SPEAKING PERFORMANCE MANIFESTED BY VIDEO PROJECT: A STUDY OF THE NINTH GRADE STUDENTS OF MTS N II SURAKARTA IN ACADEMIC YEAR 2022/2023

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of *Sarjana Pendidikan*

By:

ANNISA MUSLIKHATUN BAROKAH

SRN. 16.32.2.1.142

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGE

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2023

ADVISOR SHEET

Subject : Thesis of Annisa Muslikhatun Barokah

SRN : 163221142

To:

The Dean of Cultures and Languages Faculty

UIN Raden Mas Said

Surakarta

Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisors, I state that the thesis of:

Name : Annisa Muslikhatun Barokah

SRN : 163221142

Title : *Speaking Performance Manifested by Video Project: A Study of the Ninth Grade Students of MTs N II Surakarta in Academic Year 2022/2023*

has already fulfilled as the requirements to be presented before the board of examiners (Munaqosah) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamualaikum wa rahmatullahi wa barakaatuh

Surakarta, May 16th 2023

Advisor,

Muh. Husin Al Fatah, M. Pd.

NIP. 198907302017011151

RATIFICATION

This is to certify the undergraduate degree thesis entitled "Speaking Performance Manifested by Video Project: A Study of the Ninth Grade Students of MTs N II Surakarta in Academic Year 2022/2023" by Annisa Muslikhatun Barokah has been approved the Board of the Thesis Examiners as the requirement for the undergraduate degree in English Language Education.

Chairman : **Nuning Wahyu Astuti, M. Tesol** ( )
NIP. 198904132019032025

Secretary : **Muh. Husin Al Fatah, M. Pd.** ( )
NIP. 198907302017011151

Main Examiner : **Sabariyanto, M. Pd.** ( )
NIP. 197503252017011164

Surakarta, May 16th 2023

Approved by,

Dean, Faculty of Cultures and Languages

Prof. Dr. Toto Suharto, S.Ag., M. Ag.
NIP. 1971043199031005

DEDICATION

Praise the presence of Allah who always gives abundance of grace and gifts. This thesis as a sign of proof of sincere and deep love to:

1. Allah SWT, the god of the universe
2. My whole Family, especially both parents, Mother (Siti Mahmudah) and Father (Sumari) who always be the best motivators of their children. Thank you for your endless prayers and love.
3. My friends, who have become my support system.
4. My beloved campus, UIN Raden Mas Said Surakarta.
5. All of my lecturers in UIN Raden Mas said Surakarta.

MOTTO

"Maka sesungguhnya bersama kesulitan ada kemudahan. Sesungguhnya bersama kesulitan ada kemudahan."

(QS. Al-Insyirah: 5-6)

"Perbaiki sholatmu, maka Allah akan memperbaiki hidupmu. "Hai orang-orang yang beriman, jadikanlah sabra dan sholat sebagai penolongmu."

(QS. Al-Baqarah: 153)

"When you go through a hard period, when everything seems to oppose you, when you feel you cannot even bear one more minute, NEVER GIVE UP! Because it is the time and place that the course will divert!"

(Jalaluddin Rumi)

PRONOUNCEMENT

Name : Annisa Muslikhatun Barokah

SRN : 163221142

Study Program : English Language Education

Faculty : Faculty of Cultures and Languages

I hereby sincerely state that the thesis titled "Speaking Performance Manifested by Video Project: A Study of the Ninth Grade Students of MTs N II Surakarta in Academic Year 2022/2023" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, May 16th 2023

Stated by,

Annisa Muslikhatun Barokah

SRN. 163221142

ACKNOWLEDGMENT

Alhamdulillah, all praise to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, almighty God, for all blessings and mercies so the researcher was able to finish this thesis entitled "Speaking Performance Manifested by Video Project: A Study of the Ninth Grade Students of MTs N II Surakarta in Academic Year 2022/2023". Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir, S.Ag., M.Pd. as the Rector of the State Islamic University Raden Mas Said Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the Dean of Cultures and Languages Faculty.
3. Wildan Mahir Muttaqin, M.A. TESL. as the Head of English Language Education.
4. Muh. Husin Al Fatah, M. Pd. as the Consultant for her guidance, advice and motivation for the researcher.
5. H. Syammuji, S.Pd., M.Pd. as the Headmaster of MTs Negeri II Surakarta and staff who given permission for the researcher to carry out the research until it is complete.
6. Sunarni, S.Pd. as the English teacher of MTs Negeri II Surakarta, for the help and cooperation during the research.
7. Researcher's beloved parent, siblings and whole family for the uncountable love, support and pray.
8. Researcher's best friends, for love and support unconditionally.
9. Researcher's classmate "Delicious", for the solidarity, support and motivation.
10. All parties who have helped the completion of this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, May 16th 2023

The Researcher,

Annisa Muslikhatun Barokah

SRN. 163221142

ABSTRACT

Annisa Muslikhatun Barokah. 2023. *Speaking Performance Manifested by Video Project: A Study of the Ninth Grade Students of MTs N II Surakarta in Academic Year 2022/2023.* Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisor: Muhammad Husin Al Fatah, M. Pd.

Key words: Speaking, Speaking Performance, Video Project

This research is intended to investigate the implementation of video project in teaching speaking and the challenges of the implementation video project in speaking performance at Ninth C grade of MTs N II Surakarta in academic year 2022/2023.

The design of this research is descriptive qualitative. The researcher conducted research in MTs Negeri II Surakarta specifically at Ninth C grade in academic year 2022/2023. The subject of this study was the teacher who applied video project in the class, and the students of ninth C grade that consists of thirty students. The researcher used observation, interview, questionnaire, and documentation as the techniques of collecting the data. Observation and interview are used to know the implementation video project in teaching speaking while interview is also used to understand the challenges of the implementation video project in teaching learning speaking performance, and strengthened by questionnaire. In analyzing the data, the researcher used theory from Miles and Huberman (1992:16), the analysis process consists of data collection, data reduction, data display, and conclusion. The researcher used source triangulation to check the trustworthiness of data.

The result of this research are presented as follows. From the result of observation and interview, the teacher implemented some type of component of task in making of video project in speaking class. There were goal, input, role of teacher, role of student, setting, procedure, and activity. In implementing video project, there were some challenges faced by the teacher and the students, they are: lack of vocabulary, fear of mistake and shyness, lack of confidence, lack of motivation, taking video many times, and editing the video.

TABLE OF CONTENT

CHAPTER I

INTRODUCTION

This chapter discusses the introduction which are divided into seven parts: background of the study, identification of problem, limitation of the problem, problem statement, purpose of the study, significance of the study, and definition of key terms.

A. Background of the Study

Speaking is an interaction of thoughts, ideas, or feeling between two or more people. It is a productive skill of language learning process for the students. By mastering speaking skill the students will be able to make conversation and build a good interaction with others. According to Thornbury (2003) stated that speaking is one of the four basic skills of language and it has an important role in daily life because it is the main skill of communication. Therefore, we can conclude that speaking is one of skill that is very important because the students who have good ability in speaking will be better in sending and receiving information in doing communication.

Speaking English as a foreign language for the Indonesian learners are not easy. According to Zhang (2009: 91) stated that speaking remains the most difficult skill master for majority of English learners, and they are still incompetent in communicating orally in English. This condition causes the degree of students' fluency in speaking English have not achievable efficiently. According to Thornbury (2003) stated that there are factors that make speaking easy or difficult. The factors divided into three categories: cognitive factors, affective factors (that is emotional), and performance factors.

One of the factors that make the students difficult to master speaking English as a foreign language is performance. According to De Kort and Leerdam as cited in Hamerka, (2009:15) stated that performance denotes the production of actual utterances as a result of certain psychological processes. Performance can show the level of ability and fluency of the students in learning speaking as an aspect of English. To be able to speak English fluently the students have to practice and perform their speaking skill. It can be

concluded that speaking performance is a productive skill that can be directly and empirically observed. The students can practice speaking performance by recording the conversation either in monologue or dialogue, then reviewing what has been recorded and learned. According to the Jones (1996) stated that in speaking and listening, people tend to be getting something done, exploring ideas, working out some aspects of the world or simply being together. In addition, according to Mandasari and Aminatun (2020) stated that speaking is the ability to pronounce articulation sounds or words to express or convey thoughts, ideas, and feelings. Practicing speaking English is very important for the students because without practice, the students get difficulties to master speaking English.

Nowadays, the development of technology facilitates the students in learning English is funnier and easier. According to Crystal (2002) stated that technology has always had an important impact in language learning. In addition, according to Eady and Lockyer (2013) stated that technology becomes an integral part of learning experience and significant issues for the teachers, from the beginning of preparing learning experiences through teaching and learning process. A video is one of the technologies development that to be able used by the teacher in teaching speaking English. One of the media used in learning speaking English is video. In speaking class, video used by the teacher to transfer the material of learning English, especially in speaking skill.

According to Hyun-suk et al., (2000) stated that the video is a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing images representing scenes and motion. In speaking class, the use of video can be a project for the students in practicing their speaking skill in order to be brave and confident to show up their speaking skill. Video is a media that can display audio visually. Through audio visual the students can listen to audio and illustrate visually. The students will listen to conversations or speaking such as pronunciation, articulation, and intonation and also the students can illustrate from image shown by the video. So, the students can observe the video carefully.

Video project is one of teaching strategies to improve student's speaking skill. Creating a video project is a teacher's effort to train the students to speak English and through videos made by the students, the teacher will find out the students' speaking performance and students' challenges on speaking performance. According to Hafner and Miller (2011) stated that creating video project gives the students motivation and challenges. Video project gives students an opportunity to practice communicating in different social context and in different social roles. It can be concluded that using video project as the students' speaking task encourages the students to practice their speaking skill and also the use of video project as the students' speaking task attracts the students' enthusiasm in learning speaking English. Video based project is one of the medias that can help the students in mastering speaking, especially in speaking performance. Speaking performance is the students' speaking ability in English that is displayed. In speaking performance the students perform their speaking skill.

There are several advantages in using video project as the students' speaking task. The Students can watch themselves in the video and also their friends. They can evaluate their performance, they can learn their mistakes, and also the students can give comments with their video. Teachers can use the students' video project to help the students being better speakers in English. According to Catherine (2017), stated that by recording the students' speaking activities, they will have opportunities to view to play and to replay the recording many times so that they could learn from their mistakes. The students will learn their mistake and they can give comments, receive comment and critics each other, and also the teacher will give feedback according to the students' video project. Therefore, they are able to be self-critical as they can learn the mistakes and solve their problems assisted by the teacher.

Video project as the students' speaking task is implemented in teaching speaking English in MTs N II Surakarta. MTs N II Surakarta is one of the Islamic schools in Surakarta which has good accreditation. MTs N II Surakarta apply the 2013 Curriculum. MTs N II Surakarta divided into three program clases, there are *Boarding School, Program Reguler,* and *Program Khusus.*

MTs N II Surakarta has several programs to improve students' competence in english, especially in speaking. One of them is english performance in each class. MTs N II Surakarta won many awards in the field of english, such as: speech contest, MC, holly Quran and translate in english, story telling, reading poem, and drama. In MTs N II Surakarta the facility in learning English is sufficient. MTs N II Surakarta has teaching media to develop teaching learning of all subjects taught to the students. MTs N II Surakarta facilitates the students with adequate facilities and infrastructure so that student learning activities are more conducive and comfortable. The object of the research focuses on the students' video project for speaking performance of Ninth C grade is taken because they have good speaking in English, especially in their speaking performance. The information above was gathered from pre-research observation and interview to the teacher on Wednesday-Thursday, 2nd-3rd February 2022. The result of the previous research in this study was the English teacher in Ninth C grade implementing video project as a teacher's strategy in teaching speaking English. And the teacher asked the students to create a video project based on the speaking materials that was given before.

In the process of teaching speaking English, teacher who teaches speaking in Ninth C grade provided learning materials related to speaking performance. The teacher practiced how to speak in English well according to the speaking aspects and explained each aspect. The aspects of speaking pronunciation, fluency, vocabulary, and accuracy. The teacher also showed some samples of native speakers by video. Then the teacher gave the opportunity to some students to practice speaking from the video in front of the class. After some students practice speaking from video in front of the class, the teacher gave evaluations and also provided opportunities for other students to evaluate some students who have given example of speaking in front of the class. The class atmosphere becomes very pleasant and also cooperative among students, the students were active and brave in expressing their opinions. Then, at the end of learning the teacher gave task to the students to make a video speaking performance related to study that has been studied in the previous study. In creating videos, students have to pay attention to the aspects of

speaking. In the students' video project, the teacher allows students to be creative. With the task that has been given by the teacher to students in learning speaking, students feel very interested in creating video projects because the students can be creative and apply the knowledge that students have gained in learning speaking performance.

Previous researchers have been conducted some studies about the implementation of video project in speaking performance. The study conducted by Hasanah (2019) who conducted digital video projects in speaking class believes that the digital video project could improve the EFL students' speaking performance. This result of this study showed that digital video project assisted them to solve their problems of speaking problems and enable students to be more creative. And the second study conducted by Sumardi et al., (2020) who conducted to explore the use of digital video project and to describe students' perceptions towards digital video project in speaking skill. This result of this study showed that digital video project helps students to improve their ability to create a right introduction, keep their voice volume and expression, and promote their creativity to make interesting videos. Both of previous studies were the implementation of a video project in speaking class. The previous studies indicated that video projects bring a positive impact on students.

Therefore, this research is conducted to find out the information about speaking performance in students' video project of Ninth grade, especially in learning English speaking at MTs N II Surakarta. The researcher is interested to conduct the research about speaking performance entitle: **SPEAKING PERFORMANCE MANIFESTED BY VIDEO PROJECT: A STUDY OF THE NINTH GRADE STUDENTS OF MTS N II SURAKARTA IN ACADEMIC YEAR 2022/2023.**

B. Identification of Problem

Based on the background of the study, the researcher found problems that related to the topic as follows:

1. The implementation of video project on speaking performance in Junior High School.

2. The teacher's difficulties of the implementation video project in teaching speaking performance.
3. The students' difficulties in creating their video project as their speaking task.
4. The students' difficulties in mastering speaking especially in speaking performance.

C. Limitation of Problem

To limit the study, the researcher only investigates the implementation of video project in speaking performance, the challenges of the implementation video project in speaking performance, especially the students of the Ninth C grade and the teacher who teaches English of MTs N II Surakarta Academic Year 2022/2023. The researcher would like to make limitation in order to research focus toward the problem being researched.

D. Problem Statements

Based on the background of the study, the researcher formulates some problems as follows:

1. How is the implementation of video project in speaking performance at Ninth C grade of MTs N II Surakarta in Academic Year 2022/2023?
2. What are the challenges of the implementation video project in speaking performance at Ninth C grade of MTs N II Surakarta in Academic Year 2022/2023?

E. Objectives of the Study

Based on the problem statement above, the objectives of this research are:

1. To describe the implementation of video project in speaking performance at Ninth C grade of MTs N II Surakarta in Academic Year 2022/2023.
2. To find out the challenges of the implementation video project in speaking performance at Ninth C grade of MTs N II Surakarta in Academic Year 2022/2023.

F. The Benefits of the Study

1. Theoretically

a. The result of this research are expected to provide the detail information related to the speaking performance in video project.

b. This finding of the research are expected to provide the benefits to the future research which wants to study the same case, so that it can provide useful information and provide references.

2. Practically

a. For the Researcher

The researcher will know about the implementation video project in teaching speaking English, and the challenges of implementation video project in speaking performance faced by the teacher and the students, and then this study could bring the researcher to be better understanding of speaking performance.

b. For the Students

This findings of the research are expected to be able to motivate the students to learn English, especially in speaking skill. Help the students in understanding speaking performance in detail, encourage the students to be brave and confident in speaking English, to motivate the students to take the advantages of technological development by making creative project.

c. For the Teachers

This finding of the research to be able to motivate the teacher to be more creative in utilizing technological development, so that the students have a fun atmosphere during the learning process, especially in studying speaking performance.

d. For the Readers

The readers will get a lot of knowledge about the implementation video project, challenges of implementation video project faced by the teacher and the students in speaking performance.

G. Definition of Key Term

1. Speaking

   According to Irawati (2014: 12) defines speaking as an activity to produce saying in the form of words and sentences orally in order to communicate with other.

2. Speaking Performance

   Speaking in a foreign language is a challenge for the learners because they not just know the use of English in a real context but they have to know the meaning of they talking about. According to Hayriye in (2006) said that speaking is to select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. Speaking performance is the ability of students to show their speaking skills in English to others.

3. Video Project

   According to Hafner and Miller (2011), a video project provides a social context in which able to communicate with one and another. In addition, according to Huang (2015) stated that students' video project are great example of the value of the experiential learning.

CHAPTER II

REVIEW OF THE RELATED THEORIES

In this chapter the researcher discusses about the theoretical description and previous related study.

A. Speaking

1. Definition of Speaking

Speaking in English is one of the productive skill that must be learned by the students. Actually, there are many definitions of speaking from the experts. According to Cameron (2001), speaking is the active of using language to express the meaning so that the other people understand with the idea. It is an important thing in speaking in English where the speaker can express their idea to other people, and the other people can understand what the speaker is talking about. So, an interaction between the speaker and the other people will be formed based on the ideas conveyed by the speaker.

According to Brown (2003: 140) speaking is a productive skill that can be directly observed are invariably colored by accuracy and effectiveness of a test takers speaking skill which necessarily compromise the reliability and validity of an oral production. It is very important for the students to learn about speaking in English as a foreign language, because being able to speak in English put more emphasizes on interaction, communication, and understanding each other. It can be concluded that the most a person's first impression of the speaker is fluency and also comprehensively.

If the students can speak English fluently that can help them to easy communicate and explore their idea. The students can update information in any fields. According to Richard (2008), in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. The more students understand in English especially in speaking, the students will easier receive information and getting more knowledge. In addition, speaking is one of the most difficult

aspects for students to master English because the students have to master all components of speaking skill in order to speak clearly and fluently.

Luoma (2004) stated that to be function well in society someone have to speak well. People used their speech to create an image of themselves to others. Brown (2007) stated that speaking is a basic skill that language students should master with the other language skills. It is defined as a complex process of sending and receiving messages through the use of verbal expression, but it also involves nonverbal symbols such as gestures and facial expression. From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined from the definition above, the researcher conclude that speaking is a particular skill that has many functions in daily life, by speaking we can share our ideas, feeling, and interaction. So that, good communication will be established with each other.

From the definitions above, the researcher conclude that speaking is one of productive skills in English that focused on students' ability to produce language verbally, by speaking we can share our ideas, feeling and interactions that we are able to interact with another.

2. Function of Speaking

According to Richard (2008), the mastery of speaking skills in English is a priority for many second or foreign language learners. In human life, speaking is an important aspect because through speaking people can interact with each other. Speaking has several functions in human life and interaction. According to Brown and Yule (2008: 21), the function of the speaking divided into three. They are; talks as interaction, talk as transaction, talk as performance.

a. Talk as Interaction

Talk as interaction is a speaking activity that has function as a form of interaction between the speaker and his interlocutor in conveying messages and interactions, so that it will led to reciprocity or social interaction as a form of signal to the messages conveyed by the speaker.

Social interaction in the community can be realized through discussion.

b. Talk as Transaction

Talk as transaction means speaking as a form of transaction or transfer of information and messages that the speaker wants to convey to the listener. Talk as transaction focuses on the delivery method to the speaker.

c. Talk as Performance

The third function of speaking is talk as performance, it means that the speaker performs in front of the audiences to convey information. The speaker in conveying information shows gesture, and the appropriate delivery method according to the information that will be given to the audiences. Talk as performance refers to speaking in monologue because the speaker in conveying information does not prioritize the audiences' interaction. The audiences will understand the information conveyed by the speakers through their performance.

3. Basic Types of Speaking

According to Brown (2003) stated that the basic types of speaking divided into five. They are: Imitative, Intensive, Responsive, Interactive, and Extensive (monologue).

a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language maybe included in the criterion performance. This type of speaking requires the test takers to copy a word, phrase, and sentence. Pronunciation is the main aspect of this type. Example of imitative is repetition, when the teacher says repeat after me [bit, beat], I bought a

boat yesterday, so the students will follow the teacher's instruction.

b. Intensive

The second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language deigned to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Understanding meaning is needed to respond certain tasks but the interaction with the counterpart is minimal. Examples of intensive are: directed response tasks, read-aloud task, dialogue completion task, and picture-cued elicitation of oral comprehension.

c. Responsive

The third type is responsive assessment tasks include interaction and task comprehension but at the somewhat limited level of very short conversation, standard greetings, and small talks, simple request, and comments, and the like. Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. Examples of responsive are: questions eliciting open-ended responses, giving instructions and directions, and also paraphrasing a story.

d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participant. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. The load and complexity of the sentences is the major different between responsive and interactive speaking. Examples of interactive are: interview, role-play, discussion and conversation, and games.

e. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Examples of extensive (monologue) are: oral presentation, retelling a story, picture-cued story-telling, and translation.

4. Speaking Factors

According to Thornbury (2005) stated that the factors that influence the students speaking skill easy or difficult divided into three. They are: cognitive factors, affective factors (that is emotional), and performance factors.

a. Cognitive factors

1) Familiarity with the topic: the greater the familiarity, the easier the speaking task; this is why it is generally easier to talk about your job, or your family, then it is to talk about something very removed from your day-to-day life.

2) Familiarity with the genre: giving a lecture or speech will be harder if you’re unfamiliar with those particular genres.

3) Familiarity with the interlocutors: generally speaking, the better you know the people you are talking to and the more shared knowledge you can assume, the easier it will be.

4) Processing demands: if the speech event involves complex mental processing, such as that involved in describing a complicated procedure without resource to illustrations, it will be more difficult than if not.

b. Affective factors

1) Feeling toward the topic and/or the participants: generally, if you are

well dispose to the topic you are talking about, and/or to the other participants, the easier it is likely to be.

2) Self-consciousness: being ‘put on the spot’ can cause anxiety which will have a negative effect on performance; likewise, knowing (or believing) that you are being evaluated can be prejudicial.

c. Performance factors

1) Mode: speaking face-to-face, where you can closely monitor your interlocutor’s responses and where you can gesture and eye contact, is generally easier than speaking over the telephone, for example.

2) Degree of collaboration: giving presentation in your own is generally harder than doing it with colleagues because in the former case you can’t count in peer support.

3) Discourse control: on the other hand, it is often easier if you can control the direction of events, rather than being subject or someone else’s control.

4) Planning and rehearsal time: generally, the more time to prepare, the easier to task will be; telling a joke is usually easier the second time round.

5) Time pressure: if there is a degree of urgency, it is likely to increase the difficulty for the speaker.

6) Environmental conditions: trying to speak against a background of loud music or in poor acoustic conditions (as in many classroom) is difficult.

5. Speaking Indicators

Speaking is not easy for the students. Speaking skill has several indicators that can make the students have a good speaking skill. According to Brown (2001) stated that speaking indicator divided into four aspects.

