

**THE STUDENTS' PERCEPTION TOWARD VIDEO PROJECT
ASSIGNMENT IN TEACHING ENGLISH THROUGH ONLINE
LEARNING DURING COVID-19 AT THE SECOND GRADE OF
SMAN 4 LUWU**

A Thesis

*Submitted To The English Education Program Of Tarbiyah And Teachers
Training Faculty Of State Islamic Institute Of Palopo As Partial Fulfillment Of
Requirements For S.Pd Degree In English Education*



**Composed by :
RESZQHI AMALIA S
REG. NUM. 18 0202 0091**

**ENGLISH EDUCATION STUDY PROGRAM OF
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO**

2022

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2022

THESIS APPROVAL

This thesis entitled **"The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 at The Second Grade of SMAN 4 Luwu"**, which was written by **Reszqhi Amalia S.**, Reg. Number 18 0202 0091, a student of English Language Education Study Program of Palopo, has been examined and defended in **Munaqasyah** session which was carried out on November, 23rd 2022. Coincided with Rabiul Akhir, 28th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo. 06th December 2022


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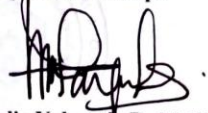
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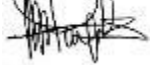



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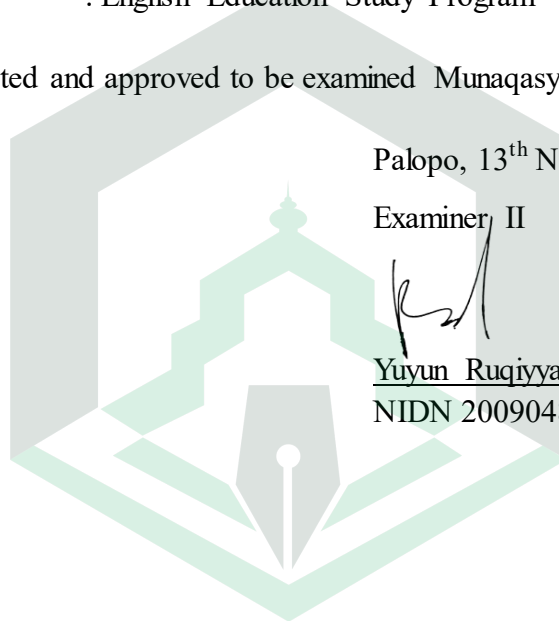
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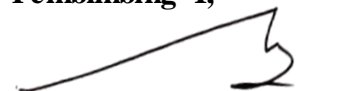
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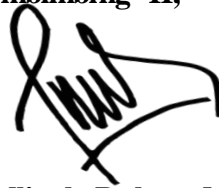
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The researcher hopes this thesis can give some value to the English Language Education Study Program students, English teachers, and readers. The researcher admits that this thesis is not perfect, so the researcher would accept suggestion from the readers to make it better. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher prays that Allah SWT may bless all of the people who have helped the researcher. The researcher hopes this thesis can be helpful and give a positive contribution to the readers and others.



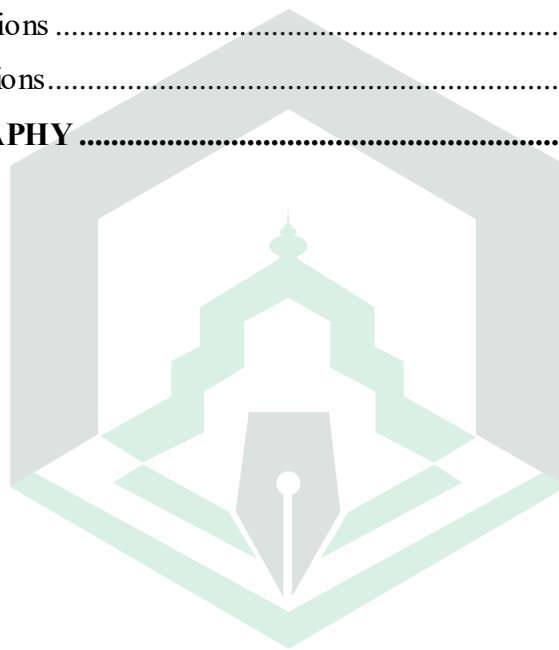
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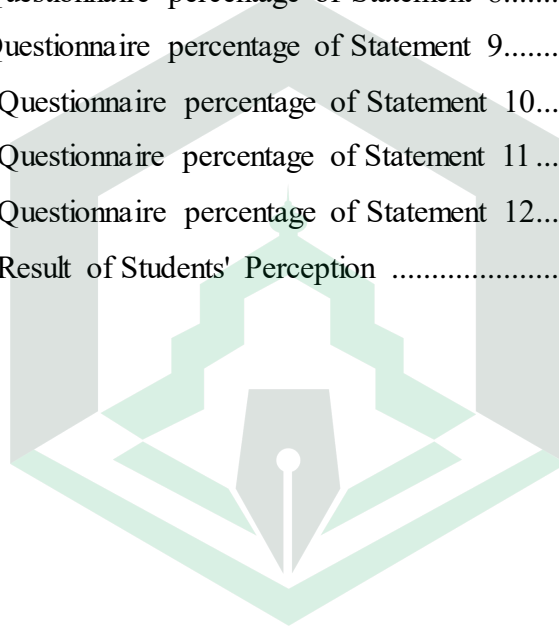
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ABSTRACT

Reszqhi Amalia S, 2022. "The Students' Perception Toward Video Project Assignment in Teaching English Through Online Learning During Covid-19 at the Second Grade Of SMAN 4 Luwu." Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo. Supervised by : (1) Madehang, S.Ag., M.Pd and (2) Fadliyah Rahma Muin, S.Pd.I., M.Pd.

This study aimed to know the students' perception of their video project assignment in English class. This study used a descriptive qualitative method. There was one problem that was elaborated in this study. This study included students in the second grade major IPS 1 of SMAN 4 Luwu. The instrument in this study were questionnaires, interviews, and documentation. The questionnaire results showed that most students had good perceptions of the video project assignments. They thought that a video project assignment helped them train their english skills. Through a video project assignment, the students were motivated to give the best results in the project. The interview results also showed that a video project assignment helped them realize their mistakes and overcome them to be better speakers. It meant that a video project assignment was appropriate to be applied in English class.

Keywords: Students' Perception, Video Project, English Class.

CHAPTER I

INTRODUCTION

A. Background

Learning English is important because English is an international language. According to Smith, an international language means that English is used to communicate with people from different nations.¹ English facilitates people from different nations to have a conversation to make a relation. English is studied by more people than any other language, despite the fact that it is mostly utilized in international trade, diplomacy, and tourism.

English also plays an essential role in students' life. It has been considered a requirement for studying abroad for several decades. In particular, most of the different disciplines' textbooks are in English. English is also taught in schools. Most schools in Indonesia also consider English as a compulsory course that needs to be learned in schools. The existence of an English course is expected to help all Indonesians understand and communicate in English.

Teaching English courses is usually started by giving theories of the materials discussed. Theories are critical, but the practice is the most important thing in learning English. According to Willingham, practice guides students to better memory. Short and long-term memories need ongoing practice.² When students tend to memorize all about theories, but they have less practice, their

¹ L. E. Smith, "English as an International Auxiliary Language" *RELC Journal* 7, no. 2 (1976):38-42, <https://doi.org/10.1177/003368827600700205>.

² Daniel T. Willingham, *Practice Makes Perfect-But Only If You Practice Beyond the Point of Perfection* (American Educator, 2004).

English skill would not work well. Jones stated that in speaking and listening, people tend to be getting something done, exploring ideas, working out some aspect of the world or simply being together. English course helps students to be able to communicate with other people in English.³ The ability to speak English in a speaking class could be improved with practice.

In this technological era, teaching and learning are not always conducted by books, whiteboards or explaining materials, but the process could incorporate other alternative tools such as videos. The ability to record, edit, and share digital moving images effortlessly, quickly, and inexpensively has been revolutionary for amateur videographers, including students of all ages.⁴ Video technology was becoming increasingly popular in education because of rapid technological advancement.⁵ It means that video could be an excellent tool to support teaching and learning activities.

A video is one of the technologies that can be used as a teaching media. Therefore, video assignments in English lessons are closely related to project-based learning (PBL). It refers to language learning activities that ask students to perform language skills or abilities. As a result, the learning would be more effective, and the students could follow the learning process easily. Furthermore, steps are essential to make active learning. In other words, steps can encourage

³ Pauline Jones, "Planning an Oral Language Program," *NSW: Primary English Teaching Association*, 1996, 12–26, https://scholar.google.com.sg/citations?view_op=view_citation&hl=fr&user=b38cL0QAAAAJ&citation_for_view=b38cL0QAAAAJ:QIV2ME_5wuYC.

⁴ Jones.

⁵ He Anping, Lewis, Marilyn, "Video-Viewing Tasks for Language Teacher Education," *RELC Journal* 33, no. 1 (2002): 122–36, <https://doi.org/10.1177/003368820203300107>.

students to pay attention and watch while also allowing them to participate in the learning process.

Project-based learning (PBL) is a model that organizes learning around projects. It specifies projects as complex tasks based on challenging questions or problems involving students in design, problem-solving, decision making, or investigating activities, allowing them to lively autonomously over extended periods, and culminate in culminating.⁶

Nowadays, the development of technology-facilitated students to learn English more accessible and funnier. Video is a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing images representing scenes and motion.⁷ The video provides moving pictures and sounds. Video is an exciting teaching media because it provides actual situations and native speakers.⁸ From the video, students can identify gestures, emotions and fluency. In the speaking class, the use of a video can be a project for the students to create a documentary video in English. By practicing their speaking skill in front of a camera, they are accustomed to speak English. Besides, using a video in the class is also more interesting for the students.

