

**STUDENTS' PERCEPTIONS OF THE USE OF VIDEO AS A MEDIUM
OF LEARNING IN SPEAKING CLASS**

THESIS



**BY
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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
2021 M/1443 H**

STUDENTS' PERCEPTIONS OF THE USE OF VIDEO AS A MEDIUM OF LEARNING IN SPEAKING CLASS

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of Sarjana in English Education



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DEPARTEMENT OF LANGUAGE EDUCATION
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2021 M /1443 H**

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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

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MOTTO AND DEDICATION

“Be teachable, you are not always right”



This Thesis is dedicated to:

My beloved Father Hamsan and Mother Jum'ah for their valuable endless love, prayer, patience, sacrifice, and support. My brother Burhadi and Syahwi Nopandra. My sister Audaliah, Susanti, Susilawati, Nadin Juhana and all of my family.

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
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Youth Faithfully



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ABSTRACT

Soraya, Rika. (2021). Students' Perception of the Use of Video as a Medium of Learning in Speaking Class. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Sabarun, M.Pd. (II) Aris Sugianto, M.Pd.

Keywords: *Students' Perceptions, Video, Speaking Class*

A video is one of the technologies that can be used as a teaching and learning media. It refers to language learning activities which ask students to actually perform language skill or ability in front of camera. It can be a challenging activity for the students since they are asked to directly activate their language.

This Research aimed at finding out the students' perceptions of the use of video as a medium of learning in speaking class. This research focused on describing the students' perceptions of the use of video as a medium of learning in speaking class.

Descriptive qualitative method was used in this research which involved fifteen students of English Education IAIN Palangka Raya. Three classes implemented video as medium of learning, the researcher selected five students in each class which were chosen by using purposive sampling technique based on the criteria needed. Collecting the data, the researcher utilized two instruments which were interview and documentation. The result showed the students' perceptions of the use of video as a medium of learning in speaking class had good result. Most students said the use of video as a medium of learning in speaking class was effective, flexible, and practice medium. It was also able to increase the students' speaking skill. However, a few students disagreed the use of video as a medium of learning in speaking class. They mentioned video was ineffective in increasing speaking fluency and not too challenging.

ABSTRAK

Soraya, Rika. 2021. Persepsi Siswa terhadap Penggunaan Video sebagai sebuah Media Pembelajaran dalam Kelas Speaking. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya, Dosen Pembimbing: (I) Sabarun, M.Pd. (II) Aris Sugianto, M.Pd.

Keywords: *Persepsi Siswa, Video, Kelas Speaking*

Video adalah salah satu teknologi yang bisa digunakan sebagai media belajar dan mengajar. Itu mengacu pada aktivitas pembelajaran Bahasa yang meminta siswa-siswa untuk menampilkan keterampilan atau kemampuan Bahasa yang sebenarnya di depan kamera. Itu bisa menjadi sebuah tantangan aktivitas untuk siswa sejak mereka diminta untuk secara langsung mengaktifkan Bahasa mereka.

Penelitian ini bertujuan untuk menemukan persepsi siswa terhadap penggunaan video sebagai sebuah media pembelajaran di kelas speaking. Penelitian ini fokus untuk mendeskripsikan menemukan persepsi siswa terhadap penggunaan video sebagai sebuah media pembelajaran di kelas speaking.

Metode kualitatif deskriptif digunakan dalam penelitian ini yang melibatkan lima belas siswa Pendidikan Bahasa Inggris IAIN Palangka Raya. Tiga kelas mengimplementasikan video sebagai media pembelajaran, peneliti memilih lima siswa di setiap kelas yang dipilih menggunakan teknik sampel *purposive* berdasarkan kriteria yang dibutuhkan. Pengumpulan data, peneliti menggunakan dua instrument yaitu interview dan dokumentasi. Hasil menunjukkan persepsi siswa terhadap penggunaan video sebagai sebuah media pembelajaran di kelas speaking mempunyai hasil yang bagus. Kebanyakan siswa mengatakan penggunaan video sebagai sebuah media pembelajaran di kelas speaking adalah media yang efektif, fleksibel, dan sederhana. Itu juga bisa meningkatkan kemampuan berbicara siswa. Tetapi, beberapa siswa tidak menyetujui penggunaan video sebagai sebuah media pembelajaran di kelas speaking. Mereka menyebutkan video tidak efektif dalam peningkatan kelancaran berbicara dan tidak terlalu menantang.

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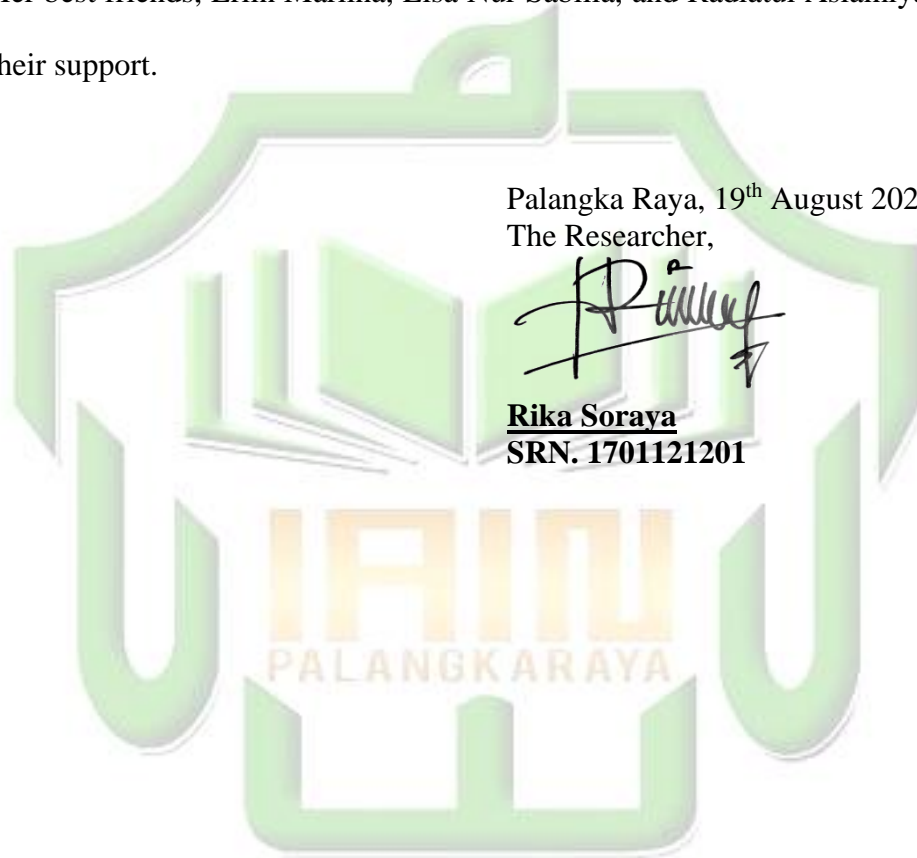


TABLE OF CONTENTS

COVER	i
COVER (Second Page)	i
ADVISOR APPROVAL	ii
ADVISOR APPROVAL (Indonesian)	iii
OFFICIAL NOTE	iv
OFFICIAL NOTE (Indonesian)	v
THESIS APPROVAL	vi
MOTTO AND DEDICATION	vii
DECLARATION OF AUTHORSHIP	viii
ABSTRACT	ix
ABSTRAK (Indonesian)	x
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS	xiii
LIST OF TABLES	xv
LIST OF ABBREVIATION	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Problem	5
C. Objective of the Study	5
D. Significances of the Study	5
E. Scope and Limitation	6
F. Definition of Keyterm	7

CHAPTER II REVIEW OF RELATED STUDY	8
A. Related Study	8
B. The Nature of Perception	11
C. Learning English Speaking	12
D. Media in Learning English.....	13
E. Video as a task in Learning Speaking	17
F. Speaking Skill	22
G. Speaking Assessment	27
H. Descriptive Qualitative Research.....	29
I. Framework of the Research.....	33
CHAPTER III RESEARCH METHOD	34
A. Research Method.....	34
B. Subject and Object of the Study.....	35
C. The Data Source of The Study.....	36
D. Research Instrument.....	36
E. Data Collection Procedure	38
F. Data Analysis Procedure	38
G. Data Endorsement	39
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	41
A. Data Presentation.....	41
B. Research Findings	41
C. Discussion	74
CHAPTER V CONCLUSION AND DISCUSSION.....	79
A. CONCLUSION	79
B. SUGGESTION.....	80
REFERENCE	
APPENDICES	

LIST OF TABLES

3.1 Topic Interview Items	37
---------------------------------	----

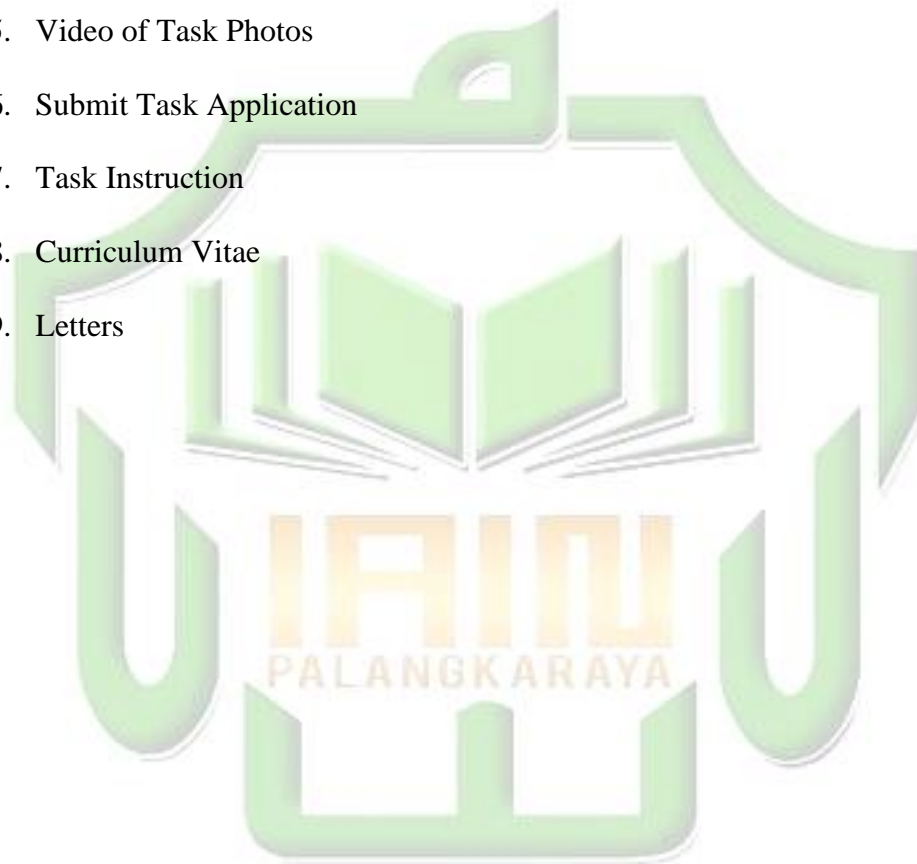


LIST OF ABBREVIATION

1. IAIN : Institut Agama Islam Negeri
2. NH : Nasim Hamid
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4. RFD : Rina Febrianti Dewi
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6. TW : Taufik Wijaya
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15. FFNS : Fina Fatika Nurmala Sari
16. UK : Usup Kurniawan

LIST OF APPENDICES

1. Research Schedule
2. Interview Guideline
3. Interview Transcript
4. Interview Photos
5. Video of Task Photos
6. Submit Task Application
7. Task Instruction
8. Curriculum Vitae
9. Letters



CHAPTER 1

INTRODUCTION

This chapter are devided into six items which are background of the study, problem of the study, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

A. Background of The Study

Brown (2001, p. 122) defines English is not commonly studied as a tool for understanding and teaching cultural values in the United States or the United Kingdom. Instead, international communication, trade, banking, tourism, technology, diplomacy, and scientific research have all benefited from the use of English. English is regarded as a foreign language in Indonesia, and it is required to be learned at all stages of education, from elementary school to university. Furthermore, English is used in many businesses. The common skills that company need are speaking and writing. The people will get well paid if they can master those skills.

Teaching and learning English in university level is not easy. English is more complex than senior high school especially, students at English Education IAIN Palangka Raya. The students in university level study English deeply. They need to master 4 skills which are speaking, writing, reading. Furthermore, they learn about component in English. The teachers provide many media and strategies to teach their students. They

must pay attention which method and media are appropriate for teaching and learning English. According to (Tafari (2009, p. 81) teacher and students have been provided creative and practical ideas by media.

One of the four English skills that students must learn at university is speaking. It's not easy to teach speaking to English Education students. Teachers should be able to handle a variety of situations and use a variety of teaching styles in order for students to be engaged and enjoy the class activity. To be able to speak English well, they need to study the other sub-skills such as pronunciation, vocabulary and grammar. Speaking is one of the fundamental skills that students must develop since it is critical for them to communicate in real-life situations. When it comes to learning to talk, most students confront challenges such as lack of confidence, shyness, and quiet, all of which obstruct natural communication. They often make mistakes and reluctant to speak while trying to communicate in English. (Harmer, 2007 p.343-345).

Media helps the teacher inform the knowledge to the students. Teachers have provided many media for the students since the students at English Education IAIN Palangka Raya take their study program, such as audio, audio visual, picture, book, and others. In each media has their own function that are needed by the students. These media are used for teaching and learning for skills which are speaking, writing, listening, and reading. Those 4 skills have the problems while learning them. It makes them to face the difficulties to master four skills. However, if the

students learn four skills properly and master four skills. They will be easy to learn a whole component in English. In English Education at IAIN Palangka Raya, four skills have their own classes. It includes speaking.

