

STUDENTS' PERCEPTIONS TOWARD VIDEO PROJECT AS MEDIA IN IMPROVING THEIR SPEAKING SKILLS

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Abstract

This study is aimed 1) to find out the students' perceptions toward video project as media in improving their speaking skills, and 2) to find out the strengths and weaknesses applying video projects in learning speaking. This participant in this research were 39 students second semester at English Department Universitas Pancasakti Tegal. Qualitative method was applied in this study. The researcher also used triangulation with three instruments. Questionnaire, interview and documentation were used as the instruments to get the data. The finding of this research showed that the students have positive perception in toward video project as media in improving their speaking skills. The students agreed that the video project developed their confidence to speak. Students find their strength in speaking in their confidence in front of the camera. The students felt they found some of their weaknesses in the video project, especially in pronunciation they had to take it back several times if there was a pronunciation error and this became one of their weaknesses in speaking English. They also find their strength in their self-confidence which makes them not feel nervous when they already have experience speaking through video projects because of the fun nature of videos. For the further study, it is expected for other researchers to explore more about the use of video project as media.

Keywords: video project, students' perception, speaking skills.

1. INTRODUCTION

Communication is an important skill that individuals must possess to share and gather information with others. As social beings, people need communication skills to communicate and gather information. In the other situation, speaking is the only crucial skill that is mentioned as a skill that people need in order to communicate when learning and mastering other languages. Zyoud (2016) states that in learning and mastering foreign languages is important, but speaking is most important since it serves as a basis for communication. Students will learn English more quickly and accurately if they provide understandable feedback through speaking.

Lecturers engage their students in a variety of activities to motivate them to practice speaking. One of the activities to see students able to practice their speaking is with assignments. Madani (2019) states that information about students' competence in English skills lecturers must assess their students after providing learning using appropriate instruments, methods, and procedures. Lecturers can engage in a variety of actions, which vary depending on the goal they aim to achieve. Some of them provide opportunities for students to participate in role plays, debates, or group discussions with their classmates. Others may request that they give a presentation or give a speech in front of the class as more difficult exercises.

The use of video as an assignment can be a practice for students to practice speaking. After improving their public speaking skills in front of a camera, they were used to speaking English. Gustinawati (2022) states that an outside factor that affects students' motivation to study English might be an English learning video. In the learning media there are many tools, video is a tool for learning media that is quite interesting. Yudianto (2017) states that video is a good way to spread new ideas because it can combine audio and video, and it can also be put together in different ways. For example, by using text, audio, and music, it may integrate one-on-one conversation with group communication. The students find it interesting when a video is shown in class. Students are expected to understand the topic quickly through a video. They can get feedback on their speech delivery performances, learn more about the issue being discussed, and practice self-reflection on their performances by watching their own documentary videos.

The video project includes activities for English Education students at Universitas Pancasakti Tegal. According Nikitina (2009) in Aksel and Gürman-Kahraman (2014), the integration of technology

and pedagogy has significant potential in enhancing the quality of teaching and learning experiences, fostering a sense of richness, memorability, motivation, and enjoyment for both educators and learners. For this reason, the researcher shows interest in examining the advantages related to video projects as a means of enhancing the communication abilities of English language learners. There are video assignments in the second semester, especially in the speaking course. The researcher chose the second semester student English Education Program as the research subject.

Based on what the researcher explained above, the researcher decided to conduct a research to find out the students' perception toward video project as media in improving their speaking skills. The researcher used data triangulation with three instruments to gather the data from the subject. Questionnaire, interview and documentation were used as the instrument of this research. The result of this research is supposed to show the students' perception of toward video project as media to improving speaking skills.

2. RESEARCH METHODOLOGY

This research used qualitative design, because it only focuses to describe the students' perception toward video project as media in improving their speaking skill. The subject of this research is 16 students of second-semester at English Education Department of Universitas Pancasakti Tegal. According to Arikunto (2010:183) in Heron (2001), purposive sampling is the technique of choosing a sample by taking a subject that is chosen for a specific reason rather than based on level or area. The sample to be used in this research is a random sampling technique.

The researcher used the triangulation technique, by analyzing the subject's answers by examining the truth with other available data sources. According Ahyar et al. (2020), the data gathering method named triangulation combines several data collection methods with already-existing data sources. The researcher used three instruments to collect data from the participant. Questionnaire, interview and documentation were used as the instrument in this research.

