

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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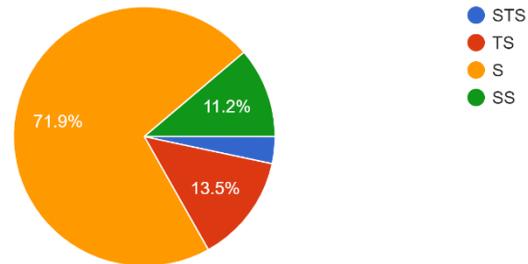
APPENDICES

APPENDIX 1 (Questionnaire Data)

Data 1. Students' Perception about Video-Making Tasks

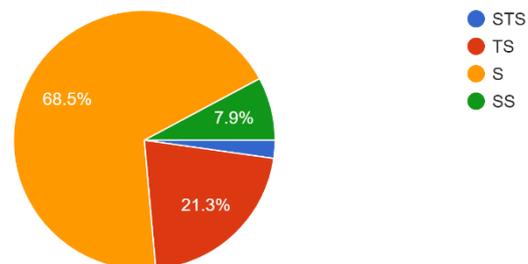
I am motivated to participate in video- making task in English

89 responses



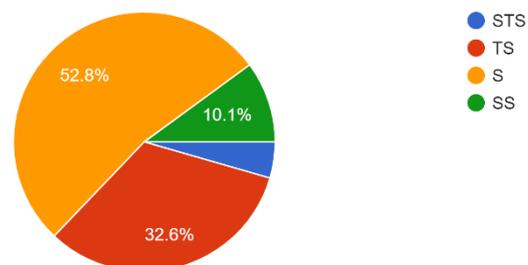
I can enjoy the course with video-making task

89 responses



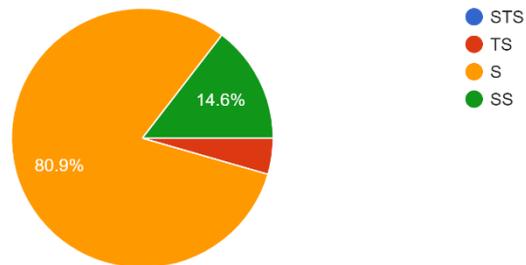
I am confident to initiate communication with people in English after video-making task

89 responses



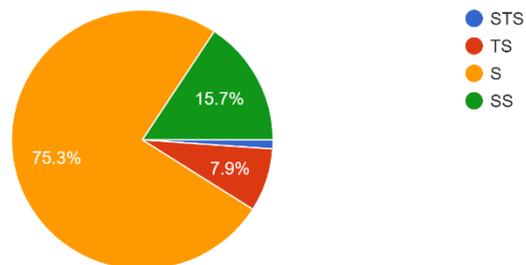
I can Easily get the learning materials

89 responses



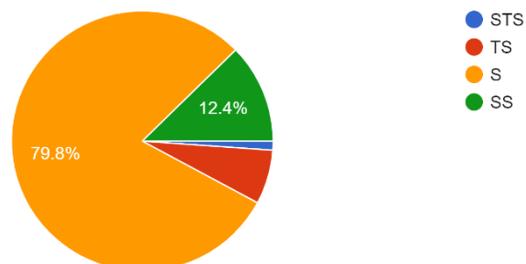
I can focus to the courses easily

89 responses



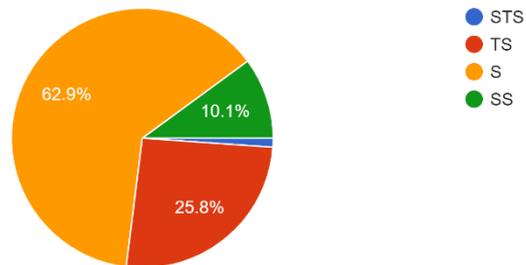
I set my personal expectation for my video task

89 responses



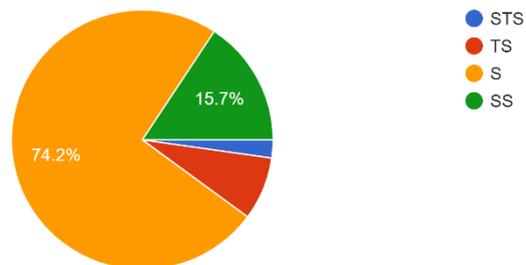
The video task is aligned with my expectations

