

**STUDENTS' PERCEPTIONS TOWARDS VIDEO PROJECTS AS  
LANGUAGE ASSIGNMENT**

**THESIS**

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**FAKULTAS TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH  
2024 M / 1445 H**

Submitted to *Fakultas Tarbiyah dan Keguruan*  
*Universitas Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfilment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*  
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accepted in partial fulfillment of the requirements for the Bachelor Degree of  
Education in English Language Teaching

on:

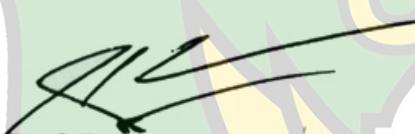
Monday, 22 April 2024  
13 Syawal 1445

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**Students' Perceptions Towards Video Project as Language Assignment**

adalah benar-beanr karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 18 April 2024

جامعة الرانري

Saya yang membuat surat pernyataan,

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## ACKNOWLEDGEMENT

All praises belong to Allah *subhanahuwa ta'ala*. All substances that are ghafur, substances are most grateful who have given thousands of immeasurable blessings. The pleasures of faith, the blessings of Islam, to the blessings of being healthy and fit, so that I can finish this thesis well. *Shalawat* and greetings may always be poured out to the Great Prophet Muhammad *shalallahu'alaihi wa sallam*, who has brought us from the darkness to the lightness.

First of all, I would like to thank and offer my sincere respect to my supervisors Prof. Dr. T. Zulfikar, M.Ed and Fera Busfina Zalha, M.A who always provide direction, time, encouragement, support and guidance in helping me complete this thesis. My sincere thanks also go to Prof. Safrul Muluk. S.Ag., MA., M.Ed. Ph.D. my academic adviser, for his encouragement and direction while I was a student majoring in English Education at UIN Ar-Raniry. Secondly, my special thanks is dedicated to my family who always supported and prayed for me.

The writer acknowledges that this thesis is not flawless and still has weaknesses. Therefore, the readers' criticisms and suggestions are necessary to enhance its quality. Additionally, this thesis is expected to be useful for other researchers and readers.

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## ABSTRACT

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Thesis Working Title : Students' Perceptions toward Video Projects as Language Assignment  
Main Supervisor : Prof. Dr. T. Zulfikar, M.Ed  
Co- SuperVisor : Fera Busfina Zalha, M.A  
Keywords : Students' perceptions, Video project, Technology, Language Assignment

This research aims to explore the students' perceptions towards the benefits and the drawbacks of video project as language assignment. This qualitative research used purposive sampling in recruiting the participants. The data of this study were obtained by conducting the interview with seven students as the samples of the study. The samples were seven students of English language department of UIN Ar-Raniry who has experience in producing video project as language assignment. The results showed that video project provides several advantages including improving students' Language skills, enriching students' pronunciation, grammar and vocabularies, enhancing students' technology skills and creating interactive and creative learning experiences. Moreover, this study found its disadvantages that the students experienced while producing video project, including the time-consuming project, software issues and miscommunication with the instructor.

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## CHAPTER I INTRODUCTION

### A. Background Of The Study

In these couple years, information and communication technology (ICT) has become familiar, spread out and influenced every aspect in our lives. It also does the same in educational field, technology has the power to provide not only superficial access to learning resources, but also increased opportunities for autonomous learning. It has significantly increased possibilities for interaction and situated learning; and encouraged for learning outside of formal contexts (Reinders & White, 2011). Today students live in a highly technological world. Most students use some form of technology every day, including texting, social networking, and surfing the web. Students find these types of techniques very useful and very enjoyable, It is possible that students who are familiar with this type of technology may choose to use it in school. Additionally, the integration of technology in language classes may have an impact on the teaching and learning process (Christen, 2009)

Innovation and creativity are needed in language class to increase students' motivation in the classroom. As it is known, a digital video is one of the technologies which is well-used in language learning class. It is often recognized that assigning students to create digital videos can provide an engaging and authentic learning assignment (Dumova, 2008). This may be because it is low budget, interesting and increasing students' motivation in learning process. By

creating video projects, it can enhance students' listening and speaking skills and it makes easier for teachers to assess students' language skills (Saidu, 2017). The project can be a recording file by asking students to record themselves doing presentation etc. Furthermore, Sumardi (2020) argues that the video project assists students in improving their ability to create an appropriate introduction, maintain voice volume and expression, and encourage their creativity to create great videos. Ferdian (2019) also proposes that by producing videos in language class provided students with the opportunity to express their creativity, work in a team, and be a part of a motivating experience because it provided an opportunity to practice communication skills, cooperation skills, and personality skills that will be necessary for students' future careers.

However, despite its advantages, video projects are also found to have some weaknesses. Turayeva and Kholmurodova (2022) state that there are several downsides in implementing a video project: cheating cannot be avoided, face-to-face communication is decreasing, inaccessible to others, focuses on theory rather than experiment, time management and self-motivation are required. Puspa (2016) also proposes that despite the fact that students recognize the value of the video project, students reported a variety of difficulties during the project's implementation, such as time conflict, and teamwork issues are the most common obstacles.

This study took place at UIN Ar-Raniry Banda Aceh. In PBI UIN Ar-Raniry itself, studies about the use of technology in classroom activities have been done several times. Firstly, a study conducted by Ayuliana (2024) exploring students'

perceptions on EngVid Youtube to improve vocabulary mastery. The study utilized the EngVid Channel on YouTube as a learning media, incorporating audio, video, and image elements that help the language teaching process. It focuses on whether or not the use of EngVid can improve students vocabulary skill. The study mainly shows that students give positive voices on the use of EngVid as one of medium in teaching language and also the positive results in improving vocabulary skills. Another study was conducted by Yolanda (2021), exploring PBI students' voices on the use of digital platforms during the COVID-19 in education. It focuses on students' perceptions toward the use of digital platform in teaching and learning process by evaluating the tools such as google classroom, google meet and canvas. The result of the study shows that students have a positive agreement toward the use of digital platforms during COVID-19 pandemic.

In line with the previous studies, this study also focuses on the use of technology in teaching learning activities. However, as Yolanda (2021) focused on the use of digital platforms in teaching, this study delimits the focus only on the use of digital video in teaching learning process. Furthermore, in her study, Ayuliana (2024) use technology as a powerful tool for media in language class to improve students vocabulary skill. Meanwhile, this study is only concerned with how students perceive to the video project as one of the Language assignments. It is essential to investigate about students' perceptions on the involvement of technology, specifically video project as an assignment, because this activity has now commonly done as a part of teaching. Furthermore, this study delimits the investigation on the advantages and disadvantages of the use of video project for

assignments so that it can provides information that can help lecturers or teachers to evaluate and consider whether it can be used as language assignment to make class more interesting and easier to assess students works.

