

EFL STUDENTS' IMPRESSION ON INSTAGRAM-ASSISTED LEARNING SPEAKING VIDEO PROJECT

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Abstract

This research was conducted to determine students' perceptions of the video assignment in the English speaking class. In order to determine students' perceptions of video assignments in their English speaking class, researchers conducted a qualitative descriptive study. In this study, researchers used data analysis techniques based on Miles and Huberman (1994) quoted by Sugiyono (2014: 247-252) which included three steps: data reduction, data screen, and conclusion/verification. The results of the questionnaire showed that almost all students had a good perception of the video project. They think that the video assignment helps them to practice their English speaking skills. Through video assignments, students are motivated to give the best results. The results of the interview also showed that the video assignment helped students to realize the mistakes they made so that students could overcome mistakes to become better speakers. That means that video assignments are suitable to be applied in English classrooms.

Keywords: *EFL students' perception, video project, social media Instagram, speaking class*

INTRODUCTION

According to Smith (1983), English is widely used in international trade, diplomacy, and tourism. More people are learning English than any other language. Teaching English usually begins by providing a theory of the material being discussed. The theory is important, but in the case of learning English, practice is what matters. According to Willingham (2004), practice guides students to better memory. Short and long-term memory requires constant practice. When students tend to memorize all about theory but they don't practice enough, their English skills won't work well. Jones (1996) states that in speaking and listening, people tend to get

things done, explore ideas, work on several aspects of the world, or just get together. English courses help students to be able to communicate with others in English. This can be improved by practicing speaking English in a speaking class.

Technological developments make it easier for students to learn English more easily and in a funny way. 21st-century students are familiar with different types of technology. Video is a technology that can be used as a learning medium. Hyun-suk, Sub, and Jin-il (2000) stated that video is a technology for capturing, recording, processing, storing, transmitting, and reconstructing images that represent scenes and movements electronically. Video produces moving images and sound. In the

speaking class, videos are used to teach students how to be good speakers. According to McKinnon (2000), video is an interesting learning medium because it presents real situations and native speakers. From the video, students can identify gestures, emotions, and fluency.

In speaking class, the use of video can be a project for students to make a documentary video about themselves in English. By practicing their speaking skills in front of the camera, they are accustomed to speaking in English. This is in line with the Loveless (2002) statement that video-making projects encourage creative and active learning. In addition, students will feel a sense of responsibility for learning through this video-making project, and this activity provides a rich, memorable, and authentic learning experience for students (Kearney & Schuck, as quoted in Nikitina, 2009). Therefore, the teacher's decision to assign video project assignments in English classes is the right choice because it is more attractive to students, especially through social media such as Instagram. As stated by Simonson (2000) that online learning through social media in this case Instagram is more suitable for students because students can access it 24 hours without stopping.

However, students have their own perceptions of the video project in this English class. Through students' perceptions, the teacher can find out whether the teaching method can make students more communicative in speaking English. In addition, students' perceptions can claim if the video project is more attractive to students or not. According to Freiberg (1999), student perceptions are an indicator and a key component in learning. This means that students' perceptions can be a bridge to success or failure in the learning process. In addition, students' perceptions can be one of the main considerations in evaluating language learning. This is in line with what Chen (2003) said that students' perceptions could be fundamental to consider successful learning strategies. From students' perceptions, teachers can manage new strategies that are appropriate

for students in the school environment.

Given previously that English textbooks play an important role in conveying cultural values to students, this leads us to the question of how do the EFL students' perceptions toward video project in speaking class.

Perception

The purpose of this study is to find out the EFL students' perceptions toward video project on Instagram in speaking class. Before knowing the students' perceptions, it is important to know what perception is and how perception is formed. The researcher provides some theories related to the definition of perception from some experts, types of perception, and the relation between perception and learning.

Definition of the Perception

The definitions of perception are taken from some experts. According to Angell (2015), a perception is the consciousness sense. In other words, perception is the way people think of something in their surroundings. A perception is formed starting from the eyes, then the eyes catch stimuli and it produces physiological process to bring out perceptions. As stated by Haire (1956) as cited by Gibson, Ivancevich, & Donnelly (1973), perception is a process of recognizing information and it is compared with previous memory which is stored in person's brain.

