

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presented the findings and discussion. The finding designed to answer the research problem, the students' perception about video making task to improve their speaking skills and the discussion is to discuss the findings of this research.

A. Findings

There is one statement of problem that have to be answered in this research, the problem is what students perceptions are related to the use of video making task to improve their speaking skills. The data of this research were collected from questionnaire and interview.

Questionnaire and interview used for collecting the data about students' perception of video making task to improve their speaking skills. There were 34 respondents on the questionnaire and 10 informants that have been interviewed. On the questionnaire, to answer the statement of problem there are three indicators of statements as follows:

1. Students' Interest about Speaking Subject and Video Making Task

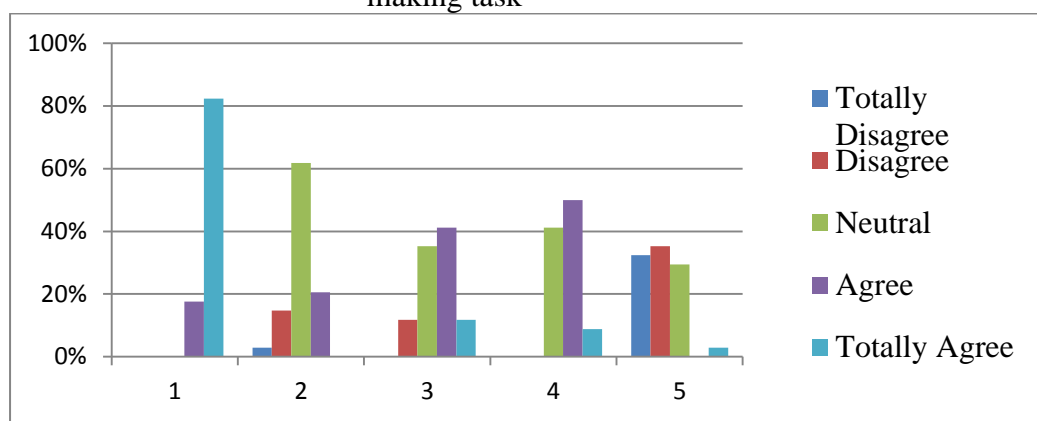
The results of students responses related to their interest about speaking subject and video making task can be seen from the following table:

Table 4.1. The students response related to their interest about speaking and video making task

No	Statement	Responses				
		Totally disagree	disagree	neutral	Agree	Totally agree
1.	Speaking is one of important skill that can	0%	0%	0%	17.64%	82.34%

	improve my English					
2.	I usually speak English	2.94%	14.70%	61.74%	20.58%	0%
3.	I like video making task that given by lecturers	0%	11.76%	35.29%	41.17%	11.76%
4.	Video making task is very useful	0%	0%	41.17%	50.00%	8.82%
5.	This video making task is not interesting	32.35%	35.29%	29.41%	0%	2.94%

Chart. 4.1. Students response related their interest about speaking and video making task



The table above showed that all of students realize and believe that speaking is important skill that can improve their English ability. They are categorized as agree (17.64%) and totally agree (82.35%) it means that this statement has very good response. Meanwhile, statement 2 showed that most of students are not accustomed to speak English in their daily life, they are categorized as totally disagree (2.94%), disagree (14.70%), neutral (61.74%) and agree (20.58%). It that means a few students accustomed to speak english and some students still confused.

According to interview results, when the researcher asked whether students are usual to speak English or not and their reasons, 8 of 10 informants response negatively and they had various reasons. Students actually realized that there are four skills that can improve their English and speaking is one of them.

Even though they realized that speaking is important, they are unusual to speak English in their daily life. *“Iya saya tau bahwa speaking itu sangat penting tapi karna jarang digunakan dalam keseharian kita jadi seakan akan aneh”*(Student A) and *“Jarang sih berbicara pake bahasa inggris, palingan cuman di kelas dan kalau bicara sama dosen”* (Student F). Another reason is because they are shy and have less vocabulary. *“Malu, kecuali kalo dituntut berbicara menggunakan bahasa inggris atau diajak langsung berbicara bahasa inggris.”* (Student I), *“Jarang pakai bahasa inggris ya karena malu aja kadang-kadang”* (Student G), *“Jarang sih, soalnya vocabulary masih kurang banyak jadi sering terbata-bata”* (Student B).

