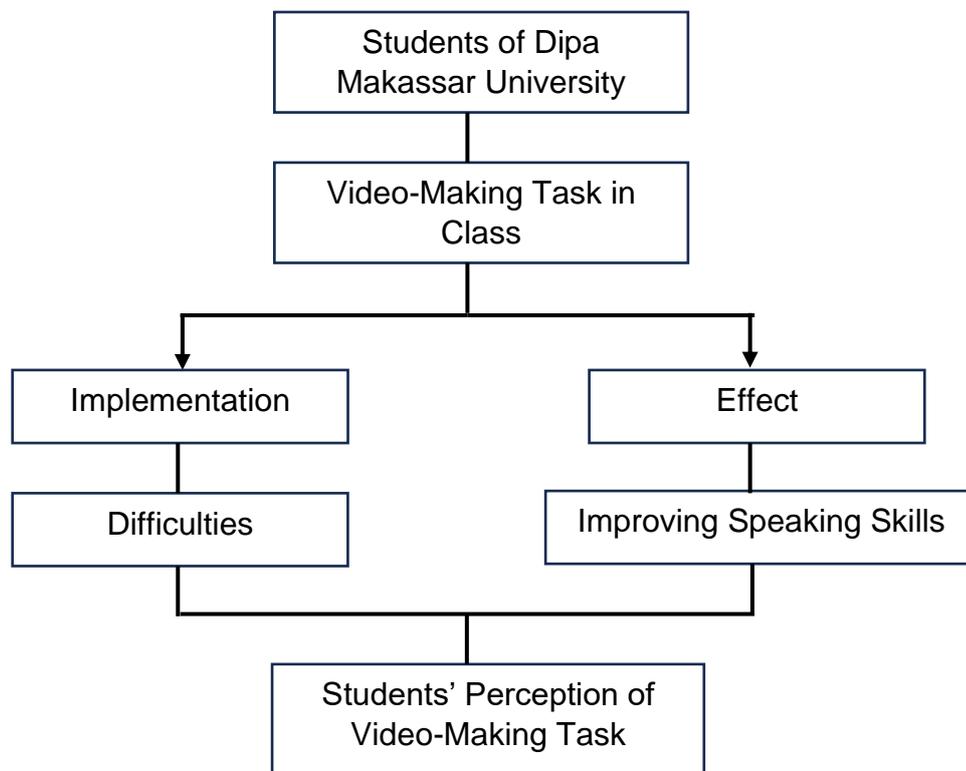


2.3 Conceptual Framework



Students of Dipa Makassar University are the primary conceptual of this study, where video-making tasks are used by lecturers in English for Academic Purpose Class. In implementing the video-making task, of course, there are difficulties faced by students. However, apart from the difficulties faced in implementing the video-making task, it is hoped that there will also be an effect from using the video-making task and improving students' speaking skills. This study used a mixed method design to merge the data in order to provide a comprehensive analysis. Therefore, the final output of this research is students' perceptions of the video-making tasks they have received so far.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher applied mixed method strategies as the research design. The method used in this research is mixed methods. Mixed methods are a research method that combines quantitative methods with qualitative methods for use together in a research activity, to obtain more comprehensive, valid, reliable, and objective data (Sugiyono 2014:475).

In this research, researchers used a sequential explanatory design. Sequential explanatory design is a research method a combination that combines quantitative and qualitative research methods sequentially, where in the first stage the research is carried out using quantitative methods and in the second stage it is carried out using methods qualitative (Sugiyono 2014:486). In this research, quantitative data plays a role in obtaining data measurable measures that are descriptive, comparative, and associative. Qualitative data plays a role in proving, deepening, expanding, weakening, and invalidating the quantitative data that has been obtained (Sugiyono 2014:486). In this research, quantitative data was used to see how much influence the implementation and effect of the video-making task had on students in improving their speaking skills.

3.2 Research Participants

1) Population

This research was conducted in July 2023 at Dipa Makassar University. The population of this research is the sixth semester of Information System Department students which consists of 219 students.

2) Sample

This research uses a purposive sampling technique. Purposive sampling is carried out by taking subjects not based on a specific objective. The reason for using a purposive sampling technique is that not all samples have criteria according to the phenomenon being studied.

Therefore, the researcher chose a purposive sampling technique which determines certain considerations or criteria that must be met by the samples used in this research.

The criteria used as research samples are:

- a. Sixth-semester student at Dipa Makassar University.
- b. Have taken the English for Academic Purposes course.
- c. Have passed the English for Presentation and Communication course.

Based on the sampling technique above, from a population of 219 students, the sample in this study was 89 students.

3) Subject of the Research

A research subject is an individual that participates in research. Information or data is collected from the individual to help answer the question under study. And to help researcher answer the interview instrument researcher use 10 random of students that already answer the questionnaire before.

3.3 Research Instrument

To obtain and collect data, several research instruments were employed:

1) Questionnaire

This research uses an instrument in the form of a Close-ended-question, a questionnaire that is prepared by providing complete answer choices so that respondents only choose one of the answers that are available. This questionnaire was given to 89 students, comprised of 30 questions using a Likert scale. 10 statements for the student perception variable, 10 statements for the effect variable of using the video-making tasks, and 10 numbers for the outcome variable of implementing the video-making task to improve students' speaking skills. Each questionnaire item has 4 alternative answers. includes Strongly Agree, Agree, Disagree, and Strongly Disagree.

2) Interview

The interview is a data collection technique by conducting a conversation with a specific purpose by two parties, namely the interviewer as the asker of questions and the interviewee as the answerer to the questions. The interview list is comprised of 10 open-ended questions. Interviews were conducted to obtain data as well as complete answers to questionnaires and observation instruments. Using this technique, it is hoped that direct, flexible, and open communication will occur so that the information obtained is more extensive and comprehensive.

3.4 Data Collection Technique

To obtain accurate and scientific data, several techniques are used to collect data, employed:

1) Questionnaire

Questionnaires were distributed to respondents who had been determined to answer honestly and independently via Google Forms. The research questionnaire was used to answer questions regarding student perceptions about video-making tasks, the effects of using video-making tasks, and implementing video-making tasks in courses. In addition, to give flexibility to the participants, the questionnaire can be answered within two days.

2) Interview

In the interview, various kinds of questions have been prepared, but it is possible that various other questions will arise during research. It is through interviews that researchers explore data, information, and information frameworks from research subjects. The interview technique used is a free guided interview, meaning that the questions asked are not tied to the interview guide and can be deepened or developed according to the situation and conditions in the field. The interview is given remotely using video conferencing or instant messaging.