A perception refers to the students' subjective based on their experiences. People may have different perceptions. It depends on their physiological process such as needs and motivation. A perception cannot be decided whether it is right or wrong. The way perception is described shows that stimuli have important role in building the perception. Perception is defined as the process of interpretation of stimulus. These sensations are transmitted to the parts of brain then it will be interpreted. Perception involves two processes, they are sensation and interpretation.

Referring to this research, students may have different perceptions toward their video project depend on the sensation and interpretation which are processed in their brains. These theories of perception are used in this study because the students' perceptions on the video projects are influenced by stimuli and motivation.

Types of Perception

Petegem (2006) states that perceptions are of two types, namely positive and negative perceptions. Positive perception could be a concept of a certain thing that creates someone's certainty and self-quality to confront the world, way of life's impediments, and centering on the external side of oneself. It includes someone's thoughtfulness to individuals. Next, there is a negative perception. The negative perception could be a propensity to seek someone's aspiration and the exertion to appear the esteem of themselves. Hence, both positive and negative perceptions will influence an individual in acting or doing. Other than, the rise of positive and negative recognitions depends on how somebody depicts all their information on the question that's seen. Other than, positive and negative perceptions can be an estimation for the educator to discover the viability of the strategies in dialect instructing.

Relation between perception and learning

There is a relation between perception and learning. Kleinke (1978) states that perception is important because it influences the students in learning. When students have good perceptions of the video project which is given by the teacher, it can lead students to be successful in learning English. The students will be able to learn the material well. It is needed to attract students' interests in the teaching and learning process.

In this study, the researcher would implement the definition of perception and types of perception as the basis to determine how the students' perceptions toward video project in speaking class are formed. The researcher uses theory from Haire (1956) as

cited by Gibson, Ivancevich, & Donnelly (1973), which says that perception is a process of recognizing information and it is compared with previous memory which is stored in a person's brain. Moreover, the relation between perception and learning is used to analyze how the success of learning English is also defined by the students' perceptions toward the implementation of one of teaching media which is called a video project.

Speaking skill

Speaking skill is used to communicate with each other. According to Tarigan (1990: 3-4), speaking skill is a language which is improved when people were in their young ages. It is important to train speaking skill especially foreign language. Clark (in Nunan, 1991: 23) states that speaking is an instrument act. Speakers speak to have some effects from their listeners. Speaking skill can be measured with someone's ability to carry out a conversation in the language. Speaking skill is described as someone's ability to show a situation or an activity to report actions. Tarigan (1990: 8) writes that speaking is a way of communication that influences our lives.

Stages in Teaching Speaking Skill

Tarigan (1990:12) also states that there are three stages to teach speaking skills. The first one is introducing new language. In speaking skill, teachers need to introduce a new language to the students. The second is a practice. Speaking skill is not a skill which can be dealt with memorizing only. Students need to practice their speaking skills and make it as a habit. The third is a communicative activity. A communicative activity can be done by doing an interview or having conversation. It is easier for the students to train their speaking skill if they can express what they want to say with other people, so there will be a response for them. By doing a communicative activity, it trains students' brains to think spontaneously. According to Wallace (1978:98), speaking skill will be meaningful when students are able to aid on what they are saying. By paying attention on it, students can improve

their ways to express themselves with acceptable pronunciation and dictions.

Problem in Speaking Skill

According to Richards (2008), while practicing speaking skill, the students often meet some problems. There is a lack of vocabulary which needed to talk about common utterances. For the learners, the vocabularies are different with native speakers. Usually, the vocabularies are simpler, so when they meet uncommon vocabularies they will get difficulties on how to respond it. Besides, speaking slowly and takes too long to compose utterances. Learning new language especially in practice speaking skill needs extra time. However, learners are not really familiar with foreign language. When the students try to produce sentences in second language acquisition, their brains work harder. They also cannot participate actively in the conversation.

