AN ANALYSIS OF STUDENTS' SPEAKING PERFORMANCE DIFFICULTIES IN VIDEO TASK AT 8th GRADE OF SMPN 3 AMPEK ANGKEK

A Thesis

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LETTER OF ADVISOR APPROVAL

ABSTRACT

Muhammad Abdillah 2319037, English Education Department, Faculty of Tarbiyah and Teacher Training at Islamic State University of Sjech M. Djamil Djambek Buktinggi, 2025 M/1446 H, "An Analysis of Students' Speaking Performance Difficulties in Video Task at 8th Grade of Smpn 3 Ampek Angkek"

Student video tasks have become an essential medium in language learning, particularly in improving speaking performance. Through video assignments, students can practice their pronunciation, fluency, and confidence by recording, reviewing, and refining their speech. However, preliminary research at SMPN 3 Ampek Angkek found that many students faced challenges in their video tasks, such as pronunciation errors, lack of confidence, and difficulty maintaining fluency. Some students appeared nervous and hesitant when speaking, while others struggled with articulation and clarity. These issues suggest that video tasks, while beneficial, also present obstacles that need to be analyzed to understand the factors affecting students' speaking performance.

This study employs a qualitative research design, using observations and interviews as data collection methods. The data were obtained from students' video assignments and structured interviews with students experiencing speaking difficulties. The observations focused on analyzing pronunciation, fluency, and confidence, while the interviews provided insights into students' perceptions and experiences regarding video-based speaking tasks. The collected data were analyzed using Miles and Huberman's (2014) framework, which consists of data reduction, data display, and conclusion drawing.

The findings indicate that three primary factors contribute to students' speaking difficulties: inhibition, nothing to say, and mother tongue interference. Inhibition, such as nervousness and lack of confidence, led students to avoid eye contact and speak in a low tone. The "nothing to say" phenomenon was evident in students' struggles with vocabulary retrieval and topic comprehension, resulting in frequent pauses and disrupted fluency. Additionally, the influence of the mother tongue negatively affected pronunciation and caused frequent code-switching. These findings highlight the need for structured speaking practice, confidence-building strategies, and pronunciation training to improve students' speaking performance in video tasks.

Keywords: speaking difficulties, speaking performance, video task.

ABSTRAK

Muhammad Abdillah 2319037, Program Studi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Agama Islam Negeri Sjech M. Djamil Djambek Buktinggi 2025 M/1446 H, "An Analysis of Students' Speaking Performance Difficulties in Video Task at 8TH Grade of Smpn 3 Ampek Angkek"

Tugas video siswa telah menjadi media yang penting dalam pembelajaran bahasa, terutama dalam meningkatkan performa berbicara. Melalui tugas video, siswa dapat melatih pelafalan, kefasihan, dan kepercayaan diri mereka dengan merekam, meninjau, dan menyempurnakan pidato mereka. Namun, penelitian pendahuluan di SMPN 3 Ampek Angkek menemukan bahwa banyak siswa menghadapi tantangan dalam tugas video mereka, seperti kesalahan pelafalan, kurangnya kepercayaan diri, dan kesulitan mempertahankan kefasihan. Beberapa siswa terlihat gugup dan ragu-ragu saat berbicara, sementara yang lain berjuang dengan artikulasi dan kejelasan. Masalah-masalah ini menunjukkan bahwa tugas video, meskipun bermanfaat, juga menghadirkan hambatan yang perlu dianalisis untuk memahami faktor-faktor yang mempengaruhi kinerja berbicara siswa.

Penelitian ini menggunakan desain penelitian kualitatif, dengan menggunakan observasi dan wawancara sebagai metode pengumpulan data. Data diperoleh dari tugas video siswa dan wawancara terstruktur dengan siswa yang mengalami kesulitan berbicara. Observasi difokuskan pada analisis pelafalan, kefasihan, dan kepercayaan diri, sedangkan wawancara memberikan wawasan tentang persepsi dan pengalaman siswa mengenai tugas berbicara berbasis video. Data yang terkumpul dianalisis dengan menggunakan kerangka kerja Miles dan Huberman (2014), yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan.

