

**STUDENTS' PERCEPTION TOWARD THE USE OF VIDEO-RECORDED SPEAKING ASSIGNMENT IN SPEAKING SUBJECT**  
*(A Descriptive Study at the Sixth Semester Students of English Department Muhammadiyah University of Makassar)*



**A Thesis**

*Submitted to the faculty of teacher training and education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the degree of education in English department*

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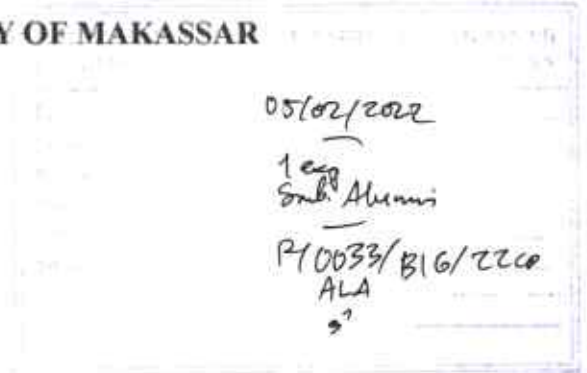
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**2022**





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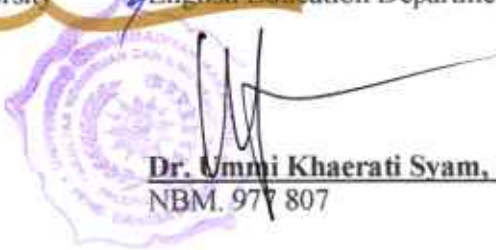
  
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Dengan ini menyatakan bahwa skripsi yang saya buat di depan Tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain ataupun dibuatkan oleh siapa pun.

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## MOTTO AND DEDICATION

### MOTTO

Be what you want to be, not what others want to see. Be yourself and stay humble!!

### DEDICATION

I dedicated this thesis to my father who has died three months ago and my Mother who always support for me. Thank u for being my biggest motivators until I finish this thesis.



## ABSTRAK

**Alauddin, Ardiya Paramesti. 2021. *Students' Perception Toward the Use of Video-Recorded Speaking Assignment in Speaking Subject: A Descriptive Study at Sixth Semester English Department of Muhammadiyah University of Makassar.*** A thesis of the English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Hj. Sulfasyah and Awalia Azis

The purposes of this research are: (1) To know students' perception toward the use of video-recorded speaking assignment in speaking subject. (2) To find out students' challenges the use of video-recorded speaking assignment in speaking subject. This research is categorized as quantitative research with took two period of time for the data collection by using questionnaire. The total sample are 46 students used by Purposive Sampling technique.

The result of analyze of questionnaire consist of two indicators. Based on the result of this research showed that in table 4.1 the mean 3.2 with Std .69 in level very high (positive/agree) like to do video-recorded speaking assignment. in table 4.2 the mean 2.7 with Std .79 in level high (positive/disagree) with the statement of dislike to do video-recorded speaking assignment. And for the students' challenges showed that the highest percentage in adequate gadget quality factor with 52.2% or 24 students followed by preparation in conducting material factor with 41.3% or 19 students, and video size to upload factor with 39.1% or 18 students, and the lowest percentage is insufficient knowledge in editing video with 4.3% or 2 students. As a result, the students' Perception toward the use of video-recorded speaking assignment at Sixth Semester English Education Department of Muhammadiyah University of Makassar categorized was Positive/strongly agree and the dominant challenges factor was inadequate gadget quality

**Keywords:** *Students' perception, Video-recorded speaking assignment, Challenges*

## ABSTRAK

**Alauddin, Ardiya Paramesti. (2021). *Persepsi siswa terhadap penggunaan tugas berbicara yang direkam dalam video pada mata pelajaran berbicara (Studi deskriptif Mahasiswa Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar)*.** Tesis Jurusan Bahasa Inggris, Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar, Dipandu oleh Hj. Sulfasyah dan Awalia Azis.

Peneliti ini bertujuan untuk: (1) Mengetahui persepsi siswa terhadap penggunaan tugas berbicara yang direkam dalam video pada mata pelajaran berbicara. (2) Menemukan tantangan siswa dalam menggunakan tugas berbicara yang direkam dalam video pada mata kuliah berbicara. Penelitian ini dikategorikan deskriptif quantitative yang membutuhkan waktu dua bulan pengumpulan data dengan menggunakan kuesioner. Peneliti ini mengambil 46 siswa sebagai sample dalam penelitian ini dengan menggunakan Purposive sampling tehnik.

Hasil analisis kuesioner terdiri dari dua indicator. Berdasarkan hasil kuesioner menunjukkan bahwa pada table 4.1 nilai rata-rata 3.2 dengan standar deviasi .69 ini menunjukkan di level yang s tinggi. Dan pada table 4.2. nilai rata-rata 2.7 dengan standar deviasi .79 ini menunjukkan di level tinggi. Dan untuk tantangan siswa dengan persentasi tinggi menemukan bahwa faktor kualitas gadget yang tidak memadai paling tinggi dengan persentasi 52.2% atau sebanyak 24 siswa, diikuti oleh factor persiapan dalam melakukan materi tugas video sebanyak 41.3% atau 19 siswa, factor ukuran video untuk diunggah sebanyak 39.1% atau 18 siswa, dan untuk persentasi terendah ditemukan pada faktor pengetahuan yang kurang dalam mengedit video sebanyak 4.3% atau 2 siswa. Sebagai sebuah hasil dalam penelitian ini, Persepsi siswa terhadap penggunaan tugas berbicara yang direkam dalam pada mata kuliah berbicara pada semester 6 Jurusan Bahasa Inggris universitas Muhammdiya Makassar dikategorikan kedalam Persepsi yang sangat baik dan tantangan siswa terhadap penggunaan tugas berbicara yang direkam dalam video pada mata kuliah berbicara didominasi oleh faktor kualitas gadget yang tidak memadai.

**Keywords:** *Persepsi siswa, Tugas berbicara rekaman video, Tantangan*



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Makassar, January 2022



Ardiya Paramesti Alaudin



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## CHAPTER I

### INTRODUCTION

In this chapter emphasizes the explanation of why the researcher conducted this research, this chapter describes several sub chapters including background, problem statement, objective, significance of the research, scope of study and definition of key term

#### **A. Background**

English is one of the most important to learn in education foreign language in Indonesia. There are four skills that must be mastered in learning English that is Reading, Writing, Listening, Speaking. Speaking itself, is a productive skill in English, the real process to learn English because when the teacher can see students occupying the target language actively for real communication.

Nowadays, the background of the research is the phenomenon the biggest challenge faced by both teachers and students in foreign language learning processes is the use of targeted language for Real communication in conditions because of the lack of confidence. According to Rahmi, S (2019), States Unavailable English speech communities for EFL students like Indonesian do not allow them to practice their English in real situations.

According to Siane, I (2020) states assessing students' speaking and presentation skills could be a challenging task, especially in terms of effectiveness and practically. Besides the limited time they have in the classroom also makes them lack of opportunities to express ideas freely and creatively in English as well as also cause by other factors which become obstacles for them to speak such as

anxiety. For that reason, According to Rahmi, S (2019) states lecture have to create many ways as the efforts to give the students more chance practices their English. one of the that effort is through giving the task or assignment such us providing classroom recorded assignment. They will have more opportunities to use target language in authentic meaningful setting as well as they can express their ideas and opinion. As a result, they will have capability to speak well based on the real situation. Finally, the lecture purpose to give this assignment will be achieved.

Based on preliminary research, In the English Education Study Program at the Muhammadiyah University of Makassar, some lectures have already used video recording in the teaching and learning process. For example, video recording is used for assignments in speaking subject. The students have to record their performance based on material discussed after follow speaking class. And then, after recording their performance, lectures assign task to students and send them in form of files and download them anytime and provide and assessment their performance. After recording their performance, the lectures checked that assignment and discuss them in classroom for any suggestion or correction. Its hope that the students will be active and they can practice their speaking more improved.

Based on the observation interview at the English Department Muhammadiyah University of Makassar, several students I have interview some of students such as According to Ainul who have used video recording as an task is effective in improving their speaking skills. And the second, According to

SigitDwianto said that he didn't really like it because it was complicated, the process of sending task was long and extremely nervous (as if face-to-face with a lecture even through a smartphone), and then According to Ita Purnamasari said that using video recording as a task had advantages and disadvantages. In advantages, is anywhere can be done without having face-to-face. In disadvantages, students tend to be lazy and sometimes memorize script without understanding its meaning. Based on interview above, there are many different attitudes issue by students. This thing showed that there are many different the perception toward the use of video recorded as assignment and difficulties and challenges for them implementation video recording speaking subject thus making students likely to like the use of video recording as assignment given by the lecture.

Not every student had positive perception toward the use of speaking assignment based on video recording in their speaking subject. It means that, some of students based on interview did not interest using video recorded speaking assignment in speaking subject, the difference in perception that emerged from students about this matter made me want to know the extent of the effect of using video recorded speaking assignment because we never know weathers or not video recording based task has a good effect on students speaking achievement.

