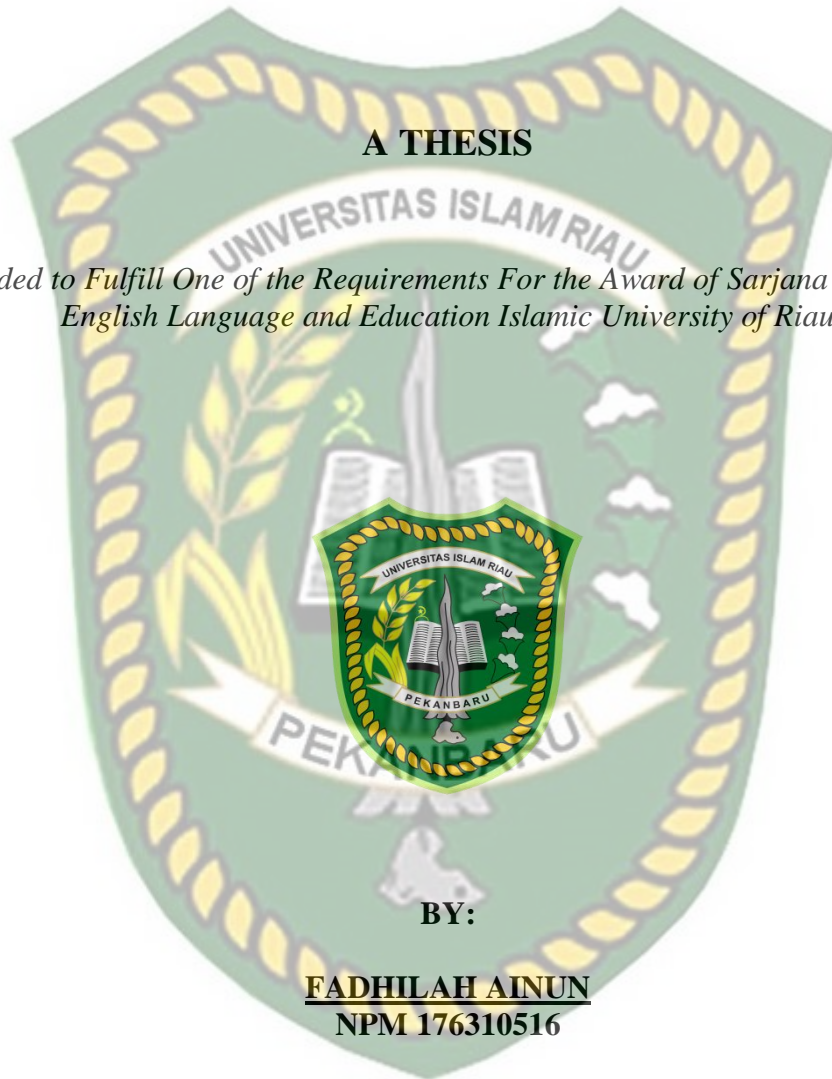


**AN ANALYSIS OF STUDENTS' PERCEPTION OF CREATING  
VIDEO IN SPEAKING BY THE SECOND SEMESTER  
STUDENTS AT ENGLISH LANGUAGE  
EDUCATION OF FKIP UIR**

**A THESIS**

*Intended to Fulfill One of the Requirements For the Award of Sarjana Degree In  
English Language and Education Islamic University of Riau*



**BY:**

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FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS ISLAM RIAU  
PEKANBARU  
2022**

**THESIS APPROVAL**

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IN SPEAKING BY THE SECOND SEMESTER STUDENTS AT ENGLISH  
LANGUAGE EDUCATION OF FKIP UIR**

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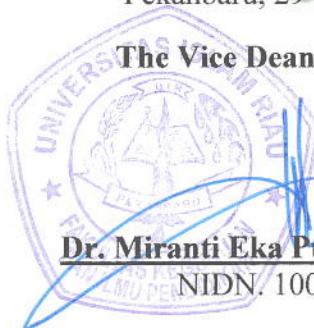
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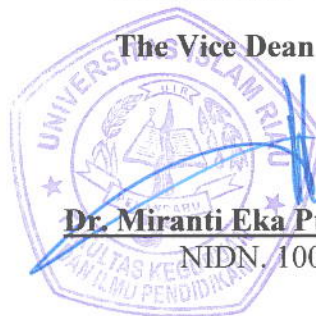
  
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	15/05/2021	ACC Title	Write proposal chapters I, II & III	
2	07/06/2021	1 <sup>st</sup> Revised Chapters I, II & III	Add theory in background and chapter II	
3	08/07/2021	2 <sup>nd</sup> Revised Chapters I, II & III	Revised research instruments	
4	14/07/2021	Approved to Join Proposal Seminar	Prepare to join the proposal seminar	
5	25/11/2021	Revised Proposal	Revise research design and data analysis	
6	08/01/2022	1 <sup>st</sup> Revised Chapters IV & V	Revised data presentation and data discussion	
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8	10/02/2022	Approved to Join Thesis Examination	Prepare to join thesis examination	

Pekanbaru, 29 Maret 2022  
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## DECLARATION LETTER

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I hereby declare that this thesis is based on my ideas, except for some quotations (directly or indirectly) that were adapted or taken from various sources and mentioned scientifically. The researcher is responsible for the truthfulness of the data provided in this paper.

Pekanbaru, 29<sup>th</sup> March 2022

**The researcher**



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2. Dr Hj. Sri Amnah, S.Pd., M. Si as the Dean of Faculty of Teacher Training and Education of Universitas Islam Riau and Dr Miranti Eka Putri, S.Pd., M. Ed as the Vice Dean of academic of Faculty of Teacher Training and Education of Universitas Islam Riau.

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Finally, the researcher discovered that this thesis is far from ideal. The researcher hopes that this thesis will be beneficial to education development. As a result, constructive criticism and recommendations from readers will be more valued.

Pekanbaru, 29<sup>th</sup> March 2022

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## ABSTRACT

**Fadhilah Ainun, 2022. An Analysis of Students' Perception of Creating Video in Speaking by the Second Semester Students at English Language Education of FKIP UIR. English Language Education, Faculty of Teacher Training and Education, University Islam Riau. Advisor: Yulianto, S.Pd., M.Pd.**

**Keywords: Perception, Speaking Class, Video Project Assignment.**

*A student is expected to be able to speak English well and confidently accordance with the purpose of teaching speaking students is expected able to communicate with others in English. However, in the reality, there are most of students found some difficulties. It is defiance for the teacher to create a learning process that can solve the problem faced by the students. Furthermore, to determine the appropriate learning process is also influenced by students' opinion in its application, if students have a positive perception, it means that the learning objectives will be achieved properly and on the contrary if students have a negative perception the teacher need to modify the learning process used. Because of that in this research the researcher wants to know students' perception toward the implementation of creating video project assignments in speaking class for the second-semester students at English Language Education of FKIP UIR.*

*This research employed mixed method. It was conducted at English Language Education of FKIP UIR. The population in this research is second-semester students with a total of 59 students (29 students from class A and 30 students from class B). Furthermore, the researcher used a simple random sampling technique to choose the sample. For the sample, the researcher used the Solvin formula, based on Solvin formula 52 students as a sample in this study. The data were collected by questionnaire and interview. The questionnaire consists of 13 positive statements regarding students' perception toward the implementation of creating video projects as assignments in a speaking class adapted from a thesis written by Sari (2016).*

*This research shows that almost all the students agree with the statements. The overall percentage was 79.61% in categorized "Agree" level and supported by students answer in an interview they stated that creating video project assignment appropriate use in speaking class. Based on questionnaire and interview results, the researcher can conclude that second-semester students of English language education FKIP UIR have a positive perception of creating video project assignments in speaking class, especially in speaking class for Social Intercultural Communication.*

## ABSTRAK

**Fadhilah Ainun, 2022. Analisis Pendapat Siswa Tentang Pembuatan Video Dalam Speaking Olwh Mahasiswa Semester Dua Pendidikan Bahasa Inggris FKIP UIR. Pembimbing, Yulianto, S.Pd., M. Pd.**

**Kata Kunci : Persepsi, Kelas Speaking, Tugas Pembuatan Video**

Seorang siswa diharapkan mampu berbicara bahasa Inggris dengan baik dan percaya diri sesuai dengan tujuan pengajaran berbicara siswa diharapkan dapat berkomunikasi dengan orang lain dalam bahasa Inggris. Namun pada kenyataannya masih banyak siswa yang mengalami kesulitan. Merupakan tantangan bagi guru untuk menciptakan proses pembelajaran yang dapat memecahkan masalah yang dihadapi siswa. Selanjutnya untuk menentukan proses pembelajaran yang tepat juga dipengaruhi oleh pendapat siswa dalam penerapannya, jika siswa memiliki persepsi positif berarti tujuan pembelajaran akan tercapai dengan baik dan sebaliknya jika siswa memiliki persepsi negatif guru perlu memodifikasi proses pembelajaran yang digunakan. Oleh karena itu dalam penelitian ini peneliti ingin mengetahui persepsi mahasiswa terhadap implementasi pembuatan tugas proyek video di kelas berbicara untuk mahasiswa semester dua di Pendidikan Bahasa Inggris FKIP UIR.

Penelitian ini menggunakan metode campuran. Dilaksanakan di Pendidikan Bahasa Inggris FKIP UIR. Populasi dalam penelitian ini adalah mahasiswa semester II yang berjumlah 59 mahasiswa (29 mahasiswa dari kelas A dan 30 mahasiswa dari kelas B). Selanjutnya peneliti menggunakan teknik simple random sampling untuk memilih sampel. Untuk sampel, peneliti menggunakan



rumus Solvin, berdasarkan rumus Solvin 52 siswa sebagai sampel dalam penelitian ini. Pengumpulan data dilakukan dengan kuesioner dan wawancara. Kuesioner terdiri dari 13 pernyataan positif mengenai persepsi siswa terhadap implementasi proyek pembuatan video sebagai tugas di kelas berbicara yang diadaptasi dari tesis yang ditulis oleh Sari (2016).