Temuan ini menunjukkan bahwa ada tiga faktor utama yang berkontribusi terhadap kesulitan berbicara siswa: hambatan, tidak ada yang bisa dikatakan, dan gangguan bahasa ibu. Banyak siswa yang menunjukkan kegugupan, menghindari kontak mata, dan berbicara dengan nada rendah karena kurang percaya diri. Selain itu, keterbatasan kosakata dan kesulitan pengucapan mengganggu kelancaran, menyebabkan keraguan dan gangguan komunikasi. Selain itu, pengaruh bahasa ibu berdampak negatif pada pengucapan dan menyebabkan seringnya pengalihan kode. Temuan ini menunjukkan perlunya pendekatan komprehensif yang menggabungkan latihan berbicara secara teratur, latihan membangun kepercayaan diri, dan pelatihan pelafalan yang ditargetkan untuk meningkatkan kinerja berbicara siswa.

Kata kunci: Performa berbicara, tugas video, penghambatan, tidak ada yang bisa dikatakan, penggunaan bahasa ibu, pembelajaran bahasa.

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CHAPTER I

INTRODUCTION

A. Background

Speaking skill is important as a communication tool because English is a foreign language that is frequently used around the world. Speaking is an important communication technique for humans since it allows them to express thoughts, opinions, wants, or intentions to do something, negotiate or solve problems, and develop or sustain social ties and friendships (JO McDonough and Christopher Shaw, 2012). Speaking English has been regarded as the most hard of the other talents (Naddem Khan and Arshad Ali, 2010). As a result, speaking has become a crucial demand for students, and students prioritize having good speaking skills.

According to Brown (2004), speaking is a productive skill that can be observed directly and empirically. Which can be observed directly and empirically. That is, when people speak orally to others, they produce words that have meaning and listeners can respond or provide feedback. Students should be able to have good interactions in daily activities to express their ideas, opinions, and feelings. One way to improve students' speaking performance is by using media. The use of media in the process of teaching speaking will be very helpful in determining the speaking product. During the speaking process students should be stimulated and motivated by the use of appropriate media. The use of media in students' speaking activities is very helpful to stimulate and motivate

them to speak. Motivate them to speak. The use of media in speaking activities in students' speaking classes is believed to make a positive contribution to their speaking performance. That is why teachers choose media as one of the alternative ways to help students improve their speaking skills.

In speaking lessons, interesting learning media are needed, one of which is by using video. By using video AIDS, teachers can motivate students to learn and make them enjoy the process. One method to involve students in learning English is video, which also makes it easier for teachers to present material in class. The term "audio visual education" refers to teaching resources that stimulate and enhance the learning experience by utilizing the senses of sight and hearing. Teachers can make their students focus on AIDS by using audio visual. Computers are one of the most widely used video tools. The English curriculum and information and Communication Technology (ICT) have always had a complex and sometimes unpleasant relationship. it is stated that the right learning media must also be able to achieve learning goals well. Therefore, as a professional teacher, it is important for all of us to know and understand the right Learning media in running an independent curriculum on the use of video media in learning, especially in speaking performance (Asrul S.Pd, 2016)

Video recording is one of the most effective methods for improving students' speaking abilities, because video recording allows students to view their own speech, which is nearly same to talking in front of a mirror but better. The students can simply assess their blundered. They will watch the video footage. Students can notice inaccuracies in speech (pronunciation, grammar,

vocabulary), posture, facial expression, and so on. Furthermore, as a teacher, it is preferable to broadcast the kids' video recordings to the other students in their classroom. Because as more people see it, there will be more opinions, advice, and recommendations, as well as the performance to assume it by evaluating it all together.

Harmer (2007) said that learner motivation increases when learners learn a language using videos. Doing repeated exercises alone is not enough, but individuals must do exercises that are structured, challenging, and correct certain weaknesses to get maximum results (Ericsson, 2008). The training method is also called practice, which is a method that emphasizes intensive and repetitive practice with the aim that students can master certain skills. Practice will lead students to master knowledge and skills on certain topics or subjects (Perbadi in Kusumawati & Irwanto, 2016). In student video task, making videos asynchronously is more conducive than synchronous video learning, because by making videos asynchronously students can repeat making the video again until the results from making the video are maximum. Making videos repeatedly can make students more comfortable in front of the camera and more confident in making videos.

Based on preliminary research conducted during teaching practice/PPL from August to December 2023 at SMP Negeri 3 Ampek Angkek, the researchers, found the fact that video media was used for students' speaking performance. The teacher gave students the task of making a video about

narrative text at the end of the material. Teacher provides a narrative text about the fairy tale to be made into a video. Assignments to students were usually carried out once every two weeks. Students were asked to make videos about narrative texts specifically for class VIII. The teacher gave them one week to work on that video assignment. After they had finished making the video, the video was presented in front of the class to be assessed by the teacher and classmates.