89 responses



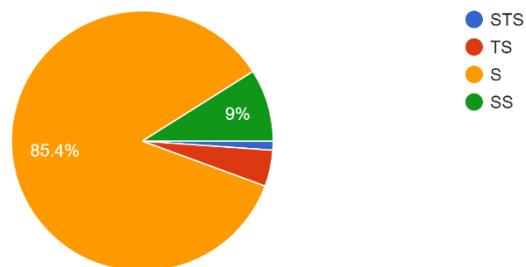
I am satisfied with how the learning materials were delivered

89 responses



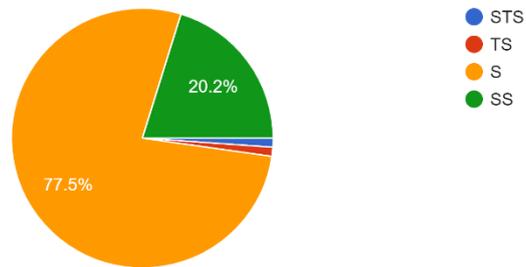
I can understand the topic of English for academic purpose course

89 responses



I understand the aims of my video making task

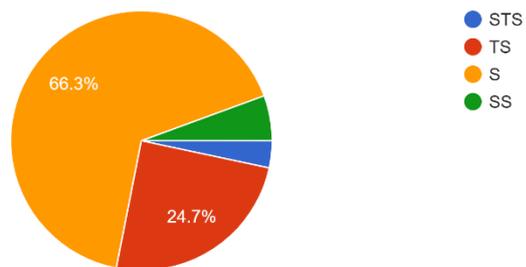
89 responses



Data 2. The Effect of Using Video-Making Tasks

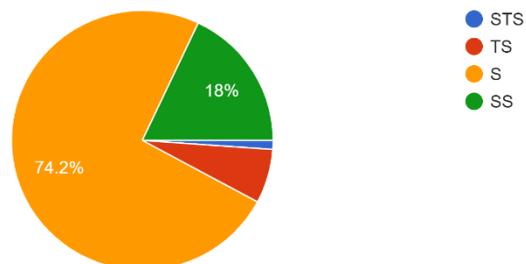
I am comfortable to communicate using English after implemented video-making task

89 responses



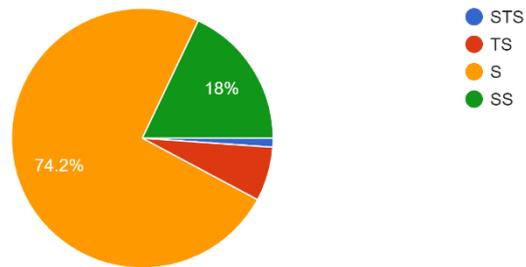
I can properly correct my mistakes when doing video making-task

89 responses



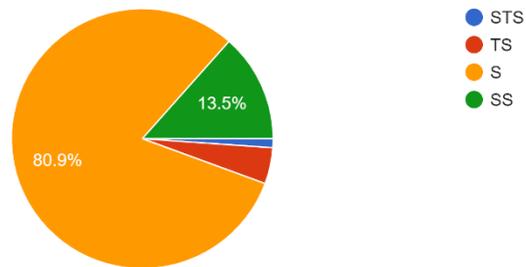
I can properly understand the assignments and complete them

89 responses



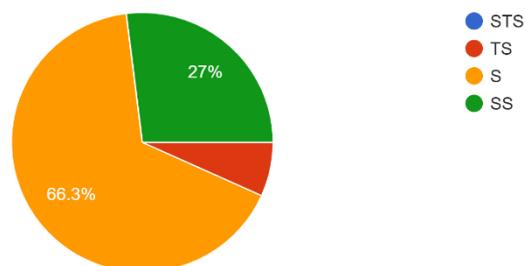
I can understand the topic of the English for presentation and communication course without difficulties