They are: pronunciation, fluency, vocabulary, and accuracy.

a. Pronunciation

According to Nunan and Carter (2001) stated that pronunciation is the way a certain sound or sounds are produced. Pronunciation can be an indicator of students' clarity in delivering speaking performance. According to Harmer (2001) stated that deliver more issues about pronunciation. He suggests pitch, intonation, individual sounds, spelling, and stressing. Pronunciation is an indicator that must be considered by the students because if the pronunciation is wrong it will cause misunderstanding and misinterpretation.

b. Fluency

According to Hedge (2000) stated that fluency is an ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation. It means that the speakers must be able to speak English coherently and use the right words. Fluency can be an indicator of the students in mastering speaking performance. According to Nunan (2003) said that the fluency is the extent to which speakers use the language quickly and confidently, with few hesitations, or natural pause, false, start, word choice, and so on.

c. Vocabulary

According to Nunan and Carter (2001) stated that vocabulary is a set of lexemes, consisting single words, compound words, and idioms that are typically used when talking something.

d. Accuracy

According to Thornbry (2005) stated that correct use of grammatical structures requires the length and complexity the utterances and the well-structured clauses. In order to get the suitability of accuracy, the students should choose the right words according to the context so that

the message from the speaker can be conveyed properly to the listener. Therefore, is also an important aspect as an indicator of the achievement of students' speaking performance.

6. Problems of Speaking

For Indonesian learners speaking is a difficult skill to be mastered. The difficulties of mastering speaking can be influenced by the characteristic of spoken language. According to Brown (2000) stated that there are some characteristics of the speaking difficulties classify by includes:

a. Clustering

Fluent speech is a phrasal not word by word. Learner can organize their output both cognitively and physically through such a clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced forms

Constructions, elisions, reduced vowel, etc., all form special problems in teaching spoken English. Students who do not learn colloquial constructions can sometimes develop a stilted, bookish quality in speaking that in turn stigmatize them.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as students speaks allowed manifesting a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial language

Make sure students are reasonably well acquainted with the words, idioms, and phrases of colloquial language, and they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of students' tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

g. Stress, Rhythm, and Intonation

This is the most characteristic of English pronunciation. The stress timed rhythm of spoken English and its intonation pattern convey important messages.

h. Interaction

Learning to produce waves of language in a vacuum-without-interlocutors would rob speaking skill of its richest components the creativity of conversational negotiation.

7. Speaking Performance

According to Brown (2003: 140), speaking is a productive skill that can be directly and empirically observed, those observed are invariably colored by the accuracy and effectiveness of a test-takers speaking skill, which necessarily compromise the reliability and validity of an oral production test. According to De Kort and Leerdam (2009: 15), stated that performance denotes the production of actual utterances as a result of certain psychological processes. Performance is what the students show in the form of gestures and expressions to represent a conversation. Speaking is a productive language skill, it is about how the students produce the language orally. Through speaking students can exchange information

with others and convey ideas and messages to others. As Jones comments that in speaking and listening we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. In writing, we may be creating a record, committing event or moments to paper.

8. Teaching Speaking

Teaching Speaking is so difficult and challenging for English teacher, many activities are implemented in order to increase student ability in speaking English and be able to interact in many situations through the language. Having a good task and activities eased the student's learning. Providing education learning experience that the students have the opportunity to develop as whole human beings. According to Jeremy Harmer (1998) there are three main reason for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities. Secondly, speaking task in which students try to use any or all of language they know provide feedback for both teacher and students. And the last students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Harmer (1998) explained getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level, will often participate freely and enthusiastically if we give them a suitable topic and task. In such situation, Harmer has explained that there are a number of things teacher can do to help students:

a. Preparation

The value of planning and rehearsal for speaking success, and students, too, will perform much better if they have chance to think about what they are going to say and how to say it. May involve just giving them quiet time to think in their heads about how they will speak, or it may

mean letting them practice dialogues in pairs before having to do anything more public.

b. The value of repetition

Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the students' memory. Repetition has other benefits it allows students to improve on what they did before. They can think about how to re-word things or just get a feel for how it sounds.

c. Big groups, small groups

Grouping students has beneficial effects for students speaking. With pair tasks, students get chance to speak and discuss the language in one-one. A major reason for reluctance of some students to take a part in speaking activities is that they find themselves having talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too.

d. Mandatory participation

Make sure that students are engage in task and manage students who sit back and let everyone else do the work. Mandatory participation also lies at the heart of jigsaw reading activities and story circle writing since both these and other similar activities only work when all the students take part.

9. Teaching Speaking Activities

There are some activities to practice or promote speaking. According to Kayi (2006) endorses thirteen activities to promote speaking skill, namely:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas

about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion is set by the teacher. In this way, the discussion points are relevant to this purpose, so that the students do not spend their time chatting with each other about irrelevant things.

b. Simulations

Simulations are very similar to role-plays but what make simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on.

c. Role Play

Students pretend they are in various social context and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

d. Brain Storming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will open to open to sharing new ideas.

e. Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps the students to express idea in the format of beginning, development, and ending, include the characters and setting a story has to have.

f. Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purpose such as solving a problem or collecting information. Also each partners do not provide the information the others need.

g. Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so, they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, can interview each other and “introduce” his or her partner to the class.

h. Story Completion

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each students starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions, and so on.

i. Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

j. Playing Cards

In this game, students should from groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Then, each student will write 4-5 questions about the topic to ask the other people in the group. For example: if the topic “diamond: earing money” is selected, here are some possible questions: Is money important in your life? Why? or, what is the easiest way of earning money? etc. However, the teacher should state at the very beginning of the activity that the students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students asked open-ended questions to each other so that they reply in complete sentences.

k. Picture Describing

For this activity the students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

l. Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/ or differences in the picture.

m. Picture Narrating

This activity based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention

to the criteria provided by the teacher as rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

B. Challenges in Speaking Performance

1. Challenges in Learning Speaking Performance

In daily life, speaking is a tool for communication, with speaking we will easier in communication. Especially if we learn speaking in English, it will expand knowledge and communication between each other. Students who study speaking in English face several challenges in learning speaking English. As stated by Ihsan, et al. (2018), the students especially ELF students', cannot learn it fast. It should be step by step and need to be developed. There are several challenges in learning speaking English faced by students, such as: lack of vocabulary, fear of mistake and shyness, lack of confidence, and lack of motivation.

a. Lack of vocabulary

This issue is the first challenge faced by the students in learning speaking English. According to Dewi and Jimmi (2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation word. Similarly, vocabulary is an important part of learning English. In addition, Dewi and Jimmi (2018) stated that the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would have less confidence.

b. Fear of mistake and shyness

When the students want to speak in English, they have emotional feeling fear of mistake and shyness. They fear do mistake when they speak in English, and they also shy when they make some mistakes in speaking English. According to Juhana (2018), stated that the students would forget what they want to say because of shyness, students' fear of

whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends. It can also impact students' speaking performance. Further, teacher can make a personal approach and create better learning atmosphere in the classroom.

c. Lack of confidence

This psychological factor occurs because what the students convey is not conveyed well, listeners tend not to be able to understand what the speaker saying. According to Juhana (2018) stated that lack of confident is one of psychological factor where a student feeling that occur when the students realize that their speaking partner do not get their points when speaking in English. To make the students' have high confident the teacher should give positive encouragement to the students.

d. Lack of motivation

In learning speaking English, motivation is the important thing for students to speak in English. According to Jin (2014) stated that motivation is important to make students successful in language learning.

2. Challenges in Teaching Speaking Performance

One of the most difficult aspects of language learning for teacher is to help the students learn to talk in foreign language. Teaching English as foreign language is known to be challenging and fascinating. The students are usually faced by some problems in learning speaking English. According to Harmer (2007), there are some problems with the speaking activities which are faced by the students:

a. Reluctant students

Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information and opinions.

Frequently too, there is a worry about speaking badly and therefore losing face in front of their classmates.

b. The roles of the teacher

Sometimes students fail because of the teacher did not give a clear role and explanations. As with any other type of classroom procedures, teachers need to pay a number of different roles during different speaking activities.

From the problem faced by the students in speaking, it becomes a challenges for the teacher in delivering learning materials, so the students can receive it well. Students can master the material given by the teacher.

C. Types of Video Recording Task

There are two types of video recording task based on Ann-Karin Korsvold (1998), they are;

1. Video Feedback

According to Korsvold (1998) stated that video Feedback is where students are recorded in several types of communicative performance, such as simulations or presentations, and video recordings are then used to support detailed feedback. Video feed back can be useful, especially to help students develop self-assessment and peer skills. This requires careful remediation of the task viewing the post, with a feedback grid that focuses the student's attention from individual detailed error corrections at least in the first stage and to aspects of global and collective performance such as how effective roles are created or weather the group has acted with a formality according to the situation.

2. Video Project Work

According to Korsvold (1998) stated that video Project work is where video is used as a media for student production, for example

Documentaries, simulated promotional videos and news items. Therefore, video project is a task that is given by a teacher to the students where the task is to make the daily activities of the students. It is learning media which asks students to record their activity or conversations using camera to improve speaking skills. As the video has become more familiar as a productive medium, the video project work has grown. It involves students who use video as a creative medium and all the practitioners prove their motivating nature. Students feel that they are doing something tangible with the target language. It is useful to engage students who lack confidence. Video cameras can be an invaluable tool in facilitating project meetings that keep students into directed contact with members of the target language culture.

D. The Advantages of Video Project

The use video in language learning is highly recommended because it is believed to be useful for students in the process of improving their communicative skills. Through the video displayed, students will be able to observe audio-visually. The students can make their own video projects, they can do several takes, then the students will repeat, observe, and evaluate their speaking performance in the video recordings. So the students become more confident in performing in front of a camera video. The students need to be given the opportunity to learned, given the opportunity to be creative in presenting their assignments. It will provide the students with information and knowledge in processing their project into something interesting.

By making video project, the students will find it easier to remember the knowledge they have acquired and display in their videos. Because the students through the several stages before submit their project video to the teacher. The students will take the video several times, until the students feel that the communicative skill aspects have been fulfilled in their video project. Besides that, student's motivation increases when the students learn language using video. From the social perspectives, utilizing video in language learning and teaching context is beneficial due to some reasons. Richards and Renandya

(2002) stated that by using audio visual, the lack of opportunity in foreign language settings to interact with native speakers can be minimized because of the exposure to many kinds of scenes, situations, and accents as well as voices. It can be concluded from the assumption, that video can be utilized as a means to practice communication using the target language and to show a real experience of native speaker communication by the assistance of audio and visual facilities provided by video.

E. The Problems of Video Project

There are so many problems that the teacher implemented video project, they are:

1. The problem of selecting material and linking it to classroom work. The teacher has to know the video material well, and by suitable preparation provide the links into and out of the main course.

2. The problem of relating the home viewing of the students of the classroom teaching in the class. According to Govern (2011), a similar effort is required from the student, in that the best use must be made of the home viewing time but home viewing means no teacher and no chance for feedback from student to interlocutor.

3. According to Thing (2013) stated that video shoot sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get best shoot.

4. According to Thing (2013) stated that the video shooting session takes a very long time due to the challenges we faced such as the dialogues were not said according to the script and need to repeat the scene many times.

5. According to Thing (2013) stated that the most frustrating part when editing the video. It is merging scene and after applying the effect, the students got problem for editing it. So they have to repeat the second time for the whole video.

6. The students had to separate the project into several stages the needed to plan each stage of the project implementation. They encountered various unexpected problems while shooting the video for example technical problems, software incompatibility, etc.

7. The students have to developed their video scripts and wrote the conversations. They have to memorized the lines before acting in front of the camera. They have to learned to work as a group. To shoot the video, they needed to manage the time, prepare the equipment and physical props, identify suitable locations, etc.

F. Task Assessment

Task assessment is very broad term that can include formal exams and tests, both external and internal, which are structured and built every academic year, as well as more informal types of assessment that the teacher undertakes as a part of their day to day practice. There is an abundance of tools that can be used in assessment and these broaden the types of assessment tasks we can create as well as offer quicker and easier ways to distribute them. According to Motteram (2013), Rance Roney points out that deep language acquisition and meaningful practice should be embedded in the digital storytelling process. Therefore, video project is one of the tasks that can be used in assessing the students speaking ability. Any video production project has to be built into the assessment effectively. Teacher can assess their student's performance by watching their videos and also improve their speaking skill from valuating their mistake.

Table 2.1: Scoring Rubric

Aspects	Criteria				Score
	1	2	3	4	
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally at normal speed	Speaking fluently	
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect Pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech still understood although it consist of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Vocabulary	Misuse of vocabulary more than 8 times	Misuse of vocabulary 4-7 times	Misuse of vocabulary 0-3 times	No misuse of vocabulary	
Performance skills	Speaking in volume which is almost inaudible, no facial expression and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in soft voice, but can be understood, good facial expression, and communicative enough	Speaking clearly and loudly, good facial expression, and communicative	

1. Component of Task

According to Nunan (2004) the task includes the target task and pedagogical task. The target task relates to the uses of language in the world outside the classroom. The pedagogical task relates to the uses language in the classroom. All of the task should be designed to equip students with the communicative language needed certain topic discussion in classroom which also related to real world situation. There are so many component of task based on Nunan (2004):

a. Goal

Goal of a task are intended to set specific language skills, language competence and language function which are going to be achieved. The teacher's general aims for the task. Goal may relate to a range of general outcomes or may directly describe teacher or student behavior. Communicative is establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feeling to get things done. Acquiring information from more or less public sources in the target language and using this information in some way. Goals are the teacher's general aims for the task while objectives are specific skills the students should obtain after a course. Goal provides direction. For example, like improving student's communicative and interactional skill. Increasing student's confidence, encouraging students to negotiate information.

b. Input

Input refers to lesson that students are exposed to and the contexts provided during the learning process. Refers to the data presented for students to work on. It refers to the spoken written and visual data that students work with in the course of completing task. Data can be provided by a teacher, a textbook or some other sources. Input refers to all the target language that the student is exposed to and that

potentially provides the student with knowledge about the target language. According Nunan (2004) said that input is the lesson presented for students to work on. According to Wright, input can be attained from teaching media or aids, material, teacher, and other students. Input is also obtained from the context provided during the learning process.

c. Content

According Nunan (2004) stated that content is the subject matter being taught, including the selections of the topic being discussed. It could also be the materials being taught. Materials are the things that the students can observe or manipulate. For example, the content includes the topic being taught which are describing process and telephoning. Besides that, it is also in terms of the language expressions used in those contexts.

d. Role of teacher and students

Role of teacher and students is the component of task referring to the social and interpersonal relationship between students and teachers in task. Roles specify the relationship between participant in a task. Role refers to the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants. According Nunan (2004), said that the roles are the relationship between participants in a task. According to Breen and Candlin (1980) the teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and student. Roles of teacher are monitoring the supervision of the task in progress, providing feedback the evaluation of the task. Roles of students are participating in group work, group discussion, providing feedback give comment on other groups' video results.

e. Setting

Setting refers to the classroom arrangement affecting interaction entailed in the task. Refers to where the task takes place either in class or in an out class arrangement. Refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. According Nunan (2004), said that the setting is where the task takes place in or out class. Setting also includes social community which belongs to the class as a whole its sense of groupness. According Nunan (2004), said that setting is also included social community which belongs to the class as a whole and its sense of groupness. For example, in the context of communicative language teaching, the setting of learning activities includes interaction, negotiation of meaning, and task difficulty.

f. Procedure

Procedure is related to the instruction or direction of the task given by the teacher. Giving clear instruction is a paramount to the success of any classroom activity. It specifies what students will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those as we encountered when considering input. Procedures are what students will actually do in real world, rehearsal, and activation task. Procedures include actions or steps which are sub tasks to be performed by the students.

g. Activity

Activity refers to work that the students do on the tasks, it also includes the discussion about group work. These activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language items which all fit

into a given frame. Activities are the things that the students and teacher do during a lesson. For example, activity includes the task being assigned. There are some activities to practice or promote speaking. According to Kayi (2006) endorses thirteen activities to promote speaking skill: discussion, simulations, role play, brain storming, storytelling, information gap, interview, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating.

This research aims to analyze the video project as manifested of students' speaking performance contribute to improve students' speaking skill. The components of task are adopted from Nunan (2004) categorization of task components that include goal, input, content role of teacher, role of students, setting, procedure, and activity.

2. Video Project Assessment

According to Riyana (2007: 11), stated that in the development and creating video learning project have to pay attention to the following criteria:

a. Material Type

Video media is suitable for subject matter that describes a certain process, a demonstration plot a concept or describes something. For examples how to make a delicious cake, how to make a kite, give information about news, etc.

b. Time Duration

Video media has a shorter duration different of film in general between 2-3 hours long, but the students' video project around 10 minutes. Given the ability of memorization and human concentration is quite limited between 15-20 minutes, creating video media for students capable provide an advantages over than movie.

c. Video Presentation Format

Movies are generally presented in a dialogue format that has more dramatic elements, and imaginative. Different from presentation in learning videos prioritizing clarity and mastery of the material. Format videos that are suitable for students' video project include: narration, interviews, presentations, and combined format.

d. Technical Terms

Video media is inseparable from technical aspects, namely the camera, shooting techniques, lighting techniques, editing, and sound. Learning emphasizes the clarity of message, thus communicative presentations require the technical support.

G. Previous Study

In this chapter, some literatures related to the study are reviewing as means to clarify the present study. The researcher can make the comparison among speaking performance used and the result of each students' speaking performance in different school. The researcher has found some relate study as has been done by the previous study.

The first thesis by Reni Maryelni (2018) the students of English Study Program of Education and Teacher Training Faculty University of Pasir Pangeraian Rokan Hulu with title "An Analysis of Students Speaking Skill by Using Video Media at the Eleventh Grade of SMA N 2 Ujung Batu". This research was to measure student's speaking skill by using video media. The writer used descriptive qualitative method to answer the research questions. The instruments of this research was documentation. The participants of this research were the students of eleventh grade of SMA N 2 Ujung Batu that consist of 75 students. In analyzing the data, the researcher was helped by 3 raters to score the student's speaking skill in general and also the components of speaking such as pronunciation, grammar, vocabulary, fluency, and comprehension. For component of

speaking the researcher found the average students' score in pronunciation of speaking was 35.55% of it can be classified in the fair level. The average students' score in grammar of speaking was 34.33% and it can be classified in the fair level. The average students' score in vocabulary of speaking was 41.64% and it can be classified in average level. The average students' score in fluency of speaking was 37.01% and it can be classified in fair level. The average students' score in comprehension of speaking was 38.06% and it can be classified in fair level. The findings of this research showed that the average score for students' speaking skill by using video media in this research was 37.48% and it can be categorized as fair level.

The second thesis by Ike Puji Lestari (2021) the students of English Language Education Department of Tarbiyah and Teacher Training Faculty of UIN Sunan Ampel Surabaya. with title "Students' Perception on video Project as an English Speaking Assessment". This research was carried out to explore students' perception of the use of video project as an assessment of students' speaking English. The researcher used qualitative method to answer the research questions. The instruments of this research were questioner and interview. The participants of this research were the students of ninth grade of MTs N I Mojokerto that consist of 14 students. The result of the research revealed that most respondents had a good perception on video project as an assessment of their English speaking skills. They argue that the assessment of speaking English using video project assignments made them motivated and also increased students' self-confidence. Students feel that they can use technology such as cellphones with positive benefits. Students try their best to create their video so that they look good and get a good score.

The third thesis by J. M. Saputra (2020) the students of English Language Education Department of Education and Teacher Training Faculty of UIN Sultan Syarif Kasim Riau with title "An Analysis the Difficulties Factors of Students' Speaking Performance at the Ninth Grade of Islamic Junior High School Masmur Pekanbaru". The purpose of this

research is to find out the difficulties factors of students' speaking performance. The kind of this method in this research is descriptive qualitative. The participants of this research were the ninth grade students of Islamic Junior High School Masmur Pekanbaru that consist of 66 students. To collect the data, the researcher used questioner to measure the students' difficulties in speaking performance. The result of this study showed that 20.06% students were inhibition, 26.44% students were nothing to say, 31.74% students were lack of participation, and 21.75%students were frequently used first language. In conclusion the students faced the difficulties in speaking performance so that they get hard to mastering speaking skill.

The first journal article from Muhammad Rizky Fadillah (2020) the 2nd Bogor English student and teacher (BEST) Conference of Ibn Khaldun University Bogor that entitled "Facilitating Students' Speaking Skills Using Video-Based Project". This research intended to know how the implementation of video-based project on students' speaking skills. The kind of the method in this research is qualitative research. The participant of thuis research were the students of the eleventh grade of Vocational High School which the majors of multimedia that consist of 21 students. The data instruments in this research were: observation, interviews, and online artifacts. The result of this research informed that the learning process was conducted through some stages of PBL implementation techniques, which were providing the topic based on curriculum, designing the project activity, students conducting the project, and students performing in front of the class. Furthermore, there were several impacts after using video-based projects toward the atmosphere of the learning process, the PBL activities using SOM, and the enhancement of students' speaking skills.

The second journal from Ahmad Wael from University of Muhammadiyah Sorong, West Papua, Muhammad Nur Ashar Asnur from State Unversity of Makassar, Makassar, and Ibrahim from University of Muhammadiyah Sorong, West Papua (2018) that entitled "Exploring

Students' Learning Strategies in speaking Performance". This study was aimed to identify the types of learning strategies were adopted by the students of English department in learning to speak. The researchers used qualitative design in this research. The data instruments of this research were questioner and interview. The participants were students of English department on third semester at the University of Muhammadiyah Sorong. This research was held in November 2015-January 2016 which was only taken from speaking class. The result of this research showed the students of the third semester of English department frequently used memory strategies in learning speaking. The second was metacognitive strategies followed by social strategies in the third rank. The fourth was affective strategies and compensation strategies in the fifth rank and followed by cognitive strategies in the sixth rank. Furthermore, the other factors also influence students' learning strategies in learning speaking such as psychological factor, the role of teacher, task, environment, and social factors.

Basically, this research has similarity with the previous research which concern on students' speaking performance as manifested by their video project and use of qualitative paradigm including descriptive method. The differences among those researches and this research can be seen from what aspect and the researcher studies. In this research, the researcher wants to describe the implementation of video project in speaking performance, and the challenges of the implementation video project in teaching speaking performance of the Ninth C grade of MTs N II Surakarta.

CHAPTER III

RESEARCH METODOLOGY

This chapter provides explanation on aspects related to research methodology which covers the description of the research design, time and place of the study, subject and object of the study, technique of data collection, and technique of data analysis, and trustworthiness of data.

A. Research Design

According to Creswell (2012: 3) stated that Research is a process or steps in further understanding about some issues or topics by collecting and analyzing the information. In doing research, the researchers should arrange research design that is important to achieve the aims of the research. Research design is a plan about the way to collect and analyze the data, in order to make the research runs well and achieve the purposes. Research design provides specific directions in arrange the research. The specific direction will involve in the research process are collecting data, analyzing data, and report writing.