In this modern era, teachers usually combined their lessons with any technology tools to improve students' language ability. When someone considers technology in the language classroom, the first thing that comes to mind is computer technology, owing to the fact that computers have become so pervasive in people's daily lives at home and at work. Technology covers everything from audio tapes, to video to such as camera, LCD projector, smartphone, etc. (Brown, 2007, p.196)

A video is one of the technologies that can be used as a teaching media. Therefore, the use of video as an assignment in English lesson is closely related to produce a video production. It refers to language learning activities which ask students to actually perform language Skill or ability. The development of technology and new curriculum, demand the teacher to integrate the technology into English lesson at school, a project using technology for the students is also important to apply. In consequence, it can be a challenging activity for learners since they are asked to directly activate their language.

There are some research regarding this issue that has been widely conducted. Anita Nur Masyi'ah (2014) has conducted the research entitled *improving the Speaking Ability of Grade VIII C Students of SMP Negeri 3*

Depok Yogyakarta Through the use of Video. This study used an action research technique to improve students' speaking abilities, and the results showed that using video as a teaching medium in speaking exercises was successful. Another research is done by Nurul and Rahayu (2018, p. 204-218) entitled *Examining the Role of Video-Recorded Speaking Task in Enhancing Students' Oral Productive Skill*. This research aims to investigate the effectiveness of video-recording in improving students' oral production skill. The result reveals the students are happy to do this task. Another one is conducted by Nabila and Dwi (2019, p. 113-122) entitled *Students' Perceptions on Using Video Recording to Improve Their Speaking Accuracy and Fluency*. The object of this research to explore the students' perceptions on using video recording to improve their speaking accuracy and fluency. The result shows it has good perception and this medium can be used as medium in improving speaking skill. previous research has primarily focused on the use of video in affecting speaking abilities in offline classes, which is done directly.

In sum, this study is conducted to make differences with the previous studies. This study will focus on exploring students' perceptions of the use of video as medium of learning in speaking class which is implemented in online class. The result will have the differences. From that information, the researcher is interested in describing the students' perspective about the use video as a medium of learning in speaking class. Therefore, the researcher writes entitled **“STUDENTS' PERCEPTIONS OF THE USE**

OF VIDEO AS A MEDIUM OF LEARNING IN SPEAKING CLASS”.

B. Research Problem

This research question addressed in this research includes how is students' perceptions of the use of video as a medium of learning in speaking class?

C. Objective of The Study

Object of the study in this research is to know students' perceptions of the use of video as a medium of learning in speaking class.

D. Scope and Limitation

This research concerns on the students' perception of the use of video project as a medium of learning in speaking class in fourth semester of English Education at IAIN Palangka Raya.

This research focuses on speaking class which concerns on students' speaking skill. In English course has 4 class of speaking. This class focuses on 4th semester of English Education. Yet, it uses a video as a task which kinds of topic of speaking. The researcher selects the students who have used since 3rd semester of English Education with the same lecturer. There are 3 classes which are involved in this research A B and D classes. These classes use video as task in speaking class. Video which is used by

the students is a video that is taken by the students on their camera phone or laptop (in appendix 5) . The lecturer gives instruction to the students based on the topic which he provides in speaking class.

E. Significance of the Study

It has two significances of the study in this research. Those are theoretical and practical.

1. Theoretically

Theoretically, the result of this research helps the next researcher who conducts the same topic as a research.

2. Practically

The research expects that the finding of the research can be useful for:

a. Lecturer

It is expected that this research can be an evaluation for the lecturer who provides a video in speaking class. It also gives some information about students' perceptions of the use of video as a medium of learning in speaking class.

b. Student

The students are expected to use the video as learning speaking outside classroom which can increase their speaking skill if the result is positive. It can be an additional media for learning speaking. However, if it has negative result. They need to consider the use of video in increasing their speaking.

F. Definition of Key term

1. Perception

Unumeri (2009, p. 18) defines perception as in accordance with the opinions and views of someone. Moreover, according to Oxford Dictionary (2007) perception is the way you observe things, particularly with your senses. In this research, perception is refers to students perceptions of the use of video as a medium of learning in speaking class in fourth semester of English Education at IAIN Palangka Raya.

2. Video

According to Newby et al., (2000, p. 102), the display of recorded images on a television-type screen is known as a video. Oxford (2007) defines video is a method of capturing moving sights and sound which uses either a digital data storage method or (in the past) videotape. In this research, video refers to learners' tasks for making their own creative video by using their video camera.

3. Speaking Skill

Fulcher (2003, p. 22) states that speaking is a skill which is taken for granted, as it is learnt through a process of socialization through communication. According to Oxford (2021) the act or process of expressing ideas and feelings or providing information to others. In this research, speaking skill is a skill that leaners learn in the class.

CHAPTER II

REVIEW OF RELATED STUDY

In this chapter, the researcher discusses related study, learning English speaking, media in learning English, authentic material in learning English, and authentic video in learning speaking accuracy, Speaking Ability, Speaking Accuracy.

A. Related Study

Gromik (2011, p. 223-230) delivered cell phone video recording feature as a language learning tool: a case study. This study utilized qualitative method and case study as a research design. Nine students of Japanese national university who involved in this research. The teacher selected the topic as a task for the students and the students produced it. Observation result showed the students was enable to improve their vocabularies in speaking in one monologue. In survey, they believed the use of video recording was useful activity. The educators needed to understand the obstacles and advantages using video recording in the classroom.

Kirkgoz (2011, p. 1-13) delivered a blended learning study on implementing video recorded speaking tasks in tasks based classroom instruction. This research had purposes, there were designing and applying a speaking lesson that is direct instruction reported by the principles Task-Based Learning is mixed with the use of technology which is the video.

This research involved the students and teachers of English in Turkish higher education. Mix method was used in this research. The data for the study came from a variety of sources, including recordings of a pre- and post-test, analysis of video recordings of students performing a speaking task, informal interviews with students, and a written end-of-year course evaluation survey. The result was the students noticed their improvement in their speaking skill and they had positive in their perception of blending technology in the lesson.

Orten (2012, p. 133-140) stated student perceptions of an educational technology tool: video recordings of project presentations. This research purposed to investigate students' perceptions of how incorporating a technological tool into the classroom education, the use of video camera for recording as well as discussing in-class group project presentations, influences their oral presentation, communication and career-related skills, learning motivations, and overall course evaluations. This research was carried out at Private University Turkey with 82 students. Students regarded video-recorded presentations integrated into the learning environment as extremely helpful at improving learning outcomes and enriching classroom education, according to the data.

El (2018, p. 102-118) investigated university students perceptions of videotaping as a teaching tool in a public speaking course. The purpose of this study was to look at the impact of videotaping on the development of students' public speaking skills in English as a Foreign Language (EFL)

from the students' point of view. The researcher took the students from freshmen students Engineering, Business, and Humanities at Al Akhawayn University in Ifrane, Morocco. The result stated the students' public speaking skill improved over the course of a semester in terms of content, followed by non-verbal communication, verbal communication, and language.

Kulsiri (2018, p. 40-54) investigated students' perceptions of a student-produced video project in the General English Language course at Srinakharinwirot University, Thailand. The aim of this research was to study students' perceptions of a student-produced video project (SPV project) in the context of General English Language Course at Srinakharinwirot University in Thailand. The questionnaire was used in this research to collect the data. Quantitative research were utilized in this research. The result revealed this research had positive perceptions toward the SPV projects in all three sides.

Nabila and Dwi (2019, p. 113-122) stated Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency. The purpose of this study was to know the students perceptions on using video recording to improve speaking accuracy and fluently of thirty five pre service teachers at University of Muhammadiyah Prof. Dr. Hamka Jakarta. This study used mix method to analyse the data. The researcher utilized an interview to gain the students' perceptions. The result revealed

students' speaking abilities are increasing especially in their accuracy and fluency.

This research is similar like those previous researches, it concerns on the students' perception of the use video as a medium of learning in speaking class. The previous studies focus on using video in speaking skill. However, this study uses qualitative descriptive as a research method and an interview as an instrument. Students' perception will become the result of this research. The media in learning speaking will inform in this research briefly. Moreover, the researcher conducts this research in formal education which is State Islamic Institute of Palangka Raya. The sample of this study is fourth English Education students at IAIN Palangka Raya. The researcher needs some students to have a valid data. The researcher is interested in conducting this research to know if video can improve learning speaking skill or not.

B. The Nature of Perception

Blake et al. (2006, p. 2) defines Perception is because any information about occurness in the world must be registered by the sensory nerve system in order to be perceived, perception is biological activity. Perception is the process of registering and interpreting sensory data from the environment, such as light, in order to guide behavior. Additionally, in a psychological term, Mike May (2007, p. 1) on his book perception is defined as what to notice and how to understand it by sensation and

perception. Further, Santrock (2011, p. 132) also states that “Perception is the interpretation of what is sensed.” For example, the information about physical events contacts to the ears which can be interpreted into musical sounds. Perception, in conclusion, is the process of processing information through the sense of organ system of a human.

Positive perception is when someone perceives something or the world in a positive light. Typically, someone with a positive perception attracts many positive things into their life, and they are always happy and enjoy it. Negative perception is a person’s negative attitude about something or the environment which they observe. A person who has negative vision of the world tends to see things in a negative light.

C. Learning English Speaking

Ratna (2018, p. 29) Learning speaking has a purpose that is to make learners can speak English. Learners learn English can be expected can communicate in that language well. According to Ur (2000) of listening, speaking, reading, and writing are the four skills which are necessary for efficient communication. Speaking is the most crucial of the four skills. Learners show their thought, idea, and opinion with that language they speak. If the learners want to speak English fluently and accurately, they had to know the components of English speaking. Knowing about English speaking components needs media and method to help them getting the knowledge which the learners need. Heinich in Arsyad (2002, p. 4) cites

that the media serves as a conduit for information to be transmitted from source to a recipient.

Most of the learners learn speaking English in the school. Teachers provide effective media and method in order that the learners can speaking English well. Teachers provide effective media for the learners in the classroom. There are printed media, game, audio visual media, and audio. For instance, to practice the learners' speaking, teacher sometimes ask them to have a conversation with their friends in the class. The teachers use role play to help the learners practicing their speaking skill or use interactive method which everyone can speak English in the class. However, learners can learn English everywhere by using media. Most media which can be used by the learners for increasing their speaking is video. Because it is simple and easy. They just watch the video. After watching the video, they can apply the words that they hear from that video to their daily life. They can speak with their friends who can understand English or the foreigner.

D. Media in Learning English

a. Media

Media is the one equipment for learning English. It helps learners to understand English effortlessly. Media provides an opportunity to increase learner's English skill. Media provides much occasion in learning English. Learners can choose a lots of media that they want

to use. Media is proposed by Heinich in Arsyad (2002, p. 4). He claims that the media serves as a conduit for information to be transmitted from a source to a recipient. The media have the important role in learning English. Without Media, learners are difficult to learn English. According to Brinton (2011) as a medium for language learning or instruction, media has surely always aided the tasks of both instructed and non instructed learners. Learners can improve their comprehension of English by using media.

Most learners have problem while learning English, especially in speaking. They are lack of confidence when speak English. As the researcher says above, media can help the learners to have meaningful communication with others. In order to increase the quality of instruction, it is necessary to employ media to ensure effective communication. Gerlach and Evy (1980) define any person, item, or event that creates conditions for learners to acquire knowledge, abilities, and attitudes is referred to as a medium. It suggests that media can encompass anything that people can use.

b. Type of Media

There are a lot of media that can be utilized for learning English. The learners must know about these media, because this is very necessary for English learner. Media is not just one type, but they have many types. According to Smaldino (2007), text, audio, images, video, manipulation, and people are the six types of media.

Furthermore, Alessi (2001) mentions that there are five types of media.

Those are:

1. Human-based media: teachers, instructors, and tutors

Human-based media is a human as a media for transferring the materials. The teacher must have much knowledge while teaching students. In this case, teacher should master and comprehend, based on their skill. This media can influence the teaching and learning process, because they are as resource material in the classroom.

2. Print-based media: books, guidelines, workbooks, and hand-outs

This media is often utilized by the people. There are several people using these media for learning English. This media provides written media. The learners who like reading can use this media for learning English. It is easy to find on internet. Usually, this media is utilized for teaching and learning. Most of teachers use these media, because it is practical. Learners can bring this media everywhere they want to read it. Yet, some teachers do not recommend this media because the file can be lost. Just several learners likes this media.

3. Visual-based media: books, charts, graphics, maps, transparencies, and slide

This media is often we find in teaching and learning. However learners seldom use this media, because it is not appealing media for them. Using this media in learning English is quite complicated. However, this media can visualize something difficult to comprehend. The media provides and show the almost real material which we want to learn.

4. Audio-visual-based media: videos, films, slide-tape programs, and television

Audio-visual-based-media is the most popular media in teaching and learning English. Because this media provides a lot of video which can entertain the learners. Some teachers also use this media for teaching English. They consider audio-visual-based media is an effective way to teach English, especially authentic video.

This media show reaction, culture, expression, gesture, intonation, accent, and other things. McKinnon (2011) in Muniandy and Veloo (2011, p. 175) acknowledges which video clips can depict settings, action, emotions, and gestures, all of which can provide valuable visual stimuli for language practice and development. This medium includes both aud and visual content. We can find this media on internet. Furthermore, the learners can buy

slide-tape for entering the lesson on it, because it can delete it after the learners use it.