Different from 8 respondents above, 2 others respondents stated that they are accustomed to speak english, it is because they both have joined English Students' Assosiations or have speaking club. *“Sering, karena saya mengikuti speaking club, kami bertemu dua kali seminggu dan selalu menggunakan bahasa inggris. Juga saat bertemu teman yang sepemikiran ingin berbicara bahasa inggris.”* (Student J), and *“Sering, karena saya kan salah satu pengurus HMJ, kita biasanya berbicara menggunakan bahasa inggris”* (Student E).

Statement 3 and 4 talk about students responses in video making task. Statement 3 showed that most of students like video making task by 41.17% students agree and 11.76% students totally agree, but 35.29% students chose neutral and 11.76% students disagree with that. It is not quite different with statement 4, even though 41.17% students chose neutral, 50.00% students agree and 8.82% students totally agree that video making task is a very useful task.

Statement 5 is a negative statement. Mostly, they did not argue that video making task is not interesting. They are categorized as very disagree (32.35%) and disagree (35.29%), little in neutral (29.41%) and totally agree (2.92%). It means that students thought video making task is an interesting task.

According to interview results, 6 students like video making task because it is modern and make the class fun. Another reason is it brings students to be a creative person. Meanwhile, 2 students did not like because video making task is a hard task, they should be in editing process that cannot every students are able to do that and 2 students was confused.. *“Sangat suka, karena tugas ini membuat pelajaran lebih moderen dan serasa jadi artis”* (Students D), *“Suka, karena tugas membuat video ini membuat kelas lebih hidup, muka mahasiswa terlihat bahagia ketika melihat video bersama-sama”* (Students A) *“Keren aja seperti bikin film sungguhan”* (Student E) and *“Kurang suka, karena kurang menarik, terkadang yang mengedit video nya hanya satu orang dan itu menyusahkan”* (Students C).

2. Students’ Responses Related Video Making Task can Improve Their Speaking Skills Component.

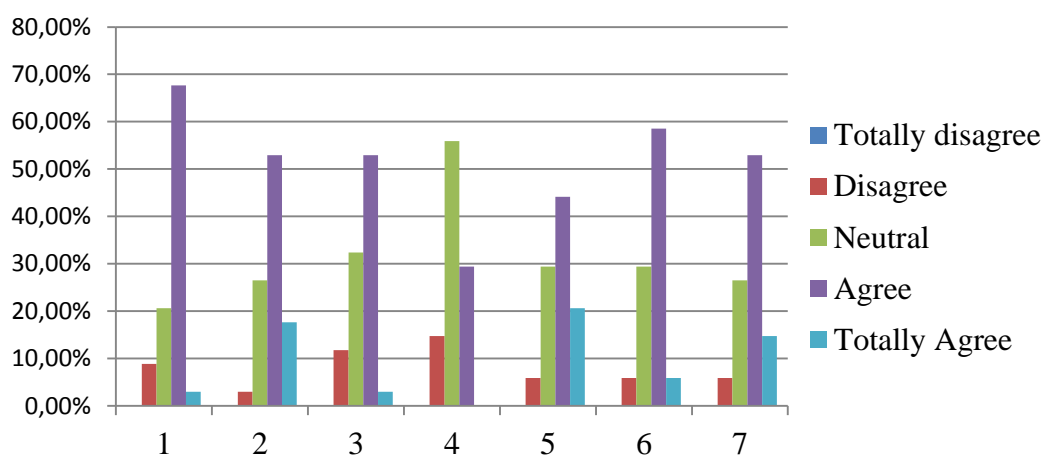
There are 7 statements that indicate video making can improve students’ speaking skills and speaking components. The results of questionnaire and interview can be seen as follows:

Table 4.2. Students response related video making task can improve component of speaking

