

**STUDENTS' PERCEPTIONS ON THE VIDEO-MAKING
TASKS TO ENHANCE STUDENTS' SPEAKING SKILL IN
THE SPEAKING FOR ACADEMIC PURPOSES CLASS**

A THESIS

by

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English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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DECLARATION

I, the undersigned,

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Certify that the thesis entitled "Students' Perceptions on the Video-Making Tasks to Enhance Students' Speaking Skill in the Speaking for Academic Purposes Class" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Palembang, May 28th 2022

The undersigned,



Mutiara Zakiah

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DEDICATION

To my parents who always support me and provide my education.

To myself who continue and finish this thesis, to stay believe and overcome up and down situations.

To my dearest brother, Kiki, and my little sister, Nadia.

Motto :

“Slow but sure”

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STUDENTS' PERCEPTIONS ON THE VIDEO-MAKING TASKS TO ENHANCE STUDENTS' SPEAKING SKILL IN THE SPEAKING FOR ACADEMIC PURPOSES CLASS

ABSTRACT

This study aimed to find out students' perceptions on the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class. This study was conducted at the English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. There were 73 participants of sixth-semester students of the English Education Study Program participating in the study. To answer the formulation of the problem of this study, the researcher used an explanatory sequential mixed-method approach. Explanatory sequential mixed method is a method where the researcher does quantitative research and analyzes the result first, then concludes the findings with qualitative research to elaborate it in greater detail. The data of this study were obtained from 30 items of a close-ended questionnaire and 12 open-ended questions of the interview. The result of this study indicated that most of the students had good perceptions of the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class. Students thought that video-making tasks were good opportunities for them to train and improve their speaking skills, especially in a formal way. The process of creating the video tasks helped them in many aspects such as vocabulary, pronunciation, intonation, expression, fluency, grammar, gesture, and self-confidence.

Keywords : Perception, Video-making tasks, speaking skill, Speaking for Academic Purposes class

CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, research problem, research objective, and significance of the study.

1.1 Background

English is an international language that is important nowadays. The value of learning English in today's society cannot be overstated, given that English is the most widely spoken language on the planet (Putra, 2020). Learning English is important for students, English has been taught in Indonesian schools since the fourth grade of Elementary School as local content and the first grade of Junior High School as a compulsory subject in hope that students can learn and communicate with each other using English as a foreign language. Following Iman (2017), to communicate with each other in English, students have to master speaking skills. Students must develop speaking abilities in order to communicate effectively. Hence, speaking skills are necessary to be acquired so students can communicate well in English.

Speaking skill is the skill that allows students to communicate and convey information well with each other. According to Harmer (2007), speaking is the ability to communicate effectively and fluently on the spot. Brown and Yule (1983) state in real-life circumstances, students will be judged mainly on their ability to speak. The tendency to emphasize and use speaking skills as a measure of one's mastery of the English language is mirrored in society's predisposition (Nazara, 2011). Therefore, among four English language skills (reading, writing, listening, and speaking), people believe that speaking skill is the most important skill for students to have.

There are plentiful ways to enhance students' speaking skills, one of them is by using technology as the media (Inderawati, 2017; Septiyanti, et al., 2020; Sofendi, et al., 2021; Inderawati, et al., 2021). English and technology have become indispensable media for supporting language development and encouraging non-native speakers to participate in social activities (Jung, 2006). Using technology in learning English is popular in today's education. The use of technology in foreign language teaching and learning has always dominated pedagogical debates and discussions, prompting luminaries and pedagogues in the field to explore the potential benefits and consequences of this technology for successful and complex teaching and learning of foreign languages like English (Pathan and Alsied, 2013; Sofendi, et al., 2021). Especially in this pandemic era, students are familiar with the technology. One of the technologies that students often use in their speaking class is video.

Video is a type of technology that allows people to record, capture, transmit and recreate images and sound together (Ermalati, 2021). In the Speaking for Academic Purposes class, the lecturers used video-making tasks for the students so they could practice their speaking skills. This class was online due to the pandemic era, therefore giving students a task to make a video could be a solution to teach speaking. From viewpoint of Gromik (2015), one of the technologies that can be used to broaden the students' speaking abilities is video recording because students are able to see their personal mirrored image similar to everyday speaking in the front of a reflect however in improved version skills. While watching their video more recently, students can easily examine the errors that they have done (Wicaksono, 2018). In short, students can analyze their speaking through the video that they made so they can find the weaknesses and strengths in their speaking skills, therefore, those video-making tasks will train and enhance students' speaking skills.