## **B. Research Question**

Based on above background of study, the researcher formulates the following research question: “What are students’ perception on the benefits and drawbacks on the use of video projects as language class assignment?”

## **C. The Aims of the Study**

Regarding to research question, the aims of this study to explore students’ perception on the benefits and drawbacks on the use of video projects as language class assignment.

## **D. Significance of the Study**

This research is expected to bring benefits to several parties, including teachers, students, and researchers. For teachers, this research serves as a tool for evaluating and considering whether video project can be used as language assignment to make class more interesting and easier to assess students works. For students, this study can increase students’ motivation and creativity in language classroom by using technology and knowing its advantages. Finally, this research may also be important knowledge as a foundation for any researcher who intends to conduct research on the same or a related topic.

## E. Research Terminologies

### 1. Students' Perceptions

According to Cambridge Dictionary, perception is beliefs or ideas shared by people and based on how things appear to work (<https://dictionary.cambridge.org/>). Therefore, students' perception in this study is referred as the attitude or opinions toward video project as language assignment belong by students.

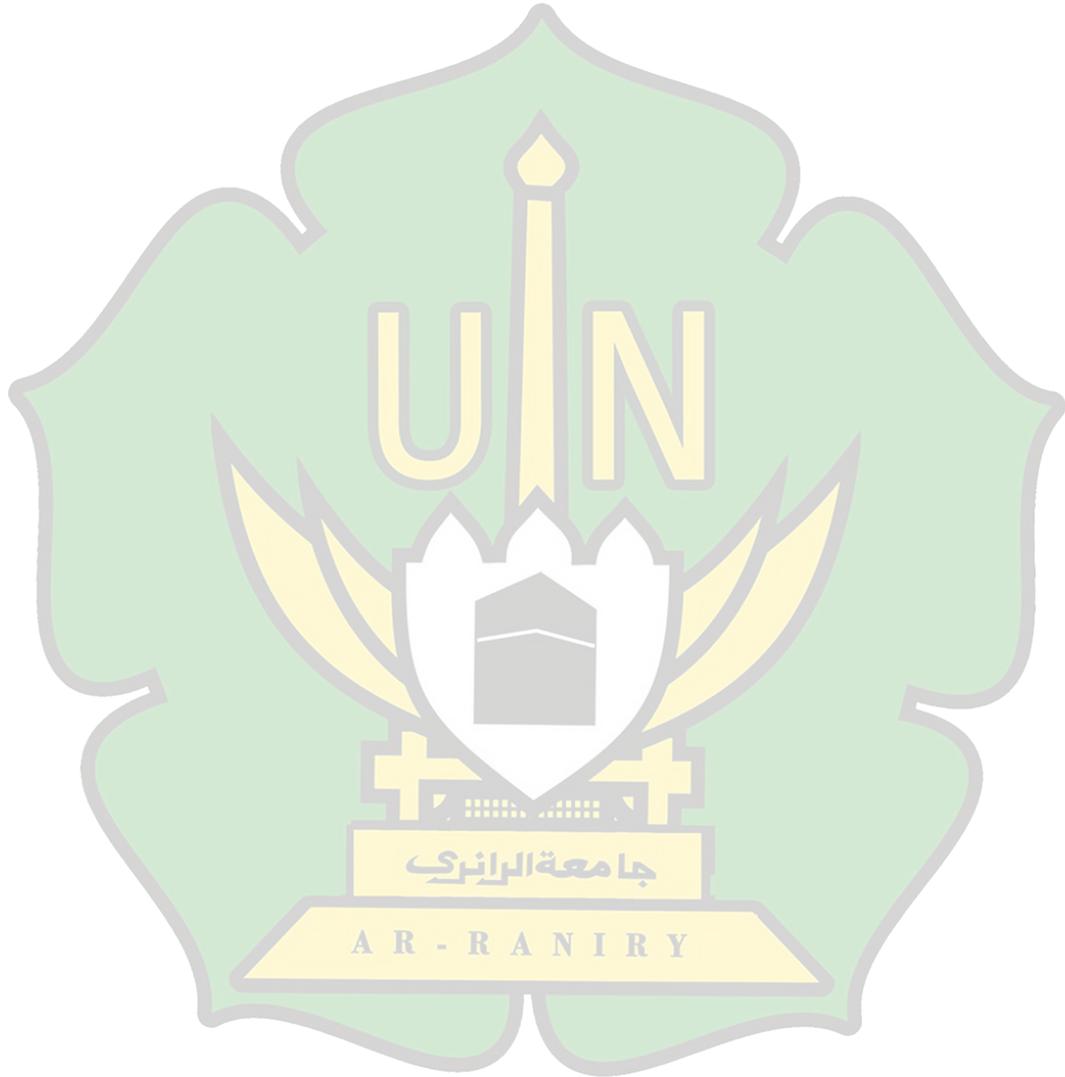
### 2. Video Project

According to Cambridge Dictionary, video is recording of moving images and sound, particularly as a digital file, DVD, etc (<https://dictionary.cambridge.org/>). As mentioned by Cambridge Dictionary, project is a comprehensive examination of a specific subject, particularly by learners (<https://dictionary.cambridge.org/>). In this study, video project refers to audio-visual media that is delivered to students by teacher as the language assignment.

### 3. Language Assignment

Based on Cambridge Dictionary, assignment is a piece of activity is assigned to a person as part of their studies or job to do (<https://dictionary.cambridge.org/>). Therefore, the assignment stated in this study is referred to a task assigned to students by teachers,

specifically in the form of video projects as language assignments in language classrooms.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Students' Perceptions toward Video Project**

Students are the main and the most important resource in the teaching and learning process. According to Ting (2013), the implementation of video project assignments in the classroom positively influences students' perceptions. These perceptions are determined by three key factors: their experiences, capacity to learn English skills, and the usefulness of the assignments. Furthermore, Santoso and Ferreira (2008) states that students' perception does impact in academic field by seeing the result of study that suggest positive perceptions gains from students at the end of the semester have a positive impact on students' performance.

In addition, students' perception is the method of applying students to information about an issue in the context of the supervised learning method's application. Additionally, students' perceptions of video projects as language assignments can be positive or negative, depending on their experiences, ability to master English skills, and the usefulness of video project assignments.