From the students' videos, the researchers found some facts about the students' speaking performance in the videos. First, some students still had problems with their speaking performance in the videos. In some students' videos, the researcher found that some videos were still not good. They still could not pronounce English well according to the elements of speaking. This obstacle was found because some students still consider video recording as a trivial thing.

Second, in the research video, it was found that students' level of self-confidence was still lacking. The level of student confidence is not optimal in speaking English. Students are still nervous in speaking English. In the video task made by students, it was still found that their English pronunciation was messed up. Third, teachers have given students time to maximize their video task, but some students are still nervous when in front of the camera. Some students looked embarrassed when recording themselves. There are students who can appear confident but still lack focus on the camera.

Based on the problems above, the researcher is interested in conducting classroom action research entitled "**An Analysis of Students' Speaking Skiils in Video at 8th Grade of Smpn 3 Ampek Angkek**".

B. Identification of the Problems

Based on the above background, there are several problems that can occur, which are defined as follows:

1. Some students still look unfocused when recording videos of speaking assignments given by the teacher.
2. Some students show a low level of confidence when speaking in english.
3. Some students still have difficulty in speaking english.

C. Limitation of the Problem

Based on the problem identification above, the researcher limited the scope of the problem to examine non-linguistic aspects because many problems were found by the researcher in non-linguistic aspects in the performance of students' speaking difficulties in the English video task of class VIII students of SMP 3 Ampek Angkek.

D. Research Question

Based on the research limitations above, this study formulates the following research questions:

1. What are my students' difficulties in speaking performance in the video task?

2. What are the causes of students' difficulties in speaking performance in video task?

E. Purpose of the Research

Based on the formulation of the problem above, the researcher's objective is to find out the difficulties of students' speaking performance in video assignments and the causes of difficulties in speaking performance in video assignments in grade 8 Smpn 3 Ampek Angkek.

F. Research Significance

Researchers hope that the findings of this research can be useful for many people, such as:

1. For collages, they can be used as references for future researchers.
2. For English teachers, it can provide information for teachers about students' speaking abilities
3. For students, it can help students to improve speaking and audiovisual
4. For researchers, this is proposed as part of the requirements for obtaining a bachelor's degree in the English education department at UIN Bukittinggi.

G. Definitions of key terms

There are several key forms used in this research, to avoid misunderstandings for readers, the researcher explains the key terms as follows:

1. Speaking Performance, the performance to communicate effectively through spoken language, which involves linguistic and non-linguistic factors that contribute to how well speakers convey their messages.
2. Video assignment is an assignment given by the teacher to students with a week's time to see the extent of students' ability in speaking English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of The Related Theories

1. The Nature Speaking

b. Concept of Speaking Performance

In the communication process, speaking ability plays a crucial role. This skill is not merely about pronouncing words but also involves various linguistic aspects that support smooth interaction. One concept that explains speaking ability is the concept of *speaking performance*. The following is an explanation of this concept according to Brown (2004), The concept of speaking performance is a person's ability to produce spoken language in a communication context that involves direct interaction between the speaker and the listener. Brown explains that speaking performance not only involves the skill to pronounce words, but also includes an understanding of grammar, vocabulary, pronunciation, fluency, and the ability to adjust language according to the situation and the interlocutor.

Luoma, (2004) states that speaking performance is the performance to use language effectively in real situations, not only the performance to speak, but also the performance to understand and respond well in various communication situations. Rebecca (2006) says that speaking is the main way in which children learn language. It is also an important part of everyday language activities and plays a major role in language

change. Speaking also provides important information for understanding bilingualism and the interaction between languages. Tarigan (1990) defines speaking as a language skill that develops as the child grows, which is learned through listening skills.

Burns (2012) emphasizes the importance of interaction in speaking. Speaking is inherently social, involving the negotiation of meaning between speaker and listener. Successful communication depends not only on the speaker's linguistic abilities but also on their skills in managing conversation, including listening to others, interpreting feedback, and adjusting their language use. This highlights the need for both linguistic and pragmatic competence, the latter referring to the performance to use language appropriately in different social contexts.

Last, (Thornbury, 2012) emphasizes the role of automaticity in speaking, which is the performance to produce language fluently without conscious thought. With enough practice, many aspects of speaking, such as grammar and pronunciation, become automatic, allowing speakers to focus more on the content and interaction rather than the form of their utterances.must be able to quickly correct or rephrase their utterances.