5. Computer-based media: CAL (Computer Assisted Learning), interactive Videos, and hypertext.

This media can make the learners easy to learn English. Because, this media provides many applications for learning English. It can be a game, quiz, and lesson. Some applications can make some questions. It is very appealing media. The learners can directly answer the questions and get the grade. They will know which questions are wrong, because the application set up the answer after students check it. They will find wrong answers on CAL. There are some computer based media, Duo Lingo, Cake, Grammar Quiz, BBC learning English, Belajar Bahasa Inggris, and etc.

Richards and Renandya (2002, p. 364) add to the fact that video is a very dense medium, containing a wide range of visual features as well as a large range of aural experiences in addition to spoken words.

E. Video as a task in learning speaking

a. Definition of Video

Arsyad (2002) defines that video is a collection of moving images with natural and appropriate sounds that depict realistic images and has a strong appeal. In addition, Prucesia (2013, p. 29) claims a video

includes not only words, but also visual elements, sound effects, and music, all of which contribute to the understanding of behaviour, characters, and circumstances which are not normally included in the script.

Video can make learners understand well about the language. The video provides grammar, pronunciation, vocabulary, gesture, intonation, expression, and culture on English video. Some people consider that video is interesting media. Learners will be interested when they find their teacher use video for teaching and learning process in the classroom. This way help the teacher transfer the material to the learners. There are several video can be taken as learning English by Harmer (2007, p. 284): off air program, real-word video, and language learning video.

Therefore, it can be stated that video are recordings of moving image and sound segments which can be played on a computer or television to show linguistic forms and functions. Students can encounter real life situations and realistic models by watching video. Video has several types which can be used as media learning English There are off-air programs, real word videos, and language learning videos.

b. Video Making as Task in Learning Speaking

Video making task can improve students' performances, as Goodwin explained in Murcia, if students record their selves, it allows

them to see the entire communicative performance, not just the sound. The teacher can also evaluate the performance in more depth than would be possible from notes taken during the performance (2001, p. 129).

Sometimes a teachers need to provide their students the opportunity to learn the language by putting them in a real life situation, so he or she invites them to undertake fieldwork, which entails recording a video to organize their incorrect pronunciation and assess their speaking ability. Learn about various cultural contexts and body language.

There are several activities that can teacher do using video making task to students. Katchen explains some activity that can teacher and students can use by using video making, there are poetry reading, mini-play, and speech, but he suggested role plays and oral presentation (speeches) as ideal activity to be recorded and watched critically (Katchen, 1991. P.2).

1. Role Play

When it comes to role plays, it is definitely best to watch just after the students perform, while they are still buzzing with excitement. Many teachers have discovered that when the learners are playing a role, they do not have to be themselves, and they speak more freely. (Harmer, 2007, p. 181). Katchen (1991, p. 3) stated the benefits of role plays in video making task for students.

First of all, students enjoy themselves. Second, English problem can be identified by the teacher. A second time through, the teacher can be even more rigorous, pointing out the grammar and vocabulary problems or focusing on pronunciation. Then, by fixing their video, students can improve their speaking and performance abilities.

2. Oral Presentation

The ability to communicate in front of a group is highly valued. Students may need to use English to describe a technique, explore the cause of a problem, or provide a remedy in their future careers. Students must be able to express and clarify their thoughts (Gou, 2003, p. 92). This is an activity which can be enhanced by using a video camera and is primarily employed by teachers.

In one way, recording speeches is easier than recording role plays because students typically talk while standing behind a table or lectern, but they may write on the board and circulate among the students.

The most significant lesson students take away from seeing their presentations is that fluidity is important. While some students cannot communicate well, with the correct pauses, others can be so dominating that communication is hampered. (Katchen, 1991, p. 5)

However, students and teachers have fewer problems if they practice using a video camera and pay attention to a few details. The following are some helpful hints for using video in the speaking lesson:

- 1) Preparing equipment
- 2) Explaining procedures
- 3) Videotaping or recording the video
- 4) Checking the video
- 5) Presenting the video
- 6) Having evaluation

There are some previous researches which explain about the advantages of using video making task. Wang explains that video making task can help students be more productive and improve their oral ability by exposing them to sensory input (2014, p. 23). Savas find some advantages of using video making task based on her participants' perception, there are:

- a. Allowing self-evaluation and correcting mistakes
- b. Increasing self-confidence by being more prepared for micro-teaching
- c. Improving speaking skills in English

- d. Helping to analyze the lesson plan in a better way
- e. Increasing collaboration with peers and ensuring fair distribution of work load. (2012, p. 110)

F. Speaking Skill

According to the expert, there are some definitions of speaking in language learning. Clark and Clark (1977, p. 3) define that listening and speaking are two primary acts in communication. It means that in communication people need 2 skills in their life, those are listening and speaking. They are very necessary in communication, especially speaking. Derakhsan, Nadi, and Fatimah (2016, p. 177) has declared that in English, the second skill is speaking, which plays a major part in communication. In speaking, someone informs their feeling, thoughts, idea, perception, and intention to the people. Then, other people have to understand about that.

Speaking must be done by 2 people or many people. Then, we can say that "communication". According to Gumperz (1999, p. 101) contribution, assumption, expectations, and interpretations of the participants' utterances are all used to build speaking. The speaker must pay attention with their words while speaking. It has to be understood by the other people. Some expression must be shown while communication, such as hu-uh, woo, wow, oh, and others. Furthermore, it can aid the people's comprehension what the speakers are trying to say to them.

Thornbury (2001, p. 5) argues that speakers conduct some man components to show their intentions in the nature of speaking. They should work on speech production and self-monitoring, word articulation, managing their speech accurately and fluently. Furthermore, being able to talk fluently necessitates both language knowledge and the ability to comprehend language and information on the go (Harmer, 1998, p. 87). It means that the speakers must be able to communicate themselves, interact with others, and comprehend information as soon as they get it.

Moreover, Nazara (2011, p. 30) declares speaking can be characterized as a social, multimodal speech event with an unexpected topic based on its feature. Speaking is defined that when the speaker talk randomly about something to the people. It is able to be called speaking. Speaking is socialin the sense which it builds rapport and mutual understanding, perserves and modifies social identity, and requires interpersonal skills. (Thornbury and Slade, 2006, p. 17).

Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes (Nunan, 1999, p. 228). Interactional language engages people for social reasons as illustrated previously. According to Nazara (2011, p. 31) Transactional language is for service encounters like ordering drink or booking a ticket. Speaking English has been used for several reason in daily life, such as education, business, political, work, flight attendance, health, hotel, etc.

Not all people have the same ability in speaking. Sometimes, learners are still difficult in speaking English. Several reasons which cause the learners are afraid of speaking English. Those are lack of confident, a little vocabulary, incorrect pronunciation, and structure. In addition, the learners do not want to try, because they don't want to make mistake while speaking English. They feel embrace when they was wrong speaking in front their friends. This problem should have the good solution. According to Nazara (2011, p. 32) to succeed in speaking courses, you need to use the right strategy, fun exercise, the right equipment, and a lot of motivation. It means that if students are motivated and use appropriate material, they succeed. They can increase their speaking abilities.

There are elements of speaking according to Harmer (1991):

1. Vocabulary

According to Hornby (1986, p. 478) in Siregar (2013) a person's vocabulary is a collection of words which can be utilized to communicate their thought. In additional, Riskawati (2014, p. 8) declares vocabulary is a unity of letters that become a sentence which is used by the people for communication. In this case, vocabulary is used for communication. Vocabulary contains 4 skill which are writing, reading, speaking, and listening. Without vocabulary, the people cannot have a conversation.

2. Pronunciation

Mulatsih (2015, p. 295) defines the act of presenting the genuine sounds of letters in words, as well as the true accents and number of syllables, is known as pronunciation.. Moreover, Horby (1995, p 928) states the way a language is spoken; the way a word is pronounced; the way a person speaks the words of a language is known as pronunciation. It means pronunciation is how to produce the word correctly. In English the spelling and the pronunciation are read differently. Learners must check the words on dictionary, in order to they can produce the correct word. Incorrect word is able to cause misunderstanding. In addition, it cannot say it is success communication.

3. Grammar

Brinton (2000, p. 8) defines grammar is a system or framework which consists of a set of rules or principles for the proper functioning of language. The grammar discusses how you .arrange the words and phrase into a sentence.

4. Fluency

According to Mukamil (2015, p. 16) in terms of pace, intonation, stress, and tone, fluency is similar to native speaking. Furthermore, a fluent speaker is capable of not just speaking fluently but also of communicating her or his message in a clear, reasoned, and semantically dense manner.

Speaker cannot be claimed as a fluent speaker if they spend a lot of time thinking about what they want to say in speaking English. A fluent speaker speaks without thinking too much about word what he or she wants to say. Without fluency, speaker cannot inform their thoughts well. When the speaker speaks English without any intonation and stress. The people will difficultly understand. For example, when someone is angry at the other people, and her or his intonation is like nothing happens. It sounds awkward.

5. Comprehensibility

Comprehensibility is an ability to understand something. In speaking, comprehensibility is important. When 2 people or more have a conversation and they want to have a success conversation. They need to have a comprehensibility. How they have a conversation without understanding the conversation.

6. Self-Confidence

Self-confidence is an ability to show thoughts or feeling. Self-confidence is one of the learners' fear. They have mastered all of elements in speaking. However, they don't have any confidence to speak in front of people. It makes her or him afraid of trying to speak English.

In summary, speaking is speaking traditionally beed regarded the most important ability to master in the history of foreign language education and learning. Learning speaking can use role play, discussion, interactive

video, etc. Most people undertake to speak English for certain reason. Many people undertake to learn English using much media as long as they understand the lesson easily. Speaking has six elements. Those are vocabulary, pronunciation, grammar, fluency, comprehensibility, and self-confidence.

G. Speaking Assessment

Speaking, like every other skill in English learning, must be assessed. Fulcher (2015) there are various reasons why assessing in speaking is necessary: to value language communication, to provide appropriate feedback for learners and most importantly, to effectively achieve communicative goals. He also adds that fluency, accuracy, strategy, discourse, and interactional competence, and pragmatics are the five aspects of speaking that must be evaluated. He claims that fluency is concerned with hesitation, repetition, false, beginnings, self-correction, re-selecting lexical words, and sentence reconstruction. Pronunciation, grammar, and vocabulary are used to determine accuracy.

Assessment is the process of gathering data from students in order to assess the effectiveness of the study method or strategy. According to Brown (2004), assessment is a continuous process which covers a wide range of topics. In a nutshell, assessment is difficult. The following are some of the components which should be highlighted:

1. Vocabulary

English has large vocabulary. There are two kinds of vocabulary which are used in English. Those are formal and informal. Usually formal vocabulary is used for written and informal vocabulary is used for spoken. Learners must have much vocabulary in speaking English. To produce the sentences, learners must master vocabulary, As Allen (1997, p. 149) in Kasim (2011) says that vocabulary is very important in a language.

2. Fluency

Ellis' theory is strengthened by Anderson (2013) that state that language production should be as similar to native speaker pace as possible. Kormos & Dénes (2004) explained there are ten fluency standards, which include articulation rate, speech rate, number of pauses per minute, tempo, space, mean duration of pauses, number of disfluencies, and other factors.

3. Grammar

According to Cambridge (2004, p. 9) Grammar, wheter speaking, listening, reading, or writing, the structural glue, or "code" of language is undoubtedly at the center of language use. Learners must master the grammar in written or spoken well.

4. Comprehension

In speaking, the speakers must understand what they say. It can be assessed as a comperhention.

5. Pronunciation

According to Adult Megan Program Research Centre (2002, p. 1) the production of sounds which humans utilize to create meaning is known as pronunciation. The element must be considered by the speakers, because if they don't pronounce the word well. The people cannot understand what they say.

H. Descriptive Qualitative Research

According to Magilvy and Thomas (2009, p. 198) Qualitative research is exploratory study of lived experience and everyday existence in the world conducted in a natural setting. It signifies that qualitative research entails in-depth investigation of a topic. A qualitative research project's purpose is to "create a comprehensive description and in-depth knowledge of the phenomenon of interest, the cultural or lived experience of people in natural settings." (Magilvy, 2003, p. 123).

Qualitative descriptive studies provide a detailed account of a specific event in daily terms. Researchers conducting such studies seek descriptive validity, or an accurate account of events that the majority of people (including researchers and participants) witnessing the same event would agree is accurate, as well as interpretive validity, or an accurate account of the meanings participants associate with those events. (Maxwell, 1992).

According to Sandelowsky (2000, p. 335) every inquiry necessitates a description, and every description necessitates an interpretation.

Furthermore, understanding any phenomenon (event or experience) necessitates at the very last understanding the facts about that phenomenon. It indicates that before conducting in-depth investigation, the researcher must be aware of the facts surrounding the phenomenon. In qualitative descriptive research, a researcher choose what they will describe and, in the process highlighting specific parts of it, begins to modify that experience or event.

Vicky and Clinton (2012, p. 256) state many research investigations have been labelled as phenomenology, grounded theory, or ethnography, despite the fact that they failed to meet the prerequisites of such qualitative methodologies.

In the realm of second language teaching and learning, qualitative research is becoming more popular. The understanding that L2 teaching and learning is complicated has sparked interest in such methodologies, particularly qualitative research. To unravel this problem, we must analyse not just how learning occurs in general or what circumstances influence it, but also more closely examine and comprehend individual learners and their behaviors and experiences.