Penelitian ini menunjukkan bahwa hampir semua siswa setuju dengan pernyataan tersebut. Persentase keseluruhan adalah 79,61% dalam kategori “Setuju” dan didukung oleh jawaban siswa dalam sebuah wawancara mereka menyatakan bahwa membuat tugas proyek video tepat digunakan di kelas berbicara. Berdasarkan hasil angket dan wawancara, peneliti dapat menyimpulkan bahwa mahasiswa semester dua pendidikan bahasa Inggris FKIP UIR memiliki persepsi positif dalam membuat tugas proyek video di kelas berbicara, khususnya di kelas speaking untuk Social Intercultural Communication.

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

English has four skills should be mastered by the learners. They are listening, speaking, reading and writing. And speaking has become one of the most important abilities since being able to communicate in a foreign language indicates that one is knowledgeable. (Tang, 1997 as cited in Genidal, 2020).

Seeing the importance of speaking skills, a student is expected to be able to speak English well and confidently in accordance with the purposes of teaching speaking students are expected able to communicate with others in English. However, in the reality, there are most of students found some difficulties in speaking English, first students are frequently discouraged from trying something new in class because they are afraid of making mistakes—afraid of being criticized, shy to speak in a foreign language—second students frequently complain that they cannot say anything—lack motivation to express themselves, third in a group of discussion there will have the different opportunity to train their English, and the last most of students use mother tongue in communication than using English language (Tang 1997 as cited in Genidal, 2020).

Because of that teaching speaking become a big challenge for the teacher, it is defiance for the teacher to create a learning process that can solve the problem faced by the students. Giving video assignments is one of the methods applied by lecturers as an effort to minimize the problems faced by students. The reason why

this assignment is given is based on previous research, there are so many benefits get by students after completing the assignment.

There are several benefits from video projects as an assignment. Through video projects students can train their speaking skills, know their shortcomings (self-reflection), and become more confident in speaking English (Sari, 2016). Besides that, students also viewed the video project as positive learning experiences in developing their 21<sup>st</sup>-century skills -self-directed, knowledge creation, collaboration, and digital literacy- (Puspa, 2016). The video project is implemented in teaching speaking class for Social Intercultural Communication for second-semester students at English Language Education of FKIP UIR in academic 2020-2021 years; in this class, the lecturer asks the students to make video conversation with their friend in English.

However, the success of a learning process is also determined by students' opinions, which will significantly determine the success of learning and the achievement of learning objectives. According to Manurung (2018), teachers can know the suitable method from the students' point of view by investigating students' opinions of the learning process. Based on the opinions given by students, the lecturer can determine what appropriate learning techniques, methods, media or assignments are used in learning. There are three factors affecting students' perception of the implementation of video project assignments in the classroom: students' experiences, students' ability to master English skills, and the usefulness of video project assignments (Ng Choo Ting as cited in Maula (2019).



Based on the three-factor above, if students' have good experience in video project assignments and feel the use of video projects is valuable, the students would have a positive perception toward the implementation of video project assignments in their speaking class, in contrary if students have a terrible experience during complete the assignment the students would have the negative perception. Based on the explanation before, it is necessary to investigate student perception toward the implementation of video project assignments in students' speaking class after collecting their video assignments. Based on the explanation of the problem above, the researcher is interested in conducting the study **“An Analysis of Students' Perception of Creating Video in Speaking by Second Semester Students at English Language Education of FKIP UIR”**.

### **1.2 Identification of the Problem**

Based on the background above, the researcher identifies problem of teaching speaking as follows:

1. Students are frequently discouraged from trying something new in class because they are afraid of making mistakes, afraid of being criticized, shy to speak in a foreign language.
2. Students frequently complain that they cannot say anything and lack motivation to express themselves.
3. In a group of discussion there will have the different opportunity to train their English.
4. Most of students use mother tongue in communication than using English language.

### **1.3 The focus of the Problem**

This Research focused on students' perception of creating video project assignments in speaking class by the second semester at English language education of FKIP UIR. Researchers will analyze students' perceptions regarding video project assignments in their speaking class for Social Intercultural Communication.

### **1.4 Research Questions**

This researcher was trying to find the following question: "What are students' perceptions of creating video projects in speaking class by second semester students at English language education of FKIP UIR?"

### **1.5 Objectives of the Research**

The research objective is "To find out of students perception of creating video project in speaking class by second semester students at English language education of FKIP UIR".

### **1.6 Significant of the Research**

The result of this research is expected to bring some benefits for the students, teacher, and researcher:

#### **1. For Students**

The result of this research expected can be information and knowledge for the students about the benefit of creating a video project as an assignment in their speaking class.

2. For Teacher

The result of this research is expected to give the lecturer information about the benefits got by students from creating video projects as an assignment in speaking class. Then, it can be a reference for another teacher to use the same assignment in their speaking class.

3. For the future researchers

The result of this research expected can be a reference for another researcher in doing the study with the same topic.

### 1.7 Definition of the Key Terms

To avoid misunderstanding and misinterpretation about the title of this research, the researcher briefly clarifies and species each term as follow:

1. Speaking Class

Speaking is the process of converting a concept into an oral form that may then be used as a verbal communication medium by following to grammatical rules, dictionaries, vocabulary, pronunciation, and even gestures depending on the situation (Muhsin, 2018). While speaking class is a learning and teaching process for training students' speaking ability, students can communicate using English. And in this research, speaking class mean speaking class for Social Intercultural Communication for second semester students at English language education of FKIP UIR in the academic year 2020-2021.



## 2. Video Project

The video project is a part of audiovisual media. At the same time, according to Ishartono et al. (2019) audiovisual media are communication mediums that integrate text, voice, graphics, pictures, photography, animation, and moving videos. In this research, a video project means the assignment given by the lecturer to the students, and the lecturer asked the students to create their video based on the topic. Totally three videos that the students must create to fulfil the assignment during the second semester.

## 3. Perception

Perception is how we see something based on the experience we have had before, which experience is obtained through the five senses, senses of seeing, feeling, touching, hearing, and tasting. According to Mishra (2008) perception is the process through which information from our surroundings is selected, processed, organized, and interpreted in order for it to make it meaningful to us. In this study, perceptions mean students' opinions regarding the video project assignment in their speaking class.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevant Theories

In this chapter, the researcher discusses some theories to support this study. The key of the terms was explained by the researcher related to the research.

##### 2.1.1 The definition of speaking

There are several definitions of speaking by some experts as follows. According to Benati (2020) speaking is an interactive process of meaning building that comprises information production, reception, and processing. Furthermore, he stated that speaking another language more than merely acquiring good grammar, extending one's vocabulary, and correctly pronouncing words (linguistic competence). Speaking is also the ability to understand when, why, and how to use words (communicative competence). As supported by Muhsin, (2018) stated, speaking is the process of converting a concept into an oral form that may then be used as a verbal communication medium by following grammatical rules, dictionaries, vocabulary, pronunciation, and even gestures depending on the situation.

Another definition comes from Tarigan (1991) in Abdullah and Adriyani et al., (2020); speaking is the capacity to communicate, express or transmit thoughts, emotions, or feelings using vocal sounds or words. And a person's capacity to communicate such that it may be easily comprehended and understood

by the listener is referred to as speaking ability (Baharuddin, 2021). Based on several definitions above, the researcher concludes that speaking can process and convey ideas in oral communication.

### 2.1.2 Types of Speaking

Students are required to engage in a variety of fundamental forms of speaking. According to Brown (2010), there are five fundamental forms of communication:

#### a. Imitative

The earliest sort of speaking performance is the capacity to merely repeat back or reproduce a word, a phrase or a whole sentence. Pronunciation is the main focus of this style of speaking performance. The speaker should keep the small section of words that must be reproduced in their mind. Imitative can become habitual, and it runs the danger of picking students' interest in other languages.

#### b. Intensive

The creation of brief stretches of oral language meant to demonstrate skill in a small band of grammatical, phrasal, lexical, or phonological connections such as prosodic components intonation, stress, rhythm, and the junction is the second form of speaking. Reading aloud, a visual cued activity, and other forms of rigorous evaluation are examples. Extensive indicates that students are required to engage in intensive language practice, such as discussion or pair work activities.



### c. Responsive design

Interaction and comprehension at a restricted level of extremely brief discussions, typical greetings and small chats, simple requests and remarks, and the like are examples of this speaking style. Responses from students to instructor questions or remarks, or responses from students to students in any kind of language usage.

### d. Participatory

Interactive and responsive speaking are pretty similar. The duration and complexity of the engagement, which may involve numerous exchanges or multiple participants, is the distinction between responsive and interactive speaking. The term "interactive" refers to what we often refer to as "conversation", and it represents engagement that is mainly social in nature. Transactional language, which is used to transmit certain information, and interpersonal interactions, used to sustain social relationships, are the two types of contact.

#### 1. Transactional analysis

This type of activity is a more advanced version of a responsive. This activity's goal is to communicate or exchange information. The term "transaction" refers to a scenario where the emphasis is on what is being said; it also refers to making oneself understood effectively and accurately.

## 2. Interpersonal communication

This exercise is challenging for pupils since it focuses on sustaining social relationships rather than transmitting facts and information. Oral production can become pragmatically complicated in interpersonal encounters, according to Brown, due to the requirement to talk in a casual register and employ colloquial language, ellipsis, slang, comedy, and other sociolinguistic norms.

### e. Comprehensive

Extensive language is often more deliberate and formal. Speeches, oral presentations, remarks or summaries, and storytelling are examples of extensive speaking. The conversation in the project activity's wording might be pretty formal and purposeful.

### 2.1.3 Teaching Speaking Activities

Some activities to practice or promote speaking include presentation, storytelling, jokes and anecdotes, drama, role play, simulation, discussion and debate classroom conversation, and casual chat Thornbury (2005). Several activities that promote speaking skills, as bellow:

#### a. Discussion

In the oral skill class, discussions are the most often activity used. Students are usually exposed to a topic by reading, listening, or watching a film and then invited to debate a related issue in pairs or groups to develop a solution, a reaction, or something similar.

b. Role-playing games

Role-play is a second primary form of speaking activity that is particularly useful for practicing sociocultural differences in speech actions such as complimenting, complaining, and so on. Depending on the student level, role-plays can be done from written scripts or a series of prompts and expressions.

c. Conversations

Almost all ESL/EFL students got benefit from practice conversation; because of that, in this assignment, the students need to create a video conversation with their friends. Creating video becomes which one assignment is currently used by the lecturer because students became more aware of their speaking abilities and motivated to speak English better through this project.