The students' perceptions influenced the success of teaching and learning English. If the teacher knows the students' perceptions of the process of teaching

⁶ John W. Thomas, *A Review of Research On Project-Based Learning* (California: Autodesk Foundation., 2000), <https://scirp.org/reference/referencespapers.aspx?referenceid=631638>.

⁷ Song Hyun-suk, Myung Jae Sub, and Kim Jin-il, "Teaching English by Using Video," World wide, 2000, <http://englishdaejin.ac.kr/~rtyson/fall2000/elt/video.html>.

⁸ M McKinnon, "Teaching Technologies: Teaching English Using Video," 2000, <http://www.onestopenglish.com/support/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527>.

and learning English, they can decide on the appropriate teaching technique. Perception is essential for teachers and students because it influences teaching and learning.⁹ The students would be able to learn the materials if they understood their perceptions. By understanding their perceptions, they would know what they need and what teaching media is helpful for them. If the students have good perceptions of the teaching technique that the teachers give, it could lead them and their students to achieve good English teaching and learning results. If the students have negative perceptions, the teacher should change or modify the teaching technique to get the students' interests and attention. The modification of teaching techniques is needed to make the materials understood by the students easily. Knowing students' responses on the teaching technique can identify excellent or wrong perceptions. If the students are motivated and interested in responding to the teaching technique used in class, the students have good perceptions.

As already explained before, students' perceptions influence teaching and learning English. The teachers need to know the students' perceptions of whether they have good opinions or not. It is crucial to support their English learning, whether it is helpful or not for the students. Concerning that, the following research question was utilized: "What are the students' perceptions toward video project assignment in teaching English?". It is expected that the findings of this study may provide evidence for students' perceptions towards the use of videos in

⁹ Chris L. Kleinke, *Self Perception: The Psychology of Personal Awareness* (San Francisco: W H Freeman & Co, 1978).

learning. Particularly for teachers, it could serve as both theoretical and empirical evidence in promoting the use of video in the classroom.

B. Research Problem

From the research background presented, the researcher deals with one research problem as follows:

What are the students' perceptions toward video project assignment in teaching speaking?

C. Research Objectives

This research has one research objective that aims to study students' perception of the video project assignment in their speaking class.

D. Significance of the Research

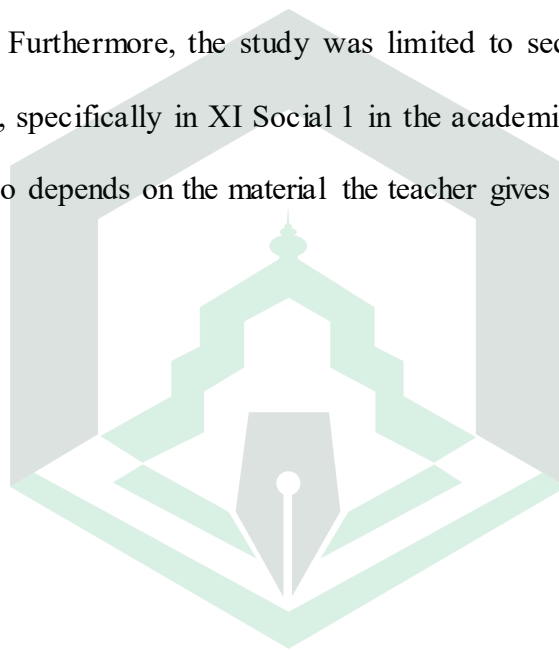
There are two significances of this research, those are:

1. Theoretically
 - a. This research is expected can give contribution to English subject.
 - b. This research is expected can increase the students' performance, precisely, to enrich vocabulary.
 - c. The researcher is expected that findings of this research can give contribution in developing the education aspect.
2. Practically
 - a. The research is expected can be practical information for the students and the teacher to apply video project as strategy in learning English.
 - b. The findings of this research are expected can give new atmosphere in learning English.

- c. The research is expected can be practical reference for educator in teaching and motivate them to be innovative in teaching English.

E. Scope of the Research

Skill of English are divided into four skills which are learned, such as speaking skill, reading skill, listening, and writing skill. This research focuses on the students' perceptions of the video project assignment in their speaking class. The participants of the research were eleventh (11th) grade of Social One SMAN 4 Luwu students. Furthermore, the study was limited to second-grade students of SMAN 4 Luwu, specifically in XI Social 1 in the academic year 2021-2022. The topic of the video depends on the material the teacher gives to the students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Regarding to this study, several previous studies are already conducted. Therefore, it will be explained as follows:

The first study is from Putri Andriana under the title "Students' Perception On Code-Switching on English Lecturer in Teaching Reading Course at The Third Semester At Muhammadiyah University Of Makassar".¹⁰ This study mainly focuses on the students' perception and how to improve teaching English. The difference in this study was skill, the research from Putri Andriana was reading skills, and this research was conducted in the third semester, while the researcher is english skills in general and was conducted in the second grade of high school.

Sri Mutmainnah Roni does the second recent study under the title "The Students' Perception on the Use of Video Call in Teaching and Learning Process".¹¹ This research has mainly focused on knowing the students' perceptions. The research from Sri Mutmainnah Roni aimed to find out the students' perception of using video calls in the application (hangout) on learning media.

Next, a study from Ike Puji Lestaari entitled "Students' Perception on Video Project as an English Speaking Assessment" was conducted in MTsN 1

¹⁰ Putri Andriana, "Students' Perception of Code-Switching on English Lecturer In Teaching Reading Course the Third Semester At Muhammadiyah University of Makassar" (Muhammadiyah University of Makassar, 2021), file:///D:/kerja proposal dulu/12015-Full_Text.pdf.

¹¹ Sri Mutmainnah Roni, "The Students' Perception On The Use Of Video Call In Teaching and Learning Process" (Muhammadiyah University of Makassar, 2020).

Mojokerto. The study's objective was to know the students' perception of video assessment.¹² The result of the study summarized that the majority of the students who took part in this study believed that being evaluated on their ability to speak English through video project assignments motivated and increased students' self-confidence. Students enjoy making videos, from composing sentences they would say to read texts aloud to recording videos in front of the camera. The difference with the current study was on the junior high school level, while this study was on the second grade of high school. Both studies' similarities were qualitative research focused on gaining students' perceptions.

In summary, these studies mean that this research investigates the teacher's use of English video to assess the students' English skills.

B. Some Pertinent Ideas

The researcher provides some theories from the experts. This part elaborates on the theories consisting of the definition of perception, video project, and speaking.

1. Perception

Perception in this study refers to the students' subjective experience through their observation and how they see reality. Before knowing the students' perceptions, it is essential to know what perception is and how perception is formed. The researcher provides some theories related to the definition of perception from some experts.

¹² Ike Puji Lestari, "Students' Perception on Video Project as an English Speaking Assessment" (Sunan Ampel State Islamic University of Yogyakarta, 2021), <http://digilib.uinsby.ac.id/54066/>.

a. Definition of the Perception

The literature on the formation of perceptions highlights the strong influence exerted by information gained at earlier stages in building an individual's perception of something. Bierhoff stated that the first information received impacts not only the knowledge organization of the human mind but also influenced the processing of new information.¹³ Perception in psychology is essential to know in many cases in process learning, there were many definitions of perceptions over that, but we will see the definition of perception according to the psychology world: Gibson in Wermer assumed perception is the way you think about or understand someone or something, the ability to understand or notice something quickly the way that you notice or understand something using one of your senses.¹⁴ Perception is a very complex cognitive process that yields a unique picture of the world, a picture that may be quite different from reality.¹⁵ In other words, perception is how people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch stimuli and produce physiological processes to bring out perceptions. Perception can affect how well students learn a language.

Perception refers to the students' subjective based on their experiences. People may have different perceptions depending on their physiological processes, such as needs and motivation. Perception cannot be decided whether it

¹³ Bierhoff Hans Wermer, *Person Perception and Attribution*, 1st ed. (New York: Springer Verlag, 1989).

¹⁴ Wermer.

¹⁵ Erna. Dwinata, "Language and Perception," *Bright, Journal of English Language Teaching, Linguistics and Literature* 1, no. 1 (2018): 71–77, <https://doi.org/https://doi.org/10.29100/bright.v1i1.248>.

is right or wrong. Each person has the right to have perceptions as long as they can be proved with the facts. Perception is the way stimuli are chosen so that they can be meaningful.¹⁶ How perception is described shows that stimuli have an essential role in building perception. Perception relates to how human beings make sense of their environment. To receive the information surrounding, they are equipped with the sense organs such as eyes, ears, and nose. These sense organs are the part of the sensory system which receives sensory inputs and transmits sensory information to the brain. They also help people perceive the different people, objects, and events present in life.

However, perception also requires experience because people can identify something quickly if they see it earlier compared with people who have not seen it before. Referring to this research, students may have different perceptions of video recording depending on the sensation and interpretation processed in their brains. From these statements, the researcher concludes that perception is the process of how humans see everything around them based on their past experiences and situation.

b. Types of Perception

Zanden in Gomes divided perception into three types; people's perception, social perception, and perception of the situation.¹⁷

1) People's perception

Personal perception refers to these two processes we know and think about other people: characteristics, qualities, and inner conditions. We build the image

¹⁶ Kleinke (65).

¹⁷ Gomes and Stephenson, *Kant and the Philosophy of Mind*, 2017.

of others in a way that serves to satisfy, make predictions, and make our management's view of the social world broader to where we associate a stable trait and hold dispositions to others. We feel we can understand their behavior, predict their future actions, and use these countries to guide our interactions they do.