Nassaji (2015, p. 130) defines all five articles in this issue of language teaching research report on qualitative and naturalistic data which was collected without the use of any factors or intervention. They gathered data using a variety of methods, including classroom observation, field notes, interviews, questionnaires, focus groups, and more. However, some have

taken a more descriptive approach, concentrating on reporting what happened and statically analysing the data. Others have taken a more qualitative approach, obtaining data from a variety of qualitative sources and qualitatively analysing it.

Sandelawski (2000, p. 337) claims the sampling, data collecting, analysis, and re-presentational techniques used in qualitative descriptive designs are ofte an eclectic but appropriate and well-considered combination of sampling, data gathering, analysis, and presentational approaches. There are design features of qualitative descriptive studies, according to her:

1. Theoretical/Philosophical Orientation

Researchers undertaking qualitative descriptive studies are perhaps the least hampered by pre-existiing theoretical and philosophical commitments, making them the least theoretical of the qualitative. The general tenets of naturalistic inquiry are frequesntly used in qualitative descriptive investigation not only qualitative research but also human and animal behavioural research, such as ethnological observation.

2. Sampling

In qualitative descriptive investigations, almost any of the intended sampling strategies can be utilized. Maximum variation sampling, on the other hand, is particularly beneficial since it allows researchers to investigate the common and distinctive manifestations of a givem

phenomenon across a wide variety of phenomenally and/or demographically diverse cases

3. Data Collection

In qualitative descriptive research, data gathering is usually aimed at determining who, what, and where events or experiences occur, as well as their basic character and shape. The majority of data collecting procedures are slightly to moderately structured. Individual and/or focus group interviews with open-ended questions. In the same way that focus groups are used in qualitative research to gather a wide range of information about events, they can be thought of as the qualitative equivalent to the qualitative survey. Observations of specific events and the analysis of papers and artifacts are examples of data collecting approaches.

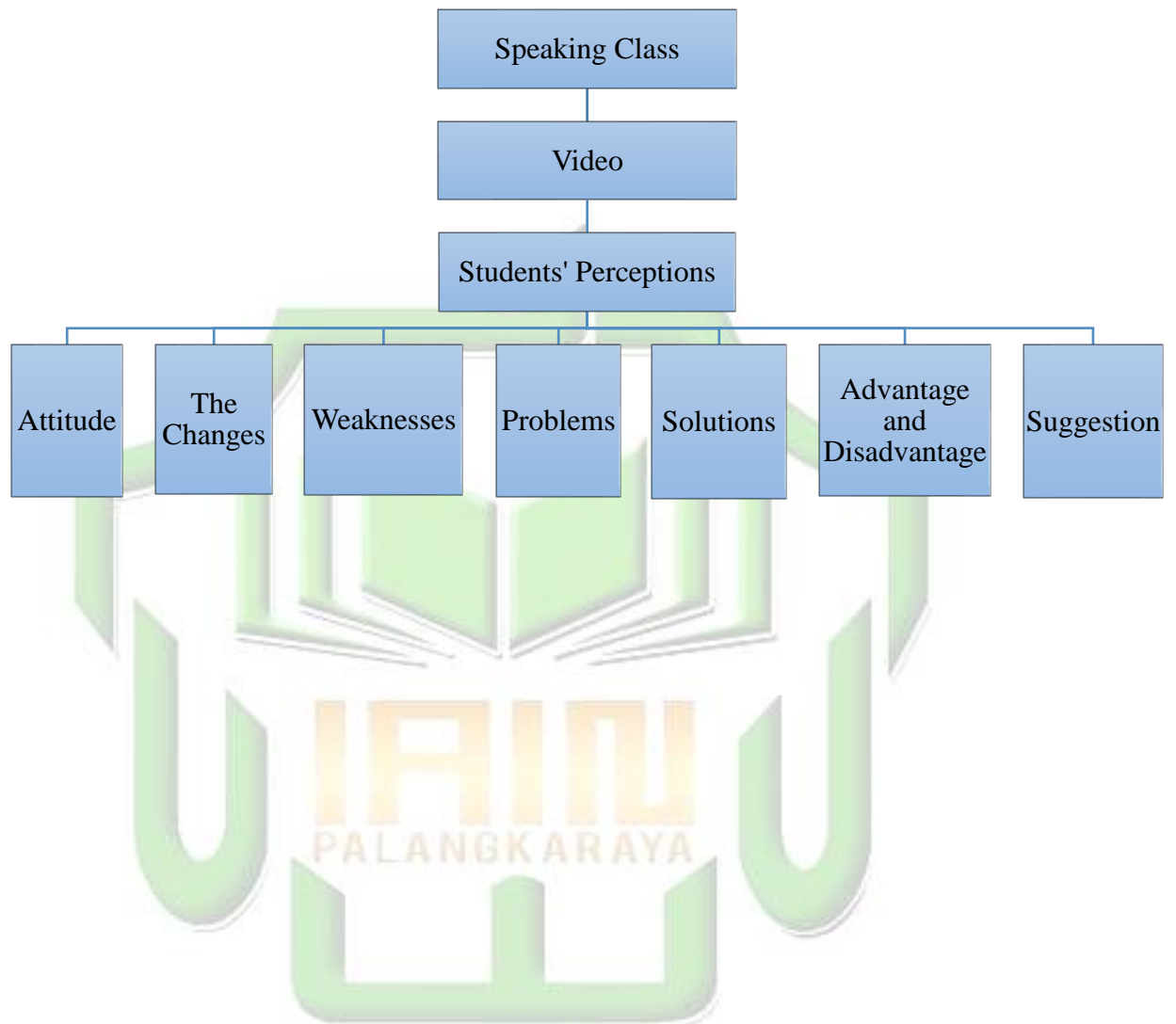
4. Data Analysis

In qualitative descriptive investigations, qualitative content analysis is the preferred method of analysis. Qualitative content analysis is a dynamic method of analysing verbal and visual data with the goal of summarizing the materials' informational elements.

5. Data Re-presentation

A straight descriptive account of the informative contents of data structured in a way that best suits the data is the expected outcome of qualitative descriptive investigation.

I. Framework of The Research



CHAPTER III

RESEARCH METHOD

In this research, the researchers defines the methodology of this research which helps the researcher to find the result. This chapter provides research design, subject of the study, source of data, research instrument, data collection procedure, data analysis procedure, and data endorsement.

A. Research Design

This research used descriptive qualitative research as a research design, because this research analyzed and described the topic. Moleong (2007, p. 40) states this type of research design which doesn't use enumerating and calculation. In Qualitative research, researcher just analysed the subject that was chosen by the researcher. In descriptive qualitative research, there was no manipulation. According to Creswell (2007, p. 40) Qualitative research means to depute individuals to share their stories, minimize the power relationship, and hear their voices that often exist between a researcher and the participants in this research. In the other word, this method could find other results, such as attitude, reaction, respondents'' belief, and situation. It helped the researcher a lot. Sandelawski (2000, p. 337) claims The sampling, data collecting, analysis, and representational techniques used in qualitative descriptive designs are often an eclectic but appropriate and well-considered combination of

sampling, data gathering, analysis, and re-presentstional approach. In this research, the researcher wanted to explore the students' perceptions of the use of video as a medium of learning in speaking class.

B. Subject and Object of the Study

Purposive sampling was used to select the people who took a part in this research. Hennink, Hutter, & Bailey (2010, p. 85) explains that recruitment for a certain purpose is both planned and flexible. Deliberate meant choosing people with a lot of knowledge about the research issue, whereas flexible meant the researcher could change the sort of participant throughout data collection.

The subject of this study was 4th semester of English Education at IAIN Palangka Raya . The students might take speaking class since 3rd semester with the same lecturer. It could be seen the students how was their speaking skill in using video. There were 3 classes which were involved in this research. Those are A B and D classes. The number of students were 15 students. They were selected by the researcher in considering they used video with the same lecturer in 2 semesters (3rd and 4th semester).

Video was as an object of the study that was analysed by the researcher. The students made their own video and submitted it to the lecturer as a task.

C. The Data Source of study

Sutopo (2002, p. 53) states that humans, events or actions, places or locations, things, various photos and records, papers, and accomplishments can all be used as data sources in descriptive research. The data was obtained by the researcher was the students' answer on question responses. The data source was students' perceptions of the use of video as medium of leaning in speaking class.

D. Research Instrument

a. Interview

Mc Milan (2012, p. 167) defines interview is a form of data collection in which questions were asked orally and subject' responses were recorder, either verbatim or summarized. H.B Sutopo (2002, p. 59) states in descriptive qualitative research, interviews are typically conducted by asking open-ended questions in order to obtain detaled information, and they are conducted by using unstructured formally things in order to obtain the subject's perspectives on a variety of topics, which provides advantages for obtaining detailed information. The questions on interview related to the topic which was the students' perceptions of the use of video as medium of learning in speaking class. The researcher wanted to know their thoughts or perceptions of video as medium of learning in speaking class. The researcher took the questions from Nabila and Dwi (2019, p. 122) who had investigated

students' perceptions on using video recording to improve their speaking accuracy and fluency.

Table 3.1 the Topic of Interviews on English Students

Indicator	The Number of Question
Attitude	1
Students' Changes	1
Students' Weaknesses	1
Problems	1
Solutions	1
Advantages and Disadvantages	2
Suggestions	1

b. Documentation

Hilmiah (2016, p. 63) says using documentation research, you can back up the data you collect in the field. Documentation is the process of gathering information on things or variables from notes, transcript, books, newspaper, magazines, and other sources (Arikunto as cited in Sumbogo, 2018, p. 21). The writer used a camera for taking pictures or videos that showed the researcher interviewed the students.

E. Data Collection Procedure

Data collection procedure was a step to collect the data in this research. This was the way how to collect the data at English Education IAIN Palangka Raya, Here were the collection of data procedure:

1. The researcher chose the students in 4th semester of English Education at IAIN Palangka Raya who were involved in this research
2. The researcher selected the students who had used video since 3rd semester with the same lecturer.
3. The researcher prepared the questions for interviewing the students and documentation for gaining the data.
4. The researcher collected the data from the students.
5. The researcher analysed the data.

F. Data Analysis Procedure

After carrying out data collection procedure. This research explained data analysis procedure which was divided into 4 procedures. There were data collection, data reduction, data display, and data conclusion.

1. Data Collection

The researcher studied all of the data gathered in the field and compiled the information that was understandable. In this research, the data was obtained from the students.

2. Data Reduction

During the reduction process, the researcher chose and selected data that was important to the study, focusing on data that was oriented to address problems or answer research questions.

3. Data Display

A display is well-organized, condensed collection of data that allows for conclusion drawing and action. The researcher was able to understand what was going on by looking at the displays and then analysing it. Choosing the rows and columns of a matrix for qualitative data, were all part of the display design process.

4. Data Conclusion

In this case, the researcher concluded all of the data to make it clear and understandable to the reader.

G. Data Endorsement

Throughout the data collecting and analysis process, the researcher required to double-check that the findings and interpretations were correct. According to Ary (2009, p. 498), it takes students' perceptions to judge the data's accuracy or believability.

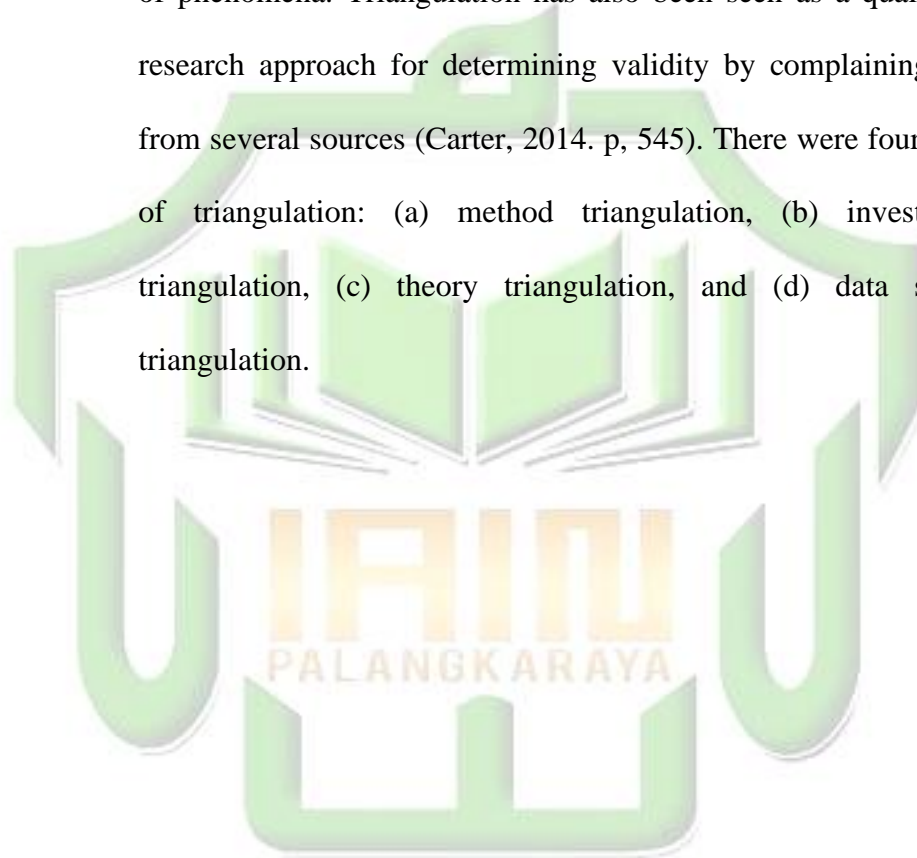
1. Credibility

In qualitative research, credibility refers to the honesty of the findings. The degree to which the researcher has developed confidence in the findings will be determined by the researcher

methodology, participants, and context. Based on Sugiyono (2013, p. 270), one of numerous for determining credibility is triangulation.

a. Triangulation

In qualitative research, triangulation referred to the use of various methods or data sources to gain a through understanding of phenomena. Triangulation has also been seen as a qualitative research approach for determining validity by complaining data from several sources (Carter, 2014. p, 545). There were four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the study and discussion. The finding design to answer the research problem is the interview. This section covers data findings of Students' Perception of the use of video as a medium of learning in speaking class.

