

## STUDENTS' PERCEPTION ON VIDEO MAKING TASK TOWARDS THEIR SPEAKING SKILL

<sup>1</sup>Nurhasanah, <sup>2</sup>Salasiah, <sup>3</sup>Sianna

*Universitas Muhammadiyah Parepare, Indonesia*

<sup>1</sup> [nurhasanahana@gmail.com](mailto:nurhasanahana@gmail.com)

<sup>2</sup> [evisalasiah@gmail.com](mailto:evisalasiah@gmail.com)

<sup>3</sup> [sayasianna@gmail.com](mailto:sayasianna@gmail.com)

### ABSTRACT

The aimed of this study was to knowing students' perceptions about the task of making videos on English speaking skills of English department of Universitas Muhammadiyah Parepare. This study also aims at how the effect of using video making tasks on students' speaking skills. And this research is expected to increase knowledge and information in the teaching and learning process. To improve students' speaking understanding, researchers used qualitative research methods. The subjects in this study were the 8<sup>th</sup> of English department of Universitas Muhammadiyah Parepare in the force 2016, totaling 10 people. In addition, data was collected through interviews. The results showed that students generally liked the video making task and could improve their speaking skills. The task of making this video is to develop speaking components such as vocabulary, pronunciation, and fluency in speaking. Researchers also found several advantages of the video making task from student perceptions, namely: making students able to use technology, increasing creativity, increasing self-confidence, and making students challenged to deepen language.

**Keywords:** Student Perception, Video Making Task, Speaking Skill.

## ABSTRAK

*Tujuan dari penelitian ini adalah untuk mengetahui persepsi mahasiswa tentang tugas pembuatan video terhadap keterampilan berbicara Bahasa Inggris mahasiswa Program Studi Bahasa Inggris Universitas Muhammadiyah Parepare. Penelitian ini juga bertujuan bagaimana pengaruh penggunaan tugas pembuatan video terhadap keterampilan berbicara mahasiswa. Dan penelitian ini diharapkan dapat meningkatkan pengetahuan dan informasi dalam proses belajar mengajar. Untuk meningkatkan pemahaman berbicara siswa, peneliti menggunakan metode penelitian kualitatif. Subjek pada penelitian ini adalah semester 8 Program Studi pendidikan Bahasa Inggris, Universitas Muhammadiyah Parepare Angkatan 2016 yang berjumlah 10 orang. Selain itu data dikumpulkan melalui wawancara. Hasil penelitian terlihat bahwa mahasiswa umumnya menyukai tugas pembuatan video dan bisa meningkatkan kemampuan berbicara mereka. Tugas pembuatan video ini mampu mengembangkan komponen-komponen dalam berbicara seperti kosakata, pengucapan, dan kelancaran berbicara. Peneliti juga menemukan beberapa keuntungan dari tugas pembuatan video dari persepsi mahasiswa yaitu: membuat mahasiswa mampu menggunakan teknologi, meningkatkan kreatifitas dan meningkatkan kepercayaan diri, dan membuat mahasiswa tertantang memperdalam bahasa.*

**Kata Kunci:** *Persepsi Mahasiswa, Tugas Pembuatan Video, Kemampuan Berbicara*

## INTRODUCTION

Improving speaking skills can allow people to interact easily with each other without confusion and misapprehension. The data from the English First English Proficiency Index in 2017 shows the Ranks for Indonesia English Proficiency Index is still in the 39th position in the Asia region. The data shows from the English skill in Indonesia is occupied the lowest rank which means it needs to be improved. In Indonesia, people study English as a foreign language (EFL) and still find some problems related to speaking skill and influence to their English proficiency (Lestari, 2019)

Talk about speaking, study by Nazara (2011) along with the tradition of teaching and studying foreign languages, speaking has always been considered to be the most important ability to be learned for a variety of reasons. First, language teaching techniques and methods have long been the primary subject of language teaching studies and conferences. Second, a large amount of conversation and other course books, audios,