2) Social perception

Social Perception is not easy to understand people, whether professional, political, leader, criminal, defendant, entertainer or someone close to home. This is because social life was something more than creatures of the moment. Sustainable patterns of interaction or social relationships require retaining information as the situation requires. Without memory, we should react to every event as if we are unique, and if we do not remember that fact, we should be capable of thinking or reasoning.

3) Perception of the situation

Social psycholinguistics views a situation as all the social factors influencing a person's experience or behavior, giving time and a place. It is an interaction of time and space within which we act in specific ways. The situation in which stimuli occur is a consequence of their interpretation. Anyone of multiple words may emerge depending on which stimuli we register. The linkage we make between these stimuli and our interpretation of the stimuli. Thus, with several types of perceptions that can infer perceptions about when and where we are, as with people's perceptions, humans consider self-quality, while social perception is

a process of mutual understanding and perception of situations that are intended to find out and close to us.

According to Longman Dictionary, there are three types of perception: visual, auditory, and speech.¹⁸

1) Visual Perception

Visual perception is the ability to interpret the environment associated with light. The results of visual perception are often referred to as vision. The eyes accept the perception of visual information or stimuli. The eyes are almost spherical and have a diameter of 2-2, 5 cm, and they are a set of structures that allow the transformation of light into a code that the brain can understand.

2) Auditory Perception

Auditory perception is obtained through the sense of hearing which is the ear. Hearing can be defined as the ability to recognize sound. Auditory perception needs a listener to detect the different kinds of acoustic signals and judge their differences according to differences in acoustic characteristics such as frequency, amplitude, duration, order of occurrence, and presentation rate.

3) Speech Perception

Speech perception is how language sounds are heard, interpreted, and understood. Furthermore, Gareth and Jelena stated that speech perception is a product of auditory processing and that speech perception can be understood

¹⁸ Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Longman, 2010), <https://id.b-ok.asia/book/2343613/28a5bf>.

within an auditory perceptual framework.¹⁹ Therefore, processing the talkers' intended articulations, which is necessary for speech perception, requires processing motor representation.

c. Factors Influencing Perception

According to Sharma, four crucial factors influence a person's perception.²⁰ The first factor is perceptual learning. People learn to emphasize some sensory inputs and ignore other things. For such perceptual skills, experience is the best teacher. Therefore, the students training for a particular skill is better than untrained people. In this study, students who have already experienced the same video assignment may have different perceptions. They may realize that a video assignment is one teaching medium beneficial, especially in learning English.

The second factor is needs and motives. These factors show that a person's needs and motives will influence perception. For example, students motivated to learn English will receive all the teachers' teaching media because they have good intentions in learning English. They will create the video assignment full of the spirit because it is their need to be successful in learning English.

The third factor is the situation. What people perceive something depends on their expectations of the situation they experience. As stated by Altman that situations and past experiences could affect a person's perception.²¹ It meant

¹⁹ Gareth Gaskell and Jelena Mirkovic, *Speech Perception and Spoken Word Recognition* (Routledge Taylor & Francis Group, 2017), <https://www.routledge.com/Speech-Perception-and-Spoken-Word-Recognition/Gaskell-Mirkovic/p/book/9781848724402>.

²⁰ Gaskell and Mirkovic.

²¹ Steven Altman, Enzo Valenzi, and Richard M Hodgetts, *Organizational Behavior: Theory and Practice* (Academic Press, Inc, 1985), <https://id.b-ok.asia/book/2277630/8d9c50>.

people will remember an experience when they come across one they have already had.

The last factor is self-concept. Self-concept is the way people perceive themselves. Self-concept is essential because it can affect people's perceptions and determine what they perceive and do.

Furthermore, it also explains that some factors influence someone's perception. The first factor which influences perception is the selection of stimuli.²² A stimulus a person receives differs from others because people perceive things differently. People have different interests in something. Referring to this study, there are many ways to learn English. Students have their ways of learning English. Some of them are interested in creating a video to learn English. The second factor is the organization of stimuli. The arrangement of stimuli influences people's perceptions so stimuli should be organized. Stimuli can be interpreted as meaningful information if there is a categorization of stimuli, and it becomes more straightforward. It means that each meaningful piece of information comes from the activities that affect someone's behavior.

d. Students' perception

Studies examining students' perceptions are not new, particularly in education. Prior research has investigated the relationship between students' perceptions of the learning environment and its impact on learning outcomes. Entwistle emphasized the significance of perceptions in learning when they asserted that students' learning is more affected by the perception of teaching than

²² Altman, Valenzi, and Hodgetts.

by the teaching method itself.²³ However, limited attention has been given to the role of students' perceptions in education. The relationship between perception and case studies has been examined in earlier research. It also affected the type of materials used in teaching and assessment methods. Students' opinions about assessment techniques affect the learning strategy they choose to use.

Students' perceptions are a product of dynamic and intertwined elements of the learning environment. According to Ramsden, the students' learning follows the context model.²⁴ However, two frameworks that demonstrate the complexity of the learning environment are the alignment models.

As stated by Marton and Booth, the students' perceptions in teaching influence the learning approaches adopted, affecting learning achievements.²⁵ Evidence shows that different attitudes (i.e., perceptions) were strongly correlated with behavioral intentions, which are correlated with actual choice. The design of the curriculum and creating a learning environment that fosters positive perceptions in students towards learning is the key to achieving high-quality learning and improving students' academic performance. Students' perceptions of classroom structures affect their motivation to study.

Jacklin explained that students' perceptions have behavioral consequences on their learning approaches, influencing learning outcomes. The extensive literature in the education area supports the argument that there is a relationship between students' perception of the learning environment, the adopted approaches

²³ Altman, Valenzi, and Hodgetts.

²⁴ Hasal and Joyce, "Approaches to Learning of Management Accounting Students, *Education and Training* 43, no. 3 (2001): 145-53, <https://doi.org/10.1108/00400910110394071>.

²⁵ Ference Marton and Shirley Booth, *Learning and Awareness*, ed. 1 (Routledge, 1997), <https://www.routledge.com/Learning-and-Awareness/Marton-Booth/p/book/9780805824551>.

to learning, and the quality of the learning outcomes.²⁶ Shafira Arrum Wijayanti concluded that the students' perceptions is the process of complex nature observation in the received and interpret the information in an environment using the five senses.²⁷ So when students perceive an object by using the five senses, it means that we know, understand, and realize. Students' perception is the process of preferential treatment of students toward information they get from an object. This study uses the teacher's learning method, a video project assignment. Through observations with their senses, students can interpret the observed object.

Mujib Hasib, Abdul Hakim Yassi, and Nasmilah explained that the student's perception is the student's point of view toward something that happens in the learning process class and produced with suggestions or arguments for the teacher or classmate to improve their learning process.²⁸ They evaluate and respond to what they have done or learned. The observation process can be a challenging and interesting experience for students that can increase their awareness of the whole teaching process.

Delaney et al. announced that the student's perception is student evaluation of the strengths and weaknesses of a survey.²⁹ The strength is the positive result of students' perception. They agree or benefit from the teaching process that their teacher contrasts. At the same time, the weakness is the negative result of

²⁶ Beyerley Jackling, "Perceptions of the Learning Context and Learning Approaches: Implications for Quality Learning Outcomes in Accounting," *Taylor & Francis Online* 14, no. 3 (2005): 271–91, <https://doi.org/https://doi.org/10.1080/06939280500036364>.

²⁷ Shafira Arrum Wijayanti, "The Influence of Students Perception on Teacher Performances and Learning Motivation," 2016.

²⁸ Hasib Mujib, Abdul Hakim Yassi, and Nasmilah, "Learner and Instructor's Perception on Discussion Technique in ELT," *Journal Educational Verkenning* 2, no. 1 (2021): 001–007, <https://doi.org/https://doi.org/10.48173/jev.v2i1.64>.

²⁹ Jerome G Delaney et al., "Students Perception of Effective in Higher Education" (San Francisco, 2010), <http://research.library.mun.ca/id/eprint/8370>.

students' perceptions. They disagree or get some problems from the students' evaluation of the teaching effectiveness constructed by their teacher.

The description above closely relates to the result of Galloway's research from Sry Hardianti Taufik about the students' perception of their teacher in teaching. He divided the result of students' answers research into positive and negative comments.³⁰ Furthermore, Robbins and Judge in Ratih explained that the student's perception is how individuals organize and interpret sensory impressions to give meaning to their environment. Perception in the form of positive and negative perceptions will affect the actions that appear.³¹ Positive actions will usually appear if students perceive it positively and otherwise. Perceptions in this study are positive or negative views of students towards video project assignments in learning speaking in high school.

e. Approaches of Perception

Rookes and Wilson stated that there are two fundamental approaches to the problem of perception, which are coming in the opposite course. An example of it is some psychologists feel that perception is direct and all information needed is contained in the visual display. In contrast, others believe that the humans brain uses experience and other influences to construct a version of reality.³² The main question arising from this difference is how humans perceive the world so quickly,

³⁰ Sry Hardianti Taufik, "The Students Perception on Lecturer's Teaching Method and Classroom Management in Speaking Class" (Muhammadiyah University of Makassar, 2015).

³¹ Ratih Sari Apri, Bachruddin Musthafa, and Fazri Nur Yusuf, "Teachers Perception on Project-Based Learning in Vacational High School," *Jurnal Penelitian Pendidikan LPPM Universitas Pendidikan Indonesia* 21, no. 2 (2021): 1–11., <https://doi.org/https://10.17509/jpp.v21i2.36972>.

³² Paul Rookes and Jane Wilson, *Perception: Theory, Development and Organization*, 1st ed. (London: Routledge, 2000), <https://www.amazon.com/Perception-Development-Organisation-Routledge-Psychology/dp/0415190940>.

generally, and accurately. Rookes and Willson have taken two main approaches to this question, which can be divided into the bottom-up and the top-down.