Based on the problems and the objectives of the study, the research method used descriptive qualitative design because this study was about the issue or social phenomenon that needs to describe any conditions and situations of the phenomenon descriptively. The process of research involves emerging questions and procedures the data collection involves in the participants setting. The data taken also has the characteristic that shown the data was authentic, reliable, valid, systematic, and practice. Hence, the researcher will analyze the implemented video project in speaking performance and the challenges of implementing video project in speaking performance. According to Gay (2000: 275) state that descriptive research which is presented in qualitative way since it is an investigation of variety educational problems and issues. According to Cresswell (2014: 32) stated that the data analysis built from particular to general themes inductively followed by researcher's interpretation of datas' meaning, so, the final written report can be flexibled structure. In other hand, descriptive research is involved in qualitative way. It can be concluded that a qualitative research is descriptive research which focuses on existing actual

problems and the data which have been collected would be analyzed by the researcher.

The meaning of qualitative research is the research that used to collect information from the actual fact of tendency. Besides that, it can be concluded that this research is qualitative research since the researcher want to describe the implementation of video project and to find out the challenges in speaking performance of students Ninth grade MTs N II Surakarta. The researcher just collected the data through observation, interview, questionnaire, and document.

B. Research Setting

1. The Place of Research

   The research was carried out at MTs N II Surakarta in the academic year of 2022/2023 which is located at Suronalan, Pajang, Surakarta. MTs N II Surakarta is one of junior high school that has good accreditation in Surakarta. MTs N II Surakarta divided into 3 program class, there are *Program Reguler, Program Khusus,* and *Boardding Class.* This school to be one favorite school because this school provides *Program Khusus* classes with Full Day packaging which is rarely found in other school.

2. The Setting of Time

   Before the study conducted, researcher have conducted a pre-research observation and interview to the teacher on the Wednesday-Thursday, 2nd-3rd February 2022. During the pre-research time, the researcher observed the situation of the students, the classroom, the school, and the teaching learning activity.

Table 3.1 Research Schedule

No	Activities	Months						
		Jan	Feb	Mar-Oct	Nov	Dec-Feb	April	May
1.	Preparation of proposal							
2.	Pre-Research							
3.	Writing thesis proposal							
4.	Seminar proposal							
5.	Revision							
6.	Conducting Research							
7.	Munaqosyah							

C. Subject and Object of the Study

Subject of the research is someone or something about which obtained information about they wanted. The subjects of the study in this research is thirty students of Ninth C grade that consist of 21 females and 9 males, and a teacher who taught English at MTs N II Surakarta, she is Mrs. Sunarni. The researcher took Ninth C grade and a teacher who taught English as the sample of this research because the students of Ninth C grade of MTs N II Surakarta have good speaking in English. And Mrs. Sunarni is a teacher that use video project as students' speaking task. The object of the study in this research are the implementation of video project and the challenges of implementing video

project in teaching speaking for students of Ninth C grade at MTs N II Surakarta 2022/2023 academic year.

D. Technique of Data Collection

The data collection procedures ate the steps needed by the researcher in carrying out this research. One of the purposes of data collection technique is to answer the research question above. The technique of data collections in this research that used by the researcher namely: observation, interview, questionnaire, and documentation.

1. Observation

Observation is the basic of much of the informal assessment that occurs daily. Field notes are taken throughout the observations and are focused on what is seen. Observation is the way of survey some interactions done by the teacher and students during the teaching and learning process. The steps are the researcher was observed by watch the teacher while teacher is teaching speaking in English. According to Tarigan (1993) stated that observation is one of the techniques in collecting data of qualitative research, while according to Ross in Haris Herdiansyah (2013) stated that observation is the process to observe the subject of the study with their environment; the researcher record and photograph the subject of the study about how the teacher and students used the language, how the behavior of the teaching learning process in teaching speaking English. Observation is divided into two types based on the researcher's role. According to Wahyuni (2012) defines two types of observation as direct observation (participant) and indirect observation (non-participant). In this case, the researcher used non-participant observation. According to Creswell (2012) stated that observation is watching and recording the situation under the study without any involvements with the participants or current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities. During the observation, the researcher attempt to record the situation of teaching speaking English

process. There were two instruments used by the researcher to record the English speaking teaching learning process in the Ninth C grade which were field note and video recording. The purpose of observation is to find the implementation video project in teaching speaking English that the Ninth C grade teacher at MTs N II Surakarta use.

2. Interview

Interview is a conversation between two parties called the interviewer and interviewee. The interview was carried out with the aim of finding answers to the problems asked by the interviewer. According to L.R. Gay (2012: 396) has defined that an interview is a purposeful interaction in which one person obtains information from another. The interview is also a step to find out the information related to this research. In this case, the researcher as the interviewer will ask several questions to Mrs. Sunarni, S. Pd. as an English teacher in Ninth C grade of MTs N II Surakarta about the implementation of video project in speaking performance, the teacher's difficulties in teaching speaking, challenges in teaching speaking English, speaking assessment, lesson plans, video project as students' tasks, etc. In collecting data of interview, the researcher prepares some questions that want to be asked to interviewee and make the transcript of the interview's result. The researcher also using recorder to record the interview. According to Catherine (2022: 66) said that the advantages of using recorder are: it can concentrate on listening to what they say, it can be able to maintain eye contact, it can have a complete record of interview for analysis, including what is said and interaction between interviewer and interviewee, and it can have plenty useful quotations for report.

According to Aslawi (2014), there are many different types of interview that can be considered in social research. These types are: structured interview, unstructured interview, semi-structured interview, and focus group interview. The researcher used the type of semi-structured interview. Semi-structure interview is where the questions are pre-planned

prior to the interview but the interviewer gives the interviewee the chance to elaborate and explain particular issues through the use of open-ended questions (Blandford, 2013). The researcher used the semi-structured because questions can be prepared ahead of time. The researcher prepared indicators of Nunan (2004) about component of Task to find the data or the information from the teacher of the interview.

Table 3.2

Interview guidance for the teacher

No	Variable	Indicators	Sub Indicators	Questions	Answer
1.	An English language learning that involves students in understanding, using, and producing speaking performance to complete their task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved	1. Are the video projects intended to set specific language skill, language competence, and language function? Why? or Why not?	
			2. Relate to the general outcomes and may directly describe teacher's or students' behavior	2. Does the video project stimulate students to speak English fluently than before? Why?	
2.		Input	1. It is refer to lesson that students are exposed to and the contexts provided during the learning	3. Did Miss Sunarni prepare the materials related to speaking before asking the students to create their video	

			process	project?	
				4.Does Miss Sunarni also give speaking indicators before ask the students to create video project as their speaking task?	
			2. It is refer to the spoken written and visual data that students work with in the course of completing task.	5. What kinds of material did Miss Sunarni give to the students related to video project assignment? Is there any problem?	
			3. It refers to the data presented for students to work on.	6. Before the students asked to create their video project as speaking English task, is there any presentation in the form of video project similar to the material given?	
			4. Input can be attained from teaching media or aids, material, teacher, and other students	7.Does Mrs. Sunarni provide learning material by video of native speaker?	
			5. Data can be provided by a	8. What kinds of other sources do	

			teacher, a textbook or some other sources.	you use to support video project task? Is there any problem?	
3.		Content	1. Including the selections of the topic being discussed	9. Does create video project as speaking task directly given at that time when the materials of speaking finished? Or, is there a discussion of some materials related to speaking, then the students are asked to create their video project by choosing some of the material that has been studied previously?	
			2. It could also be the materials being taught	10. How do you determine the topic of video project? Is there any problem?	
4.		Role of Teacher	1. Act as a facilitator of the communicative process, act as a participant, and act as an observer and student	11. What are Miss Sunarni's roles in teaching learning process? Act as a facilitator of the communicative process, act as a participant, and act as an observer and student? Do	

				youn find the challenges?	
			2. Monitoring the supervision of the task in progress, providing feedback the evaluation of the task	12. How does Miss Sunari give feedback to the students' task?	
				13. What does Miss Sunarni do if the students have not been clear with the instruction?	
				14. What are the challenges faced by Miss Sunarni in implementing video project in teaching speaking?	
5.		Roles of students	1. Participating in group work, group discussion, providing feedback, give comment on other group's video project.	15. How does Miss Sunarni divide the students' video project in individually or in group?	
				16. Does Miss Sunarni also ask the students to give feedback on each other's video project?	
6.		Setting	1. The task take place either in class or in an out of class arrangement	17. Did Mrs. Sunarni determine the location for the video project to take place?	

				Does it have to be in class? Or did Mrs. Sunarni give students the freedom to determine the settings according to the topics in the video project?	
7.		Procedure	3. Instruction of direction of the task given by the teacher	18. Does Miss Sunarni give instructions or directions to the student before or in creating video project? Do you also give time to collect video projects?	
8.		Activity	1. The activities are based on the notion of creating an information gap by letting students make a personal and secret choice from a list of language	19. Does Miss Sunarni let the students to explore their video project based on the frame given?	
			2. The activities are including discussion, simulations, role play, brain storming,	20. Does Miss Sunarni implement discussion, simulations, role play, brain	

			storytelling, information gap, interview, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating.	storming, storytelling, information gap, interview, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating?	

3. Questionnaire

According to Ary (2010) stated that, Questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response. Questionnaire is the instrument consist of several questions to collect the information of the research. The researcher used questionnaire as one of the instrument to get the data about the students' challenges in creating video project as speaking task based on the component of task indicators from Nunan (2004).

According to Ross (2005) stated that broadly speaking, survey questions can be classified into two structures: open-ended questionnaire, and close-ended questionnaire.

a. Close-ended questionnaire

It asks the respondent to choose, among a possible set of answers, the response that most closely represents his/ her viewpoint. The respondent is usually asked to tick or circle the chosen answer. Questions of this kind may offer simple alternatives such as 'Yes' or

'No'.

b. Open-ended questionnaire

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, and a short text.

In this research, the researcher used close-ended questionnaire to collect the data. The close-ended questionnaire used by the researcher because the researcher want to get the data about the students' challenges in creating video project as speaking task according to the indicators from Nunan (2004). And also, close-ended questionnaire ask the respondent to choose, among a possible set of answers. The researcher used 'Yes' or 'No' questions. The researcher prepares 30 questions for thirty students of the Ninth C grade. After all the answers from students have been collected, the researcher will calculate using percentages. The percentage will be obtained from the total students respons divided by the number of students in one class and then multiplied by 100%. This is the formula which was used by the researcher. And this formulation using percentage system supported by Sugiyono (2017), as below;

$$P = \frac{F}{N} X \ 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

Table 3.2: Close-ended Questionnaire

No	Variables	Indicators	Sub Indicators	Yes	No
1.	An English language learning that involves students in understanding, using, and producing speaking performance to complete their task which is created using video project	Goal	1. Intended to set specific language skills, language competence and language function which are going to be achieved a. Are you fear of making mistakes when speaking English in front of the class? b. Do you less confident when speaking English in front of the class? c. Do you feel embarrassed when you speaking English in front of the class? d. Do you feel lack vocabulary in speaking English when you speaking in front of the class? e. Do you feel lack motivation in speaking English in front of the class? f. Do you learn speaking more easily through video project given by the teacher?		
			2. Relate to the general outcomes and may directly describe teacher's or students' behavior. a. Does the video project give you stimulation to speak English more fluently than before? b. Do you feel more confidents speaking in front of the camera than speaking in		

			front of the class?		
2.		Input	3. Input is refer to lesson that students are exposed to and the contexts provided during the learning process. a. Did the teacher provide the materials of speaking before giving the task of creating video project?		
			4. Input can be attained from teaching media or aids, materials, teacher, and other students. a. Did the teacher provide learning materials by using video?		
			5. Data can be provided by a teacher, a textbook or some other sources. a. Did the teacher provide the material by presentation on power point? b. Do you want to ask the teacher about unclear explanation of the material?		
3.		Content	6. Including the selections topic being discussed. a. Did you determine the topic of the video project by yourself?		
			7. It could also be the materials being taught a. Did you find the difficulty in choosing a topic for a video project? b. Are you able to understand the learning material and		

			know the benefits after you have submitted the video project as speaking task?		
4.		Role of Teacher	8. Act as a facilitator of communicative process and act as a participant. a. Did the teacher provides suitable and varied sources in learning media in every learning activities?		
			9. Monitoring the supervision of the task in progress, providing feedback the evaluation of task a. Did the teacher gives feedback to your video project?		
5.		Role of Students	10. Participating in group work and group discussion a. Did you create your video project with your friends in group?		
			11. Providing feedback give comments on other group' video result a. Did you give comment to your friend's video project?		
6.		Setting	12. Classroom arrangement affecting interaction entailed in the task a. Did the teacher set the students' seating arrangement?		
			13. The task take place either in class or out of class arrangement a. Did the teacher determines		

			the task take place?		
7.		Procedure	14. Instruction or direction of the task given by the teacher a. Did the teacher give instructions or direction to a given task ?		
			15. Procedures are what students will actually do in the real world, rehearsal and activation task a. Did the teacher gives video project assignments to students individually?		
8.		Activity	16. The activities are based on the notion of creating an information gap by letting the students make a personal and secret choice from a list of language items which all fit into a given frame. a. Do you explore your video project based on the frame given?		
			17. The activities are including discussion, simulations, role play, brain storming, storytelling, information gap, interview, story completion, reporting, playing cards, picture describing, find the differences, and picture narrating. a. Did you need a long time to make a video project? b. Did you feel that editing process is a challenge in creating video project? c. Did you get additional		

			vocabulary when speaking in front of the camera compared to speaking directly in front of the class? d. Did you feel more excited when you get the task of speaking through a video project? e. Did you take pictures repeatedly to avoid the fear of mistake? f. Are you more motivated by video project assignments because you can also practice using technology and hone your creativity? Are there challenges in the implementation process?		

4. Documentation

Documentation is a tool for documenting research evidence such as video, picture, and written notes. Documentations are collected to get an overview in real situations such as social situations and the types of factors around the research setting. It will use to support and complete the information which are obtained from observation and interview. Creswell (2012: 214) stated that the types of document is hand-recorded notes about document or optically scanned document. Additionally, Moleong (2010: 280) states that document is a kind of source data involves anything notes aimed to examine a research.

In this case, the researcher used documentation as one of the instruments to answer the research questions about the implementation of video project in speaking performance. Which is video project as manifested students' speaking performance. The documents in this study are teacher's lesson plan, learning materials, and students' video project.

E. Technique of Analysis Data

In this research, the data were taken by interviewing and documenting of the implementation video project in speaking performance and the challenges of implementing video project in teaching speaking. According to Bogdan in Sugiyono (2007: 90), data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and enable you to present what you have discover to others. The writer used the technique of data analysis in the version of Miles and Huberman (in Moleong, 2007), there are some steps in analyzing the data, they are:

1. Data Reduction

   Data reduction means the process of selecting, focusing, simplifying, abstracting, identifying, and transforming the data appear in written-up transcripts interview and documents. The important information must be taken and unimportant information must be ignored. Based on Miles and Huberman theory, the researcher reduced unnecessary data from the interview findings, and document review findings. From the interview findings, the researcher got much data about teacher's challenges in implementing video project, students' challenges in creating video project as their speaking task. The researcher took the needed data and reduce the rest. From the document review findings, the researcher got about recorded of students' video project, lesson plan, and video project assessment data.

2. Data Display

   Data display means the process of simplify the data in the form of paragraph and table. Data display refers to show data that have been reduced in the form of pattern. It helps the researcher in understanding data. In displaying data, the researcher describe data that has been reduced into paragraph and table form. Data display used in arranging the information, description, or narration to draw conclusion. By presenting data, the

researcher analyze the other action based on researcher understanding. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data, it means describing data in the form of descriptive or narration.

3. Conclusion and Verification

The research is drawing conclusion and verifying about the research based on interview and document review. It means that drawing conclusion and verifying are drawing confirmation and describing the final result. In this study, conclusions are drawn continuously throughout the course of study. The researcher tends to accumulate and formulate her interpretation as she goes along. The researcher wants to write up her interpretation of those conclusion.

In short, the steps in analyzing the data are: (1) the researcher collects the data through observation, interview, questionnaire, and document. Then the researcher selects, identify, and focused on the data by referring to formulation of the research problem. (2) after selecting the data, the researcher displays those data into good sentences. (3) after displaying the data, the conclusion drawn.

F. Trustworthiness of Data

The qualitative research needs the trustworthiness of the data. The trustworthiness of the data is found by validating the finding. The validity of the data is important in qualitative research. Cohen (2000: 112) stated that triangulation maybe defines as the use of two or more methods of the data collection in the study of some aspect of human behavior. Triangulation technique means the researcher used two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin in Potton (2009: 206) stated that there are for techniques in triangulation. Those are source of triangulation, investor triangulation, methodological triangulation, theoretical triangulation.

1. Source Triangulation

In source triangulation, the researcher used many sources or participants to get the accuracy of data.

2. Investor Triangulation

Investor triangulation means technique that used more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological Triangulation

Methodological Triangulation refers to researcher used more than one method in the research. Cohen (2000: 113) explained that methodological triangulation is using the same method on different occasions of different methods on the same object of the study. Thu methodological triangulation is making different method to get validity of data.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compared the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgement to compare the finding of research with the certain theory.

Based the data explanation above, the researcher decided to use source triangulation to know the credibility of the data. The data from two different sources namely teacher and students, source triangulation of techniques where the research compare the data from observation, interview, questionnaire, and documentation.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion of this research based on the data gathered during investigation. Before presenting the findings of this study, in this part the description of the location and data description related with speaking learning class for students of ninth grade at MTs N II Surakarta in academic year 2022/ 2023. In analyzing the data, the researcher used the theory of Miles and Hubberman (1994), which the data analysis used the word that is arranged in the text. They are data reduction, data display, and drawing conclusion.

A. Research Findings

The research finding consist of the description of the data are found by analyzing the observation and interview based on the collecting of the data. It describes about the implementation of the video project in speaking performance at the Ninth C grade students of MTs N II Surakarta. The researcher held the observation on 7th November 2022 until 23rd November 2022 at the Ninth C grade students of MTs N II Surakarta. The researcher conducted the research by following the teaching and learning on the speaking class. The procedures of teaching learning activities are divide into three steps, there are: opening, main activities, and closing.

And, the researcher did the interview to the teacher who applied video project as students' speaking task for confirming the implementation of video project in speaking performance at the Ninth C grade students of MTs N II Surakarta. The researcher presented the data of the interview result is to strengthen the data result of the observation obtained, and also to know about the challenges of the implementation video project in speaking performance. The interview is conducted on Tuesday, 8th November 2022 directly to the english teacher.

Moreover, the researcher also did questionnaire to thirty students in the Ninth C grade of MTs N II Surakarta. The researcher presented the data of questionnaire is to strengthen the data about the challenges of the implementation video project in speaking performance. The questionnaire is

conducted on Wednesday, 23rd November 2022. The questionnaire consists of thirty questions. The researcher used questionnaire on paper to strengthen the data about the challenges of the implementation video project in speaking performance.

1. **The Implementation of Video Project in Speaking Performance at the Ninth Grade Sutudents at MTs N II Surakarta in Academic Year 2022/2023**

The researcher analysed the data of observation and interview to describe about the implementation of video project in speaking performance. In the speaking class, the teacher tried to implement video project as students' speaking task. In the Ninth C grade at MTs N II Surakarta on the first semester there are three materials about speaking that given by the teacher, they are: procedure text, news anchor, and advertisement. The teacher gave the students task to create video project based on the material was given by the teacher. Before gave the students task to create video project, the teacher delivered some materials and brief explanation to the students about video project. Therefore, the students asked by the teacher to choose one of the three materials that given by the teacher, the teacher asked to the students to create video project as their speaking task. The students created video project individually. The teacher implemented video project for the students to understand the material that was given by the teacher and to increase their speaking skill. Here are the results of the observations and interview that shown the implementation of video project in speaking performance:

a. **Goal**

Goal is the main thing to be achieved in learning. Defining clear goals in the learning process is very necessary so that learning can take place clearly and knowledge can be transferred to students. Clear goals make the direction of the learning process a focus of instruction, not only for the teacher but also for the students. The purpose of the video project influences the student learning process, especially in speaking English. The researcher found goal as component of task based on the observation and interview

were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

   The researcher found goal as the component of task in the first observation was held on Monday, 7th November 2022 and in the second observation was held on Friday, 11th November 2022.

   a) Develop language competence

      Based on the first observation was held on Monday, 7th November 2022 in opening activity. The students entered to the classroom after the bells ring at 07.00 WIB, then the teacher entered to the classroom. The teacher greeted the students, after that the teacher checked the students' attendance. The teacher makes sure that all of students are ready to follow the teaching and learning by command them to prepare their book. The teacher also gave the motivation to the students so they want to do the English speaking learning. And always learn about English, because English was an international language. If they want to study aboard they had to master English well. The students seemed motivated and happy.

   b) Stimulate the students in speaking english

      Based on the second observation was held on Friday, 11th November 2022 in the main activity. The teacher showed the examples of the previous video project about the procedure text from the previous students. After finished show the previous video project, the teacher asked the students to identify the structures of the procedure text. The teacher also showed the video project from the native speaker so that the students get more information. That activity stimulated the students to understand procedure text in real context.

2) The Result of the Interview

   Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found goal as the

component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Develop language competence

"Ya benar, penugasan pembelajaran speaking dengan meminta siswa membuat video project dimaksudkan untuk mengatur keterampilan Bahasa tertentu, dalam hal ini Bahasa inggris. Dan kompetensi Bahasa serta fungsi Bahasa yang bertujuan untuk mengembangkan kompetensi Bahasa inggris bagi siswa. Video project adalah salah media audio-visual, dimana siswa dapat mendistibusikan ide-ide mereka kedalam sebuah project secara audio-visual, dengan video project mereka dapat mengembangkan kompetensi dan fungsi Bahasa inggris mereka."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the goal of the task is to develop the students speaking skill. Video Project as students' speaking task aims to improve students' communication skills in English. Giving video project assignments is also the teacher's strategy in achieving the expected goal, the students can develop speaking skill and improve students' english competence.

b) Stimulate the students in speaking english

"Ya benar, video project dapat merangsang siswa untuk berbicara dalam Bahasa inggris dengan lancar dibanding sebelumnya. Karena melalui video project siswa akan berusaha mencari tahu dan belajar bagaimana berbicara dalam Bahasa inggris dengan baik dan benar. Mereka mencoba berbicara di depan kamera, sehingga membuat mereka merasa lebih percaya diri sebelum berbicara di depan kelas."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the goal of the task is to stimulate the students in speaking english. One of the eacher's strategies to be able to achieve the goals of the learning speaking in english, is that the teacher stimulates the students by video project as speaking assignments. Through video projects, the students feel more confident speaking in front of the camera than speaking in front of many people.

b. Input

Input refers to lesson that students are exposed to and the contexts provided during the learning process. Refers to the data presented for students to work on. It refers to the spoken written and visual data that students work with in the course of completing task. Data can be provided by a teacher, a textbook or some other sources. The researcher found input as component of task based on the observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

The researcher found input as the component of task in the first observation was held on Monday, 7th November 2022 and in the second observation was held on Friday, 11th November 2022.

a) Contexts provided during the learning process

Based on the first observation was held on Monday, 7th November 2022 in the main activity. The teacher asked the students to open the textbook. The teacher asked the students to find the page 45 about procedure text. After the students found the page of the material, the teacher asked to the students to pay attention to the material on the textbook, then the teacher explained to the students what is the procedure text, what is the purpose of the procedure text, what are the structures of the procedure text. After that, the teacher asked to the students to pay attention of the examples on the textbook page 45 about procedure text entitled *"How to Make Dessert"*. The teacher asked to the students to read and to understand the example of procedure text on the textbook. The teacher asked to the students to discuss with friends about the example of the procedure text on the textbook. After that, the teacher asked to the students *What is the title of the procedure text? What is the purpose of the procedure text? What are the materials of the procedure text? What are the steps of the procedure text?* The students excited to answer the teacher's question. The teacher also

showed the power point slide of the material about the procedure text. The teacher asked the students to pay attention to the slide.

b) Data presented to the students to work on

Based on the second observation was held on Friday, 11th November 2022 in the main activity. The teacher showed the examples of the previous video project about the procedure text from the previous students. After finished show the previous video project, the teacher asked the students to identify the structures of the procedure text. The teacher also showed the video project from the native speaker so that the students get more information. That activity stimulated the students to understand procedure text in real context. The teacher also explained and gave the examples of the speaking indicators, like pronunciation, fluency, vocabulary, and accuracy. The students need to learn about the indicator of speaking so that the students can speak English nicely.

