

**STUDENTS' PERCEPTION ON THE USE OF TEACHER – MADE
VIDEOS FOR LEARNING SPEAKING IN
SMP MUHAMMADIYAH 6 PADANG**

Thesis

**Submitted as Partial Fulfillment of the Replacements to Obtain Bachelor of
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Written by :

Maharatul Prismulanda

19018183

Advisor: Witri Oktavia, S.Pd., M.Pd.

NIP: 198210192015042001

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG 2023**

HALAMAN PERSETUJUAN SKRIPSI

Judul : **Students' Perception on the Use of Teacher – Made
Videos in Learning Speaking at SMP Muhammadiyah 6
Padang.**

Nama : **Maharatul Prismulanda**

NIM : **19018183**

Program Studi : **Pendidikan Bahasa Inggris**

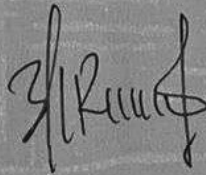
Departemen : **Bahasa dan Sastra Inggris**

Fakultas : **Bahasa dan Seni**

Padang, 25 Agustus 2023

Disetujui oleh,

Pembimbing



Witri Oktavia, M.Pd.
NIP. 198210192015042001

Mengetahui,

Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 197105251998022002

HALAMAN PENGESAHAN UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang dengan judul

**Students' Perception on the Use of Teacher – Made Videos in Learning
Speaking at SMP Muhammadiyah 6 Padang**

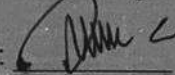
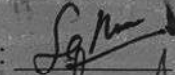
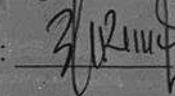
Nama : Maharatul Prismulanda
NIM : 19018183
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 25 Agustus 2023

Tim Penguji

1. Ketua : Nofrina Eka Putri, M.Pd
2. Sekretaris : Senorica Yulia Sari, S.Pd., M.TESOL
3. Anggota : Witri Oktavia, M.Pd

Tanda Tangan

: 
: 
: 



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Maharatul Prismulanda
NIM/TM : 19018183/2019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,
Ketua Departemen Bahasa dan Sastra Inggris,

Desvalini Anwar, S.S, M.Hum, Ph.D.
NIP 19710525 199802 2 002

Saya yang menyatakan

Maharatul Prismulanda
NIM. 19018183

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ABSTRACT**Prismulanda, Maharatul (2023): Students' Perception on the Use of Teacher Made Videos in Learning Speaking at SMP Muhammadiyah 6 Padang.**

This research is a descriptive quantitative research that aims to determine the perceptions of SMP Muhammadiyah 6 Padang students regarding the use of video based learning method using Teacher - made videos in learning speaking. The populations in this study were students of SMP Muhammadiyah 6 Padang. The population consisted of 128 students, class VIII 1 was selected to be the sample in this study through the cluster random sampling method. This research was conducted in two meetings with two videos provided, and previously in this school already used this method to teach. To collect data, researcher used a questionnaire that has two indicators, namely Perceived Effectiveness and Perceived Interest. SMP Muhammadiyah 6 Padang students feel that using Teacher - made videos make it easier for them to understand the lessons and also make them more interested in learning speaking English which means the result of this study is very positive perception.

Keywords: Speaking, Teacher – Made Videos, Perception, Interest, Effectiveness.

ABSTRAK

Prismulanda, Maharatul (2023): Persepsi Siswa dalam Penggunaan Video yang Dibuat Oleh Guru Didalam Pembelajaran Berbicara Bahasa Inggris di SMP Muhammadiyah 6 Padang.

