type: none"> <li>1. Perform small presentations, giving argument (agree/disagree), suggestion, opinion</li> </ol>	<ol style="list-style-type: none"> <li>49. Conversation American English by Hadi Podo and Joseph J. Sullivan</li> <li>50. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</li> <li>51. First thinks first by L.G. Alexander</li> <li>52. Teaching the spoken language by Gillian brown and George Yule</li> <li>53. A practical English for Public Speaking by Yayan G.H Mulyana</li> <li>54. Practical English</li> </ol>	<p>Oral exercise</p>

				conversation by Surayin	
1 3	<p>Science and technology</p> <ul style="list-style-type: none"> <li>- Giving an information</li> </ul>	Students are able to give an information	1. Explain the various technologies used in daily	<p>55. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>56. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>57. First thinks first by L.G. Alexander</p> <p>58. Teaching the spoken language by Gillian brown and George Yule</p> <p>59. A practical English for Public Speaking by Yayan G.H Mulyana</p> <p>60. Practical English conversation by Surayin</p>	<p>Oral exercise</p> <p>Make a group presentations about technologies used at home</p>
1 4	<p>Expressing:</p> <ul style="list-style-type: none"> <li>- Expressing happiness and unhappiness</li> <li>- Expressing regrets and sympathy</li> <li>- Expressing apologizing</li> </ul>	Students are able to express: happiness, unhappiness, regrets, sympathy, and apologizing	Perform small conversation among students	<p>61. Conversation American English by Hadi Podo and Joseph J. Sullivan</p> <p>62. Performance and Competence in Second Language Acquisition by Gillian Brown, Kirsten malmkjaer and John williams.</p> <p>63. First thinks first by L.G. Alexander</p> <p>64. Teaching the spoken language by Gillian</p>	Oral exercise

				brown and George Yule 65. A practical English for Public Speaking by Yayan G.H Mulyana 66. Practical English conversation by Surayin	
15	What an Experience	Students are able to tell their past experience	Take turns telling their past experience		Students are able to use past tense while speaking

### I. Evaluation/Assessment

- |                           |     |
|---------------------------|-----|
| 1. Attendance             | 15% |
| 2. Mid Term Test          | 15% |
| 3. Final Semester Test    | 20% |
| 4. Structured Assignments | 15% |
| 5. Progress test          | 15% |
| 6. individual Participant | 20% |

### Scoring Rubric

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect Pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	

		e			
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Vocabulary	Misuse of vocabulary more than 8 times	Misuse of vocabulary 4-7 times	Misuse of vocabulary 0-3 times	No misuse of vocabulary	
Performance skills	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in soft voice, but can be understood, good facial expression and communicative enough	Speaking clearly and loudly, good facial expression, and communicative	