3.5 Data Analysis Technique

Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that accumulate to increase own understanding and enable one to present what one has discovered to others (Sugiono, 2010. P.48). The data from students' questionnaire is calculated to find out the percentage of each statement and will be interpreted in-depth descriptively. The interview data are transcribed and analyzed for repeating key features which are related to the implementation and effect of video-making task. The reappearing of opinions can be assumed as the participants' concern about the issue. There are four techniques that are used to analyze the data (Miles and Huberman, 2007. P.16). The researcher used these techniques in analyzing the data which is related to the problem of the study. These are as follows:

1) Data reduction

Ary stated that data reduction is analyzing the qualitative data via theme analysis or thematic coding while also analyzing the quantitative data via descriptive statistics (Ari et al, 2010. P.640). This case is a process of selecting, so, in this case, the writer chose the data that is relevant to the study and focused on the data that was directed to solving the problems or to answer a research problem. Moreover, all of the data and arranged questions related to the type of feedback, the effect of feedback, and students' perception of the lecturer's feedback. In this part of the research, the data collected was reduction into three parts indicators as the matrix of data collecting before, and interview results will be added following three indicators below:

- a. The students' perception related to speaking skills and video-making task
- b. The video-making task influenced them to improve their speaking skill.
- c. The implementation of video-making tasks in class courses.

2) Data display

The writer took an explanation in data display. Because it was the result of the data reduction made in the report systematically which could be understood and reasonable of the data those were got in the field. Furthermore, data display was done by simple explaining, drafting, relation categories, and flowchart. So, in this case, the writer writes in simple explanation about the data that have gotten in data reduction using the table. After that, the writer described the data qualitatively.

3) Conclusion drawing/verification

After all the data have been found, the writer writes done the conclude. Then, the data was verified by checking back all the data collection, data reduction, and data display after collecting the data. In this part, the researcher concluded all of the data were collected and answered the statement of the problem by using the students' respond category.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The findings consist of six data to discover the answers to research questions about students' perceptions of video-making tasks in English for Academic Purpose Class to improve their speaking skills, this study administered a questionnaire and interviews to collect the data from 89 students. Their responses are categorized based on the theme of the questions and the employed instruments and are presented below.

4.1.1 Quantitative Data (Questionnaire)

Data 1. Students' Perception about Video-Making Tasks

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
I am motivated to participate in video making-tasks in English	3	12	64	10
I can enjoy the course with video making-tasks	2	19	61	7
I am confident in initiating communication with people in English after video making-tasks	4	29	47	9
I can easily get the learning materials		4	72	13
I can focus on the courses easily	1	7	67	14
I set my personal expectations for my video tasks	1	6	71	11
The video tasks are aligned with my expectations	1	23	56	9
I am satisfied with how the learning materials were delivered	2	7	66	14
I can understand the topic of English for Academic Purposes course	1	4	76	9
I understand the aims of my video-making tasks	1	1	69	18

Based on Data 1, the researcher identified that 72% of the students are motivated to participate in video-making tasks. Furthermore, 85% of the students can understand the topic of the courses so, it means the students can achieve the aims of the tasks. This positive attitude towards video-making tasks is further shown by their confidence in initialing communication in English (52%), their satisfaction with how the learning materials were delivered (74%), and the video tasks are aligned with my expectations (63%).

Data 2. The Effect of Using Video-Making Tasks

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
I am comfortable communicating using English after implementing video-making tasks	3	22	59	5
I can properly correct my mistakes when doing video-making tasks	1	6	66	16
I can properly understand the assignments and complete them	1	6	66	16
I can understand the topic of the English for Presentation and Communication course without difficulties	1	4	72	12
I can understand aspects of speaking		6	59	24
I can properly practice speaking in English		6	59	24
I can properly practice presentations in English		4	64	21
I can understand how to pronounce unknown vocabulary		4	56	29
I can practice my speaking fluency		4	55	30
I can practice determining my ideas on my video tasks	1	4	72	12

In terms of the effect, students showed a strong learning independence. 74% of them are capable of correcting their own mistakes and 74% of the students stated that they can understand and complete their assignments independently. Moreover, 62% of the students declared that they can practice their speaking fluency. Similarly, 63% of the students stated that they can understand how to pronounce unknown vocabulary.

Data 3. The Implementation of Video-Making Tasks

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
I have no problem with learning using video	1	39	42	7
I can properly follow the English for Presentation and Communication and English for Academic Purpose courses	1	6	73	9
I can properly share my ideas during the making process	2	6	70	11
The materials for the video tasks are equal in quality to the conventional courses	1	5	68	15
Video tasks didn't distract other courses assignment	3	11	66	9
I am not distracted by other activities during the making-task process	2	49	30	8
I am satisfied with how the English for Presentation and Communication and English for Academic Purpose courses were managed	1	7	67	14
I can understand how to do video-making		5	68	16
I can understand how to determine the topic of my video tasks	1	3	68	17
I can practice my editing skill	1	2	69	17

In regards to the implementation of video-making tasks, more a half of students (82%) claimed that they can properly follow the courses. The number decreased to (74%) on video-making tasks due to not being distracted by other course assignments. And, 75% of students expressed their satisfaction with how the courses were managed.

4.1.2 Qualitative Data (Interview)

Interviews were conducted with the students after the completion of the previous instrument. 10 students were randomly selected to participate in the interview. The interview list is comprised of 10 questions with the objective to discover the answers to research questions about students' perceptions of video-making tasks in English to improve their speaking skills.

Data 4. Students' Perception about Video-Making Tasks

The first question mirrors the first question from the questionnaire. In the first question, the respondents were asked about their motivation to participate in video-making tasks in English. The majority of the respondents answered that they are motivated to do the video making-task.

Excerpt 1:

"Yes, I'm very motivated to participate in video-making tasks. Because it could help train me to improve my speaking skills."

"Yes, I am motivated to learn English using video because I want to be able to speak English."

"Yes, I'm motivated. I'm eager to learn more about English, especially speaking so I'm really motivated to participate in video-making tasks given by the lecturer."

However, some of the respondents stated that they were not motivated or had difficulty getting motivation. One of them stated that it was difficult to get motivated to speak English in videos because it was difficult to memorize the words to be spoken. Similarly, another

respondent stated that it is difficult to be truly motivated because of how easy it is to get distracted. These statements can be seen in the following quotation:

Excerpt 2:

"Not really, sometimes I don't feel enthusiastic about taking videos. Sometimes I feel frustrated because I record videos many times."

"I'm not really motivated to participate in the video task, because as always distracted."

In addition, some respondents argued that their motivation depends on the topic that is being taught or whether or not they feel bored in video-making tasks.

Excerpt 3:

"Sometimes, depending on what topics are being taught."

"Sometimes I feel bored when making videos on topics that I don't like."