No	Statement	Responses				
		Totally disagree	disagree	neutral	Agree	Totally agree
1.	I think video making task improve my speaking	0%	8.82%	20.58%	67.64%	2.94%

	skills					
2.	This task improve my vocabulary	0%	2.94%	26.47%	52.94%	17.64%
3.	This task allow me to speak fluently	0%	11.76%	32.35%	52.94%	2.94%
4.	This task made my grammar improved	0%	14.70%	55.88%	29.41%	0%
5.	I usually repeat the process of making video until my pronunciation as good as possible and then save it.	0%	5.88%	29.41%	44.11%	20.58%
6.	I think my pronunciation was improved after the video made.	0%	5.88%	29.41%	58.52%	5.88%
7.	This task made us speak like in a real context	0%	5.88%	26.47%	52.94%	14.70%

Chart 4.2. Students' responses related video making task can improve their speaking skills component.



The table and chart above showed that video making task improved students' speaking skills, it can be seen that 6 of 7 statements get good responses and 1 statement gets poor responses. The first statement is about students' perception of video making task can improve their speaking in general, 67.64% of respondents argued with that statement and 2.29% of respondents totally agree, but 8.82% of respondents are not and 20.58% of respondents neutral, it means that students feel the video making task can improve their speaking.

The second statement is about whether video making task can improve their vocabulary as a part of speaking component. 52.94% of respondents agree and 17.64% of respondents totally agree with this statement. Meanwhile, 26.47% of respondents neutral and 2.96% of respondents disagree. It means that this statement has good response and students feel the task can improve their vocabulary.

The third statement is about video making task process can improve students' fluency. The results showed that 52.94% of respondents agree and 2.94% of respondents totally agree with the statements, but 32.35% of respondents neutral and 11.76% of respondents disagree. It means that video making task is fairly affected students' fluency.

The fourth statement talks about video making task can improve students' grammar. The results of respondents' perception 14.70% of respondents disagree with the statement, 55.88% of respondents neutral and 29.41% of respondents agree, it means that students does not agree if video making improve their grammar.

The fifth and sixth statement talk about whether video making task can improve students' pronunciation. The results of respondents' perceptions which in fifth statement, 44.11% of respondents agree with the statement and 20.58% of respondents totally agree. While sixth statement relatively close, which 58.82% of respondents agree and 5.88% of respondents totally agree with the statement. So it means that video making task can improve students' pronunciation based on students' perceptions.

The last statement talks about whether video making task can improve students' comprehensions. Based on the table above, it can be seen that most of respondents agree (52.94%) and totally agree (14.70%). Meanwhile, 26.47% of respondents neutral and 5.88% of respondents disagree. In short, the students thought the video making task can improve their comprehensions.

Based on interview results, when the researcher asked the reasons to the respondents why the video making task can improve their speaking skills, many of them firstly answer it was because video making can improve their pronunciation, vocabulary and fluency. Before students made the video, they would prepare the dialogue and practice it many times until as good as possible to record it. Some respondents said: "*Jelas ada peningkatan, kan sebelum membuat video itu kita harus membuat dialognya dulu, kemudian dihafalkan. Kadang dialognya teringat-ingat terus*" (Students B), "*Ya menurut saya mempengaruhi terhadap pronunciation dan fluency saya, soalnya ketika membuat video tersebut, kita sering mengulang-ulang sampai bagus dan lancar*" (Students B), "*Sedikit banyaknya berpengaruh, contohnya saat orang belum terbiasa untuk berbicara menggunakan bahasa inggris mereka menjadi terlatih melalui tugas ini karena sebelum direkam pasti diulang-ulang latihannya sampai pronounce nya lancar*" (Students D), "*Kan dalam pembuatan video itu tidak hanya sekali, pasti diulang-ulang. Nah ketika itulah kita belajar bagaimana cara pengucapannya yang benar, kelancarannya, kemampuan memahami lawan bicara, improvisasi dan lain sebagainya*" (Students F), and "*Mungkin yang pertama di bagian vocabulary, kosa kata saya akan bertambah melalui persiapan pembuatan naskah/dialog*

pembuatan video tersebut, kemudian dalam proses itu sering dilatih dan di ulang-ulang sehingga fluency dan pronunciation meningkat karena pengulangan tersebut.” (Students E).