2) The Result of the Interview

Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found input as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Contexts provided during the learning process

"Ya, saya menyiapkan materi yang berkaitan dengan pembelajaran speaking sebelum meminta siswa untuk membuat video project mereka. Pemberian materi sebelum meminta siswa untuk membuat video project mereka sangat penting, karena siswa akan mendapatkan gambaran materi. Selain itu, pemberian materi juga dilakukan agar siswa mengetahui tujuan pembelajaran speaking." (Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the input of the task is to develop the students speaking skill. Video Project as students' speaking task aims to improve students' communication skills in English. Giving video project assignments is also the teacher's

strategy in achieving the expected goal, the students can develop speaking skill and improve students' english competence.

b) Giving speaking indicators

"Ya, saya memberikan indikator speaking sebelum meminta siswa untuk membuat video project sebagai tugas speaking mereka. Pemberian indikator speaking kepada siswa akan membuat siswa memiliki keretampilan berbicara dalam Bahasa inggris dengan baik. Saya memberikan penjelasan serta contoh dari indikator speaking seperti: pronunciation, fluency, vocabulary, dan accuracy, agar siswa juga dapat berbicara dalam Bahasa inggris dengan baik. Indikator speaking diberikan agar siswa dapat berbicara dalam Bahasa inggris dengan baik."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the input of the task is giving speaking indicators to the students. Giving speaking indicators to the students aims to make students understand what they will do by creating video project assignments. Because the video project is a speaking task, the speaking indicators make the students able to speak english properly and coreectly.

c) Giving material according to lesson plan

"Pada semester satu di kelas sembilan ada beberapa materi mbak, untuk pembuatan video project sebagai tugas speaking di semester satu ada: advertisement, procedure text, dan reporting. Pemberian materi yang berkaitan dengan penugasan video project sesuai dengan RPP kelas IX tahun ajaran 2022/2023 semester 1. Setelah ketigaa materi tersebut diberikan, nanti akan diberikan tugas membuat video project dengan memilih dari ketiga topik tersebut."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the input of the task is giving material according to lesson plan. The materials provided by the teacher and creating video project as students' speaking task according to the lesson plan that is already available, before the teaching learning process is carried out.

d) Data presented to the students to work on

"Ya, setelah memberikan materi yang berkaitan dengan pelajaran speaking dalam Bahasa Inggris, dan memberikan indikator-indikator speaking, sebagai acuan dalam berbicara yang benar. Ada beberapa contoh video project dari siswa sebelumnya yang digunakan sebagai contoh untuk siswa mendapatkan referensi dan gambaran tentang tugas yang nantinya akan mereka kerjakan."
(Mrs. Sunarni, S. Pd., interview transcript)

"Ya, saya juga memberikan contoh video project oleh penutur asli, dengan harapan siswa dapat mengetahui bagaimana berbicara dalam Bahasa Inggris sesuai dengan indikator-indikator speaking yang telah diberikan."
(Mrs. Sunarni, S. Pd., interview transcript)

"Selain contoh-contoh video project dari siswa sebelumnya, sumber lain yang digunakan untuk mendukung tambahan pengetahuan siswa dalam pembelajaran berbicara adalah penggunaan materi berupa presentasi dalam power point dan buku pelajaran."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the input of the task is providing data to students to work on. Display the students' previous video project as references and visualitation. Besides that, the teacher provides material from textbooks and provides presentation materials in powerpoint. The teacher also provides the examples of video project from native speakers, so the students can find out how to speak in english according to the speaking indicators previously given by the teacher.

c. Content

Content is the subject matter being taught, including the selections of the topic being discussed. It could also be the materials being taught. Content includes the topic being taught which are describing process. The researcher found content as component of task based on the observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

The researcher found content as component of task in the first observation was held on Monday, 7th November 2022 and in the second observation was held on Friday, 11th November 2022.

a) Materials being taught

Based on the first observation was held on Monday, 7th November 2022 in the main activity. The teacher asked the students to open the textbook. The teacher asked the students to find the page 45 about procedure text. After the students found the page of the material, the teacher asked to the students to pay attention to the material on the textbook, then the teacher explained to the students what is the procedure text, what is the purpose of the procedure text, what are the structures of the procedure text. After that, the teacher asked to the students to pay attention of the examples on the textbook page 45 about procedure text entitled *"How to Make Dessert"*. The teacher asked to the students to read and to understand the example of procedure text on the textbook. The teacher asked to the students to discuss with friends about the example of the procedure text on the textbook.

b) Selection of the topic being discussed

Based on the second observation was held on Friday, 11th November 2022 in the main activity. The teacher asked the students to create video project as speaking task about the procedure text, the students were given the freedom to choose a topic, setting, and properties.

2) The Result of the Interview

Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found content as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Materials being taught

"Memberikan penjelasan secara langsung dalam proses belajar mengajar di kelas, memilih topik video project siswa sebagai tugas speaking siswa dilakukan setelah memberikan beberapa materi yang berkaitan dengan speaking. Serta pemberian topik dipilih dan disesuaikan dengan RPP. Kemudian, siswa diminta untuk membuat topik video project setelah beberapa materi diajarkan."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the content of the task is the material being taught by the teacher relates to the material of the video project assignments. The delivery of speaking materials to the students is carried out directly in teaching learning process.

b) Selection of the topic being discussed

"Dalam pembuatan video project siswa sebagai tugas speaking, topik materi berbicara yang diberikan kepada siswa sesuai dengan beberapa materi yang telah diberikan. Dan materi yang disampaikan kepada siswa telah sesuai dengan RPP yang telah dirancang pada awal semester pada kelas Sembilan. Jadi, tidak semua materi selesai, mereka langsung diberi tugas video project. Dan untuk pemilihan topik video project sesuai dengan materi speaking kelas Sembilan. Karena ada tiga materi speaking yang diajarkan di kelas Sembilan, yaitu: advertisement, procedure text, dan reporting. Siswa diberikan kebebasan dalam memilih salah satu dari ketiga topik yang telah dipelajari."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the content of the task is the material being taught by the teacher relates to the material of the video project assignments. The delivery of speaking materials to the students is carried out directly in teaching learning process.

d. Role of Teacher

Teachers have an important role in the teaching learning process. The role of the teacher can help the students to achieve goals in the learning process. The role of the teacher is to provide services and facilitate the students so that students can easily receive and understand the subject matter. So that the learning process can be carried out efficiently. The researcher found role of teacher as component of task based on the

observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

   The researcher found role of teacher as component of task in the second observation was held on Friday, 11th November 2022.

   a) Act as facilitator

      Based on the second observation in the main activity was held on Friday, 11th November 2022. The teacher showed the examples of the previous video project about the procedure text from the previous students. After finished show the previous video project, the teacher asked the students to identify the structures of the procedure text. The teacher also showed the video project from the native speaker so that the students get more information. The teacher has a substantial role in giving the topic, handouts and provide the references or the explanations students needed. Yet, which many do are usually students. During the process, the teacher gave adequate feedbacks for the students to use appropriate language for each topic.

   b) Monitoring the supervision of the task in progress

      Based on the second observation in the main activity was held on Friday, 11th November 2022. The teacher also said to the students *"if the students found the difficulties in creating video project, the student could ask the teacher"*. The students could ask the teacher out of the class about the video project. The teacher gave the students duration time to collect the video project a week.

2) The Result of the Interview

   Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found role of teacher as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Act as facilitator

"Karena kelas Sembilan masih menggunakan kurikulum 2013, dimana tujuannya menjadikan siswa sebagai pusat perhatian serta harus lebih aktif dalam proses belajar, maka dalam proses belajar mengajar guru bertindak sebagai fasilitator dari proses komunikatif. Artinya guru hanya memberikan topik tugas, memberikan handout kemudian memberikan referensi yang dibutuhkan siswa, memberikan penjelasan."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the role of the teacher is the teacher acts as a facilitator, the teacher provides the facilities to support the learning process, such as providing materials related to video project assignments.

b) Monitoring the supervision of the task in progress

"Apabila siswa membutuhkan partisipasi guru dalam pembuatan video project, guru juga bersedia membantu, selain itu guru juga berperan sebagai pengamat dalam proses penugasan. Guru selalu bertanya kepada siswa apabila menemukan kesulitan dalam penugasan, siswa dapat bertanya kepada guru."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the role of the teacher is monitoring the supervision of the task in progress. The teacher monitors the process of creating video project assignments, the teacher pays attention to the students by actively asking about asssignments.

c) Providing feed back the evaluation of the task

"Biasanya saya putar ulang videonya, beberapa video yang saya putar ulang di depan kelas, dengan bertanya adakah yang ingin ditunjukkan video project mereka di depan kelas, sebagian video project ada yang saya tonton sendiri. Kemudian saya mengambil beberapa catatan terhadap video project siswa, terkait dengan indikator-indikator speaking, dan penilaian terhadap video project itu sendiri. Lalu, guru memberikan umpan balik kepada siswa, umpan balik diberikan guru kepada siswa agar siswa mengetahui kesalahannya dan dapat memperbaiki kesalahannya, semoga siswa dapat mengambilnya sebagai pelajaran."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the role of the teacher is providing feed back the evaluation of the task. The teacher's role in providing feedback is included in the assessment process including the process of assessing students' speaking indicators and the students' video project. The teacher also gives feed back in class, so the students can find out their mistakes and take the lessons.

e. Role of Student

The role of the students in the video project assignment is the students discuss each other, berside that the students provide comments on other video project. The researcher found role of students as component of task based on the observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

The researcher found role of students as component of task in the third observation was held on Wednesday, 23rd November 2022.

a) Providing feed back on other's video project

Based on the third observation was held on Wednesday, 23rd November 2022 in the main activity. The teacher asked to the students *"Who wants to give feedback on the video project displayed?"*. The student raised the hand and said that the student wanted to give feedback on the video project displayed. The student said that the video project is so nice performance, the performance of the video project was good, the speakers spoke fluently, the speakers looked confident in conveying the procedure text, so that the audience could understand what the speaker was saying.

2) The Result of the Interview

Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found role of students

as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Providing feed back on other's video project

"Ya, ketika video project sudah terkumpul semua nanti kita akan bersama-sama menonton di kelas, memberikan masukan berarti juga menganalisa apa yang telah mereka pelajari pada materi, mereka terapkan dalam proses pembuatan video project serta mereka terapkan untuk memberikan kritikan dan saran kepada teman-temannya yang lain. Memberikan masukan terhadap masing-masing agar mereka juga belajar bagaimana memberikan saran yang membangun dengan baik."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the role of the student is providing feed back on other's video project. The students in providing feed back to others aims to make students learn how to convey constructive and good suggestions withput dropping other projects. Providing feed back also makes students analyze what they have learned in the material, they apply it in the video project.

f. Setting

Setting refers to the classroom arrangement affecting interaction entailed in the task. Refers to where the task takes place either in class or in an out class arrangement. Refers to the classroom arrangements specified or implied in the task. The researcher found setting as component of task based on the observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

The researcher found setting as component of task in the second observation was held on Friday, 11th November 2022.

a) The task take place

Based on the second observation was held on Friday, 11th November 2022 in the main activity. The teacher asked the students to create video project as speaking task about the procedure text, the teacher

explained the instructions of the task. The students have to create creative video project individually, the students were given the freedom to choose a topic, setting, and properties.

2) The Result of the Interview

Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found setting as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) The task take place

"Penentuan lokasi pengambilan video saya serahkan kepada para siswa untuk menentukan sendiri setting yang sesuai dengan topik video project mereka. Hal tersebut merupakan bagian dari penyusunan konsep, jadi siswa bebas memilih lokasi yang sesuai."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, setting is to determine the location of the video project. In the process of selecting the stting, the students are free to choose settings according to the topics they take in the video project. Determining the location is also included in the concept, students will determine the setting according to the concept they want.

b) Determine the grouping of students

"Pembagian penugasan video project secara individu, artinya video project dikerjakan secara individu oleh siswa, tidak secara kelompok. Akan tetapi waktu proses penyususnan mereka boleh untuk saling berdiskusi, meminta pendapat, dsb. Tetapi, untuk tugas tetap bersifat individu."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the teacher defines that the video project assignment is an individual students task as a speaking task. The students are allowed to discuss or ask for opinions in the process of creating video project.

g. Procedure

Procedure is related to the instruction or direction of the task given by the teacher. Giving clear instruction is a paramount to the success of any classroom activity. Procedures are what students will actually do in real world, rehearsal, and activation task. Procedures include actions or steps which are sub tasks to be performed by the students. The researcher found procedure as component of task based on the observation and interview were held at the Ninth C grade of MTs N II Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

The researcher found procedure as component of task in the second observation was held on Friday, 11th November 2022.

a) Determine the topic of the task

Based on the second observation was held on Friday, 11th November 2022 in the main activity. The teacher asked the students to create video project as speaking task about the procedure text, the teacher explained the instructions of the task. The students were given the freedom to choose a topic, setting, and properties. The teacher gave choice to the students to create video project assignment with the topic of procedure text or the students can choose two other topics that has been studied before, they are: advertisements and news anchors. The students can choose one of the three topics.

b) Set deadline for submitting the task

Based on the second observation was held on Friday, 11th November 2022 in the main activity. The students have to collect the video project two weeks after that day.

2) The Result of the Interview

Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found setting as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

a) Determine the topic of the task

"Dan untuk pemilihan materi video project sesuai dengan materi speaking kelas sembilan. Karena ada tiga materi speaking yang diajarkan di kelas Sembilan, yaitu: advertisement, procedure text, dan reporting. Siswa diberikan kebebasan dalam memilih salah satu dari ketiga materi yang telah dipelajari. Untuk pemilihan topik semuanya diserahkan kepada siswa, yang penting masih masuk kedalam salah satu materi yang diajarkan."
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, one of the teacher's procedure in creating video project as speaking task is to determine the topic of the video project. The teacher gives the students three speaking materials in the ninth grade that they have studied, the students are asked to create video project by choosing one of the three materials.

b) Set deadline for submitting the task

"Karena video project merupakan tugas speaking yang bersifat otentik, maka diberikan tenggang waktu pengumpulan yang jelas untuk menyelesaikan tugas tersebut. Dikarenakan penyusunan tugas berentuk video yang memerlukan waktu cukup lama untuk menyelesaikannya, guru juga akan mempertimbangkan waktu yang sesuai agar siswa dapat menentukan konsep yang sesuai serta dapat mengedit video project mereka dengan baik. Biasanya saya memberika tenggang waktu dua minggu dari perintah saya memberikan tugas video project kepada siswa"
(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the teacher gave time deadline for students to complete and submit students video project to the teacher. The teacher gave the students two weeks after the teacher gave order to the students to creat a video project.

h. Activity

Activity refers to work that the students do on the task. It also includes the discussion about group work. Activity includes the task being assigned. The researcher found activity as component of task based on the observation and interview were held at the Ninth C grade of MTs N II

Surakarta during learning process. It can be proved by the observation and interview below:

1) The Result of the Observation

   The researcher found activity as component of task in the first observation that was held on Monday, 7th November 2022.

   a) Discussion session

      Based on the first observation was held on Monday, 7th November 2022 in the main activity. After the students finished the exercises the teacher began the discussion session. The teacher read the question number one and let the students to answer the question by raising the student's hand before answer the question. The activities did until the exercises finished. The teacher gave the next exercises on the next page of the textbook as the students' homework. The teacher said that the homework will be discussed in the next meeting.

2) The Result of the Interview

   Besides the observation, the researcher did interview to the teacher who applied video project to get the information of the implementation video project in speaking performance. The researcher found activity as the component of task from the interview result to support the data from observation. It can be proved from the interview below:

   a) Discussion session

      "Aktivitas yang dilakukan pada saat pemberian materi yang terkait dengan penugasan adalah diskusi bersama, setelah saya memberikan materi terkait dengan penugasan saya akan meminta siswa untuk bertanya tentang hal yang belum jelas bagi mereka. Setelah hal tersebut, lalu akan diberikan simulasi dengan pemutaran video project siswa sebelumnya, kemudian dilanjutkan dengan penugasan siswa terkait video project."
      (Mrs. Sunarni, S. Pd., interview transcript)

      Based on the statement above, the teacher gave a discussion session to the students, related to the material provided by the teacher. Discussing together about practice questions, and things that students don't understand about the material being discussed.

b) Exploring knowledge in creating video project

"Ya, siswa diberikan kesempatan agar siswa dapat mengeksplore segala sesuatu yang dapat menambah pengetahuan mereka dalam pembuatan video project mereka, kegiatan tersebut diharapkan agar siswa mendapat banyak informasi, pengetahuan, dan dapat meningkatkan ide-ide kreatif mereka. Ide-ide kreatif harus dimunculkan agar siswa memiliki pengalaman yang baik dan menyenangkan dalam menyelesaikan tantangan-tantangan yang mereka hadapi."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the statement above, the teacher provided the opportunities for the students to explore their knowledge in the process creating a video project. Explore activities are expected to make students can improve their creative ideas. Creative ideas make the students have nice experience, and yhey can faced challenges in learning speaking english.

2. The Challenges of the Implementation Video Project in Speaking Performance at the Ninth Grade Sutudents at MTs N II Surakarta in Academic Year 2022/2023

Video project is one of the teacher's strategies in improving students speaking skills. As did by Mrs. Sunarni, S.Pd. as an english teacher for ninth C grade at MTs N II Surakarta. She implemented video project in teaching learning speaking. In other hand, the implementation video project in speaking performance has several challenges. The researcher concluded some challenges in implementing video project based on interview to the teacher and questionnaire, and to strengthen data, the researcher did questionnaire to the Ninth C grade students. There are some challenges as follows:

a. Goal

Goal is the main thing to be achieved in learning. Goals are a task intended to set specific language skills, language competence and language function which are going to be achieved. The purpose of the video project influences the student learning process, especially in speaking English. In

achieving the learning purpose, the researcher found some challenges in goal stages as component of task based on the interview and questionnaire were held at the Ninth C grade of MTs N II Surakarta. It can be proved by the interview and questionnaire result below:

1) The Result of the Interview and Questionnaire

The researcher found some challenges in the stage of goal in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022 and the result of the students' questionnaire on Wednesday, 23rd November 2022 with 30 students of the Ninth C grade respondents.

a) Fear of making mistake

"Dikarenakan Bahasa inggris merupakan Bahasa asing bagi siswa, dimana siswa akan merasa takut berbicara menggunakan Bahasa inggris. Mereka takut dan malu membuat kesalahan pada saat berbicara dalam Bahasa inggris."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Are you fear of making mistakes when speaking English in front of the class?	80%	20%

Based on the result of the interview above, the challenges in ithe stage goal is the students fear of making mistake when they speak in english, because english is foreign language for Indonesian learners. In addition, the result of the students' questionnaire showed that 80% students of the ninth C were fear of making mistakes when they start to speak in english, especially in front of the class.

b) Lack of vocabulary

"Mereka kurang menguasai kosakata dalam Bahasa inggris, penguasaan vocab (kosa kata) dalam bahasa inggris mempengaruhi siswa saat mereka mulai speaking, ketika mereka kehilangan kata yang ingin mereka ucapkan, mereka akan merasa sangat bingung dan gugup."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Do you feel lack of vocabulary in speaking English when you speaking in front of the class?	70%	30%

Based on the result of the interview above, lack of vocabulary mastery makes the students confused when they start to speak in english. When the students try to spea in english, but they lose the words are going to say, they find the diffulties in finding the similar meaning of word. In addition, the result of the students' questionnaire showed that 70% students of the ninth C were feel lack of vocabulary in speaking English when they start to speak in english, especially in front of the class.

c) Lack of confidence

"Para siswa kurang percaya diri ketika berbicara dalam Bahasa inggris, mereka kurang percaya diri untuk menyapaikan dengan Bahasa inggris. Sering kali siswa merasa kurang percaya diri berbicara dalam Bahasa inggris, apalagi diminta untuk berbicara di depan kelas. Mereka merasa bahwa mereka tidak mampu untuk berbicara dalam Bahasa asing."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Do you less confident when speaking English in front of the class?	86.6%	13.4%

Based on the result of the interview above, the students feel less confident in speaking english, they feel unable to speak english. The students feel uable to convey properly using english. In addition, the result of the students' questionnaire showed that 86.6% students

of the ninth C were feel lack of confidence in speaking English when they start to speak in english, especially in front of the class.

d) Lack of motivation

"Serta kurang adanya motivasi dalam pembelajaran speaking. Hal yang paling utama adalah memotivasi siswa untuk mau belajar speaking Bahasa inggris, menyampaikan tujuan pembelajaran, serta menerapkan strategi-strategi yang membuat siswa lebih termotivasi untuk belajar speaking Bahasa inggris."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Do you feel lack motivation in speaking English in front of the class?	70%	30%

Based on the result of the interview above, the students feel less confident in speaking english, they feel unable to speak english. The students feel uable to convey properly using english. In addition, the result of the students' questionnaire showed that 86.6% students of the ninth C were feel lack of confidence in speaking English when they start to speak in english, especially in front of the class.

b. Input

Input is the process of delivering the materials to the students, in the process of delivering materials there are certainly challenges for the teacher and the students. Explanation of the material conveyed by the teacher is also important in the success of the teaching learning process. In process of input, the researcher found some challenges based on the interview and questionnaire were held at the Ninth C grade of MTs N II Surakarta. It can be proved by the interview and questionnaire result below:

1) The Result of the Interview and Questionnaire

The researcher found some challenges in the stage of input in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022 and the result of the students' questionnaire on

Wednesday, 23rd November 2022 with 30 students of the Ninth C grade respondents.