A. Data Presentation

This research was conducted at the State Islamic Institute of Palangka Raya which, was called IAIN Palangka Raya. It started on 15th April and finished 2nd May 2021. This research was conducted with fifth-teen students at English Education IAIN Palangka Raya. Three classes which, had five students in each class to represent the other students for their perceptions. Interview and documentation were used for collecting the data. The researcher asked the informants by using Whatsapp voice notes and face-to-face. The documentation which the researcher got from this research was screenshots of students' answers via VN (Whatsapp voice note). In order to know the students' perceptions of the use of video as a medium of learning in speaking class, the researcher interviewed the informants.

B. Research Findings

The interview was carried out to know about the students' perceptions of the use of video as a medium of learning in speaking class. Fifth- teen

students were chosen by using purposive sampling. They were the subject of this research. The interview had eight questions which had been answered by the informants.

1) The Students' Perceptions of the Use of Video as a Medium of Learning in Speaking Class

Based on the informants who the researcher asked. There were several perceptions which researcher got from them. The researcher also concluded the data got. Dealing with the first question: "Do you agree learning speaking by using video in speaking class? Why?" the informants gave the following respond.

RK stated:

"For this question, I agree. Because using this method, the students are asked to be braver in practicing speaking. Using that video method indirectly makes students think and be brave to hone their speaking skills, learning new vocabulary, and used to speak English in the classroom. Even though it is just video recording, at least the students have an occasion to practice than learned theory continuously."

Meanwhile another students MQW also stated:

"In my opinion, I agree. I think that using video recording in speaking class makes us more confident and fluent. So, if there is no video recording in speaking class, it becomes quite difficult. There is no interaction with the lecturer for scoring us. If it is in my opinion. I agree. So, it also makes the lecturer easier to know our mistakes in speaking from the video recording."

SS stated:

"Yes, I agree because by using the video recording, I can learn to pronounce English words even though I sometimes have difficulty finding vocabulary."

TW said:

"I agree because, in my opinion, it is easier. We can make a video while relaxing."

SRA also said:

“In my opinion, I agree with this method to make a video recording, because as we can see, our condition right now in pandemic covid19 that force us to learn from home and use this method I think this is effective. Because in speaking class, we have to practice our speaking continuously, so one of the ways is making a video like this. The lecturer gives topics to me, and then I will practice it consistently at home and look for the topic on the internet or make a script before making a video. I memorize the script. I think it is effective. Even though it is not very effective like face-to-face, this can be used in this situation if we compare it with other methods, for example, just on Whatsapp or zoom. Afterward, if we remember about the students who must use data connection too much when the students use video conferences such as zoom and Gmeet, the tasks are given in that way, and then, it is sent later. It is very very effective for saving data connection and also increasing speaking fluency.”

Another student MS said:

“Yes, I agree. I think that the use of video recording can make it easier for me to learn online. Using a video recording means we are given the task of creating a video recording like that. It makes our time more flexible. We can do it every time. For example, we speak directly, such as having zoom or direct video call with the lecturer. If we have other activities, we cannot attend that activity because we are demanded to participate in the class. If the lecturer gives time to the students for making a video recording. I think it is more flexible, and I can record it whenever I want.”

The first reason was speaking practice, based on the informants' answers above. Five students considered video as speaking practice. In their opinion, speaking needs practice. Therefore, using this video as a medium of learning helped them to practice their English at home. They thought this method was good enough for teaching and learning speaking.

The second reason was the development of speaking elements. The researcher found some elements in speaking, which were increased by using video. There were vocabulary, fluency, and confidence. The third reason which the researcher found was simple media. Because, it was easy

to make video. And also the video could be made while relaxing. Furthermore, the duration of video wasn't long.

The researcher found the next reason was effective media. Effective media meant the media enabled to provide the improvement speaking skill by using this media. During pandemic covid19, teaching and learning could not carry out face-to-face or offline classes. The students reckoned it was effective media by carrying out this method during the pandemic. They could improve pronunciation, confidence, and vocabulary.

The last reason was flexible time. The lecturer gave this task to students. Considering this method, it had flexible time. Why was it flexible time? Because the students could make the video whenever they want. The researcher also found while conducting the interview. It was not like a face-to-face class that needed to come to the campus directly. It just made a video and submitted the video. It did not take a long time. Unlike making video, the students had to set the time and sat in front of a laptop or mobile phone for a while when having a zoom meeting or google classroom.

The researcher also found two reasons why the students disagreed about using video as a medium of learning in speaking class. There were no interactions and ineffective media.

PYS mentioned:

"I can't entirely agree with it. The reason is that speaking in video recording is less effective in increasing fluency because the form does not have interaction and it is not real-time, so the effectiveness of being fluent in speaking is reduced when using video recording."

UK also mentioned:

“I disagree because of the use of video recording in learning in speaking class. In my opinion, it is not effective because this teaching and learning have a purpose that is the students can speak to other people. If we use video recording as if we do not speak to other people and there is no pressure on us.”

Some students had positive attitudes toward using video as a medium of learning in speaking class. Other students disagreed about the use of video, which is a negative attitude. The researcher found while interviewing the informants. It did not improve the fluency. They considered it was because of not having face-to-face class/offline class. And also, another student assumed it was not effective media. The purpose of the study can speak English with other people. However, the use of this video, the student talk to themselves, which did not challenge the student.

Carrying out the interview with the second question: *“What changes have you noticed in your speaking after completing each video? / describe how your English is! Is there any improvement?”* the informants conveyed their responds below.

NSL said:

“When each video is completed, the lecturer must provide a different theme in each video recording. Every different topic, we definitely will find vocabulary which we don’t know before. Usually, speaking that we use is Indonesian first. After that, we translate it into English. So that, we can get vocabulary which we don’t know before. From something that we don’t know until we know that.”

RK said:

“The most significant change for the first, I am more confident in speaking English. Even though it is just in front of the camera or indirectly, I am still confident when I am alone. The next change that I can see is my vocabulary which I get many times because the lecturer gives the theme in each task. And how to increase or not, it is because before taking video, I usually search first relate to the theme such as seeing or watching other people’s YouTube videos. After watching them, I gain some inspiration for taking

mine based on the theme that the lecturer has given. Therefore, I indirectly build my vocabulary and confidence in speaking English even though it is just in front of the camera that I am still alone. Indirectly, it keeps becoming my good experience for increasing my speaking."

SRA also said:

"There are the changes that happen. When we use this method for the first time, we have used this method since the third semester. We know the process of this task. How can I say this?. Because if we have face-to-face class. It makes us nervous, but we can see the people directly. Then, if I am alone, I can speak fluently, but sometimes, when we speak fluently, I suddenly have no words in front of the camera. Therefore, I have the improvement because of making a video since the third semester. So, I am used to seeing the camera. And now I feel used to record my video, and I don't feel nervous anymore. When we record a video, I just take it easy with the video recording. I think this is the change that I get from the use of video recording in speaking class. Then, I have an improvement too in speaking. I had compared for the first time when I made my video in the third semester and my video now. I don't know why I compare it I am just curious. Then I see my video indirectly at that time; I don't speak fluently. I am still choked up when I spoke English because I forgot about my script or something else. But now, I can speak fluently. I don't have to create a script anymore. I can speak about every topic directly in front of the camera without thinking. How can I say this? Indirectly, this method can practice our fluency without paying attention to grammar. In the third semester, I was always afraid of making mistakes in grammar or something else. Then, I don't have to think about pronunciation because I often used this method. The point is just to speak based on the topic. So, it really can increase fluency and make us not feeling shy anymore in front of the camera."

SS said:

"When I finish the video, my pronunciation is quite fluent, and my English improves immensely. Because when I make the video before, I looked for the words first, for example, using google translate to translate the words that I make. Next, to increase the pronunciation, I write the English on google translate. I listen to the pronunciation from google. So, I can follow the pronunciation. It can make me successful in pronouncing the English word"

NRFH stated:

"If in speaking, it can increase my fluency. Well, I take videos many times, then I choose which video is the best. Automatically, we repeatedly speak until I am fluent and I get a good result. Moreover, I think it is in my confidence when I speak English because before I said there is improvement in fluency which means I am more confident because I speak pretty fluently."

FFNS also stated:

“I feel I am more confident to speak for the changes even though it is just in front of the camera. Before that, I am lack of confidence. In speaking, when I have this video task which the lecturer has to give, it makes me more confident when I speak English, and it can also increase it. I can speak a little bit fluent.”

UK answered:

“The changes that I see or know in my speaking after using this video recording. It makes me brave to pronounce the words I don’t know how to say, but I can bravely pronounce them in my speaking skill. Moreover, because it is video, so I am better at preparing it. Usually, I am more structured to arrange the words before I make a video. And how about my English is, my English we can say that it increases. It must have an improvement, especially in my speaking, it is more structured. And also, don’t speak in a hurry anymore because it is the video I am more structured when I speak. Those are my chances, and I am better at preparing my video. However, it is different when I talk directly.”

BDF also answered:

“The changes that I feel are more motivated because each video must have disadvantages, whether from the grammar that is still a little or pronunciation. So, it keeps motivating me for making a better video in the next task.”

ARN said:

“I know more about how the opening sentence in a video is and how the sentence conveys the contents of my video message implicitly to the point. Then I know better how I speak English to end a video. As I have said before, the improvement is how to say opening in English and delivered a message or from my story to the video. I know how to say closing the video in English how the sentences are, and there is a video assignment that my lecturer often gives. Those are Polite languages which are Formal and non-formal language in a video, so I know better oh the language is polite, and the language is not polite because of the video assignment, maybe for improvement I know more about the use of formal and non-formal language in conveying messages in a video given by the lecturer.”

While interviewing with the informants, the researcher found a vocabulary that was improved. Most of the students’ vocabulary had increased a lot. While making the video, the transcript helped them to

memorize the points that they wanted to inform. With the transcript, they made it in Indonesian first. After that, they translated it into English. In addition, other students did searching first because the lecturer gave them different themes every meeting. In addition, using google translate could improve vocabulary by checking the unknown word. Those were the process of how the students' vocabulary get enhanced. Even though the student did not improve a lot. However, most of the students got improved a lot in vocabulary.

Following the interview, the result was pronunciation which was getting improved. During collecting the data, the researcher found the use of video to increase the students' pronunciation. Checking the word while making a transcript was how to know how to pronounce the words that the students did not know previously. Using google translate could improve vocabulary by checking the unknown word and correctly translating what google translate spelled. Then, retaking the video helped the students to improve their pronunciation too because they read the same script many times until pronounce the words well.

Confidence also the one which was the students' changes. The researcher found video provided speaking in one way which many people did not see. It could be seen that the students were more confident while speaking in front of the camera than in front of the lecturer directly. The confidence also came from improving their speaking elements such as vocabulary, fluency, and pronunciation. The students have good fluency

and pronunciation that helped their confidence so much. Moreover, video tasks had much time to prepare. The students could prepare themselves when taking videos.

While collecting the data, the researcher also saw the students had improvement in fluency. Fluency was gotten because of retaking videos repeatedly. The students looked for the best result, which video was good enough for submitting to the lecturer. Therefore, they took videos many times. Having good vocabulary and pronunciation also was able to help the students to speak fluently.

Grammar was the last element that was improved by using video—making video had much time to prepare. The students always made the transcript for making easier before taking the video. It made the students spoke grammarly because they made the transcript grammarly. Remembering the transcript helped them speak in structure. Considering speaking didn't only speak. Weather, a grammar which was needed to pay attention was important.

Video motivated having a better video in the video video task. Considering every mistake which the students made gave the student much effort to create better every video.

The researcher also found out the new knowledge while carrying out the interview. It meant every topic the lecturer gave provided new knowledge such as polite and impolite language and an opening sentence and closing sentence using google. The student used google for searching

what topic was given by the lecturer. It assisted the student in getting new knowledge.

Interviewing the students with the third question: *“Do you realize your weakness in speaking after watching your video? Can you describe it?”* The students responded this question below.

RK stated:

“Yes, I realize that there are some mistakes in my speaking after re-watching my video recording. It has many errors such as my pronunciation, correct intonation, and being confused while taking video.”

MQW also stated:

“My weaknesses which I have are my pronunciation and building wrong sentences. But I am still trying my best to make a video recording. So, my weakness are building sentences and my pronunciation which is still Indonesian dialect.”

TW mentioned:

“I realize that the selection of words on my video. It is not good because I cannot build the words in English. I use google translate to help me. Besides the selection of dishes, I have a problem in a video recording, which is on my pronunciation.”

SRA also mentioned:

“Of course, because if we watch video recording many times, I really can see my weakness ohhh. Sometimes I see my bad pronunciation and wrong grammar. For example, “I am speaking” if I speak in front of a camera, suddenly I say “I speaking.” It is because I am nervous. It has to be a lesson that I must be more careful or learn again about that, so there is no mistake and fluency. In the first video, my level of fluency is still hesitant. It means I still think about that many times because I don’t speak fluently. It can be a lesson in the future, and I can learn from my mistake and my weakness before until I am trying to be better.”

MS also mentioned:

“I often forget about what I want to say, lack vocabulary, not focus, and sometimes wrong pronunciation.”