#### 2.1.4 Video Project

Video is part of audiovisual media. As stated by Ishartono et al. (2019) audiovisual media are communication mediums that integrate text, voice, graphics, pictures, photography, animation, and moving videos. In addition, according to Bennette, 1988; Kinnaman, 1993; and Clovis 1997 as cited at Ting (2013) students may experience high levels of anxiety and speech apprehension during the language learning process; however, involving students in the production of their video projects allows the entire learning experience to take place in a less threatening environment, increasing their self-confidence due to the entertaining nature of videos.



The use of video projects in language learning is thought to help students improve their communication abilities. There are certain benefits to using a video project to teach some principles of the English language according to Dal (2010), which are as follows:

- 1) The usage of video production might entail communication activities like problem-solving and role-playing.
- 2) It allows you to utilize the target language in a realistic and relevant situation.
- 3) It allows pupils to share their thoughts and opinions.
- 4) The video-making process will allow students to activate their target language without feeling anxious since they will have a good practice and can do it outside of class. They will also be able to improve critical thinking and idea organization.
- 5) It gives you more time to exhibit yourself when you talk.

In addition, according to Fraser and Oram (2003) in Sari (2016), there is some reason why creating video projects can improve students speaking skills. The first reason is active because students may utilize their creativity to make a video through a video project. A video project allows them to expand their expertise to create compelling videos. The second argument is more favorable than the other. It is how students create video projects as fresh experiences based on prior ones. They might update their concepts on the video project through the

learning process. The third reason is deliberate. Students should create a goal to reach throughout the learning process, and then this strategy may be used in the future. The fourth reason is genuine. Students must create a video based on the lecturer's guide in speaking class.

In speaking for Social Intercultural Communication lecturer asks the second semester students to create three video projects based on the topic. After the students collect their videos, the lecturer will discuss the video in class online to give feedback to students.

#### **2.1.5 Definition of Perception**

Perception may be defined as how people select, organize, and interpret information from their environment. According to Mishra (2008) perception is the process through which information from our surroundings is selected, processed, organized, and interpreted in order for it to make it meaningful to us. And this opinion is also supports by Dutt (2009) perception is what we perceive in our surroundings; it is how an individual interprets information, i.e., what he sees, hears, feels, and smells about his surroundings. And according to Sharma (2020) perception is the function of processing information through one or more of the five senses of sight, touch, taste, hearing, and smell.

Furthermore, According to Chaturvedi (2013) perception is a multifaceted mental process. It is a distinct method in which each human observes, organizes, and interprets things depending on their distinctive uniqueness. Each individual reacts to a reality that is appraised by their own ideas, values, and expectations,

rather than an objective universe. And Chitale et al., (2019) stated that the source of one's knowledge about the world is perception. An individual's conduct is heavily influenced by how he views himself and the environment around him at any one time. Perception is also known as how an individual perceives the world.

According to Qiong (2017) the process of being aware of or processing sensory information is referred to as perception. This opinion also supported by Sari (2016) perception refers to how people think about something in their environment. And perception is created by eye-catching stimuli and physiological processes that cause perceptions to emerge.

Based on several theories above, the researcher concludes that perception is how we see something around us based on the experience we have had before, which experience is obtained through the five senses, senses of seeing, feeling, touching, hearing, and tasting.

### **2.1.5 Process of Perception**

According to Qiong (2017), the perception process has three stages:

#### 1) Selection

The first step of the perceptual process is chosen, in which we turn environment stimuli into meaningful experiences. In the perceptual process, selection is a fundamental stage. Individuals gather information selectively, based on their interests, previous experiences, attitudes, and other factors (Sharma: 2020)



## 2) Organization

The second phase in the perception process is an organization. Following the collection of information from the outside world, it should be structured in a certain way by recognizing significant patterns. This stage is distinguished by two characteristics. First, the organizing process establishes the framework for human perception. At this phase, raw inputs from the outer world are incorporated into meaningful human experiences. Second, the procedure demonstrates that human perception is stable. In other words, after identifying a stimulus and categorizing it, the stimulus becomes more lasting.

## 3) Interpretation

The third stage of perception is interpretation, which refers to the act of attaching meaning to the selected stimuli. However, different people may process the same stimulus differently. We aim to make sense of the selected inputs by attributing meanings to them after classifying them into structured and consistent patterns.

### 2.1.6 Factor Influencing Perception

According to Sharma (2020), six crucial factors influence perceiver perception.

1. **Needs and Motivated:** The perceptions are influenced by the patterns of need. The pupils are extremely driven to become fluent in English, and they will attempt to take use of every resource available to them. As a result, students with varying requirements are likely to be exposed to a variety of stimuli.

2. **Self-Concept:** the self-concept is shaped by how we perceive ourselves. This influences how we perceive others and the situation we are in. When the student doubt they ability and lack confidence, the world would appear as threatening. If, on the other hand, they perceive themselves as competent they will see others also in a favorable light. In other words, the better the students understand and the more she or they accept themselves, the better they will perceive others as they are and the more accurate will be their sizing up of their environment.

3. **Past Experience:** It is believed that our personality is shaped by our past experiences. These determine how we perceive people and situations.

4. **Beliefs:** Individuals' beliefs have got a deep impact on one's perception. A fact is conceived not on what it is but what a person believes it to be.

5. **Expectation:** It is expectations which influence the perception of a person.

6. **Current Psychological State:** An individual's psychological and emotional mental setup influence how we perceive things. If the student is under depression and stress, he is likely to perceive the same situation differently if they are in a jolly and happy mood.

### 2.1.7 Students' Perception toward Creating Video Project

According to Ng Choo Ting (2012) in Maula (2019) students' perceptions of the implementation of video project assignments in the classroom are influenced by three factors: students' experiences, students' capacity to learn English skills, and the usefulness of video project assignments. Students' experience refers to how students complete their assignment. In completing this

project students' need to collaborate with their friend, because this project is group project. Beside that through this video project students can train their speaking skill and become more understand the learning material. Based on the explanation above we can conclude that students' perception toward the implementation video project assignment can be positive or negative depending on the students' experiences, students' ability in mastery English skill and the usefulness of video project assignment.

## 2.2 Relevant Studies

The researcher discovers several past studies that are relevant to the current topic. First, the study from Ting (2013) with the title "Classroom video project: an investigation on students' perception". This study was conducted to understand students' perception on the implementation of video projects into the English language classroom. And students' reflection journal from thirty-five students from a private university in Selangor used as instruments by the researcher. The data was analyzed in qualitatively and categorized into four themes (implementation of the video project, obstacles faced during the production, level of satisfaction upon completing of the video, elements that led to the success of the video project, and relevance of video project to language learning). The result of this research shows that the students' generally positive and excited about video project although initially there were some hesitations due lack of experience as well as skills in movie-making.

Second, "Students' perceptions on the video project in their speaking class: a study of 11th grade of SMAN 1 Kasihan Students" written by Riski Anida Sari



(2016). This research aims to know student's perception of the video project in their speaking class. The instruments of this research were questionnaires and interviews. This study shows that most students have positive perceptions of video projects. And students admitted they become more confident in Speaking English after creating a video project.

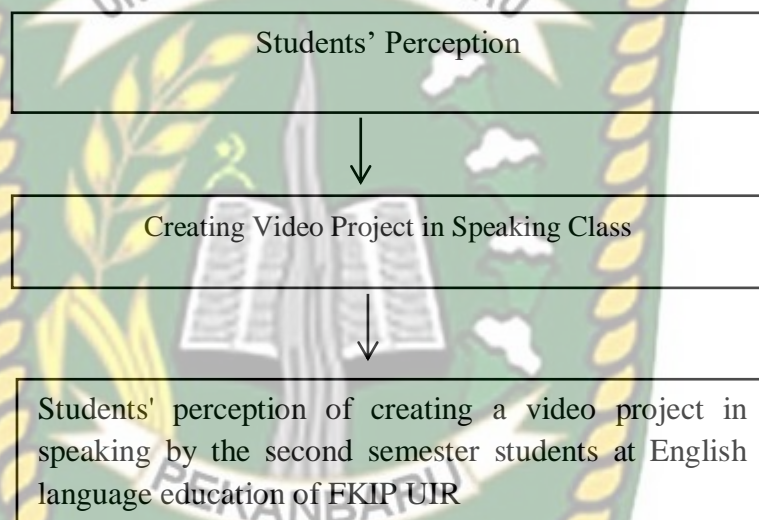
Third, "Using video project assignment to asses students' speaking skills at SMPN 22 Surabaya" written by Mardiyatul Maula (2019). This study was conducted to examine the use of English video project assignment to assess students' English speaking skills and the students' perception toward the use of English video project assignment. Descriptive qualitative research used in this research. And the data collected by classroom observation, interview and documentation and the instrument that used was checklist and interview guideline. The result of this study showed that the teacher use this video project to assess students' speaking skill by giving instructions that the video content allows the students to do speaking as much as possible and make the assessments focus and speaking skill. Then the students' perception toward the use of English video project assignment to assess students' speaking skills are interesting and useful.

Those are some of the studies that have been done before, the different between this research with the first research is the instruments, the instruments that use students' reflection journal, but in this research questionnaire and interview used by the research. And the different with the second research is this research conducted while pandemic of corona virus, but the research before conducted in normal situation. Furthermore, the different with the third research is

research method and research instrument, the researcher use descriptive qualitative method and checklist and interview guideline as the instrument, but in this research the researcher use mixed method and questionnaire and interview as research instruments.

### 2.3 Conceptual Framework

*Figure 2.1 Conceptual Framework*



Generally, the researcher analyzed the students' perception of the lecturer's assignment in speaking class. More specifically, this research was only focused on students' perception of the use of video project assignments in speaking class; the data was taken by giving questionnaires and interviews to the second semester students at English language education of FKIP UIR.

### 2.4 Assumption

The researcher assumes that there is a positive perception from students toward the implementation of video project assignments in speaking class.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research aims to know students' opinions toward the implementation of video project assignments in speaking class. And in collecting the data questionnaire and interview used by the researcher because of that the method that used by the researcher mixed method. As stated by Chen et al, (2020) the mixed-review technique combines quantitative and qualitative analyses.