a) Unclear explanation

"Terkadang ada beberapa siswa meminta penjelasan ulang mengenai materi pembelajaran atau mengenai indikator-indikator speaking, mereka meminta diberikan penjelasan lebih kompleks mengenai poin-poin dari hal yang belum mereka pahami."
(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Do you want to ask the teacher about the unclear explanation of the materials?	80%	20%

Based on the result of the interview above, the challenge at the input stage is an unclear explanation, it will make the students confused about carrying out the assignment fro the teacher. The input given by the teacher becomes a reference for students in doing the task properly and correctly. The students will ask for materials related to video project assignment and speaking indicators. In addition, the result of the students' questionnaire showed that 80% students of the ninth C will ask back the unclear materials to the teacher.

c. Content

Content is subject matter being taught, including the selections of the topic being discussed. The researcher found some challenges in the stage of content based on the interview and questionnaire were held at the Ninth C grade of MTs N II Surakarta. It can be proved by the interview result below:

1) The Result of the Interview

The researcher found some challenges in the stage of content in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022.

a) Overlap in giving topic

"Tantangan yang dihadapi adalah biasanya terjadi tumpang tindih pemberian topik, maksudnya topik ini misalnya sudah pernah diberikan pada pembelajaran sebelumnya kemudian muncul kembali topik yang sama. Hal ini bisa saja terjadi karena kurangnya komunikasi antar guru. Dalam hal ini sebelum memberikan topik kepada siswa maka sebagai guru memastikan hal tersebut agar materi yang diberikan kepada siswa dapat diterapkan secara efektif."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the interview result above, the challenge in the stage content is overlap in giving topic. The overlapping of the topics given will make the materials given by the teacherto the students less efficient. The existence of communication between teachers helps in the process of giving material to students efficiently.

d. Role of Teacher

The teacher acts as a facilitator in teaching learning process that connects the students with knowledge. Beside that, the role of the teacher is monitoring the supervision of the task in progress. In the stage of role of the teacher, the researcher found the challenge, based on the interview. It can be proved by the interview result below:

1) The Result of the Interview

The researcher found some challenges in the stage of role of the teacher in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022.

a) Act as facilitator

"Tantangan yang dihadapi adalah karena setiap siswa memiliki karakter serta minat yang berbeda-beda maka menimbulkan kesulitan dalam hal penyampaian materi. Karena sebagian siswa merasa penjelasan sudah cukup dapat dimengerti namun beberapa siswa nmemerlukan penjelasan yang lebih mendetail. Maka, selama proses pembelajaran guru akan aktif menanyakan apakah terdapat kendala dalam proses penyusunan tugas."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the interview result above, the challenge in the stage role of the teacher acts as facilitator. As a facilitator, the teacher's role is to facilitate the process of delivering materials. Because each student has different character and interests, it creates difficulties in terms of delivering material. Because some students felt that the explanation was unclear enough, some students needed a more detailed explanation. So, during the learning process the teacher will actively ask whether there are any obstacles in the process of preparing assignments.

e. Procedure

Procedure is related to the instruction or direction of the task given by the teacher. Giving clear instructions is very important for the success of video project assignments. In the stage of role of the teacher, the researcher found the challenge, based on the interview. It can be proved by the interview result below:

1) The Result of the Interview

The researcher found some challenges in the stage of procedure in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022.

a) Deadline to submit the task

"Karena video project merupakan tugas speaking yang bersifat otentik, maka diberikan tenggang waktu pengumpulan yang jelas untuk menyelesaikan tugas tersebut. Dikarenakan penyusunan tugas berentuk video yang memerlukan waktu cukup lama untuk menyelesaikannya, guru juga akan mempertimbangkan waktu yang sesuai agar siswa dapat menentukan konsep yang sesuai serta dapat mengedit video project mereka dengan baik."

(Mrs. Sunarni, S. Pd., interview transcript)

Based on the interview result above, the challenge in the stage procedure is deadline in submitting the video project as the students' speaking task. The teacher gives deadline to the students,

so they have responsibility to complete and submit assignments properly.

f. Activity

Activity refers to the work students do on assignments that also includes discussions about group work. Video projects are an example of individual work activities and involve interaction between students. Activities in the video project help students to communicate more creatively and innovatively in producing work effectively. In the stage of activity, the researcher found some challenges based on the interview and questionnaire were held at the Ninth C grade of MTs N II Surakarta. It can be proved by the interview and questionnaire result below:

1) The Result of the Interview and Questionnaire

The researcher found some challenges in the stage of activity in the result of the interview to the english teacher that was held on Tuesday, 8th November 2022 and the result of the students' questionnaire on Wednesday, 23rd November 2022 with 30 students of the Ninth C grade respondents.

a) Taking very long time

"Kesulitannya, Video project yang dikerjakan para siswa adalah tugas yang bersifat audio-visual, maksudnya mereka mempresentasikan tentang suatu objek misalnya iklan, procedure text, dan berita. Mereka membutuhkan proses cukup panjang untuk dapat berbicara dalam Bahasa inggris sesuai dengan topik yang mereka pilih. Para siswa harus melalui proses penentuan topik, membuat struktur paragraph, menghafalkan, dan menambah property untuk procedure text."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Did you need a long time to make a video project?	96.7%	3.3%

Based on the result of the interview above, the challenge at the activity stage is video project takes a long time, because video project is an audio-visual assignment, the students need quite a long time to submit the video project. The students have to through the process of determining topics, creating paragraph structures, memorizing, and adding propreties for the video project. In addition, the result of the students' questionnaire showed that 96.7% students of the ninth C take a long time to create video project.

b) Taking video several times

"……Tidak hanya dalam hal penguasaan materi, para siswa juga melakukan beberapa kali pengambilan gambar hingga menemukan gambar yang sudah pas dengan yang mereka harapkan."
(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Did you take picture repeatedly to avoid fear of mistake?	100%	-

Based on the result of the interview above, the challenge at the activity stage is taking video several times. The students take video several times, because they feel nervous when speaking in english. It is also challenge for students in submitting video project, videos are taken many times to get maximum results. In addition, the result of the students' questionnaire showed that 100% students of the ninth C take video several times. It means, all of the students of ninth C take video several times.

c) Editing video

"Yang paling membuat siswa sedikit kesulitan adalah bagian edit video, namun para siswa juga belajar bagaimana cara membuat video yang baik, dan mengenal aplikasi serta proses pengeditan video. Jadi, ketika diminta untuk mempresentasikan di depan kelas, para siswa tidak akan merasa kebingungan dan gugup karena

kurang persiapan dan merasa kurang percaya diri dalam berbicara Bahasa inggris."

(Mrs. Sunarni, S. Pd., interview transcript)

The result of the interview data is also supported by questionnaire. Based on the questionnaire that was held on 23rd November was found that:

Questions	Yes	No
Did you feel that editing process is a challenge in creating video project?	80%	20%

Based on the result of the interview above, the challenge at the activity stage is editing video project. After getting the best video shoot, the next challenge faced by the students was the editing process. The students will edit their videos to support the topic they were being worked on in the video project. Despite, it was a challenge, the students did a good editing process. In addition, the result of the students' questionnaire showed that 80% students of the ninth C feel editing process is a challenge in creating video project.

B. Discussion

In the section of discussion, the researcher wants to discuss the research findings to the others references, there are two problem statements proposen in this study. Firstly, the reaercher found about the implementation video project in speaking performance in the Ninth C grade of MTs N II Surakarta. Secondly, the researcher found about the challenges of the implementation video project in speaking performance at the Ninth C grade of MTs N II Surakarta. The researcher tries to make description of the research findings with relevant references of theories related to the implementation of video project in speaking performance at the Ninth C grade of MTs N II Surakarta in academic year 2022/2023.

1. The Implementation of Video Project in Speaking Performance at the Ninth Grade Sutudents at MTs N II Surakarta in Academic Year 2022/2023

In order to figure out the implementation of task component in a video project, observation, and the teacher's response toward the interview and also the documentation was used to validate it. The component of task of video project being discussed consist of goal, input, content, role of teacher, role of students, setting, procedure, and activity based on David Nunan (2004) theory.

a. Goal

The goal is the main thing to be achieved in learning. Defining clear goals in the learning process is very necessary so that learning can take place clearly and knowledge can be transferred to students. Clear goals make the direction of the learning process a focus of instruction, not only for the teacher but also for the students. The purpose of the video project influences the student learning process, especially in speaking English.

Based on the observation on the Ninth C grade and interview have been conducted by the researcher to the english teacher, who apllied video project as the strategy in teaching speaking english at MTs N II Surakarta. Regarding to the goal of the video project, there are two indicators of goal in implementing video project, they are: develop language competence and stimulate the students in speaking english.

Based on the result of observation and interview, it is related to Nunan (2004) stated that the goals are intended to set specific language skill, language competence and language function which are going to be achieved. The goal of the video project is to develop the language competence of the students in using English appropriately. By being given freedom in compiling projects and not being directly supervised by the teacher, students can freely arrange their video projects in order to achieve goals. Making a video project can motivate students to learn speaking and encourage student work to focus on oral communication skills, as well as provide opportunities for students who lack confidence to be able to communicate well in English.

Based on the first observation was held on Monday, 7th November 2022 was found that the teacher also gave the motivation to the students, so they want to do the English speaking learning. And always learn about English, because English was an international language. If they want to study aboard they had to master English well. The students seemed motivated and happy. The implication of providing communicative learning goal for the students are reflected from the teacher's interview as follow:

"Yes, it's true, video projects can stimulate students to speak English fluently than before. Because through the video project students will try to find out and learn how to speak English properly and correctly. They try to speak in front of the camera, so that it makes them feel more confident before speaking in front of the classroom."

Based on the results of interviews with teacher and result of the observation, it was stated that the teacher's questions were in line with discussions in related literature reviews about the advantages of video projects. According to Krossvold (1998), video projects are repeated and integrated into the cycle of learning activities. Therefore, students become more confident to appear in front of the camera than to appear directly in front of the class or in front of people. Because students can evaluate their own performance and the performance of others. The students need to be given the opportunity to try to make their own video project after they receive the material provided by the teacher and observe some of the examples the teacher has provided. This, can provide a strong stimulus to students to always hone their abilities, especially in the field of speaking. The use of video projects for student assignments aside from honing students' speaking skills is also given to hone students' creativity in implementing technology. The purpose of the video project is very suitable for learning English because it focuses on students' speaking skills in English, it is hoped that students can speak English communicatively.

b. Input

The role of input language learning is important. As mentioned by Nunan (2004), input refers to the lesson that students are exposed to and the context provided during the learning process. Refers to the data presented for students to work on. It refers to the spoken written and visual data that students work with in the course of completing task. Input also refers to the provision of material by the teacher so that it becomes a source of knowledge and a source of reference for students in working on video project assignments. The implementation of video project provides comprehensible input for the students. Regarding to the input of the video project, there are some activity in the stage of input in implementing video project, they are: context provided during learning process, data presented to the students to work on, giving speaking indicators, and giving material according to lesson plan. Video is an appropriate learning resource and material since it provides the comprehensible input both in terms of audio and visual which can foster students' speaking skill. This condition is supported by the result of observation.

Based on the first observation in the main activity on Monday, 7th November 2022 in the Ninth C grade. From the results of observations made by researchers, it was found that the teacher conveyed material about procedure text. The teacher also asked the students to open the book and paid attention to the examples of procedure text in the textbook. The result of observation also supported by the result of interview, as below:

" Prepared the material related to speaking before asking the students to create their video project. Giving material before asking students to create their video project is very important, because the students will get an overview of the learning of the learning. Besides that, giving material also done so that the students know the purpose of learning speaking English."

In connection with the video project assignment as a students' speaking performance assignment, the teacher also provides input in the

form of speaking indicators which aim to make students learn to speak English well. The speaking indicators taught by the teacher are in accordance with Brown's (2001) speaking indicator theory, namely pronunciation, fluency, vocabulary, and accuracy.

In accordance with the results of class observations carried out by researchers in the second observation on Friday, 11th November 2022. The results of the second observation by the researcher produced data, namely the teacher also showed the video project from the native speaker so that the students get more information. That activity stimulated the students to understand procedure text in real context. The teacher also explained and gave examples of speaking indicators such as pronunciation, fluency, vocabulary, and accuracy. The students need to learn about the indicators of speaking so that the students can speak English well. This is in accordance with the answers from interviews with teachers as follows:

"Yes, I gave a speaking indicator before asking students to make a video project as their speaking assignment. Providing speaking indicators to students will make students have good speaking skills in English. I provide explanations and examples of speaking indicators such as: pronunciation, fluency, vocabulary, and accuracy. Speaking indicators are given so that students can speak English well."

The teacher's statement regarding giving speaking indicators as a guide so that students can learn speaking properly and correctly. In connection with video project assignments, lessons are delivered face-to-face and also provide several references for students before making a video project. Providing material and examples of video project s from previous students is expected to be able to make students able to make their video projects well, this is in accordance with the comments from the results of interviews with teachers below:

"Yes, after providing material related to speaking lessons in English, and providing speaking indicators, as a reference in speaking correctly. there are several examples of video projects from previous students which are used as examples for students to get references and an overview of the assignments they will be working on."

"Providing examples of video project by native speakers, the students are expected to know how to speak in English according to speaking indicators that have been given."
"Beside the examples of the previous video students' video project, another sources used to support students' additional knowledge in learning speaking is the use of material in the form of presentation in power point and textbook."

c. Content

Content is the subject matter being taught, including the selections of the topic being discussed. It could also be the materials being taught. content is a topic of relevance and student needs. The suitability of content selection is supported by the teacher's lesson plans. Regarding to the content as the part of component of the task, there are some activity in the stage content in implementing video project, they are: materials being taught, and selection of the topic being discussed. From these results it can be seen that the topic of the student video project is in accordance with the teacher's lesson plan and the material taught by the teacher for the Ninth grade students.

Based on the second observation was held on Friday, 11th November 2022 was found that the teacher asked the students to create video project as speaking task about the procedure text, the students were given the freedom to choose a topic, setting, and properties. The result of theobservation is also supported by the result of interview, as follow:

"In creating students' video project as speaking task, the topic of speaking material given to students is in accordance with some materials that has been given. And the material delivered to students is in accordance with the lesson plan that was designed at the beginning of the semester. So, not every material is finished, they are immediately given a video project task. And for the selection of video project topics according to the speaking material in the first semester of the ninth grade. Because there are three speaking materials taught in the Ninth grade, namely: advertisement, procedure text, and reporting. Students are given the freedom to choose one of the three topics."
"Provide direct explanation in teaching learning process in the classroom, choosing the topic of the students' video project as the students' speaking is done after giving some material related to speaking. Then, the students asked to create a video project topic after some of the materials are being taught."

These comments show that the topics chosen for student video project assignments are in accordance with the material that has been taught. It is intended that students can understand well and be able to practice the knowledge they get. This condition is in accordance with the activities to practice or promote speaking from Kayi (2006), in the Ninth grade materials are reporting, picture describing, and picture narrating.

d. Roles of teacher

Because the 2013 curriculum places students as the center and focus of learning activities, teachers have a significant role in the students' English learning process. Providing guidance, providing feedback, and facilitating students' english learning are important. This is in accordance with the theory of Breen & Candlin (1980), the teacher has three main roles in the communicative classroom, namely: The teacher acts as a facilitator, the teacher acts as a participant, and the teacher acts as an observer. This is also in accordance with the results of observation, as follows:

Based on the second observation was held on Friday, 11th November 2022 was found that the teacher showed the examples of the previous video project about the procedure text from the previous students. After finished show the previous video project, the teacher asked the students to identify the structures of the procedure text. The teacher also showed the video project from the native speaker so that the students get more information. The teacher also said to the students *"If the students found the difficulties in creating video project, the student could ask the teacher".* The result of the observation supported by the result of interview, as follow:

"Because the ninth grade still uses the 2013 curriculum, where the aim is to make students the center of attention and to be more active in the learning process, in the teaching and learning process the teacher acts as a facilitator of the communicative process. It means that the teacher only gives the topic of the assignment, gives a handout then provides the references needed by students, and provides the explanations. If students need the teacher's participation in making a video project, the teacher is

also willing to help, besides that the teacher also acts as an observer in the assignment process. The teacher always asks students if they find difficulties in an assignment, students can ask the teacher."

The teacher has a substantial role in giving the topic, handouts and provide the references or the explanations students needed. Yet, which many do are usually students. During the process, the teacher gave adequate feedbacks for the students to use appropriate language for each topic. It is shown from the following teacher's comment:

"Usually I replay the videos, some of the videos I play back in front of the class, by asking if anyone wants to show their video projects in front of the class, some of the project videos are which I watched myself. Then I took some notes on student video projects, related to speaking indicators, and an assessment of the video project itself. Then, the teacher gives feedback to students, feedback is given by the teacher to students so that students know their mistakes and can correct their mistakes, hopefully students can take it as a lesson.

The result of the interview clarifies that the teacher's feedback is useful to revise the use of student's language. In addition, the teacher's explanation is helpful to review and correct the student's mistake in the video project. Furthermore, the feedback is also beneficial that to clarify or solve students' problem in terms of the theory of Nunan (2004), roles of teacher are monitoring the supervision of the task in progress, providing feedback the evaluation of task.

e. Roles of students

In the video project assignment process, students work individually, but they discuss and help each other when they encounter difficulties. one of the student roles put forward by Nunan (2004) explains that the role of students is participating in group work, providing feedback, giving comments on others' video results. Referring to this theory, the role of students in making video projects is as evaluators, students provide feedback to other students related to speaking and the results of the video project. This is in accordance with the results of the observation as follows:

Based on the third observation was held on Wednesday, 23rd November 2022 was found that the teacher asked to the students *"Who*

wants to give feedback on the video project displayed?". The student raised the hand and said that the student wanted to give feedback on the video project displayed. The student said that the video project is so nice performance, the performance of the video project was good, the speakers spoke fluently, the speakers looked confident in conveying the procedure text, so that the audience could understand what the speaker was saying. The result of the observation above also supported by the result of interview below:

"The division of video project assignments individually, means that video projects are done individually by students, not in groups."
"Give feedback is done when all the video projects have been collected. Later they will watch it together in class, giving input to each one so that they also learn how to give good constructive suggestions."

This is in accordance with the statement about the role of students participating in providing constructive input and comments on their respective video projects. This can trigger their motivation to make better work. The positive thing that can be taken from this activity is that students learn to show their best because their video project results will also be displayed and evaluated by their friends.

f. Setting

Setting is part of the sequence to help students understand the lesson and minimize their anxiety in learning English speaking. Class arrangements must provide fun learning situations, so as to make students comfortable in learning English speaking. Setting refers to the arrangement of classrooms that can affect interaction in the assignment process. Based on the second observation was held on Friday, 11th November 2022 was found that the students were given the freedom to choose a topic, setting, and properties. The result of the observation data also supported by the result of interview below:

"Determining the location of the taking video process is left to the students to determine their own settings that are appropriate to the topic of their video project. This is part of drafting the concept, so students are free to choose the appropriate location.

Based on the results of these interviews, it can be concluded that the setting is left up to the students, not carried out in the classroom. Nunan (2004) said that the setting is where the task takes place in or out of the class. The setting is left up to the students so that students feel free to choose a comfortable place to do the video project assignment.

g. Procedure

The next component of the task is the procedure. Procedures are instructions or assignment directions given by the teacher. To complete the task as needed, students need to be given clear instructions about the steps they have to do. Giving clear instructions is very important for the success of video project assignments. When the teacher gives clear instructions to students, students will get directions and start assignments more quickly to get maximum results. This statement is in accordance with the observation result, as follows:

Based on the second observation that was held on Friday, 11th November 2022 was found that the teacher asked the s tudents to create video project as speaking task about the procedure text, the teacher explained the instructions of the task. The students were given the freedom to choose a topic, setting, and properties. The students have to collect the video project two weeks after that day. The result of the observation is also supported by interview.

"Instructions and directions are always given to students, starting from providing material, giving examples of previous video projects, and always asking students to always ask questions if they find difficulties in the video project assignment process."

Based on the results of these interview and observation above, it can be concluded that the procedure also requires students' creativity in producing innovative videos. According to Nunan (2004) said that procedures are what students actually do in the real world, practice, and task activation. Procedures are actions or steps that are sub-tasks that must be done by students.

h. Activity

The video project component as a significant speaking assignment is activity. As proposed by Nunan (2004), that activity refers to the work students do on assignments that also includes discussions about group work. This activity is based on the idea of creating information gaps by letting students make private and confidential choices from a list of language items that all fit into a given frame. Therefore, video projects are an example of individual work activities and involve interaction between students. Activities in the video project help students to communicate more creatively and innovatively in producing work effectively.

Based on the first observation that was held on Monday, 7th November 2022 was found that after the students finished the exercises the teacher began the discussion session. The teacher read the question number one and let the students to answer the question by raising the student's hand before answer the question. The activities did until the exercises finished. The result of the observation is also supported by interview result. As stated by the teacher as follows:

"The students are given the opportunity so that students can explore everything that can add to their knowledge in making their video projects, this activity is expected so that students get a lot of information, knowledge, and can improve their creative ideas. Creative ideas must be generated so that students have a good and enjoyable experience in solving the challenges faced by the students."

2. The Challenges of the Implementation Video Project in Speaking Performance at the Ninth C Grade of MTs N II Surakarta in Academic Year 2022/2023

In implementing video project as students' speaking task, there are several challenges during creating video project faced by the teacher and and almost of the challenges faced by the teacher. After analyzing the questionnaire and compare it with the interview result of the teacher who implement the video project in speaking skill, the data was appropriate. The researcher concluded that, there were the challenges in learning speaking

process. From eight types of component task that researcher explain before, the researcher found the problem on implementation of video project. Most of the component provided in video project significantly contributed in the students' speaking skill. Unfortunately, the implementation of video project, was not without obstacles. There were some limitations to record a video by means of video project. The limitations were in terms of the component of video project itself.

a. Goal

Goals are the teacher's general aims for the task while objectives are specific skills the students should obtain after a course. Goal provides direction. For example, like improving student's communicative and interactional skill. Increasing student's confidence, encouraging students to negotiate information. The purpose of giving video project assignments is so that students can learn speaking properly and correctly. In achieving these goals there are several challenges faced by students. As stated in the results of the interview below:

"Because English is a foreign language for students, where students will feel afraid to speak in English. They are afraid of making mistakes, they do not master vocabulary in English, they lack confidence when speaking in English and they lack motivation in learning speaking".

Based on the statement above, it is supported by the result of the questionnaire that shown 80% students of the Ninth C grade fear to make mistakes when speaking English in front of the classroom, 86.8% students of the Ninth C grade feel lack confident when speaking English in front of the class, 80% students of the Ninth C grade feel embarrassed when speaking English in front of the class, 70% students of the Ninth C grade lack of vocabulary when speaking English in front of the class, 70% students of the Ninth C grade lack of motivation when speaking English in front of the class.