Penelitian ini merupakan penelitian deskriptif kuantitatif yang bertujuan untuk mengetahui persepsi siswa SMP Muhammadiyah 6 Padang tentang penggunaan metode pembelajaran berbasis video dengan menggunakan video buatan guru dalam pembelajaran berbicara. Populasi dalam penelitian ini adalah siswa SMP Muhammadiyah 6 Padang. Populasi terdiri dari 128 siswa, kelas VIII 1 dipilih menjadi sampel dalam penelitian ini melalui metode cluster random sampling. Penelitian ini dilakukan dalam dua kali pertemuan dengan dua video yang disediakan dan sebelumnya metode ini sudah dilakukan di sekolah ini. Untuk mengumpulkan data, peneliti menggunakan kuesioner yang memiliki dua indikator yaitu Perceived Effectiveness dan Perceived Interest. Siswa SMP Muhammadiyah 6 Padang merasa bahwa dengan menggunakan video buatan Guru memudahkan mereka memahami pelajaran dan juga membuat mereka lebih tertarik untuk belajar berbicara bahasa Inggris yang berarti hasil dari penelitian ini adalah persepsi yang sangat positif.

Kata Kunci : Berbicara , Video Buatan Guru, Persepsi, Minat, Keefektifan.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is a major component of many aspects of our lives as an international language (Naved, 2015). Speaking is a practical and observable skill (Darmadi, 2015). Speaking English fluently is among the most important skill. According to Harmer (2007), there are three basic reasons for requiring students to speak in class. First, speaking practices give students the chance to receive training, giving them a safe environment in which to practice speaking in public. Second, speaking exercises in which students attempt to use one or more of the languages give feedback to instructors and students. Everyone can see how well they are doing, including their success and any linguistic difficulties. And finally, the more opportunities students have to employ the many language components they have stored in their brains, the more naturally they will use these components. Since speaking is one of the key components of learning English, many teachers employ strategies to help students understand what they are learning. Based on the experience of the researcher during PLK (Praktek Lapangan Kependidikan) at SMP Muhammadiyah 6 Padang, the students are very difficult to start speaking English, they even like to complain about the difficult English pronunciations. This happens because of many factors in it, first is communication from teacher to students that is not good so that students are afraid to ask questions. Second, the fear of students being ridiculed by their friends in class because of

the pronunciations they say, and another reason is due to the ignorance of students towards English lessons because of teacher is difficult to monitor one by one. Teacher and students must find interesting method that will make them confident to speak English. As we know that today's children prefer to spend time with watching video and playing video games. This made me interested in one learning method; it is Video Based Learning Method.

Video Based Learning is the concept of using videos to teach new skills or technology. Videos incorporate interesting graphic elements, animation, real-time video, and sound effects to provide a multi-sensory learning experience. Using the video based learning method is a great way for today's technology-filled era. According to Masykur (2016), all forms of media can be used to communicate messages from the sender to the recipient, which encourages students' thoughts, emotions, talents, and attention and supporting learning. This results in the development of more engaged and critical media users, who will always be more demanding in the future. The impact of movies, television, the press, and radio on the progress of students is what media education is all about. It concerns what, when, and how are taught through the media. The objective is to help students develop critical thinking skills, assess their experiences using various media tools, and reflect on those experiences (Latif & Afzal, 2016). Masats, and Dooly (2011) show through their research how using the video for education brings innovative and imaginative teaching philosophies. Furthermore, (Gusseva, and Kauppinen, 2018) states moving away from traditional teacher-centered environments and

toward learner- centered ones might be aided by educational videos. According to Harmer (2003), there are a variety of factors that make video a particularly valuable addition to the educational process. (a) One of the main advantages of the video for language learning is that it gives students the chance to see as well as hear the language. This significantly improves comprehension because general meanings and moods are usually conveyed through expressions, gestures, and other visual cues, for example. (b) Using video as a unique tool to encourage cross-cultural understanding, it enables students to watch scenarios outside of their classrooms or even in other countries. (c) The ability to create: By using their own video cameras, students have the chance to produce something enjoyable and unforgettable. Making videos may encourage students to utilize language in a truly creative and expressive way, helping them find their own style and try new things in English. Using videos in learning encourages students to pay attention, imagine, and also of course attracts students to focus on what is being shown in the video. It is very good in students' speaking skills, because they can see the gesture and hear the pronunciation in the video, so they know how to speak English properly. There are many benefits of using video in the classroom, such as: 1) video is a tool that can help students experience something, so students can act out what has been captured in the video; and 2) with video media, something that is impossible to show (real objects) due to some limited resources, funds, location, and other factors can be displayed (Woolfiit, 2015).