In summary**,** speaking performance is not just about producing grammatically correct sentences; it is a dynamic process that requires real-time language use, cognitive flexibility, interactional skills, and the

performance to adapt to various social situations. Mastery of these elements is crucial for effective spoken communication, especially in second language acquisition.

c. Aspects of Speaking Performance

Effective speaking performance involves multiple aspects that contribute to clear and meaningful communication. It is not only about producing grammatically correct sentences but also about fluency, accuracy, pronunciation, vocabulary, and the ability to adapt language based on context and interaction. The following are the key aspects of speaking performance as explained by Brown (2004) defines speaking performance as the performance of speaking fluently and precisely, with good social interaction. Speaking ability is not only about delivering grammatically correct sentences, but also includes understanding the social context, adaptability, and fluency in responding to conversations.

Some experts explain speaking performance first, Burns (2012) State that the performance to speak requires mastery of linguistic aspects such as grammar, vocabulary, and pronunciation. Performance to implement these aspects in real conversations is greatly influenced by non-linguistic factors, such as cognitive processes (the performance to plan, monitor and correct speech in real-time) and motivation.

Second, Luoma (2004) states that speaking performance is not just about the performance to speak, but also includes the performance to understand and respond well in various communication situations. Luoma emphasizes the importance of linguistic aspects, such as grammar and vocabulary, but also highlights non-linguistic aspects such as the performance to adapt to social situations and listen well. According to him, an effective speaker must have competence in linguistics as well as social interaction.

Third, According to Brown, (2004) research, there are five main aspects used to assess speaking performance, namely:

1) Fluency: Measures the extent to which an individual can speak spontaneously and fluently without excessive pauses. Fluency indicates an individual's ability to speak at a natural and natural pace, without the need to pause too long to look up words or avoid grammatical errors.
2) Pronunciation: Proper pronunciation is essential in oral communication. Poor pronunciation can cause comprehension difficulties for the listener, so it is an important factor in the assessment of speaking performance.
3) Grammar: Accuracy shows mastery of language structure. Students who are able to use grammar correctly are considered to have a higher level of competence in speaking performance.

4) Vocabulary: The use of varied and contextually appropriate vocabulary is a key indicator of speaking ability. The richer and more appropriate the vocabulary, the higher the students' communication skills.
5) Comprehension: Comprehension is the student's ability to understand and respond correctly to a question or conversation. It assesses their ability to understand the context and content of the conversation and provide appropriate responses.

Based on the statement above, speaking performance is the ability to communicate effectively in various situations, requiring fluency, precision, and social adaptability. It involves not only linguistic elements like grammar, vocabulary, and pronunciation, but also cognitive processes and social skills. fluency, pronunciation, grammar, vocabulary, and comprehension. Effective speakers must balance these linguistic abilities with the capacity to understand, respond, and adapt to different communication contexts.

d. Students' Difficulties in Speaking Performance

In learning speaking skill usually, every teacher has different ways for developing learners' speaking performance. In teaching English speaking skill for English foreign language learner's teachers have their own way so that their learners can practice in front of the class. This is depending on the material that will be taught by the teacher. The way can be short conversation, monologue, dialogue, drama, and others.

According to Junio (2018), speaking activities are actions that concentrate on making students produce sounds, phrases or grammatical structures starting from activities, speaking as interaction, speaking as a transaction, and speaking as a performance. Each of these activities is different in form and function and requires a different teaching approach.

1) Talk as interaction

Talk as interaction refers to the conversations we usually have. It describes interactions that primarily have a social function. The focus is more on the speaker and how they want to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on the message or what is said or done. The primary focus is on the message of making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk is talk as performance which refers to public talk that transmits information before an audience. It can be such as classroom presentations, debate, public announcements, and speeches.

In conveying concepts through videos, there are several skills that students must have in order to fulfill the goal of making good videos. They are the use of physical behavior that assists verbal messaging and voice management. As state by Wörtwein (2015), there are behavioral indicators in speaking performance as follows:

1) Eye Contact

According to Khochoska and Gramatkovski (2016) eye contact is a totally complicated art to master, but important to effective communication. It has usually existed and occupied a very vital component in the communication of people. Eye contact is used in daily communication between people.

2) Body language and Posture

According to Bujalková & Zrníkova (2016) posture and motion also can carry a good deal of information. While these nonverbal behaviors can indicate emotions and attitudes, research suggests that body language is far greater smooth and less definitive than formerly believed. Speaking could be more exciting and the audience is also more interested when students using body language.