According to (Walgito, 2004) states the success of video recording assignment is affected by many factors, one of them is students' affect toward



them as one of perception component. It is concerning with students' like and dislike toward video recorded speaking assignment applied by the lecture.

This thing makes me want to know students' perception to the use of video recorded speaking assignment because the researcher wants to see the affect using video recording in speaking subject so far. Meanwhile, a number of studies have revealed the advantages of using video media in the teaching and learning process. I raised this title because the researcher wants to know positive or negative the perception toward video recording in affect toward based on video recording and student' difficulties faced by several issued by the students. Investigation still needs to be done to study the quality of using video recording speaking task.

Related to the cases above the researcher describe in previous paragraph. Therefore, the researcher interested in conducting research entitled "**Students' Perception Toward the Use of Video- Recorded Speaking Assignment in Speaking Subject at the Sixth Semester English Department Muhammadiyah University of Makassar**".

#### **B. Problem Statement**

Based on the identified problem stated previously, the research will be conducted to discover the answer in this following question:

1. What is the students' Perception toward the use of video-recorded speaking assignment in speaking subject?
2. What are the challenges in doing video- recorded speaking assignment in speaking subject?

### **C. Objective of the Research**

1. To know the students' perception toward the use of video-recorded speaking assignment in speaking subject.
2. To find out the students' challenges in doing video-recorded speaking assignment in speaking subject.

### **D. Significance of the Research**

- a. For students: the research is expected to motivate them in learning speaking, as the way to improve themselves to speak and also using technology is wisely will make the students understand the use video-recorded speaking assignment in speaking subject, as the way evaluating and easy in teaching and learning the process.
- b. For the lecture: it will be an ample opportunity for to find out a new strategic teaching and learning process.
- c. For the researchers: from this research, the result is expected to give information and knowledge of students' perception of the use of speaking assignment based on video recording in reflect English, especially speaking and to do next research in the future with a different aspect of psychological background.

### **E. Scope of the Research**

The scope of the research to know perception about the use of video-recorded speaking assignment to identify quality of video recording assignment in speaking subject. In this limit to research focus the of students' affect on like and dislike toward video recorded in speaking subject and student' challenge in doing

video recording based task in speaking subject. The subject of this study is the students who have ever used Video-Recorded speaking assignment in their learning process in speaking subject, especially the students in sixth semester at English Department we would get any perception about the using speaking assignment based on video recording that can be positive or negative.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous of Related Research Findings

There are several studies related to this research, it is done by *Rosevinda Nabila Putri (2018) "Students' Perception on Using Video Recording to Improve Their Speaking Accuracy and fluency"*. This study aims to she's found out many previous studies about video recording of learners speaking ability. However, those studies did not investigate students' perception. In order a construct a new field of research, this study presented. The participants in her study were thirty-five pre-service teachers of English the Department on the second semester in 2018 in the academic year at the University of Muhammadiyah Prof. Dr. Hamka. The researcher used by pre-test and post-test, video, self-reflections and the structure interview as instruments for da collection. The researcher used statistical application (SPSS). The show her result indicates that there are any significant differences between the score of pre and posttest on fluency aspect. It is supported by the score of pretest increase 1,46 point from the pr test score and the score significant value 2-(tailed0 shows 0.00 which is smaller than 0,05. On the other words, the use of video recording can improve the students' accuracy and fluency.

The second by *Rahmi, S (2019)*, she has the research of "*Video recording assignment on English daily conversation class: An investigation on students' affect*". Based on the result of her research, she found that most of students have strongly positive and positive affect toward video recording assignment. This research using quantitative research with the total sample is 78 students. Based on



the result analyzed, the biggest percentage was interval class >40. There were 57 or 73,07% students. It means that in this research is success. Students have positive perception by the method.

The third by Ikramah (2016), she has the research of "*The effect of video recording on students' speaking ability*". Based on the result of the data analyze, it was proven that the students' speaking score is better after implementing video recording. Video recording gave positive effects on students' speaking ability. It can be clarified to the data gained from the pre-test and post-test, it was supported by the fact that the students' speaking score before and after implementation of video recording was different where students' speaking score before implementing video recording was 72,34 and after implementing it was 144,52. This thing showed that her research is success.

## **B. Some Pertinent Ideas**

### **1. The Theory of Speaking**

#### **a. Definition of Speaking**

Speaking is a type of oral communication in which two or more individuals exchange thoughts and information. Speaking is the articulation of sound in order to express one's thoughts. "Speaking" is defined by Tarigan (1990, p.15) as "the ability to pronounce sound or word to express or convey thought, idea, sentiment, opinion, and want". 'Speaking is the activity of expressing thoughts and feeling orally'. According to Djiwandono (in Munir, 2005, p.16).

When someone speaks to the other person, there will be a relationship. The relationship itself is communication. Furthermore, Wilson (1983: 5) defines speaking as a development of the relationship between speaker and listener. In addition, speaking determining which logical linguistic, psychological and physical rules should be applied in a given to communicate situation?

From the explanation above, the researcher concludes that speaking is what we say with what we see, feel, and think. When we feel something, we want someone to hear us. So, in this process we can call it interaction between the two sides. It means that, if someone speaks, he must understand what he is talking about. In this section, the researcher must to find out to develop ideas or develop several topics for discussion and make other responses to what the speaker says.

## **b. The Elements of Speaking**

### **a. Pronunciation**

The term "pronunciation" is used to describe how sounds are used in conversation (Goh and Burns, 2012). Pronunciation is the most difficult component of speaking, whether you are a natural speaker or not. The students must be aware of the various sounds, as well as where the words should be emphasis and when to utilize increasing and low intonation. These factors help pupils' ability to communicate successfully. It is necessary to practice vocabulary on a regularly basis.

### b. Comprehension

The ability to comprehend something, according to Oxford Dictionary (2005), is referred to as comprehension. Because the goal of speaking is to communicate information or a message, understanding is a crucial factor to consider. Listeners and speakers benefit from comprehension because it prevents miscommunication.

### c. Accuracy

In natural interaction, accuracy is defined as the capacity to make correct phrases utilizing correct language and terminology. Brown et al., 2004. It indicates that precision is achieved by allowing the speaker to concentrate on the phonology, grammar, and discourse aspects of their speech. The elements of correctness in the speaking class are established by allowing learners to engage in the setting of everyday life. The teacher should assign communicative tasks and activities to the pupils, such as games, dialogue, and so on.

### c. Fluency

Fluency is defined as the capacity to talk swiftly and naturally, with characteristics such as speaking speed and few pauses used to characterize a person's level of communication competency. Fluency also includes the capacity to speak spontaneously, which implies that the speaker did not spend a lot of time searching for or thinking about an idea before expressing the message or giving a speech. Fluency is the primary



goal in teaching speaking since it is the most important aspect of a speaker's performance.

d. Vocabulary

Inappropriate terminology was frequently utilized by the students. We occasionally witness students misusing terms. They have a restricted vocabulary, and everyone who reads, listens, writes, or speaks will have a limited understanding. As a result, kids must expand their vocabulary. The use of suitable diction in speaking is referred to as vocabulary. Someone who lacks a significant vocabulary will be unable to communicate successfully in both spoken and written formats.

e. Grammar

According to Yule (2010), grammar deals with the structure of a language, grammar may build well-formed synthetic structures of a language and fail the incorrect one. Nowadays, we can see that many people want to speak fluently while neglecting to speak accurately. Speaking without accuracy causes the audience to get perplexed and lose interest in the speaker. As a result, it's critical to pay attention to the language's accuracy and completeness. Grammar and accuracy are linked.

**c. The Function of Speaking**

Speaking is a vital and multifunctional skill for everyone because it is an instrument for expressing one's thoughts, feelings, and knowledge in social interactions. To be able to communicate clearly, correctly, and eloquently, More course practice is required. a typical infant could speak



since birth, as evidenced by the fact that the infant began to make sounds. Speaking differs from the other three skills (hearing, reading, and writing) in that it is the most basic form of human communication, and learning and requires more practice. Celce and Murcia (2013) suggest that for most people, understanding a language is equivalent to being able to speak it.

#### d. The Teaching Speaking

In junior high school, the purpose of studying and teaching English is communicative competency. Speaking is one of the four core competencies that students should master, according to the Competence-Based Curriculum. It has a significant impact on communication. By creating a communicatively rich environment in the classroom, the students will gain communicative competences.

According to Nunan in Kayi (2006: 1) what is meant by "teaching speaking" is to teach ESL learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the second language
3. Select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter.
4. Use language as a means of expressing value and judgments
5. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.
6. Organize their thought in a meaningful and logical sequence.

Other factors, according to Nurgiyanto (2012: 400), can influence the condition of speaking. Those are the topic of the presentation and the communication partner. Both the topic and the partner are significant factors in the evaluation of a speaking test.

Finally, teaching speaking begins with teaching students how to speak English as a foreign language, followed by requiring them to appropriately pronounce the new language. It is then continued to help students get to a stage where they can determine whether or not their sound productions are correct.

At this time, the teacher's role is to encourage students to practice speaking the target language rather than to correct them. Meanwhile, the teacher should be able to persuade children to imitate her/him by saying a sound, repeating it, and imitating it. Finally, the pupils are expected to use oral language to practice and perform.