However, most teachers in the classroom use existing videos such as taking them on YouTube, Instagram, or other social media. This is sometimes not in accordance with the abilities of students so that the video is not effective in delivering learning. Instead of students understanding and becoming more interested in speaking English, students will become confused. This is because of variations in the way that different students process the vocabulary in the existing videos. Asmara, and Rohmawati (2022) state that the Teacher - made videos make learning more fun, make learning English easier, know English vocabulary better, and encourage the students to learn English even aside from class. In other word, the successfulness of video learning in helping students to improve their speaking skill could be understood because this medium helps the students to have much exposure to the target language (Darmawan, 2014). Therefore why this study uses videos made by teachers because teachers can make videos and adapt them to the abilities of their students. The benefits of using Teacher - made YouTube videos for online English learning are numerous. These videos have the ability to increase students' vocabulary, broaden their understanding of and proficiency with the English language, and give clear and in-depth explanations of the subject matter, these YouTube videos created by teachers have additional advantages in that they are simple to use, open to the public, and available at all times (Atmojo, 2022).

Based on the theory above, we can see that the teacher makes videos for learning that greatly affect students in learning and really attract students'

attention so that it can lead to pleasure in learning. Several researchers have conducted research on the topic of video based learning (Atmojo, 2022 ; Pohan, 2019 ; Sugianto, 2022 ; Inayah, 2019 ; Darmawan, 2014 ; Prayudha, 2021; Kamelia, 2019) . Inayah, Pohan, Darmawan, Sugianto, Prayudha, and Kamelia conducted research using video based learning. While, by producing their own videos and posting them on YouTube, Atmojo conducted study on teachers who use video-based learning to teach English, while Those studies highlighted the use of VBL in learning process, this present study differs from those previous research as this study focuses on the students' perception of the use of teacher – made videos for learning speaking. The difference with this research is that Atmojo uses the YouTube application to upload videos that have been made by the teacher for online learning and also the target of his research is students, while in this study the teacher will make videos and show them in front of students, and the research target is students' junior high school.

From the explanation, the researcher decided to conduct research on students using the video based learning method, where the videos were made by the teacher so that it creates a pleasant atmosphere and is also in accordance with the abilities of the students in the school.

B. Identification of the Problems

Based on the background of the study above, the researcher can find out what problems can be identified. First, we can see students' perception on the use of teacher made videos for learning speaking. We can also look at the teachers' perception on the use of video-based learning in learning speaking.

C. Limitation of the Study

Based on the problem identification above, the problem of this study will focus on Students' Perceptions on the use of teacher – made videos for learning speaking in SMP Muhammadiyah 6 Padang.

D. Formulation of the Problem

The formulation of the problem is as follow:

What is the students' perception on the use of teacher – made videos for learning speaking in SMP Muhammadiyah 6 Padang ?

E. Purpose of the Research

This study aims to know the students' perception on the use of Teacher - Made Video for learning speaking in SMP Muhammadiyah 6 Padang.

F. Significance of the Research

This study is hoped to be advantageous for researcher, teachers, students, and other researchers. The researcher does this research to gain more knowledge about implementation of video based learning, and the effect to speaking ability. In order to create a more effective technique to teach speaking English in class, teachers can use the results of this research to learn more about their students' preferences for learning. For students, the results of their perceptions can provide an insight into what the video based learning method is like and can inform the perceived effectiveness of using teacher - made videos in learning English, especially speaking, and this study can also be helpful for other researchers to conduct study that is related about VBL

(Video Based Learning) especially Teacher – made video, and speaking ability.

G. Definition of the Key Term

1. Perception

Perception is a blend of information and idea developed via experience in connection to a topic.

2. Teacher - Made Video

Teacher - made videos are one of the ways in the video based learning method, with a teacher providing learning videos but the videos are made by the teacher himself in order to equalize student's abilities with the videos presented so as to produce a good understanding of their students.

3. Speaking

Speaking is one of English learning skills. Speaking is linguistic communication through the mouth.