**Curup, Februari 2017**

**Mengetahui,**

**Ketua Prodi,**

**Sakut Anshori, S.Pd.I, M.Hum.**

**NIP 19811020 200604 1 002**

**Dosen Pengampu,**

**Sarwo Edy, M.Pd.**

**NIK. 160801008**

## APPENDIX 4

### The Transcript of The Interview

- Researcher : Baiklah disini ada beberapa pertanyaan sir yang pertama tentang goal atau tujuan seperti yang kita ketahui tujuan itu disini dimaksudkan untuk mengatur kemampuan bahasa, kompetensi bahasa dan fungsi bahasa yang spesifik yang akan dicapai. Juga tujuan ini serangkaian hasil atau mungkin secara langsung menggambarkan perilaku guru atau pelajar. Jadi yang ingin ditanyakan Apakah proyek Video dimaksudkan untuk mengatur kemampuan bahasa, kompetensi bahasa dan fungsi bahasa yang spesifik?
- Lecturer : Iya ya, kalau di kelas saya speaking berapa itu kemarin?
- Researcher : Di speaking 2
- Lecturer : Di speaking 2 memang kita yang memakai yang namanya video project ya selain tujuannya itu yaitu untuk menambah kompetensi bahasa siswa kenapa perlu dilakukan video project? Karena dengan melakukan video project ini mereka kan dalam berbahasa mereka akan bebas karena tidak ada tekanan yang terlalu berat mereka melakukannya free baik itu di alam dan di dalam ruangan tetapi mereka tidak di awasi secara langsung oleh guru jadi mereka bebas sehingga dalam teorinya pun mengatakan kalau tekanan dari pada ketika kita belajar speaking itu berkurang maka biasanya dari kompetensinya akan keluar. Gitu fal.
- Researcher : Selanjutnya Mr. Apakah proyek Video merangsang siswa untuk berbicara lebih lancar dari sebelumnya?
- Lecturer : Tentu saja ya seperti yang saya bilang tadi karena video project ini sifatnya pekerjaan outside class room activity jadi dia akan lebih percaya diri dalam menyampaikan sesuatu melalui video tersebut dengan video tersebut mereka akan merasa bebas sehingga mereka mengeksplorasi lebih dalam kemampuan mereka berbicara dan itu akan menambah tentu saja menambah kompetensinya
- Researcher : Selanjutnya Mr. Tadi sudah dari tujuan kemudian dari input atau masukan . Input disini mengacu pada pelajaran yang dihadapi peserta didik dan konteks yang diberikan selama proses pembelajaran. Baik itu



data yang disajikan untuk peserta didik dari data lisan ataupun visual lisan yang digunakan dalam menyelesaikan tugasnya.

Lecturer : Coba ulangi lagi

Researcher : jadi data input ini mengacu mengacu pada pelajaran yang dihadapi peserta didik dan konteks yang diberikan selama proses pembelajaran. Yang mengacu pada data yang disajikan pada peserta didik untuk dikerjakan. Baik dari data lisan dan visual lisan data itu bisa diberikan oleh guru, buku teks atau beberapa sumber lainnya. Jadi yang ingin ditanyakan Jenis data apa saja yang akan dilakukan siswa dalam video project mereka Mr?

Lecturer : ya data yang dilakukan siswa itu biasanya berupa visual ya karena mereka disitu menyajikan how to speak jadi mereka membicarakan tema tertentu misalnya temanya mengenai about me maka mereka akan menceritakan tentang dirinya tetapi melalui media kamera kemudian mereka juga misalnya menceritakan tentang sebuah gedung bagaimana menceritakan sebuah gedung sebuah gedung ini mereka akan take a photo, take picture dan rekam itu dan kemudian akan menceritakan tentang gedung itu jadi data-data yang mereka sampaikan itu berupa visual

Researcher : Kemudian Mr. Pertanyaan selanjutnya sumber lain apa yang anda gunakan untuk mendukung tugas video project?

Lecturer : Sumber lain biasanya youtube ya biasanya menggunakan media youtube karena sebelum mereka tapping videonya biasanya saya menyarankan mereka melihat beberapa video di youtube sehingga mereka akan punya referensi ketika mereka ingin menambah kemampuan kompetensinya melalui video yang mereka buat atau ada juga misalnya beberapa handout tidak hanya di youtube tetapi ada beberapa handout yang saya berikan supaya mereka bisa punya referensi nanti ketika berbicara mengenai apapun misalnya mengenai diri mereka mengenai sebuah gedung memperkenalkan product atau apapun itu

Researcher : Jadi disini Mr. Memberikan materi pembelajaran itu menggunakan video Mr.?