Further into question number two, the respondents were asked about how well they think using video-making tasks manages the courses. All of the respondents have a positive response to the questions. They all agreed that, in general, video-making tasks show good course management.

However, despite the positive attitude, some respondents pointed out some inconveniences. The inconveniences include how the students are unable to understand the delivered learning materials.

Excerpt 4:

"Several tasks can manage the course well, but my other video task sometimes can't manage the course so well. Sometimes I feel so upset about that."

"In my opinion, lecturers explain several good ways about video-making tasks, but I don't understand it if I don't see the example."

Moreover, some respondents provided some insight into how well the video task can managing their courses. That includes how the

lecturers keep or retain the focus of their students and keep students from being bored.

Excerpt 5:

"It's great, even though sometimes I'm distracted by other things I still can manage to understand the materials because it's clear and the lecturer knows when to ask to audience's attention, then I'm going to focus on the course topics again."

"Lecturer is very well managing the course using video making task."

The third question required the respondents to state their experience of self-learning while using video-making tasks in courses. Generally speaking, the respondents showed a mixed response to the question. Some of them argued that it is difficult for them to self-learn or self-correction because they still require supervision from their lecturer.

Excerpt 6:

"Yes, sometimes I faced difficulties in learning independently and correcting myself in speaking English while delivering the material in video."

"For me during video making, we need other people to help and correct us if we were wrong."

"Yes, because I am not capable of self-learning, therefore I need to directly discuss the materials with some friends."

"I find it difficult to correct myself in video, but the difficulties are natural for every student, not difficulties that have a big impact."

Furthermore, other difficulties that are influential to students' self-study and self-correction are matching material with the topic that the lecturer gave before, physical and other activity distractions, and the impact of prolonged use of a handphone or laptop. The prolonged stare at screens can lead students to experience dizziness and loss of focus as stated by the two respondents below.

Excerpt 7:

"The difficulties are hard to focus and this little tiring when I have to keep dealing with the screen during editing my video."

"Yes, actually during editing my video I feel that I can't control myself, using my handphone or laptop for too long editing makes my head feel very dizzy."

Conversely, some respondents stated that they have no difficulties in doing self-study and self-correction. One of them argued that the clear explanation delivered by the lecturer made it easy to study autonomously. In addition, the availability of internet access to search the material has brought students to engage in independent learning more easily. As one of them stated in video-making tasks it is easier to do self-study or self-correction.

Excerpt 8:

"I think no because I like to study alone. The lecturer already explained the topic of the material course so I can prepare it well. For self-correction, I can replay my video after recording and find the fault."

The fourth question demanded them to explain the difficulties they experience in understanding the topic of courses. In terms of the difficulties experienced by the students in understanding the topic material and doing the video-making task, the respondents showed that they experienced several obstacles. However, based on their explanation, they didn't regard this problem as something that burdened them too much. Whenever the students encounter difficulties, they can easily handle them by looking for references or replaying their video recordings. In addition, students have often misunderstood the video task given to them.

Excerpt 9:

"Not really, because we can find references on the internet or read the book to gain the information."

"Sometimes, we have some misunderstanding about the task, but not a big deal."

However, there are also problems that cannot be resolved by the students themselves. Those problems are related to the time length of the task, as one respondent stated that they had limited time to understand what they conveyed in the video. In addition, one respondent argued that

the length of the video duration for them sometimes too long for them so difficult to arrange the material to meet the length of video requirement that given.

Excerpt 10:

"I think when arrange the material text i have to make a long text so that I can meet the length video requirement, but it must can be understood."

"There are difficulties. Usually, it is on the text materials, sometimes it is too long and difficult to memorize it."

Data 5. The Effect of Using Video-Making Tasks

Similar to the previous two questions, questions number five and sixth asked students to explain how well the video-making task can improve their speaking skills, and whether were there difficulties in doing video video-making task. Almost all of the respondents have positive answers to the eight questions. According to them, the video-making task is effective in helping them to improve their speaking skills.

Excerpt 11:

"The video-making task is very good for improving our speaking skills, it is also because our lecturer helped us to improve it and gave a score for our task as a motivation."

"In my opinion, the video-making task can improve our English speaking because used to using English."

However, there are also problems that cannot be resolved by the students themselves. Those problems are related to the student's fluency in their English speaking. In addition, one respondent argued that their English speaking is not that fluent so that it's take too long time for them to record the video.

Excerpt 12:

"I think before recording the video I have to repeat the text about the materials that have already made until I feel I'm fluent enough. But after that, I can understand the material easily because always read it not just once."

"There are difficulties. Usually, it is on my fluency in English, sometimes there is difficult vocabulary to pronounce."

The seventh question demanded the respondents to explain how well they think the video-making task contributes to their speaking skills.

The majority of the respondents stated that they benefited from video tasks. One of them argued that they can improve their vocabulary through their video task process. In addition to that, one respondent stated that the respondent's speaking has improved with the video-making task. Moreover, the video-making task drives students to always speak English.

Excerpt 13:

"I think it is very influential because I can understand the word or vocabulary that I didn't understand before."

"I am not really good at speaking but by joining this video-making task I feel my speaking skill is improved and better than before. So, I think this video-making task is very good for me to improve my speaking skills and have a positive effect on me."

"I think it's quite good, I get more confidence to speak in English."

Data 6. The Implementation of Video-Making Tasks

The eight questions required students to explain whether there are any significant differences in their preparation for learning using video tasks in contrast to conventional courses. Most of the respondents stated that they experienced differences between preparing for conventional courses and using video tasks.

Two respondents stated that in the making-task process, the preparation is maximal in contrast with the conventional course. They contrasted how easy it is for them to prepare by not wasting too much time on recording the video and how it makes them relaxed before starting the video.

Excerpt 14:

"Of course yes, because with the conventional system we do not have to make a video. In addition, we don't have to search for another reference that will be our topic in the video."

"I think there any significant differences in how I prepare myself in courses when it using video making task, compared to conventional"

course is I feel a little bit nervous when recording my video, I feel the conventional course is easy to use than video making tasks."

Moreover, some respondents stated that the difference lies in the way they prepare their handphone memory capacity. Compared to conventional courses, or any course in general, students need to have a large memory capacity since they have to record their videos.

Excerpt 15:

"Yes, I prepared my memory phone so that when the lecturer comes to give a video task, I already have enough memory capacity to record my video. Meanwhile, conventional courses didn't need to do video recording."

"In my opinion, there are several differences including how to prepare large memory phone capacity."

In addition, students must prepare the material they will convey in the video they make so that it matches the topic presented by the lecturer. It becomes the main difference in preparing for video-making tasks.

Excerpt 16:

"In video making tasks, I need to prepare the material by myself before recording the video."

"Of course, when using conventional courses I didn't need to prepare the material because the lecturer would explain the material topics."