When the researcher asked about whether video making task can improve students’ grammar, some respondents answer that they did not feel that their grammar was improved, it is because when they made the dialogue for video making task just only one or two persons who make it, meanwhile there are five members of group. Another reason is students do not really care with grammar when they speak. *“Kurang setuju dengan grammar, ini karena ketika kita membuat video ini yang membuat dialognya hanya satu orang saja jadi yang lainnya terima beres”* (Students B) and *“Terkadang kami tidak terlalu peduli dengan grammar, yang penting lancar dan terkadang kami menonjolkan hal-hal lucu saja dalam video itu”* (Students D).

3. Students’ Perceptions Related to The Advantages of Video Making Task for Students.

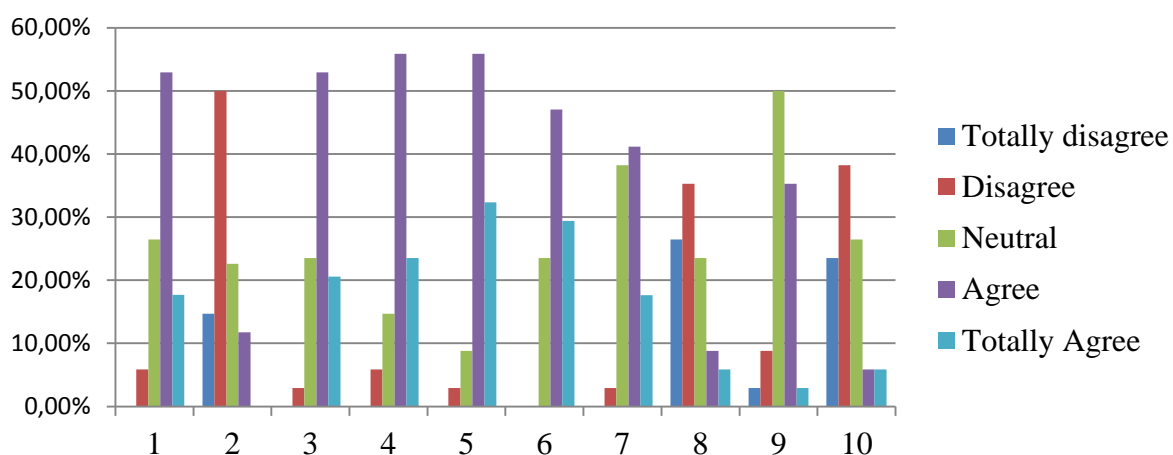
In this indicator, there are 10 statements that indicate the advantages of video making task for students. The results can be seen as follows:

Table 4.3. Students’ perceptions related the advantages of video making task for students.

No	Statement	Responses				
		Totally disagree	disagree	neutral	Agree	Totally agree
1.	This video making task made a lesson more interesting	0%	5.88%	26.47%	52.94%	14.70%
2.	This video making task is expensive (need extra money or payment)	14.70%	50.00%	22.58%	11.76%	0%
3.	Video making task is	0%	2.94%	23.52%	52.94%	20.58%

	challenging.					
4.	This task made students up to date with technology	0%	5.88%	14.70%	55.88%	23.52%
5.	I able to correct my speaking after video created.	0%	2.94%	8.82%	55.88%	32.35%
6.	This task increases my creativity.	0%	0%	23.52%	47.05%	29.41%
7.	This task improves my self-confidence.	0%	2.94%	38.23%	41.17%	17.64%
8.	This task wasting my time.	26.47%	35.29%	23.52%	8.82%	5.88%
9.	This task reduces my anxiety to speak English.	2.94%	8.82%	50.00%	35.29%	2.94%
10.	Video making task made me more nervous.	23.52%	38.23%	26.47%	5.88%	5.88%

Chart 4.3. Students' perceptions related to the advantages of video making task for students.



The first statement talks about whether the video making task made the lesson more interesting. The results show that 52.94% of respondents agree and 14.70% of respondents totally agree, though 26.47% of respondents neutral and 5.88% disagree. It means video making made the lesson more interesting.