1) Bottom-up Processing Approach

This process begins with an analysis of sensory inputs. It is based on the stimulus's properties, including the allocation of light and dark areas or the arrangement of lines and edges in the visual scene. Next, the information obtained from these sensory inputs will be transformed and combined until the perception is formed. Then, the information is sent from the bottom to the higher, more cognitive levels. This is called data-driven processing, meaning sensory receptors receive the information to determine perception. According to Goldstein, the illustration of Bottom-up processing can be described as a girl who sees a moth in a tree and can perceive it because light reflected from the moth creates an image in her eyes.³³ This image caused the transduction process and resulted in an electrical signal passed from the eyes to the brain. Based on Goldstein, there were three steps of Bottom-Up Processing, as follows:

- a. The stimulation of receptors by stimuli from the environment.
- b. The subject sees the object because the light reflects from the object, enters the eyes, and stimulates receptors.
- c. The electrical signals travel toward the visual receiving area of the cortex.

2) Top-down Processing Approach

Top-down processing describes the higher, more cognitive influences on perception. The people should use their background knowledge to make sense of

³³ E Bruce Goldstein, *Cognitive Psychology: Connecting Mind, Research and Everyday Experience*, 4th ed. (Australia: Wadsworth Cengage Learning, 2014).

the visual input. This higher-level information works from the top to the bottom to influence how people interpret sensory inputs. The prior knowledge comes from the top to determine the interpretation of sensory input at the bottom, and this is called "concept-driven processing". The example is the continuation of the Bottom-Up example: looking at the moth creates a pattern of light and dark on the retina, but it may not be evident which light and dark areas belong to the moth, which belongs to the tree trunk. To help gain this, she uses her knowledge of the moth, not only its presence on the tree but also distinguishing that it is a moth, not a butterfly, and identifies what kind of moth it is.

Goldstein mentioned three steps of top-down receptors:

- a. Information starts from the stimulation of the receptors.
 - b. Additional information, such as the context where an object appears, gets involved as the receptors are being stimulated.
 - c. The signals associated with the person's knowledge and expectation travel down from higher levels in the brain to influence incoming signals (feedback signals).
- f. Relation between Perception and Learning

There is a relationship between perception and learning. As supposed by Kleinke, that perception is important because it influences the students in learning.³⁴ When students have good perceptions of the video project assignment the teacher gives, it can lead them to be successful in learning English. The students will be able to learn the material well. It is needed to attract students'

³⁴ Kleinke, *Self Perception: The Psychology of Personal Awareness*.

interest in teaching and learning. On the contrary, if students have destructive perceptions toward teaching media applied by the teacher, it leads them to fail. It won't be easy to find their interest in learning English.

In this study, the researcher would implement the definition of perception as the basis to determine how the students' perceptions toward video project assignments in their speaking class are formed. Some factors influencing perception are used to know how each student could have different perceptions toward the video project assignment. Moreover, students' perception and the relation between perception and learning is used to analyze how the success of learning English is also defined by the students' perceptions toward implementing teaching media, a video project assignment.

2. Video Project

Technology nowadays can support the learning of language. Video is one of the products that can be produced by the students in a project-based – learning final result. Today, the use of video is widespread in education. Many teachers utilize the power of video in the classroom. The power is even enhanced by concentration on short sequences. Motion pictures with the audiovisual concept will attract the students rather than a textbook. Video has become easier to use and create due to the high technology.

According to Macknight, video is commonly introduced to give a lift to methodology in terms of interest and motivation to extend the range of teaching

techniques.³⁵ There are some points that help use video in a speaking activity. According to Lyne Bell and Glen L Bull, those were preparing equipment, explaining procedures, videotaping or recording the video, checking the video, presenting the video, and having an evaluation.³⁶ The use of video in teaching is not only as media but also as an assignment for the students. For example, using a video in a speaking activity can increase the student's self-confidence; with good preparation, students can use the video to know their strengths and weakness in speaking.

A video project assignment is meaningful for the students. According to Pate Fraser and Barney Oram, there are five reasons why a video is meaningful.³⁷ The first is active because the students can put all their creativity into creating the video. A video facilitates them to explore their knowledge to produce good videos. The second reason is constructive, the way the students relate video assignments as a new experience with their previous experiences. They can change their conceptions of making the video during the learning process. The third reason is intentional, and it makes the students should set goals to achieve. The fourth reason is authenticity. The students have to be able to decide on the real issues. The last reason is cooperative. It is usually needed when students work in groups. The students need to be cooperative with the teacher when explaining the

³⁵ McGovern, *Video Applications in English Language Teaching* (Oxford: Pergamon Press Ltd, 1983).

³⁶ Lyne Bell and Glen L Bull, "Digital Video and Teaching," *Contemporary Issues in Technology and Teacher Education* 10, no. 1 (2010): 1–6, <https://psycnet.apa.org/record/2010-16254-001>.

³⁷ Pate Fraser and Barney Oram, *Teaching Digital Video Production (Teaching Film and Media Studies)*, ed. Vivienne Clark (British Film Institute, 2003).

assignments. Finally, the students must understand the method and stages they will use to create video assignments.

3. Learning Media

The word media is the plural form of the word medium. Medium can be defined as an intermediary or introduction to the occurrence of communication from sender to receiver. Learning media is one component that supports the process of teaching and learning activities. Learning media is also one of the factors that supports the success of the learning process in schools because it can help the process of delivering information from teachers to students. Use of learning media creatively can facilitate and improve learning efficiency so that learning objectives can be achieved. According to Ashar (2011), learning media is a tool that carries messages or information in the form of ideas or opinions conveyed by teachers to students.³⁸ The use of learning media is important because it can help in the learning process so that learning objectives can be achieved properly.

Munadi (2013), stated that learning media can be understood as anything that can be convey and distribute messages from sources in a planned manner so that create a conducive learning environment where the recipient can do learning process efficiently and effectively.³⁹ So that the learning media is an intermediary between educators with students in able learning connect, provide information and give distribute messages so as to create a learning process effective and efficient.

³⁸ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2011). https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=qZGHV4gAAAAJ&citation_for_view=qZGHV4gAAAAJ:u-x6o8ySG0sC

³⁹ Yudhi Munadi, *Media Pembelajaran (Sebuah Pendekatan Baru)* (Jakarta: 2013).

According to Sukiman (2012), learning media is everything that can be used to distribute message from sender to receiver so that stimulate thoughts, feelings, attention, interest and willingness of students in such a way that the learning process happens in order to achieve the goal effective learning.⁴⁰

So it can be conclude that the media is a tool that can used to convey messages and can stimulate the mind, arouse enthusiasm, attention, activity and student participation so that students can support the expected teaching and learning process between teachers and students. Learning can be declared effective if by using learning media, students better understand the subject matter delivered by the teacher.

C. Conceptual Framework

In order to support the research, the researcher provides some theories related to the perception and video in learning language. The researcher uses a theory of a video by Hyun-suk (2000) to define the use of videos in English class which is experienced by XI Social One Students of SMAN 4 Luwu. Next, the theories of project based learning from Harmer (2004) and Jonassen, Howland, Moore and Marra (2003) are used to define whether the video project as one of the project based learning is appropriate to be used in teaching and learning process in the class.

Then, a theory from Sharma (2015) related to the factors which affecting perception is used to know the diversity of the students' perception on the video project assignment in their English class. Knowing the students' perceptions on

⁴⁰ Sukiman, *Pengembangan Media Pembelajaran*, (Yogyakarta: Pedagogja, 2012).

the video project assignment are good, learning language involves video project assignment is worth to use. It means that video project assignment can be implemented in the class.

There are two reasons why the researcher provides the theories which are relevant with video project assignment in learning language. The first is to know whether development of technology in this globalization era can be beneficial for students to support their learning process. The second is to know whether students' can take the advantages of the technology for their learning process. In order to address the research problem, the researcher refers to the theories of the definition of perception and video project assignment. The theories of perception will be implemented to analyze how the students or participants perceive particular project-based assignment given by the English teacher.

If the result shows students' perception of video project assignment are positive, it means the teacher's goals in applying this teaching media is successfully. It can be accepted well by the students and the students feel that video project assignment is not only fun but also beneficial for the students. If the result is not good enough, it means that the teacher need to revise their teaching media. This questionnaire will be in a form of close ended statement to gather the data and the interview will be done in open-ended questions. The research finding will be analyzed and written in the paragraph forms and in qualitative way.

CHAPTER III

RESEARCH METHOD

A. Research Design

The descriptive qualitative approach was used in this research. It aimed to explain the students' perception in their English class. According to Suharsimi Arikunto, a descriptive study does not aim to test a hypothesis but simply describes certain variables and conditions that occur naturally.⁴¹ Although this research focused more on the descriptive qualitative method, serving numerical data to get valid and countable data was needed. So, the quantitative method has been used to see the percentage and frequencies for supporting the research.

B. The Subject and Research Setting

The research was conducted in SMA 4 Luwu, located at Jalan Pendidikan No.24, Padang Sappa, Kecamatan Ponrang, Kabupaten Luwu. This research subject was the XI Social One class, consisting of thirty-three students in the academic year 2021/2022. Twenty-five students became the participants of this research because seven students did not attend the class, so they could not be the participants. The questionnaires were distributed in the English class. The research was conducted in April 2022.

⁴¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Revisi (Rineka Cipta, 2007).

C. Research Instruments

1. Questionnaires

A written questionnaire is used to get information from the respondent about their self-reports or things they know. The questionnaire used in this research is closed because the respondents give their opinions toward the statement by choosing the available answer. So the closed direct questionnaire is a statement that should be responded to by choosing the available answer. There are four options for each statement in the questionnaire. They strongly agree, agree, strongly disagree, and disagree.