## **2. The Theory of Video-Recorded Speaking Assignment**

### **1. What is Video-Recorded Speaking Assignment?**

Nurul, S and Rahayu, R. (2018) claim that Video recorded speaking assignments are preferred because they address the aforementioned problems in speaking classrooms in EFL contexts, particularly the limited amount of practice and student anxiety, through a video project that combines both face-to-face teaching and learning processes and technology. In addition, one of the products that can be generated by students in a project-based-learning ultimate result was

video-recorded. Today, the use of video has been very common in education. Many teachers utilize the power of video in the classroom. The power is even enhanced by the concentration or short sequences. The motion of pictures with the audio-visual concept will attract the students rather than a textbook. Dealing with the increase of technology, video has become easier to be used and created.

## 2. Why the use of Video and Video-Recorded Speaking Assignment?

Video can be used in the classroom not just as a medium, but also as a student assignment or project. The following are examples of student activities including the use of video and projects in the subject of language learning:

- 1) Watching video clips of everyday conversations in films or television broadcast or music that can be replayed and processed in multiple ways.
- 2) Interacting with native speakers through live video conferencing.
- 3) Creating a video of student conversation or skit or narration of past events that demonstrate language mastery.

There are numerous advantages to using video-recorded in speaking activities. The video recording assignment has a number of benefits that encourage students to practice their English in order to improve their speaking abilities. According to Dal



(2013:3), there are three positive relationships between the use of video recording and some principles of foreign language instruction. To begin, video creation can be used to facilitate communicative activities such as problem solving and role play. Second, it allows students to practice target language in a natural and meaningful situation. After that, students can use video recording to communicate their thoughts and opinions.

### 3. The advantages and Disadvantages of Video-Recorded

Students are given the freedom to improvise and use target language on their own. Furthermore, students are given the option of not only what to say, but also how to express it. Next, the video-making process will allow students to speak their target language without feeling anxious because they will have had enough remedial time and will be able to do so outside of class, while also developing critical thinking and organizational skills. Finally, it gives students more opportunities to talk outside of the classroom, which is limited in the classroom.

The use of video recording in educational settings has resulted in positive changes in teaching and learning. When considering how difficult it is for performer-students to judge themselves, this is certainly the case. When they made grammar, vocabulary, understanding, facial expression, posture, and gesture errors. Using video recording to record themselves is one conceivable approach.



According to Fernandez (2010), after recording the students, the following step is to listen to the audio recording as an assessment exercise. The professors were able to focus on each individual readily by watching performance

After the viewing stage, the teacher should reflect and integrate the conference points, incorporate suggestions from the first phase, write a letter to the presenter, ask other students to provide feedback on the students' performances, and finally, the teacher should reflect and provide feedback on the students' performances (Ortlieb, Mcvee, & Shanahan, 2015).

#### **4. The Ways to Use Video Recorded**

According to Gromik (2013: 20), there are some procedures in using video recording technique.

- 1) First, the lectures explain the regulation, the duration for making video, the topic, and aspects of speaking would be assessed.
- 2) It is intended to build students' understanding in the task.
- 3) Then, the teacher shows an example of the task. The example can be video of native speaker so that the students can have the target language model of English.

Furthermore, the students make the video with particular topic in class or students' experience. Therefore, the use of video can be authentic speaking training. After students complete the video, the teacher seeds to give feedback to the students'

performance. Hence, the students can be adjusted to the meeting or duration of teaching and learning process.

### **3.The Theory of Perception**

#### **a. Definition of Perception**

The term perception is frequently used interchangeably with someone's point of view or opinion, implying that someone's point of view or replies can be interpreted. Perception, according to Sarlito W. Sarwono (2012: 86), is the ability to differentiate, classify, focus, and analyze information.

Perception is at the heart of communication, according to Alex Sobur (2011: 446), since we cannot communicate effectively if our perception is incorrect.

Based on some of the statements from the experts above, it can be concluded that perception is a sensory stimulation that is preceded by the senses and sent to the human brain consciously or unconsciously. Perception is subjective depending on one's view of a particular object. So, that the relative perception is influence by factors that come from within themselves which are issued with separate thoughts from a person. There are two indicators of perception by Robbin (2003) there are:

### 1. Acceptance/ Reabsorption

The process of acceptance or reabsorption is the indicators of perception in psychology stage, it is about the function of the five senses in grasping external stimulus.

### 2. Understanding/Evaluation

The external stimulus that has been grasped to evaluate. It is subjective evaluation. It can be different a perception of each person in an environment

#### b. Factors Affecting Perception

The process of forming perceptions is very complex, and is found by the dynamics that occur in a person when hearing, smelling, seeing, feeling, or how to perceive an object in involving psychological aspects and the five senses. According to Bimo Walgito (2003: 89) the factors that influence that perception include:

#### 1) The object that the object perceives

The object that perceives creates a stimulus that affects the senses in the form of receptors. The stimulus can come from outside the individual or from within the individual concerned.

#### 2) The senses, nerves, and nerves system centers.

Tools for receiving stimuli are receptors or sense organs. In addition, there are sensory nerves to transmit the stimulus received by the receptors to the center of the nervous system, namely the

#### c) Conative component (Behavioral component)

Conative is a component related to a person's tendency to act or behave towards the object of attitude. These components show the

I am happy to do video-recorded speaking assignment because by applying video recorded speaking assignment, I can practice my speaking in real and meaningful situation.	15 (32,6%)	25 (54,3%)	5 (10,9%)	1 (2,2%)	3,1	.70	High
<b>Overall</b>					<b>3,2</b>	<b>.69</b>	<b>High</b>

Legend:

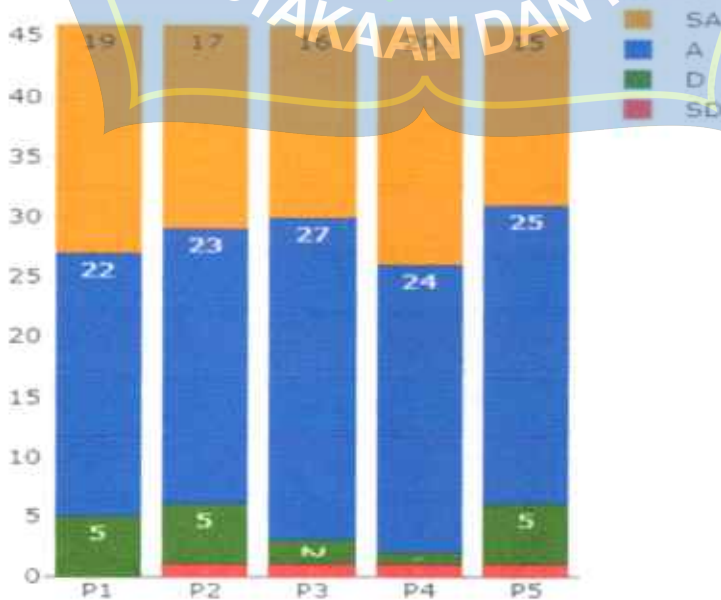
3.26 – 4.00 Very High/Strongly Positive's Agree

2.51 – 3.25 High/Positive Agree

1.76 – 2.50 Low/Negative Disagree

1.00 – 1.75 Very low/Strength Negative' Disagree

**Chart 4.1 The Recapitulation of Students' perception on Like to Do Video-Recorded Speaking Assignment**





As displayed in the table 4.1 overall mean score of Perception toward the use of video-recorded speaking assignment is 3,2. This mean score indicates that students' perception on like the use of video-recorded speaking assignment in speaking subject is in the level of "Positive Agree".

First more than half, students (58,7%) agree that they like video-recorded speaking assignment that applied by the lecture because they can express ideas freely followed by (34,8%) strongly agree only (4,3%) disagree and (2,2%) strongly disagree.

Second more than half students (54,3%) agree that they happy to do video-recorded speaking assignment because by applying video-recorded speaking assignment, they can practice their speaking in real and meaningful situation followed by (32,6%) strongly agree only (10,9%) disagree and (2,2) strongly disagree.

Third more than half students (52,2%) agree that they like video-recorded speaking assignment that applied by the lecture because have many opportunities to practice their speaking ability and improve creativity followed by (43,5%) strongly agree only (2,2%) disagree and of (2,2%) strongly disagree.

Fourth more than half students (50%) agree that they happy to do video-recorded speaking assignment because they can see performance more than once followed by (37%) strongly agree only (10,9%) disagree and of (2,2%) strongly disagree.

Five more than half students (47,3%) agree that they like video-recorded speaking assignment applied by the lecture because it helps to solve their anxiety

followed by (41,3%) strongly agree only (10,9%) disagree and none of strongly disagree.