3) Gesture

Deliberate movements and indicators are a crucial manner to communicate that means without words. Common gestures consist of waving, pointing, and the use of fingers to signify numeric

amounts. Othergestures are arbitrary and associated with culture. Bujalkova & Zrníkova (2016).

4) Fluency

According to Wood (2008) in speaking, fluency is almost popular as a characteristic of variables related to time including the rate of talking and the number of phrases or syllables uttered among pauses. And additionally, According to Pishkar (2017) fluency is nonetheless, measured as syllables uttered per minute, the period of the run (the number of syllables uttered between pauses) and the number of pauses.

5) Self-confidence

Self-confidence according to Ryan (2000) structure of self-confidence relates to self in one's personal judgment, performance, power, etc. Sometimes manifested excessively, it approaches that self-confidence is critical. Without self-confidence, we cannot get information. If humans have self-confidence, their understanding can be wider, they are going to get a lot of data from the things that they read, they get something. In different words, we can conclude that self-confidence is critical in our life. Consequently, every person needs to own this performance well.

The last explanation of the difficulty of speaking from Ur, P. (2013) experts, she is a woman who explained four difficulties in speaking:

1) Inhibition

Inhibition in speaking is a person's tendency to suppress or restrain themselves from speaking freely and openly. Humaera (2015) Inhibition is the most crucial in language learning either other physical problem. Speaking activities require a learner to have all eyes on him; exposure to an audience can often give learners stage fright. They may lack self-confidence and worry about making mistakes, being criticized, or losing face in front of classmates. This results in their performance where either they make a lot of mistakes in spite of having a very good knowledge in the area or totally keeping silent.

2) Nothing to Say

A situation where someone finds it difficult to express anything or feels that they have nothing interesting to say in a conversation. Even when they have no obstacles, many students often complain that they have difficulty thinking about what they want to say. They don't have a pattern for expressing what's on their mind through words. It is difficult for many students to respond when a teacher asks them to say something in a foreign language because they may have little idea about what to say, what vocabulary to use, or how to use grammar correctly Baker & Westrup (2003).

3) Low or Uneven Participation

Low or uneven participation refers to a situation where some participants in a conversation or discussion tend to participate more

actively, while others are less involved or even completely silent. Riadil (2020) There will be someone in the group of students who speaks the most and the other students are silent because they do not have even the slightest chance to speak English. Situations like this cause students who tend to speak to be more dominant over others in the class.

4) Mother Tongue Use

Mother tongue is the language that is mastered from birth and is the language used in the family environment. a number of students share the same mother tongue, they may tend to use it because it is easier and awkward to speak to each other in a foreign language. Here they are also less exposed if they speak their mother tongue. When they speak in small groups, it can be very difficult to get some classes, especially for those who lack the discipline or motivation to maintain the target language.

Based on the statement above, we can conclude that there are five indicators of speaking performance, namely eye contact, body language, gestures, fluency and self-confidence. In this study, the researcher only focused on finding out the speaking performance problems faced by students in making video task given by the teacher in class on three indicators, Self-Confidence, Body Language and Fluency.

2. The Nature of Video

a. Definition of Video

There are many definitions of video according to some experts. First is Rather (2004) video aids are educational aids used in the classroom to enhance and simplify the learning process. Instructional aides are materials such as charts, models, maps, videos, film strips, projectors, radios, and televisions.

Second is Neeraja, (2003) She suggests using instructional aids that enable visual and auditory communication. Video aids are one type of teaching media. According to the Advance Learners' Dictionary, media is a method of communicating with a large number of people. Because everyone learns differently, video aids are a crucial tool. They can also add spice to a conversation. To properly employ video, one must understand from experience what will and will not work for the audience. What will and will not work for a certain audience or group of students. Video aids can take many different forms and be offered in a variety of formats. They can be utilized in a variety of venues, from the classroom to the boardroom, and anywhere information is regularly presented to an audience.

Third is Ashaver, D., & Igyuve, (2013), They explained “in the term of audio-visual materials is generally used to refer to those instructional materials that may be used to declare meaning without complete dependence upon verbal symbols or language.” The audiovisual aids

concretize the knowledge to be delivered and contribute to a more authentic, living, and vital learning experience. Video aids are multimodal products that motivate and stimulate the user. It makes the dynamic learning experience more concrete, realistic, and clear.

Video materials are one of the teachings and learning tools that teachers use to design technology-based lessons. It helps both teachers and students in their daily teaching and learning process. There are many definitions by scholars and authors regarding audiovisual materials, as cited in Guterres & Quintas, (2018). According to Francis, (2011) generally defines the term “audiovisual materials” to refer to linguistic symbols and materials that can be used to express meaning without relying on language. In other words, audiovisual materials are interactive tools that combine text, images, audio, and video.