2. Interview

The interview is a tool to gather information by asking some questions orally to be answered verbally anyway by direct contact or face-to-face with resources (informant). In this case, the researcher used a structured interview as the research instrument. Therefore, doing interviews, the researcher set up an instrument in the form of a question the answer to written questions at the ready alternative to making it easier for the researcher to do.

The purpose of the interviews in this study is to obtain data and information related to the student's perception of video project assignments in their english class.

D. Procedures of Collecting Data

Data collection carried out in this study includes an interview, questionnaires, and documentation.

1. Interview

This study used the interview method to determine the students' perception of the video project assignments. The researcher interviewed some students directly in the class after answering the questionnaires by recording all the responses from the students to the questions asked. The interview was conducted only once.

2. Distributing Questionnaire

The researcher distributed the questionnaire to the students gathered in the class. The researcher explained how to answer the questions, explained the meaning of each question provided, and then gave it to students. The students are given time for approximately 30 minutes to 1 hour to answer all the questions. After all the students had finished answering all the questionnaires, the researcher collected them.

3. Documentation

The researcher was carried out data collection by documentation to complete the data obtained. Researchers can obtain information from various written sources or existing documents on the respondent through documentation. The data documented comes from written sources, namely Questionnaires. In addition, data were also obtained in the form of photos of activities when interviewed, and students answered the questionnaire list.

E. Data Analysis Technique

1. Interview

The researcher used a recorder to collect the information from the interviewees. Then, the researcher made the transcripts by listening to the recorder repeatedly. Next, the researcher concluded the essential points of the interviews which supported the research. Finally, it was shown in written form to answer the research problem. That information related to the student's perception of the video project assignment in their English class was presented as a description to make the readers notice quickly.

2. Questionnaire

The first step in processing the data was the researcher reading all of the questionnaires' answers. Then, the researcher made the classification of the same answer for each statement. After all the answers were classified, the answers were calculated into a percentage. The data was calculated using the following formula:

$$\frac{\sum x}{\sum n} \times 100\%$$

$\sum x$: Total respondents who choose the same degree of agreement

$\sum n$: Total all of the respondents

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter provides the data collected in this study and the discussions about the data as the findings of this study. The data are collected from the results of the questionnaires and interviews. The researcher discusses whether the students have positive or negative perceptions of the video project in their english class. There are two sections presented to answer the problem of this study.

A. Findings

1. Questionnaires

The questionnaire about students' perception toward the video project assignment is referred to twenty-five students. In analyzing the questionnaires, the researcher calculated the total number of respondents who chose the same degree of agreement divided by the total of all respondents.

Statement 1: Through this video project I get benefits in learning.

Table 4.1 The Questionnaire Percentage of Statement 1

No	Category	Frequency	Percentage
1	Agree	13	52%
2	Strongly Agree	4	16%
3	Disagree	8	32%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.1 shows that in statement number one, there were thirteen students (52%) chose "agree" and four students (16%) chose "strongly agree." As stated by Bierhoff, the first information received impacts not only the knowledge organization of the human mind but also influenced the processing of new information. The students could benefit from using video in learning as their speaking assignment.

Statement 2: This is the first time I create video project as an assignment. I feel interested.

Table 4.2 The Questionnaire Percentage of Statement 2

No	Category	Frequency	Percentage
1	Agree	13	52%
2	Strongly Agree	3	12%
3	Disagree	8	32%
4	Strongly Disagree	1	4%
	Total	25	100%

The table 4.2 shows that the statement number two, there were thirteen students (52%) chose "agree" and three students (12%) chose "strongly agree". It showed the students' experience creating video projects using the English language. According to Macknight, video is commonly introduced to give a lift to methodology in terms of interest and motivation to extend the range of teaching techniques.

Statement 3: Through this video project assignment, can make me understand the learning topic.

Table 4.3 The Questionnaire Percentage of Statement 3.

No	Category	Frequency	Percentage
1	Agree	11	44%
2	Strongly Agree	5	20%
3	Disagree	9	36%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.3 shows the statement number three, there were eleven students (44%) chose "agree" and five students (20%) chose "strongly agree" it showed that in the process of creating the video, more than 64% made the student understand the topic which was discussed. As supposed by Kleinke, perception is important because it influences the students in learning. When students have good perceptions of the video project assignment the teacher gives, it can lead them to be successful in learning English. The students will be able to learn the material well.

Statement 4 : Through this video project, I am motivated to be able to speak English better.

Tabel 4.4 The Questionnaire Percentage of Statement 4

No	Category	Frequency	Percentage
1	Agree	15	60%
2	Strongly Agree	1	4%
3	Disagree	9	36%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.4 shows the statement number four, there were fifteen students (60%) chose "agree" and one student (4%) chose "strongly agree." It indicated that most of the students were motivated to be able to speak English better through the video project assignment. According to Sharma that one of the factors that influence perception is needs and motives. These show that a person's needs and motives will influence perception.

Statement 5: Through this video project, I find my weaknesses in my speaking skill.

Tabel 4.5 The Questionnaire Percentage of Statement 5

No	Category	Frequency	Percentage
1	Agree	17	68%
2	Strongly Agree	1	4%
3	Disagree	7	28%
4	Strongly Disagree	0	0
	Total	25	100%

Statement 6: Through this video project, I find my strengths in my speaking skill.

Table 4.6 The Questionnaire Percentage of Statement 6.

No	Category	Frequency	Percentage
1	Agree	22	88%
2	Strongly Agree	2	8%
3	Disagree	1	4%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.5 shows the statement of number five, there were seventeen students (68%) chose "agree" and one student (4%) chose "strongly agree". It meant that the students found weaknesses in their speaking skills through video project assignments. Besides, in statement number six, twenty-two students (88%) chose "agree," which meant that the students found their strengths in speaking

skills through this video project assignment. As stated by Jerome et, students' perception is student evaluation the strengths and weaknesses of a survey.

Statement 7: Through this video project, I find a new method to improve my speaking skill.

Tabel 4.7 The Questionnaire Percentage of Statement 7

No	Category	Frequency	Percentage
1	Agree	16	64%
2	Strongly Agree	7	28%
3	Disagree	2	8%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.7 shows the statement number seven, there were sixteen students chose "agree" (64%) and seven students chose "strongly agree" (28%). Marton and Booth said that students' perception in teaching influences the learning approaches adopted, affecting learning achievements. It meant that the students thought video project assignments were a new method of learning English.

Statement 8 : Through this video project, I learn to use gadget for the beneficial activity.

Tabel 4.8 The Questionnaire Percentage of Statement 8

No	Category	Frequency	Percentage
1	Agree	14	56%
2	Strongly Agree	6	24%
3	Disagree	5	20%
4	Strongly Disagree	0	0
	Total	25	100%

Table 4.8 shows statement number eight, and there were fourteen students (56%) chose "agree", and six students (24%) chose "strongly agree". It indicated that they used their gadgets for beneficial activities such as this video project assignment. According to Glen and Lyne, some points are helpful to use video in speaking activity: preparing equipment, explaining procedures, videotaping or recording the video, checking the video, presenting the video, and having an evaluation.

Statement 9: Through this video project, it helps me to improve my confidence to speak English.

Tabel 4.9 The Questionnaire Percentage of Statement 9

No	Category	Frequency	Percentage
1	Agree	14	56%
2	Strongly Agree	2	8%
3	Disagree	8	32%
4	Strongly Disagree	1	4%
	Total	25	100%

Table 4.9 shows statement number nine, there were fourteen (56%) students chose "agree". According to Robbins and Judge, students' perception is the process by which individuals organize and interpret sensory impressions to give meaning to their environment. Perception in the form of positive and negative perceptions will affect the actions that appear. Positive actions will usually appear if students perceive it positively and otherwise. The students thought this video project assignment helped them to improve their confidence in English.

Statement 10: During the process of making this video project, I encountered an obstacles.

Tabel 4.10 The Questionnaire Percentage of Statement 10

No	Category	Frequency	Percentage
1	Agree	14	56%
2	Strongly Agree	7	28%
3	Disagree	1	4%
4	Strongly Disagree	3	12%
	Total	25	100%

Statement 11: I always on time in submitting my video project assignment.

Tabel 4.11 The Questionnaire Percentage of Statement 11

No	Category	Frequency	Percentage
1	Agree	7	28%
2	Strongly Agree	2	8%
3	Disagree	14	56%
4	Strongly Disagree	2	8%
	Total	25	100%

Statement 12: The internet connection supports when I collect my video project assignment.

Table 4.12 The Questionnaire Percentage of Statement 12

No	Category	Frequency	Percentage
1	Agree	4	16%
2	Strongly Agree	5	20%
3	Disagree	14	56%
4	Strongly Disagree	2	8%
Total		25	100%

Table 4.10 shows statement number ten, and fourteen students (56%) chose "agree", meaning that the students got some obstacles while making their video project assignment. Moreover, in statement number eleven, fourteen students (56%) chose "disagree" because some students had a less supportive internet connection. Finally, fourteen students (56%) chose "disagree" for the last statement because they thought their internet connections were not good. According to Rumini, learning difficulties are when students experience obstacles to following the learning process and achieving optimal learning outcomes. Learning difficulties are things or distractions failing or at least becoming a nuisance that can hinder students learning progress, which not only afflict low-ability students but also be experienced by competent students. Besides, learning difficulty can also be experienced by students with average ability due to certain factors that hinder the achievement of appropriate academic performance with expectations.