Based on data analyze above, it can be concluded the majority of students "Agree" of all of the statement students' perception on like the use of video-recorded speaking assignment. In other word the result data analyze "Positive" with Mean score 3,2 in High/Positive agree based on scale of perception

**Table 4.2 Frequency, Percentage, Means score and Level of Perception on Dislike the use of video-recorded speaking assignment**

Statement of questionnaire	Frequency & Percentage				Mean	Std	Level
	SA	A	D	SD			
I don't like to do video-recorded speaking assignment because it cannot improve my creativity	9 (19,6%)	10 (21,7%)	14 (34,8%)	11 (23,9%)	2,6	1,06	High
I don't like video-recorded speaking assignment because I think it waste the time and no improvement for my speaking ability	6 (13%)	12 (26,1%)	16 (34,8%)	12 (26,1%)	2,7	,99	High
I dislike video-recorded used by the lecture because it cannot decrease my anxiety	2 (4,3%)	13 (28,3%)	16 (34,8%)	15 (32,6)	2,9	,89	High
I am disappointed with video-recorded speaking assignment used by the lecture because I cannot know my strength and weakness	4 (8,7%)	10 (21,7%)	20 (43,5%)	12 (26,1%)	2,8	,90	High

I don't like video-recorded speaking assignment because I can't express my ideas freely	7 (15,2)	11 (23,9%)	17 (37%)	11 (23,9%)	2,6	.100	High
<b>Overall</b>					<b>2.7</b>	<b>.89</b>	<b>Low</b>

Legend:

3.26 – 4.00 Very High/Strongly Positive's Disagree

2.51 – 3.25 High/Positive Disagree

1.76 – 2.50 Low/Negative agree

1.00 – 1.75 Very low/Strength Negative agree

**Chart 4.2 The Recapitulation of Students' perception on Dislike to Do Video-Recorded Speaking Assignment**



As displayed in the table 4.1 overall mean score of Perception toward the use of video-recorded speaking assignment is 2.7. This mean score indicates that students' perception on dislike the use of video-recorded speaking assignment in speaking subject is in the level of "Positive Disagree". It concluded that majority of students' perception like the use of video-recorded speaking assignment in speaking subject.

First more than half students (43,5%) disagree that they are disappointed with video-recorded speaking assignment by the lecture because I cannot know my strength and weakness followed by (26,1%) strongly disagree only (21,7%) agree and of (8,7%) strongly disagree.

Second more than half students (37,5%) disagree that they don't like video-recorded speaking assignment because they can't express ideas freely followed by (23,9%) strongly disagree and agree (23,9%) and of (15,2%) strongly agree.

Third more than half students (34,8%) disagree that they dislike video-recorded speaking assignment used by the lecture it cannot decrease their anxiety followed by (32,6%) strongly disagree only (28,3%) agree and of (4,3%) strongly agree.

Fourth more than half students (43,5%) disagree that they disappointed with video-recorded speaking assignment used by the lecture because they cannot know their strength and weakness followed by (26,1%) strongly disagree only (21,7%) agree and (8,7%) strongly agree.



Five more than half students (37%) that they don't like video-recorded speaking assignment because they can't express ideas freely followed by (23,9%) strongly disagree only (23,9%) agree and (15,2%) strongly agree.

Based on data analyze above, it can be concluded the majority of students "Positive Disagree" of all of the statement students' perception on dislike the use of video-recorded speaking assignment. In other word the result data analyze "Negative" with based on scale of perception.

From the table above, it can be seen that from two indicators with 10 statements given to the students, it discloses that most of students strongly agree with the statement who state that they like to do video-recorded speaking assignment.

The first indicator is about students' feeling on like the use of video-recorded speaking assignment. The question of this indicator each five statements by close-ended question. The result analyze is (58,7%) is like to do video-recorded speaking assignment with frequency 27 students (agreed) followed by (54,3%) is happy to do video-recorded speaking assignment because by applying the lecture, they can express ideas freely with frequency 25 students (agreed), and (52,2%) is like to do video-recorded speaking assignment that applied by the lecture because they have opportunities to practice speaking ability and improve creativity with frequency 24 students (agreed).

The second indicator is about students' feeling on dislike the use of video-recorded speaking assignment. The question of in this indicator five statements by close-ended question. The result analyzed is (43,5%) is they disappointed with

video recorded speaking assignment used by the lecture because they cannot know their strength and weakness with frequency 20 students (disagree) followed by (37%) is they don't like video-recorded speaking assignment because they can't express ideas freely with frequency 17 students (disagree). In other word, the students disagree with statement.

The result final analyzed students' Perception the use of video-recorded speaking assignment in speaking subject, the Table 4.1 overall is 3.2 mean score with std .69 on scale is High (Positive/agree). It means that Majority of students' is like the statement. The Table 4.2 overall 2.7 mean score with std .79 on scale is High (Positive/Disagree). It means that Majority of students has Disagree perception on dislike (Negative) with the statements. In other word, their have positive perception to do video-recorded speaking assignment.

## 2. Students' Challenge

In this data, there are five problems related to students' challenges the use of video-recorded speaking assignment. It shows theme of the factor from questionnaire there are: preparation in conducting materials, inadequate gadget quality, insufficient knowledge in editing video, size of video to upload, disturbance from outside.

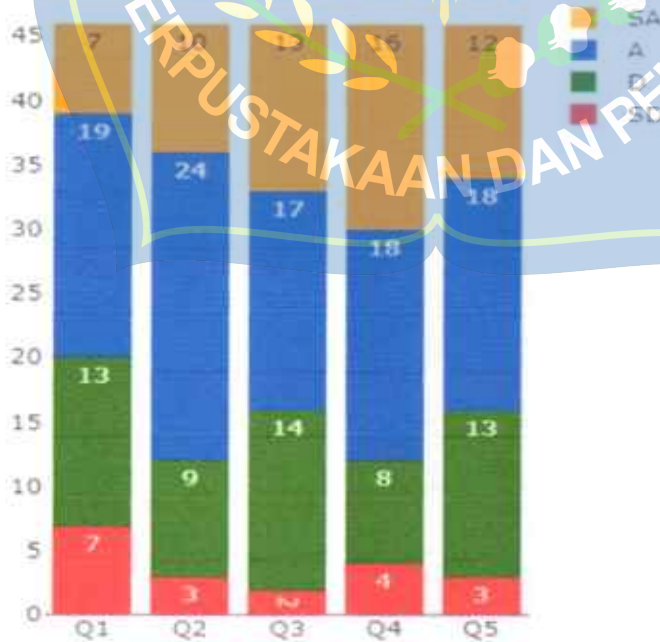
Table 4.3 Analyzed Student' Challenge Factor the Use of Video-

## Recorded speaking assignment

Challenge Factors	Frequency and Percentage				Mean	Level
	SA	A	D	SD		
Preparation in conducting materials	7 (15,2%)	19 (41,3%)	13 (28,3%)	7 (15,2%)	2,6	High
Inadequate gadget quality	10 (21,7%)	24 (52,2%)	9 (19,6%)	3 (6,5%)	2,9	Very high
Insufficient knowledge in editing video	13 (28,3%)	17 (37%)	14 (30,4%)	2 (4,3%)	2,9	Very high
Video size to upload	16 (34,8%)	18 (39,1%)	8 (17,4%)	4 (8,7%)	3	Very high
Disturbance from outside	12 (26,1%)	18 (39,1%)	13 (28,3%)	3 (6,5%)	2,8	Very high

Chart 4.3 Recapitulation Analyzed Students' Challenge Factor the Use of

## Video-Recorded Speaking Assignment





In this data, there are five problems related to students' challenges always appear in getting the meaning of use video-recorded speaking assignment. In here, the researcher used statements and students choose each indicator.

In the first statement, 15,2% of respondent stated strongly agree, (41,3%) of respondent expressed agree, and 28,3% of respondent expressed disagree and 15,2% stated strongly agree. Based on the result questionnaire, it can be concluded that the students agree that they didn't have much time to preparation material until they can't make the video-recorded well.

The next statement, 21,7% of respondent stated strongly agree, more than half of respondent (52,2%) stated agree, 19,6% of respondent expressed disagree, and 6,5% of respondent expressed strongly disagree. Based on the result questionnaire, it can be concluded that the students agreed they have problem related to signal, gadget, and mobile data.

The third statement, 28,3% of the respondent expressed strongly agree, (37%) stated agree, 30,4% of respondent expressed disagree, and 4,3% of respondent expressed strongly disagree. Based on the result of questionnaire more than half of respondent agree and strongly agreed they difficulties with insufficient in editing videos.

The next statement, 34,8% of the respondent expressed strongly agree, (39,1%) stated agree, 17,4% of respondent expressed disagree, 8,7% of respondent expressed strongly disagree. Based on the result of questionnaire, it can be concluded that the students agreed difficult to submit video-recorded because it has a large video size to upload.



The next statement, 26,1% of the respondent strongly agree, (39,1%) stated agree, 28,3% of respondent expressed disagree, 6,5% of respondent expressed strongly disagree. Based on the result of questionnaire, it can be concluded that students agreed they can't concentration making the video-recorded because disturbance from outside thus causing unclear audio quality.

Based on the result analyze each indicator students' challenges video-recorded speaking assignment, more than half students choosing inadequate gadget quality factor with percentage (52,2%) and frequency is 24. The second half students choosing preparation in materials factor with percentage (41,3%) and frequency is 19. The third half students choosing video size to upload and disturbance from outside with the same percentage (39,1%) and frequency is 18. The next, I continue this section by discussing fourth primary challenges factors there are: Preparation in materials, inadequate gadget quality, size to upload and disturbance from outside included excerpt of the respondents answer of questionnaire.