Furthermore, the essential target of this research was to test the research question related to students' perception of the implementation video project assignment in speaking class by the second semester students at English Language Education of FKIP UIR. Then, in collecting the data, the researcher used a questionnaire and interview; for the questionnaire, the researcher distributed questionnaires via Google form in the WhatsApp group. The researcher also did a call interview. The result from questionnaire and interview will be explain in descriptive way to answer the research questions in chapter one.

#### 3.2 Location and Time of the research

This study is conducted in the Faculty of Teacher Training and Education of UIR. It is located on Jl. Kaharuddin Nst No. 113, Simpang Tiga, Kec. Bukit Raya, Pekanbaru-Riau. It was done at 16-29 November 2021.



### 3.3 Population and Sample of the Research

#### 3.3.1 Population of the Research

According to Damasceno, (2020:142), a population is set of real-world objects or individuals (persons, animals, plants, houses, institutions) that share at least one characteristic. The population of this research is the second semester at the English language education program of FKIP UIR in the academic year 2020/2021, divided into classes A and B, while class A consists of 29 class B consists of 30 students. And the total number of members of the second semester at English language education of FKIP UIR is 59 students. In short, the total population of this research is 59 students, as seen in the table below:

**Table 3.1 Population of the Research**

No	Classes	Number of Students
1	3A	29
2	3B	30
Total of students		59

#### 3.3.2 The Sample of the Research

A small subset of the population is called by sample. In choosing the sample in this study, the probability sampling technique used by the researcher -a simple random sampling method-. According to Sugiyono (2016, p 82 ), “simple random sampling because the sampling of members of the population is done randomly without regard to the strata that exist in the population”. Furthermore, to select the sample member, Solvin formula used by the researcher.

$$n = \frac{N}{1+Ne^2}$$

Description:

n: sample

N: Population

e: Error rate estimated

Source : Siregar (2015, p 34)

$$n = \frac{59}{1 + 59 (0.05)^2} = 52$$

$$n = 52$$

Based on the formula above and with a 95% confidence level, the sample from 59 populations was 52 students. In addition, to get more information the researcher doing interview, and five students choose as the respondents.

### 3.4 Instruments of the Research

A research instrument is a tool or facility used by researchers in collecting data so that the work under study becomes more manageable and gets better, more accurate, more complete, and systematic results so that the data is easier to process (Arikunto, 2010: 203 cited in Sa'diyah et al., (2018:22). The research instrument used in this study is questionnaires and interviews.

### 3.4.1 Questionnaire

According to Nevid (2016), a questionnaire is a set of written questions or statements to which people reply by marking their answers on a response sheet.. In other words, a questionnaire is several questions given to participants to get the information from participants. This research uses an online questionnaire in a Goggle form way. This online questionnaire makes it easier for the researcher to collect the data because with the Covid-19, all life lines have changed, including the world of education. Learning is usually done in traditional or face-to-face is now changing to online. So, most of the participants are outside the area. To shorten the time and save costs, the researchers use an online questionnaire.

The questionnaire will use five points Likert-scale; Strongly agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), ranging from the rates 1 (Strongly Disagree) to 5 (Strongly Agree), and consisted of 13 statements adapted from a thesis written by Sari (2016) about students perception on creating video project in speaking class.



**Table 3.2 The Blueprint of Questionnaire of Students Perception of Creating Video Project**

No	Indicator	Items	Number of items	Total
1	The Process of creating video projects	This is the first time I create video project using English language. I feel interested.	1	3
		The process of creating videos makes me understand the topic which is discussed.	2	
		I think I get some difficulties in the process of creating this video project.	3	
2	Students' Perception on the Video Project	Through this video project, I am motivated to be able to speak English better.	4	10
		Through this video project, I find my weaknesses in my speaking skill.	5	
		Through this video project, I find my strengths in my speaking skill.	6	
		Through this video project, I find a new method to improve my speaking skill.	7	
		Through this video project, it helps me to improve my confidence to speak English.	8	
		I am motivated to give my best effort in this video project.	9	
		This video project helps me to be more confident in front of cameras.	10	

	This video project helps me to improve my vocabulary knowledge.	11
	This video project helps me to improve my English.	12
	Through this video project, I have more chance to practice my English.	13

Description:

SA: Strongly Agree

A: Agree

N: Neutral

D: Disagree

SD: Strongly Disagree

*Adapted from (Sari, 2016)*

### 3.4.2 Interview

The interview is used to support the information from the questionnaire to know more detail about students' perception of creating video assignments in speaking class. Interviews enable the researcher to explore responses, ask follow-up questions, and assess the respondent's attitude (Small & Mardis, 2018). In this study, the interview was conducted by call interview. The list of questions is as below:

**Table 3.3 Blueprint of Interview Question for Students’  
Perceptions of Creating Video Project**

No	Indicator	Questions
1.	The Process of creating video projects	What are the challenges that you found during creating video project assignment?
		What are the benefits that you get from creating video project?
2	Students’ Perception on the Video Project	What is your opinion about creating video project assignment in speaking class is it appropriate to use or not? Why?
		What are your suggestions in implementation video assignments in speaking class?

### 3.5 Data Collection Technique

The way the researcher uses to get the data related to the purpose of the research is called by data collecting technique. In Quantitative research, there have some instruments that can be used to get the data, and for this study, the researcher uses questionnaires and interviews.

#### 3.5.1. Questionnaire

The questionnaires are shared to determine students’ perception of creating video projects in speaking class. The questionnaire is in closed-ended statements, and it was distributed online in Google Form by WhatsApp. A Likert scale was used to answer the questionnaire. The stages are as follows:

1. The researcher asked research permission letter from the FKIP administration.



2. The researcher asked permission from second semester students' Heads of Classes from the English Department FKIP UIR.
3. The researcher joined the students' group and informed the students of the aims of the research study.
4. The researcher distributed the questionnaire in Google Form link to respondents.
5. The respondents answer the questionnaires.
6. Finally, after all the respondents filled out the questionnaire, the researcher analysed the data.

### 3.5.2 Interview

In this research, the researcher uses interviews to get more detailed information from respondents about their opinion regarding creating video project assignments in speaking class. The interview process was done by call interview via mobile phone. And the interview questions are created based on the indicator of this research. The stages in conducting interview are:

1. Arrange the questions that need to be asked to the respondents.
2. The researcher interviewed the respondents.
3. After conducting the interview, the researcher transcribes the data from the interview result by listening to the interview recording.
4. Then, the researcher summarised the result of the interview.
5. Finally, the data were analysed by the researcher.

### 3.6 Data Analysis Technique

After collecting data from the respondents, the following step data analysis, the data from the questionnaire and interview were analyzed by the researcher.

#### 1. Questionnaire

In analyzing the data from the questionnaire, the researcher used several steps they are;

##### a. Editing

In this step, the researcher read all the students' answers to measure that the data have been collected is complete. If any students have not answered the questionnaire, the researcher will ask the students to answer first.

##### b. Scoring

After all the students completed the questionnaire, the next step was for the researcher to classify the respondents' answers and score each student's answer in every statement.

5= Strongly Agree

4= Agree

3= Neutral

2= Disagree

1= Strongly Disagree

Source: Sugiyono (2016, p 94)

c. Tabulating

For this part, the researcher moved the result of the questionnaire into the table and processed the data in Microsoft Excel, then calculating the result using the Liker Scale formula as follows;

$$T \times P_n$$

Description:

T: Total number of respondents who voted

P<sub>n</sub>: Likert Scale score selection

Then, after all the result was calculated, the total score was obtained. And for calculated score interpretation, used formula as below:

Interpretation of calculating the score

Y = Highest Likert Score X Number of Respondents

X = Below Likert Score X Number of Respondents

For the last step used formula index as follows:

Index (%) = Total Score/ Y X 100



Interval Formula

$I = 100 / \text{Total score}$

Rating Interval:

Number 0% - 19.99% = Strongly disagree

Number 20% - 39.99% = Disagree

Number 40% - 59.99% = Neutral

Number 60% - 79.99% = Agree

Number 80% - 100 % = Strongly Agree

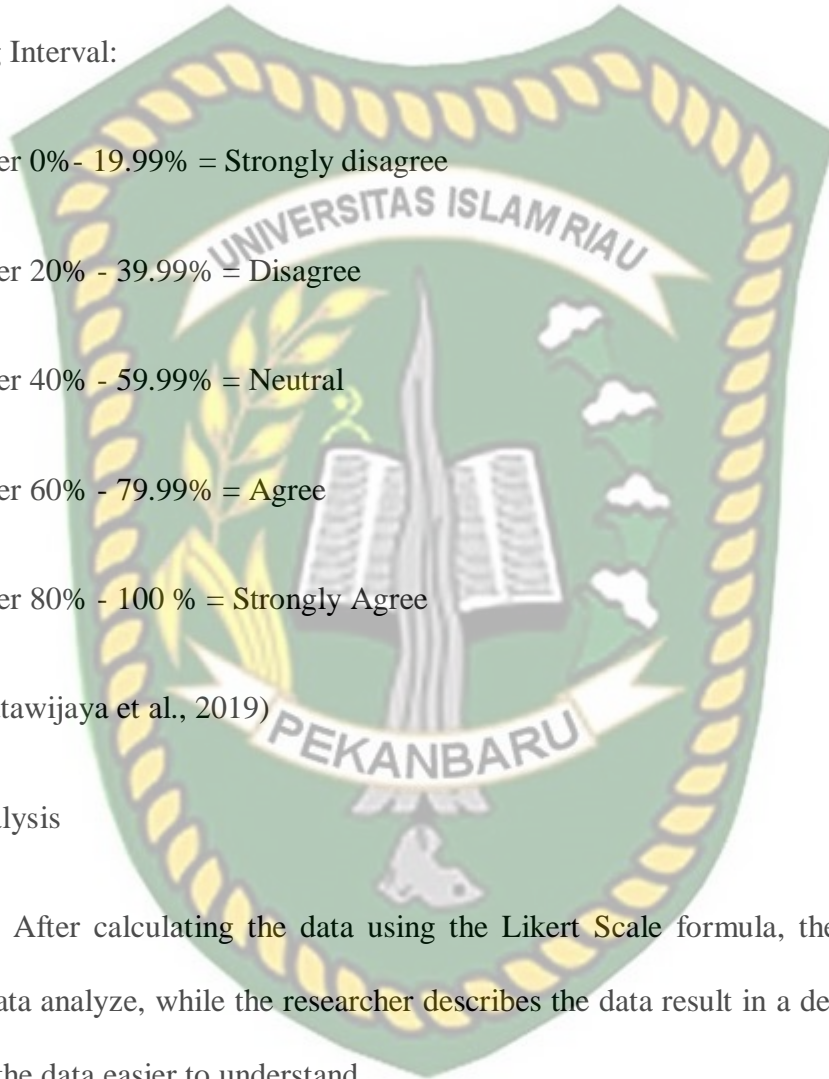
(Pranatawijaya et al., 2019)

d. Analysis

After calculating the data using the Likert Scale formula, the following step data analyze, while the researcher describes the data result in a description to make the data easier to understand.

e. Conclusion

And for the last step, the researcher created the conclusion of this study based on data presentation and data discussion.