Based on the result above, it is related with the statement from Ihsan, et al. (2018), the students especially ELF students', cannot learn it fast. It should be step by step and need to be developed. There are several challenges in learning speaking English faced by students, such as: lack

of vocabulary, fear of mistake and shyness, lack of confidence, and lack of motivation.

To achieve the goal of learning speaking the teacher gives students assignments to make video projects. Students will feel confident speaking in front of the camera before speaking in front of the class, students can determine the background, the properties they will use to support their assignments. This is in accordance with the statement from the results of the interview below:

"Giving task of speaking by making the video project. Because through the video project students will try to find out and learn how to speak English properly and correctly. They try to speak in front of the camera, so that it makes them feel more confident before speaking in front of the class."

The statement above is supported by the result of the questionnaire that shown 100% students of the Ninth C grade learn speaking more easily through video project given by the teacher, 100% students of the Ninth C grade feel that video project stimulates them to speak English fluently than before, 100% students of the Ninth C grade feel more confidents speaking in front of the camera than speaking in front of the class.

Based on the result of the interview and questionnaire above, it is related with the statement from Richard (2002) stated that by using audio visual, the lack of opportunity in foreign language settings to interact with native speakers can be minimized because of the exposure to many kinds of scenes, situations, and accents as well as voices. It can be concluded from the assumption, that video can be utilized as a means to practice communication using the target language and to show a real experience of native speaker communication by the assistance of audio and visual facilities provided by video.

b. Input

In making a video project, students must show their performance and creativity in the video project. However, not all students have the ability to speak English and perform well during the speaking process.

This makes them nervous and not optimal in giving their best assignments. The conditions that occur in students are supported by the results of interviews, as below:

"The difficulty is that the video project that the students are working on is a visual task, meaning that they present an object such as advertising, procedure text, and news. They need a long process to be able to speak English according to the topic they choose. Students must go through the process of determining topics, creating paragraph structures, memorizing, and adding properties to procedure text. Not only in terms of mastery of the material, the students also took several pictures until they found a picture that matched what they expected. Students also learn how to make good videos, and get to know video editing applications and processes. So, when asked to present in front of the class, students will feel confused and nervous because of lack of preparation and lack of confidence in speaking English."

"The challenge faced in providing material related to video project assignments is delivering video project examples, even though the teacher has already given previous students video project examples, as well as providing video project examples from native speakers, the teacher still asks students to look for video examples. Project from youtube or from the internet. Sometimes when students search for internet sources it is difficult to find and some are paid."

Based on the interview result, it was related to Thing (2013), video shoots sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get the best shoot. Therefore, students must increase their creativity so that it becomes a supporting factor so students don't feel bored, so that the objectives of the video project can be achieved and absorbed by the audience. The students have to increase their confidents, by the way they can speak in monologue in front of the mirror before they record it. They can observe their expressions through the mirror, and determine whether the information they are conveying is well received by the audience.

Based on the results of a questionnaire on 30 students in class Ninth C, students answered 100% that the students take videos repeatedly to avoid mistakes, including to avoid feeling nervous during the process taking video assignment.

c. Content

The selections of content are in accordance with the students' need and supported by lesson plans contribute to the student skills. The selection of content is in line with the goals of the teaching and learning English, especially to support students' skills in speaking. However, in choosing a topic, sometimes there is material that has been taught previously by the teacher so that there will be repetition of the material with the topic that has been given. This is revealed from the result of the interview below:

"Provide direct explanation in teaching learning process in the classroom, selecting the topic of the students' video project as the students' speaking assignment is carried out after giving some materials related to speaking. A well as giving topics selected and adjusted to the lesson plan. Then, the students asked to create a video project topic after some of the materials are being taught. The challenge faced is that there is usually overlap in giving topics, it means that the topic has been given in previous learning, then the same topic repeated. It can happen because of lack of communication between the teachers. In this case, before selecting topic to students, the teacher ensures it, so that the material provided to students can be applied effectively."

Based on result of the interview above, it is related to Mcgovern (1983), the problem of selecting material and linking it to classroom work. The teacher has to know the video material well, and by suitable preparation provide the links into and out of the main course. So, the teacher must know the video project material well and maintain good communication with others teachers about the topics that will be taught to the students, so the video project assignment can be carried out effectively.

d. Role of the teacher

The role of teacher as facilitator is to provide services and facilitate the students so that students can easily receive and understand the subject matter. So that the learning process can be carried out efficiently. There are also obstacles because each student has a different character and has different interests, causing difficulties for students

because some students will feel unclear about the explanation given by the teacher. This is conveyed based on the result on the interview below:

”The challenge is because each student has different character and interests, it creates difficulties in terms of delivering material. Because some students felt that the explanation was unclear enough, some students needed a more detailed explanation. So, during the learning process the teacher will actively ask whether there are any obstacles in the process of preparing assignments.”

From the result of interview above, it is in accordance with Harmer (2007) sometimes students fail because of the teacher did not give a clear role and explanations. As with any other type of classroom procedures, teachers need to pay a number of different roles during different speaking activities. It can be concluded that a teacher should understand the character of the students as possible in order to provide the best facilities for students so that they are interested in soing their work.

Beside that, the role of the teacher in helping the students to be brave in speaking English fluently. The challenges in learning speaking English that are usually faced by the students, such as: lack of vocabulary, fear of mistake and shyness, lack of confidence, and lack of motivation. This statement is accordance with the result of the interview below:

“The challenges in teaching speaking is helping students to have the courage to speak a foreign language, especially English. Students' difficulty in speaking is a challenge for us, English teachers. The challenges that are usually faced by students are that students feel they do not get enough vocabulary in English, feel ashamed to make mistakes in speaking English, feel less confident, lack motivation to speak English, especially in front of other people or in front of the class. Therefore, the teacher's effort in minimizing students' fears in learning speaking is asking students to make a video project in an effort to make students more courageous in speaking English. Through the video project, students are expected to be able to learn aspects of speaking, because they will go through a long process to compile a video project. They will learn to determine topics, develop concepts, settings, take repeated videos to present a speaking performance as much as they can. Apart from that, they will also learn about technology and video editing.”

The result of the interview above is relate to Jimmi (2018), the students who lack the vocabulary will have an impact on themselves when they want to have interaction and would haave less confidence. In the interview, it was also stated that other challenges faced by the students are fear of mistake and shyness to make mistakes when they were speaking nad English, and the students felt less confident in speaking english. This statement is supported by Juhana (2018), the students would forget what they want to say because of shyness, students' fear of whether they make a mistake or not when speaking in English, and also they are worried about being laughed by their friends. lack of confident is one of psychological factor where a student feeling that occur when the students realize that their speaking partner do not get their points when speaking in English. The result of interview also stated that the students have lack of motivation to speak English. In learning English, motivation is the important thing for students to speak in English, it supported by Jin (2014), motivation is important to make students successful in language learning. It can also impact students' speaking performance. Further, teacher can make a personal approach and create better learning atmosphere in the classroom.

e. Procedure

Giving instruction to students is very important to do, so that the students understand what they did in completing the task well. Video project is an authentic assignment where the assignment is done directly in various places and has a grace period in completing the assignment. This can be seen from the result of the interview below:

"Because the video project is an authentic speaking assignment, a clear submission deadline is given to complete the task. Due to the preparation of assignments in the form of videos that take a long time to complete, the teacher will also consider the appropriate time so that students can determine the appropriate concepts and can edit their video projects properly."

Based on the statement above, it is related to Thing (2013), the most frustrating part when editing the video. It is merging scene and after

applying the effect, the students got problem for editing it. So they have to repeat the second time for the whole video. Therefore, the students must eliminate their fears and manage their time effectively as possible to complete video project assignments properly.

f. Activity

Activities in the video project help students communicate well. This activity helps students to be more creative and innovative in producing good videos. Even though in practice, students still feel nervous when speaking and memorizing the words in English that they want to convey. This can be seen from the results of the interview below:

"After the video project assignments are collected, we will discuss the things that are a challenge for them in making speaking assignments in the form of video projects, the students are still nervous about what they want to convey in front of the camera, they take several videos to get the video results the maximum. But, with that step they will also practice memorizing the vocabulary they compiled before taking the video, they will practice their own confidence in speaking English."

From the results of the above interviews, it is related to Thing (2013), video shoot sessions do not always go smoothly because students feel very nervous and do not have experience in shooting videos, they can try several times to get the best shot. It can be concluded that students should train their confidence in public speaking and also when speaking they have to make words based on themselves and not fixated on the text.

The implementation of the video project has impacts on the student learning process and the achievement of student learning outcomes. Students can implement the knowledge they get during the learning process into innovative and creative work. It is also a link for students to have the courage to speak English in front of other people. It can train students to increase motivation to learn speaking, learn to increase vocabulary in English, and increase student confidence in learning speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion as the last part of this research were taken. The conclusion below was the answer of the research questions, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. Conclusion

By considering the result of the research, the researcher draws the conclusion.

The Implementation of Video Project in Speaking Performance

Based on the implementation of video project, the students were given freedom in their performance both in the room or outside classroom activity in order to achieve their goals so the students can explore their knowledge. The lessons were delivered by some previous video projects, handout as refererences for the students before create video project. The appropriateness of the content selection is supported by lesson plans. The teacher has role in giving feedbacks, giving the topic, and provide the references or the explanations tudents need. The students can participate in their group and make a discussion such as giving comment from their classmates.

By the implementation of video project, the students are given more chances to practice their English speaking skill through the activities of watching video, group discussion, and process of creating video project. The activies make them to be more creative aand innovative to explore their creativity and also become more confident to communicate in English. The students only work individually, in presenting the topic they went to some places that it was related to the topic. This activites create enjoyable english learning especially in speaking performance.

The Challenges in Learning Speaking Performance

Based on the challenges in implementation of video project, in the selection of topic sometimes there is material that has been previously taught so that the topic repeated aagain by the students. Therefore, a teacher should know the video material well and establish communication to other teachers about the topic that will be taught to students to avoid rrepetition of the given topics. When the students are given the freedom of choosing a place, the teacher cannot watch them directly what they do. In creating video project, the students faced some challenges in speaking such as: lack motivation, lack confidence, fear of mistakes and shyness, and lack of vocabulary. Therefore, the students must eliminate their fears and manage their time effectively as possible to complete video project assignments properly. Even though speaking in front of the camera, the videos produced by students still don't run naturally because students still feel nervous about what they want to convey. This resulted in the video being shot multiple times as they wanted to show their best video results. However, they will try to memorize, and express themselves in front of the camera.

B. Suggestions

Based on conclusion and implication above, it can be suggested as follow:

1. For the teacher

a. The English teacher can use video project in teaching speaking. It is recommended to be applied. It can be used as rehearsal to improve students' speaking skill.

b. The teacher should be creative in teaching speaking english, and to give the students assignments, so the goal of teaching learning process can be achieved well.

c. The teacher should make the Englih class more interesting. So, the students can't be bored in teaching-learning process.

2. For the students

a. The Ninth C grade students of MTs N II Surakarta should be more interest in learning speaking if they want to master speaking skill.
b. The students should pay attention and more while the teaching learning process, so they can understand the material given by the teacher easily.
c. The students should more creative in making assignments, especially in making speaking task.
d. The students have to more practice English exercise.

3. For the other researcher

The researcher realized that this research is not perfect. There were still many weakness deaing with the theory or method, because of the limited skill of the researcher. The researcher also understood that this research paper only gave little constribution for theaching learning speaking. The other researcher perhaps could develop this research with their own material and other methods which were uitable for students in order to give new dimension in world of education. However, the researcher was sure that it would be useful and this research can be us as starting to investigate the topic more completely and comprehensively.

BIBLIOGRAPHY

Aboe, R. (2020). *Penggunaan Media Video dalam Pembelajaran Speaking*. Humano: Jurnal Penelitian, 11(1), 33-38.

Brown, H. D., & Abeywickrama, P. (2004). *Language Assessment. Principles and Classroom Practices.* White Plains, NY: Pearson Education.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.

Cohen, L., et all. (2002). *Research Methods in Education*. Routledge.

Cresswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Lincoln: Pearson.

Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approach.* London: Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage publications.

Fadillah, M. R. (2021). *Facilitating Students' Speaking Skills using Video-Based Project.* In Bogor English Student and Teacher (BEST) Conference (Vol. 2, pp. 97-101).

Ganefris, P. N. (2016). *An Analysis of Students Speaking Performance in Presentation at Thesis Proposal Seminar of English Department STKIP PGRI West Sumatera.* Sumatera Barat: STKIP Sumatera Barat.

Husnawati. (2017). *Students' Speaking Performance: Some Challenging Factors.* Banda Aceh: UIN Ar-Raniry.

Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language.* The internet TESL journal, 12(11), 1-6.

Lestari, I., P. (2021). *Students' Perception on Video Project as an English Speaking Assessment.* Surabaya: UIN Sunan Ampel.

Mao, Z. (2012*). The Application of Task-based Language Teaching to English Reading Classroom.* Theory & Practice in Language Studies, 2(11).

Maryelni, R. (2018). *An Analysis of Students Speaking Skill by Using Video Media at the Eleventh Grade of SMAN 2 Ujung Batu*. (Doctoral Dissertation, Universitas Pasir Pengaraian).

McGovern, J. (1983). *Video Applications in English Language Teaching. Elt Documents 114*. Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

McGovern, J. (1983). *VideoAapplications in English Language Teaching. EltDdocuments 114*. Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523.

Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif (XXVII).* Bandung: Remaja Rosdakarya.

Motteram, G. (2013). *Innovations in Learning Technologies for English Language Teaching*. British Council.

Nikitina, L. (2011). *Creating an Authentic Learning Environment in the Foreign Language Classroom.* International Journal of Instruction, 4(1).

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge university press.

Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge University Press.

Rahayuningsih, D. 2016. *Student Teachers' Challenges in Developing Materials during Teaching Practicum in Vocational School.* Journal of English ad Education Vol. IV No. 2.

Ratnasari, A. G. (2020). *EFL Students' Challenges in Learning Speaking Skills: A Case Study in Mechanical Engineering.* Journal of Foreign Language Teaching and Learning, 5(1).

Sari, R. A. (2016). *Students' Perception on the Video Project in Their Speaking Class: a Study of 11th Grade of SMAN 1 Kasihan Students.* English Language Education Study Program Department of Language Arts Education Faculty of Teachers Training and Education of Sanata Dharma University Yogyakarta.

Sugiyono, M. P. P. P. K. (2007). *Kualitataif dan R&D*, Bandung: Alfabeta.

Sumiyati, S. (2012). *An Analysis of Student' Oral Performance of Speaking Ability in MAN Sidoarjo* (Doctoral dissertation, UIN Sunan Ampel Surabaya).

Thing, N. C. (2013). *Classroom Video Project: An Investigation on Students' Perception*. Procedia-Social and Behavioral Sciences, 90, 441-448.

Thornbury, S. (2005). *How to teach speaking*. Longman.

Wael, A., et all. (2018). *Exploring Students' Learning Strategies in Speaking Performance.* International Journal of Language Education, 2(1), 65-71.

Xiang, C. H. (Ed.). (2017). *Cases on Audio-Visual Media in Language Education*. IGI Global.

APPENDICES

Appendix 1

Students List of 9C

No.	Name	Gender
1.	Anisa Hanung Widyastuti	Perempuan
2.	Annisa' Nur Afandi	Perempuan
3.	Arifin Rusdianto	Laki-laki
4.	Astiti Dhani Kusuma	Perempuan
5.	Azahra Vega Nabila	Perempuan
6.	Dainty Fiorenza Latifah	Perempuan
7.	Eliza Putri Hutami	Perempuan
8.	Fadhilah Yusta Bina Zafirah	Perempuan
9.	Farqy Iqbal Rahardiansyah	Laki-laki
10.	Hana Ayuning Suryo	Perempuan
11.	Ibrahim Adi Nugroho	Laki-laki
12.	Ikhsan Maulana Akbar	Laki-laki
13.	Luthfi Puspa Negara	Perempuan
14.	Miftakhul Jannah Kusumawardani	Perempuan
15.	Muhammad Faruq Ghullam Al Khoiri	Laki-laki
16.	Muhammad Ikhsan Widi Romadhon	Laki-laki
17.	Mustika Ayu Fathia	Perempuan
18.	Nafisa Rahma Firdauzia	Perempuan
19.	Na'Ilah Fitriani	Perempuan
20.	Naufal Rizal Yahya	Laki-laki
21.	Nur Rona Sabilla	Perempuan
22.	Qonita Az-Zahra	Perempuan
23.	Ramadhan Dwi Prasetya	Laki-laki
24.	Revalina Ayu Safitri	Perempuan
25.	Rury Pangestuti	Perempuan
26.	Safira Khasanah Muflikhun	Perempuan
27.	Sevilla Agisca Wiyanda	Perempuan

28.	Vika Nindy Wahyu Winarto	Perempuan
29.	Zafriyel Mariyano	Laki-laki
30.	Zahrah Nur Jannah Istiqomah	Perempuan

Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N 2 Surakarta

Kelas/ Semester : Kelas IX/ Ganjil

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2022/ 2023

Waktu :……..Pertemuan

A. TUJUAN PEMBELAJARAN 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaaan pada text iklan. 2. Siswa dapat memberi dan meminta informasi terkait iklan penawaran barang, jasa, layanan umum dan lowongan pekerjaan. **B. KOMPETENSI DASAR** 3.4 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya **C. MATERI ESESI** Advertisement **D. METODE** Ceramah, Diskusi, dan Tanya Jawab **E. MEDIA/ SUMBER BELAJAR** Buku English Bright kls 9, Modul, PPT	**F. KEGIATAN PEMBELAJARAN** 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh iklan yang terdapat dalam buku pelajaran 3. Guru mengajak siswa untuk mengamati gambar kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi iklan. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahsaaan pada text iklan. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran **G. PENILAIAN** Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project

Mengetahui MTs N 2 Surakarta, 07 Juli 2022

Kepala Madrasah Guru Mata Pelajaran

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N 2 Surakarta

Kelas/ Semester : Kelas IX/ Ganjil

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2022/ 2023

Waktu :……..Pertemuan

A. TUJUAN PEMBELAJARAN 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahaasaaan pada procedure text terkait cara/ langkah-langkah membuat suatu produk atau melaksanakan langkah-langkah suatu prosedur. 2. Siswa dapat memberi dan meminta informasi terkait pada procedure text. **B. KOMPETENSI DASAR** 3.6 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk procedure text dengan memberi dan meminta informasi cara/ langkah-langkah membuat suatu produk atau melaksanakan langkah-langkah suatu prosedur., sesuai dengan konteks penggunaannya **C. MATERI ESESI** Procedure text **D. METODE** Ceramah, Diskusi, dan Tanya Jawab **E. MEDIA/ SUMBER BELAJAR** Buku English Bright kls 9, Modul, PPT	**F. KEGIATAN PEMBELAJARAN** 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh procedure text yang terdapat dalam buku pelajaran dan video project siswa sebelumnya. 3. Guru mengajak siswa untuk mengamati video project kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi procedure text. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahasaaan pada procedure text. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran **G. PENILAIAN** Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project

Mengetahui MTs N 2 Surakarta, 07 Juli 2022

Kepala Madrasah Guru Mata Pelajaran

Rencana Pelaksanaan Pembelajaran (RPP)

Nama Madrasah : MTs N 2 Surakarta

Kelas/ Semester : Kelas IX/ Ganjil

Mata Pelajaran : Bahasa Inggris

Tahun Pelajaran : 2022/ 2023

Waktu :……..Pertemuan

A. TUJUAN PEMBELAJARAN 1. Siswa dapat membandingkan fungsi sosial, struktur teks dan unsur kebahasaaan pada text iklan. 2. Siswa dapat memberi dan meminta informasi terkait iklan penawaran barang, jasa, layanan umum dan lowongan pekerjaan. **B. KOMPETENSI DASAR** 3.8 membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk iklan dengan memberi dan meminta informasi terkait produk dan jasa, sesuai dengan konteks penggunaannya **C. MATERI ESESI** Berita **D. METODE** Ceramah, Diskusi, dan Tanya Jawab **E. MEDIA/ SUMBER BELAJAR** Buku English Bright kls 9, Modul, PPT	**F. KEGIATAN PEMBELAJARAN** 1. Guru membuka kelas dan melaksanakan absen kehadiran siswa. 2. Guru memberi contoh berita yang terdapat dalam buku pelajaran. 3. Guru mengajak siswa untuk mengamati contoh berita kemudian mengadakan tanya jawab. 4. Guru mengajak siswa untuk berdiskusi tentang isi dari contoh berita tersebut. 5. Guru mengajak siswa untuk menyimpulkan fungsi sosial, struktur teks dan unsur kebahsaaan pada contoh berita tersebut. 6. Guru memberi penugasan untuk pertemuan selanjutnya dan kemudian menutup pembelajaran **G. PENILAIAN** Observasi keaktifan siswa lewat forum diskusi. Dan penugasan membuat video project

Mengetahui MTs N 2 Surakarta, 07 Juli 2022

Kepala Madrasah Guru Mata Pelajaran

Appendix 3

FIELD NOTES

Number : 1

Title : First Observation

Time : Monday, 7th November 2022

The first observation was held on Monday, 7th November 2022. The researcher did observation in the ninth C grade students of MTs N 2 Surakarta. The researcher joined to the class with the English teacher. In the beginning of the meeting, the teacher greeted the students and asking their condition first. The teacher said, *"Assalamualaikum Warrahmatullahi Wabarakatuh, Good Morning Students".* Then, the students answered *"Waalaikumsalam Warahmatullahi Wabarakatuh, Good Morning Mrs".* The teacher also leaded the students to pray together, the teacher asked the students' condition and checking their attendance one by one. After checking students' attendance, the teacher makes sure that all of students are ready to follow the teaching and learning by command them to prepare their book. The teacher also gave the motivation to the students so they want to do the English speaking learning. And always learn about English, because English was an international language. If they want to study aboard they had to master English well. The students seemed motivated and happy. After the students were ready to accept the material for the lesson today the teacher moved to the main activity. The teacher explained that the material that will be taught was procedure text.

In the main activity, the teacher asked the students to open the textbook. The teacher asked the students to find the page 45 about procedure text. After the students found the page of the material, the teacher asked to the students to pay attention to the material on the textbook, then the teacher explained to the students what is the procedure text, what is the purpose of the procedure text, what are the structures of the procedure text. After that, the teacher asked to the students to pay attention of the examples on the textbook page 45 about procedure text entitled

"How to Make Dessert". The teacher asked to the students to read and to understand the example of procedure text on the textbook. The teacher asked to the students to discuss with friends about the example of the procedure text on the textbook. After that, the teacher asked to the students what is the title of the procedure text? What is the purpose of the procedure text? What are the materials of the procedure text? What are the steps of the procedure text? The students excited to answer the teacher's question. The teacher also showed the power point slide of the material about the procedure text. the teacher asked the students to pay attention to the slide.

The teacher asked the students to pay attention the next example on the textbook. Then, the teacher asked the students to read and answer the exercises on textbook. When the students did the exercises on the textbook, the teacher opened question to the students, "if there is a question about the explanation of the procedure text, please asked to me, ya" said the teacher. After the students finished the exercises the teacher began the discussion session. The teacher read the question number one and let the students to answer the question by raising the student's hand before answer the question. The activities did until the exercises finished. The teacher gave the next exercises on the next page of the textbook as the students' homework. The teacher said that the homework will be discussed in the next meeting.