Another problem is poor pronunciation. Pronunciation is a crucial thing. Learning how to pronounce words is important. According to Derwing and Murno (2005), pronunciation helps the learners to communicate normally and can be understood easily.

Conditions where the students' speaking skill can be implemented

There are certain conditions where students' speaking skill can be implemented well (Dakowska, 2005). Firstly, the topic is interesting enough to open students' opinions. The students' interests in speaking skill should be provoked by giving some interesting topics. It can be measured by knowing any information which are relevant with the teenagers' issues. It can be about fashion, music or education. Secondly, the students are given opportunity to choose topic of the discussion so that they are able to utter their individual opinions. It is better for teachers to give them a chance to choose the topic based on their interests. So, they are able to express their opinions. The third is discussion involves working in group or open class of interaction. Working in group

is important to trains students' communication skills.

Video Project

Thomas (2000) states that a project-based learning is complex tasks, based on challenging questions or problems, that involves students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively. The students are expected to create some products which can involve their abilities on problem solving and making decision of any obstacles they face.

Harmer (2004) says that an activity which can improve speaking skill is creating a video project (p.361). According to Mayer (2001), well-design multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive. Some students have passive behavior, so creating documentary video triggers the students to give the best result in front of the camera. It can increase their confidences.

In this study, one of the project-based learning is a video project. The researcher would use a theory from Jonassen, Howland, Moore & Marra (2003) which say that technology should be a partner in teaching and learning process, engage and support thinking (as cited in Hung et al., 2004). It would support the study that video project is a kind of technologies that can be used in teaching and learning process.

Social Media Instagram

In this 21st century, social media has become a communication tool that is often used today into the future, one of which is Instagram. In addition, to communication and entertainment tools, Instagram can also be used as aids in learning English. Through learning makes a video project model that emphasizes students to be more active in the classroom or outside the classroom. Through the Instagram application students can explore themselves to be more confident, especially in speaking English in a video post.

Social media are a major part of most students' lives. They have great capacity as learning tools if used properly. When integrating social media activities with video project, students become more engaged in solving problems. It makes perfect sense that video project and social media be integrated together. Video Project involves letting students develop critical thinking skills. It uses complex questions or problems that take time to solve. Students can use various collaboration methods as well as other abilities.

Social media and knowledge advancement brings big influence in education world. Learning process is pressured to use maximal social media and model to give positive influence in students' learning outcome. The problem in learning process are that students tend to be passive, students' low motivation, conventional teaching method, and lack of learning social media. These trigger dissatisfied students' learning outcome. Therefore, it needs innovative learning for teacher and students.

METHOD

Researchers used descriptive qualitative for research design. As cited from Syamsuddin and Damaianti (2006: 24) a descriptive research is intended to explain the current phenomena by using numbers to portrait the characteristics of an individual or group. Based on Ary et al (1985:322), "Descriptive studies are design to obtain information concerning the current status of phenomena". This study focuses on the EFL students' perceptions toward the video project in speaking class.

The participants of this study were about twenty-seven students of tenth grade in one of senior high school in Karawang. According to Mariam (2009), participants are those who have had direct experience of this phenomena. The reason why tenth-grade class was chosen as the participants was because the students had been designing the video project in their speaking class and they also agreed to be the participants.

The instruments used in this study are

questionnaires and interviews. According to McLeod (2014), questionnaire is a way of obtaining large amounts of information of people. A questionnaire can be also thought as the written interview. The questionnaires are to measure the percentage of students who have good or positive perceptions of the video project. In this research, the data gathered from questionnaires were presented in the form of description. Besides, the researcher conducted interviews as the supporting data. An interview is one of devices to help understand the variable in questions (Altman & Hotgetts, 1985). An interview also permits the participants to give the reasons of their answers in the questionnaires. Through the interviews, the participants could express what they felt and thought.

The data in this study are collected by conducting interview with some students. Interview is a conversation which has certain purpose. It is done by two people, namely interviewer who ask questions and interviewee who give answer to that questions (Moleong, 2008: 186). Ary et al. (2010: 438) stated that interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words.