#### **B. Language Assignment**

##### **1. Assignment in Teaching**

According to Permana (2001), assignment is a pedagogical method that facilitates teaching and learning through interactive engagement, this approach involves the teacher providing tasks for students to complete either individually or

in groups, either within the school environment or at home. Furthermore, Brown (2016), also points out that Language assignments involve getting examples of how well students speak and write, keeping track of those examples in some way, figuring out what the records mean about the test takers' language skills, and then making decisions based on these interpretations.

## 2. Types of Assignment

According to Asrul (2015), assignment can be divided into two categories: written and performance.

### a. Written Assignment

The writing assignment allows many styles and registers. Students demonstrate their comprehension of style, registers, and text elements. Students must use course resources appropriately for the objectives and circumstances of their activities, both in substance and style. There are two types of written assignment: the essay form and objective form (Asrul, 2015).

#### 1) Essay

Essay is an assignment which includes questions that require a descriptive answer, both unlimited and limited descriptions. It requires students to arrange and formulate answers in their own words, as well as evaluate their ability to think critically.

#### 2) Objective

The objective assignment, also known as the short response test, consists of items of questions that the students can respond by

choosing one or more. There are several types of objective assignments, such as completion tests, multiple choice tests, matching tests, and true false tests.

b. Performance Assignment

A performance assignment is a task that requires learners to react in the form of behaviors, actions, or deeds while being observed by teacher who will evaluate the quality of the learning outcomes that created or performed based on their presence. Learners respond to what is commanded and required by teacher.

According to Chun (2010), performance tasks are commonly employed in fields where performance is the natural focus of instruction, such as visual and performing arts, physical education, and career-technology. Such assignments can be employed in many subject areas and differentiated instruction.

3. Assignment in Language Learning

Assignments in language teaching can be divided based on the language skills which are listening, speaking, reading, and writing.

a. Listening

The purpose of listening comprehension practice in the classroom is for students to acquire the skills necessary to perform effectively in authentic listening contexts. In sight of this, it makes sense to analyze what real-world listening entails and the skills listeners must possess to grasp in a wide variety of contexts, there are several types of tasks or assignment to evaluate listening skill such as identifying

true or false task, detecting mistake, cloze, note taking and summarizing task (Newton & Nation, 2020).

b. Speaking

Teaching speaking is a method that assists students in gaining knowledge from the environment system and is important for informing, persuading the goal, expressing an idea, communicating, and interacting with a human being in daily activities (Pakula, 2019).

There are several types of tasks or assignment to evaluate speaking skill such as identifying pictures different, debate, role play and describing pictures (Newton & Nation, 2020).

c. Reading

Reading, undoubtedly the most important skill for success in all educational environments, is crucial as it develops measures of general language competence (Brown, 2004). There are several types of tasks or assignments to evaluate reading skill such as written response, multiple-choice, cloze tasks, scanning, note-taking and outlining (Brown, 2004).

d. Writing

The purpose of teaching writing is to provide pupils with the ability to express themselves through writing (Bachani, 2015). Writing is an effective form of communication; thus, it is necessary to develop the skill, there are several types of tasks or assignment to evaluate writing skill such as short-answer and sentence completion tasks,

paraphrasing, guided question and answer, paragraph construction tasks, strategic options, and test of written English (Brown, 2004).

According to theories above, it can be concluded that Language learning assignments are based on their components. Listening, speaking, reading and writing have different work and particular objective in completing the assignment. After doing these language assignments, pupils are expected to improve their communication skills, writing, reading, and listening skills by expressing situations and ideas about an event in social conversation, writing a one-paragraph narrative about a basic historical event, and identifying irregular past tenses of specific verbs in an essay and story.

### **C. Video Project**

#### **1. Video Project**

Video project activities were extremely motivating for students because they allowed them to reflect on their learning and innovative, enjoyable, challenging, and interesting, also engage student cooperation and cooperative learning (Hafner & Miller, 2011).

As this study uses video project as its variable, thus, video project mentioned in this study is referred to the assignments which is discussed in previous paragraph to evaluate students' understandings of the course.

## 2. The Use of Video Project in Language Class

Video project is one of technology which is well-used in language learning class. It is quite common for educators to use it as their teaching activities and a valuable assignment in various language class (Kearney, 2006). Video project can be used in various class activities, based on the some previous research, there are three common classes in implementing video project as teaching and learning activity such as speaking, writing and Lanugage and cultural class (Abdul, 2016; Hutchinson, 2016; Forester & Meyer, 2015).

### a. Speaking Class

In speaking class, video project is used to enhance various aspects of oral communication skills. Abdul (2016) shares some specific video project examples that can be used in evaluating students' proficiency in speaking class. Those projects include several project such as presentation, storytelling, speeches and self assessment project. All of the types of the projects that can be used in speaking class will be explained below.

#### 1) Presentation Project

This project assigns learners to produce video that are relevant to their academic assignments or personal interests. The project allows students to acquire practical knowledge and self-assurance in effectively articulating their thoughts.

## 2) Storytelling Project

Storytelling project offers student to document themselves narrating personal or fictitious anecdotes or stories. The activity facilitates the development of fluency, narrative skills, and captivating narration strategies.

## 3) Speeches Project

The project directs students to present monologues or talks on a particular subject or concept. Involving in this exercise facilitates the enhancement of their fluency, speaking, and cognitive organization.

## 4) Reflections and Self-Assessments

In this project, students participate in the task of creating self-assessment videos whereby they engage in reflection about their development, identify their strengths and limitations, and establish goals for enhancing their speaking skills. This practice promotes introspection and the establishment of goals.

### b. Writing Class

Integrating multimedia components into a writing class through the use of video assignments can be an inventive method of improving various aspects of writing proficiency Hutchinson (2016). Video project has several roles for educators in running writing class. It can be a tool to evaluate students writing proficiency and also the media to make the class more interesting. Hutchinson (2016) points out several ideas of video project that can be used by teacher in writing class such as

collaborative writing project and multimedia journals. The activities mentioned before will be explained in detail below.

1) Multimedia Journals or Blogs

This project encourages students to use video entries to construct multimedia journals or blogs. They can convey their views, feelings, or responses by combining written reflections with audiovisual content.

2) Documentary-style Research Papers

In this project, students are instructed to conduct study and produce a documentary-style video presentation of their findings. It may support their written content with visuals, infographics, and data while narrating their research.