## 2. Interview

In analysis interview result, first the researcher transcript the data by listening to the recorder that has been recorded. Next, the researcher summarizes and choose the critical information that supported the research and presents it in chapter IV. And last, the researcher creates a conclusion based on questionnaire and interview results and explains it in the form of a description.



## CHAPTER IV

### RESEARCH FINDING

#### 4.1 Data Presentation

The purpose of this research is to find out students' perceptions of creating video projects in speaking class. The study was done in a mixed method using a questionnaire to get main data and interviews to get supporting data. The researchers have been distributed 13 statements for the questionnaire and five questions for the interview. It was conducted from 16 November 2021 until 29 January 2022.

The questionnaire was distributed in Google form by sharing the link via WhatsApp Group to the respondents, and the researcher also did a call interview with the respondents. Therefore, the researcher has got 51 respondents for the questionnaire and five respondents for the interview from Second Semester Students of English Language Education of FKIP UIR.

Then, data presentation, the researcher presents the result from questionnaire and interview that has been collected before, the result as follows.

##### 4.1.1 The Questionnaire and Interview Result

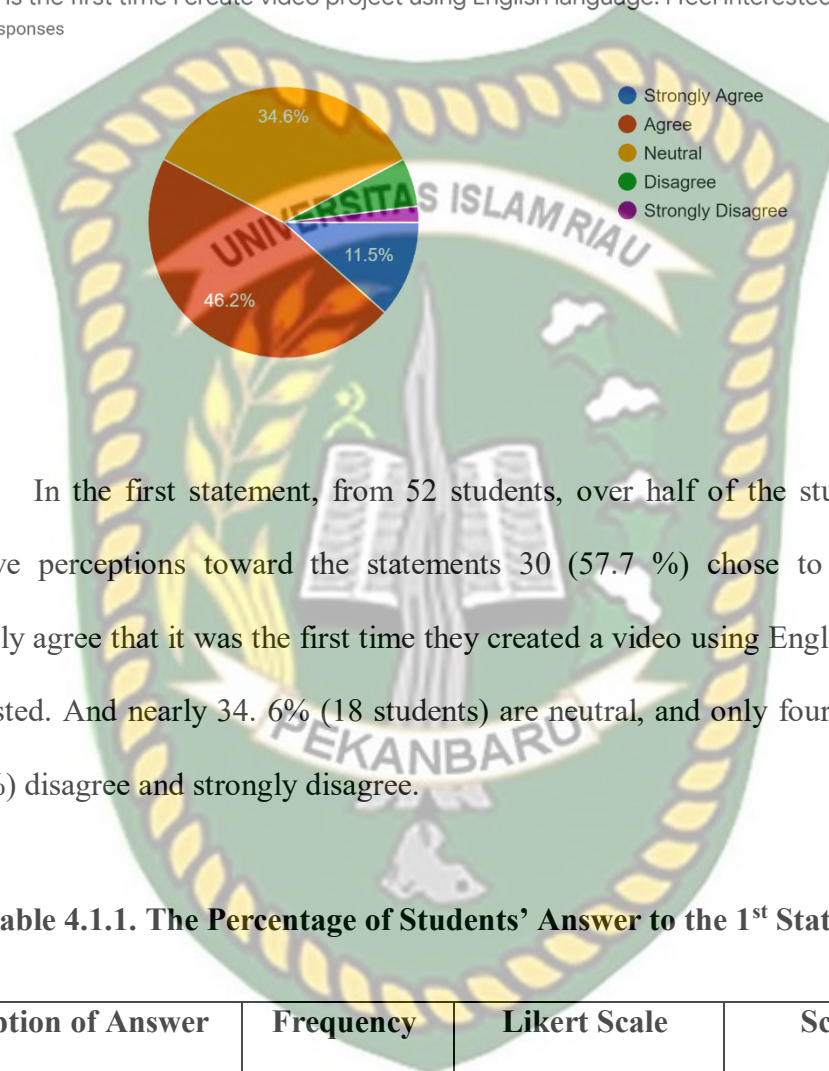
Students' perception in creating video projects in the classroom is affected by three-factor, they are students' experience, students' ability to master English skills and usefulness of the video project Ng Choo Ting (2013) as cited in



Maula (2019). If students have good experiences or positive experiences in creating video projects, they tend to choose strongly agree and agree. On the contrary, students who are not satisfied or have a negative perception toward the creating video project assignment tend to choose to disagree and strongly disagree. In addition, students who have no idea will choose neutral. Therefore, the researcher provided 13 positive statements regarding creating video project assignments in speaking class. The positive statements about students' perception of creating video projects consist of two aspect, the process of creating video project and students' perceptions on the video project, as in Table 3.2 (page 26-28) adapted from (Sari, 2016). After collecting the data, the researcher copied the diagram from the Google form; then, for calculating and percentages, the researcher used the Likert Scale formula.

**Figure 4.1. Statement One of Students' Perception on Video Project Assignment**

This is the first time I create video project using English language. I feel interested.  
 52 responses



In the first statement, from 52 students, over half of the students give positive perceptions toward the statements 30 (57.7 %) chose to agree and strongly agree that it was the first time they created a video using English and felt interested. And nearly 34. 6% (18 students) are neutral, and only fourth students (7.7 %) disagree and strongly disagree.

**Table 4.1.1. The Percentage of Students' Answer to the 1<sup>st</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	3	2	6
Neutral	18	3	54
Agree	24	4	96
Strongly Agree	6	5	30
<b>Total Score</b>			<b>187</b>

Total Score: 187

Y: 52 X 5 = 260

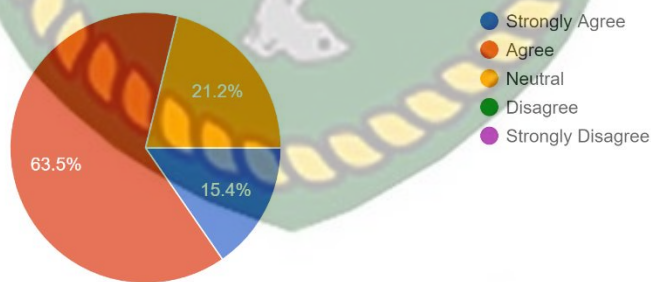
X: 52 X 1 = 52

$$\text{Index} = \frac{187}{260} \times 100 = 71.92\%$$

Table 4.1.1 shows the index percentage of the first statement - This is the first time I create a video project using English. I feel interested- is 71,92% in “agree” level it means that most of the students agree with the statements. In conclusion, most of the students feel interested in creating video projects.

**Figure 4.2. Statement Two of Students’ Perception on Video Project Assignment**

The process of creating videos makes me understand the topic which is discussed.  
 52 responses



The second question, creating videos, makes them more understand the topic. The result showed that most of the sample agreed with the statements, with the total answered; eight (15.4%) students strongly agreed, thirty-three (63.5%) students agreed. And the rest of the sample, eleven (21.2%) students were neutral.



**Table 4.1.2. The Percentage of Students' Answer to the 2<sup>nd</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
<b>Strongly Disagree</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Disagree</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Neutral</b>	<b>11</b>	<b>3</b>	<b>33</b>
<b>Agree</b>	<b>33</b>	<b>4</b>	<b>132</b>
<b>Strongly Agree</b>	<b>8</b>	<b>5</b>	<b>40</b>
<b>Total Score</b>			<b>205</b>

Total Score: 205

Y: 52 X 5 = 260

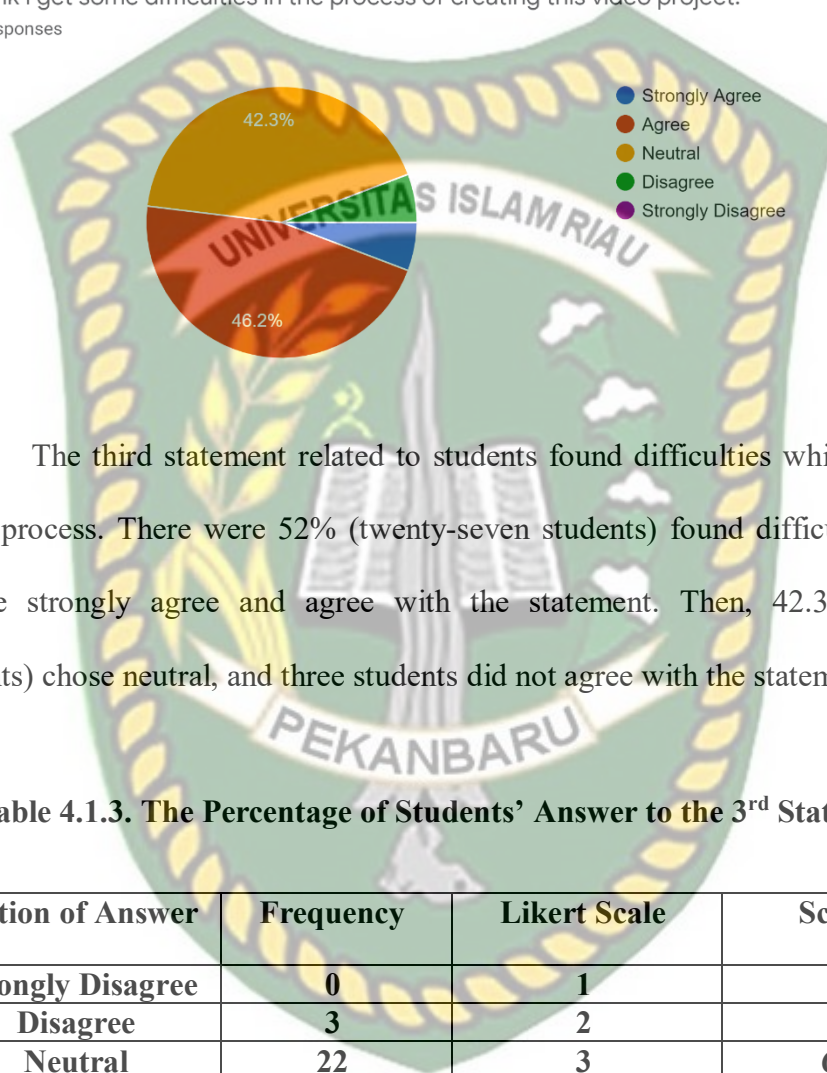
X: 52 X 1 = 52

Index =  $\frac{205}{260} \times 100 = 78.84\%$

Table 4.1.2 shows that the index percentage of the second statement, "The process of creating videos makes me understand the topic discussed", is 78.84% in the "agree" level. It means that most students agree with the statement. In summary, creating a video project made students more understand the material.