89 responses



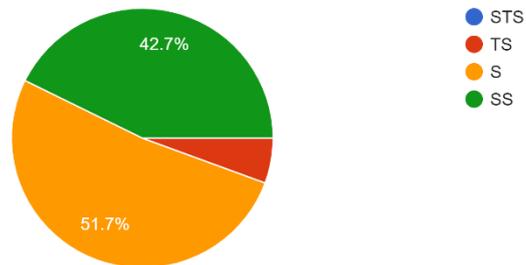
I can understand aspects of speaking

89 responses



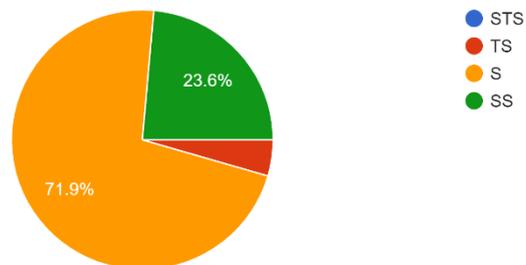
I can properly practice speaking in English

89 responses



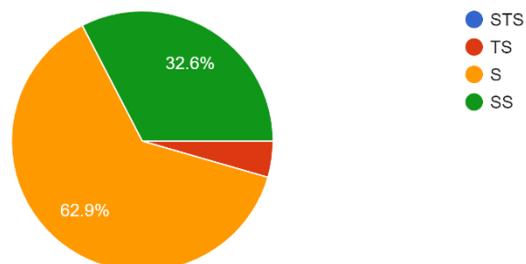
I can properly practice presentation in English

89 responses



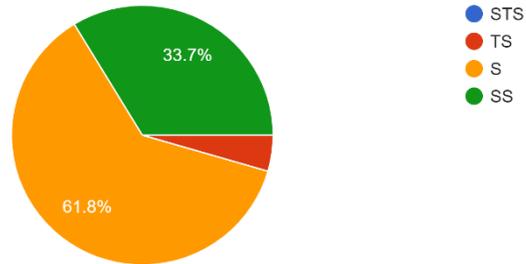
I can understand how to pronounce unknown vocabulary

89 responses



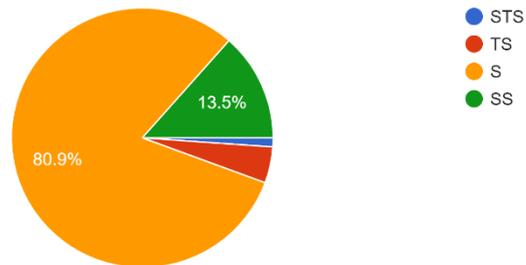
I can practice my speaking skill fluency

89 responses



I can practice determining my ideas on my video task

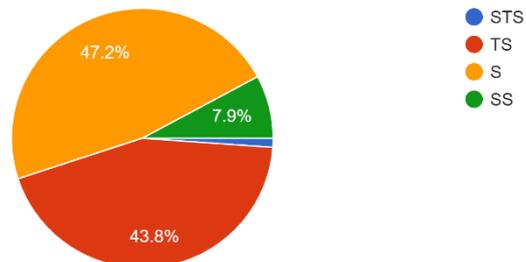
89 responses



Data 3. The Implementation of Video-Making Tasks

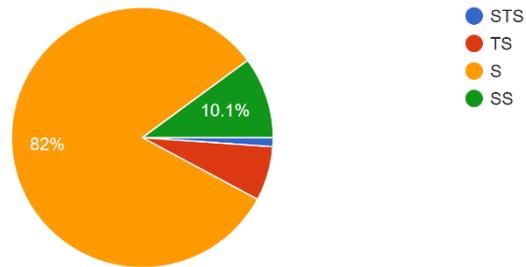
I have no problem with learning using video