Video-making tasks or video recording can enhance students speaking skills. It has been proved by Castañeda & Rodríguez-González (2011), Gromik (2013), and Karasic & Vedantham (2015), a number of researches have been carried out to assess the usefulness of video-recorded speaking tasks with the findings revealing that the activities are beneficial and lead to improved students performance. A study conducted by Azkiya & Rahayu (2018) entitled “Examining The Role of Video Recorded Speaking Task in Enhancing Students’ Oral Productive Skill” showed that video-recorded speaking tasks played an effective role in improving students’ oral productive skills. Related to the explanation above, the researcher wants to conduct this study with a different focus. This study is not going to focus and find the effectiveness of video-making tasks to enhance students’ speaking skills. There are a lot of studies that proved it already therefore this study focused on students’ perceptions on the video-making tasks to enhance students’ speaking skill in the Speaking for Academic Purposes class.

The participants of this study were the sixth-semester students of English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University. The participants were selected based on purposive sampling which the criteria were the students who had experience with video-making tasks in the Speaking for Academic Purposes class. In order to master speaking skills, the participants are obligated to take 3 speaking classes which are Speaking for Informal Interactions, Speaking for Formal Interactions, and Speaking for Academic Purposes class. Among those three speaking classes, Speaking for Academic Purposes class is one of the classes that used video-making tasks as media to learn speaking in the learning process. Speaking for Academic Purposes class is a speaking class that aims students to know how to present journals, articles, and current issues of education. Since the participants are from English Education, it is compulsory for students to take Speaking for Academic Purposes class to grasp and broaden their speaking skills or deliver speech related to academic or education.

The problem of this study was arisen due to the researcher's slight observation in her speaking class. The researcher noticed that several of her friends dislike the video-making tasks in the Speaking for Academic Purposes class. The researcher assumed the reasons could be various reasons such as laziness, shyness, difficulty in using technology, time-consuming, not creative enough, etc. Hence, the researcher wanted to find the perception whether the sixth-semester students of the English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University think similar since it will be contrary from the other researcher's finding. As said by Bucceri et al. (2017), the usage of video recording is an exciting and satisfactory sport for students in learning speaking. This study will find the truth of whether students' perceptions will be positive or negative about video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class.

The latest and previous studies related to this topic can be references for the researcher to find something new and different area of focus. A study conducted by Sari (2016) entitled "Students' Perceptions on The Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students" revealed that the students had good perceptions of the video projects to enhance their speaking skills. The results showed that the students were motivated to speak English better through the video project. Another study conducted by Putri & Rahmani (2019) entitled "Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency" revealed that the majority of students thought video-making task in speaking class was good idea. They believed that video recording improved their speaking ability, particularly in terms of accuracy and fluency. The differences between this present study and those previous studies are 1) Research design, 2) Research participants and setting. The similarity between this present study and those previous studies is the variable of the study which is students' perception of video recording. The researcher believed this present study can fill the gap of the previous studies and

find novelty since this present study has a detailed and focused variable which is the Speaking for Academic Purposes class.

It is important for the lecturers to know students' perceptions of the technique, method, media, or tool in the learning process. As stated by Sari (2016), students' perceptions influence the achievement of learning and studying English. The lecturers are capable to choose a good teaching technique if the lecturers are aware of the student's perceptions of the teaching and learning process. Lecturers, therefore, need to examine the students' needs, face their issues, and discover fruitful answers that assist them to broaden their speaking skills (Romero, 2009). This is why the researcher wanted to focus on perception. This study aims to discover the perceptions of the sixth-semester students of the English Education Study Program, Faculty of Teacher Training and Education of Sriwijaya University on the video-making tasks in the Speaking for Academic Purposes class to be a reference for the lecturers in the future related to applying video-making tasks in the speaking class.

1.2 Research Problem

Based on the background, the problem of this study is formulated in the following question :

1. What are students' perceptions on the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class ?

1.3 Research Objective

Following the problem above, the objective of this study is :

1. To find out students' perceptions on the video-making tasks to enhance students' speaking skill in the Speaking for Academic Purposes class.

1.4 Significance of the Study

The result of this study expected to bring benefits for :

1. Students

Students reflect and express their perceptions towards video-making tasks to enhance their speaking skill in the Speaking for Academic Purposes class therefore students can analyze their strengths, weaknesses, and improvements in speaking skill. This research is also beneficial for students who have not made video tasks to know how to manage the video-making tasks in the Speaking for Academic Purposes class in a better way by learning the previous students' experiences and perceptions about the video-making tasks.

2. Lecturers

Lecturers can discover students' perceptions on the video-making tasks in the Speaking for Academic Purposes class therefore lecturers can learn and discover information to help them in evaluating and applying video-making tasks for speaking class in the future.

3. Future Researchers

Future researchers who want to do a related topic of this research can use this study as a reference.

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