The last activity was closing. The teacher made conclusion about the material of that day and the teacher informed the material of the next meeting. The teacher also reminded the students about their homework. After that, the teacher asked the students to pray then, she said thank you for the students' nice attention and nice discussion. And the teacher closed the class by saying *hamdallah* together and *Wassalamualaikum Warahmatullahi Wabarakatuh.*

FIELD NOTES

Number : 2

Title : Second Observation

Time : Friday, 11th November 2022

The second observation was held on Friday, 11th November 2022. The researcher did observation in the ninth C grade students of MTs N 2 Surakarta. The researcher joined to the class with the English teacher. In the beginning of the meeting, the teacher greeted the students and asking their condition first. The teacher said, *"Assalamualaikum Warrahmatullahi Wabarakatuh, Good Morning Students".* Then, the students answered *"Waalaikumsalam Warahmatullahi Wabarakatuh, Good Morning Mrs".* The teacher also leaded the students to pray together, the teacher asked the students' condition and checking their attendance one by one. After checking students' attendance, the teacher makes sure that all of students are ready to follow the teaching and learning by command them to prepare their book. The teacher also gave the motivation to the students so they want to do the English speaking learning. And always learn about English, because English was an international language. If they want to study aboard they had to master English well. The students seemed motivated and happy.

In the main activity the teacher reminded about the previous material of English learning. The teacher asked the students to opened their homework, then the teacher began to discuss about their homework and gave changes to the students to answer the questions and the teacher took assessment of the exercises. After the discussed of the homework finished, the teacher continued the material about the procedure text. The teacher showed the examples of the previous video project about the procedure text from the previous students. After finished show the previous video project, the teacher asked the students to identify the structures of the procedure text. The teacher also showed the video project from the native speaker so that the students get more information. That activity stimulated the

students to understand procedure text in real context. The teacher also explained and gave the examples of the speaking indicators, like pronunciation, fluency, vocabulary, and accuracy. The students need to learn about the indicator of speaking so that the students can speak English nicely.

The next activity was the teacher asked the students to create video project as speaking task about the procedure text, the teacher explained the instructions of the task. The students were given the freedom to choose a topic, setting, and properties. The teacher gave choice to the students to create video project assignment with the topic of procedure text or the students can choose two other topics that has been studied before, they are: advertisements and news anchors. The students can choose one of the three topics. The teacher explained to the students about video project make the students feel more confident because they speak in front of the camera than speak in front of the class, the students can take video several times until the students found the best result. The students learned about the speaking indicators before create a video project. The students learned how to draft concept. The students learned about the technology and editing. The teacher also said to the students "if the students found the difficulties in creating video project, the student could ask the teacher". The teacher gave the students duration time to collect the video project a week.

Before ended the class, the teacher reviewed by checking the students understanding about the material from the procedure text. The remembered the students to study at home. the teacher also remembered the students to make creative video project as speaking task about the procedure text, and the students have to collect the video project a week after that day. The teacher ended the teaching learning process by giving thankfulness for the students' attention during the class then saying *hamdallah* together and say *Wassalamualaikum Waramatullahi Wabarakatuh.*

FIELD NOTES

Number : 3

Title : Third Observation

Time : Wednesday, 23th November 2022

The third observation was held on Wednesday, 23th November 2022. The researcher did observation in the Ninth C grade students of MTs N 2 Surakarta. The researcher joined to the class with the English teacher. In the beginning of the meeting, the teacher greeted the students and asking their condition first. The teacher said, *"Assalamualaikum Warrahmatullahi Wabarakatuh, Good Morning Students".* Then, the students answered *"Waalaikumsalam Warahmatullahi Wabarakatuh, Good Morning Mrs".* The teacher also leaded the students to pray together, the teacher asked the students' condition and checking their attendance one by one. After checking students' attendance, the teacher makes sure that all of students are ready to follow the teaching and learning by command them to prepare their book. The teacher also gave the motivation to the students so they want to do the English speaking learning. And always learn about English, because English was an international language. If they want to study aboard they had to master English well. The students seemed motivated and happy.

In the main activity the teacher reminded about the students' video project. All of the students have submitted the video project to the teacher. The teacher asked to the students that can the video project be shown in front of the class? and whether it is permissible for students to provide feedback on the video project that is displayed in front of the class, the feedback given on the video project that is displayed in front of the class must be in the form of constructive suggestions. students agree to the instructions given by the teacher. then, the teacher asked the students who would be happy to show their video project in front of the class? there was one student who raised the hand and said the student was happy to show his video project in front of the class. The teacher asked to the students that did the

students find many difficulties in creating video project, what are the difficulties. The students found many difficulties in creating video project they have to arranged the concept, translated and understood the topic, memorized the concept, studied the indicators of speaking, studied to speak in front of the camera, took video several times until they found the best result. They studied to edit the video. But, the students said that they found new experience because they felt so happy, they could make a creative video project.

The next activity was the teacher asked the students to show the video project in front of the class. All of the students paid attention to the video project has been showing. After the video project showed in front of the class, the teacher asked to the students that “What is the topic of the video project?”, “What is the purpose of the video project?”, “What are materials of the video project?”, “What is the structure of the video project?”. The students answered the teacher’s question one by one enthusiastically. After the students have finished answer the teacher’s questions, the teacher asked to the students “Who wants to give feedback on the video project displayed?”. The student raised the hand and said that the student wanted to give feedback on the video project displayed. The student said that the video project is so nice performance, the performance of the video project was good, the speakers spoke fluently, the speakers looked confident in conveying the procedure text, so that the audience could understand what the speaker was saying. after the discussion process is over the teacher thanks the students for submitting their assignments on time. The teacher said that the video project would be assessed and become the value of students' English speaking.

Before ended the class, the teacher reviewed by checking the students understanding about the material from the procedure text. The remembered the students to study at home. The teacher ended the teaching learning process by giving thankfulness for the students’ attention during the class then saying *hamdallah* together and say *Wassalamualaikum Waramatullahi Wabarakatuh.*

Appendix 4

TRANSKRIP WAWANCARA GURU

Nama Narasumber : Sunarni, S. Pd.

NIP : 199003072019032010

Cara Pelaksanaan : Tatap Muka

Waktu Pelaksannan : Rabu, 02 November 2022

Peneliti	:	Apakah pemberian tugas berupa *video project* kepada siswa dimaksudkan untuk mengatur keterampilan berbahasa, kompetensi Bahasa, dan fungsi Bahasa inggris? Mengapa demikian?
Narasumber	:	Ya benar, penugasan pembelajaran *speaking* dengan meminta siswa membuat *video project* dimaksudkan untuk mengatur keterampilan Bahasa tertentu, dalam hal ini Bahasa inggris. Dan kompetensi Bahasa serta fungsi Bahasa yang bertujuan untuk mengembangkan kompetensi Bahasa inggris bagi siswa. *Video project* adalah salah media audio-visual, dimana siswa dapat mendistibusikan ide-ide mereka kedalam sebuah project secara audio-visual, dengan *video project* mereka dapat mengembangkan kompetensi dan fungsi Bahasa inggris mereka.
Peneliti	:	Apakah *video project* dapat merangsang siswa untuk berbicara Bahasa inggris dengan lancar dibanding sebelumnya? Mengapa demikian?
Narasumber	:	Ya benar, *video project* dapat merangsang siswa untuk berbicara dalam Bahasa inggris dengan lancar dibanding sebelumnya. Dikarenakan Bahasa inggris merupakan Bahasa asing bagi siswa, dimana siswa akan merasa takut berbicara menggunakan Bahasa inggris. Mereka takut dan malu membuat kesalahan pada saat berbicara dalam Bahasa inggris. Mereka kurang menguasai kosakata dalam Bahasa inggris, penguasaan *vocab* (kosa kata) dalam bahasa inggris mempengaruhi siswa saat mereka mulai *speaking*, ketika mereka kehilangan kata yang ingin mereka ucapkan, mereka akan merasa sangat bingung dan gugup. Para siswa kurang percaya diri ketika

		berbicara dalam Bahasa inggris, mereka kurang percaya diri untuk menyapaikan dengan Bahasa inggris. Sering kali siswa merasa kurang percaya diri berbicara dalam Bahasa inggris, apalagi diminta untuk berbicara di depan kelas. Mereka merasa bahwa mereka tidak mampu untuk berbicara dalam Bahasa asing. Serta kurang adanya motivasi dalam pembelajaran *speaking*. Hal yang paling utama adalah memotivasi siswa untuk mau belajar speaking Bahasa inggris, menyampaikan tujuan pembelajaran, serta menerapkan strategi-strategi yang membuat siswa lebih termotivasi untuk belajar *speaking* Bahasa inggris. Maka, diberikan tugas *speaking* dengan mebuat *video project* tersebut. Karena melalui *video project* siswa akan berusaha mencari tahu dan belajar bagaimana berbicara dalam Bahasa inggris dengan baik dan benar. Mereka mencoba berbicara di depan kamera, sehingga membuat mereka merasa lebih percaya diri sebelum berbicara di depan kelas.
Peneliti	:	Apakah Ibu Sunarni mempersiapkan materi yang berkaitan dengan materi *speaking* sebelum meminta siwa untuk membuat *video project* mereka?
Narasumber	:	Ya, saya menyiapkan materi yang berkaitan dengan pembelajaran *speaking* sebelum meminta siswa untuk membuat *video project* mereka. Pemberian materi sebelum meminta siswa untuk membuat *video project* mereka sangat penting, karena siswa akan mendapatkan gambaran materi. Selain itu, pemberian materi juga dilakukan agar siswa mengetahui tujuan pembelajaran *speaking*.
Peneliti	:	Apakah ibu Sunarni juga memberikan indikator *speaking* sebelum meminta siswa untuk membuat *video project* sebagai tugas *speaking* mereka?
Narasumber	:	Ya, saya memberikan indikator *speaking* sebelum meminta siswa untuk membuat *video project* sebagai tugas *speaking* mereka. Pemberian indikator *speaking* kepada siswa akan membuat siswa memiliki keretampilan berbicara dalam Bahasa inggris dengan baik. Saya memberikan penjelasan serta contoh dari indikator *speaking* seperti: *pronunciation*, *fluency*, *vocabulary*, dan *accuracy*, agar siswa juga dapat berbicara dalam Bahasa inggris dengan baik. Indikator speaking

		diberikan agar siswa dapat berbicara dalam Bahasa inggris dengan baik.
Peneliti	:	Materi apa saja yang Ibu Sunarni berikan kepada siswa terkait dengan penugasan *video project*? Apakah ada masalah?
Narasumber	:	Pada semester satu di kelas sembilan ada beberapa materi mbak, untuk pembuatan video project sebagai tugas speaking di semester satu ada: *advertisement, procedure text*, dan *reporting.* Pemberian materi yang berkaitan dengan penugasan *video project* sesuai dengan RPP kelas IX tahun ajaran 2022/2023 semester 1. Setelah ketiga materi tersebut diberikan, nanti akan diberikan tugas membuat video project dengan memilih dari ketiga topik tersebut. Kesulitannya, Video project yang dikerjakan para siswa adalah tugas yang bersifat visual, maksudnya mereka mempresentasikan tentang suatu objek misalnya iklan, *procedure text*, dan berita. Mereka membutuhkan proses cukup panjang untuk dapat berbicara dalam Bahasa inggris sesuai dengan topik yang mereka pilih. Para siswa harus melalui proses penentuan topik, membuat struktur paragraph, menghafalkan, dan menambah property untuk procedure text. Tidak hanya dalam hal penguasaan materi, para siswa juga melakukan beberapa kali pengambilan gambar hingga menemukan gambar yang sudah pas dengan yang mereka harapkan. Yang paling membuat siswa sedikit kesulitan adalah bagian edit video, namun para siswa juga belajar bagaimana cara membuat video yang baik, dan mengenal aplikasi serta proses pengeditan video. Jadi, ketika diminta untuk mempresentasikan di depan kelas, para siswa tidak akan merasa kebingungan dan gugup karena kurang persiapan dan merasa kurang percaya diri dalam berbicara Bahasa inggris.
Peneliti	:	Sebelum siswa diminta untuk membuat *video project* mereka sebagai tugas *speaking* dalam pelajaran Bahasa inggris, apakah Ibu Sunarni menyiapkan materi presentasi dalam bentuk *video project* yang sesuai dengan materi yang tercantum dalam RPP? Apakah ada tantangan dalam hal penyampaian materi yang berkaitan denga tugas *video project*?
Narasumber	:	Ya, setelah memberikan materi yang berkaitan dengan pelajaran *speaking* dalam Bahasa Inggris, dan memberikan

		indikator-indikator *speaking*, sebagai acuan dalam berbicara yang benar. Ada beberapa contoh video project dari siswa sebelumnya yang digunakan sebagai contoh untuk siswa mendapatkan referensi dan gambaran tentang tugas yang nantinya akan mereka kerjakan. Terkadang ada beberapa siswa meminta penjelasan ulang mengenai materi pembelajaran atau mengenai indikator-indikator speaking, mereka meminta diberikan penjelasan lebih kompleks mengenai poin-poin dari hal yang beum mereka pahami. Tantangan yang dihadapi dalam pemberian materi yang berkaitan dengan tugas *video project* adalah penyampaian contoh *video project*, walaupun dari guru sudah memberikan contoh *video project* para siswa terdahulu, serta memberikan contoh *video project* dari *native speaker*, guru tetap meminta kepada siswa untuk mencari contoh-contoh *video project* dari youtube maupun dari internet. Terkadang ketika siswa mencari sumber internet sulit untuk ditemukan dan ada pula yang berbayar.
Peneliti	:	Apakah Ibu Sunarni memberikan materi pembelajaran melalui video *native speaker*?
Narasumber	:	Ya, saya juga memberikan contoh *video project* oleh penutur asli, dengan harapan siswa dapat mengetahui bagaimana berbicara dalam Bahasa Inggris sesuai dengan indicator-indikator *speaking* yang telah diberikan.
Peneliti	:	Apakah ada sumber lain yang Miss Sunarni gunakan untuk mendukung tugas *video project* siswa? Apakah ada masalah dengan hal tersebut?
Narasumber	:	Selain contoh-contoh *video project* dari siswa sebelumnya, sumber lain yang digunakan untuk mendukung tambahan pengetahuan siswa dalam pembelajaran berbicara adalah penggunaan materi berupa presentasi dalam power point dan buku pelajaran.
Peneliti	:	Apakah membuat *video project* sebagai tugas *speaking* dalam pelajaran Bahasa inggris langsung diberikan pada saat materi berbicara selesai? Atau, ada pembahasan beberapa materi yang berkaitan dengan speaking, kemudian siswa diminta untuk membuat proyek videonya dengan memilih beberapa materi yang telah dipelajari sebelumnya?

Narasumber	:	Dalam pembuatan *video project* siswa sebagai tugas *speaking*, topik materi berbicara yang diberikan kepada siswa sesuai dengan beberapa materi yang telah diberikan. Dan materi yang disampaikan kepada siswa telah sesuai dengan RPP yang telah dirancang pada awal semester pada kelas sembilan. Jadi, tidak semua materi selesai, mereka langsung diberi tugas *video project*. Dan untuk pemilihan materi *video project* sesuai dengan materi *speaking* kelas sembilan. Karena ada tiga materi *speaking* yang diajarkan di kelas Sembilan, yaitu: *advertisement, procedure text,* dan *reporting.* Siswa diberikan kebebasan dalam memilih salah satu dari ketiga materi yang telah dipelajari. Untuk pemilihan topik semuanya diserahkan kepada siswa, yang penting masih masuk kedalam salah satu materi yang diajarkan.
Peneliti	:	Bagaimana cara menentukan topik *video project*? Apakah ada tantangan dalam pemberian topik?
Narasumber	:	Memberikan penjelasan secara langsung dalam proses belajar mengajar di kelas, memilih topik *video project* siswa sebagai tugas *speaking* siswa dilakukan setelah memberikan beberapa materi yang berkaitan dengan *speaking*. Serta pemberian topik dipilih dan disesuaikan dengan RPP. Kemudian, siswa diminta untuk membuat topik *video project* setelah beberapa materi diajarkan. Tantangan yang dihadapi adalah biasanya terjadi tumapang tindih pemberian topik, maksunya topik ini misalnya sudah pernah diberikan pada pembelajaran sebelumnya kemudian muncul kembali topik yang sama. Hal ini bisa saja terjadi karena kurangnya komunikasi antar guru. Dalam hal ini sebelum memberikan topik kepada siswa maka sebagai guru memastikan hal tersebut agar materi yang diberikan kepada siswa dalam diterapkan secara efektif.
Peneliti	:	Apa peran Bu Sunarni dalam proses belajar mengajar? Bertindak sebagai fasilitator proses komunikatif, bertindak sebagai peserta, dan bertindak sebagai pengamat dan siswa? Apakah ada tantangannya?
Narasumber	:	Karena kelas Sembilan masih menggunakan kurikulum 2013, dimana tujuannya menjadikan siswa sebagai pusat perhatian serta harus lebih aktif dalam proses belajar, maka dalam proses

		belajar mengajar guru bertindak sebagai fasilitator dari proses komunikatif. Artinya guru hanya memberikan topik tugas, memberikan handout kemudian memberikan referensi yang dibutuhkan siswa, memberikan penjelasan. Apabila siswa membutuhkan partisipasi guru dalam pembuatan video project, guru juga bersedia membantu, selain itu guru juga berperan sebagai pengamat dalam proses penugasan. Guru selalu bertanya kepada siswa apabila menemukan kesulitan dalam penugasan, siswa dapat bertanya kepada guru. Tantangan yang dihadapi adalah karena setiap siswa memiliki karakter serta minat yang berbeda-beda maka menimbulkan kesulitan dalam hal penyampaian materi. Karena sebagian siswa merasa penjelasan sudah cukup dapat dimengerti namun beberapa siswa nmemerlukan penjelasan yang lebih mendetail. Maka, selama proses pembelajaran guru akan aktif menanyakan apakah terdapat kendala dalam proses penyusunan tugas.
Peneliti	:	Bagaimana Ibu Sunarni memberikan *feedback* terhadap tugas siswa?
Narasumber	:	Biasanya saya putar ulang videonya, beberapa video yang saya putar ulang di depan kelas, dengan bertanya adakah yang ingin ditunjukkan video project mereka di depan kelas, sebagian video project ada yang saya tonton sendiri. Kemudian saya mengambil beberapa catatan terhadap video project siswa, terkait dengan indikator-indikator speaking, dan penilaian terhadap video project itu sendiri. Lalu, guru memberikan umpan balik kepada siswa, umpan balik diberikan guru kepada siswa agar siswa mengetahui kesalahannya dan dapat memperbaiki kesalahannya, semoga siswa dapat mengambilnya sebagai pelajaran.
Peneliti	:	Apa yang Ibu Sunarni lakukan apabila siswa merasa belum jelas dengan instruksi yang Ibu Sunarni berikan?
Narasumber	:	Ketika siswa belum merasa jelas dengan instruksi yang diberikan guru, guru akan memberikan materi tambahan dan memberikan contoh *video project* siswa sebelumnya. Selain itu, guru siap menjawab pertanyaan jika siswa mengalami kesulitan dalam mempersiapkan tugas *speaking*.

Peneliti	:	Apa tantangan yang dihadapi oleh Ibu Sunarni dalam mengimplementasikan video project dalam pengajaran *speaking*?
Narasumber	:	Tantangan dalam mengajar *speaking* adalah membantu siswa untuk berani berbicara dalam Bahasa asing, khususnya Bahasa inggris. Kesulitan siswa dalam *speaking* menjadi tantangan bagi kami, guru Bahasa inggris. Kesulitan yang biasanya dihadapi para siswa adalah siswa merasa kurang mendapatkan cukup kosakata dalam Bahasa inggris, merasa malu melakukan kesalahan berbicara dalam Bahasa inggris, merasa kurang percaya diri, kurang memiliki motivasi berbicara dalam Bahasa inggris terutama di depan orang maupun di depan kelas. Maka dari itu upaya guru dalam meminimalisir ketakutan siswa dalam belajar *speaking* adalah meminta siswa membuat *video project* dengan upaya agar siswa menjadi lebih berani berbicara dalam Bahasa inggris. Melalui *video project* diharapkan siswa mampu belajar aspek-aspek speaking, karena mereka akan melalui proses yang cukup panjang untuk menyusun *video project*. Mereka akan belajar menentukan topik, menyusun konsep, setting, melakukan pengambilan video berulang untuk menampilkan *speaking performance* semaksimal yang mereka mampu. Selain itu, mereka juga akan belajar mengenai teknologi dan pengeditan video.
Peneliti	:	Bagaimana Ibu Sunarni membagi penugasan *video project* siswa? Secara individu atau secara kelompok?
Narasumber	:	Pembagian penugasan *video project* secara individu, artinya *video project* dikerjakan secara individu oleh siswa, tidak secara kelompok. Akan tetapi waktu proses penyususnan mereka boleh untuk saling berdiskusi, meminta pendapat, dsb. Tetapi, untuk tugas tetap bersifat individu.
Peneliti	:	Apakah Ibu Sunarni juga meminta siswa untuk memberikan *feedback* pada video project masing-masing?
Narasumber	:	Ya, ketika video project sudah terkumpul semua nanti kita akan bersama-sama menonton di kelas, memberikan masukan berarti juga menganalisa apa yang telah mereka pelajari pada materi, mereka terapkan dalam proses pembuatan video project serta mereka terapkan untuk memberikan kritikan dan saran kepada

		teman-temannya yang lain. Memberikan masukan terhadap masing-masing agar mereka juga belajar bagaimana memberikan saran yang membangun dengan baik.
Peneliti	:	Apakah Ibu Sunarni menentukan lokasi pembuatan *video project* berlangsung? Apakah harus di dalam kelas? Atau Ibu Sunarni memberikan kebebasan bagi siswa untuk menentukan setting yang sesuai dengan topik dalam *video project*?
Narasumber	:	Penentuan lokasi pengambilan video saya serahkan kepada para siswa untuk menentukan sendiri setting yang sesuai dengan topik *video project* mereka. Hal tersebut merupakan bagian dari penyusunan konsep, jadi siswa bebas memilih lokasi yang sesuai.
Peneliti	:	Apakah Ibu Sunarni memberikan petunjuk atau arahan kepada siswa sebelum atau dalam proses pembuatan *video project*? Apakah ibu juga memberikan waktu untuk pengumpulan *video project*?
Narasumber	:	Ya, mulai dari pemberian materi, pemberian contoh-contoh video project sebelumnya, dan selalu meminta siswa untuk selalu bertanya apabila mereka menemukan kesulitan dalam proses penugasan video project. Karena video project merupakan tugas speaking yang bersifat otentik, maka diberikan tenggang waktu pengumpulan yang jelas untuk menyelesaikan tugas tersebut. Dikarenakan penyusunan tugas berentuk video yang memerlukan waktu cukup lama untuk menyelesaikannya, guru juga akan mempertimbangkan waktu yang sesuai agar siswa dapat menentukan konsep yang sesuai serta dapat mengedit video project mereka dengan baik. Biasanya saya memberika tenggang waktu dua minggu dari perintah saya memberikan tugas video project kepada siswa
Peneliti	:	Apakah Ibu Sunarni mempersilahkan siswa untuk mengeksplorasi *video project* mereka berdasarkan frame yang diberikan?
Narasumber	:	Ya, siswa diberikan kesempatan agar siswa dapat mengeksplore segala sesuatu yang dapat menambah pengetahuan mereka dalam pembuatan *video project* mereka, kegiatan tersebut diharapkan agar siswa mendapat banyak

		informasi, pengetahuan, dan dapat meningkatkan ide-ide kreatif mereka. Ide-ide kreatif harus dimunculkan agar siswa memiliki pengalaman yang baik dan menyenangkan dalam menyelesaikan tantangan-tantangan yang mereka hadapi.
Peneliti	:	Apakah Ibu Sunarni melaksanakan diskusi, simulasi, role play, brain storming, storytelling, information gap, interview, penyelesaian cerita, reportase, bermain kartu, deskripsi gambar, cari perbedaan, dan narasi gambar? Apakah ada tantangan dalam proses pelaksanaan tersebut?
Narasumber	:	Aktivitas yang dilakukan pada saat pemberian materi yang erkait dengan penugasan adalah diskusi bersama, setelah saya memberikan materi terkait dengan penugasan saya akan meminta siswa untuk bertanya tentang hal yang belum jelas bagi mereka. Setelah hal tersebut, lalu akan diberikan simulasi dengan pemutaran video project siswa sebelumnya, kemudian dilanjutkan dengan penugasan siswa terkait *video project*. Setelah tugas *video project* terkumpul, kita akan berdiskusi tentang hal-hal yang menjadi tantangan mereka dalam membuat tugas *speaking* berupa *video project*, para siswa masih merasa nerveous dengan apa yang ingin mereka sampaikan di depan kamera, mereka melakukan beberapa kali pengambilan video untuk mendapatkan hasil video yang maksimal. Tapi, dengan langkah itu pula mereka akan berlatih menghafal kosa kata yang mereka susun sebelum pengambilan video, mereka berlatih kepercayaan diri mereka sendiri dalam berbicara bahasa inggris.