PYS said:

“The first one is fluency, I still stammer in pronouncing the words of the sentence in English, and I need a pause in saying what I want to mean in English. Then the second is grammar because I am demanded that my grammar be fluent, so it is practically destroyed in speaking. I can't apply my grammar perfectly. There is still grammar that doesn't follow the current grammar at all. Then pronunciation, pronunciation is also my big problem because there are some words I know the spelling, but I don't know how to pronounce it.”

ARN stated:

“So, I usually find in my video is an error in the use of tenses. So, I sometimes speak or explain something without paying attention to the tense and not paying attention to grammar. As we know, the tense falls into the grammar category. Therefore, if you make a video, there is no one to correct and usually for direct class. If we are wrong, which is immediately corrected by the lecturer, it should use this tense, not that tense. This is my weakness in using video recording in speaking class because I always misplace the tenses in time.”

UK mentioned:

“My weaknesses, when I make video after that I watch it. I realize that when I speak. I still think what I should say and choose the words, even when I speak I translate word by word and it takes too long. When I want to speak I still think about the correct words and it disturbs my performance when I speak. For example when I speak Indonesian. I don't need to think about the word while speaking. However, when I speak English using video recording. I still think about the words, even I change the sentences that I speak. If there are some words which I don't know the English word or we can say I don't know about it. It disturbs my performance. In addition, when I probably speak using video recording too much preparing which means when I speak directly I feel I am ready. It isn't needed anymore. So, those are my weaknesses in using video recording.”

The students realized they had some weaknesses in speaking after watching their video. Those were vocabulary, pronunciation, fluency, and grammar. Most students had trouble in pronunciation in using video. The researcher discovered some problems in pronunciation while interviewing the informants. Controlling pronunciation was important in speaking. The students pronounced the words too fast, to their pronunciations were

unclear. Next, their mother tongue or dialect affected their pronunciation. Therefore, it made the words that the students pronounced was not understandable. In addition, adjusting how to pronounce the words well, the students wanted to spell the words well like on google translate. While making the video, the transcripts, which the students made, provided much new vocabulary. They had checked and followed how to pronounce the words. However, they still forgot about it while taking the video. Then it made the students got lost word while making a video. The last problem was complicated pronunciation. Some words had complex pronunciations. It always disturbed when taking video.

Another weakness was vocabulary which a few students had trouble with it. The researcher found out finding the right word/ good word was the one that impacted the students' speaking. The term might be suitable in the sentence in order to be understandable. Then, knowing much vocabulary which the students might have. Because having much vocabulary helped the students speak fluently. The last one was choosing the bad word while making the script. It meant the word which the students chose was not suitable. Google translate was utilized to aid the students.

Carrying out the interview, the researcher also found out students' problems in grammar. Arranging the word was still a problem for the students because some mistakes were made while arranging the word and built the sentences messily. Some students also had a different problem in

grammar which they could not apply the right tenses in their speaking. Nervousness could impact when they spoke in front of the camera and had to adjust the tense which they should use.

The other weakness was fluency. Almost all speaking elements, such as vocabulary, pronunciation, and grammar, could impact fluency. Most students had different cases in fluency which were forgetting the word, spelling the complicated word, which made them speak convolutedly/with stuttering, and difficulty implementing grammar in speaking.

Finding the interview result in the fourth question: “*What difficulties do you face in using video in speaking class?*” the informants showed their following responds.

RK said:

“The problem that I must go through usually happens is a lack of searching or understanding the material. Therefore, when recording a video, sometimes we forget some words, and also, while recording a video, we look so confused. So, to prevent it, I usually try to memorize the points that I want to inform. Next, the other problem, usually if I find new vocabulary or want to try new vocabulary. However, I don’t know how to pronounce that vocabulary. Therefore, I check on the dictionary, which has a voice on my cell phone. So, I know how to pronounce that word. I think there are no other problems.”

NH said:

“As I said, in the beginning, when we take video for speaking, I use Indonesian first. After that, I translate it into English. I definitely get new vocabulary. I don’t know how to pronounce or spell it definitely, and then I open google translate for checking the pronunciation to google translate. After that, I listen to that pronunciation. I think that it makes me difficult in speaking.”

MWQ also said:

“The first problem, I need to determine the words or build sentences in English. Second, the most difficult one that I face is my laziness in making the video for me.”

TS also said:

“Well, in making the video, the other difficulty that I face is arranging a sentence. So that, I don’t use the exact words on my video. I always use the word repeatedly before submitting it to the lecturer. I watched it again, and I see a lot of sentences that were repeated.”

NS said:

“From myself, in making the video, Alhamdulillah, I have complete media. There are no difficulties that prevent me, and it is challenging to make videos. The network is also good Alhamdulillah, then I have a cell phone too, but maybe in making scripts, what do you want to talk about and I lack my own vocabularies. I am bored listening to what I am talking about, and the vocabulary is just basic. In the context of making videos, there is no problem.”

SRA said

“For the difficulties that before and after making video, so for pre and post, there must be a pre-requisite, we must think about it first, because the topic is what we think about, how about the outline we want to talk about. For example, if I am not ready yet, I just write the script, but if I am lazy, just think in my mind, so the trouble is maybe you have to think about it before you act. Then, sometimes it is just when we are recording something. It disturbs us When I record it, actually there is no problem, there are no difficulties except the cellphone which is full of storage, now that is actually a difficulty, but Alhamdulillah, I have never had an accident like that because I also get a big RAM like that. Still, I do not know about other friends. They have done a lot of work. I think they have a lot of videos/ tasks which have fulfilled their phone storage and RAM. Then the other difficulty is from me, which is hard when sending it. And also, they live in the village because we send it via email. The video must be at least 25 MB, so we have to edit it before sending it. After finishing the video recording, it cannot be directly sent to the lecturer because it has to be edited first by compressing it to a minimum and sending it via email. Then also, It depends on whether the signal is good or not. That is the other difficulty when sending it. It's a signal.”

MS said:

“First, I cannot focus because we don’t live in a place that is not our own home, and there are many people. Sometimes when we record it, there is a disturbance and background sound such as someone is walking or something else. Then the second thing is not all of our devices are capable. I mean, not all of our RAM can be like that. There is a student whose cell phone is not sophisticated. If you record once, you have to delete some photos or videos first, then you can record it. Furthermore, sometimes because I need to send it by using email, I think that it is too complicated. After making video recording, we have to compress it again. Well, my advice

is to use telegram, we just send it via Telegram, we don't need to compress it anymore because if it's compressed, it reduces quality the video which can be so blurry, the poor ones are those people already compress it but still more than 25 MB, the limit in the email is only 25MB. Therefore, they can compress it up to 2 times and their faces are really ugly, they say like that. We have already dressed up to make a video. However, after finishing the video, our faces are still ugly.”

SS said:

“The difficulties that I get when I make that video. It is on my storage which sometimes the size of the video is very big even though it is just 1 minute or 2 minutes which has quite enough storage. Therefore, because my phone has small storage, sometimes it is difficult. And also my connection, because I am in my hometown, the connection is very bad. One more thing is the pronunciation, as I said before.”

FFNS said:

“There are probably two problems when I make a video recording. First, it is on my phone's internal storage while I take video. Suddenly, my phone has the bug, and the video turns on to my main menu. I check that the storage is full. So, I need to delete the files and applications that I do not use anymore. After that, I continue to record my video. Second, I always speak incorrectly. So, I need to repeat my video from the beginning because it must be once recorded and it cannot be cut.”

UK also said:

“The problem that I get until now is technology. First, the lack of storage of cell phones, because I think video is not only in speaking class but also in other courses, use video too. The storage is the main problem. Second, it is from duration if we use video recording I cannot speak too long. I just can speak briefly and clearly because in speaking class, sending a video recording uses Gmail. So, the capacity only has 25 MB, and I need to compress it first to decrease MB usage in my video recording. I think just two problems. There is no problem anymore.”

BDF said:

“The problems that I face, first, sometimes when I take video. We cannot expect that if the environment around us is noisy or not. Because it can affect so much, sometimes while taking video, suddenly my neighbor repairs something or the voice of a very noisy motorcycle. Additionally, another problem which is in speaking class is the media for submission. It uses Gmail. Gmail has 25 MB maximally. So, after taking the video, we are busy first compressing the video until it can be inserted into Gmail. That is it.”

ARN mentioned:

"My difficulty is networking because the lecturer gives speaking assignments in very little time, and they are sent via email, and sometimes they are hampered because the network periodically video assignments that I send can be pending because of the unstable network."

TW also said:

"When I use video recording in speaking class, I am so tricky in delivering using video recording because my Email cannot work. I have made my Email many times. But it doesn't work too. So, I send my task by using my cousin's Email. That is my problem. So, I send my task by using my cousin's Email. Additionally, my phone has full storage. I also borrow my cousin's phone to take videos. That is my problem."

PSY said:

"For the difficulties, there are no difficulties, in my opinion, it's easy, even because we just need to remember some details in making videos, we keep talking in front of the camera, there is no problem in my opinion, maybe editing, or because it is a video, so the size can be up to hundreds of MB. It must be compressed first as it is no problem too significant, which is just the usual problem."

NFRH also said:

"The difficulties for compressing the size of video that I make or the size isn't small. It is about 200 MB. Then, the lecturer ask for compressing the size until 25 MB. So, I have to look for the idea how to compress the video from 200 MB until 25 MB."

The first problem which came from the students was speaking elements such as vocabulary, pronunciation, fluency, and grammar. Most students had trouble speaking elements, same as their weaknesses. Getting new vocabulary made them difficult. The students did not know the new vocabulary, which the students needed to check how to pronounce correctly. Therefore, while taking the video, they got the lost word in the middle of the video. It forced them to stop for a moment to remember what they wanted to inform—having basic words was so boring. After watching

their videos, students realized they used the same word many times in order to make them boring. The next was pronunciation. Pronouncing the words well was still difficult. They might adjust their pronunciation. To help them know how to pronounce the word was using google translate or the dictionary, which provided a voice on the cellphone. The other problem was grammar which the students faced while building sentences. The last one was fluency. Vocabulary, pronunciation, and grammar could impact fluency while taking videos. They stopped their video during recording because they made one or all three mistakes: vocabulary, pronunciation, and grammar.

The other problem also came from the students. During interviewing the informants, the researcher found most students had a full storage problem. Every video which the students had created was very big. Having an old phone which provided small storage prevented them to made video. It could cause the students to be busy deleting unimportant data, pictures, and videos. Furthermore, another one could cause video lagging during recording video, and sometimes it could die suddenly. So, the students might repeat their videos from the start. Those took long for taking video and decreased the students' productive times.

The next problem was a sound disturbance. The researcher discovered students had a problem with the sound disturbance. Living in their environments made the students not as free as they want. There were many

people who did sound disturbance such as walking around, a builder hammering, sound of a motorcycle, etc.

During covid19, most students had class at home or their hometown, which was called online class. In some areas, the villages did not have a good connection for having an online class. It was an unavoidable problem. It could cause their tasks were not sent or still pending. The task also was not accepted by the lecturer because of a bad connection.

In addition, unworking media prevented the student too. The media which did not work was his Gmail. The student could not send a video to the lecturer. Having an old cell phone was also his problem. It has full storage.

These problems came from the lecturer. There were providing small size and minimum duration. The video task which the lecturer gave had 25 MB because it had to be sent by using Gmail. The capability of Gmail had only 25 MB. Most students minded compressing that video. It was too much effort. Yet, it could impact the quality of the video. Based on the interview result, the researcher also found that the lecturer provided a short duration in that task to make students not free in speaking. Therefore, they just spoke briefly and clearly.

Interviewing the informants with the fifth question: *“How do you overcome the difficulties in using video in speaking class?”* the researcher revealed the answer below.

NSL stated:

“To overcome the problems using video recording in speaking class, I prepare what I need first when I take video recording. The battery of my

phone has more than 50 % to take video. My battery almost runs out. Because there are some cell phones which cannot take video during battery running out such as mine. I also free up my cell phone storage, such as deleting some unnecessary files so the video can be saved.”

BFD also stated:

“To overcome it, before taking a video, I practice it first in front of the mirror or practice it with my friends. For example, I ask him to correct my pronunciation, and if I don’t know, I ask him to pronounce it by himself. However, the most challenging problem that I face is when I am confused while recording video suddenly. Until now, I still try to --- with always practicing the content which I talk about on my video recording.”

BSD mentioned:

“My problem is with the recording process, which the environment around me sometimes doesn’t support. So, I must begin recording in the morning or at midnight so that there are no other noises. Then, I remember the problem inside that I want to be informed about the problem. Usually, I record it first, and then I listen to it repeatedly to be easy for remembering what I want to inform.”

TS also mentioned:

“How to solve the problems that exist in using video recordings in speaking, the first thing I have to practice is in the video, how to take, and in speaking. To solve the problems, I have to continue to add to my knowledge about the topic and see a lot of vocabulary. I have to practice my pronunciation. The point is to keep practicing in the use of this recorded video.”

MQW answered:

“Overcoming the problems in using video recording in speaking class, so I make a small note. Then if I forget while speaking, I see the notes. So, if I forget about that, it makes me easier in speaking. And for the delivery, I try it many times until it can be sent to the lecturer.”