The second statement talks about whether video making is expensive for students, the results show that students disagree with that statement. There are

14.70% of respondents totally disagree, 50.00% of respondents disagree and 22.58% of respondents neutral and 11.76% agree, it means students feel that video making task is unexpensive task.

The third statement talks about whether the video making task challenges students to develop English language. The result shows that 52.94% of respondents agree and 20.58% of respondents totally agree, it means that video making is challenge students to improve their language even though 23.52% of respondents neutral and 2.94% of respondents disagree.

The fourth statement talks about whether video making task asks students to be up to date with technology. The results shows that most of respondents agree (55.88%) with this statement and totally agree (23.52%), and a few neutral (14.70%) and disagree (5.88%). This results means students feel video making task bring students up to date with technology.

The fifth statement talks about whether the students are able to correct their speaking after video created. The table shows that 55.88% of respondents agree and 32.35% of respondents totally agree with the statement, 8.82% of respondents neutral and 2.94% of respondents disagree. This results means that the students are able to correct their speaking after video created.

The sixth statement talks about whether video making task improves students' creativity. The table shows that 47.05% of respondents agree and 29.41% of respondents totally agree, but 23.52% of respondents neutral. This result indicates that students feel video making task improves their creativity.

The seventh statement talks about whether video making task can improve students' confidence to speak English. The table shows that 38.23% of respondents neutral, 41.17% of respondents agree, 17.64% totally agree and only 2.94% of respondents disagree. It means video making task is fairly improves students' confidence to speak English.

The eighth statement talks about whether video making task wastes students' time. The table shows that 35.29% of respondents disagree, 26.47% of respondents totally disagree, 23.52% of respondents neutral, 8.82% of respondents agree and 8.82% of respondents totally agree. It means that students feel that video making task do not waste their time.

The ninth statement talks about whether the video making task reduces students' anxiety to speak English. The table shows that 50.00% of respondents neutral, 35.29% of respondents agree, 2.94% of respondents totally agree, 2.94% of respondents totally disagree and 8.82% students disagree. It means students still get confused wheteher the task reduces their anxiety or not.

The last statement talks about whether video making task makes students more nervous to speak English. The table shows that 23.52% of respondents totally disagree, 38.23% of respondents disagree, 26.47% neutral, 5.88% of respondents agree and 5.88% of respondents totally agree. This result is students feel that video making task do not make students nervous to speak English.

When the researcher interviewed some respondents related to whether video making task gives advantages for them, they had various answer and explanation but still agree with the statement on the questionnaire. The firts

advantage stated by the participants was related to self-evaluation. Recording and watching their video encouraged participants to evaluate their work and speaking. For example, one participant says: *“Pembuatan video ini saya rasa keuntungannya ketika sudah selesai dibuat, kita dapat mengoreksi banyak hal di video tersebut seperti pronunciation, expressi, bahkan tingkat kepercayaan diri.”* (Participant E)

Another advantage of video making task that stated by the participants was about this task improved their self-confidence. One participant said *“Video ini membuat kepercayaan diri meningkat ketika menggunakan bahasa inggris, kami lebih berani menampilkan kemampuan bahasa inggris didepan umum dengan cara yang unik dan lucu”* (Participant D)

The next advantage of video making task was increasing the level of collaboration and interaction among group members. One participant said *“Ketika tugas ini dibuat berkelompok semua berbagi tugas dan peran masing-masing, ada yang jadi sutradara, ada yang mempersiapkan kostumnya, ada yang menyiapkan naskahnya, dan ada yang menjadi kameramen dan editor. Hal ini membuat komunikasi antar anggota grup itu lancar”* (Participant A). Another participant said *”Dalam proses pembuatan video ini semua mendapat tugas dan perannya masing-masing, sehingga tidak ada yang santai-santai seperti duduk dipantai”* (Participant E).

The last advantage that stated by respondents was video making task made the situation of class fun and enjoyable. One respondent said *“Ketika video ini ditayangkan di kelas, situasi kelas sangat menyenangkan karena video-video yang*

dibuat sangat kreatif seperti melihat film yang keren” (Participant F). Another respondents said “Kondisi kelas sangat beda dari yang biasanya, semua merasa senang dan menikmati terhadap video-video yang ditayangkan” (Participant B).