In this study, the practical steps for data analysis used by Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

Data Presentation of the Questionnaire and Interview

The questionnaires distributed to the twenty-seventh students of tenth-grade Senior High School in Karawang. The questionnaires only divided into one part. The only part is about the students' perceptions toward video project. Based on the data, shows the results of the students' perceptions toward video project in their speaking class. In the statement number one (*Melalui video project, saya termotivasi untuk berbicara Bahasa Inggris lebih baik*),

there are 14 students agree, 12 students strongly agree, and 1 student disagree. It indicated that most of the students were motivated to be able to speak English better through the video projects. Statement number two (*Melalui video project, saya menemukan kelemahan dalam kemampuan berbicara saya*), there are 16 students agree, 10 students strongly agree, and 1 student disagree. It showed that through video projects, the students found their weaknesses in their speaking skill. Statement number three (*Melalui video project, saya menemukan kekuatan dalam kemampuan berbicara saya*), there are 16 students agree, 5 students strongly agree, and 6 students disagree. Which meant that the students found their strengths in speaking skill through this video projects. In statement number four (*Melalui video project, saya menemukan metode baru untuk meningkatkan kemampuan berbicara saya*), there are 13 students strongly agree, 10 students agree, and 4 students disagree. It means they thought that video projects considered as a new method to learn English. In the number five statement (*Melalui video project ini, saya dapat meningkatkan kemampuan berbicara saya*), there are 15 students agree, 11 students strongly agree, and 1 student strongly disagree. It resulted that video projects improved the students' speaking skills. For the statement number six (*Melalui video project ini, saya belajar untuk menggunakan gadget sebagai aktivitas yang lebih bermanfaat*), there are 16 students agree, 10 students strongly agree, and 1 student strongly disagree. It indicated that they used their gadgets for the beneficial activity such as these video projects. Statement number seven (*Melalui video project ini, ini membantu saya untuk meningkatkan kepercayaan diri saya dalam berbicara Bahasa inggris*) there are 12 students agree, 10 students strongly agree, 4 students disagree, and 1 student strongly disagree. It showed that video projects helped them to improve their confidence. In statement number eight (*Saya termotivasi untuk memberikan usaha terbaik saya dalam video project*) there are 13 students agree, 12 students strongly agree, 1 student

disagree, and 1 student strongly disagree. They were also motivated to give their best efforts to the video projects. In statement number nine (*Sebelum mendapatkan project video ini, saya tidak percaya diri untuk melakukannya di depan kamera*) there are 12 students agree, 7 students strongly agree, 6 students disagree, and 2 students strongly disagree. It showed that before having video projects, they felt did not confident in delivering speeches in front of cameras. In number ten (*Video project ini membantu saya untuk lebih percaya diri di depan kamera*), there are 18 students agree, 4 students strongly agree, and 5 students disagree. It means that video projects helped them to improve their confidence in delivering speeches in front of cameras. In statement number eleven (*Video project ini membantu saya untuk meningkatkan pengetahuan kosa kata saya*) there are 14 students agree, and 13 students strongly agree. It showed that the video projects improve their vocabulary knowledge. For the last statement (*Video project ini membantu saya untuk meningkatkan Bahasa inggris saya*), there are 15 students agree and 12 students strongly agree. They thought that the video projects trained their speaking skills. The video projects were also beneficial for the students' future.

Interview Excerpt 1

Pengetahuan apa saja yang kamu dapat dari membuat video project ini?

Researcher : "What knowledge do you get from creating this video project?"

Student 1 : "There are many, such as how to formulate sentences correctly and pronounce correctly and also how to have the right conversation." (*Banyak seperti cara menyusun kalimat dengan benar dan penyebutan yang tepat dan juga cara melakukan conversation yang benar*)

Student 2 : "For knowledge to be broader and to know more about the material in the video project." (*Untuk pengetahuan jadi lebih luas dan lebih banyak tau materi dalam video project tersebut*)

Based on Interview Excerpt 1, it turned out that the students got a lot of knowledge from the existence of the video project, such as being able to add insight into making correct sentences in English. This is also in line with Tarigan's (1990) statement which was described in chapter II regarding communicative activities that can be carried out by interview or conversation.