One type of educational media is Video aids. Horby, (1994) defines media as a means of communication with a big number of individuals. Video aid is a useful tool since different people respond to different learning modes. It also adds intrigue to a conversation. To use video aids effectively, it's important to learn what works best for a specific audience or set of pupils through experience. Video aids can take several shapes and formats. It can be employed in a variety of venues, including schools and boardrooms, where information is frequently shared with audiences.

In the definition above, video is the performance of students to make a video that tells an event descriptively using English. This has a very close relationship with student video ask in the classroom related to student speaking skills in English. These video task should disuse recordings and audio in the assignment of students' speaking skills.

b. The Advantages of Using Video in Teaching Speaking

There are many advantages and disadvantages of using video in teaching speaking, and the following are some of the experts' explanations. Video-based teaching has been utilized for many years. Video is thought to have the performance to improve foreign language learning. It is advantageous to present both linguistic and non-linguistic components. Video is an effective technique for teaching foreign language speaking.

First is Utami, (2005), there are four benefits of using audiovisual in teaching. The first is attention function, this function is the principal function and to direct the students‟ attention on the lesson. The second is affective function, this function can be shown in the students' interest when learn and read the text with picture. The third is cognitive function, this function can show that the students can understand and memorize the information from the picture easily. And the last is Compensatory function, this function is can be shown that audiovisual aids can help the students who cannot read to understand, take information from the text and memorizing the information from the text.

Second is Harmer, (2001). He states there are many advantages in using videos in the teaching and learning process such as: First seeing language-in-use, students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues. Second cross-cultural awareness, video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how Americans speak to waiters. Third the power of creation, when students use video cameras themselves, they are given the potential to create something memorable and enjoyable. Fourth motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

Third is Brewster, (2002). He concludes some benefits of using videos for young learners into four aspects as follows: First Psychological aspect, Video enhances the learning experience for kids, making it more engaging, exciting, and inspiring. Effective language acquisition can foster positive attitudes and confidence towards the target language; Second Linguistic aspect. Video introduces or revises new words, phrases, and expressions. It depicts all aspects of communication, including language, nonverbal cues, meaning negotiation, and interactions. Video enhances language acquisition by

providing context and making it more memorable; Third Cognitive aspect, Video can spark kids' curiosity and deliver current knowledge. It helps students improve their performance to infer from context. Video can enhance students' motor capabilities, knowledge and research skills, communication abilities, and autonomous learning; Fourth Cultural aspects, Video helps pupils gain cultural understanding and expand their worldview beyond the classroom. It bridges the cultural gap by providing relevant background information.

However, above all the advantages of using video to teach speaking, Riddel, (2003) suggests that there are certain downsides to using video. The disadvantages of employing audio-visual media include concerns about technology and students' perception of learning. The ‘stop-start' nature of lessons might frustrate students, and in large classes, not everyone may be able to view the screen. The teacher may need to prepare his or her own materials and task. Riddle proposed limiting the use of video lessons.

Based on the theories that have been presented above. The researcher used audiovisual media as a speaking task about descriptive text by using videos to teach speaking will create an accurate model of English. There are many advantages gained when we use audiovisuals. Advantages used to assess students' tasks.

c. The steps to making a good and correct video

According to Sweller (2011), to maximize learning, multimedia materials should be designed so as not to overload students' cognitive capacity. This is in line with some of Mayer's principles, such as the Coherence Principle and Segmentation Principle, which aim to reduce cognitive load by avoiding irrelevant elements and dividing information into segments that are easier to understand.

According to Moreno (2006) research highlighted the importance of guided learning in multimedia. Moreno found that providing guidance during the learning process can reduce cognitive load and improve understanding. This guidance can be in the form of visual signals or emphasizing important elements in videos and multimedia presentations. This supports Mayer's Signal Principle, where visual cues help direct learners' focus on critical elements in the content.

Third is Mayer (2009) describes 12 multimedia learning principles that aim to increase the effectiveness of information delivery through a combination of text, images, audio and video. These principles focus on how multimedia elements can be used to facilitate learners' understanding and retention of the material.