3) Collaborative Writing Projects

The project instructs students to work in groups to develop a video adaptation of a script or narrative that they have written collaboratively. The result facilitates collaboration, ideation, and group writing efforts.

c. Language and Culture Class

Forester and Meyer (2015) propose that incorporating an intercultural element into the culture video project have been elevated to significant level of value by giving students the chance to show off what they have learned and the freedom to create, explore, and learn while also showing skills that can be used outside of language classes would be helpful. Furthermore, Kitai (2015) also points out that video projects are used as dynamic instruments in Language and culture courses to

investigate the complicated relationship between a given language and the society in which it is unique.

In his study, Kitai (2015) offers some video project activities that can be used by teachers as a tool and media for students in doing assignment and final project, the activities which are comparative study, cultural exploration, interviews and oral histories.

#### 1) Cultural Exploration

In doing this project students can focus on certain cultural aspects related to the language they are learning, it can be in form of films or video presentations. This could include customs, holidays, routines, food, art, or the way people act in general. The videos can go into detail about the historical importance and how things are done now, giving viewers a sense of cultural diversity.

#### 2) Comparative Studies

Students can make videos that point out the differences and parallels between their own culture and the culture they are studying. Building cross-cultural knowledge and understanding becomes easier by doing this.

#### 3) Interviews and Oral Histories

The project gives students the opportunity to engage in interviews with individuals who are native speakers or belong to the culture under study. The interviews have the potential to encompass a wide range of subjects, which could extend to personal stories, cultural norms, changes in society dynamics, and viewpoints on language and self-identification. This

methodology offers genuine and valuable perspectives on the cultural aspects.

To put it simply, video projects are a valuable resource for language teachers because they may be used to complement lessons in a variety of ways that address different areas of language acquisition and intercultural competence.

### 3. Advantages and Disadvantages of Video Project

#### a. Advantages of Video Project

In applying video projects in language classes, there are various advantages based on some experts' arguments. One of them proposes that using video project in the class can improve students' language skills, another expert also claims that using video project can explore students' learning experience (Sun and Yang, 2016; Puspa, 2015).

##### 1) Improvement in Language Skills

Multiple research studies have indicated that the implementation of video projects as language assignments can have a beneficial effect on students' language skill development, as argued by Khotimah (2018) in her study that the majority of students held a positive perception regarding the impact of video projects on their English proficiency. Specifically, they believed that video projects had enhanced their English skills in terms of vocabulary, pronunciation, grammar, and writing. In addition, Sun and Yang (2015) also proposes that by incorporating video projects into speaking classes, students can significantly enhance their oral communication

abilities. This is achieved by providing them with diverse speaking contexts to practise in, which also fosters chances to express creativity and personal expression.

Furthermore, the academic performance of the students was evaluated in terms of progress in the areas of speaking, writing, and listening in English through video project activity. It caused by process of producing the video project in finishing the script. Student gained new vocabularies, learning how to pronounce the word correctly while filming and how to speak confidently (Jung, 2021).

## 2) Improvement in Students Learning Experience

According to Puspa (2016) video project initiative encourages students to independently seek out additional information and enhance their English proficiency beyond the confines of the classroom. Due to the fact that they were required to complete their projects, the students have developed greater independence and required to initiate activities outside the classroom.

In addition, Fraser and Oram (2003) also consider there are four reasons why a video project is useful to students. The first reason is active since students may utilize their creativity to make a film through a video project. The second one is useful. It is how the students connect new experiences like video projects to things they have already done. During the learning process, they can change what they think about the video project. The third reason is deliberate. Students should create goals to achieve during the learning process, and then apply this way of learning in the future. The fourth reason is realistic. Students must create movies on their own biographies as part of their video assignments. They must be able to decide on

genuine matters. The final reason is cooperative. Typically, it is required when students work in groups. While students work alone, they must be collaborative with the instructor when the instructor explains the projects. They must understand the process and steps involved in generating the video production.

### 3) Improvement in Technology Skills

Implementation of technology into language education especially through video projects leads improvements in students' digital literacy and their ability in using digital tools (Chen, 2021). Furthermore, Doughty and Long (2003) state that their study offers additional support and new insights into the advantages of using video projects to optimise students in growing their technological skills, which is one of the competencies necessary for the 21st century.

#### b. Disadvantages of Video Project

Despite the fact that video projects come with a number of advantages, there are also some drawbacks to consider. Some experts propose that video projects not only have advantages but also disadvantages that teachers should consider before implementing video projects in language classes, one of the most frequently found in some research studies is the students' difficulty in preparing the video project (Jung, 2021; Puspa, 2016).

According to Jung (2021) that by implementing video project in language class can bring several disadvantages, one of them is the difficulties faced by students during the video-making process. There are some difficulties mentioned by Jung (2021) in his study :

- 1) Misscommunication between student and instructor
- 2) Differences of opinion with partner in group
- 3) Memorizing script
- 4) Software issues
- 5) Tight deadline
- 6) Lack of confidence in front of camera

In accordance with preceding theoretical frameworks, Puspa (2016) also claims that despite the fact that students recognize the value of the video project, students reported a variety of difficulties during the project's implementation, such as time conflict, and teamwork issues are the most common obstacles.

Based on the preceding explanation, it can be inferred that video projects offer students the chance to increase language skills, new learning experience and enhance the technology skills. Despite all these beneficial effects, it is impossible to deny that the video project also has negative effects such as experiencing difficulties in doing the video project. Taking into consideration the available resources, learning objectives, and audience preferences is crucial when deciding whether to employ video project.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

According to Ary (2010), research design is the researcher's strategy for how to gain a deeper understanding of a community or a circumstance in its context. This study employed qualitative research as its research design. Qualitative research is a method that concentrates on the subjective experiences of individuals in order to acquire insight into the specific meanings and behaviours of social phenomena (Amanda & Palmer, 2006). This study was referred as qualitative research since it did not use hypotheses and variables, but rather simply described and analysed existing events without special treatment of the objects studied. Furthermore, as mentioned by Leavy (2017), qualitative study attempts to gain information from participants by exploring, investigating, and learning about social phenomenon to build a deeper understanding. The values underlying qualitative research include the importance of people's subjective experiences and meaning-making processes, as well as the acquisition of a depth of understanding, which can be achieved through the use of a small sample size. In accordance with this, qualitative research typically involves a smaller number of participants in order to obtain the requisite data, as opposed to utilising a larger group of participants (Mackwy & Gass, 2005). Thus, this study also tried to dig information from research participants by doing interviews to answer the research question's problem in deeper level by analysing an individual, a group, or an event as thoroughly as possible.