Interview Excerpt 2

Apakah kamu menemukan kesulitan ketika membuat video project ini?

Researcher : “Did you find it difficult to make this video project?”

Student 1 : “The only difficulty is when making sentences to continue the conversation with grammatically.” (*Kesulitan nya hanya pada saat membuat kalimat untuk melanjutkan conversation dengan benar secara grammar*)

Student 2 : “During the process of making the video project I had no trouble. Maybe the problem is from my conversation partner because it is difficult to memorize the conversation.” (*Selama proses pembuatan video project tidak ada kesulitan dari saya nya ka,kendalanya paling dari teman percakapan saya karena susah untuk menghafal percakapan tersebut.*)

From the Interview Excerpt 2, there are differences of opinion about the answer to this question. Student 1 said that the difficulty in making a video project was creating grammatical sentences. Indeed, in English, grammar is not easy for people in Indonesia, in this case, students in Indonesia. Meanwhile, student 2 said that what made it difficult when making a video project was when the interlocutor had difficulty memorizing the conversation. From this interview, it can be concluded that Student 1 found difficulties that existed within himself while Student 2 found difficulties that were external to himself.

Interview Excerpt 3

Menurut Anda, apakah video project di

Instagram ini adalah tugas yang bagus untuk siswa SMA?

Researcher : “In your opinion, is this video project on Instagram a good assignment for senior high school students?”

Student 1 : “Of course. Because, with this video project it can make us as students more able to practice our knowledge of English to others and can increase our confidence to start conversations with other people in English.” (*Tentu saja, karena dengan adanya video project tersebut bisa membuat kita sebagai murid lebih bisa mempraktekan pengetahuan bahasa inggris kita ke orang lain dan bisa menambah rasa percaya diri untuk memulai percakapan dengan orang lain dengan bahasa inggris*)

Student 2 : “I think it is good. Because, all train the confidence of each student.” (*Menurut saya bagus karena sekalian melatih kepercayaan diri masing masing siswa.*)

From the Interview Excerpt 3, both students stated that the video project assignment was an extraordinary task. The two students also felt more confident because of this video project assignment. In addition, student 1 revealed that this video project could enable him to pass the knowledge of English he got from this video project to others.

Interview Excerpt 4

Apakah kamu menemukan kesulitan ketika membuat video project ini?

Researcher : “Did you find it difficult to make this video project?”

Student 1 : “The only difficulty is when making sentences to continue the conversation with grammatically.” (*Kesulitannya hanya pada saat membuat kalimat untuk melanjutkan conversation dengan benar secara grammar*)

Student 2 : “During the process of making the video project I had no trouble. Maybe the problem is from my conversation partner

because it is difficult to memorize the conversation.” (*Selama proses pembuatan video project tidak ada kesulitan dari saya nya ka,kendalanya paling dari teman percakapan saya karena susah untuk menghafal percakapan tersebut.*)

From the Interview Excerpt 5, there are differences of opinion about the answer to this question. Student 1 said that the difficulty in making a video project was creating grammatical sentences. Indeed, in English, grammar is not easy for people in Indonesia, in this case, students in Indonesia. Meanwhile, student 2 said that what made it difficult when making a video project was when the interlocutor had difficulty memorizing the conversation. From this interview, it can be concluded that Student 1 found difficulties that existed within himself while Student 2 found difficulties that were external to himself.

Interview Excerpt 5

Apakah kamu menyadari kelemahanmu dalam hal berbicara Bahasa Inggris dari video project ini?

Researcher : “Do you realize your weakness in speaking English from this video project?”

Student 1 : “Of course. Because, with this video project, we can repeat and correct what was wrong either in the pronunciation or the wrong choice of words.” (*Tentu saja,karena dengan adanya video project tersebut kita bisa mengulang kembali dan mengkoreksi tentang apa yang salah baik dari cara pengucapan atau salah pemilihan kata.*)

Student 2 : “Yes, I realized a lot of pronunciation of vocabulary which I often mispronounced.” (*Ya saya menyadari, banyak pengucapan kosakata yang sering saya salah pengucapan.*)

From the Interview Excerpt 5, the two students have the same opinion about this. They both realize that they have weaknesses in the pronunciation and choice of vocabulary in speaking English. It is

humane when someone just learns something new for himself.