## **B. Discussion**

This section discusses the result of research of the analysis of students' perception and students' challenge the use of video-recorded speaking assignment in speaking subject.

### **1. Students' Perception**

This study found that video-recorded speaking assignments were an effective way to learn how to speak. Various studies have been undertaken to examine students' perceptions of video-recorded speaking assignments. This study

also employed student questionnaires to learn what students thought about the use of video-recorded speaking assignments. Silfia Rahmi (2019) utilized questionnaires and interviews to collect data for a similar study. According to her findings, the majority of students thought the task was different from their previous assignment, which motivated them to complete it. This finding is congruent with the reasons provided by the students and Lonergan and Tomalin & Stempleski's opinion in Kurgosz (2011:12) and Delaney's opinion in Delaney (2011:12). (2003). They claim that the video-making process will allow students to use their target language without feeling anxious and will give them more time to demonstrate their speaking ability.

Based on the research above, the researcher will explain the results of the research obtained by the researcher. The researcher aim measure the extent to which the perception of the use video-recorded speaking assignment can be affect for speaking ability. The description of the data collection through the questionnaire showed that the students' perception the use of video-recorded speaking assignment like to do video-recorded with the students' students mean score the data 3.2 mean score with std .69 on scale is High (Positive/agree)

Moreover, in this study, the findings coming from students' questionnaire could provide students' interest learning process to speak and facilitated to have more opportunities to were build their speaking ability in their own time. This is the line with the idea offered by Gebhard (2006) that the limited practice available in the classroom could responded by speaking addition to providing sufficient time to practice, it has been argued as well that be the use of video-recorded

speaking assignment. In this type of assignment can build students' confidence as they can previously prepare and revise when there are mistakes, which means that language anxiety appropriately (Harmer, 2007).

Furthermore, the results of the students' questionnaire could increase students' enthusiasm in learning to speak and allow them to have more possibilities to improve their speaking ability on their own time in this study. This is in keeping with Gebhard's (2006) suggestion that the limited practice available in the classroom may be addressed by speaking. In addition to giving adequate time for practice, it has also been suggested that the usage of video-recorded speaking assignments be used. This type of assignment can boost students' confidence because they can prepare ahead of time and revise when they make mistakes, reducing language anxiety (Harmer, 2007).

The findings revealed that the majority of students have a high positive attitude toward video-recorded speaking assignments. The outcome is consistent with what the expert recommends to the students. In this case, the task was video-recorded. It is for this reason that it will be valuable and will help them improve their speaking abilities (Prabu in Ruso, 2007:2). The students will have additional time to rehearse because of the video recording. As previously said, affect as an internal component is one of the most important aspects influencing students' performance in speaking ability. Because affect influences student performance in learning English, the findings of the researcher's research have become a suitable foundation for students to improve their speaking abilities.



Based on the statement above, most of students like to do video-recorded speaking assignment in speaking subject. It means that the video-recorded speaking assignment implemented by the lecture is increase speaking skill and creativity, they can express ideas freely and they can see performance before their presentation the video.

## 2. students' challenges

However, it is also important to note that video-recorded speaking assignment is not exempt from weakness. As has been acknowledge by (Gromik (2013), most students viewed this assignment to be quite complicated. So, we can need see that students' challenges using video-recorded speaking assignment.

The research finding, there are five challenges factors to find out in this research who choosing by students based on the data. Other studies indicate that the common problem faced by the students in conducting presentation is nervousness (Chuang, 2009). Analyze students challenges factor there fourth challenges factors with high percentage. There are:

### 1) Inadequate Gadget Quality

Inadequate gadget quality is the highest faced by the students, because by the gadget quality affect to the result of video. Most of students agree with the statement with very high level. More than half students are struggled in recording the video using their gadget. And them problem to related the signal, mobile data to make until they difficult making the video-recorded well. The finding would seem to reinforce Shephard's (2013) argumentation that if students do not have good access to open



video or any application, they can use a lot of bandwidth and may take time to load the video or application.

## 2) Preparation in Conducting Material

The questionnaire results reveal that preparation in conducting material needs to be planned carefully. Most students find it difficult because they need to be repeat their making video several time times to get the best result. But most of students have much time because submit task sometimes not enough for them. the finding accords with Bennett's (2014) argumentation that viewers can be less forgiving when there are minor mistakes and disruption while making video.

## 3) Video size to upload

Video size to upload the third problem agree with the statement with very high level by the students because they difficult to submit the speaking task its large size video to upload until process of the submit and timing upload is so long.

## 4) Disturbance from outside

Disturbance from outside the fourth problem agree with the statement with very high level by the students they can't concentration making video-recorded because many disturbances from outside until causing video unclear quality.

## 5) Insufficient knowledge in Editing Video

The last problem is insufficient knowledge in editing video, a part of students difficult making video-recorded because they don't know

editing video before. Their struggle in editing video because the video-recorded speaking assignment in conducting video presentation project till students must be editing video for the result well. According to Rich and Hannafin (2010) beliefs that video editing activity help students focus on specific aspects and having them re-organize their video in their own way.

From the students' challenges factors above, the students also their own strategy to deal with problems. According to (Raven, Elke, and Park,2010) stated students will perform better with improving their presentation skills as well as the reliability of video presentation tools. It can be would seems to indicate that preparation in materials, inadequate gadget quality, video size to upload, disturbance from outside, and insufficient knowledge in editing video became students' challenges the use of-video recorded speaking assignment.

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based the data gathered and analyzed from questionnaire, it can be concluded that most of students gave positive perception toward the use of video based task in speaking subject.

In the table 4.1, majority of students like to do video-recorded speaking assignment with the mean score 3.2 on the positive/agree scale. It means that most of students had positive perception the use of video-recorded speaking assignment in the speaking subject.

In the table 4.2, majority of students like to do video-recording speaking assignment with the mean score 2.7 on the Positive/Disagree scale. It means that, most of students disagree with students' dislike video-recorded speaking assignment in speaking subject.

In the table 4.3 Video-recorded increase speaking skills and to be more confidence to speak. Although, there some were challenges and difficulties by their experience process of making videos but they can't easily access for speaking task.

Most of the students perceived that using the video-recorded speaking assignment in speaking subject this study attempts to explore students' challenges factor in conducting the video-recorded. The problem in this research finding five problems by the students there are: preparation in

materials, inadequate gadget quality, video size to upload, disturbance from outside, and the last problem is insufficient knowledge in editing video.

## B. Suggestion

After analyzing the data gained from questionnaire, the researcher would like to present some suggestion. They are as follows:

1. It is suggested for lectures related to speaking subject, the lecture should find a solution for students' problem using video recording by cellphone because sometimes there are some students has low capacity. The lecture should give task is not long duration for making videos.
2. It is suggested for students to realize that speaking skills, the students highly to need practice speaking more and always keep trying with their friend because its easily access communication through virtual can be learning having enjoy wherever and whenever is meaningful situation.
3. It is suggested for next researcher, it is be better if the next researcher focus on other case of English learning speaking skill and use this research as a preference to know more about using video recording for speaking task and to be able to produce new experience English learning especially speaking through given task by these method.



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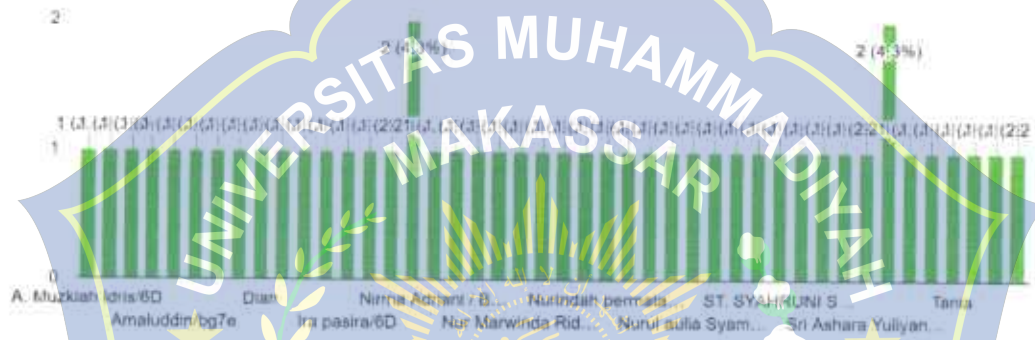
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Appendix I