3. RESULTS AND DISCUSSIONS

3.1 Result

The data collected was analyzed to determine students' perceptions toward video project as media in improving their speaking skills. Data were obtained from research subjects; thirty-nine students of second semester students of the English Education Department at Universitas Pancasakti Tegal after they made a video project. Video project are one of the media that is often used in class speaking. The researcher distributed questionnaires to students about their perceptions of the video project in the speaking class. Then, the researcher conducted interviews with six students representing each class taken from stratified sampling

3.1.1 Questionnaire

In this study, a questionnaire was used to help the researcher answer the two research questions so that the researcher could further improve students' speaking skills in the speaking class. Interview and documentation were used to support the findings of this study. There are 15 questions with 2 categories: the students' perceptions toward video project as media and the strength and the weakness of using video project in learning speaking. In this study, a questionnaire was used to help the researcher answer the two research questions so that the researcher could further improve students' speaking skills in the speaking class. Interview and documentation were used to support the findings of this study. There are 15 questions with 2 categories: the students' perceptions toward video project as media and the strength and the weakness of using video project in learning speaking.

Students' perceptions toward video project as media.

Table 1. Questionnaire 1

No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Using video projects as learning media makes learning English more fun.	69.2%	23.1%	7.7%	0	0
2.	I like learning English through	56.4%	41%	2.6%	0	0

	video projects as a medium.					
3.	Through this video project, I learn to use gadgets for beneficial activities, especially to practice speaking English.	59%	33.3%	7.7%	0	0
4.	I had no problem in creating a video project.	15.4%	53.8%	10.3%	17.9%	2.6%
5.	I prefer video recording to do presentations directly in front of friends and teacher in the classroom.	59%	41%	0	0	0
6.	Through this video project, I find a new method to improve my speaking skills.	61.5%	35%	3.5%	0	0

As we can see from the result above, the students mostly have the answer strongly agree and agree in responding the questionnaire. Most of the students agree video projects as learning media makes learning English more fun. This item is related to how students like video as a medium for speaking English. They also agree that through video project, students make use gadgets for beneficial activities, especially to practice speaking English. Many students think that making video projects will not be difficult for them. Most of students prefer video project to do presentations directly in front of friends and teacher in classroom. Through this video project, students find a new method to improve my speaking skills positive.

The strength and the weakness of using video project in learning speaking.

Table 1. Questionnaire 2

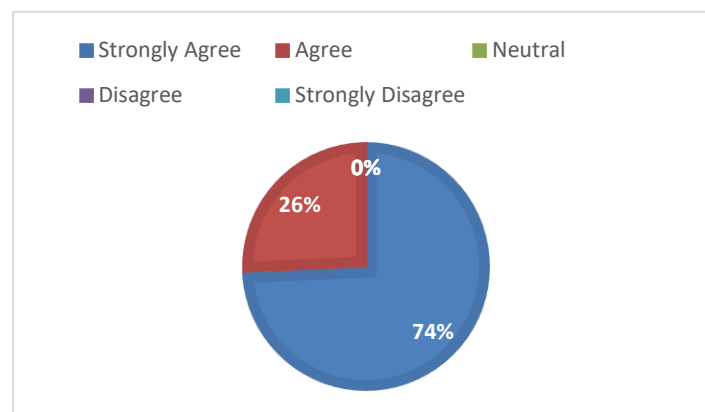
No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Producing this video project has helped me improve my level of understanding the English lesson material	74.4%	23.1%	2.6%	0	0
2.	My English speaking skills improved after completing the video project	64.1%	35.9%	0	0	0
3.	Through this video project, it helps me improve my confidence in speaking English	74.4%	23.1%	2.5%	0	0
4.	This video project helps me improve my English	66.7%	28.2%	5.1%	0	0
5.	Through this video project, I am motivated to be able to speak English better	43.6%	51.3%	5.1%	0	0
6.	Before getting this video project, I was not confident to speak in front of the camera	56.4%	33.3%	10.3%	0	0
7.	This video project helps me to be more confident in front of camera	51.3%	48.7%	0	0	0
8.	Through this video project, I find my weaknesses in my speaking skills	48.7%	46.2%	5.1%	0	0
9.	Through this video project, I find my strengths in my speaking skills	71.8%	28.2%	0	0	0
10.	This video project helps me improve my English	66.7%	28.2%	5.1%	0	0

Based on the result above, it can be seen that the average answer is from strongly agree and agree. It is showed that producing this video project has helped students improve their level of

understanding the English lesson material. It is one of ways their English speaking skills improved after completing the video project. Through video project, it helps students improve their confidence in speaking English. This video project helps students improve their English. Many of the students agree that they through video project they are motivated to be able to speak English better. For many students, they strongly disagree that video projects cannot change they confidence because from video projects they are accustomed to practicing speaking confidently in front of the camera, so this will familiarize students with confidence to speak in front of the class. Therefore, it can be said that video projects help them confidently speak in front of the camera. The students felt they found some of their weaknesses in the video project, especially in pronunciation they had to take it back several times if there was a pronunciation error and this became one of their weaknesses in speaking English. They also find their strength in their self-confidence which makes them not feel nervous when they already have experience speaking through video projects because of the fun nature of videos.