Appendix 5

Nama :

No. Absen :

Kelas :

Berilah tanda centang sesuai dengan yang anda alami!

No.	Pertanyaan	Ya	Tidak
1.	Apakah anda merasa takut membuat kesalahan ketika berbicara dalam Bahasa Inggris?	80%	20%
2.	Apakah anda merasa kurang percaya diri apabila berbicara menggunakan Bahasa Inggris di depan kelas?	86.6%	13.4%
3.	Apakah anda merasa malu ketika berbicara menggunakan Bahasa Inggris di depan kelas?	80%	20%
4.	Apakah anda merasa bahwa anda tidak banyak menguasai kosa kata dalam Bahasa Inggris?	70%	30%
5.	Apakah anda kurang memiliki motivasi dalam berbicara menggunkan Bahasa Inggris di depan kelas?	70%	30%
6.	Apakah anda dapat mempelajari speaking lebih mudah melalui tugas speaking yang diberikan oleh guru?	100%	-
7.	Apakah video project memberikan anda stimulasi untuk berbicara dalam bahasa inggris lebih lancar dibanding sebelumnya?	100%	-
8.	Apakah anda merasa lebih percaya diri ketika nada berbicara di depan kamera dibanding berbicara secara langsung di depan kelas?	100%	-
9.	Apakah guru memberikan materi terkait dengan speaking sebelum memberikan tugas untuk membuat *video project*?	100%	-
10.	Apakah guru memberikan materi pembelajaran dengan menggunakan video?	100%	-
11.	Apakah guru memberikan materi pembelajaran melalui presentasi dalam powerpoint?	100%	-
12.	Apakah anda akan meminta dijelaskan ulang mengenai materi-materi yang belum anda pahami?	80%	20%

13.	Apakah anda menentukan sendiri topik dalam *video project* anda?	100%	-
14.	Apakah Anda mengalami kesulitan dalam memilih topik untuk proyek video?	-	100%
15.	Apakah Anda dapat memahami materi pembelajaran dan mengetahui manfaatnya setelah Anda mengumpulkan *video project* sebagai tugas *speaking*?	100%	-
16.	Apakah guru menyediakan sumber media pembelajaran yang sesuai dan bervariasi dalam setiap kegiatan pembelajaran?	100%	-
17.	Apakah guru memeberikan *feedback* terkait dengan *video project* mu?	100%	-
18.	Apakah anda membuat tugas *video project* secara berkelompok?	-	100%
19.	Apakah anda dan teman-teman memberikan komentar terhadap hasil *video project* kalian?	100%	-
20.	Apakah guru mengatur tempat duduk kalian dalam penugasan *video project*?	-	100%
21.	Apakah guru menentukan tempat (*setting)* dalam panugasan *video project*?	-	100%
22.	Apakah guru memberikan perintah dan petunjuk terkait dengan tugas yang diberikan?	100%	-
23.	Apakah guru memberikan tugas *video project* kepada kalian secara individu?	100%	-
24.	Apakah anda mengeksplorasi *video project* yang anda buat berdasarkan arahan dan perintah yang telah diberikan oleh guru?	100%	-
25.	Apakah anda membutuhkan waktu yang cukup lama untuk membuat video project?	96.7%	3.3%
26.	Apakah kalian merasa proses editing menjadi tantangan kalian dalam membuat *video project*?	80%	20%
27.	Apakah anda mendapatkan tambahan kosakata ketika berbicara didepan kamera dibanding berbicara secara langsung di depan kelas?	100%	-
28.	Apakah anda merasa lebih excited ketika anda mendapatkan tugas *speaking* dalam pelajaran Bahasa inggris melalui *video project*?	100%	-

29.	Apakah anda melakukan pengambilan video berulang kali untuk menghindari rasa takut akan kesalahan dalam pembuatan *video project*?	100%	-
30.	Apakah anda lebih termotivasi akan penugasan *video project* karena anda juga dapat berlatih menggunakan teknologi dan mengasah kreativitas anda?	100%	-

Appendix 6

Screen Capture of Students' Video Project

1.

2.


FILLADELVIA'S
CAFFE
OFFERS BREAK RELAX MENU
FILLADELFIA'S CAFFE
Hot promo!
Are you a student?
Bring your student card and get
discounts up to 25% for desserts
and non-coffee drinks.
*for dine-in only

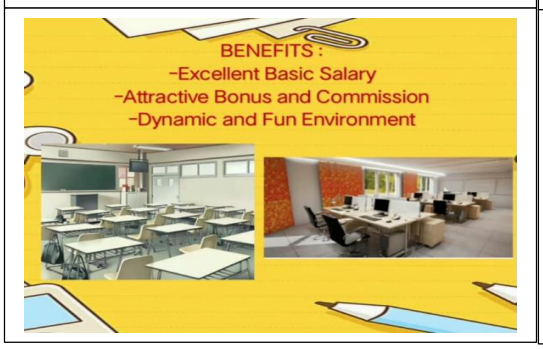

MORE INFO
(0271) 887766
089123456789
@caffes_delvia's
@coffe_delvia's
Jln. Anggrek no. 23 Purbayan Baki Sukoharjo.
Kode pos : 12345 www.https//filladelvia'scaffe
Warnings to comply with health protocols!


Hey NEW DAY!
Thank You
- FOR YOUR PURCHASE -
COFFEE

3.


JOB VACANCY FOR ENGLIS
TEACHER


JOB VACANCY FOR ENGLIS
TEACHER


BENEFITS :
-Excellent Basic Salary
-Attractive Bonus and Commission
-Dynamic and Fun Environment

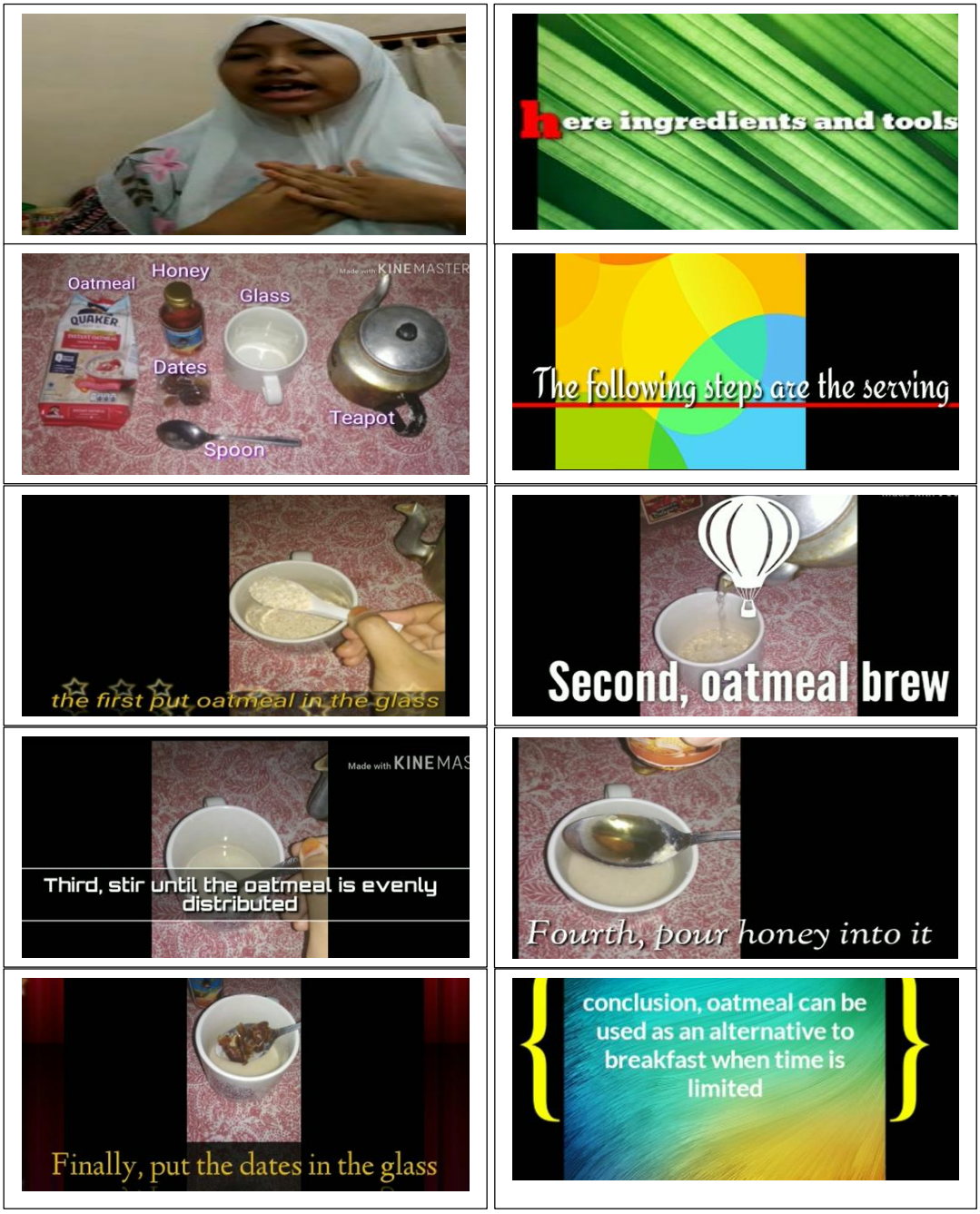

MORE INFO
SEND YOUR CV BEFORE 27 SEPTEMBER, 2021 TO ILC
OFFICE, JL.GATOT SUBROTO NO.25 SOLO 57551, PH/FAX
(0212)81279
OR
EMAIL : ENGLISHTEACHERILC@GMAIL.COM

4.


English
COURSES


LEARN ENGLISH
Beginner,
Intermediate
& Advanced
An accredited TEFL (Teaching English as Foreign Language)
Tutor with 5 years experience
0895-355-1286
englishcourses@gmail.com
175K/session
Please contact us for group rates

5.


here ingredients and tools
Oatmeal
Honey
Glass
Dates
Teapot
Spoon
Made with KINEMASTER
The following steps are the serving
the first put oatmeal in the glass
Second, oatmeal brew
Made with KINEMAS
Third, stir until the oatmeal is evenly distributed
Fourth, pour honey into it
Finally, put the dates in the glass
conclusion, oatmeal can be used as an alternative to breakfast when time is limited

6.


WARNING !
Please turn up the volume before watching this video
Assalamualaikum warahmatullahi wabarakatuh
In this video I will discuss about:
HOW TO INSERT AN INTERNET CARD OR SIM CARD
This video aims to provide a way to insert a sim card or internet card in a handphone
The first you need :
HANDPHONE
Second You need:
SIM CARD INJECTOR
Third you need :
INTERNET CARD / SIM CARD
First steps:
Push the Sim card injector into the slot of the sim card slot
Then, remove the sim card slot
Insert the internet card / sim card into the sim card slot
Then, push the sim card slot to close it
Now inserting a sim card into a cellphone is no longer
Thank for watching this video
May be useful
Wassalamu'alaikum warahmatullahi wabarakatuh

7.


Rose Restaurant Offers iftar menu packages
SERVING A COMPLETE MENU FOR BREAKING THE FAST
YOU CAN CHOOSE THE MENU YOU LIKE
PACKAGE A.....IDR 50K/PACKAGE
PACKAGE B.....IDR 100K/PACKAGE
PACKAGE C.....IDR 110K/PACKAGE
20april-12may 2021
5.00PM-9.00PM
AT ROSE RESTAURANT
MORE INFO
CALL:(0341)908654
IG:ROSE'S_RESTO
WA:085763489720
Jalan.Mawar Raya No. 14,Jogja

8.


how to make hot tea
all ingredient
how to make hot tea
hot water
how to make hot tea
TEH POCI
TEA BAGS
sugar
A GLASS AND A SPOON
a glass
fisrt, add enough sugar, according to taste


put,one tea bag in a glass
put, the hot water in a glass
shake it tea bag until the water turn brwon
stir well... until the sugar dissolves
okay sis and bray hot water is ready to drink

9.

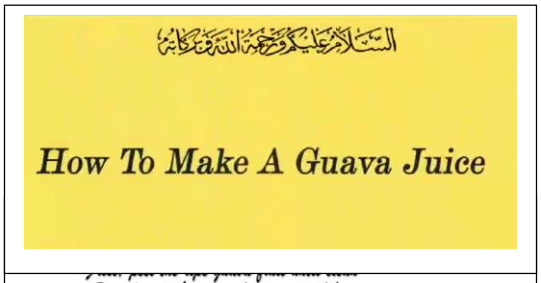

ASSALAMUALLAIKUM WR WB
INGREDIENTS:
1)MILK
2)ICE CUBE
3)WATER
4)SUGAR
INGREDIENTS:
1)MILK
2)ICE CUBE
3)WATER
4)SUGAR
EQUIPMENTS:
1)BLENDER
2)GLASS
3)STRAW
STEPS:
1)OPEN THE LID OF THE BLENDER THEN PUT THE MILK INTO THE BLENDER
STEPS:
2)THEN ADD SUGAR TO THE BLENDER
STEPS:
3)PUT WATER INTO THE BLENDER
STEPS:
4)CLOSE THE BLENDER, THEN PRESS THE ON BUTTON
STEPS:
5)IF ALREADY POUR THE MILK INTO THE GLASS

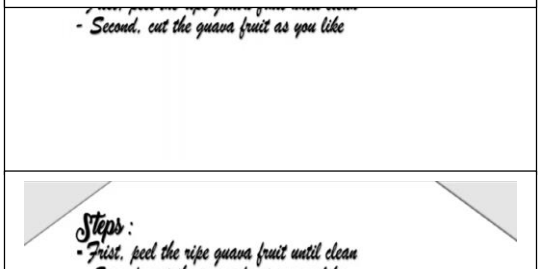

STEPS:
6)ADD ICE CUBES ACCORDING TO TASTE


ICE MILK IS READY TO DRINK:)

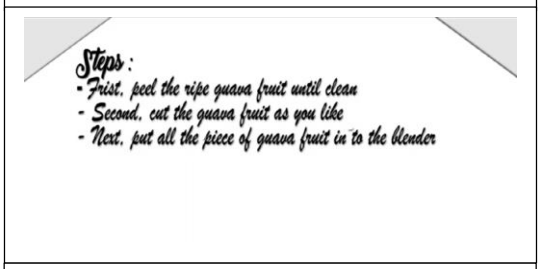

THAT IS ALL AND THANK YOU
WASSALAMUALLAIKUM WR WB

10.

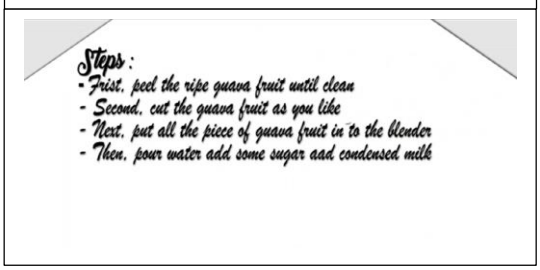

How To Make A Guava Juice

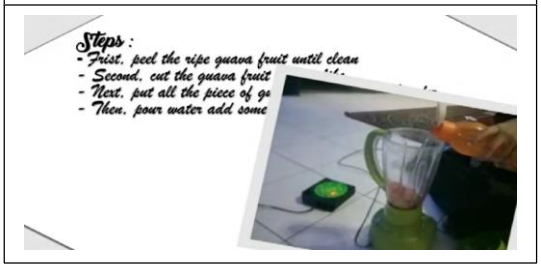

- Second. cut the guava fruit as you like


Steps :


Steps :
- Frist. peel the ripe guava fruit until clean
- Second. cut the guava fruit as you like
- Next. put all the piece of guava fruit in to the blender


Steps :


Steps :
- Frist. peel the ripe guava fruit until clean
- Second. cut the guava fruit as you like
- Next. put all the piece of guava fruit in to the blender
- Then. pour water add some sugar aad condensed milk


Steps :
- Frist. peel the ripe guava fruit until clean
- Second. cut the guava fruit
- Next. put all the piece of
- Then. pour water add some


Steps :
- Frist, peel the ripe guava fruit until clean
- Second, cut the guava fruit as you like
- Next, put all the piece of guava fruit in to the blender
- Then, pour water add some sugar aad condensed milk
- and then, put all the crushed ice cubes into the blender
- After that trun on the blender with medium speed and wait until becomes smooth
- Finaly, pour the guava juice into a glass
- Delicious guava juice is ready to serve

11.


MY NEWS
Breaking News
BREAKING NEWS

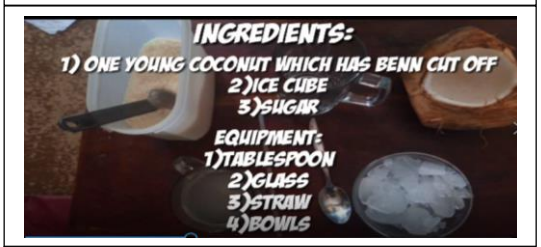

Breaking News
BREAKING NEWS


BREAKING
NEWS
Breaking News
BREAKING NEWS

12.


"HOW TO MAKE
YOUNG COCONUT ICE"


GOAL
(TUJUAN)
Young Coconut Ice is liked by many people from adult until kids because it makes us feel fresh and it also has many benefits to our body we can find the young coconut ice trader in some street side in Indonesia But we also can make it by our selves So guys I want to teach you all how to make a young coconut


INGREDIENTS:
1) ONE YOUNG COCONUT WHICH HAS BENN CUT OFF
2)ICE CUBE
3)SUGAR
EQUIPMENT:
1)TABLESPOON
2)GLASS
3)STRAW
4)BOWLS


STEPS:
1)FIRST, POUR YOUNG COCONUT WATER INTO A GLASS


STEPS:
2)SECOND, TAKE THE YOUNG COCONUT MEAT THAT IS STILL ATTACHED TO THE FRUIT AND PUT IT IN THE GLASS


STEPS:
3)THIRD, GIVE SUGAR ACCORDING TO TASTE


STEPS:
3)THIRD, GIVE SUGAR ACCORDING TO TASTE
AND THEN STIR

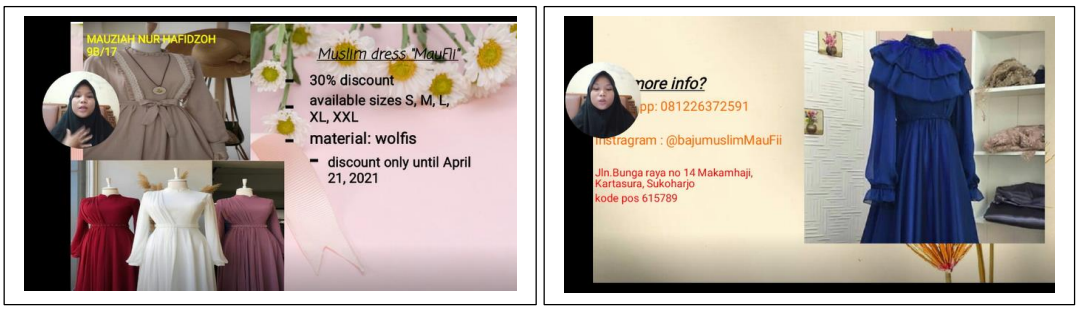

STEPS:
4)FINALLY, ADD ICE CUBES ACORDDING TO TASTE


YOUNG COCONUT ICE
READY TO DRINK

13.


How to make a delicious chocolatos
ngredient
chocolatos green tea
ice Cube
enough wate
cheese
tools
blender
grated cheese
cut
step by step
cut the green tea chocolatos
add enough ice cubes
add enough water
blend until smooth
ready and serve

14.


MAUZIAH NUR HAFIDZOH
9B/17
Muslim dress "MauFii"
30% discount
available sizes S, M, L, XL, XXL
material: wolfis
discount only until April 21, 2021
more info?
wa: 081226372591
Instagram : @bajumuslimMauFii
Jln.Bunga raya no 14 Makamhaji, Kartasura, Sukoharjo
kode pos 615789

15.


STRAY
JAPANESE
WELCOME
TO OUR
DELICIOUS & CHEAP MENU THAT CAN
BE FOUND HERE !!
WEEKEND SPECIALS
DISCOUNT
50%
YOU CAN GET IT ON
SOLO SQUARE, JL. SLAMET RIYADI NO.451-455, PAJANG,
LAWEYAN, SURAKARTA
FOR THE FIRST 5 PEOPLE GET A FREE
MUG
MORE
INFORMATION

16.


Breaking News
BREAKING NEWS

PHOTOS

(First Observation on Monday, 7th November 2022)

(Second Observation on Friday, 11th November 2022)

(Third Observation on Wednesday, 23th November 2022)

(After doing interview with Mrs. Sunarni, S. Pd.)

(The students are doing the questionnaire)