List of Result Questionnaire

Name/Class  
46 jawaban



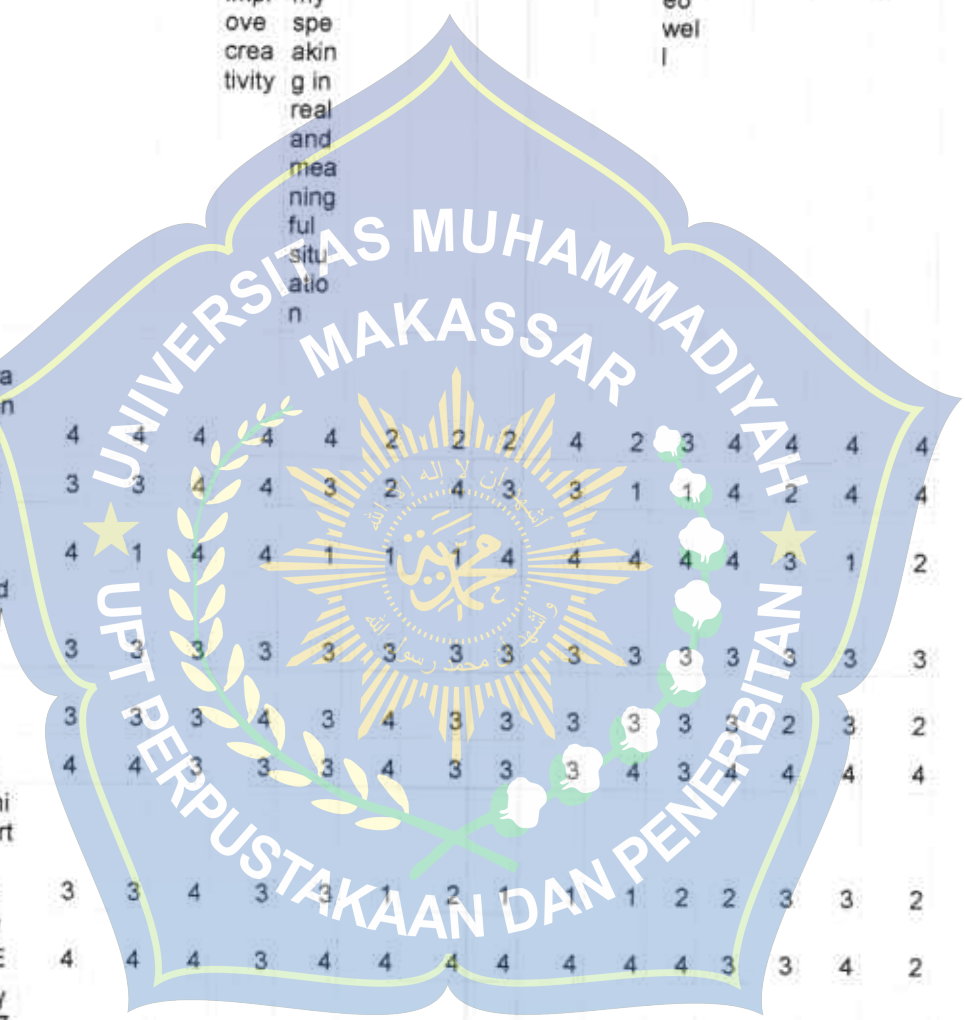
A. Muzkiah Idris/6D Duan Nirrina Adhant/B... NurIndah bermata... ST. SYAHMUNI S Tanza  
Amaluddin/bg7e Ira pasira/6D Nur Marwinda Rid... Nurul ulia Syam... Sri Ashara Yuliyar...

I am I like I am I don't I am Vid Vid I  
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Name/ Class anxi onc s my gnm tivit abilit xiet and freel ca dat vide o uncl  
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Sri Ashara Yullyanti / 7D	4	4	4	4	4	2	2	2	4	2	3	4	4	4	4
BG7D	3	3	4	4	3	2	4	3	3	1	1	4	2	4	4
Abd Latif Ahmad Azhar/ D	4	1	4	4	1	1	1	4	4	4	4	4	3	1	2
Nur Asti	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Tania	3	3	4	3	4	3	3	3	3	3	3	3	2	3	2
Uswani Ahdyarti / BG7E	4	4	3	3	3	4	3	3	3	4	3	4	4	4	4
Nirma/ BG 7 E	3	3	4	3	3	1	2	1	1	1	2	2	3	3	2
Nurhayati/BG7 E	4	4	4	3	4	4	4	4	4	4	4	3	3	4	2
Riska Nabila Novrianti (BG7E)	2	3	2	3	3	3	3	3	3	3	2	3	3	3	3
Eri puspita sari/ Bg7E	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3
Nur Aulia	3	2	3	3	3	1	1	3	3	1	2	3	2	2	4
Sri	3	3	3	3	3	3	3	3	4	3	3	2	4	2	2
	3	3	3	3	4	3	3	2	2	2	3	3	3	3	3







Fadli akbar umar	3	2	1	1	2	2	2	2	2	2	4	4	4	3	4
Nurul Fitri Islamiy ah/6D	4	4	4	4	4	1	1	2	1	4	3	3	3	2	2
Sucian a Mayuni/ 6D	4	3	3	4	3	4	4	3	3	4	1	3	2	1	1





## Appendix 2

## Analyze percentage of Questionnaire

**P1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	5	10.9	10.9	10.9
	Agree	22	47.8	47.8	58.7
	strongly agree	19	41.3	41.3	100.0
	Total	46	100.0	100.0	

**P2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.2	2.2	2.2
	disagree	5	10.9	10.9	13.0
	Agree	23	50.0	50.0	63.0
	strongly agree	17	37.0	37.0	100.0
	Total	46	100.0	100.0	

**P3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.2	2.2	2.2
	disagree	2	4.3	4.3	6.5
	Agree	27	58.7	58.7	65.2
	strongly agree	16	34.8	34.8	100.0
	Total	46	100.0	100.0	

P4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.2	2.2	2.2
	disagree	1	2.2	2.2	4.3
	Agree	24	52.2	52.2	56.5
	strongly agree	20	43.5	43.5	100.0
	Total	46	100.0	100.0	

P5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	1	2.2	2.2	2.2
	disagree	5	10.9	10.9	13.0
	Agree	25	54.3	54.3	67.4
	strongly agree	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

P6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	9	19.6	19.6	19.6
	Agree	10	21.7	21.7	41.3
	disagree	16	34.8	34.8	76.1
	strongly disagree	11	23.9	23.9	100.0
	Total	46	100.0	100.0	

## P7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	6	13.0	13.0	13.0
	Agree	12	26.1	26.1	39.1
	disagree	16	34.8	34.8	73.9
	strongly disagree	12	26.1	26.1	100.0
	Total	46	100.0	100.0	

## P8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	2	4.3	4.3	4.3
	Agree	13	28.3	28.3	32.6
	disagree	16	34.8	34.8	67.4
	strongly disagree	15	32.6	32.6	100.0
	Total	46	100.0	100.0	

## P9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	4	8.7	8.7	8.7
	Agree	10	21.7	21.7	30.4
	disagree	20	43.5	43.5	73.9
	strongly disagree	12	26.1	26.1	100.0
	Total	46	100.0	100.0	

## P10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly agree	7	15.2	15.2	15.2
	Agree	11	23.9	23.9	39.1
	disagree	17	37.0	37.0	76.1
	strongly disagree	11	23.9	23.9	100.0
	Total	46	100.0	100.0	

## Q1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	7	15.2	15.2	15.2
disagree	13	28.3	28.3	43.5
Agree	19	41.3	41.3	84.8
strongly agree	7	15.2	15.2	100.0
Total	46	100.0	100.0	

## Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	3	6.5	6.5	6.5
disagree	9	19.6	19.6	26.1
Agree	24	52.2	52.2	78.3
strongly agree	10	21.7	21.7	100.0
Total	46	100.0	100.0	

## Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly disagree	2	4.3	4.3	4.3
disagree	14	30.4	30.4	34.8
Agree	17	37.0	37.0	71.7
strongly agree	13	28.3	28.3	100.0
Total	46	100.0	100.0	



## Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	8.7	8.7	8.7
	disagree	8	17.4	17.4	26.1
	Agree	18	39.1	39.1	65.2
	strongly agree	16	34.8	34.8	100.0
	Total	46	100.0	100.0	

## Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	3	6.5	6.5	6.5
	disagree	13	28.3	28.3	34.8
	Agree	18	39.1	39.1	73.9
	strongly agree	12	26.1	26.1	100.0
	Total	46	100.0	100.0	



## Appendix 3

## The result of Mean Score

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
a1	46	2.00	4.00	3.3043	.66230
a2	46	1.00	4.00	3.2174	.72765
a3	46	1.00	4.00	3.2609	.64755
a4	46	1.00	4.00	3.3696	.64494
a5	46	1.00	4.00	3.1739	.70881
Valid N (listwise)	46				

## Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
a6	46	1.00	4.00	2.6304	1.06163
a7	46	1.00	4.00	2.7391	.99855
a8	46	1.00	4.00	2.9465	.89335
a9	46	1.00	4.00	2.96	.90942
a10	46	1.00	4.00	2.6257	1.00818
Valid N (listwise)	46				

## Descriptive Statistics

		b1	b2	b3	b4	b5
N	Valid	46	46	46	46	46
	Missing	0	0	0	0	0
Mean		2.5652	2.8913	2.8913	3.0000	2.8478
Std. Error of Mean		.13780	.12130	.12902	.13901	.13176
Std. Deviation		.93457	.82269	.87504	.94281	.89362
Range		3.00	3.00	3.00	3.00	3.00
Minimum		1.00	1.00	1.00	1.00	1.00
Maximum		4.00	4.00	4.00	4.00	4.00

## Appendix 4

## Students' Questionnaire

Name :

Class :

The purpose of this instrument is to know students' perception toward the use of speaking assignment based on video recording in their speaking subject.

Please tick ( ) according to your level agreement based on the statement below.