## **B. Research Participants**

The participants of this study were seven English education students from the 8<sup>th</sup> semester. In choosing the participants, this study used purposive sampling technique. Purposive sampling is the selection of a sample based on the characteristics of the entire population required by the researcher for the study (Mackey & Gass, 2005). Those participants were selected based on the following criteria:

- English Language Education students from batch 2020
- English Language Education students who have done video project assignment for at least three times.

## **C. Methods of Data Collection**

The data for this study were collected by conducting interviews to obtain complete and accurate information about the research questions. Sugiono (2008) states that an interview is a meeting between two people who exchange information and ideas through questions and answers, which leads to communication and building a common meaning on a particular topic. In this study, the researcher used semi-structured interview as a tool to dig information from the participants so that the participants had more opportunities to express their opinion about the question which is related to their experience in doing and implementing video project in their language class as language assignment.

Furthermore, the interview was done via mobile phone. There were several questions in the interview which focused on students' perceptions toward the use

of video projects as language class assignment. Specifically, the questions were concerned with the advantages and disadvantages perceived by the students as they experienced in doing video project as language assignment. Before beginning the interview, the researcher informed the participants the background information on the study, its aims, significances, the research method, and the protection of participants' privacy. Here are the steps involved in conducting the interview:

1. Prepared the questions that will be presented to the respondents.
2. The researcher interviewed the respondents.
3. The researcher transcribed the data by listening to the recording after conducting the interview.
4. Then, the researcher summarized the interview results.
5. Finally, the researcher analyzed the data.

#### **D. Data Analysis Procedure**

In analysing data, this research converted the qualitative data audiotape recorder into textual information. According to Creswell (2012), transcription is the conversion of audiotape recordings or field notes into text data. After transcription, and then followed by codification by excluding certain unnecessary information from respondents. After having done the codification, the perceptions and opinions of students on the use of video project as language assignment were analysed qualitatively and descriptively by concerning the selected facts. The descriptive analysis is a great strategy for evaluating and gathering interview data since it gives the researcher to gain a detailed and in-depth description of the data (Nazir, 2005).

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

Based on the research question, the findings are divided into two sections. The first section discusses the benefits of video projects as language assignments, while the second section explores their drawbacks. The data were collected through interviews with seven English education students from the 8<sup>th</sup> semester. The interviews were conducted from the 1<sup>st</sup> of February to the 6<sup>th</sup> of February. For simplicity, the researcher codified each participant as P1 presenting student 1, P2 presenting student 2, P3 presenting student 3, and so on until P7.

**Table 4. 1**

*Students' feedbacks on video projects.*

Name	Class	Video Project	Feedback
P1	English Curriculum Development	Produced a video which explained how to create a comprehensive lesson plan for teaching a specific English language skill or topic. Included detailed explanations of activities, materials used, and	Found the process stressful and intimidating, minimal improvement in language skills observed, slight enhancement in pronunciation, encountered challenges in script writing,

		anticipated learning outcomes	gained proficiency in video editing.
P2	Sociolinguistic	Documented language variation within a specific community or region. Explored language attitudes and use in different contexts through interviews. Then, explained what students gained from the project.	Significant improvement in speaking skills and vocabulary, noted instances of miscommunication with the instructor, positive effect of script memorization. Found the project took long time to finish.
P3	English Teaching Methodology	Created a video demonstrating effective teaching techniques for a specific language skill. Showcased classroom interaction, feedback mechanisms, and strategies for student engagement.	Significant advancement in grammar, writing, and speaking proficiency, acquisition of video editing skills. Expressed concerns about how the time consuming of the project.
P4	Vocabulary and Pronunciation	Developed a series of pronunciation exercises and drills targeting specific phonetic features or	Marked improvement in speaking, grammar, and writing skills, acknowledged benefits of

		problematic sounds. Included model pronunciations and strategies for improving accuracy.	script memorization, encountered some miscommunication with the instructor.
P5	English Curriculum Development	Produced video analyzing common vocabulary and pronunciation errors made by language learners, including explanations of linguistic principles, error correction strategies, and tips for improving accuracy	Enhanced confidence in speaking, marginal progress in pronunciation, found learning technology tools overwhelming, some miscommunication with instructor.
P6	Sociolinguistic	Documented language variation within a specific community or region. Explored language attitudes and use in different contexts through interviews. Then, explained what students gained from the project.	Notable progress in speaking skills, stressful script preparation, found learning technology tools overwhelming, appreciated the non-classroom learning experiences but highlighted the massive time required in producing this kind of assignment.

P7	English Teaching Methodology	Produced a video showcasing the integration of technology into language teaching. Demonstrated digital resources, online learning platforms, and multimedia presentations used in instruction.	Significant development in speaking skills, grammar, and vocabulary, proficiency gained in technology tools, refreshing learning approach noted, some miscommunication with instructor. Commented on how the effort and time needed in producing the task.
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### 1. Students' perceptions on the advantages of video project assignments

Based on the interview results, I found that students mentioned four advantages of the video project as language assignment, including improving students' language skills, enriching students' language elements, enhancing students' technology skills and fostering interactive and creative learning experiences.

#### 1.1. Improving students' Language skills

The participants emphasised that video project assignments have a major advantage in improving their speaking skills which is requiring them to speak and present in front of a camera. Their statements provide insightful perspectives on how specific activities can enhance language proficiency.

As explained by P3 that:

For me, the project definitely improved my language skills, especially speaking and listening. Recording myself in front of the camera make me practice how to speak properly without concerning my nervousness but still want to make sure the audience get what I am trying to talk. Listening to feedback and other participants' presentations also honed these skills effectively.

Following P3, P4 also shared that:

After doingg the project, I think my speaking skills improved the most through this project. Having to speak in front of a camera and articulate thoughts in a foreign language was a great practice.

According to their response, it indicates that by involving students in video projects as language assignments can enhance their speaking skills. This is because the project required them to speak in front of a camera, which is considered to be a valuable practice. Furthermore, P2 also suggest that the project significantly contributed to the improvement of her speaking abilities, which is also strengthened by P7 who admitted that the project effective for improving speaking skills. The use of a video camera, the focus on clarity and coherence, and the creation of a realistic context all contributed to valuable language practice.