"Maybe, my way of preparing is different for video making tasks, I have to prepare the material of course topics on my own, while for conventional it seems we only need to listen to the lecturer."

The nine questions demanded respondents to state any difficulties they faced when using video-making tasks. The majority of the respondents answered that they face difficulties in their ability to memorize the material that they will convey in the video. They also argued that being shy and feeling awkward has led them to be reluctant to speak in their video. Further, one of the respondents stated that the difficulties in pronounce the right sentence has led the respondent fear to convey the material in video.

Excerpt 17:

"There are difficulties, especially when memorizing the materials."

"For me yes, sometimes I feel awkward speaking in front of the camera."

"Yes, it is hard to deliver the materials because I can't pronounce the right sentence."

"Yes, it feels like so shy to speak because there is vocabulary that is difficult to pronounce."

Similarly, respondents felt the same when recording their video. One of the respondent stated that because they can't pronounce the right sentences they have to retake their video until they get a good result.

Excerpt 18:

"Sometimes I have to retake my video because there is some vocabulary that is difficult to pronounce."

Moreover, another aspect that led to students' difficulty in video making task is memory phone capacity.

Excerpt 19:

"Yes, because sometimes I am distracted by my memory phone that is already full."

"Yes, there are difficulties, especially with memory phone capacity."

"I'm pretty much having a hard time if the video record goes on suddenly my memory phone is full."

"Sometimes I want to retake my video but the memory is already full."

While some experienced difficulties, others did not. One among those who didn't experience such difficulties argued that their constant and daily use of video has led them to be accustomed with it. In addition, the use of video in learning has led students to another alternative for speaking in English.

Excerpt 20:

"I think no difficulties in video making task because I accustomed to using video and recording myself."

"Not really, because I can record myself and speak in English without any difficulty."

The tenth question asked the respondents to explain how well the lecturer was in explaining and delivering the topic course and asked students to do video-making tasks. For question number six, almost all of the respondents rated their lecturers very well in explaining and delivering the topic.

One of the respondents stated that the use of language that can easily understood and accompanied with an example brought students to understand the materials better.

Excerpt 21:

"It is good because the lecturer delivered the material in a language that was easy to understand and gave an example, I was very happy to be in this course."

Furthermore, some respondents praised the technique used by lecturers during the course. One of the respondents stated that the use of video-making tasks is effective in delivering the materials. In addition, one respondent stated that providing the opportunity for the students to search for another reference in learning and participate in learning material has helped them in understanding the topic.

Excerpt 22:

"In my opinion, although the lecturer in this course used video-making tasks and gave several assignments, it was effective for me."

"So far, the lecturer is very good at explaining the course topic and then the lecturer provides the opportunity for us to find another reference that is related to the course material."

4.2 Discussion

The research findings that have been presented and described in the previous section are further explained in this section. The discussion is related to the research question of this study: (1) what are students'

perceptions about the use of video-making task to improve their speaking skills?, (2) what is the effect of video-making task in improving students speaking skills?, and (3) how is the video-making task implemented in improving students speaking skills?

4.2.1 Students' Perception

Perception is the way people notice things, especially with the senses. In addition, perception is an idea, a belief, or an image people have as a result of how to see or understand (Hornby, 2006: 1079). In general, students have a positive perception toward the video-making task in improving their speaking skills. Zainuddin (2016) stated that video-making task able to improve some speaking components such as vocabulary, pronunciation, comprehension, and fluency except grammar. Students have both high motivation and confidence to speak in English. They are also adapting their learning materials on their video. In addition, students are also capable of delivering their materials of lecturer topics without much difficulty.

Despite the problems they could encounter during video video-making task process, students have high confidence and motivation to participate, as seen in Data 1. The teaching of speaking depends on there being a classroom culture of speaking, and that classroom needs to become a talking classroom'. In other words, students will be much more confident speaker and their speaking abilities will improve if this kind of speaking activation is a regular feature of the lesson (Thornbury, 2005. P.8).

Similarly, despite the students sometimes being easily distracted by their environment and lack of focus, the video making-task they participated in were in line with their expectations (Data 1). Students' positive perception can also be seen from how satisfied they are with their scores in courses as can be seen from the results of the interview. Moreover, they are satisfied with the learning materials and the course management using video tasks. This finding mirrors what Mutiara Zakiah

(2022) found that the material of video-making tasks in English is equal in quality to those received in conventional courses.

From the third question above it can be seen the stated advantage of video-making tasks is students are able to correct their speaking after the video is created. It means, a video-making task allowing self-evaluation and correcting mistakes for students. This finding is similar to Savas (2012. P.110) and Yasmin (2011. P.10). They found that the most important benefit and advantage of video-making tasks was self-evaluation and correction. The next advantages are video making students up to date with technology and increasing their creativity. Based on interview results, students are happy with it because they are able to make videos in their daily lives as creatively as possible and then they can upload it on Instagram or another social media. Those two advantages are also found by Yasmin (2011. P.10) that this task allows students to integrate technology into their lessons.

Finally, their positive perception can be seen in how receptive the students are to the topic materials and video task delivered to them.

4.2.2 Video Making-Task Effect

Based on the interview the researcher found that majority of the respondents stated that they benefited from the video-making tasks. Video-making task can improve students' vocabulary and video-making task is effective in helping them to improve their speaking skills. This finding mirrors Dewi Khawa (2020) who found that video making-task is a good alternative in teaching English because it opens students' creativity and their self-correction in speaking.

Below are some points which are useful to use video making in speaking: 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 explained

that video-making tasks can help students be more productive and improve their oral ability by exposing them to sensory input (2014. P.23).

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Fluency usually refers to expressing oral language freely without interruption (Pollard, et al, 2008. P.16). In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. Someone can speak fluently without any hesitation even though he or she makes errors in pronunciation and grammar (Brown, 2007. P.323).

The video-making task, as previously stated in Chapter 2, has the advantage of helping the learners to get the information by putting them in real-life context. The Video Activity Project (2004) in Sihem notes that film and video are often associated with a classic instructional or transmission pedagogic approach, though even writers from the fifties such as Hoban and van Ormer and Dale did not see the teacher as the only source of knowledge. Hoban and van Ormer (1951) even suggested that appropriate video material could be as good as the teacher in communicating facts or demonstrating procedures (2012. P.33).

There are five components of speaking skill based on Brown's (2010. P.184) explanations. There are pronunciation, grammar, vocabulary, fluency, and comprehension. Based on the findings, students feel that only four of five components are improved by video-making tasks. Students feel that video-making tasks in English are able to improve their grammar, vocabulary, fluency, and comprehension except for pronunciation. It is different from what Yasmin (2011, P.8) found in her research, that video tasks improved all of the speaking components. Based on the interview results, there are some reasons why students feel confused about whether pronunciation is affected in this task or not. First, video making-task is individual task, all students create the dialogue or script. It is appropriate with Harmer's (2007, P.362) explanations that there

is a danger that some students may get left out of video making process if the teacher or lecturer does not give a role to students. In giving video video-making task, the lecturer should explain the topic and the role of the recording process in making students have their own parts.