Note: SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

Statement	Optional			
	SA	A	D	SD
I like video-recorded speaking assignment applied by the lecture because it helps e to solve my anxiety				
I am happy to do video-recorded speaking assignment because I can see my performance more than once				
I like video-recorded speaking assignment that applied by the lecture because I can express my ideas freely.				
I like video-recorded speaking assignment used by the lecture because I have many opportunities to practice my speaking ability and improve creativity.				

I am happy to do video-recorded speaking assignment because by applying video recording based task, I can practice my speaking in real and meaningful situation.						
I don't like to do video-recorded speaking assignment because it cannot improve my creativity.						
I don't like to do video-recorded speaking assignment because I think it waste the time and no improvement for my speaking ability.						
I dislike video-recorded speaking assignment used by the lecture because it cannot decrease my anxiety.						
I am disappointed with video-recorded speaking assignment used by lecture because I cannot know my strength and weakness.						
I don't like video-recorded speaking assignment because I can't express my idea freely.						
Video-recorded makes me not have much time to prepare materials or contents until I can't make the video well						
I have a problem related to signal, gadget, and mobile data						
I have a problem related to signal, gadget, and						



mobile data				
Video-recorded speaking assignment makes make it difficult to submit because it has a large video size to upload.				
I can't concentration making the video-recorded speaking assignment because disturbance from outside thus causing unclear audio quality				

Adapted from (SilfiaRahmi, 2019)



Appendix 5

Students' answer questionnaire

Name: Lisa

Sri Acharya Yuliyanti : 70

Students' Perception

Items	SA	A	D	SD
Positive statements	4	3	2	1
Negative statements	1	2	3	4

I like video recorded speaking assignment applied by the lecturer in the classroom

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because I can see my performance more than in class

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignment that applied by the lecturer because I can express my ideas

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignment applied by the lecturer because I can easily express my ideas and practice my speaking skills and confidence in class

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because I can apply it when recorded speaking assignment is with problem or speaking in real and meaningful situation

Strongly disagree  1  2  3  4 Strongly agree

I dislike video recorded used by the lecturer because it is not interesting activity

Strongly agree  1  2  3  4 Strongly disagree

I am disappointed with video recorded speaking assignment used by the lecturer because I can not learn any strength and weakness

Strongly agree  1  2  3  4 Strongly disagree

I don't like video recorded speaking assignment because I can't express my ideas freely

Strongly agree  1  2  3  4 Strongly disagree



Video recorded makes me shy each time to present myself in front of the class all

Strongly disagree  1  2  3  4 Strongly agree

I have problem related to oral gender and multiple days

Strongly disagree  1  2  3  4 Strongly agree

I face difficulties with multi-use strategies in writing class

Strongly disagree  1  2  3  4 Strongly agree

Video recorded makes me shy each time to present myself in front of the class all

Strongly disagree  1  2  3  4 Strongly agree

I have a problem related to oral gender and multiple days

Strongly disagree  1  2  3  4 Strongly agree

I have difficulties with multi-use strategies in writing class

Strongly disagree  1  2  3  4 Strongly agree

Video recorded speaking assignment makes me difficult as subject because it has a long video size to upload

Strongly disagree  1  2  3  4 Strongly agree

Learn concentration making the video recorded speaking assignment because disturbance from outside this causing unclear audio quality

Strongly disagree  1  2  3  4 Strongly agree



Name: ...

Ahmad Azhar/D.

Students' Perception

Items	SA	A	D	SD
Positive statements	4	2	2	1
Negative statements	1	2	3	4

This video recorded speaking assignment applied by the lecture because it helps to solve my anxiety.

Strongly disagree  1  2  3  4  5 Strongly agree

I am happy to do video recorded speaking assignment because I can see my performance in the video.

Strongly disagree  1  2  3  4  5 Strongly agree

This helps to develop my speaking assignment because I can see my performance in the video.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded my skills and confidence that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded speaking assignment that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded speaking assignment that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded speaking assignment that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded speaking assignment that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree

This video recorded speaking assignment that applied by the video recorded speaking assignment.

Strongly disagree  1  2  3  4  5 Strongly agree



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 MAKASSAR  
 UPTI PERPUSTAKAAN DAN PENERBITAN



Video subtitles recorded used by the lecturer because it can also decrease my anxiety

Strongly agree    1    2    3    4    Strongly disagree

I am disappointed with video recorded speaking assignments used by the lecturer because I can not learn my strengths and weakness

Strongly agree    1    2    3    4    Strongly disagree

Explain the video recorded speaking assignment because I can not understand the task

Strongly agree    1    2    3    4    Strongly disagree

Video recorded makes me nervous which have to prepare materials of video recording I can't make the video well

Strongly disagree    1    2    3    4    Strongly agree

I have a positive relation in digital device, and mobile phone

Strongly disagree    1    2    3    4    Strongly agree

I have difficulties with technical knowledge in digital device

Strongly disagree    1    2    3    4    Strongly agree

Video recorded speaking assignments make it difficult to listen because not everyone can understand

Strongly disagree    1    2    3    4    Strongly agree

I have concern on making the video recorded speaking assignments because disturbance from outside like sound and light audio quality

Strongly disagree    1    2    3    4    Strongly agree



Name: ...  
 Udwani Ahdyarti / B07E

Students' Perception

Items	SA	A	D	SD
Positive statements	4	3	2	1
Negative statements	1	2	3	4

I like video recorded speaking assignment applied by the lecture because it helps to solve my answers.

1 2 3 4

Strongly disagree     Strongly agree

I am happy in the video recorded speaking assignment because I can see and hear my mistakes that I do.

1 2 3 4

Strongly disagree     Strongly agree

I like video recorded speaking assignment that applied by the lecture because I can express my ideas freely.

1 2 3 4

Strongly disagree     Strongly agree

I like video recorded speaking assignment that applied by the lecture because I have plenty opportunities to practice my speaking skills and improve myself.

1 2 3 4

Strongly disagree     Strongly agree

I am happy in the video recorded speaking assignment because by applying video recorded speaking assignment, I can practice my speaking in real and meaningful situation.

1 2 3 4

Strongly disagree     Strongly agree

I don't like video recorded speaking assignment because it can not improve my speaking.

1 2 3 4

Strongly agree     Strongly disagree

I don't like video recorded speaking assignment because I think it waste the time and no improvement for my speaking ability.

1 2 3 4

Strongly agree     Strongly disagree



I dislike video recorded used by the lecture because it can not decrease my anxiety ?

	1	2	3	4	
Strongly agree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

I am disappointed with video recorded speaking assignment used by the lecture because I can not know my strength and weakness ?

	1	2	3	4	
Strongly agree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

I don't like video recorded speaking assignment because I can't express my idea ?

	1	2	3	4	
Strongly agree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

Video recorded makes me feel shy and I have to prepare materials to discuss and I can't express my idea well ?

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I have a problem related to speed, budget, and mobile data ?

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I have difficulties with insufficient knowledge in doing videos ?

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly agree

Video recorded speaking assignment makes make it difficult to submit because it has a large video size to upload.

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly agree

I can't concentration making the video-recorded speaking assignment because disturbance from outside thus causing unclear audio quality ?

	1	2	3	4	
Strongly disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree



Name/Class:

Nirma/BG 7 E

## Students' Perceptions

Items	SA	A	D	SD
Positive statements	4	3	2	1
Negative statements	1	2	3	4

I like video recorded speaking assignments as applied by the lecturer because it helps to solve my anxiety.

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignments because it helps to improve my performance more than ever.

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignments that applied by the lecturer because I can improve my speaking skills.

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignments that applied by the lecturer because I can improve my speaking skills and I can practice my speaking in real situations.

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignments because by applying video recorded speaking assignments I can practice my speaking in real situations.

Strongly disagree  1  2  3  4 Strongly agree

I don't like video recorded speaking assignments because it can't help improve my speaking skills.

Strongly agree  1  2  3  4 Strongly disagree

I don't like video recorded speaking assignments because I think it's not the time and an improvement for my speaking ability.

Strongly agree  1  2  3  4 Strongly disagree



I dislike video recording used by the lecturer because it can not decrease my anxiety.

Strongly agree  1  2  3  4 Strongly disagree

I am disappointed with video recorded speaking assignment used by the lecturer because I do not know my strength and weakness.

Strongly agree  1  2  3  4 Strongly disagree

Lately, the video recorded speaking assignment because I can't express my ideas freely.

Strongly agree  1  2  3  4 Strongly disagree

Video recorded makes me nervous, I don't know how to speak and I don't know how to make the video well.

Strongly disagree  1  2  3  4 Strongly agree

I have a problem related to equal number and the order.

Strongly disagree  1  2  3  4 Strongly agree

I have difficulties with the use of new video recording system.

Strongly disagree  1  2  3  4 Strongly agree

Video recorded speaking assignment makes make it difficult to submit because it has large video size to upload.

Strongly disagree  1  2  3  4 Strongly agree

I can't concentration making the video recorded speaking assignment because disturbance from outside this causing unclear audio quality.

Strongly disagree  1  2  3  4 Strongly agree



Name/Id no :

Nurhayati/807E

Students' Perception

Items	SA	A	D	SD
Positive statements	4	3	2	1
Negative statements	3	2	3	4

I like video recorded speaking assignment applied by the lecture because it helps in solving my anxiety.