Based on the participants' responses, I can conclude that the participants admitted the video project highly help them improve speaking skill. By engaging in real-life scenario activities, such as presenting in front of a camera is highly beneficial for language development. The students also stated that this approach not only improves speaking abilities but also enhances listening skills, as it involves processing feedback and understanding other speakers'

presentations. These insights emphasize the importance of practical language skill development within the educational framework.

## 1.2. Enriching Students' Pronunciation, Grammar and Vocabularies

Continuing with the analysis of the impact of the project on language skills, this finding also presented the participants' experiences emphasize improvements in specific areas such as pronunciation, grammar and vocabularies. The participants' opinions are included:

As P2 highlighted improvements in pronunciation and vocabulary stated that:

Personally, pronunciation and vocabulary were the areas where I saw the most improvement. Ensuring the correct usage of words and phrases in my scripts was crucial. This focus on accuracy greatly enhanced my vocabulary and pronunciation.

In Addition, P7 also stated that:

The activity of writing scripts for the videos had a significant impact on improving my grammar and vocabulary. Because I have rechecked the text correctly in grammar and used appropriate vocabularies, and from that I gained new vocabularies to use

According to their responses, the process of script writing in preparing video project helped the students improve their grammar, vocabulary, pronunciation, and writing skills. Furthermore, P3, P4, and P6 also acknowledged a significant improvement in their grammar and writing skills through script writing, as well as enhanced pronunciation due to the need for clarity and correctness in speech.

After conducting interviews, as described above, I concluded that the process of scriptwriting and video recording played a crucial role in enhancing language proficiency among the participants. The necessity to use correct grammar, vocabulary, and pronunciation in a practical setting like video scripting and recording provided them with a real context to apply and reinforce their language skills. This aspect of language learning, where theory is applied in practical scenarios, is invaluable in language education, especially those who engaged in language studies or requiring strong language skills for their academic and professional development.

### 1.3. Enhancing Students' Technology Skills

The participants' responses in this segment highlighted a valuable outcome of the project. Several participants expressed the acquisition of video editing and technological skills after doing the project. Based on the participants' responses, it is clear that:

As explained by P1 that:

Definitely. I became proficient in using video editing tools, which was a skill I had not anticipated learning. This experience has expanded my technical skills, which I believe are invaluable.

Furthermore, P7 also admitted that:

Engaging with this project improved my ability to use various technological tools, especially those involved in creating digital media. This skill is increasingly important in our digital age. It complemented the language learning aspect of the project.

Following the responses above, P3 and P4 also mentioned that they learned unexpected but valuable skills in video editing through the project, which leads to a better mastery of the technology.

From the students' explanations, the researcher concluded that the project offered a comprehensive educational opportunity, extending beyond language skills to include technical competencies in digital media. The students acknowledged the ability to adapt and acquire new skills, such as video editing is crucial in today's rapidly evolving digital landscape. This aspect is especially important for college students, as it aligns with the need to be multi-skilled and technologically adept in different career fields.

#### 1.4. Fostering Interactive and Creative Learning Experiences

Video project is effective in developing creativity, engagement, digital literacy, and language skills, and this is highlighted through the participants' reflections. These interactive and creative learning experiences can be gained by students when working on video projects. The participants' opinions are included:

As explained by P4 who claimed the video project as the unique and interactive nature of the learning experience:

I think the video project was a unique and interactive learning experience. This practical application of the language extended beyond traditional textbook exercises, allowing for a more creative and engaging approach to language learning. It was fun and making the process of language acquisition more dynamic.

Furthermore, P7 also admitted it as a refreshing alternative:

Honestly, the project provided a refreshing alternative to conventional language learning methods. It was more engaging, interactive, and allowed for a deeper and more meaningful connection with the language being learned.

Based on their answers, it indicates that video project offered new interactive and creative learning experiences through unique and refreshing teaching methods. This is also supported by P2 and P3, who emphasized the projects' effectiveness in providing a modern and efficient learning experience.

Based on students' reactions, these perspectives collectively illustrate that the project offered a contemporary and practical approach to language learning, diverging from traditional classroom methods. The emphasis on creativity, interactivity, and digital literacy is seen as a significant advantage, making the learning process more effective and engaging. Encouraging and integrating similar interactive and technology-driven methodologies in educational programs could enhance students' learning experiences, making them more relevant and effective in the current digital age.

## 2. Students' perceptions on the disadvantages of video project

Based on the interview results, I found that students mentioned three disadvantages of the video project as language assignment, including the time-consuming project, software issues and miscommunication with the instructor.

## 2.1. Time-consuming project

In this section, I found that a number of participants expressed concerns about the time-consuming nature of the project. Some students complained about the extra time it took to complete this assignment, especially when this video project was assigned in a group setting, where students had to discuss even longer to determine each students' schedule to find the right time to complete the project. The same goes for video editing and how it affects language learning.

As explained by P2 who highlighted the massive time required:

Honestly this project takes a long time, especially to find the right time to shoot the project if the assignment is a group project. And as we know, we have to retake several times to find the best clip.

In addition, P3 also stated that:

I think the time needed to prepare the project is the main issue for me. We prepared extensively by ensuring our texts have good grammar, memorising them, and then recording them. sometimes, we may need to redo the recording due to errors, which can be time-consuming.

Based on their answers, it indicates that the project time required to complete the project is quite extensive. Moreover, P6 also explained how time-consuming the tasks were, particularly the video editing portion. This also alligns with P7 who state the editing part took a long time because of the challenge in understanding editing features.

From the students explanations above, it can concluded that while the project had educational benefits, the time and effort required in preparing and editing video project were significant drawbacks for some participants. It indicates a need for a more streamlined approach to integrating technology in educational projects or providing additional support to reduce the time and effort required from students.

## 2.2. Software Issues

After conducting the interviews, several participants discussed the challenges they faced with software, particularly in adapting to new video editing tools, which presented a significant learning curve. Some of the students provided answers to this issue:

P1 expressed difficulty with the software:

I faced several challenges with the software. Adapting to new editing tools was hard and distracting. I had to watch the tutorial how to run the editing tools, meanwhile, I had to create the script, rechecked the grammatical error and memorized it. But still, I had to learn how to edit the video, that was frustrating honestly.

Furthermore, P3 also recognized the challenges faced by those who are less familiar with technology.:

I can tell that the project can be overwhelming, especially for students who are not comfortable with technology. I faced some challenges with the video editing software initially, especially in understanding its various features.

According to their responses, a number of participants claimed that the software issues as adifficult challenge in this project. The students complained about there

was a significant concern regarding the integration of technology into educational projects. While digital tools can enhance learning, they also pose initial barriers, especially for those less familiar with technology.