4.2.3 Video Making-Task Implementation

Based on the result of the interview, the current study found that video-making-task implementation experienced several difficulties.

The first difficulty is about students' motivation to participate in video-making tasks. Students' motivation is at least influenced by several aspects. The first aspect is difficulty in memorizing the word to be spoken. Students often find themselves not motivated to participate in video-making tasks, mainly because there is a word that difficult to memorize and how easy it is to get distracted. The second aspect that influences motivation is the topic of the course. Based on the interview result, students claimed that they can get less motivated on certain learning topics.

The second difficulty that students face in the implementation of video-making tasks is experiencing differences from preparing courses using video-making tasks. Compared to conventional courses students need to have large memory capacity to save them video recording. Also, students must prepare the material that they will convey in the video. Li & and Irby (2008) similarly stated that generating new materials or adjusting materials can be very challenging.

The third difficulty is pronouncing the right sentences. Because the video-making task requires students to speak English, they must be able to pronounce sentences correctly. Because they had difficulty pronouncing the correct sentence, they had to repeat the video recording until they were able to pronounce the correct sentence. This difficulty of pronunciation is problematic because pronunciation is one of five components to measure of students' speaking based on Brown explained (2010. P.184). Where, pronunciation is the way for students to produce

clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Lynda explained pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language (2002. P.1)

The fourth difficulty that influential to students' self-study and self-correction in finding the match material with the topic that the lecturer gave before, physical and other activity distractions, and the impact of prolonged use of a handphone or laptop. The prolonged stare at screens when editing the video can lead students to experience dizziness and loss of focus. This finding mirrors what Agus Darmuki (2020) found, that students could see and realize their weaknesses or their mistakes not only in their English but also in their performance. Speaking involves the students' real-time exposure to the audience. Students are often inhibited about what to say in a foreign language in the classroom. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention from their classmates. (Ur, 2009, p.121).

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings, it is revealed that the implementation of video-making tasks in improving students' speaking skills encountered several difficulties. Students encountered almost identical difficulties, the first difficulty was on the aspects of students' motivation in video making-task that students often find themselves not motivated to participate in video making-task, mainly because there is the word that difficult to memorize and how easy it is to get distracted, and the topic of the course, the second and third difficulties are their experienced differences from preparing courses, students' difficulties in pronunciation. The last difficulty is the influence on students' self-study and self-correction. The finding also showed the benefit and effect of video-making tasks in improving students' speaking skills.

Interestingly, students of the System Information Department of Dipa Makassar University feel that video-making is fairly improves their self-confidence. It is different from Savas's (2012. P.110) finding that the second advantage of video-making is students can improve their self-confidence. Based on interview results, several students are still shy and afraid if they make a lot of mistakes in pronunciation and grammar. This thing also appropriate with the statement students are confident to initiate communication with people in English after video making that has 52% of respondents agree with the statement, which means some students are still reluctant to speak even though they made video making task. This result is actually different from the researcher's expectation before, that video-making tasks are able to reduce the level of reluctance to speak. Finally, students have positive perceptions about video making-task in improving their speaking skills. Students are capable of performing their duties on lecture courses.

5.2 Suggestions

This research was not free from challenges, especially since not many students were willing to accept interview questions because they were embarrassed and felt unable to convey their answers. However, despite all the researcher's limitations and shortcomings, the researcher offered some suggestions to help improve future research and studies.

For future researchers, it is suggested to employ other research instruments not just questionnaires and interviews such as study literature.

The number of participants in this research is too small. Only 89 students were taken as samples for this research. Therefore, the researcher suggests that for future research the number of students should increase, so that more data can be obtained.

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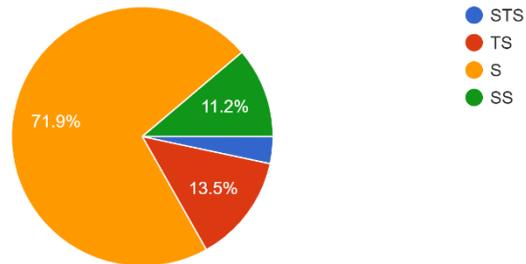
APPENDICES

APPENDIX 1 (Questionnaire Data)

Data 1. Students' Perception about Video-Making Tasks

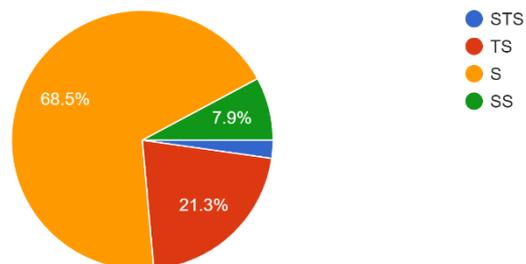
I am motivated to participate in video- making task in English

89 responses



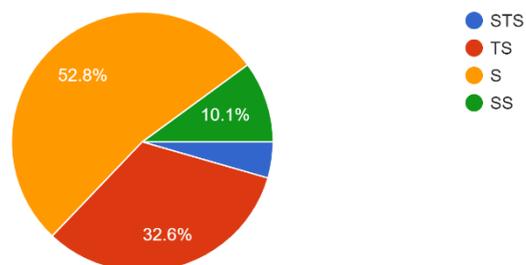
I can enjoy the course with video-making task

89 responses



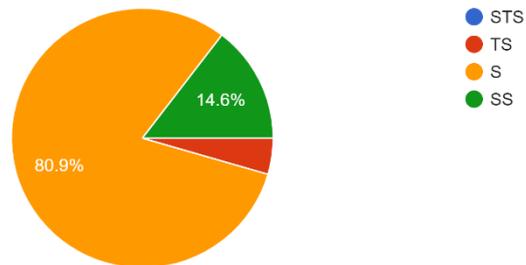
I am confident to initiate communication with people in English after video-making task