1. Coherence Principle: This principle states that learning materials should be free from irrelevant information, such as unrelated background music, unnecessary animations, or additional text that does not help in understanding the material. Irrelevant information

can distract and overload students' cognitive capacity, thus reducing comprehension

2. Signaling Principle: This principle proposes the use of markers, such as highlights, arrows, or color changes to highlight important information in learning materials. These visual signals help direct students' attention to the most relevant and important parts.
3. Redundancy Principle: This principle suggests that information should not be presented redundantly. For example, combining audio narration with the exact same text can be distracting for students. Material should be delivered through audio and images, rather than audio, images and text all at once.
4. Spatial Contiguity Principle: This principle states that images and related text should be placed spatially close together. Presenting visual and descriptive information separately can hinder the learning process as students have to look for connections between the two.
5. Temporal Contiguity Principle: This principle emphasizes the importance of presenting narratives and images together rather than separately. The narrative accompanying the images should appear together to facilitate comprehension, as opposed to the narrative appearing after the images.
6. Segmenting Principle: This principle proposes that complex learning material should be divided into smaller segments or simpler parts.

Segmentation allows students to learn at their own pace, reduces cognitive load, and increases comprehension.

7. Pre-training Principle: This principle suggests that students are given a basic understanding or introduction to key concepts before the main learning begins. This helps students build initial schemas that will facilitate understanding of more complex material.
8. Modality Principle: The modality principle emphasizes the use of audio and visuals to present information instead of using text and images alone. For example, presenting a narrative through audio is more effective than through written text because it frees up students' visual capacity to process images.
9. Multimedia Principle: This principle asserts that students learn better when information is presented through a combination of words and images rather than through words alone. Combining visual elements with verbal explanations enhances understanding.
10. Personalization Principle: This principle suggests that narratives should be delivered in a more personalized and informal conversational style. This approach makes students feel more engaged and improves cognitive processing.
11. Voice Principle: This principle focuses on using natural human voices in narratives, rather than computer-generated or robotic voices. A natural human voice is more effective in attracting attention and building a connection with the audience.
12. Image Principle: This principle suggests that images of the speaker (such as photos or videos of the lecturer) are not always necessary in

multimedia materials, as the main focus should be on the content being delivered, not on the visualization of the speaker.

d. Video Project

Video project is a medium in improving students' speaking performance. According to (Nikitina, 2009) , with the help of video projects, language learners have the opportunity to practice the target language in a more meaningful way and to develop useful strategies. The target language in a more meaningful way and to develop useful strategies that can facilitate their learning process. That can facilitate their learning process.

Fraser and Oram in (Sari, 2016). There are four reasons why a video project is meaningful for the students. The first reason is active because through a video project, the students can put all their creativities to create the video. A video project facilitates them to explore their knowledge to produce good videos. The second reason is constructive. It is the way the students relate video projects as new experience with their previous experiences. During the process of learning, they are able to change their conceptions on the video project.

Video projects also give students a reason to be personally involved in language tasks and have a sense of ownership and pride in their accomplishments (Masterman, 1980). Video projects can facilitate students in improving speaking more interactively.

From the explanation above, there are several ways to improve students' speaking skills, one of which is by making videos, in making videos students can freely express their creativity. Videos can also make students fluent in speaking because they are done repeatedly.

B. Review of Related Studies

To support this research, the writers lists several previous studies as follows:

The first research by Riri Isriyah Suryati, a 2001 alumnus of UNIVERSITY OF IBNU KHALDUN BOGOR-INDONESIA entitled "Teaching Speaking through Audio Visual Aids. The findings of the research indicated that Audio visual aids was successful in improving students' performance in speaking because various kinds of English book and teaching use aids or media really help the students in learning speaking and made them more easily to understand what the teacher delivered. It has been proved by the average percentage, is 68, 45 %.

Second, this research by Erita Budi Pratiwi 2012 entitled "Improving the Speaking Skill of The Tenth Grade Students by Using Videos. This study was aimed at improving the speaking skill of the tenth-grade students at SMA Berbudi, Yogyakarta by using videos. This study is action research. The actions consisted of the use of video in the presentation as modeling of the text combining with the use of communicative speaking activities. Discussions, games, and role-plays. The findings of the study showed that

the use of videos combined with the communicative speaking activities was proved to be effective to improve the students' speaking skill. They were fluency, vocabulary, pronunciation and students' confidence. The findings were supported by the means of the students' speaking scores that had improved from 64.60 % in the Pre-test to 72.50 % in the Progress test and 75.10 % in the Post-test.