- Lecturer : iya tidak hanya video ada juga melalui handbook. Hand out bukan handbook jadi saya buat materinya semacam percakapan gitu ya atau beberapa vocabulary yang mereka bisa gunakan untuk mereka bicara nanti
- Researcher : okay Mr. Selanjutnya di content disini content dimaksud yaitu materi pelajaran yang akan diajarkan, termasuk pilihan topik yang sedang ingin dibahas. Jadi pertanyaannya apakah Mr. Memilih topik untuk video project?
- Lecturer : Tentu saja jadi topik yang dipilih itu biasanya disesuaikan dengan materi yang sudah diajarkan ya atau materi yang sudah ada di silabus. Jadi disilabus itu kita buat beberapa materi misalnya hari ini kita bicarakan tentang talking about me temanya atau topiknya itu jadi video project yang mereka buat itu berkaitan dengan tema tersebut
- Researcher : jadi bagaimana anda menentukan topik video project apakah dari silabus itu Mr.?
- Lecturer : ya menentukannya dari silabus . dari silabus nantikan kita lihat indikator-indikator yang ada di silabus sehingga nantikan kita bisa liat
- Researcher : Selanjutnya Mr. Dari peran guru dan peran siswa. Disini peran guru dan siswa merupakan komponen tugas yang mengacu pada hubungan sosial dan interpersonal antara peserta didik dan guru dalam suatu tugas. Jadi pertanyaannya apa peran Mr. Dalam proses pembelajaran mengajar?
- Lecturer : saya kalo peran role , Saya berperan hanya sebagai facilitator artinya saya student center dan teacher center juga jadi kalau student memang kita gerakan untuk dalam belajar itu memang untuk student yang kita learning by doing ya jadi mereka akan belajar sambil berbuat kalau saya sebagai facilitator artinya saya hanya memberikan topic kemudian hanya memberikan handout kemudian memberikan referensi yang mereka butuhkan memberikan penjelasan yang mereka butuhkan tetapi yang lebih banyak melaksanakan itu biasanya siswa
- Researcher : okay mr. Selanjutnya bagaimana mr memberikan umpan balik kepada mereka Mr.?
- Lecturer : Feed back?

- Researcher : ya feedbacknya biasa begini saya kalau dikelas itu biasanya saya putar kembali videonya beberapa video yang saya putarkan kembali atau video tersebut saya tonton sendiri ya kemudian saya akan memberikan beberapa catatan-catatan yang akan saya kembalikan dengan nilai hasil kerja mereka jadi ada semacam portofolio bukan atau dikatakan semacam apa ya lembar, lembaran yang disana itu nanti ada kriteria penilaiannya yang diberikan termasuk skornya dan kemudian termasuk feedbacknya misalnya dalam pronounciationnya masih kurang ataukah kontennya yang masih tidak jelas atau mungkin dalam penggunaan preposisinya atau word choice nya yang masih kurang benar jadi feedbacknya disitu
- Researcher : selanjutnya Mr. Apakah Mr. Menerapkan kerj kelompok dalam video project itu?
- Lecturer : Ya ada, video project itu terdiri dari dua di kelas saya yang satu berupa individual project yang satunya lagi ada group project ya mereka berkerja di kelompok jadi ada juga yang bekerja secara individu dan kelompok
- Researcher : kalau begitu apakah siswa ikut berkomentar pada setiap video yang dibuat oleh temannya?
- Lecturer : Terkadang iya, terkadang ada beberapa sesi ada beberapa sesi mereka memberikan feedback juga komentar video yang mereka berikan atau yang kita tampilkan jadi ada beberapa yang iya dan ada juga beberapa yang tidak
- Researcher : jadi selanjutnya Mr. Tentang setting. disini setting itu mengacu pada pengaturan kelas yang mempengaruhi interaksi yang diperlukan dalam tugas. Mengacu pada tempat tugas berlangsung baik di kelas atau di luar kelas. Mengacu pada pengaturan kelas yang ditentukan atau tersirat dalam tugas.
- Lecturer : coba ulangi lagi?
- Researcher : setting disini set mengacu pada pengaturan kelas yang mempengaruhi interaksi yang diperlukan dalam tugas. Mengacu pada tempat tugas yang berlangsung baik di kelas atau di luar kelas. Mengacu pada pengaturan

kelas yang ditentukan atau tersirat dalam tugas. Jadi pertanyaannya apakah Mr. Mengatur susunan tempat duduk siswa?