### 2.3. Miscommunication with instructor

According to the interviews data, the researcher also found that participants expressed concerns about communication issues, specifically related to unclear instructions and miscommunications with the instructor, which impacted their learning experience.

As explained by P2 that:

As we know, this task takes a while to complete. The miscommunication I was dealing with may sound simple, but it's very disturbing to us. The problem was that the assignment was due at 12 pm. We mistakenly thought it was 12 am. It caused us great panic and affected our scoring.

P3 also stated that:

There were a few communication issues initially, mainly due to misunderstandings about project requirements. However, these were quickly resolved, and the experience taught me the importance of clear communication.

Furthermore, P5 also admitted that:

Sometimes the unclear instructions from the lecturer will be a problem for us in understanding the main point of the project. For example, the lecture did not state that the project was not allowed from using dubbing audio, an original audio track was required. Personally, these miscommunications led to confusion and frustration.

Based on the interview conducted, the researcher concluded that these statements emphasized the crucial role of clear communication and instruction in

video projects. Unclear guidance and misunderstandings can cause frustration and impact the learning process, as demonstrated by the experiences of the participants.

## **B. Discussion**

Findings of this research offer valuable insights into video project as language assignment based on students' responses as part of the research sample. The study specifically focuses on students' perception on the benefits and drawbacks on the use of video project as language class assignment. By conducting the interview to gain a deep information and insights into the video project as language assignment. Through these interviews, there are four major opinions regarding to the benefits of video projects: It improves language skills, improves Language elements, enhances technology skills, and offer new learning experiences through innovative and creative teaching methods. To support these findings, previous research conducted by Kulsiri (2018) showed that the video project was perceived by the students as an exercise that enhanced their command of the English language and allowed students more changes in learning technology tools during the project.

The students' findings clearly demonstrate that certain students admitted to a significant improvement in their language skills, especially in the areas of speaking and listening. According to some participants, the process of making the video project resulted in improvements in their language skills. Due to repetition during video recording, they believe their speaking abilities were enhanced. Moreover, actively listening and providing feedback on other projects can significantly enhance listening comprehension skills. This aligns with the research

conducted by Osman and Arsad (2012) states that students develop basic language skills through the creation of a video project, which includes reading, writing, listening, and speaking.

In line with the enhancement of language proficiency, the study also uncovered that students viewed the improved language components, such as vocabulary, grammar, and writing more positively. During the video-making process, students shared their experiences in making transcript, emphasizing the importance of writing clear and concise sentences and free from grammatical errors. They believed these process helped them expand their vocabulary and improve their grammar. This idea is supported by Greene and Crespi (2012), they mentioned that in the implementation of the project, it is not only necessary for the student to synthesise various sources on the subject content but also to write it down as a script, read it, recite it, and then create a video, sometimes requiring multiple takes and subsequent editing. Each of these steps repeatedly exposes and reinforces all of the students English skills.

Another benefit of video project that the students mainly feel is it improved their skill in running technology tools. In addition, students described what they learned about technology in the video project. In editing the video, they were required to learn how to use a specific tool, and they felt the project unlocked valuable skills. Motteram (2013) argued that there is a valuable and comprehensive educational opportunity to integrate video editing and technology literacy into language learning, this unexpected outcome not only enhances students' technical skills but also positions them to thrive in a digital age.

It is also found that some students mentioned video project created interactive and increative learning experiences. Their reflections provide valuable insights into the dual benefits of the project, emphasising a departure from traditional classroom methods and highlighting the contemporary and practical nature of the learning experience. As stated by Kearney and Schuck (2006) involving in video projects allowed students to have contemporary rather than traditional learning experiences, enables learners to take greater responsibility for their learning, and provides them with a deeper, more meaningful, and authentic learning experience. Furthermore, as explained by Baytak, Tarman, and Ayas (2011) integrating technology into classroom curriculum improves students' learning. According to the students who participated in the study, using technology in school makes learning fun and helps them learn more. They believed that technology makes learning interesting, fun, creative, and interactive.

However, even though students recognised the benefits of the video project, they reported a variety of problems with the implementation of the project during the interview. The disadvantages mainly concerned by students were about the time-consuming nature of the project, software problems that students encountered, and miscommunication with the instructor. This finding alligns with the research conducted by Jung (2021) who found similar difficulties faced by students during the video-making process in language class. This highlights the obstacles faced by students during the process of video project, students faced software issues and tight deadline due to the time-consuming project.

The findings reveals that students are frustrated because of the time-consuming nature of the project. The participants expressed concerns about the time and effort required for preparation and video editing present significant challenges for them. This finding is related to the previous study by Shafirova & Chassany (2023) who found that participants reported feeling frustrated and anxious due to the significant time and effort required for project preparation and video editing tasks.

During the project implementation stage, the participants' comments also suggest that software issues pose significant challenges in educational projects, especially for students who are not technologically adept. Addressing technological barriers is critical to ensuring equal access and opportunity for all students. This finding is supported by Hafner (2011) who mentioned that some students reported the project posed a unique challenge due to difficulties encountered while using the technology or software issues, students may have experienced frustration due to limited technical skills when using current technology tools, which affected the quality of their final product.

Another disadvantage of video project assignment is the miscommunication between the students and the lecturers. Three of seven participants claimed that they experienced communication issues, such as unclear instructions and miscommunications with instructors, which significantly impact their learning experiences when working on projects. Participants reported that misunderstandings about assignment deadlines and project requirements led to panic and decreased achievement. This comments are supported by Ting (2019)

who identified obstacles encountered by students during the production of the video project, including miscommunication among students and lecturers.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusions

This study presents the students' perception on the use of Video Project as language assignment. It focused on exploring students' perceptions on the advantages and disadvantages of video project. The findings highlight two main points about video project as language assignments.

1. Students' perceptions on the advantages of video project assignments : The interviews revealed that participants mentioned four advantages of the video project as language assignment, including the improving students' Language skills, enriching students' pronunciation, grammar and vocabularies, enhancing students' technology skills and creating interactive and creative learning experiences.
2. Students perceptions' on the disadvantages of video project assignments : regarding the drawbacks, students acknowledged three disadvantages of the video project as language assignment, including the time-consuming project, software issues and miscommunication with the instructor.

In conclusion, the researcher found that most participants in the Department of English Language Education had positive perceptions of using video projects as language assignments. However, some students faced difficulties, such as software issues and miscommunications among lecturers, in completing the project. In addition to selecting an appropriate tool and application for completing

the project, all students believe that adopting an appropriate teaching style and material is a critical element.