89 responses



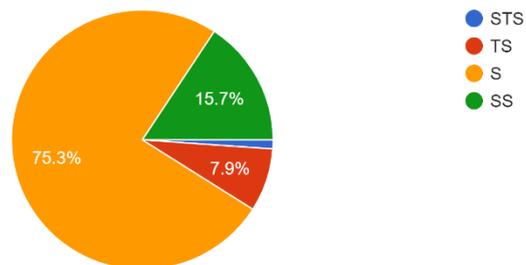
I can Easily get the learning materials

89 responses



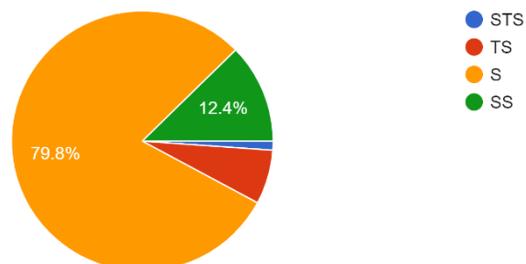
I can focus to the courses easily

89 responses



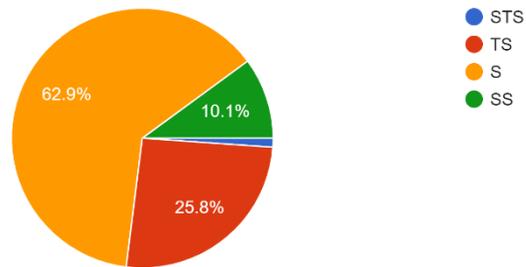
I set my personal expectation for my video task

89 responses



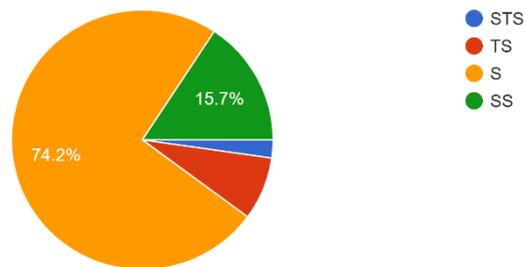
The video task is aligned with my expectations

89 responses



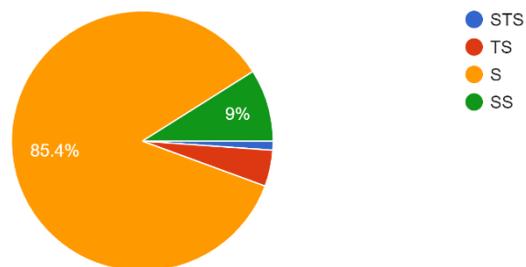
I am satisfied with how the learning materials were delivered

89 responses



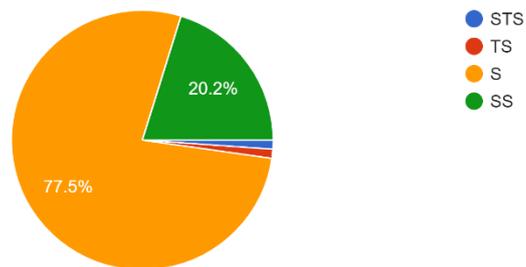
I can understand the topic of English for academic purpose course

89 responses



I understand the aims of my video making task

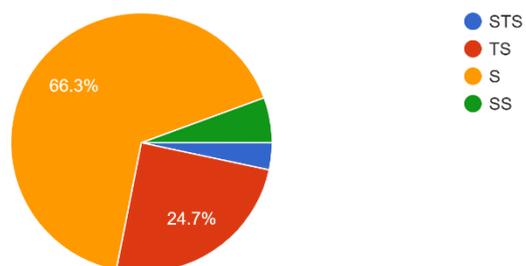
89 responses



Data 2. The Effect of Using Video-Making Tasks

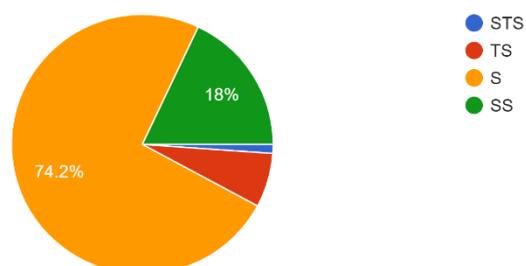
I am comfortable to communicate using English after implemented video-making task

89 responses



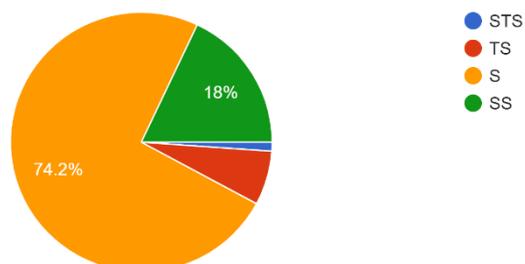
I can properly correct my mistakes when doing video making-task

89 responses



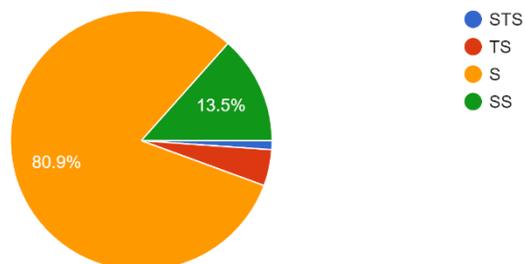
I can properly understand the assignments and complete them

89 responses



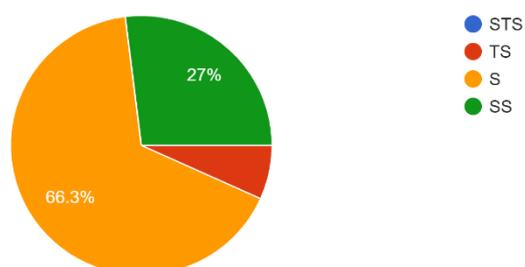
I can understand the topic of the English for presentation and communication course without difficulties

89 responses



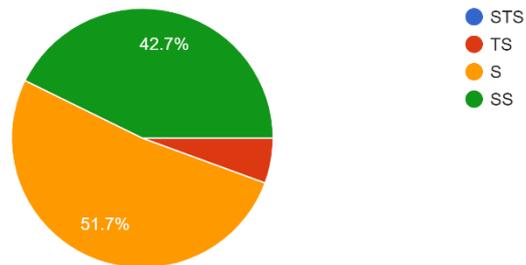
I can understand aspects of speaking

89 responses



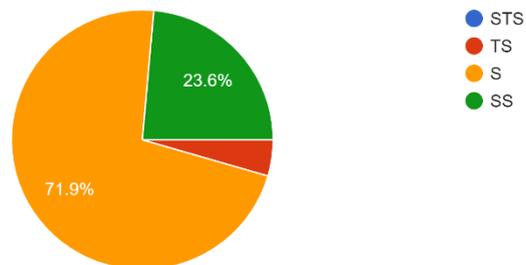
I can properly practice speaking in English

89 responses



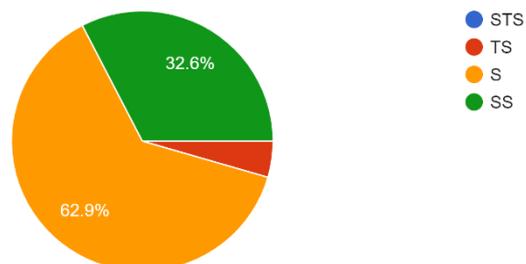
I can properly practice presentation in English