SRA also answered:

“In my opinion, the way to overcome these difficulties is using video recording in speaking class. If I was not mistaken a few weeks ago, it was the problem of sending all kinds of unstable signals and how to solve it. Before I was in the village, to make it easier for me, I move to Palangka Raya. Now it overcomes my difficulties in namely sending a text. If I am in the village, I can attend a speaking class, but I need to look for a provider or network that is smooth. If possible, you can use wifi as well as the wifi ID. That's the way to solve the slow delivery in the village. In other the problem of stuttering or nervousness suddenly when the recording starts, I usually

making a script first when I was always wrong, I practiced my speaking first. It is like we can really memorize if we think about it. We keep practicing and writing it on the script. Usually, we can memorize it well, so usually, we memorize it. If it's difficult or afraid of nervousness, that's important if you already know about the script and forgot about the script. You just need to remember the points that can help you. I think that those are the solutions to my difficulties above."

ARN said:

"So my way to minimize my mistakes in speaking courses, especially video recording assignments, usually I write a script in MS Word. I compile some words that I will explain in my video later. I overcome the mistakes that I often do I usually have rehearsal, yes before taking a video or recording a video, I usually talk to myself, then I record my voice, and then I check again whether what I said is correct or not and if there are no more mistakes then I will immediately record a video performance from me for the video task given by the lecturer."

TW also said:

"As I said before, I have trouble with my Email. So, I overcome it by using my cousin's Email. Then, the other problem is my full phone storage. Sometimes, I make video recordings using my cousin's phone because my phone has many important documents. I cannot delete it. So, I create a video by using my cousin's phone."

MS stated:

"To overcome these difficulties, I just compress the video using various applications up to 25 MB. Then to avoid the noise that makes me out of focus, I look for the quiet place."

SS also stated:

"In my opinion, I probably have to read many books and look for new vocabulary. Then, I should learn how to pronounce in order that I can be fluent when I speak on the video. Then, I overcome my difficulty when making a video to overcome connection and data connection. Sometimes I use WiFi which is near to my house because WiFi here is quite good. So, I can save my data connection."

PYS said:

"In editing, I download the Android application, which is easy for ordinary people to use because I am not an editing expert, so I use the applications available on the Play Store, and those are easy or sometimes I can also ask for help from friends who are good at editing."

UK also said:

“I convert the video, which has a considerable size, many times. I search on the internet to convert the video until I find and the length of the video decreases until 25 MB. Then, it can be sent by online converting. It doesn't need to convert just once or twice, but it well, before that I have two problems when I use video recording in speaking class. The first is the capability of my phone for storage. The second is the duration that does not feeling satisfying when I talk because it has limitations. We send our video to Gmail that has 25 MB. Then the way I overcome the first problem is the storage of my phone. Usually, when I use the capacity of my phone, the usual video that I have made, I save it on google drive, which isn't the storage of my phone. Therefore sometimes, when I need that, or my lecturer asks me about the video. I have proof. However, I have deleted the original video. This is my first solution. The second is the duration which isn't too long. It takes too long that will cause big storage/ big MB. From the video, I just speak what I need to talk about. In my opinion, if it is more than its capacity, that has been determined. I usually use a compressed application. It is just for compressing video. The disadvantage of the compressing, the video isn't clear. However, my lecturer said it doesn't matter needs to convert many times until the size is small.”

Based on the interview result, the researcher found the students' solution for their problems for having full storage was deleting some applications, photos, videos, or apps. Therefore, it aided them in recording their videos well. Next, to overcome the other problems, it was terrible at their speaking. The students decided to practice their speaking for better performance in the following video.

Having the sound disturbance caused the students could not take their videos. Some students tried to find the right time, such as in the morning or midnight.

The researcher also found out making a script is one of the solutions. It is used for making the students easier remember what they would inform on the video. They also could practice using the script repeatedly in order to avoid forgetting the words.

The other solution was borrowing a family's phone. A cell phone which he had could not work well.

The next solution was looking for a better place. A few students faced a common problem which was a bad connection and sound disturbance. It prevented them to record their videos.

The researcher also found out the other problem, which was a bad connection. Wi-Fi became the solution. During pandemic covid19, teaching and learning were carried out online. Everything required data connection for teaching and learning. It included speaking subjects. Sending video used data connection in order that the lecturer accepted video.

To overcome the capability of Gmail. The researcher found the students kept compressing their videos by using many applications. Even though the capability of Gmail had 25 MB, they still could send their videos because there were a lot of apps that could aid them. It could decrease the size of the video. So, they could insert the video into Gmail. Yet, it was able to affect the quality of the video. Moreover, the video was very blurry.

The other solution for the students was reading a book. It meant the students wanted to gain much vocabulary. The problem which they faced was a lack of vocabulary.

Finally, considering the duration, the researcher found the students overcome this problem by speaking clearly and briefly. They just spoke the points which were necessary to inform.

Interviewing the students with the sixth question: *“What advantages do you find in using video recording in speaking class?”* the informants gave their responds.

BFD stated:

“The advantages, as I said before, therefore the use of this method, the students have an occasion to practice for their speaking after the lecturer gives material. So, sometimes the students can improve their new vocabulary every task. Because the video is given a theme that sometimes the theme isn't familiar with, it can improve the students' new vocabularies for the students. Using this method, the students are more confident in speaking. Just assume that many of the students are still shy to speak directly in front of the lecturer. Well, providing the task like this, the students can be freer in speaking. However, it is just them and camera, but indirectly it keeps honing our speaking skill so that we get used to later.”

BFD also stated:

“One of the advantages is increasing my confidence. So, if we are just given the material without practice, it is ineffective, so using video recording in speaking class helps me be more confident in speaking English. However, there is no partner to speak with, but it keeps helping me so much.”

NFRH said:

“I think, as I said before. The advantages are to increase confidence and fluency.”

MQW said:

“Well, the advantage of using video recording in speaking class is, to be honest, I can make text what I want to discuss on the video, which is put next to my phone. I can forget, so I can put the English sentences beside the camera so that I can perform maximally in front of the camera for making a video recording. Those are the advantages.”

SRA mentioned:

“The advantages of using this video recording are effective and efficient because we only do the cellphone. We only do it with a cellphone, so we don't need to do anything else. We can keep recording. Second, it is flexible,

and we can work on it whenever because it just needs a cellphone. For example, on this campus, we have full activities. We just have to go out and look for a place, then record it. After all, it is finished. Because it was really an experience for me, there were activities, and I had to get a task like that, and I can really do some more tasks in those activities. It really helps. For example, I get the task, we can work on the task, and we continue doing various activities, or we all called multi-things that, in my opinion, this is not a burden to students because we know that students have a lot of tasks and significantly if the lecturers complicate the assignments. With this speaking task, I think this assignment is not a burden to students, so even this is not a task because I have gone through it from the third semester, I'm used to it. So it doesn't feel like a task very much.”

PYS also answered:

“In my opinion, the advantages are easier in making video recording, and it is easy, not too challenging. Secondly, we have more time to make the video that we have very free time to think about what ideas we want to talk about, so the sense is more optimal in results in the form of video recording. The third advantage is that we can take our feedback from our own video so we can review the video we made earlier, whether there is anything that needs to be improved or is there any deficiency so we can take feedback from the video.”

ARN stated:

“For the advantages of using video recording in speaking class, I think I personally can be perfect in speaking. I can say it is excellent, which I have explained earlier to minimize my mistakes. It is usually my fault that is my tense. I can do more corrections before I speak. For example, I have to be like this in video speaking because my lecturer usually grades our speaking performance directly. If we find mistakes and the lecturer will immediately judge us, our speaking is like this. So, in my opinion, the advantage that I get in this video recording I can minimize my mistakes if I say wrong words. We can repeat my video with a new video.

MS said:

“There are some advantages. First, we are more flexible with time and more ready because we don't speak directly in front of the class or in front of the lecturer. I mean that there is still time to think, the preparation is more enough and better for students because of the deadline. It is not as fast as we use a video call or zoom, which we are directly asked on the zoom.”

UK also said:

“The first advantage is I am more flexible, and it means when I make video recordings whenever I want while doing other works. Then the first is adjustable, which is easy to manage the time. Moreover, I am effortless to make a video with good preparation, and it means it is more conceptualized

whatever I want to say on that video, and I am so easy to look for the same topic of the words that I don't know before. I search first, and then I learn how to say that word, etc., when I want to take video recording. Next, the advantage is the brief time to learn, which means the video is different from speaking directly. When I speak directly, I am so rambling. Whereas video, I speak briefly and clearly. Those are advantages that I get when I use video recording."

The first advantage was improving speaking elements which were vocabulary, pronunciation, confidence, and fluency. Finding the new vocabulary was a reason for using this media because the lecturer gave kinds of themes. The students looked for that to know the meaning of the words. It is also related to pronunciation. In this way, the students checked the pronunciation that they did not know before in the dictionary. It increased their vocabulary and pronunciation. The next was confidence. It allowed the students to practice their confidence. Although, this was just in front of the camera. Yet, it helped the students. The last one was fluency. Before taking the video, they rehearsed or practiced it many times to speak well.

The second advantage was seeing notes. The researcher found making a script gave facility for the students. During taking the video, the students sometimes got a lost word in the middle of the video. It could cause the video was not finished. Seeing notes helped them to remember what they wanted to tell on the video.

The third was simple media. It meant the students just required a phone for taking video. There was nothing to be needed. It was straightforward media. The students also could take videos while relaxing.

The next was flexible media. The researcher discovered students could take videos in every place. Because it just needed a cell phone. Then, if getting lazy, the students just thought in their head what they wanted to inform.

The other advantage which the researcher discovered had much time to record. The students took videos whenever they wanted. The time which the lecturer gave for submitting was quite long. They also thought about the theme and had good preparation. After making video, the students were able to evaluate themselves. They corrected their pronunciation, vocabulary, or sentence error. Therefore, they showed their performances on their videos, such as making scripts, looking for new vocabulary, and checking pronunciation.

Besides those advantages, there was still an advantage which was evaluating the students. They could examine the mistakes which they made. The students watched their videos many times to find their weaknesses in speaking. It considered them to have good speaking in the next task video.

The seventh question was about disadvantages which was: “What disadvantages do you find in using video?” informants answered this question with following respond.

NH said:

“The disadvantage which I find in using video recording in speaking class is on the system. Sometimes, student’s phone is old or slow. So, it has much full storage or lag. Sometimes it takes much time while recording the video. It is different from speaking in front of the class. We can directly come forward and speak in front of friends and the lecturer. If video recording, we need to

manage our phone, such as deleting something, compressing the video that Email, and taking much time. Those are just the advantage for me.”

SRA also said:

“For its weakness in this video recording, I think it covers a technical, and the first one is that it will definitely fill up the storage of the device and it will make our cellphone sometimes when it's full it can be a bug. However, we also have to use it for having zoom, etc. Then the second one is also a signal. Moreover, for those in the village, that signal is rarely difficult. Yeah, it is difficult for the students to upload it. They need to send it many times. Then the lecturer cannot directly watch the students whether they speak fluently based on his own ability or he reads on the script. Because nowadays, when we make videos, many students read the script even though they have warned before, it can still be manipulated because there is an application that is as same as on reporter's screens, you know, so it runs on the cellphone screen itself. We just have to read, and the eyes of the students are still towards the camera. Because of this, the lecturer cannot really determine whether this is their ability or not. The problem that many students cheat and they are good at doing things.”

MS mentioned:

“For the weakness, we need to prepare a device that seems like it is worth recording. We have to find a suitable place too for us to take the video in order to we don't get too distracted by other things. It can cause our voices to sound clear, so the lecture gives an appropriate value. If we don't clearly speak, there is also a possibility that the lecturer will not hear what we say. The lecturer prioritizes speaking. Next, the media needs to be updated again besides email, so there are other alternatives besides email. Now it is already the modern era. I think the lecturer can also use other media.”

NS also mentioned:

“So far, Alhamdulillah, there is a lot of facilities. It is pretty enough for me, so if you ask about the weakness, nothing is quite significant, maybe from internally, if I'm not in the mood or lazy to do it, it will be constrained or from the media sometimes my cell phone has full storage, this is also what I heard from the other students in the class ahh, the storage is full. After that, if we want to delete the video assignments which fill up my storage. They are deleted many times, and maybe they are tired of removing them. In my opinion, there is no obstacle for me.”

RK answered:

“The disadvantage, I think it is lack of interaction. However, using video recording is still effective for practicing students' speaking. It still makes the students more confident while they speak by themselves with the camera than speaking with the human who definitely responds when we talk. However, back to the students' process, they can learn from small processes first for

practicing their speaking. So, from these small things, they can be more confident in speaking either by themselves or in public.”

UK also answered:

“In my opinion, the disadvantage, which is lack of duration, has been given by the lecturer. So, the lecturer provides the task that I think we describe quite long. However, we submit the video by using Gmail, and it just has 25 MB of capacity. It means we cannot speak at will to answer the question from the lecturer. Whereas the lecturer asks our answers is the description. This is one of the advantages. Next, lack of direct control is when we are done making video, there is no comment or grade from the lecturer, which means we are finished making our video. The lecturer is silent who doesn't give any suggestions on how we should be. When the lecturer has seen our video, he should give some suggestions, but there is nothing in my opinion. It is one of the advantages that make us not knowing where our mistakes are, according to a lecturer. Whereas, we just can grade ourselves that probably our grade is less precise because we are not component people. I think it is enough when I use video recording, and the other disadvantage is the lack of strict control that we don't know when students make a video if they really speak or not same as speaking face to face or they just memorize the script I think. It is not the best way because after we learn speaking course. At least we can speak English to other people. Those are the basic disadvantages.”

MQW said:

“Well, the disadvantage that I experience, the speaking knowledge I don't get from the lecturer. It is a big disadvantage for me. I don't get it directly from the lecturer and my friends on the campus. So, that is the disadvantage.”