The following conclusion from the overall results of the questionnaire for each student's answer can be seen in the table below:

Table 4.13 The Result of Students' Perception

Question	Agree	Strongly Agree	Disagree	Strongly Disagree
1	13	4	8	0
2	13	3	8	1
3	11	5	9	0
4	15	1	9	0
5	17	1	7	0
6	22	2	1	0
7	16	7	2	0
8	14	6	5	0
9	14	2	8	1
10	14	7	1	3
11	7	2	14	2
12	4	5	14	2
Total	160	45	86	9

2. Interview

During the interview, the researcher asked several questions by randomly selecting the students to assess their perception. The following were the inquiries:

a) Did you find any difficulties when making this video project?

The students said, "I found difficulties when making this video project, one of which was when I wanted to make a video, I had to make the transcript first and memorize it, but it wasn't a big problem because it could make me more active in learning. Other students said they also had difficulties making video projects due to insufficient storage space on their phones. And when they wanted to submit their video project assignment, some students had obstacles such as a lack of network support and no quota.

b) Was it fun making this task video project assignment?

The students said, "I am motivated to create this assignment because it challenges me to make an interesting video to watch. As a result, I can use my phone for more useful activities, such as finding video references that can improve my speaking skills. Other students said this video project taught me to prepare for my future. For example, speaking skills will be needed to find a job. In the interview session, I will be asked to introduce myself. Video project assignments also help me improve my vocabulary and pronunciation knowledge".

c) What is your suggestion for a video project assignment to improve your skills?

The student said, "This is the first time I have created a video project assignment using English. It's interesting and fun. But when I created this video project assignment, I realized I made grammatical mistakes and missed pronunciation. Before this video project, I didn't feel confident because I was not accustomed to speaking in front of a camera using English. Moreover, we also

need comments on our performances in this video project assignment. Besides self-reflection, we also needed a comment from the teacher and our friends on what needed to be improved in our speeches. Other students said we need to be given suggestions and comment to get better results of our speaking skill."

B. Discussions

Table 4.13 shows that the video project assignment lowered the parents' worries about using technology. The video project assignment could use the technology for beneficial activities such as learning the language. According to McKinnon, a video is one of the teaching and learning methods that is interesting and provides an actual situation.⁴² The students used their smartphones, cameras, or camcorders to create video projects.

Sari Luoma said that learning speaking skills could be done through technology such as video.⁴³ In this case, videos are used to videotape the students' performances in delivering their speeches. The results showed the students' experiences in creating the video project assignment. The students understood the materials through video project assignments because teachers instructed creating their videos at home. A video as one of the teaching media is valuable teaching media, and it has the same benefit as textbooks or audio tape recordings.⁴⁴ They learned to convey their speech in front of cameras. Before creating their performances, they made their transcripts in the form of texts to ease them. The

⁴² McKinnon, "Teaching technologies: Teaching English using video" 2000.

⁴³ Sari Luoma, "Assessing Speaking", 2004.

⁴⁴ McGovern, "Video Applications in English Language Teaching" Oxford, Pergamon Press Ltd, 1983.

students read their texts repeatedly and memorized them to train their accuracy to ensure they did not make any mistakes in their speech.

The students learned to be independent learners through video project assignments in speaking class. The students had to work by themselves and learned to have self-introspection to know their own mistakes and solve their problems. In addition, the students found other benefits in the video project assignment to improve their speaking skills. For example, they felt confident when practicing their speaking skill in front of the cameras because they confessed that they did not have enough confidence to speak before getting this video project assignment.

Based on the results, the researcher found that the students had good perceptions of the video project assignment to train their speaking skills. Perceptions showed the students' experiences, needs, interests, and the way students saw the facts of an environment, which in this case, the environment meant speaking class. Through video project assignments, the students were motivated to speak English better. As Usman Effendi and Juhaya S. Praja stated, learning with interest is better than without interest.⁴⁵ The results showed that the students were interested in the video project assignment, so they had good motivation to speak English. Then, the students also found their weaknesses and strengths in their video project assignment. By watching their video, they could analyze their weaknesses and strengths so they could overcome their weaknesses and improve their strengths in delivering their speeches.

⁴⁵ Usman Effendi and Juhaya S. Praja, "Pengantar Psikologi", Bandung, Angkasa 1989.

They were also encouraged to give the best results in their video project assignment. Another benefit of the video project was helped them to improve their vocabulary knowledge. Lastly, most students admitted that the video project trained their speaking skills.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

There is research question elaborated in this study. It was about the students' perception of video project assignments in teaching English. The problem of the study is answered by distributing questionnaires and doing interviews. Some theories of the video project and perception were used to create the questionnaires. The first information received impacts not only the knowledge organization of the human mind but also influenced the processing of new information.⁴⁶ The questionnaires and interviews are implemented to the students' XI Social One in SMAN 4 Luwu. There were twenty-five students participated in the questionnaires and interviews.

The result of the study implied that the teacher's contribution to the class also supports students' positive perception toward the video project in English class. In the class, the teacher already used some videos as one of the learnings and teaching media. Before the students create the video project assignment, the teacher gives clear instructions. It helps students to give their best effort in their projects. The summarized result approved this of students' perception, where 160 totals of agreeing and 45 strongly agreed on the questionnaires given. Furthermore, the interview results indicate that students need more teacher

⁴⁶ Bierhoff Hans Wermer, *Person Perception and Attribution*, 1st ed. (New York: Springer Verlag, 1989)

feedback to know their mistakes and weaknesses. By knowing their mistakes and weakness, they can overcome their difficulties.

To conclude, most students positively perceive the video project assignment. They think that video project assignment could train their speaking skill. They can overcome their difficulties in speaking English because they can do their self-reflection. They become more confident in speaking English after creating the video. It means that the video project assignment can be used as one of the teaching media in the students' speaking class.

B. Suggestions

The researcher provides some suggestions for some parties. The suggestions are for the English teacher, the students, and future researchers.

1. For English Teacher

English teachers should give more attention to the student's difficulties in learning the language. Every student has difficulties. Therefore, giving them detailed feedback and comments on their work is better. They also need to be appreciated more to be more motivated to do their assignment.

2. For Students

The students need to keep practicing regularly. The senior high school students can use a video recorder to record their speeches' performances to help them train their speaking skills because they can see their performances. They can overcome their weaknesses, strengths, and mistakes by videotaping their performances.

3. For Future Researcher

According to the results of this research, most of students positively perceive the video project assignment in their English class. Therefore, this research is expected to inspire future researchers to conduct the same field about the use of video projects in English skills.



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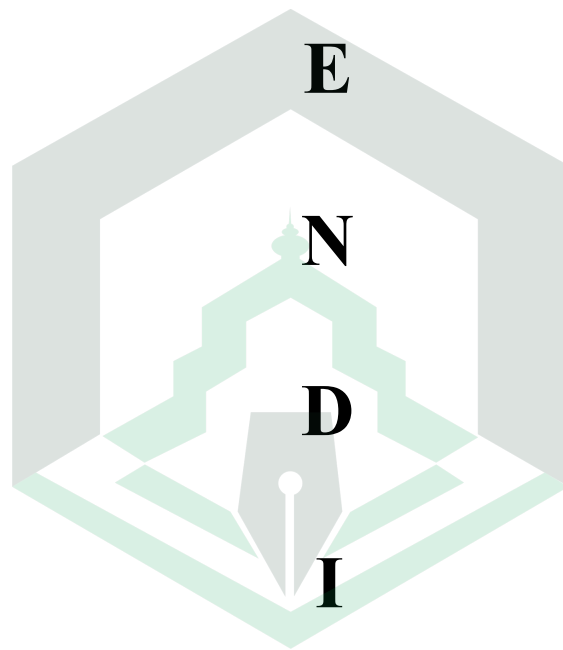


A

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APPENDIX 1
SURAT IZIN MENELITI DAN
SETELAH MENELITI



PEMERINTAH KABUPATEN LUWU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Alamat: Jl. Opu Daeng Risaju No. 1, Belopa Telpon: (0471) 3314115

Nomor : 120/PENELITIAN/11.04/DPMP/TP/III/2022
Lamp : -
Sifat : Biasa
Perihal : Permohonan Izin Penelitian

Kepada
Yth. Ka. SMAN 4 Luwu
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 0519/In.19/FTIK/HM.01/03/2022 tanggal 15 Maret 2022 tentang permohonan Izin Penelitian.
Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini :

Nama : Reszohi Amalia S
Tempat/Tgl Lahir : Rewang / 21 Maret 1999
Nim : 18 0202 0091
Jurusan : Pendidikan Bahasa Inggris
Alamat : Dsn. Rewang
Desa Buntu Karya
Kecamatan Ponrang Selatan

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul :

THE STUDENTS PERCEPTION TOWARD VIDIO PROJECT ASSIGNMENT IN TEACHING SPEAKING THROUGH ONLINE LEARNING DURING COVID-19 AT THE SECOND GRADE OF SMAN 4 LUWU

Yang akan dilaksanakan di **SMAN 4 LUWU**, pada tanggal **25 Maret 2022 s/d 25 April 2022**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Menjalani semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) exemplar copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak menaati ketentuan-ketentuan tersebut di atas.



Diterbitkan di Kabupaten Luwu
Pada tanggal 25 Maret 2022
Kepala Dinas,

Drs. H. RAHMAT ANDIPARANA
Pangkat, Pembina Tk. I IV/b
NIP. 19641231 199403 1 079

Tembusan :

1. Bupati Luwu (sebagai Laporan) di Belopa;
2. Kepala Kesbangpol dan Linmas Kab. Luwu di Belopa;
3. Dekan Institut Agama Islam Negeri Palopo;
4. Mahasiswa (i) Reszohi Amalia S;
5. Arsip.



PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMA NEGERI 4 LUWU

Alamat : Jl. Pendidikan No. 24 Kel. Padang Suppa Kec. Ponrang Kab. Luwu (91999)

SURAT KETERANGAN PENELITIAN

Nomor : 420.3/ 164 /UPT- SMAN- 4 LUWU/DISDIK


Berdasarkan Surat dari Dinas Institut Agama Islam Negeri Palopo Nomor : 0519/in.19/FTIK/HM.01/03/2022, tanggal 15 Maret 2022 Tentang Izin melakukan Penelitian, maka Kepala UPT. SMA Negeri 4 Luwu, menerangkan :

Nama : RESZQHI AMALIA S.
NIM : 18 0202 009 1
Program Studi : Pendidikan Bahasa Inggris
Jenis Kelamin : Perempuan
Judul Skripsi :

"THE STUDENT" PERCEPTION TOWARD VIDEO PROJECT ASSIGNMENT IN TEACHING SPEAKING THROUGH ONLINE LEARNING DURING COVID-19 AT THE SECOND GRADE OF SMAN 4 LUWU".

Benar yang bersangkutan di atas telah melakukan Penelitian di UPT SMAN 4 Luwu. Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.





APPENDIX 2
THE GUIDELINE AND THE
TRANSCRIPT RESULT OF
INTERVIEW

THE INTERVIEW GUIDELINE

1. Apakah kamu menemukan kesulitan ketika membuat video project ini?
2. Apakah menyenangkan ketika kamu membuat video project ini?
3. Apa saran kamu buat penggunaan video project untuk meningkatkan kemampuan berbicara bahasa inggris ini?

THE TRANSCRIPT RESULT OF INTERVIEW

(Informan 1)

1. Apakah kamu menemukan kesulitan ketika membuat video project ini?
"Kesulitanku pas bikin videonya itu pas merekamnya karna haruska dulu bikin teksnya baru dihafalkan, tapi sebenarnya tidak terlalu susahji kah bisaka lebih aktif lagi belajar dirumah".
2. Apakah menyenangkan ketika kamu membuat video project ini?
"Termotivasika bikin ini tugas video karna na tantangka untuk bikin video yang bagus dan menarik"
3. Apa saran kamu buat penggunaan video project untuk meningkatkan kemampuan berbicara bahasa inggris ini?
"Pertama kali ku bikin video pakai bahasa inggris, menarik dan seru. Tapi perluki juga dikasih komentar biar kita tahu kesalahan ta dan bisa diperbaiki kedepannya".

(Informan 2)

1. Apakah kamu menemukan kesulitan ketika membuat video project ini?
"Kesulitanku kalau bikin video sering penuh memori hp ku, baru kadang juga habis kuotaku kalau mau kirim tugasku jadi kadang lambatka kumpul tugas".
2. Apakah menyenangkan ketika kamu membuat video project ini?
"Iye menyenangkan karna bisa ka cari-cari video referensi yang bagus-bagus, sekaligus belajar berbahasa inggris dari video yang dinonton bisa miki juga belajar cara ucapnya".

3. Apa saran kamu buat penggunaan video project untuk meningkatkan kemampuan berbicara bahasa inggris ini?

"Masih seringka salah kalau bikin teksnya, kadang salah tata bahasanya seringka juga salah ucap. Jadi, saranku kalau bisa dikomentari juga video ta kalau sudah dikumpul, biar lebih bagus lagi kalau bikin video ki".

(Informan 3)

1. Apakah kamu menemukan kesulitan ketika membuat video project ini?

"Kesulitanku kalau mau kumpul videonya tidak terlalu lancar jaringan xl di rumahku".

2. Apakah menyenangkan ketika kamu membuat video project ini?

"Iye kak, karna banyak manfaat didapat bisa dipakai untuk cari kerja nantinya, baru banyak kosakata di tahu".

3. Apa saran kamu buat penggunaan video project untuk meningkatkan kemampuan berbicara bahasa inggris ini?

"Saranku biar meningkat bahasa inggris ta, seharusnya guru kasih masukan apa yang kurang dari video ta. Contohnya kalau salah tata bahasanya atau salah pengucapan ta, bagusnya kalau dikasih tahu ki bagaimana yang benarnya biar bisaki perbaiki lagi".



APPENDIX 3
QUESTIONNAIRE'S
INSTRUMENT OF STUDENTS'
PERCEPTION

QUESTIONNAIRE

This questionnaire is used to be one of the instrument for my research entitled "The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 At The Seconf Grade Of SMAN 4 Luwu". Please answer the statements honestly. Put tick (√) to the degree of agreement which corresponds to the statement. Thank you for your willingness and cooperation to fill this questionnaire.

I. Identitas Responden

Nama :

Kelas :

Umur :

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (√) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

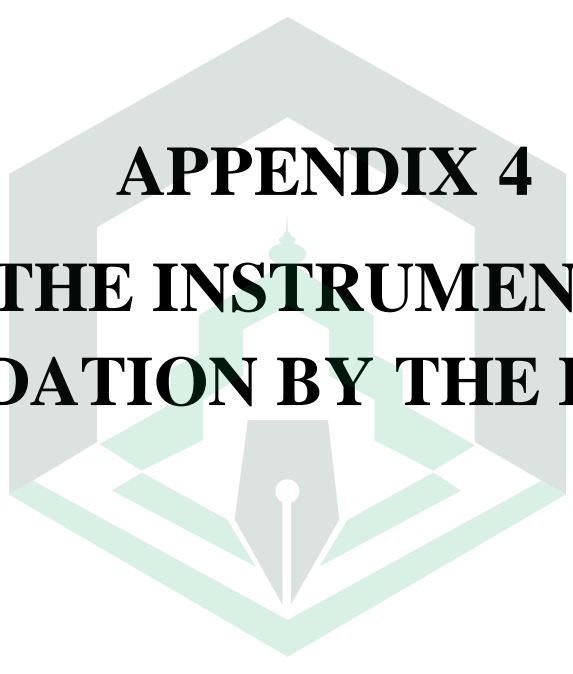
STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.				
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.				
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.				
4	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.				
5	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.				
6	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.				
7	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.				
8	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.				
9	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.				

10	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.				
11	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.				
12	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.				





APPENDIX 4
THE INSTRUMENTS
VALIDATION BY THE EXPERT

KUESIONER PENILAIAN AHLI BAHASA

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO.	URAIAN	KELAYAKAN				
I	Aspek Isi	1	2	3	4	5
a.	Tujuan penelitian dinyatakan jelas.					
b.	Tujuan kuesioner dinyatakan dengan jelas.					
c.	Petunjuk pengisian kuesioner mudah dipahami.					
II	Aspek Cakupan (Isi)					
a.	Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai.					
b.	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
c.	Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai.					

	d. Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai.					
	e. Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikan memadai.					
III	Aspek Bahasa					
a	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang baik dan benar.					
b	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efektif.					
c	Butir-butir kuesioner dirumuskan dalam Bahasa Indonesia yang efisien.					
d	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai tingkat kemampuan berbahasa responden.					

C. Komentar

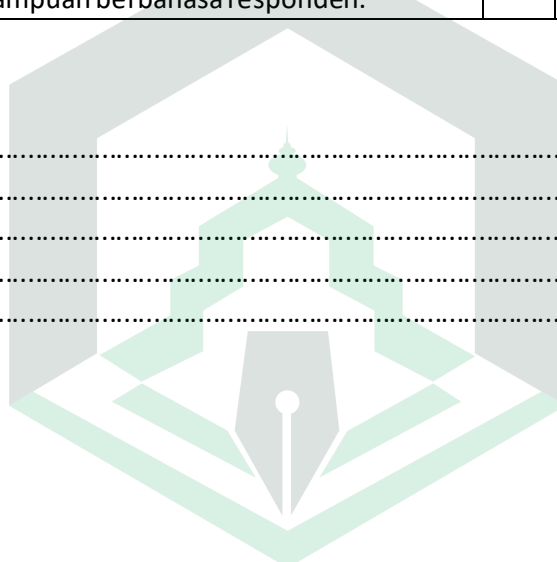
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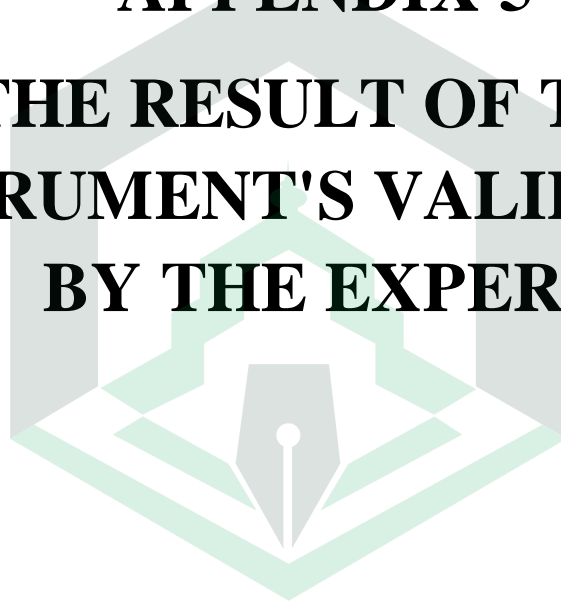
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Palopo, Maret 2022
 Penilai Kelayakan,

.....

APPENDIX 5
THE RESULT OF THE
INSTRUMENT'S VALIDATION
BY THE EXPERT



KUESIONER PENILAIAN AHLI BAHASA

A. Petunjuk Pengisian

1. Lembar penilaian kelayakan ini meliputi aspek pendahuluan, isi, bahasa.
2. Berilah tanda (✓) pada kolom angka yang sesuai dengan penilaian yang Anda berikan.
3. Pedoman skala penilaian sebagai berikut:
 - 1 : tidak layak
 - 2 : kurang layak
 - 3 : cukup layak
 - 4 : layak
 - 5 : sangat layak
4. Dimohon kesediaan Anda dalam memberikan saran-saran perbaikan pada bagian akhir lembar ini.