With the results above, it can be summarized using pie chart as follow:

Table 3. General Result



Based on the chart above, it can be concluded that 39 students have answered 15 with the criteria of 74% strongly agree and 26% agree. Based on the data can be seen that video project as media can improve their speaking skills.

3.1.2 Interview

The researcher also conducted interviews with 6 students of second semester at the English Education Program at Universitas Pancasakti Tegal to find out students' responses after they made a video project. The interview contains four questions related to the use of video projects as a medium to improve speaking skills.

The activity of using videos project in the speaking assignment got a positive responses from the students. They are well-aware of the benefits of using video project in speaking classes. The use of video project, according to the students, was really helpful. They believe that using video project is an interesting idea that demands more exploration. They assert that the video project enhances their speaking skills and helps in self-evaluation. They may review the video to correct any mistakes they may have made. In this way, people may learn from their mistakes and try to avoid doing them again. As stated in the following statement:

"Honestly learning English by using video project can help me to improve my speaking and pronunciation skills and I can identify mistakes that need improvement" (**Respondent 2**).

"The benefits that I get from this video project are to improve my speaking and pronunciations skills to improve my ability to describe something and beside that it trance me to be more confidence" (**Respondent 4**).

Despite the many benefits provided, the use of video projects also has some weakness. Weaknesses felt by students include: a video project made the headphone memory full and the weakness is when they made a mistake in terms of pronunciation they have to repeat it again to take the video. Students also still feel lacking in grammar. Most of them think there is nothing to lose using video project to speak. They feel the benefits of using video in learning to speak more than the weakness.

"Sometimes I miss pronunciation a sentences so I must retake the video" (Respondent 3).

"Yes, sometimes I miss pronounces sentences so the meaning is different" (Respondent 1).

"Yes realized that my grammar, my intonations is not that accurate" (Respondent 6).

After finishing making several videos students felt that their speaking skills had improved in several aspects, such as: pronunciation, intonation, fluency, and increased their self-confidence. They also felt their grammar was getting better because they became more aware of the use of grammar in their speech when making video project. Students find the majority of video projects practical, both for practice in control environments such as everyday life and for maximizing achievement of learning objectives in a short period of time. Therefore, students feel that the video project is good to apply in speaking classes.

"In my opinion, video assignments that are applied in speaking classes really help the teaching staff in achieving learning effectiveness, especially in subjects where the majorities are practical. Maximizing the achievement of learning objectives in a short time" (Respondent 5).

"I think it can help students improve their confident in speaking and providing them with change to practice in control environment like daily life" (Respondent 6).

According to Putri and Rahmani (2019), video projects could increase their confidence in addition to helping them speak more clearly. Based to the interview's results, students stated that they obtained more confidence while speaking. Before using video project, they were nervous and embarrassed about expressing their ideas or views in English, but after using videos, they felt more at confidence. From students' perceptions of video projects students give their opinions about video projects to improve their speaking skills such as: making videos on the topics they choose is very helpful for developing their skills in speaking. Teachers should also care more about student mistakes to correct them.

"In my opinion, I can create video presentations on a topic of we have choice and this is will help us to developed our skills in speaking" (Respondent 2).

"The teacher must be more careful of in the correcting" (Respondent 3).

"I think these activities suitable for student who feels less confidence when speaking in front of the class like me and my suggestion is the teacher more attentions to students in making video assignment and perfect input when students make mistakes such as pronunciations, grammar and so on. In addition to improve English skills the test to listening, reading English book and then practicing English often" (Respondent 4).

3.1.3 Documentation

Researcher has used a documentation strategy using voice recording, photos, videos and documents. During the research activities, the researcher also collected sound recordings, photos, and videos during interviews with class students. The researcher also attached documentation in the form of results from questionnaires and transcripts of research results. Transcripts are used to make the researcher easier to analyze the results of data from students. The student video link is used as supporting documentation that the video assignment is used as a learning medium in the second semester and used as evidence to strengthen research. The results of the questionnaire are used as evidence of the percentage results generated to be presented in the results of the questionnaire.

3.1 Discussion

This discussion interpreted the data from the triangulations; questionnaires, interviews and documentation, to answer all research questions. The first question investigates students' perceptions of using video projects to improve speaking skills, and the second is the strengths and weaknesses of applying video projects in teaching speaking.