89 responses



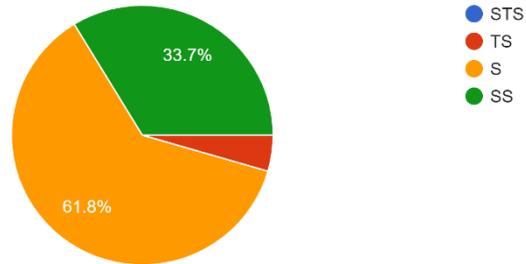
I can understand how to pronounce unknown vocabulary

89 responses



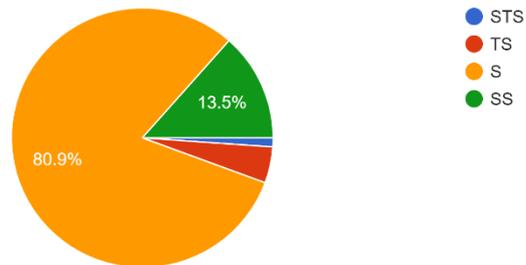
I can practice my speaking skill fluency

89 responses



I can practice determining my ideas on my video task

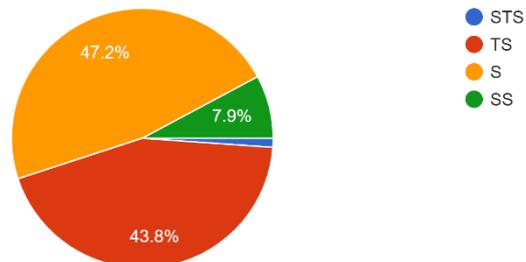
89 responses



Data 3. The Implementation of Video-Making Tasks

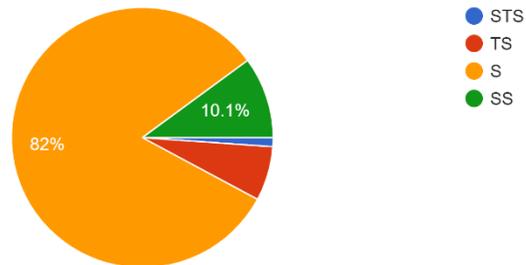
I have no problem with learning using video

89 responses



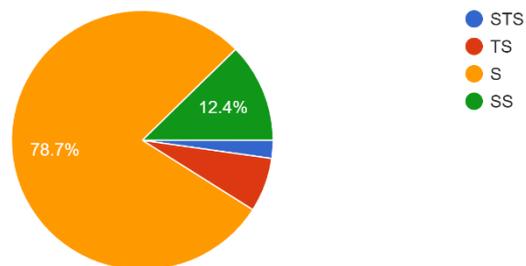
I can properly follow the course of English for presentation and communication and English for academic purpose courses

89 responses



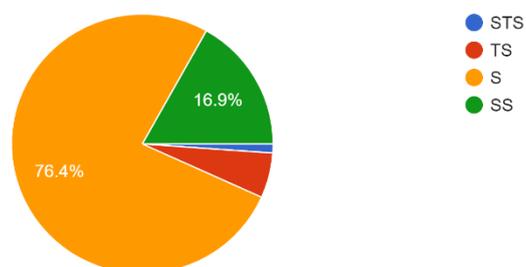
I can properly share my ideas during video making process

89 responses



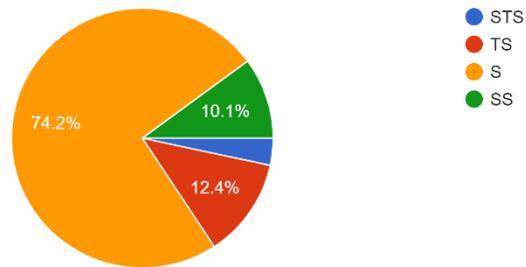
The materials for the video task are equal in quality to conventional of the courses

89 responses



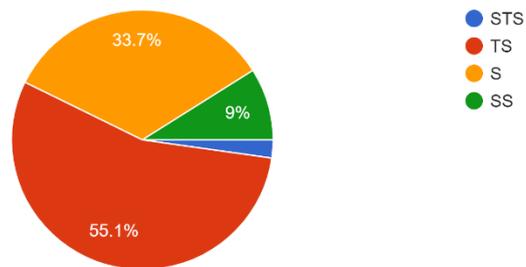
Video making-task didn't distracted other courses assignment

89 responses



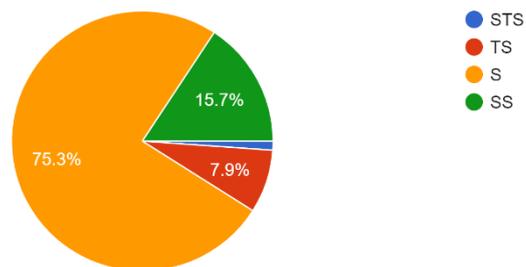
I am not distracted by other activities during video-making task process

89 responses



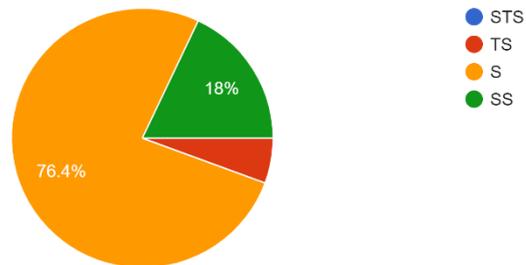
I am satisfied with how the English for academic purpose courses was managed

89 responses



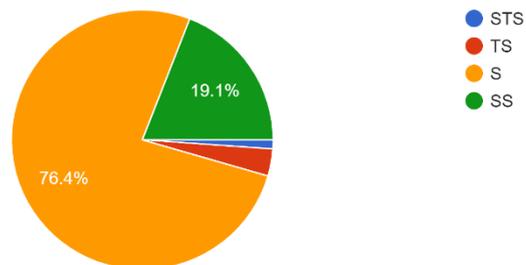
I can understand how to do video making

89 responses



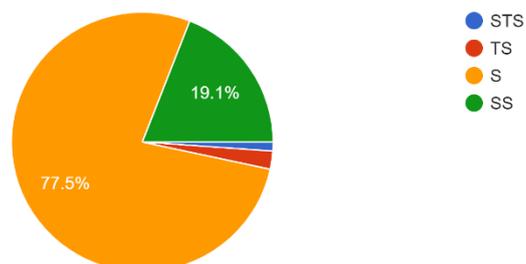
I can understand how to determine the topic on my video task

89 responses



I can practice my editing skill

89 responses



APPENDIX 2 (Interview Transcription)

Data 4. Students' Perception about Video-Making Task

Interviewer Q1: Do you feel motivated to participate in video-making tasks?