SS also said:

“For the disadvantages, because I am in my village, so my weakness sometimes is in my connection, or there is no data connection

NRFH stated:

“The disadvantage is to make sure do the students speak without reading text or not? Because in every task, the students must see the camera. They are expected not to read the text, but we don't know whether they see the camera not reading text or not.”

TS also stated:

“For the weakness of using video in the speaking class, as I have described earlier, the first thing I mentioned earlier is the meaning of performance in the video, so that it makes us a little stammered in doing that. It means to

make it more difficult for us to understand because we have to be able to speak what we want to tell on the video.”

PYS said:

“The weakness, I think it is too easy in video recording, so that it is less challenging, and because it is less challenging so it is less demanding for students to check their English speaking skills more fluently.”

Carrying out the interview, the researcher found out the disadvantage which came from the students. This was full storage on their phone, which most of the students went through. While recording the video, it stopped suddenly, and then it took much time to fix it. Because they needed to record it many times and also deleted many pictures, videos or etc, considering this problem, they got tired because of their phone.

Another disadvantage was the bad connection. Because during pandemic covid19, the students had this video as media in an online class. This was a video that was sent to the lecturer. It needed a connection. Unfortunately, the connection in their villages did not support it. So, they were difficult in sending video.

Based on the interview result, lack of speaking knowledge in using this media was the disadvantage too, and the students could not have the conversation directly with their friends and lecturer. So, it occurred the students felt a lack of speaking skills. They did not practice their English and get the speaking knowledge.

The disadvantage which the researcher found was comprehension. The material which the lecturer gave, sometimes it was hard to understand.

The researcher found the students wanted more explanation about the lesson.

Then, the video needed a quiet place to record because it might occur many voices. The students should avoid noise while taking videos. It could cause the lecturer could not hear students' voices which were able to affect their grades. Moreover, this media was not too challenging. Because it was simple, it just built some words to become the sentences and took the video after that. Then, the internal problem which a few students had. It was laziness. Sometimes, it impacted them to not doing their task.

Next, lack of interaction was one of the disadvantages which came from the lecturer. It was because video, they just spoke in front of the camera. No one responded when they spoke, whether it was from the lecturer or their friends. The other disadvantage was feedback. There was no feedback while using this media. During using this media, there might be a lot of mistakes which the students made. Both lecturer and classmates did not correct their mistakes. So, they did not know which they should fix. Then, the lecturer did not give suggestions, unlike this media, when the students spoke directly in front of the class. The lecturer corrected their speaking. Furthermore, the researcher also found out no supervision from the lecturer. The lecturer did not know if the students read a script or spoke directly without reading their scripts. This was not good for the students. At least, they could speak with the people, because the purpose of speaking subject was able to speak.

This also came from the lecturer. The researcher found the lecturer just provided maximally two or three minutes. The students could not speak freely. However, the lesson which the lecturer gave needed explanation or description. If there was just a little duration, the students could not express their speaking well.

The last question was asked by the researcher: *“What suggestions do you want to tell in using video in speaking class?”* The informants revealed their following respond.

NS stated:

“My suggestion for this video recording in speaking class is not to limit our speaking time, such as the maximal and minimal minute while making a video. When I speak, we aren’t fixated on time. So, we enjoy speaking. I think those are just my suggestion.”

RK said:

“My suggestion in using video recording in speaking class is quite cool. We can probably try to use new media in which the students can directly interact or respond to each other. For example, the lecturer asks the students to make a video with a friend. So, the students don’t just interact by themselves. With the partner in speaking, I think it helps the students develop their speaking skills so much that it is better. Moreover, they can be used to have a conversation.”

UK also said:

“In my opinion, it is on submission, which can use another alternative. It can make us speak at will for practicing our speaking, and sometimes we have been practicing our speaking in other times. Maybe we practice it by ourselves. However, when we use a video recording, I think it is challenging that I mustn’t make a mistake while recording video. I reckon that it needs to be changed for the other alternatives, such as using youtube and etc., because in using Gmail, I think it is ineffective. It just has 25 MB of capacity maximally. Then, I think sometimes the lecture can provide a dialogue that shows we speak to each other. It means the lecturer provides video dialogue that I am a second person, and I need to answer the question from the speaker on that video. The speaker on that video is an interviewer, and we are as an informer. I think it is more fun than speaking with myself. Therefore, when we have a conversation, it is like real.”

NRFH said:

“I think the lecturer shouldn’t limit the size of the video sent because 25 MB is quite tricky without destroying the quality of the video. I believe that it needs another app that does not has a limitation.”

MS also said:

“By preparing myself and the material is better before taking video recording. For the delivery, the students can use Telegram.”

FFNS stated:

“My suggestion is to use other applications such as google drive to don’t fill the storage. In addition, it can make it the students easier to upload it on google drive. For myself, I have to practice my pronunciation.”

TS mentioned:

“My suggestion may not only be through video recording but also the lecturer who teaches the subject matter speaking is also very important to convey it in a language that is easier for the students to understand.”

PYS answered:

“It is better to reduce the use of video recording in the speaking class. Better to use video conferencing, which is more inclined towards direct student participation.”

ARN answered:

“My personal suggestion for video recording in the Speaking class is that students who take speaking courses must adapt to a new environment. What kind of environment? Like the use of technology media during the Covid-19 pandemic. As a millennial generation, it must be able to adjust to the circumstances and must be flexible in following technological developments.”

NS also answered:

“My advice is mmmm..., maybe the deadline can be slightly extended because if the deadline is given on the same day as the assignment, there are often obstacles, and also the students can also have time to prepare the script better.”

SS mentioned:

“My suggestion, it is better to use video recording more often. So, I can learn more often about pronunciation.”

The first suggestion that was for the lecturer was the duration. The researcher found the lecturer might extend the duration in order that the students could speak as freely as they wanted. They also did not pay attention to the time.

The researcher also discovered about trying new media which provide interaction. The students felt there was no interaction in using this media. They just talked in one way. There was no one to interact with them. They suggested the lecturer provided a video with dialogue from the people, then the students just answered the question or responded to their conversations. They also indicated they made the video with their classmates to create interaction.

Next, the researcher discovered in the interview, the students suggested the lecturer might change the media for sending the video. It did not provide 25 MB anymore. There were google drive, youtube, and telegram. They did not have to compress their video until 25 MB. Furthermore, they were able to speak as freely as they wanted. It never made their phone have full storage.

Then, the students wanted the lecturer to explain the lesson clearly. Because sometimes they misunderstood the lesson. The lecturer could explain with simple language.

The suggestion for the lecturer, which was the task deadline, was from the lecturer. It might not be the same day for submitting the lesson. There might be problems that would occur while submitting the videos. And

also, they could have a better script. Students also gave an advance that asked the lecturer to often use video because it allowed them to practice students' vocabulary and pronunciation.

The other suggestion was reducing the use of video, which was for the students. They wanted to have video conferences such as Gmeet and Zoom. Moreover, most students were still confused about using technology. Having this media, the students expected they could adjust to the new technology. Another suggestion which was for the students, they needed to prepare themselves such as practicing their speaking.

C. Discussion

This research focused on how of the students' perceptions of the use of video as a medium of learning in speaking class. The area of students' perceptions covered attitude, changes, weaknesses, problems, solutions, advantages and disadvantages, and suggestions.

Based on the interview result, it stated that most of the students agreed about the use of video as medium of learning in speaking class. The students who had a positive attitude stated the video was practice, flexible, and effective media. During pandemic covid19, the lecturer provided this media in teaching and learning speaking. El (2018, p. 114) stated Students found videotaping very effective in assessing individual improvement, and for setting goals across the speeches to achieve major public speaking skills development. Although, two students disagreed about the use of

video as medium in learning speaking. It was a negative attitude. The students stated it could not increase fluency and lack of interaction. Indriani (2020, p. 63) Social interaction is also necessary for autonomous learning because things that students learn will be constructed through communications amongst others, and it gives more chances for them to make evaluations towards their performances.

Kulsiri (2018, p. 51) stated the use of video project result implied that the design of the project and clearly statement of project objectives influence greatly the change in learners and learning outcomes. During using video as a medium of learning, students gained the changes which were pronunciation, vocabulary, fluency, confidence, grammar, and motivation. (1) Pronunciation, they knew how to pronounce the words correctly. (2) Vocabulary, they obtained the new vocabulary in each topic. (3) Fluency, because of repetition while taking video, the students felt that their fluency got improved. (4) Grammar, making transcript helped them to increase their grammar (5) Motivation, it encouraged them to create better video in the next task. Even though the students obtained some changes in using video, they also had weaknesses such as vocabulary, pronunciation, fluency, and grammar.

While conducting the interview, the researcher found some problems occurred in using video, which came from the students and the lecturer. The students mentioned speaking elements, full storage, having an old cell phone, sound disturbance, the connection, thinking about the script, the

capacity of Gmail, and a little duration. With these problems, the students had some solutions to overcome them. They overcame it by deleting some documents, practicing their speaking elements and reading, looking for the right time. It meant the students ensured there were no noises, so they took their video if there were no noises, moving to the other place, making a script helped, borrowing cell phone to the other people, WiFi, compressing their video, and speaking briefly.

Then, the advantages and disadvantages in using video recording. The students obtained both advantages and disadvantages. The students improved speaking elements (vocabulary, pronunciation, fluency, grammar, and confidence), seeing notes, simple media, flexible media, having much time to record, and self-evaluation. Those were for the advantages. Kirgoz (2011, p. 10) video-recordings proved to be a very useful learning tool in recording and evaluating the speaking tasks with the learners involved in this study. Although, it provided some advantages in using video. It also had disadvantages that could not be avoided. Those advantages were full storage, lack of interaction, no feedback, lack of speaking knowledge, bad connection, no supervision from the lecturer, needing a quiet place, Not too challenging, students' internal problem (lack of motivation and laziness), and the duration of the video.

The researcher found the students had some suggestions in order that teaching and learning using this media was getting better. (1) The duration of the video, the students asked for extending the duration of the video, it

could make the students speak as free as they wanted. (2) New media which provided interaction, because this media did not provide interaction both students and lecturer. It is needed for creating interaction between them. (3) Using the other application for sending video, most students had a problem with delivery. They suggested other apps such as Telegram, Google Drive, and Youtube. (4) More explanation from the lecturer, a few students reckoned most students did not understand with the instruction or misunderstood. So that, they required an extra explanation. (5) Preparing themselves meant the students needed to prepare the better performance, for example, practicing their speaking. (6) Reducing the use of video, a few students who disagreed with the use of video wanted the lecturer to reduce the video. Yet, they wanted to have video conferences such as zoom or google meetings. (7) Adjusting the new technology, during covid19, the students might adjust their literacy in technology because teaching and learning used many kinds of technology. (8) The task deadline, the students also suggested the lecturer gave them more time for submitting their video because they did not know what kinds of problems occurred. (9). More often using the video, even though there were students who wanted to reduce the use of video, instead, the other students wanted to have video in their speaking class more often. Finally, even though many students had some suggestions, the other students did not mention the suggestions for using this media. They thought the use of video in the speaking class had been fine in speaking class.

The findings was in line with some pervious studies related to this issue. One of study was El (2018, p. 102-118) the research about university students' perceptions of videotaping as a teaching tool in a public speaking course. The result showed the use of videotaping had positive attitude and it was also effective media in enhanching students' public speaking. This present research also had the same result of the students' perceptions of the use of video as a medium of learning in speaking class that the students thought it was effective media because of some reasons as the researcher mentioned above. The difference was from feedback, the students got feedback from the teacher. Although this research did not get feedback from the teacher.

To sum up, the findings was accordance with Gromik (2011, p. 223-230) in *cell phone video recording feature as a language learning tool: a case study*, Kirgoz (2011, p. 1-13) in *a blended learning study on implementing video recorded speaking tasks in tasks based classroom instruction*, Orten (2012, p. 133-140) in *student perceptions of an educational technology tool: video recordings of project presentations*, El (2018, p. 102-118) in *university students perceptions of videotaping as a teaching tool in a public speaking course*, and Kulsiri (2018, p. 40-54) in *students' perceptions of a student-produced video project in the General English Language course at Srinakharinwirot University, Thailand*.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion of this research. The data findings and discussion are summed up. The researcher also tries to give some suggestion for everyone who takes a part in using video in speaking class, such as teacher, students, and researcher.

A. CONCLUSION

Based on the result of this research, the use of video has a positive attitude which the students agree about the use of video. Thirteen students have a positive attitude, and two students disagree with the use of video. It shows the use of video is good for learning in speaking class. They like using the video because the video is practice for the students. Moreover, it supports with the advantages which have been mentioned by the students. It also improves the students speaking skills.

B. SUGGESTION

1. Lecturer

Based on the result in this research, the majority of the students support the use of video as a medium of learning in speaking class. Suggestions for the lecturer, the lecturer can provide additional media for delivering the video. Most students have small storage and Gmail which they use has small capacity. The lecturer can provide other

application for sending the task such as Google Drive or Telegram. Moreover, the lecturer also can give them a feedback, because they need it to improve their speaking skill.

2. Students

Based on the result of this research, most students have difficult in increasing speaking elements. They can learn more about those problems and practice it by using this video as medium of learning. Because if the students practice their speaking regularly. Their speaking skills are more perfect without considering those problems anymore.

3. Researcher

The findings of this research are expected to be taken into account by next researcher who wishes to conduct a study on students' perceptions of the use of video as a medium of learning in speaking class. Regarding with the result in this research, future researchers might investigate teachers' and students' perceptions of using video as a medium of learning in speaking class. English video to improve students' speaking skill, and originality in video creation. Hopefully, the findings of this study can serve as an inspiration and resource for future researchers.

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