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and videos are released on an ongoing basis. In addition, many language learners see the ability to communicate as a test of mystery of language. They describe fluency as the ability to speak to others, far more than the ability to read, write, or understand oral language. They consider speaking to be the most valuable ability they have

In this era of the 21<sup>st</sup> century, the use of technology is important in the learning and teaching process Lestari (2019), every learner is familiar by using technology in their daily basis today. By the International Journal of Academic Research in Business and Social Sciences increasing technology students have many way to improve their speaking skills, as technology makes academic and educational efforts easier Safitri & Khoiriyah (2017). Nowadays, some lecturers of speaking subjects at the English Department of Universitas Muhammadiyah Parepare have techniques to improve students' speaking skills. They ask students to make a video in groups and also personally. The techniques is called video making task.

Video making task is a popular task for students in English Department of Universitas Muhammadiyah Parepare, video making task is not only given by the lecture of speaking subject, but another subject as well such as English phonology, drama, and cross-culture and understanding (CCU), digital video teaching and learning have been very common in education for the last few decades. Some advantages of video making task was found is, one of which can increase students' creativity because in the video-making process, students usually make it not just once, but many times until their pronunciations as good as they can, this process called repetition and 5 corrections. Students will improve their speaking skills with this process of video making (Sihem, 2013).

### **VIDEO MAKING TASK**

Rusiana (2011) It was discovered that in order to increase students' engagement in speaking, the instructor should assign them tasks that were difficult, exciting, valuable, significant, and important to their lives. As a result, one of the necessary activities to assign to students is video production.

Making a video is really important in the teaching process because it will help the teacher explain lessons and inspire students to learn more. Nowadays, both teacher and student understands the importance of using video techniques as an instructional tool, but the challenge is figuring out how to use the technique in the classroom.

## THE PROCEDURE OF MAKING VIDEO TASK

Sari (2019) said the concept or technique for making a video that the students will make. The researcher would first ask a question about making a video, and then the researcher would share and demonstrate about making a video, as well as include an example of a video. The researcher discussed the subject that the students would be working on, the time it would take to create the film, the method used to create the video, and the technique that would be used to create the video. The researcher chose a vacation, a poor experience, a fascinating experience, or a sad experience as the subject. The duration for making video was minimally one minute and maximally three minutes, and the students used a smartphone to make the video. After the students finished making the video, the instructor had feedback on the students' results.

## METHOD

This research applied qualitative research. It is used to understand phenomena by answering questions based on theories or ideas directly to the information source. The participants in this research are consist of 10 students from the English department of Universitas Muhammadiyah Parepare in 2016 academic years that have learned speaking subject. In addition, the instruments used were interviews, interviews were collected via WhatsApp and based on different times depending on their availability. After the data is collected, and the data is classified into several main topics.

## RESULT

The interview topics covered in three main issues: the use of video making tasks for speaking skill by students, effect of video making task toward students' speaking skill, students' perception of their preference for video making task.

### A. The Use of Video Making Tasks for Speaking Skill by Students.

In this section, researcher conducted interviews aimed to know the students' perception on the use of video making tasks for speaking skill by students of English universitas Muhammadiyah Parepare. The data obtained as follows. Based on the interview results above, the researcher concluded that speaking using video making tasks can improve students' speaking skill. In addition, it can also improve students' vocabulary, as stated in the interview transcription below:

*“Iya, karena kita benar mengusahakan diri kita agar mampu melafalkan kosa kata yang ingin kita ucapkan dalam video, selain itu kita juga dapat menambah vocabulary kita.”*

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“yes, because we really work on ourselves to be able to pronounce the vocabulary we want to say in the video, besides that we can also add to our vocabulary.

(P.1, October 2020) P.1: Participant 1

*“Iya berpengaruh karena semakin sering kita diberi tugas seperti itu semakin terbiasa untuk kita speaking dan semakin bertambah kosa-kata kita”*

“yes, it's influential because the more often we are given tasks like that, the more we get used to speaking and our vocabulary increases.”

(P.2, October 2020)

Besides, participants had different perceptual answers to the use of video making tasks, two participants concluded that if the video making task is used frequently and routinely it can improve, and even if it is just reading material if it is not understood.