## **B. Recommendations**

The study reveals the students' perceptions toward video project as language assignments, specifically its benefits and drawbacks. It is important to note that the study only includes English Language Education students from batch 2020, it is possible that other reports may yield divergent research findings. Future studies may delve into further advantages and disadvantages of utilizing video projects as language assignments, by investigating into the challenges encountered by learners hailing from diverse linguistic backgrounds, and assess innovative instructional methodologies. Research endeavors involving larger participants can offer a more comprehensive outlook on students' perspectives regarding the implementation of video projects as language assignments, thus contributing to the advancement of extensive pedagogical resources and approaches.

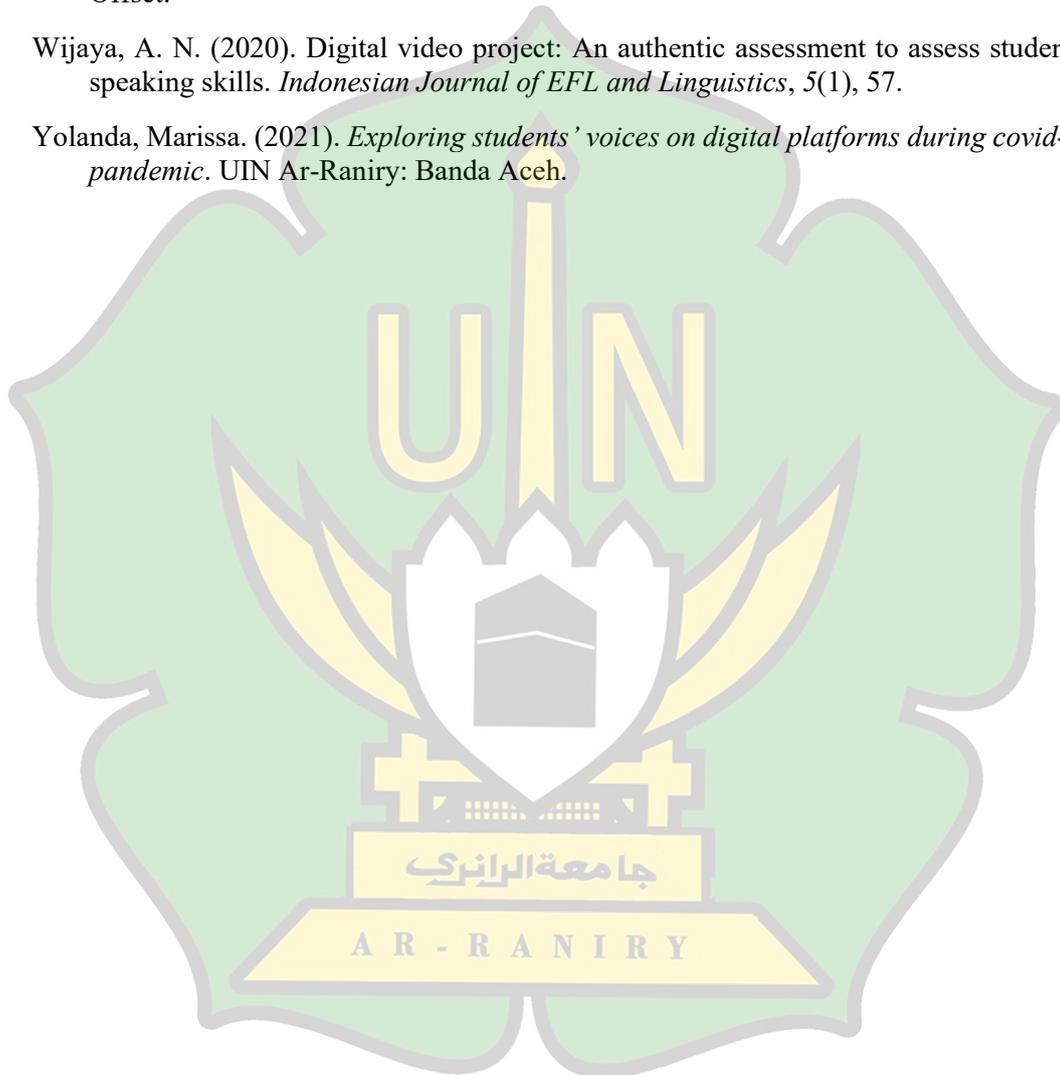
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## APPENDIX A

### Appointment Letter of Supervisors



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH  
NOMOR : B-2054/Un.08/FTK/Kp.07.6/02/2024

TENTANG:  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;  
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;  
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;  
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;  
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-6654/Un.08/FTK/Kp.07.6/06/2023
- KEDUA : Menunjuk Saudara :
1. Prof. Dr. T. zulfikar, M.Ed Sebagai Pembimbing pertama
  2. Fera Busfina Zalha, M.A Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Fika Tauriqwana  
NIM : 170203046  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Perception Towards Video Project as language Assignment
- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditapkan di : Banda Aceh  
Pada tanggal : 15 Februari 2024  
Dekan,

Safrul Muluk

#### Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



## APPENDIX B

### Interview Questions

The questions below were used by the researcher as the research instrument in this study. This list consists of 10 questions which leads the participant's opinion or perception on the advantages and disadvantages in implementing of video project as language assignment. These questions are adapted from questionnaire of the study conducted by Puspa (2016) and Jung (2021). Each participant will be interviewed within 10 minutes. The questions are as followed:

1. In what subject did you first experience producing a video project?
2. Do you think that video project improve your language skills? Which skill?
3. What about language elements like pronunciation, writing , grammar, and vocabulaies, were these elements improve by doing the project? How?
4. Do you think that video project improve your ability in running technology tools? How?
5. In your opinion, does video project bring new learning experience? How?
6. In doing the project, do you find any miscommunication with your instructor about the project?
7. In producing the project, memorizing script is one of the preparation, does it bring positive or negative impact? why?
8. In producing the project, do you find any software issues? Why?
9. In your opinion, is there any advantages in implementing video project as a language assignment?

10. In your opinion, is there any disadvantages in implementing video project as a language assignment?



## AUTOBIOGRAPHY

1. Name : Fika Tauriqwana
2. Place/Date of Birth : Lhokseumawe/ 10 Juli 1999
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11. Educational Background
  - a. SDN 6 Syamtalira Aron : Graduated in 2011
  - b. MTsS Almuslimun Lhoksukon : Graduated in 2014
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