Interview Excerpt 6

Apa pendapat Anda mengenai feedback yang diberikan guru terhadap video project yang kamu lakukan?

Researcher : “What do you think about the feedback that teacher gave to your video project?”

Student 1 : “Really helpful. Because, with this we can realize that we made mistakes that were not realized and helped to correct them.” (*Sungguh membantu karena dengan adanya itu kita bisa menyadari bahwa kita melakukan kesalahan yang tidak disadari dan dibantu untuk memperbaikinya.*)

Student 2 : “My opinion regarding the feedback given by the teacher is to increase my enthusiasm and deepen the material provided and correct mistakes in making video projects.” (*Pendapat saya mengenai feedback yang diberikan guru yaitu menambah semangat saya dan memperdalam materi yang diberikan serta memperbaiki kesalahan dalam pembuatan video project.*)

From the Interview Excerpt 6, the opinion of the two students about the feedback provided by the teacher was very helpful. They said that they had deficiencies in each other in working on the video project. Therefore, they are greatly helped by the feedback from the teacher because it can be a correction for themselves and increase their enthusiasm for practicing again.

Interview Excerpt 7

Bagaimana antusias kamu terhadap video project ini?

Researcher : “How enthusiastic are you toward this video project?”

Student 1 : “Happy, because I always love to try new things and practice them and with the video project I am more confident in practicing it. Because in the video each of our mistakes has been corrected properly.”

(Senang, karena saya selalu senang mencoba hal baru dan mempraktekannya dan dengan adanya video project tersebut saya jadi lebih percaya diri untuk mempraktekannya karena di video tersebut setiap kesalahan kita sudah di koreksi dengan baik.)

Student 2 : “Very enthusiastic.” (*Sangat antusias.*)

From the Interview Excerpt 7, Both students were very enthusiastic about this video project, student 1 said that he was happy when he tried new things like this. With this video project, even students can practice it outside the English class.

Interview Excerpt 8

Manfaat apa yang kamu peroleh dari video project ini?

Researcher : “What benefits will you get from this video project?”

Student 1 : “Benefits such as changing pronunciation habits and the confidence to try them with friends.” (*Manfaat seperti perubahan habit dalam pengucapan dan percaya diri untuk mencoba nya dengan teman.*)

Student 2 : “The benefits are many. For example, I know a lot of vocabulary that has not been known before, know many words that are pronounced incorrectly, and improve my speaking skills.” (*Untuk manfaat banyak seperti, saya banyak mengetahui kosa kata yang belum diketahui sebelum nya, mengetahui banyak kata yang pengucapannya salah, dan memperlancar skill pengucapan.*)

From the Interview Excerpt 8, students felt many benefits from this video project, such as knowing a lot of new vocabulary in English, increasing self-confidence when speaking English, and feeling used to pronunciation.

Interview Excerpt 9

Apa saran kamu buat penggunaan video project untuk meningkatkan kemampuan

berbicara Bahasa Inggris ini?

Researcher : “What are your suggestions for using this video project to improve your English speaking skills?”

Student 1 : “Maybe divided several themes for the conversation to make it more exciting.” (*Mungkin dibagi beberapa tema untuk percakapannya agar lebih seru.*)

Student 2 : “The suggestions are further expanded on some rather difficult vocabulary words that we have never known and rarely heard to incorporate into the use of video projects.” (*Saran nya lebih diperluas lagi beberapa kosakata yang agak susah yang belum pernah kita ketahui dan jarang didengar untuk dimasukan ke penggunaan video project.*)

From the Interview Excerpt 9, the students gave suggestions differently. Student 1 said that the theme of the video should be divided into several themes so that one class is not monotonous and looks more exciting. Meanwhile, student 2 said that it is hoped that the use of vocabulary will be deepened further.

