


STUDENTS' PERCEPTION ON THE USE OF VIDEO PROJECT IN SPEAKING CLASS AT SECOND GRADE SMPN 4 BANGKALA BARAT

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: January 22, 2023 Revised: February 17, 2025 Accepted: April 28, 2025 Published: April 30, 2025</p> <p>Keywords: Video Project, Speaking, Vocabulary</p>	<p>The objectives of the research to find out the student's perception on the implementation and the content of video project in speaking class. The researcher used descriptive method to find the students' perception on video project in speaking skill. The subject of the research 10 students from SMPN 4 Bangkala Barat. The instrument of the research used interview. The result of the research showed that students have a positive perception about the video project practicing their speaking skills and the video can be used as one of the teaching media in students' speaking classes. Video project is a good solution to improve speaking, increase vocabulary, and improve students' pronunciation in English. The teachers contribution in the class also supports students positive perception toward the video project in speaking class.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Language encompasses all modes of expression used to transmit ideas and emotions through symbolic means. Thus, a baby's initial cries are the beginning of a process that will culminate in the use of words. There are two basic time frames in which language evolves: the prelinguistic phase (birth to one year of age) and the linguistics stage (age one and up) (1-5 years).

According to the comprehensive Indonesian dictionary, "language" refers to a "system of arbitrary sound symbols" that all members of a society use to communicate with one another and establish their identities.

Nearly every nation in the world communicates in English. The Indonesian government has made it a priority to ensure that its citizens have the opportunity to study English. Therefore, English is considered the primary foreign language, and study of it is mandated at the secondary and tertiary levels. Since this is the case, it is crucial that Indonesian students become fluent in English.

In order to communicate with one other, human societies require a common language. Without the help and support of other communities, it is impossible to survive. This demonstrates the significance of language in human life. This emphasizes the importance of gaining linguistic proficiency. Because it is spoken all across the world, English plays a crucial role in our daily lives. As such, it is put to many uses in many countries. Some countries use English as their native tongue, whereas other countries treat it as a foreign language or second language. The ability to express oneself vocally in English is the ability to communicate with anyone.

Though many students struggle to improve their speaking abilities, doing so can be accomplished by consistent practice with classmates, English teachers, or any other teachers who are fluent in English. The development of one's oratorical abilities serves to improve one's ability to carry on a conversation, one's command of the English language, one's command of grammar and syntax, one's command of the English language's pronunciation and syntax, and one's ability to hear and understand what is being said.

In the judge's opinion, one of the most telling indicators of whether or not an English language learner has been successful is the level of proficiency in the language. If you want to be successful in English, one of the most crucial talents you may have is the ability to communicate effectively. The reality of language classrooms, however, is that many students struggle greatly and fail the language repeatedly. Students highlight a variety of challenges they have in developing their communication skills, such as being shy, lacking self-assurance, being afraid to make mistakes, and avoiding unfamiliar vocabulary. The students' self-assurance, drive, and language skills all benefited from working on the video project. It's possible that students will face difficulties, such as needing more time to produce a video. With the foregoing in mind, the researcher tries to explain why movie-watching has such a significant impact on the SMPN 4 Bangkala Barat students' ability to express themselves in conversation. Therefore, researchers conducted a study entitled "students perception on the video project in their speaking class".

RESEARCH METHOD

Descriptive study was done to learn how second graders at SMPN 4 Bangkala Barat felt about a video project designed to improve their public speaking abilities. A report on the studies done at SMPN 4 Bangkala Barat in the 2020/21 school year. The study's investigator attended SMPN 4 in Bangkala Barat's second grade. Second grade at SMPN 4 Bangkala Barat has 49 pupils spread across two classrooms. Ten students were selected for in-depth interviews and observations by the researcher. These students were selected because they are among those who have used video projects as a means of instruction. School District Number Four in Bangkala Barat. The instrument of the research is interview. The data was evaluated by the researcher once it had been obtained. There are multiple stages involved in data analysis, including; (1) Transcribing; (2) Classifying; (3) Concluding.

RESULT AND DISCUSSION

The data and arguments regarding the data presented in this chapter constitute the research finding of this study. The information is gathered from the interview's findings. The researcher presented her findings to the students in a discussion about whether or not they viewed the video project favorably. Both sections are intended to address the inquiry. The first is the reporting of the interview's findings. Talking about it is the second part. Ten second graders at SMPN 4 Bangkala Barat were interviewed via Whatsapp voice call by the researcher.

1. Students Perception on the Implementation of Video Project in Speaking Class

1) Is it important for student to make video project?

Students 1 answered:

S1: "Important "

S2: "It is important to practice speaking skills even if indirectly in public"

The students have the same perception toward video project was important for the students to improve their speaking skill. The students have positive perception about the importance of video project to build speaking skills of the students.

2) What is your opinion about making video project used ?

Students 2 answered

S2: "I think can help improve my speaking and confidence because I don't directly deal with people"

S3: "I think that making videos can improve my English pronunciation because we always repeat to take the video.

We want to look perfect in the video"

Based on the interview result students there are several opinion of the students after making video project. The students have positive point of view that making video project would improve pronunciation of the students. The video project can improve their confidence, pronunciation. Because during the process of making video project they repeat several time to get good quality of video.

3) Does video project makes you comprehensible in speaking skill ?

students 2 answered:

S2: "Yes, because it makes me dare to appear or not

students 7 answered:

S7: “Yes, because it lead me to practice more and more before take video in project”

Almost all the students have the same answer about the comprehensible of the students in speaking will be good because the students practice more and more before make a video project. It is shows that the video project beneficial for the students and have positive impact toward students speaking ability.