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because I can see my performance more than other.

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignment that applied by the lecture because it can help me solve my anxiety.

Strongly disagree  1  2  3  4 Strongly agree

I like video recorded speaking assignment that applied by the lecture because I have more confidence to practice my speaking skills and my anxiety.

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because by applying video recorded speaking assignment, I can practice my speaking in real and meaningful situation.

Strongly disagree  1  2  3  4 Strongly agree

I don't like video recorded speaking assignment because it can not improve my creativity.

Strongly agree  1  2  3  4 Strongly disagree

I don't like video recorded speaking assignment because I think it waste the time and no opportunity for us speaking ability.

1 2 3 4



I dislike video recorded used in the lecture because it can not decrease my anxiety.

Strongly agree  1  2  3  4 Strongly disagree

I get frustrated with video recorded speaking assignment used by the lecture because I can not know my strength and weakness.

Strongly agree  1  2  3  4 Strongly disagree

I don't like video recorded speaking assignment because I can't understand the video tracks.

Strongly agree  1  2  3  4 Strongly disagree

Video recorded makes the students which have to prepare materials or combination of video in the video.

Strongly disagree  1  2  3  4 Strongly agree

I have a problem when I can't understand the video recorded.

Strongly disagree  1  2  3  4 Strongly agree

I have difficulties with my device when I do the video.

Strongly disagree  1  2  3  4 Strongly agree

Video recorded speaking assignment make me feel it difficult to submit because it has a large video size to upload.

Strongly disagree  1  2  3  4 Strongly agree

Team concentration making the video recorded speaking assignment because disturbance from outside thus causing us less assiduous.

Strongly disagree  1  2  3  4 Strongly agree



Author Name

Riska Nabifa Novrianti (B07E)

Students' Perceptions

Items	SA	A	D	SD
Positive statements	4	3	1	1
Negative statements	1	2	3	4

"I like video recorded speaking assignment applied by the lecture because it helps to solve the answers."

Strongly disagree  1  2  3  4 Strongly agree

"I am happy to do video recorded speaking assignment because I can be more serious more than class."

1  2  3  4

"I like video recorded speaking assignment that applied by the lecture because I can express myself freely."

Strongly disagree  1  2  3  4 Strongly agree

"I like video recorded speaking assignment that applied by the lecture because I have many opportunities to practice my speaking about any important case study."

Strongly disagree  1  2  3  4 Strongly agree

"I am happy to do video recorded speaking assignment because by applying video recorded speaking assignment, I can practice my speaking in real and simulated situation."

1  2  3  4

"I don't like video recorded speaking assignment because it can not help to solve the answers."

Strongly agree  1  2  3  4 Strongly disagree

"I don't like video recorded speaking assignment because I think it waste the time and not appropriate for my speaking ability."

Strongly agree  1  2  3  4 Strongly disagree

"I don't like video recorded used by the lecture because it can not decrease the anxiety."

Strongly agree  1  2  3  4 Strongly disagree



Video recorded makes me feel more time to prepare presentation contents until I can make the video well.

Strongly disagree  1  2  3  4 Strongly agree

I have a problem related to input, output, and mobile data.

Strongly disagree  1  2  3  4 Strongly agree

I have difficulties with multimedia knowledge in editing videos.

Strongly disagree  1  2  3  4 Strongly agree

Video recorded speaking assignment makes me feel more time to prepare presentation contents until I can make the video well.

Strongly disagree  1  2  3  4 Strongly agree

I can communicate using the discussion/teaching assignment because discussion helps on video this causing me to understand.

Strongly disagree  1  2  3  4 Strongly agree

Name/Class

Eri puspitasari/ Bg7E

Students' Demographic

Items	SA	A	D	SB
Positive statements	4	3	2	1
Negative statements	1	2	2	4

I like video recorded speaking assignment applied by the lecture because it helps to solve my anxiety.

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because I can see my performance/ video that once.

Strongly disagree    1    2    3    4    Strongly agree

I like video-recorded speaking assignment that applied by the lecturer because I can express my ideas freely.

Strongly disagree    1    2    3    4    Strongly agree

I like video-recorded speaking assignment that applied by the lecturer because I have many opportunities to practice my speaking ability and improve myself.

Strongly disagree    1    2    3    4    Strongly agree

I am happy to do video-recorded speaking assignment because by applying video-recorded speaking assignment, I can practice my speaking in real and meaningful situation.

Strongly disagree    1    2    3    4    Strongly agree

I don't like video-recorded speaking assignment because it will be an unpleasant experience for me.

Strongly agree    1    2    3    4    Strongly disagree

I don't like video-recorded speaking assignment because I think it will be time and too long to do the assignment for the speaking ability.

Strongly agree    1    2    3    4    Strongly disagree

A positive video-recorded assignment that will be an effective and efficient way to improve my speaking ability.

Strongly agree    1    2    3    4    Strongly disagree

I am disappointed with video-recorded speaking assignment used by the lecturer because I am not know my strengths and weakness.

Strongly agree    1    2    3    4    Strongly disagree

I don't like video-recorded speaking assignment because I can't express my ideas freely.

Strongly agree    1    2    3    4    Strongly disagree



Video recorded makes me use less time to prepare materials or contents and I can make the class well.

Strongly disagree 1 2 3 4 Strongly agree

Class problem related to signal, gadget, and mobile data.

Strongly disagree 1 2 3 4 Strongly agree

I have difficulties with handling the knowledge in doing video.

Strongly disagree 1 2 3 4 Strongly agree

Video recorded speaking assignment makes me difficult to submit because I have a lot of things to explain.

Strongly disagree 1 2 3 4 Strongly agree

I can't concentration making the video recorded speaking assignment because disturbance from outside that causing unclear audio quality.

Strongly disagree 1 2 3 4 Strongly agree

Name: Nurul Hafidha D

Students' Perceptions

Items	SA	A	D	SD
Positive statements	4	2	2	1
Negative statements	1	2	3	4

I like video recorded speaking assignment applied by the lecture because it helps to solve my anxiety.

Strongly disagree 1 2 3 4 Strongly agree

I am happy to do video recorded speaking assignment because I can see the performance more than once.

Strongly disagree 1 2 3 4 Strongly agree

I like video recorded speaking assignment that applied by the lecturer because I can't express my ideas freely

Strongly disagree 1 2 3 4 Strongly agree

I like video recorded speaking assignment that applied by the lecturer because I have more opportunities to practice my speaking skills and improve myself

Strongly disagree 1 2 3 4 Strongly agree

With using video recorded speaking assignment, I can't express my ideas freely because I can't practice my speaking skills and improve myself

Strongly disagree 1 2 3 4 Strongly agree

I don't like video recorded speaking assignment because it wastes my time and I can't practice my speaking skills

Strongly agree 1 2 3 4 Strongly disagree

I don't like video recorded speaking assignment because I don't have time to practice my speaking skills

Strongly agree 1 2 3 4 Strongly disagree

I like video recorded that applied by the lecturer because I can't express my ideas freely

Strongly agree 1 2 3 4 Strongly disagree

I am disappointed with video recorded speaking assignment used by the lecturer because I can't know my strengths and weakness

Strongly agree 1 2 3 4 Strongly disagree

I don't like video recorded speaking assignment because I can't express my ideas freely

Strongly agree 1 2 3 4 Strongly disagree





Video recorded makes me not have much time to prepare materials or contents and I can't make the class well

Strongly disagree  1  2  3  4 Strongly agree

I have a problem related to signal, gadget, and mobile data

Strongly disagree  1  2  3  4 Strongly agree

I have difficulties with my technical knowledge in editing videos.

Strongly disagree  1  2  3  4 Strongly agree

Video recorded speaking assignment makes me feel difficulty to solve the problem if I have any video not to upload

Strongly disagree  1  2  3  4 Strongly agree

Team's concern is in making the video recorded speaking assignment because they can't hear from outside while making video audio quality

Strongly disagree  1  2  3  4 Strongly agree

Name/ID:

Andi Raju/BG7D

Students' Perceptions

Items	SA	A	D	SD
Positive statements	4	2	2	1
Negative statements	1	2	3	4

I like when recorded speaking assignment applied by the lecture because it helps to solve any issues

Strongly disagree  1  2  3  4 Strongly agree

I am happy to do video recorded speaking assignment because I can see my performance more than once

## CURRICULUM VITAE



The researcher was born in Makassar on March, 21<sup>st</sup> 1997. She is the seventh in her family. She has a one brother and seven sisters. Her brother name is Ricky and her sisters name is Alfrida, Astati, Astuti, Asrianti, Asniati, and Ardika. Her father is Alauddin and her mother is Hasmawati. She graduated her Elementary School in 2009 at SDN Centre Takalar. She continued her Junior High School at SMPN 1 Takalar and graduated in 2012. Then her Senior High School at SMAN 3 Takalar and graduated in 2015. Next, she was accepted at Muhammadiyah University of Makassar as a student of English Education Department at 2016. At the end of her study, she could finish with her thesis under the title "Students' Perception Toward the Use of Video-Recorder Speaking Assignment in Speaking Subject (A Descriptive Study at the Sixth Semester of English Education Department Muhammadiyah University of Makassar).