Interview Excerpt 10

Apakah ada dampak positif yang terjadi di kehidupan nyata kamu setelah mengerjakan video project ini? Jika ada, apa itu?

Researcher : “Is there a positive impact that occurs in your real life after creating this video project? If so, what is it?”

Student 1 : “Of course, with this project it makes me quite confident if some friends want to try to start a conversation in English and maybe because of the video project I can also correct a few mistakes and improve my friend’s English.” (*Tentu saja ada, yaitu dengan adanya project ini membuat cukup percaya diri jika ada beberapa teman ingin mencoba memulai percakapan dengan bahasa inggris dan mungkin karena video project tersebut saya bisa juga mengoreksi beberapa kesalahan dan memperbaiki bahasa inggris teman saya.*)

Student 2 : “There is. Because, so you know more words if someone speaks English or sees what they write because they have been studied in a video project.” (*Ada, karena jadi lebih tau banyak kata jika ada orang yang berbicara bahasa Inggris atau melihat tulisan nya karena sudah dipelajari di video project.*)

From the Interview Excerpt 10, Students are aware of the positive impact this has on their real life. Student 1 felt that he was more confident when a friend asked him to speak English, while Student 2 felt that he understood when someone spoke English.

Based on the research findings, it is known that the participants of this study have positive and negative perceptions of the use of video projects on Instagram. According to Arrohim (2019), positive perception is a perception that presents a positive impression or shows agreement about something, while negative perceptions are perceptions that present a positive impression or show disagreement about something. There are several reasons why video projects on Instagram get positive and negative perceptions of students.

All students believed that this Instagram video project assignment was useful for them to increase their self-confidence. Based on the result of questionnaire and interview sheets, video project lowered the parents' worries in the use of technology. Through the video project, the technology could be used for beneficial activities such as learning language. In the process of creating video projects, the students utilized their smartphone, cameras or camcorder. The students found other benefits on the video projects to improve their speaking skills. They felt more confident when practicing their speaking skill in front of the cameras because they confessed that they did not have enough confident to speak in front of cameras before they got this video projects. This is in line with Maula's (2019) statement that the video project activity can increase the student's self-confidence with

good preparation students can use the video project for knowing their weakness in speaking.

They were also encouraged to give the best results in their video projects. Another benefits of video project was video project helped them to improve their vocabulary knowledge. The last, most of the students admitted that the video project trained their speaking skills. Another reason why student have a positive perception about video project is they are very enthusiast because it is students' first experience. This is in line with the statement from Ting (2013) which said that the students are interesting, feel that the video project is useful and relevant to their learning because this is the students' first experience.

However, students have a negative perceptions about this video project. The reason why student have a negative perceptions because many students are still confused about the pronunciation of words in English. While students might experience high anxiety level and speech apprehension during the language learning process, engaging students in producing their own video projects allows the entire learning experience to take place in a less threatening environment thus elevating their self-confidence due to the entertaining nature of videos (Kinnaman, 1993; and Clovis 1997). It means that there are not a few students who still don't understand the pronunciation in English. With this video project, students are expected to be able to learn from their mistakes.

CONCLUSION

There is one research problem in this research. It is about the students' perceptions toward video project in speaking class. In this research, the research problem is answered by distributing questionnaires and doing interviews. Some theories of the video project and perception were used to create the questionnaires. The questionnaires and interviews are implemented to the twenty seventh students of tenth grade SMAN 5 Karawang. There were twenty seventh participants for the questionnaires and two

participants for the interviews. The teacher's contribution in the class also supports students' positive perceptions toward the video project in speaking class. Before the students creating the video project, the teacher also gives clear instructions. It helps students to give the best effort of their projects.

Most of the students have positive perceptions toward the video projects. They think that video project trains their speaking skill. They are able to overcome their difficulties in speaking English because they can do their self-reflection. They become more confident in speaking English after creating video project. It means that video project can be used as one of the teaching media in the students' speaking class. However, students have a negative perceptions about this video project. The reason why student have a negative perceptions because many students are still confused about the pronunciation of words in English.

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