- Lecturer : di kelas ?
- Researcher : ya
- Lecturer : kalau dikelas iya kalau dikelas itu seperti biasa bentuk nya letter u gitu ya karena semuanya bisa diawasi secara langsung ya begitu
- Researcher : Kemudian Mr. Dimanakah tugas video project itu biasanya berlangsung Mr.?
- Lecturer : Biasanya video project itu berlangsung di biasanya ada yang di dalam kelas ada juga yang di luar kelas yang ada di dalam kelas itu misal nya pada saat pelajaran berlangsung mereka tidak di kelas itu mereka biasanya di outside misalnya mereka di upb di pelayanan bahasa atau di prodi mereka teknis sendiri tapi secara live langsung dikumpulkan di hari itu dan kemudian ada juga yang di rumah. Mereka kerjakan dirumah bahkan di tempat-tempat umum bisa juga di kerjakan seperti itu
- Researcher : selanjutnya pertanyaannya hampir sama Mr. Jadi apakah ada pertimbangan apakah tugas itu harus dilakukan seluruhnya atau sebagian diluar kelas?
- Lecturer : ya tentu saja , begini kalau buat video itu kan biasanya kalau talking about me biasanyakan atau apa mereka kenapa harus di luar kelas karena kalau di dalam kelas itu mereka mempunyai apa ya mempunyai skop yang kecil gitu ya jadi tidak bisa mengeksplor diri mereka misalnya saya kalau dikelaspun saya bicara tentang misalnya home atau housing kan kita bisa bicara dalam kelas mereka harus keluar mereka harus mencari tempat yang perlu diambil apa namanya gambarnya atau picturenya gitu
- Researcher : selanjutnya Mr. Apakah anda mempertimbangkan suasana kelas yang sesuai untuk para siswa?
- Lecturer : Ya tentu saja, kelas speaking kan biasanya mereka membutuhkan tempat yang lebih nyaman kenapa biasanya saya pakai kelas disini dulu kan karena kelas yang disebelah ini menurut saya agak nyaman gitu ya

kemudian untuk juga lebih apa namanya ya untuk lebih terasa dekat gitu ya dibandingkan kalau dikelas itu kan suasana nya kurang nyaman ya untuk kelas speaking kurang nyaman kalau untuk kelas biasa tidak apa-apa

- Researcher : selanjutnya Mr. tentang prosedur disini prosedur prosedur berkaitan dengan instruksi atau arahan dari tugas yang diberikan oleh guru. Jadi pertanyaannya apakah Mr. memberikan instruksi atau petunjuk kepada siswa?
- Lecturer : Ya tentu saja, intruksi dan petunjuk itu jelas kita kasih sebelum pembuatan project itu pasti kita arahkan begini-begini standarisasinya seperti apa dan segala macamnya
- Researcher : Selanjutnya apakah anda memberikan tugas atau aktivitas yang autentik dalam video project?
- Lecturer : dalam video project memberikan tugas yang maksudnya seperti apa?
- Researcher : yang autentik yang nyata Mr. aktivitas atau tugas
- Lecturer : Ya tentu saja, seperti yang saya omong tadi ada yang live langsung mereka dibiarkan memilih beberapa tempat dan kemudian dilakukan secara live gitu kan kemudian mereka mengumpulkan hari itu gitu kan
- Researcher : jadi tugas yang autentik Mr.
- Lecturer : ya
- Researcher : Selanjutnya tentang aktivitas. Disini aktivitas yaitu kegiatan yang mengacu pada pekerjaan yang dilakukan siswa terhadap tugas tersebut, juga mencakup diskusi tentang kerja kelompok. Jadi pertanyaannya apakah anda membiarkan siswa untuk mengeksplorasi video project mereka berdasarkan frame atau susunan yang diberikan?
- Lecturer : bisa mkasudnya boleh ?
- Researcher : membiarkan siswa tersebut untuk mengeksplorasi

- Lecturer : ya tentu saja itu ya mengeksplorasi sendiri jadi tidak strip terhadap rules tertentu tidak jadi saya membuat mereka lebih free dalam mengeksplorasi
- Researcher : selanjutnya Mr. apakah anda menerapkan role play atau bermain peran, mengajukan kembali atau restating, meminta klarifikasi pengulangan, disuksi dan ketetapan dalam video project?
- Lecturer : Ya tentu saja, kita memakai apa yang namanya role play dan ada apa tadi resistansi gitu ya , mengajukan kan kembali ya pengulangan maksudnya
- Researcher : itu saja Mr.
- Lecturer : sudah?
- Researcher : terima kasih Mr. atas informasinya semoga bermanfaat
- Lecturer : sama-sama