B. Discussions

In this discussion part, the researcher discusses the findings of students' perception on video making task in improving students' speaking skills. After all of the needed data are completed, this discussion part will analyzed them based on the findings of the data that have been presented before. The data will be explained as follows:

1. Students' Interests about Speaking Subject and Video Making Task

According to students' perceptions in the questionnaire, respondents realize that speaking is an important skill for them, but 61.74% of respondents are confused whether they speak English in their daily life or not. Based on interview results, 8 of 10 informants stated that they feel unusual and shy to speak English in their daily life. It means that students of English Education Department of IAIN Antasari Banjarmasin are reluctant to speak English. Harmer (2007. P.345) explains that students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions.

Based on the researcher expectation, video making task is an activity which can help students to reduce the level of reluctant to speak english because video making task was connected with Harmer (2007. P.345) explains that there are a number of things teacher can do to help students:

a. Preparation

Students need quiet time to think in their heads about how they will speak, or it mean letting them practice dialogues before having to do anything more public (Harmer. 2007, p.346). In video making process, students usually will prepare some dialogues or corversation that they want to record.

b. The Value of Repetition

In repetition process, students can think about how to re-word things or just get a feel for how it sounds (Harmer. 2007. P.346). If students made some mistake in pronunciation or their fluency was not good. Usually they repeat the process of the video recording.

c. Big Groups, Small Groups

A major reason for reluctance of some students to take a part in speaking activities is that they find themselves having talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too (Harmer, 2007. P.346). Video making task can be used for personal task or group task, in some conditions, video making task get chance to speak and discuss the topic freely.

d. Mandatory Participation

Teachers should make sure that students are engaged in the task and manage students who sit back and let everyone else do the work (Harmer, 2007. P.346). In video making task, usually teachers give the topic for making a video and ask all students fully participate with the process of video making.

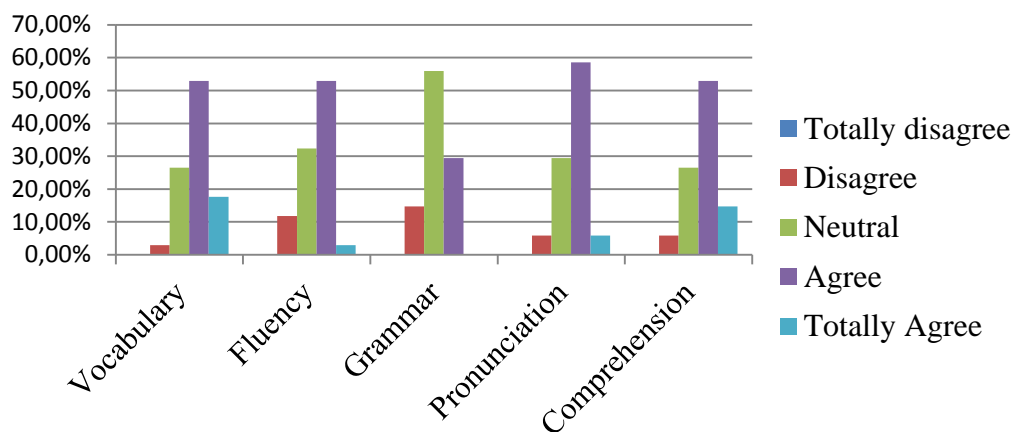
The next is students' interests about video making task. Students' interests about video making task based on questionnaire stated that respondents fairly like and feel that video making task is useful for them. Based on questionnaire results, 41.17% of respondents feel that they like this video making task and 11.76% of respondents very like. 50.00% of respondents agree and 8.82% of respondents totally agree that video making task is useful for them. Also, many respondents feel that video making task is interesting task which has 32.29% of respondents agree and 32.29% of respondents totally agree with that statement.

According to interview results, some students like video making task because it is modern task and make the class fun. These results indicate that students of English Education Department of IAIN Antasari Banjarmasin are interested in video making task and they enjoyed it.