**Figure 4.3. Statement Three of Students' Perception on Video Project Assignment**

I think I get some difficulties in the process of creating this video project.  
 52 responses



The third statement related to students found difficulties while creating video process. There were 52% (twenty-seven students) found difficulties, they choose strongly agree and agree with the statement. Then, 42.3% (eleven students) chose neutral, and three students did not agree with the statements.

**Table 4.1.3. The Percentage of Students' Answer to the 3<sup>rd</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	3	2	6
Neutral	22	3	66
Agree	24	4	96
Strongly Agree	3	5	15
<b>Total Score</b>			<b>183</b>

Total Score: 183

Y:  $52 \times 5 = 260$

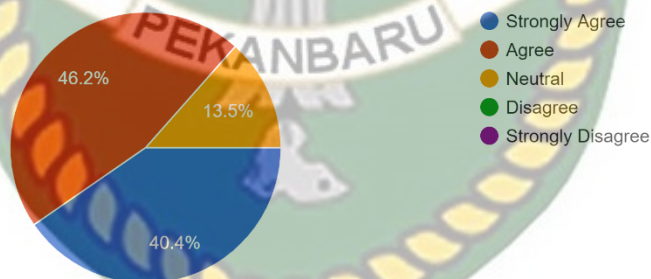
$$X: 52 \times 1 = 52$$

$$\text{Index} = \frac{183}{260} \times 100 = 70.38\%$$

Table 4.1.3 shows that the index percentage of the third statement, I think I get some difficulties in creating this video project, is 70.38% in “agree” level. It means that most students agree with the statement. To sum up, most of students found difficulties while creating the video project process.

**Figure 4.4. Statement Four of Students’ Perception on Video Project Assignment**

Through this video project, I am motivated to be able to speak English better.  
 52 responses



In the fourth statement, figure 4 shows that as many as 46.2 % (24 students) agree, and 40.4% (21 students) strongly agree that video projects can motivate students to speak English better. Besides that, 13.5% (7 students) answered neutral, and no one student chose not to agree and strongly disagree with the statement.



**Table 4.1.4. The Percentage of Students' Answer to the 4<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
<b>Strongly Disagree</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Disagree</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Neutral</b>	<b>7</b>	<b>3</b>	<b>21</b>
<b>Agree</b>	<b>24</b>	<b>4</b>	<b>96</b>
<b>Strongly Agree</b>	<b>21</b>	<b>5</b>	<b>105</b>
<b>Total Score</b>			<b>222</b>

Total Score: 222

Y: 52 X 5 = 260

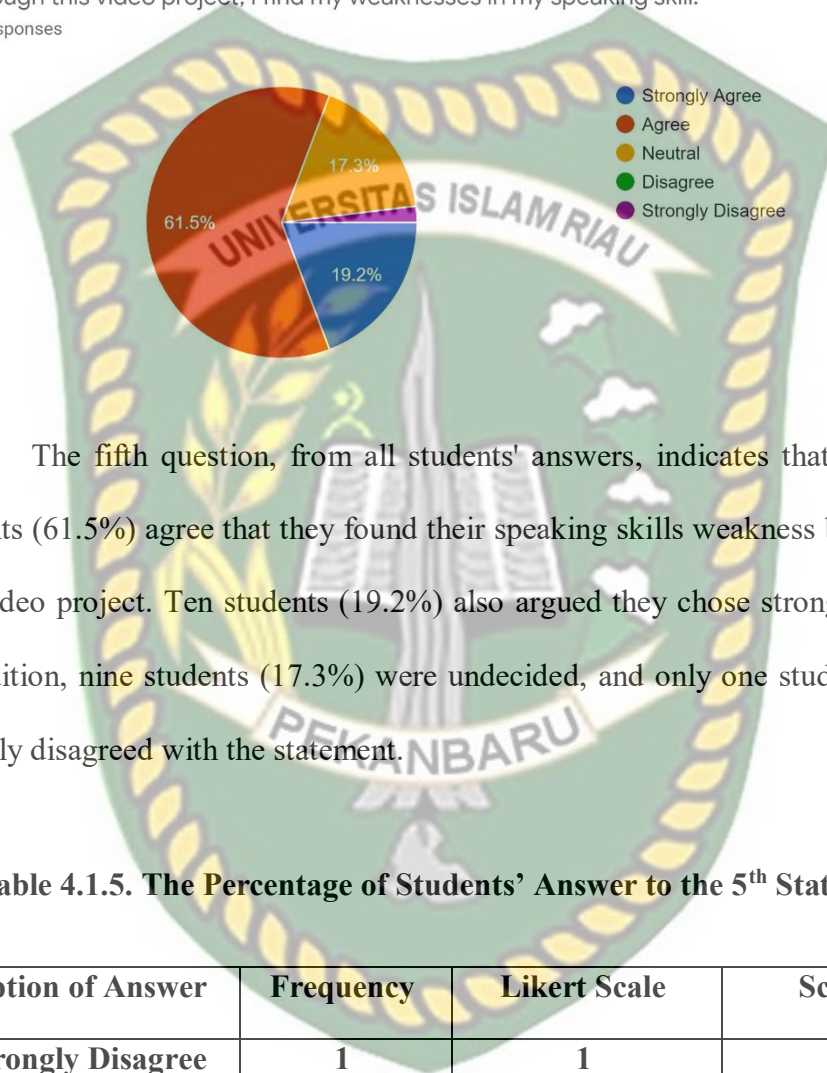
X: 52 X 1 = 52

Index =  $\frac{222}{260} \times 100 = 85.38\%$

Table 4.1.4 shows that the index percentage of the fourth statement - Through this video project, I am motivated to be able to speak English better- is 85.38% in the “strongly agree” level. It means that most students agree with the statements. In short, almost all students are motivated to be able to speak English better through video project assignments.

**Figure 4.5. Statement Five of Students' Perception on Video Project Assignment**

Through this video project, I find my weaknesses in my speaking skill.  
 52 responses



The fifth question, from all students' answers, indicates that thirty-two students (61.5%) agree that they found their speaking skills weakness by creating this video project. Ten students (19.2%) also argued they chose strongly agreed. In addition, nine students (17.3%) were undecided, and only one student (1.9%) strongly disagreed with the statement.

**Table 4.1.5. The Percentage of Students' Answer to the 5<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	1	1	1
Disagree	0	2	0
Neutral	9	3	27
Agree	32	4	128
Strongly Agree	10	5	50
<b>Total Score</b>			<b>206</b>

Total Score: 206

Y: 52 X 5 = 260

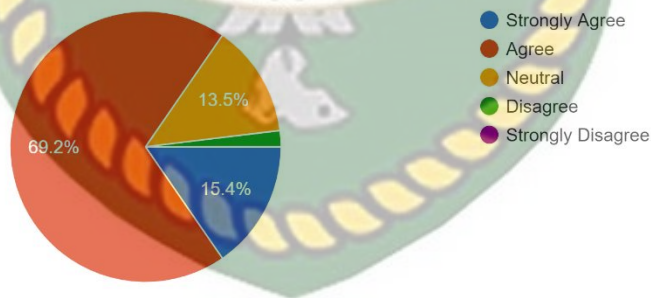
$$X: 52 \times 1 = 52$$

$$\text{Index} = \frac{206}{260} \times 100 = 79.23\%$$

Table 4.1.5 shows the fifth statement's index percentage, Through this video project. I find my weaknesses in my speaking skill is 79.23% in the “agree” level, which means that most of the students agree with the statements. To conclude, through this video project, most students found their shortcomings in speaking skills.

**Figure 4.6. Statement Six of Students’ Perception on Video Project Assignment**

Through this video project, I find my strengths in my speaking skill.  
 52 responses



In the sixth statement, table 6 presents that most students find their strengths in speaking skills after creating a video project. It can be seen that 69.2 % (thirty-six students) agree, 15.4 % (eight students) strongly agree. On the contrary, only one student does not agree (1.9%) with the statement, and the rest of the students (13.5%) are neutral.