## APPENDIX 5

### The Transcript of The Interview with student

- Researcher : Assalamualaikum warahmatulahi wabarakatuh
- Student : Waalaikum salam
- Researcher : Disini nama saya Muhammad Naufal Gustrianto saya dari semester 8B saya ingin mewawancarai saudara Rahmat
- Student : Iya
- Researcher : Apa kabar Rahmat?
- Student : Sehat alhamdulillah
- Researcher : puasa gak hari ni?
- Student : Alhamdulillah
- Researcher : Oke yang pertama apakah anda sudah mengambil mata kuliah speaking 1 di PBI ini ?
- Student : Alhamdulillah sudah
- Researcher : Di speaking 1 itu apa saja kegiatan atau tugas yang di berikan oleh dosen yang bersangkutan?
- Student : dari pertama masuk itu tugas yang diberikan menjelaskan tentang diri sendiri atau perkenalan diri sendiri kemudian setelah itu menjelaskan tentang rumah atau housing yang selanjutnya itu ada menjelaskan tentang family kemudian itu ada location setelah location itu ada penjelasan tentang story of ourlife kemudian ada memorable moment dan yang paling terakhir itu yang saya ingat adalah prosedur text dari setiap materi tersebut hampir dari keseluruhan tugas tersebut disuruh membuat video terutama yang about ourself begitu
- Researcher : jadi saya tertarik ingin menanyakan tentang video terus dalam video itu bagaimana prosedur dalam pembuatannya apakah ditentukan oleh tema yang sesuai dengan materinya atau bagaimana?

- Student : kalau untuk tema itu sesuai dengan kemauan untuk siswa itu sendiri tapi untuk materinya sesuai dengan yang diberikan dosen yang bersangkutan jadi kalau temanya itu mau seperti apapun mungkin bebas tetapi materinya masih bersangkutan dengan yang diberikan oleh dosen
- Researcher : seperti apa daily life atau gimana?
- Student : ya seperti daily activity itu kan daily activity itu ya kita mau seperti ceritanya mau menceritakan tentang daily activity kita tapi temanya itu seperti kita wawancara seperti itu juga gak papa juga
- Researcher : terus dalam pembuatan video itu berapa lama atau jangka waktu yang dibutuhkan? Berapa lama durasi dalam pembuatan video itu?
- Student : kalau dari durasi video itu sendiri kalau yang saya buat sendiri biasanya seperti yang daily activity kemungkinan besar itu kemarin ada yang sekitar 2 menit atau 2 menit setengah tapi untuk jangka waktu lamanya membuat video itu biasanya dosen memberi waktu sekisaran seminggu paling cepatnya seminggu
- Researcher : terus apakah Rahmat suka dalam membuat video tersebut?
- Student : Alhamdulillahnya sampai sekarang saya sangat suka karena sangat membantu dari speaking saya sendiri dan cara-cara bagaimana untuk menjadi keren dalam berbahasa
- Researcher : Apakah ada kesulitan dalam pembuatan video tersebut?
- Student : kesulitan dalam video itu terkadang kita apa kita menggunakan kamera ya karena kita tidak banyak yang bisa menjadi seperti photographer kan jadi terkadang pencahayaannya ada yang redup
- Researcher : dari pencahayaan yang kurang ya tidak begitu bagus. Terus dari pembuatan itu kapan saja tugas itu diberikan apakah setiap seminggu sekali atau gimana?
- Student : biasanya setiap materi awal itu habis buat tugas dan lamanya materi itu paling lama biasanya itu dua minggu jadi setiap dua minggu itu membuat video