*“Sangat bisa, tapi harus dengan pengulangan terus menerus. Jika hanya sekedar speaking untuk menuntaskan tugas tanpa adanya pendalaman sebuah kata. Maka itu akan cepat hilang. Dan tidak akan meningkatkan kemampuan speaking. Tapi jika sebaliknya sangat bisa meningkatkan. Karena proses belajar itu kita tidak boleh memikirkan untuk jangka pendek, tapi harus jangka panjang.”*

“Very possible, but must be repeated continuously. If it is just speaking to complete the task without deepening a word. Then it will quickly disappear. And will not improve speaking skills. But the opposite can greatly improve. Because of the learning process, we should not think about the short term, but only the long term.” (P.3, October 2020)

Based on the findings, the result show that the use of video making tasks can improve students' speaking skills, if by speaking the vocabulary to be pronounced would automatically be improved so that students feel that by using this making task video their pronunciation also increases and can improve vocabulary, pronunciation.

### B. Effect of Video Making Task Toward Students' Speaking Skill

Next, the researcher conducted interviews aimed to find out how the video making task affect of students' speaking. The data obtained as follow. In this section, participants who stated that in addition to improving their speaking skills, the task of making videos can also improve their vocabulary and pronunciation.

*“Iya, pembuatan video ini sangat membantu dalam peningkatan pronounce kita karena sekali lagi kita benar-benar akan mengusahakan menyebutkan kosakata dalam video dengan pronunciation yang tepat kalau soal peningkatan grammar menurut saya tidak terlalu membantu dalam pembuatan video.”*

“Yes, making this video is very helpful in improving our pronounces because once again we will really try to mention the vocabulary in the video with proper pronunciation if the question of improving grammar in my opinion is not very helpful in making videos.” (P.1, October 2020)

There participants argued that without vocabulary we can not speak, if automatic speaking the vocab and pronounce can be improved and making this video helps in improving our pronounces because once again we really try to mention the vocabulary in the video with proper pronunciation and the more often it is repeated words or sentences, then our pronunciation also get better. After all, everything is connected.

*“Jelas, tanpa vocabulary kita tidak bisa speaking. Kalau untuk vocabularynya sendiri sudah jelas meningkatkan karena speaker itu butuh banyak kata kerja untuk berbicara di depan umum, apalagi untuk membuat video jadi ada kata-kata kerja tertentu yang mewakili materi tersebut. Nah khusus untuk pronounce dan grammar itu kalau saya, tidak terlalu dipentingkan memang sih backgroundnya anak Bahasa Inggris harus bagus pronounciationnya sama grammarnya tapi kalau saya itu yang penting saya bisa speaking, nanti di belakang oh ternyata ini grammar saya sudah betul oh atau cara pengucapan saya sudah benar. Dan untuk peningkatannya tidak terlalu meningkatkan yang penting bisa speak up.”*

“Clearly, without vocabulary we cannot speak. As for the vocabulary itself, it is clear that the speaker needs a lot of verbs to speak in public, especially to make a video so that there are certain verbs that represent the material. Now specifically for pronounces and grammar, for me, it doesn't really matter, the background, the English children have to be good, the pronouncement is the same as the grammar, but if it is important for me I can speak, later in the back oh it turns out my grammar is correct oh or my pronunciation is already right. And for the improvement it does not really improve, the important thing is to speak up.” (P.2, October 2020)

The effect that the students got while using the video making task was the improvement of their pronunciation because during their speech they automatically tried to pronounce the vocabulary they wanted to produce correctly, and 2 students argued that for their own grammar they didn't pay much attention to it as long as they could understand what they were saying and understandable, so it can be said that it can improve students' pronunciation.