4) Do you have any obstacle in making video project?

Students 1 answered:

S1: Yes, Before making the video, it was a little difficult for me to string words together, but slowly my words appeared on their own, and other problems, I still stuttered when I said words in English.

Students 4 answered:

S4: “Yes, the problem is that I don't have enough memory on my cellphone, and my camera is also jelle, and I often laugh when I start recording with my friends”

Each students have different obstacle in making video project. Some of the students obstacle in making video project is lack of vocabulary, the storage of the phone is full, stuttered when said words in English.

5) Do you enjoy to make video project?

Students 5 answered:

S5: “Yes I really enjoy when make video project”.

Most of students tend enjoy making video project they have to prepare the material, memorizing and then try to make a video. The students have positive point of view about making video project because they enjoy the process.

2. Students perception on the content of video project in speaking class

1) Have your teacher ask you to make a video project?

Students 1 answered:

S1: “yes”

Students 2 answered:

S2: “Yes, the teacher at my school often gives video project assignments”

The dominant of the students have experience in making video project as an assignment for the students. Especially during the pandemic covid-19. It is shows that the students familiar with the activity about making project in English.

- 2) What is the content of the video project that you made?

The students 2 answered:

S2: “it's about greetings”

Most of the students the topic or the content of the video project that they made was about greetings. The basic material for junior high school.

- 3) Do you memorize the material before you make a video project?

Students 2 answered:

S2: “yes, Usually”

- 4) How do you create a video project for greetings topic?

Students 3 answered:

S3: “I looked for references on the internet first about greetings then made a video and edited it”.

Almost the technique of the students in making video project is memorizing the material and search for the material about greeting to produce a video project with a good results. There is an enthusiastic of the students to making video project. The shows the positive perspective in making video project.

- 5) How do your prepare yourself before make video project about greetings?

Students 2 answered:

S2: “I'm looking for greetings content then make a video with my friends”

Students 6 answered:

S6: "I made greetings conversations in English then memorized and continued to make videos"

Almost the students have preparation before make video project because the preparation will help the students to produce a good video project. But few of students make video project just directly without any preparation. So, the result of the assignment is still need correction in terms of vocabulary, pronunciation and content. That shows that the students have negative factor to make better video project.

Discussion

1. The Students Perception on the Implementation of Video Project in Speaking Class

The study's findings indicate that students viewed the video projects as a valuable means of honing their public speaking abilities. Students' self-esteem and vocabulary grew as a result of the video production. Additionally, they believe that working on video projects might boost their self-assurance even though they don't have much contact with others. Today's technological tools can be used to help in language study. Technology, as proposed by Jonasse, Howland, Moore, and Marra (2003), should serve as a teaching and learning partner, encouraging and facilitating critical thought (as cited in hung et al., 2004). One approach to enhancing language learning is through the use of projects. Students' positive feedback on the study's use of video projects to enhance public speaking skills is consistent with this idea. This shows that the vast majority of students share a common opinion regarding the value of employing a video project in the classroom. According to Thomas (2000), students benefit from project-based learning when they are given assignments that require them to find solutions to issues, make decisions, or do research; they also benefit from the opportunity to work in teams. Consistent with the prior study's findings, this one concludes that students face a number of challenges when working on video projects, including a lack of language, poor network connections, and an abundance of stirage. On the other hand, the pupils have a way forward in spite of everything. In order to prepare for filming videos, pupils, for instance, memorization the subject. In this method, you can assist the kids in fixing their video. In order to demonstrate their ability to think critically and make sound decisions in the face of challenge, students are required to develop a final output.

2. The Students Perception on the Content of Video Project in Speaking Class

The use of video production tools can help students expand their vocabularies and perfect their pronunciation. Additionally, they believe that working on video projects might boost their self-assurance even though they don't have much contact with others. results from a survey of student opinions on the video's subject matter In project-based learning, students create an end product whose subject matter is derived from their knowledge of course concepts. As a result, students in this Video Project

create a video that features the presentation of speaking activities related to classroom content. This Video Project is an example of how teachers can use Project-based learning to improve their students' oral communication skills. Teachers can use this Video Project to boost their students' interest in learning English, their speaking skills, and their comprehension of the subject matter being taught in English. Additionally, by having students work together in a group, they will be more motivated to speak English and engage in the lessons being presented. Researchers Sumarsdi et al. (2020) found that students who participated in a digital video project saw gains in areas such as introduction writing, voice control, and inventiveness. The findings suggest that students can improve their communication and critical thinking skills by using the digital video project they design and produce. According to Hafner and Miller (2011), making a video together creates a social setting ideal for exchanging ideas and information. This study uses videos as a form of instructional media to help students learn and practice spoken English.

CONCLUSION

The majority of students view the video project as a valuable opportunity to hone their public speaking skills. Since they believe that working on a video project can expand one's lexicon, they are able to overcome their linguistic barriers when it comes to speaking English. In addition, after completing a video project, kids gain self-assurance when communicating in English. This opens the door for the use of video as a pedagogical tool in the realm of oral communication programs.

A video project can help students with their pronunciation, vocabulary, and oral communication skills in English. The positive attitudes of the students toward the video project in the speaking class are reinforced by the teachers' contributions to the class. Teacher has used video as a teaching and learning tool in the classroom. The teacher also provides explicit direction before the students create the video project. The lesson plans focus on writing engaging biographies and turning them into engaging videos. To put it simply, it encourages pupils to do their very best work.

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