2. Students' Responses Related to Video Making Task can Improve Their Speaking Skills Component.

There are five components of speaking skill based on Brown (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 task. It can be seen on the chart below:

Chart 4.4. Students' responses related to video making task can improve their speaking skills component.



Based on the results on the chart above, students feel that video making task are able to improve their pronunciation, vocabulary, fluency and comprehension except grammar. It is different with Yasmin (2011, P.8) found in her research, video making task was improve all of speaking component.

Based on the interview results, there are some reasons why students feel confused whether grammar affected in this task or not. First, video making task is a group task, not 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 did not give a role to students. In giving video making task, teachers should be explain the topic and the role of recording process for making students have their own parts.

The second reason is students do not really care with their grammar when they speak. It is an issue of speaking like Brown (2007. P.323) explanation that students sometimes just focus at fluency rather than accuracy. Teacher shall prioritizes the two important speaker goals of accurate (clear, articulate,

grammatically and phonology correct) language and fluent (flowing, natural) language.

3. Students' Perceptions Related The Advantages of Video Making Task for Students.

According to the results of the questionnaire, there are many advantages of video making task based on their perceptions. To make it short and clear, the results of questionnaire divided into positive and negative statements and listed with the top frequently answer that can be seen on the following table:

Table 4.4. Top frequently of students' perception related the advantages of video making task for students (Positive statement)

No	Statement	Total of students that agree and totally agree	
		Agree	Totally Agree
1.	I able to correct my speaking after video created.	55.88%	32.35%
2.	This task made students up to date with technology	55.88%	23.52%
3.	This task increased my creativity.	47.05%	29.41%
4.	Video making task is challenging.	52.94%	20.58%
5.	This video making task made a lesson more interesting	52.94%	14.70%
6.	This task improves my self-confidence.	41.17%	17.64%
7.	This task reduces my anxiety to speak English.	35.29%	2.94%

Table 4.5. Top frequently of students' perception related the advantages of video making task for students (Negative statement)

No	Statement	Total of students that agree and totally agree	
		Agree	Totally Agree
1.	This video making task is expensive (need extra money or payment)	11.76%	0%
2.	This task wasting my time.	8.82%	5.88%
3.	Video making task made me more nervous.	5.88%	5.88%

From the two table above it can be seen that the top frequently stated advantages of video making task is students are able to correct their speaking after the video created. It means, video making task allowing self-evaluation and correcting mistakes for students. This finding is similiar to Savas (2012. P.110) and Yasmin (2011. P.10). They found that the most important benefit and advantage of video making task was self-evaluation and correction.

The next advantages is video making made students up to date with technology and increase their creativity. Based on interview results, students are happy with it because they are able to make video in their daily life as creative as possible and then they can upload it on the instagram or another social media. Those two advantages also found by Yasmin (2011. P.10) that this task allowing students integrate technology in their lessons.

Interestingly, students of English Education Department of IAIN Antasari Banjarmasin feel that video making is fairly improves their self-confidence. It is different to Savas's (2012. P.110) finding that the second top frequently advantages of video making is students can improve their self-confidence. Based on interview results, several students are still shy and afraid if they have a lot of mistakes in pronunciation and grammar. This thing also appropriate with statement whether video making reduce students' anxiety to speak English that has 38.7% of respondents agree with the statement, it means some students still reluctant to speak even though they made video making task.

This results actually different to the researcher's expectation before, that video making task are able to reduce the level of reluctant to speak. It can be some

reasons to answer why this happened, the first is the lecturers of English Education Department of IAIN Antasari Banjarmasin did not give the clear rules to students, and the second is this task rarely used by lecture, on the interview results students get this task maximum 2 times per semester so students did not feel the benefits of video making too much. Furthermore, another research is needed to proof those statements.

Based on interview results, the researcher found another advantage that stated by informants that the video making task increasing the level of collaboration and interaction among group members. It related to Harmer's (2007. P.361) explanations that video making task can make students work cooperatively together using a wide variety of language both in the process and the product of making video. What the teacher should do is to get everyone involved to this task.