**Table 4.1.6. The Percentage of Students' Answer to the 6<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
<b>Strongly Disagree</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Disagree</b>	<b>1</b>	<b>2</b>	<b>2</b>
<b>Neutral</b>	<b>7</b>	<b>3</b>	<b>21</b>
<b>Agree</b>	<b>36</b>	<b>4</b>	<b>144</b>
<b>Strongly Agree</b>	<b>8</b>	<b>5</b>	<b>40</b>
<b>Total Score</b>			<b>207</b>

Total Score: 207

Y: 52 X 5 = 260

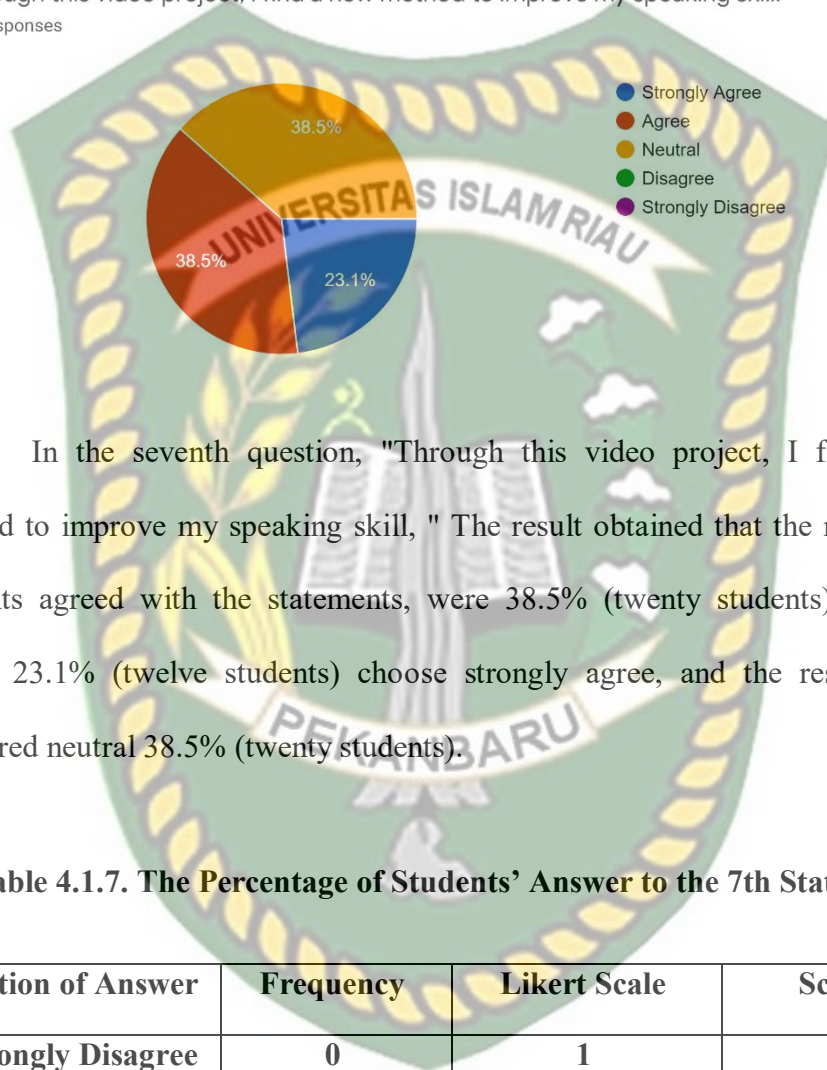
X: 52 X 1 = 52

Index =  $\frac{207}{260} \times 100 = 79.61\%$

Table 4.1.6 shows that the index percentage of the sixth statement, “Through this video project, I find my strengths in my speaking skill”, is 79.61% in the “agree” level, which means that most of the students agree with the statements. Finally, it can be concluded that students found their speaking skills strengths by creating this video project.

**Figure 4.7. Statement Seven of Students' Perception on Video Project Assignment**

Through this video project, I find a new method to improve my speaking skill.  
 52 responses



In the seventh question, "Through this video project, I find a new method to improve my speaking skill, " The result obtained that the majority of students agreed with the statements, were 38.5% (twenty students) answered agree, 23.1% (twelve students) choose strongly agree, and the rest of them answered neutral 38.5% (twenty students).

**Table 4.1.7. The Percentage of Students' Answer to the 7th Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	20	3	60
Agree	20	4	80
Strongly Agree	12	5	60
<b>Total Score</b>			<b>200</b>

Total Score: 200

Y:  $52 \times 5 = 260$

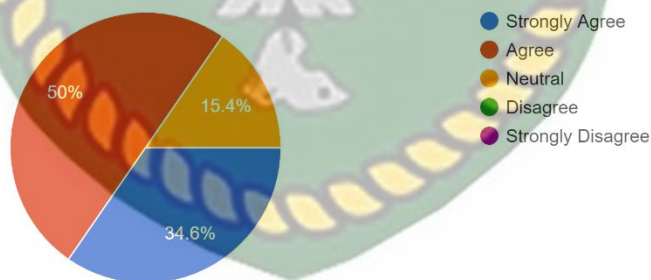
$$X: 52 \times 1 = 52$$

$$\text{Index} = \frac{200}{260} \times 100 = 76.92\%$$

Table 4.1.7 shows the seventh statement's index percentage through this video project. I find a new method to improve my speaking skill, is 76.92% in “agree” level which means that most of the students agree with the statements. In conclusion, students realise creating video project become which one method can improve their speaking skills.

**Figure 4.8. Statement Eight of Students’ Perception on Video Project Assignment**

Through this video project, it helps me to improve my confidence to speak English.  
 52 responses



The eight questions related to the video project helps students improve their confidence in speaking English. The figure shows that 26 students (50 %) agree that video projects help them to improve their confidence in speaking English. Furthermore, eighteen students (33.6 %) strongly agree, and six (11.5%) are neutral.



**Table 4.1.8. The Percentage of Students' Answer to the 8<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
<b>Strongly Disagree</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Disagree</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Neutral</b>	<b>8</b>	<b>3</b>	<b>24</b>
<b>Agree</b>	<b>26</b>	<b>4</b>	<b>104</b>
<b>Strongly Agree</b>	<b>18</b>	<b>5</b>	<b>90</b>
<b>Total Score</b>			<b>218</b>

Total Score: 218

Y: 52 X 5 = 260

X: 52 X 1 = 52

Index =  $\frac{218}{260} \times 100 = 83.84\%$

Table 4.1.8 shows that the index percentage of eight statements, through this video project, helps me improve my confidence to speak English. It is 83.84% in the “strongly agree” level. It means that over half of the students agree with the statements. To conclude, students become more confident in speaking English after creating a video project assignment.

**Figure 4.9. Statement Nine of Students' Perception on Video Project Assignment**



In the ninth statement, in figure 9, it can be seen that students are motivated to give their best effort to complete video projects. A total of thirty-two students (61.5%) agreed, fourteen students (26.9%) strongly agree, and the rest of the respondents, six students (11.5%), are neutral.

**Table 4.1.9. The Percentage of Students' Answer to the 9<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	6	3	18
Agree	32	4	128
Strongly Agree	14	5	70
<b>Total Score</b>			<b>216</b>

Total Score: 216

Y: 52 X 5 = 260

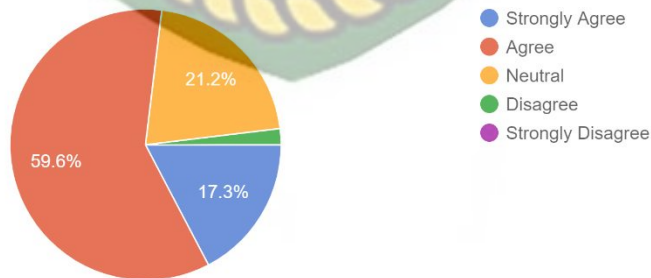
X: 52 X 1 = 52

$$\text{Index} = \frac{216}{260} \times 100 = 83.07\%$$

Table 4.1.9 shows that the index percentage of the ninth statement - I am motivated to give my best effort in this video project - is 83.07% in the “strongly agree” level, which mean that over half of students agree with the statements. To summarise, most students give their best effort to complete video project assignments.

**Figure 4.10. Statement Ten of Students’ Perception on Video Project Assignment**

This video project helps me to be more confident in front of cameras.  
 52 responses



The tenth statement shows only one student (1.9 percent) who does not agree that video projects help students be more confident in front of the camera.



Thirty-one students (59.6%) agree, and ninth students (17.3%) strongly agree. Moreover, eleven students (21.2%) were undecided.

**Table 4.1.10. The Percentage of Students' Answer to the 10<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	1	2	2
Neutral	11	3	33
Agree	31	4	124
Strongly Agree	9	5	45
<b>Total Score</b>			<b>204</b>

Total Score: 204

Y: 52 X 5 = 260

X: 52 X 1 = 52

$$\text{Index} = \frac{204}{260} \times 100 = 78.46\%$$

Table 4.1.10 shows that the index percentage of the tenth statement “This video project helps me to be more confident in front of cameras” is 78.48% in “agree” level its mean that most of students agree with the statements. In brief, students become more confident in front of camera after created video project assignment.

**Figure 4.11. Statement Eleven of Students' Perception on Video Project Assignment**



The eleventh statement regarding creating a video project help students to improve their vocabulary knowledge. The figure illustrates that thirty-four students (65.4%) agree. Following that, eleven students (21.2%) strongly agree, and seven students (13.5 percent) were undecided.

**Table 4.1.11. The Percentage of Students' Answer to the 11<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	7	3	21
Agree	34	4	136
Strongly Agree	11	5	55
<b>Total Score</b>			<b>212</b>

Total Score: 212

Y: 52 X 5 = 260

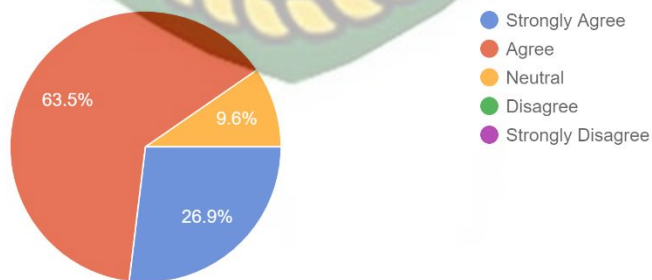
X: 52 X 1 = 52

$$\text{Index} = \frac{212}{260} \times 100 = 81.53\%$$

Table 4.1.11 shows that the index percentage of the eleventh statement - This video project helps me to improve my vocabulary knowledge- is 81.53% in the “strongly agree” level, it means that over half of respondents agree with the statement. In brief, through video project assignments, students’ vocabulary knowledge was increased.

**Figure 4.12. Statement Twelve of Students’ Perception on Video Project Assignment**

This video project helps me to improve my English.  
52 responses



In the twelve questions, figure 12 describes over half students forty-seven students (90.4 percent) who agree and strongly agree that video project



improves their English. Following that, only five students (9.6 percent) were undecided.