- Researcher : setiap dua minggu jadi ya. Terus siapa saja yang berpartisipasi dalam membuat video ? apakah diri sendiri atau ada yang lain?
- Student : biasanya itu kalau tergantung dari materi kalau seperti daily activity itu perorangan tapi kalau yang seperti housing itu kemarin yang housing itu berkelompok biasanya 1 kelompoknya itu terdiri dari 4-5 orang
- Researcher : dari settingnya itu dimana aja tempat pembuatan video apakah berbeda?
- Student : ya kalau setting itu sendiri setiap itu berbeda-beda seperti yang di housing itu kemarin kami mencari rumah yang agak sedikit bagus disini terus kalau yang daily activity itu kami mencari tempat yang sedikit cozykan dan sedikit indah dan pencahayaanya yang bagus
- Researcher : oke terakhir mau nanya menurut Rahman apakah dalam pembuatan video ini sangat berguna dan bermanfaat dalam meningkatkan kemampuan speaking atau sebaliknya tidak sama sekali bermanfaat?
- Student : kalau untuk menurut saya sendiri pembuatan video ini ya itu sangat membantu untuk meningkatkan speaking karena dari membuat video itukan kita selalu berulang-ulang untuk membicarakan atau mengungkapkan apa yang kita inginkan jadi kita selalu teringat kata-kata yang baru yang diucapkan seperti apa terus kata-kata yang keren itu seperti apa jadi otomatis secara tidak langsung vocab-vocab yang kita butuhkan itu langsung kita tahu langsung kita hafalkan jadi secara tidak langsung kita bisa meningkatkan speaking itu sendiri
- Researcher : jadi kita bisa meningkatkan dari cara pengulangan dari apa yang kita hafalkan
- Student : ya
- Researcher : saya rasa sudah cukup saya ucapkan terimakasih banyak itu saja yang saya dapat sampaikan assalamualaikum warahmatulahihi wabaraktuh
- Student : waalaikum salam warahmatuhlahi wabaraktuh

## APPENDIX 6

Table 3.1 : In-Depth Interview  
The Lecturer's Implementation of Video Project

No	Variable	Indicators	Sub Indicators	Questions	Answer
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	3. Intended to set specific language skills, language competence and language function which are going to be achieved	1. Are the Video project intended to set specific language skills, language competence and language function? Why or why not?	
			4. Relate to a range of general outcomes or may directly describe teacher or learner behaviour	2. Does the Video project stimulate students to speak more fluently than before? Why or why not?	
2.		Input	4. It is refer to the spoken written and visual data that learners work with in the course of completing a task	3. What kinds of data will your students performance in their video project? Is there any problem?	

			5. Input can be attained from teaching media or aids, materials, teacher, and other learners	4. Does lecturer provide learning materials by using video? Give the reason. Is there any problem?	
			6. Data can be provided by a teacher, a text book or some other source	5. What kinds of other sources do you use to support video project task? Is there any problem?	
3.		Content	3. Including the selections of topic being discussed.	6. Do you select the topic for video project? Is there any problem?	
			4. It could be the materials being taught	7. How do you determine the topic of video project? Is there any problem?	
4.		Role of teacher	3. act as a facilitator of the communicative process and act as a participant, an observer, and learner	8. What are your roles in teaching and learning process? Is there any problem?	

			4. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task	9. How do you give feedback to your students' work? Is there any problem ?	
5.		Role of Students	3. Participating in groupwork and group discussion	10. Do you implement groupwork in video project? Is there any problem ?	
			4. Providing feedback give comment on other groups' video results	11. Does the student comment on every video made by their friends? Why or why not? Is there any problem?	
6.		Setting	5. classroom arrangement affecting interaction entailed in the task.	12. Do you set the students' seating arrangement? Give a reason. Is there any problem?	
			6. the task take place either in class or in an out of class arrangement.	13. Where does the task take place? Give the reason. Is there any problem?	
			7. consideration of whether the task is to be	14. Is there any consideration whether the task is to be carried	

			carried out wholly or partly outside the classroom	out wholly or partly outside the classroom? Give the reason. Is there any problem?	
			8. social community which belongs to the class as a whole and its sense of groupness	15. Do you consider the appropriate classroom atmosphere for the students? Give the reason. Is there any problem?	
7.		Procedure	3. instruction or direction of the task given by the teacher	16. Do you give instructions or directions to the students? Why? Is there any problem?	
			4. procedures are what learners will actually do in the real world, rehearsal and activation task	17. Do you provide authentic task/activities in video project? Is there any problem?	