The researcher analyzed the results of the instruments that had been taken and obtained the first results regarding students' perceptions of using video projects to improve speaking skills. Based on the results of the questionnaire, the majorities of answers are strongly agree and agree. This indicates that students show a good response to use video projects as a media to improve their speaking skills. It is in line with Sari (2016) in Gustinawati (2022) that making a video project is an exercise that may enhance speaking skills. Students' perceptions of speaking learning media through video projects lead a positive response. Kearney and Schuck (2006) believed that students create digital video may be interesting and active way of learning. It indicated that the use of videos project coupled with other

interesting activities is expected to help students improve their speaking skills. The students will have more confident to practice speaking.

The second results of analyzing instruments regarding the strengths and weaknesses of applying video projects in teaching speaking. The strength of using a video project as a medium in teaching speaking is that students can understand the material easily by making videos. According to Putri and Rahmani (2019), there are many benefits from using videos in speaking classes. The use of video as a teaching tool is quite beneficial. They learn to speak in front of the camera. Before recording their performance, they made their biography in text form for their convenience. Students read their biographical texts repeatedly to practice their accuracy so as not to make mistakes in their biographical texts. So, they have confidence and readiness when speaking in front of the camera. The implementation of learning to speak through video projects also has weaknesses, namely students must go through several stages to make a good video project, students must have adequate facilities such as smartphones, laptops or computers, and large smartphone memory storage.

Hafner and Miller (2011) conclude that students' responses on the digital video project suggested that the assignments offered students with an opportunity to reflect on their learning and that they considered the digital video projects to be innovative, fun, challenging, and interesting. Most students tend to work on video projects independently. After completing their video project, they are motivated to watch their own video to make sure that they do not make mistakes in the video. When they find that there are some errors in their video, they try to revise their video until they are sure that their video is good. The students then identified their fields of strengths and weaknesses in their video projects. In order to develop their strengths and overcome their problems while giving speeches, people may assess their own weaknesses and strengths by analyzing their video projects.

4. CONCLUSION

The discussion in the previous study was more directed at the application of video projects in learning so that this research is more directed at finding the strengths and weaknesses of students through their perceptions. In the previous study it led to quantitative research with good video project results being applied and improving student speaking and this research is more towards qualitative research on the results of students' perceptions of video projects and analyzing their opinions directly about video projects as a media to improving their speaking skills.

This research is qualitative descriptive research that aims to describe students' perceptions of video projects as media to improve their speaking skills and the strength and the weakness of using video project in learning video. The researcher collected data from thirty-nine for respondents' questionnaire and six respondents to interview second-semester students at the English Education Program at Universitas Pancasakti Tegal. Researcher used triangulation to draw conclusions from the collected data. The researcher made a summary of the questionnaire in the form of a table to summarize the respondents' answers. Based on the table, it can be seen that the majority of students strongly agree with the questions regarding the use of video projects as learning media in speaking class. This shows that they are interested in making video projects as their learning media to develop their English. The students agreed that the video project developed their confidence to speak. In this case, they find their strength in speaking in their confidence in front of the camera. Video projects are also a fun medium and allow students to benefit from using gadgets for their practical speaking. Understanding material using video projects as a learning medium also makes students develop a level of understanding of English lesson material. Many video projects may also contribute to this. Some students said that in order to achieve the best outcomes, they repeatedly recorded the video. They may keep improving their speaking skills by constantly creating videos.

According to interview results, students get benefits from learning English using video projects. Students said that, the benefits obtained are that students further develop their speaking, pronunciation skills, grammar, phrases, self-confidence and students can identify their mistakes and then correct them. Furthermore, the second aspect is students' perceptions of their weaknesses in speaking English using video projects. Some students feel their weakness, namely when their pronunciation is unclear and in their grammar, but because they can retake it, they will correct their mistakes again. The third aspect of students' perceptions about video projects to be applied in class gets a good response. Students feel video projects are effective media to use in learning, especially for students who lack confidence to speak in front of the class. This really helps them to practice getting used to speaking. For this reason, students have suggestions for using video projects to improve their English speaking skills by frequently getting used to using English and practicing speaking using video projects as the medium. Students expected that the they are given additional

feedback so they may identify their weaknesses and mistakes, such as poor grammar and/or pronunciation.

The results of the documentation present the results of the questionnaire which shows the results of student perceptions which mostly answer positive perceptions. Other documentation results are in the form of student video links that show the results of student video project assignments which are useful as evidence of video results from which students will be allowed to fill out a questionnaire. The interview transcripts from the students present many positive perceptions about the video project as a medium for developing students' speaking skills.

The majority of students think positively of the video project. They believe that speaking skills are improved through video projects. Because they are capable of self-reflection, they are able to get through their language difficulties. After producing a video project, they get greater confidence while speaking in English. In other words, the video project may be included into speaking lessons as one of the teaching tools.

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