B. Penilaian Kelayakan

NO	URAIAN	KELAYAKAN				
		1	2	3	4	5
I	Aspek Isi					
	a. Tujuan penelitian dinyatakan dengan jelas					✓
	b. Tujuan kuesioner dinyatakan dengan jelas					✓
	c. Petunjuk pengisian kuesioner mudah dipahami					✓
II	Aspek Cakupan (Isi)					
	a. Butir-butir kuesioner mencakup data yang berhubungan dengan cakupan isi materi memadai					✓
	b. Butir-butir kuesioner mencakup data yang berhubungan dengan penggunaan bahasa disalam materi baik dan benar					✓
	c. Butir-butir kuesioner mencakup data yang berhubungan dengan aktifitas pembelajaran memadai					✓

d.	Butir-butir kuesioner mencakup data yang berhubungan dengan input materi memadai					✓
e.	Butir-butir kuesioner mencakup data yang berhubungan dengan kegrafikaan memadai.					✓
III	Aspek Bahasa					
a.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang baik dan benar.					✓
b.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efektif.					✓
c.	Butir-butir kuesioner dirumuskan dalam bahasa Indonesia yang efisien.					✓
d.	Butir-butir kuesioner dirumuskan dalam bahasa yang mudah dipahami sesuai dengan tingkat kemampuan berbahasa responden.					✓

C. Komentar

Tambahkan tujuan penelitian.

.....

.....

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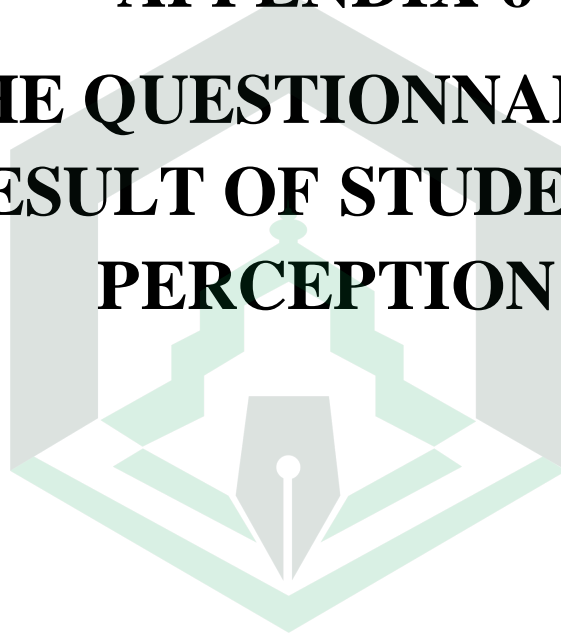
.....

Palopo, Maret 2022
Penilai Kelayakan,



Dr. Masruddin, S.S., M.Hum.
NIP. 19800613 2005011 005

APPENDIX 6
THE QUESTIONNAIRE'S
RESULT OF STUDENTS'
PERCEPTION



The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 At The Second Grade of SMAN 04 Luwu

I. Identitas Responden

Nama : RUHESTU PRIYADI
Kelas : XI IPS 2
Umur : 17

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju SS : Sangat Setuju
TS : Tidak Setuju STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.			✓	
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.	✓			
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.		✓		
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.			✓	
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.		✓		
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.		✓		
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.	✓			
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.				✓
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.		✓		
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.	✓			
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.		✓		

The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 At The Second Grade of SMAN 04 Luwu

I. Identitas Responden

Nama : MIH-ALFATHIR

Kelas : XI IPS 2

Umur : 17 th

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.	✓			
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.		✓		
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.	✓			
4	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.	✓			
5	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
6	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.	✓			
7	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.	✓			
8	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.	✓			
9	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.	✓			
10	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.	✓			
11	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.		✓	✓	
12	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.		✓		

The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 At The Second Grade of SMAN 04 Luwu

I. Identitas Responden

Nama : FIBRIANI

Kelas : XI IPS.1

Umur : 16

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.	✓			
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.	✓			
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.		✓		
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.	✓			
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.		✓		
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.	✓			
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.		✓		
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.	✓			
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.	✓			
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.		✓		
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.	✓			
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.		✓		

**The Students' Perception Toward Video Project Assignment In Teaching
Speaking Through Online Learning During Covid-19 At The Second
Grade of SMAN 04 Luwu**

I. Identitas Responden

Nama : SERUNI PANIENIEN

Kelas : XI IPS 1

Umur : 17 tahun

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.	✓			
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.	✓			
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.	✓			
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.		✓		
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.	✓			
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.	✓			
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.		✓		
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.			✓	
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.				✓
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.			✓	
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.		✓		

**The Students' Perception Toward Video Project Assignment In Teaching
Speaking Through Online Learning During Covid-19 At The Second
Grade of SMAN 04 Luwu**

I. Identitas Responden

Nama : **REFAIL HEPAL**

Kelas : **XI IPS 1**

Umur : **17 th**

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.			✓	
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.			✓	
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.			✓	
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.			✓	
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.	✓			
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.	✓			
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.		✓		
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.			✓	
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.				✓
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.			✓	
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.		✓		

The Students' Perception Toward Video Project Assignment In Teaching Speaking Through Online Learning During Covid-19 At The Second Grade of SMAN 04 Luwu

I. Identitas Responden

Nama : KURNIA AGUSTIA

Kelas : XI IPS 1.

Umur : 16 THN

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.			✓	
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.			✓	
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.	✓			
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.	✓			
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.			✓	
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.	✓			
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.	✓			
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.	✓			
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.	✓			
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.			✓	
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.	✓			

**The Students' Perception Toward Video Project Assignment In Teaching
Speaking Through Online Learning During Covid-19 At The Second
Grade of SMAN 04 Luwu**

I. Identitas Responden

Nama : ALIF TANGGELONA PUTRA

Kelas : XI IPS 1

Umur : 17 TH

II. Petunjuk Pengisian

Pilihlah jawaban yang tepat, dengan memberi tanda ceklis (✓) salah satu kolom jawaban yang disediakan.

III. Keterangan Jawaban

S : Setuju

SS : Sangat Setuju

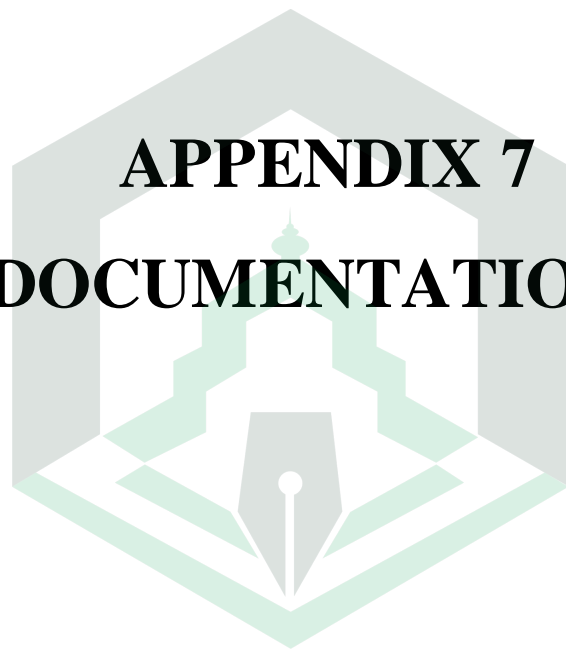
TS : Tidak Setuju

STS : Sangat Tidak Setuju

IV. Pernyataan

No	PERNYATAAN	S	SS	TS	STS
1	Dengan menggunakan video anda mendapatkan manfaat dalam pembelajaran.	✓			
2	Pertama kalinya anda membuat tugas dalam bentuk video. Anda merasa tertarik.			✓	
3	Dalam proses pembuatan video dapat membuat anda mengerti topik pembelajaran.			✓	
2	Tugas video membuat anda termotivasi untuk bisa berbahasa inggris dengan baik.			✓	
3	Tugas video membuat anda menemukan kelemahan-kelemahan anda dalam keterampilan berbahasa.	✓			
4	Tugas video membantu anda menemukan kelebihan-kelebihan anda dalam keterampilan berbahasa.	✓			
5	Dengan tugas video anda menemukan metode baru untuk meningkatkan keterampilan berbahasa anda.	✓			
6	Dengan tugas video anda dapat belajar menggunakan handphone untuk kegiatan yang bermanfaat.	✓			
7	Tugas video dapat membantu anda meningkatkan rasa percaya diri anda dalam berbahasa inggris.	✓			
8	Selama pembuatan tugas video anda mendapatkan hambatan-hambatan.	✓			
9	Anda selalu tepat waktu dalam mengumpulkan tugas video anda.			✓	
10	Koneksi internet anda mendukung pada saat pengumpulan tugas video anda.	✓			

APPENDIX 7
DOCUMENTATIONS



Documentations

Interviews:



Guiding students' to finish the questionnaires:





APPENDIX 8
SURAT KETERANGAN
PLAGIASI



SINSTITUT AGAMA ISLAM NEGERI PALOPO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Agatis, Balandi, Kota Palopo, Sulawesi Selatan 91914, Telp. 0471-22076
Website: pbi.iainpalopo.ac.id E-mail: pbi@iainpalopo.ac.id

SURAT KETERANGAN

No.2090/In.19/FTIK/PBI/PP.00.9/11/2022

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Reszqhy Amalia S
NIM : 18.0202.0091
Semester : IX (sembilan)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munawaroh

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 19%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 November 2022

Mengetahui,
Ketua Prodi,



Arif Cahya, S.E., M.Hum.
NIP. 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP. 198603222018011001