8.		Activity	3. The activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame	18. Do you let the student to explore their video project based on the frame given? Is there any problem?	
			4. The activities are including dialogues, role play, restating, asking for clarification/ repetition, discussion and desicion.	19. Do you implement role play, restating, asking for clarification/repetition, discussion and desicion in video project? Is there any problem?	

Table 3.2 : Checklist of Document analysis  
The Lecturer's lesson plan and Student's video in implementation of Video Project

No	Variables	Indicators	Sub Indicators	Yes	No
1.	A language learning instruction which involves students in comprehending, using, producing and interacting in the target language to complete a task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved. a. The Video project are intended to set specific language skills, language competence and language function which are going to be achieved		
			2. Relate to a range of general outcomes or may directly describe teacher or learner behaviour. a. The Video project stimulate students to speak more fluently than before		
2.		Input	3. It is refer to the spoken written and visual data that learners work with in the course of completing a task. a. The lecturer give special instructions to the students		
			4. Input can be attained from teaching media or aids, materials, teacher, and other learners. a. The lecturer provide learning materials by using video		
			5. Data are provided by a teacher, a text book or some other sources. a. The lecturer provide instructional material by textbooks		

3.		Content	6. Including the selections of topic being discussed. a. Determine the topic of video project		
			7. It could be the materials being taught. a. In the making of a video project should have a certain topic b. Each topic have its own benefits in the learning process		
4.		Role of teacher	8. act as a facilitator of the communicative process and act as a participant. a. The lecturer provide suitable and varied sources and learning media in every learning activity		
			9. Monitoring the supervision of the task in progress, Providing feedback the evaluation of task. a. The lecturer gives feedback to students' work.		
5.		Role of Students	10. Participating in groupwork and group discussion. a. The student make the video with their friends		
			11. Providing feedback give comment on other groups' video results a. The student comments on every video made by their friend		
6.		Setting	12. classroom arrangement affecting interaction entailed in the task. a. The lecturer set the students' seating arrangement.		
			13. the task take place either in class or in an out of class arrangement. a. The lecturer determine the task take place.		



			<p>14. consideration of whether the task is to be carried out wholly or partly outside the classroom</p> <p>a. There is any consideration of whether the task is to be carried out wholly or partly outside the classroom</p>		
			<p>15. social community which belongs to the class as a Whole and its sense of groupness.</p> <p>a. The lecturer consider the appropriate classroom atmosphere for the students.</p>		
7.		Procedure	<p>16. instruction or direction of the task given by the teacher.</p> <p>a. The teacher give instructions or directions to a given task</p>		
			<p>17. procedures are what learners will actually do in the real world, rehearsal and activation task.</p> <p>a. The lecturer gives an authentic task of video project.</p>		
8.		Activity	<p>18. The activities are based on the notion of creating an information gap by letting learners make a personal and secret choice from a list of language items which all fit into a given frame.</p> <p>a. The learner explore their video project based on the frame given.</p>		
			<p>19. The activities are including dialogues, role play, restating, asking for clarification/repetition, discussion and decision.</p> <p>a. The lecturer implement role play, restating, asking for clarification/repetition,</p>		

			discussion and desicion in video project.		
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Masita Ariane, S.Pd., M.Pd.

## APPENDIX 7

### Documentation



The interview with student



The interview with lecturer



The student's video project

## BIOGRAPHY



The researcher's name is Muhammad Naufal Gustrianto. He was born in Curup, August 31<sup>h</sup> 1995. He is a son of Mr. Murni Yanto and Mrs. Masni Eryani. He lives in Jl. Taman Siswa, Curup. He finished his elementary school at SD 05 in 2007. Then, he decided to continued her study in Junior High School

No 1 Curup Tengah and he finished his study succesfully in 2010. Next, she was graduated from SMA N 1Curup Timur Rejang Lebong in 2013. After that, he decided entering State College for Islamic Studies (STAIN) Curup and chose English Study Program as his faculty on 2013-2017 academic years.