### **C. Students' Perception of Their Preference for Video Making Task**

Next, the researcher conducted interviews aimed to find out how the students perception of their preference for video making task. The data obtained as follow in the interview transcription below

*“Jujur saja untuk soal menyukai tugas tersebut itu 50% 50% karena kenapa kalau kita diberikan tugas sendiri yaitu dengan membuat video itu penekanannya terhadap suatu mata kuliah itu tidak terlalu berat karena kenapa jujur saja ketika kita final dengan bertatap langsung dengan dosen itu lebih membuat kita deg-degan atau bisa dibilang kita akan lebih mengusahakan yang terbaik ketika benar-benar dosen tersebut bertatap muka dengan kita ketika final ketimbang menggunakan video karena kenapa, video itu dapat kita buat dengan cara, misalkan kita menghafalkan teksnya, dan teksnya berbeda ketika kita bertatap*

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*langsung dengan dosen saat memberikan tugas final kepada kita itu sangat berbeda efeknya."*

"To be honest, for the matter of liking the assignment it is 50% 50% because why if we are given the assignment ourselves, namely by making a video the emphasis on a course is not too heavy because why be honest when we are final, meeting face to face with the lecturer makes us more nervous. or you could say we will try our best when the lecturer actually meets us in the final rather than using the video because why, we can make the video in a way, for example, we memorize the text, and the text is different when we meet face to face with when the lecturer gave us the final assignment, the effect was very different."

(P.1, October 2020)

*"Iya suka. Alasan: Karena dengan adanya tugas membuat video bisa menambah vocabulary, memperlancar penyebutan, artikulasi, dan juga melatih percaya diri dalam berbahasa inggris"*

"Yes, I like it. Reason: Because the task of making videos can add vocabulary, improve pronunciation, articulation, and also train confidence in English

(P.2, October 2020)"

*"Kalau ditanya apakah suka tugas dengan membuat video saya pribadi kurang suka, karena dulu sebenarnya semester-semester awal itu buat video kebanyakan itu project akhir atau untuk ujian akhir jadi sebagai ganti final di kelas kita disuruh buat video pokoknya bermacam video. Nah di situ saya kurang setuju karena kenapa, pertama itu kalau buat video itu agak susah karena mengambil banyak waktu dan juga belum lagi kita untuk edit videonya, kirim videonya yang agak lama, nah kalau misal speaking secara langsung di kelas berbicara langsung di kelas itu saya suka seperti itu. Jadi kalau misal dari segi videonya, saya tidak suka karena itu ambil banyak waktu taking much time tapi kalau misal disuruh milih yah saya suka jika speaking di kelas saja begitu."*

"When asked whether I like the assignment by making videos, I personally do not like it, because in the past, most of the early semesters for videos were mostly final projects or for final exams so instead of the final in class we were told to make videos, mainly various videos. Now there I do not agree because why, firstly, making a video is a bit difficult because it takes a lot of time and we also haven't edited the video yet, send the video which is a bit long, so for example speaking in person in class speaking directly in class I like it like that. So for example, in terms of the video, I do not like it because it takes a lot of time to take a lot of time, but if, for example, you are asked to choose, I like speaking in class like that.

(P.3, October 2020)"

Based on the statement above it can be concluded that some of the respondents also gave statements about their dislikes and likes about the video making task because some of the students did not understand the material through explaining through video only students wanted to face the lecturer and explained their material first, then explained

again through video according to the students' views, whereas for students who like making video tasks, this said it can increase student self-confidence and video is one of technology, so that in this study the researchers found student responses stating that keep them up to date with technology and enhancing their creativity.

## CONCLUSION AND SUGGESTION

From the result of this study, it can be concluded that the students' perceptions are that the use of video making tasks can help them improve their vocabulary, pronunciation and speaking skills. Meanwhile, that if the task of making regular videos is used greatly improves, even if it is only done occasionally it become reading material if we do not apply it, at least we speak in front of the camera in order to increase our self-confidence.

Since this study was qualitative and carried out with a small number of participants within short period of time, these findings provide some useful information for students, teachers and further researchers to elaborate on the video making task. For the teachers, hopefully this activity will always keep clear suggestions and goals, as well as provide feedback on student videos for student improvement. It is hoped that students of the English Education Department can continue to practice and improve their speaking skills.

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