Interviewer A1: Yes, I'm very motivated to participate in video-making tasks. Because it could help train me to improve my speaking skills.

Interviewer A1: Yes, I am motivated to learn English using video because I want to be able to speak English.

Interviewer A1: Yes, I'm motivated. I'm eager to learn more about English, especially speaking so I'm really motivated to participate in video-making tasks given by the lecturer.

Interviewer A1: Not really, sometimes I don't feel enthusiastic about taking videos. Sometimes I feel frustrated because I record videos many times.

Interviewer A1: I'm not really motivated to participate in the video task, because as always distracted.

Interviewer A1: Sometimes, depending on what topics are being taught.

Interviewer A1: Sometimes I feel bored when making videos on topics that I don't like.

Interviewer Q2: In your opinion, do the video-making tasks can manages the courses well?

Interviewer A2: Several tasks can manage the course well, but my other video task sometimes can't manage the course so well. Sometimes I feel so upset about that.

Interviewer A2: In my opinion, lecturers explain several good ways about video-making tasks, but I don't understand it if I don't see the example.

Interviewer A2: It's great, even though sometimes I'm distracted by other things I still can manage to understand the materials because it's clear and the lecturer knows when to ask to audience's attention, then I'm going to focus on the course topics again.

Interviewer A2: Lecturer is very well managing the course using video-making task.

Interviewer Q3: How is your experience of self-learning while using video-making tasks in courses? Do find it difficult?

Interviewer A3: Yes, sometimes I faced difficulties in learning independently and correcting myself in speaking English while delivering the material in video.

Interviewer A3: For me during video making, we need other people to help and correct us if we were wrong.

Interviewer A3: Yes, because I am not capable of self-learning, therefore I need to directly discuss the materials with some friends.

Interviewer A3: I find it difficult to correct myself in video, but the difficulties are natural for every student, not difficulties that have a big impact.

Interviewer A3: The difficulties are hard to focus and this little tiring when I have to keep dealing with the screen during editing my video.

Interviewer A3: Yes, actually during editing my video I feel that I can't control myself, using my handphone or laptop for too long editing makes my head feel very dizzy.

Interviewer A3: I think no because I like to study alone. The lecturer already explained the topic of the material course so I can prepare it well. For self-correction, I can replay my video after recording and find the fault.

Interviewer Q4: What difficulties do you experience understanding the course topics?

Interviewer A4: Not really, because we can find references on the internet or read the book to gain the information.

Interviewer A4: Sometimes, we have some misunderstanding about the task, but not a big deal.

Interviewer A4: I think when arrange the material text i have to make a long text so that I can meet the length video requirement, but it must can be understood.

Interviewer A4: There are difficulties. Usually, it is on the text materials, sometimes it is too long and difficult to memorize it.

Data 5. The Effect of Using Video-Making Tasks

Interviewer Q5: How well the video-making task can improve their speaking skills?

Interviewer A5: The video-making task is very good for improving our speaking skills, it is also because our lecturer helped us to improve it and gave a score for our task as a motivation.

Interviewer A5: In my opinion, the video-making task can improve our English speaking because used to using English.

Interviewer A5: I think before recording the video I have to repeat the text about the materials that have already made until I feel I'm fluent enough. But after that, I can understand the material easily because always read it not just once.

Interviewer Q6: What are your difficulties in doing video video-making task?

Interviewer A6: There are difficulties. Usually, it is on my fluency in English, sometimes there is difficult vocabulary to pronounce.

Interviewer Q7: Can you explain how well do you think the video-making task contributes to your speaking skills?

Interviewer A7: I think it is very influential because I can understand the word or vocabulary that I didn't understand before.

Interviewer A7: I am not really good at speaking but by joining this video-making task I feel my speaking skill is improved and better than before. So, I think this video-making task is very good for me to improve my speaking skills and have a positive effect on me.

Interviewer A7: I think it's quite good, I get more confidence to speak in English.

Data 6. The Implementation of Video-Making Tasks

Interviewer Q8: Is there a significant difference in preparation for learning using video tasks in contrast to conventional courses?

Interviewer A8: Of course yes, because with the conventional system we do not have to make a video. In addition, we don't have to search for another reference that will be our topic in the video.

Interviewer A8: I think there any significant differences in how I prepare myself in courses when it using video making task, compared to conventional course is I feel a little bit nervous when recording my video, I feel the conventional course is easy to use than video making tasks.

Interviewer A8: Yes, I prepared my memory phone so that when the lecturer comes to give a video task, I already have enough memory capacity to record my video. Meanwhile, conventional courses didn't need to do video recording.

Interviewer A8: In my opinion, there are several differences including how to prepare large memory phone capacity.

Interviewer A8: In video making tasks, I need to prepare the material by myself before recording the video.

Interviewer A8: Of course, when using conventional courses I didn't need to prepare the material because the lecturer would explain the material topics.

Interviewer A8: Maybe, my way of preparing is different for video making tasks, I have to prepare the material of course topics on my own, while for conventional it seems we only need to listen to the lecturer.

Interviewer Q9: Can you state what difficulties you faced on when using video-making tasks?

Interviewer A9: There are difficulties, especially when memorizing the materials.

Interviewer A9: For me yes, sometimes I feel awkward speaking in front of the camera.

Interviewer A9: Yes, it is hard to deliver the materials because I can't pronounce the right sentence.

Interviewer A9: Yes, it feels like so shy to speak because there is vocabulary that is difficult to pronounce.

Interviewer A9: Sometimes I have to retake my video because there is some vocabulary that is difficult to pronounce.

Interviewer A9: Yes, because sometimes I am distracted by my memory phone that is already full.

Interviewer A9: Yes, there are difficulties, especially with memory phone capacity.

Interviewer A9: I'm pretty much having a hard time if the video record goes on suddenly my memory phone is full.

Interviewer A9: Sometimes I want to retake my video but the memory is already full.

Interviewer A9: I think no difficulties in video making task because I accustomed to using video and recording myself.

Interviewer A9: Not really, because I can record myself and speak in English without any difficulty.

Interviewer A10: Can you explain how well the lecturer was in explaining and delivering the topic course and asked students to do video-making tasks?

Interviewer A10: It is good because the lecturer delivered the material in a language that was easy to understand and gave an example, I was very happy to be in this course.

Interviewer A10: In my opinion, although the lecturer in this course used video-making tasks and gave several assignments, it was effective for me.

Interviewer A10: So far, the lecturer is very good at explaining the course topic and then the lecturer provides the opportunity for us to find another reference that is related to the course material.