89 responses



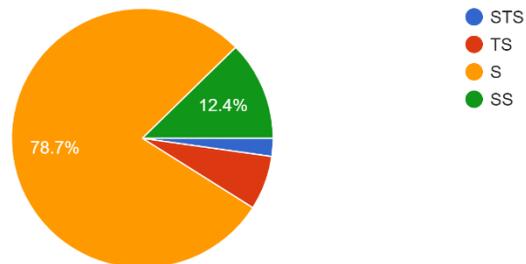
I can properly follow the course of English for presentation and communication and English for academic purpose courses

89 responses



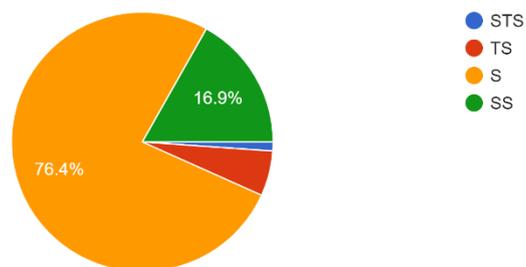
I can properly share my ideas during video making process

89 responses



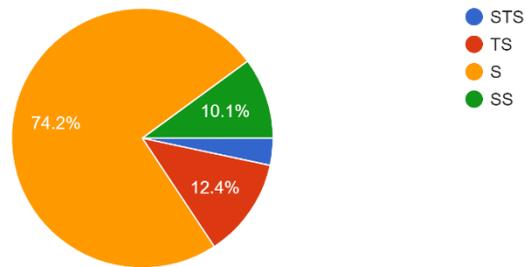
The materials for the video task are equal in quality to conventional of the courses

89 responses



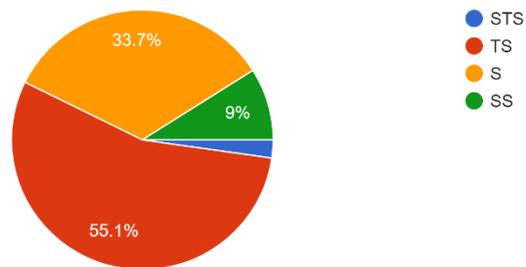
Video making-task didn't distracted other courses assignment

89 responses



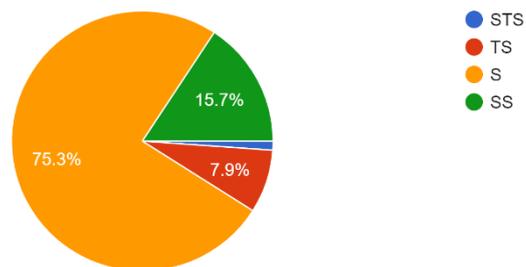
I am not distracted by other activities during video-making task process

89 responses



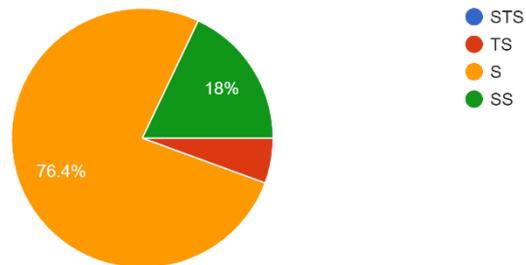
I am satisfied with how the English for academic purpose courses was managed

89 responses



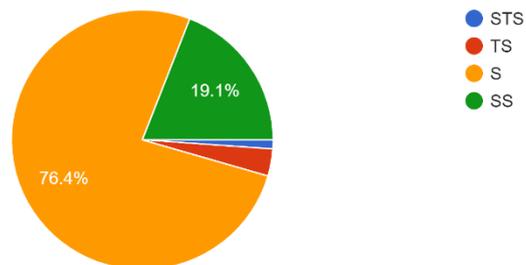
I can understand how to do video making

89 responses



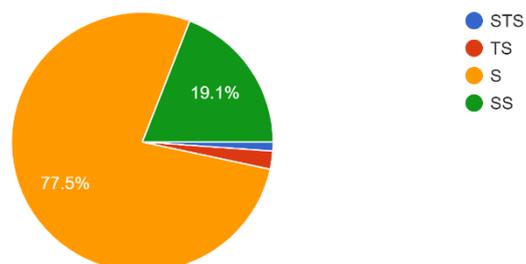
I can understand how to determine the topic on my video task

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.