**Table 4.1.12 The Percentage of Students' Answer to the 12<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
<b>Strongly Disagree</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>Disagree</b>	<b>0</b>	<b>2</b>	<b>0</b>
<b>Neutral</b>	<b>5</b>	<b>3</b>	<b>15</b>
<b>Agree</b>	<b>33</b>	<b>4</b>	<b>132</b>
<b>Strongly Agree</b>	<b>14</b>	<b>5</b>	<b>70</b>
<b>Total Score</b>			<b>217</b>

Total Score: 217

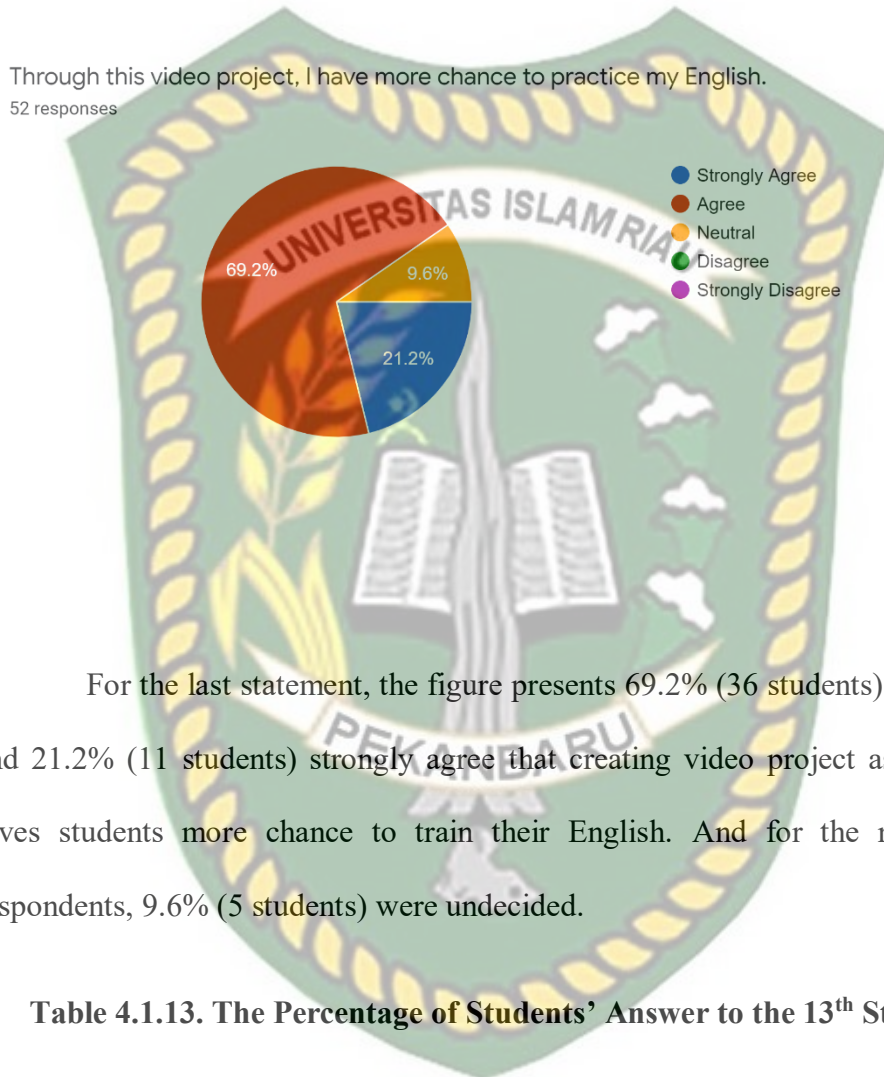
Y: 52 X 5 = 260

X: 52 X 1 = 52

Index =  $\frac{217}{260} \times 100 = 83.46\%$

Table 4.1.12 shows that the index percentage of the twelfth statement, “This video project helps me improve my English”, is 83.46% in the “strongly agree” level, its mean that almost all of the students agree with the statements. To conclude, students' English language ability was increased after creating video project assignments.

**Figure 4.13. Statement Thirteen of Students' Perception on Video Project Assignment**



For the last statement, the figure presents 69.2% (36 students) who agree and 21.2% (11 students) strongly agree that creating video project assignments gives students more chance to train their English. And for the rest of the respondents, 9.6% (5 students) were undecided.

**Table 4.1.13. The Percentage of Students' Answer to the 13<sup>th</sup> Statement**

Option of Answer	Frequency	Likert Scale	Score
Strongly Disagree	0	1	0
Disagree	0	2	0
Neutral	5	3	15
Agree	36	4	144
Strongly Agree	11	5	55
<b>Total Score</b>			<b>214</b>

Total Score: 214

Y: 52 X 5 = 260

X: 52 X 1 = 52

$$\text{Index} = \frac{214}{260} \times 100 = 82.30\%$$

Table 4.1.13 shows that the index percentage of the thirteenth statement, through this video project, I have more chance to practice my English, is 82.30% in “strongly agree” level. It means that almost all respondents agree with the statements. Finally, it can be concluded that students have more chances to practice their English through this video project assignment.

**Table 4.1.14 The Overall Percentages of Questionnaires**

No item	Total	Max Score	Percentage	Categorized
Q1	187	260	71.92%	Agree
Q2	205	260	78.84%	Agree
Q3	183	260	70.38%	Agree
Q4	222	260	85.38%	Strongly Agree
Q5	206	260	79.23%	Agree
Q6	207	260	79.61%	Agree
Q7	200	260	76.92%	Agree
Q8	218	260	83.84%	Strongly Agree
Q9	216	260	83.07%	Strongly Agree
Q10	204	260	78.46%	Agree
Q11	212	260	81.53%	Strongly Agree
Q12	217	260	83.46%	Strongly Agree
Q13	215	260	82.30%	Strongly Agree
<b>The overall Percentages</b>			79,61%	Agree

Based on questionnaire results, from 13 positive statements from two aspects regarding creating video project assignments in speaking class, the overall percentages from students' answers were 79,61% in the "agree" categorized. It means students positively perceive the implementation of video project assignments in speaking class. In other words, the use of creating video project assignment is appropriate used in speaking class for Social Intercultural Communication.

#### 4.2 Data Discussion

From two aspect in the questionnaires before as seen in table 4.1.14 the overall percentages of students' answer are 79,61% in agree categorized. Students answer for three statements from the first aspect is in agree categorized. It means that most of students fell interested during create video project and more understand the learning material. Besides, the students also found the other benefits such increase students' vocabulary, increase students' creativity, more confidence to speak English and know their shortcoming in speaking ability. As student answer in interview:

*“The benefit that I get I can practice my speaking and increase my English vocabulary, and have chance to train my confidence because sometimes I will don't fell confidence when speaking in English” (student 5)*

*“Manfaat yang saya rasakan dari pembuatan tugas video diantaranya membuat saya lebih lancer dalam bicara Bahasa Inggris, tau kekurangan dalam speaking saya dimana dan menambah vocabulary juga” (student 4)*

And also supported by students 3 answer:

*“ Saya menjadi pribadi yang lebih creativ dan lebih berfikir bagaimana*



*cara untuk membuat video speaking yang lebih menarik dan kelihatan lebih natural. Dan dalam skill speakingnya saya dapat mengasah pronouncation dan mengetahui banyak vocabulary baru” (student 3)*

Besides, there are also several challenges found by students during complete this project, such as miss pronounciation, less on creativity and students’ internet connection, as student answer in the interview as follows:

*“In creating video, there is a challenge that I encountered occur when the video started, and during the delivery of material to be video, such as; miss pronounciation, so, the result of the video is not perfect and must be repeated for the several time.” (Students 4)*

*“Ada beberapa software yang membutuhkan jaringan untuk pembuatan video yang lebih menarik tetapi sayangnya di tempat saya terkendala jaringan sehingga saya tidak bisa mendownloadnya dan juga kurang kreatifnya saya dalam membuat video yang lebih menarik” (students 3)*

Furthermore, the second aspect is students’ perception on the video project. From ten positive statement in second aspect sixth statement in strongly agrees’ categorized and four statement in agrees’ categorized. It means that students positively perceive the implementation video project assignment in speaking class and students also felt creating video project appropriate used in speaking class although they found some challenges in completing video project assignment.

As student said:

*“I think giving creating video in speaking class is good especially in this time when online learning. The lecturer cannot directly assess students speaking abilities so that this video assignment can help them to assess that giving this video assignment is the most important aspect in speaking class because we need to practice our speaking skills, so it is not just giving the material but the practice also” (student 2)*

And also supported by student 5 answer:

*“Kalau menurut saya pemberian tugas video cocok untuk digunakan di kelas speaking karena dengan pemberian tugas ini bisa melatih kita dalam speaking. Kalau saya kurang percaya diri kalau bicara di depan orang atau teman, jadi hal itu bisa menambah kepercayaan diri saya” (student 5)*

In addition, there are also several suggestions from students to the implementation video project assignment in the future, as student said:

*“Hendaknya pemberian tugas video ini lebih sering diberikan oleh guru karena semakin sering kami melakukan exercise atau latihan maka akan akan fasih kami dalam berbicara Bahasa Inggris. Dan juga dengan adanya pembuatan tugas video ini membuat kreativitas dalam membuat video semakin meningkat” (student 3)*

And student 2 answer:

*“Teacher should be providing the feedback on the videos that had been made by students so the students can know their shortcoming in their speaking and their video” (student 2)*

Based on students' answers in questionnaire and interview. The researcher can conclude that second semester students at English language education of FKIP UIR have a positive perception of the implementation video project assignment in speaking class, especially speaking class for Social Intercultural Communication.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

In chapter V, the researcher explained the result of this study based on the data presentation and discussed before. This study aimed to determine students' perception of creating video projects in speaking by the second-semester students of English language education of FKIP UIR.

Based on the questionnaire result from 52 students as samples who answered the questionnaire about students' perception of creating video project in speaking by the second semester students at English language education of FKIP UIR, the overall percentages were 79.61% in the "agree" categorized. Based on questionnaire and interview results the researcher can conclude that second semester students of English language education of FKIP UIR have a positive perception of the implementation video project assignment in speaking class, especially speaking class for Social Intercultural Communication.



## 5.2 Suggestions

Referring result of this study, the researcher would like to propose some recommendations that can be considered as below:

### 1. For teacher

The lecturer can use the same assignment in their speaking class; with notes, the lecturer asks the students to create the project and gives feedback from the video that the students had collected to know their shortcomings. Furthermore, the lecturer must give clear instructions to students, such as minimal video duration, the theme of the video, and where and when the assignment needs to be collected. Then, before giving the project, the lecturer must explain how good video is.

### 2. The students

After knowing the benefits of creating video in their speaking skill, the students hopefully create the video as well as they can. Moreover, hopefully, students not only create the video in English just for an assignment but create the video as a habit because it can improve their speaking ability.

### 3. Other researchers

Hopefully, the result of this study can be a reference for the other researcher or inspire to conduct further research in the same field.



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