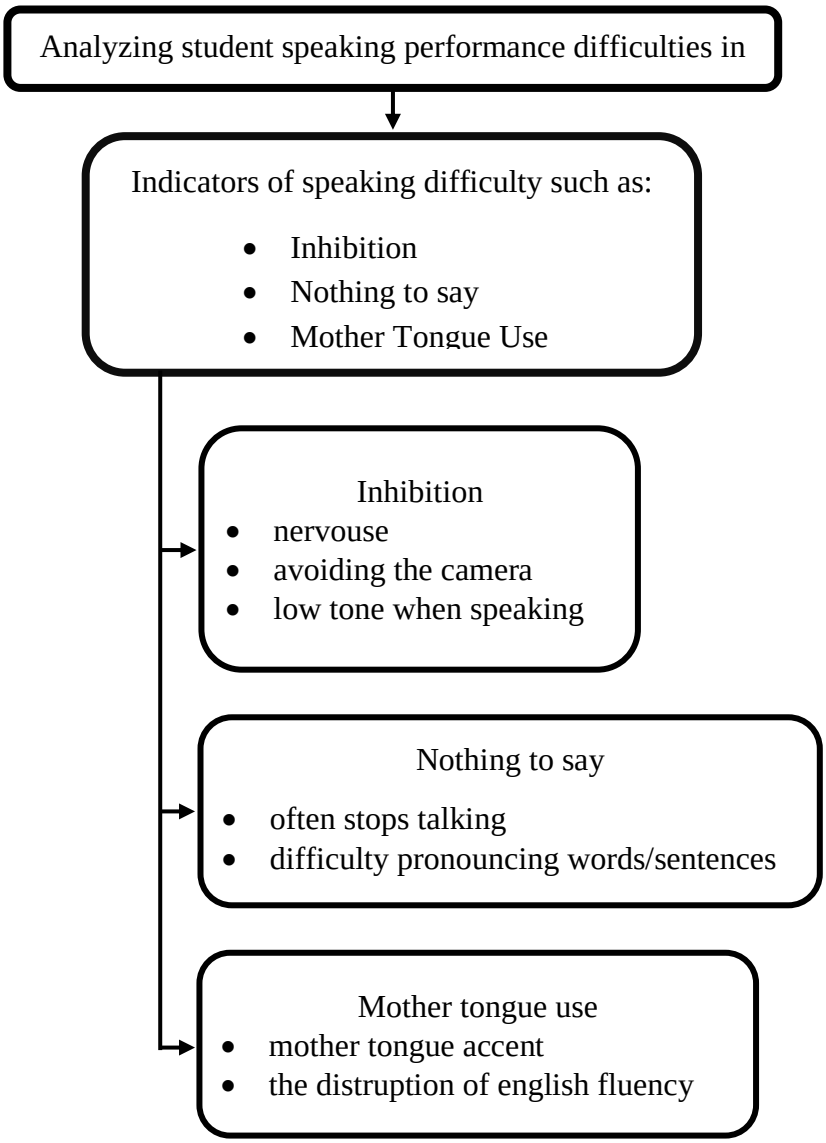
Third, Prasasti (2011) did research study with the title "The Effectiveness of Using Audio-Visual Aid in Teaching Speaking of Interpersonal and Transactional Conversations (experimental research at the eighth graders of SMP I Randublatung in the academic year 2010/2011)." She carried out an experimental study. The study's population consisted of eighth-grade students from SMP 1 Randublatung. The experimental group was designated as 8 A, whereas the control group was designated as 8 D. The experimental group was taught utilizing audio-visual aids, particularly conversation video, whilst the control group was taught using traditional teaching techniques.

From the three studies mentioned above, it can be concluded that videos can influence students' speaking skills. Intelligence is also shown based on gender and class type. Similarities to previous research indicate that students have at least one or more intelligences that they tend not to be interested in. So, the researcher can conclude that there are many differences between the researcher's research and the other studies above. This research will use analytical methods to look at the influence of media in learning English,

especially speaking. The population of this study was 31 students of SMP 3 Ampek Angkek class 8.

C. Conceptual Framework

Conceptual framework below is a framework of the theory problems that are taken by researcher. Conceptual framework of this researcher can be created as follow:



CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research was conducted at SMP 3 Ampek Angkek. This research design is qualitative. According to Creswell (2012 qualitative research is an approach to exploring and understanding the meaning of individuals or groups related to social problems that can be used to interpret, explore, or gain a deeper understanding of certain aspects of human beliefs, attitudes, or behavior.

This research uses a qualitative approach. Creswell (2012) states that some qualitative research requires exploring problems and providing specific data about a phenomenon. The researcher believes that the research conducted will get a detailed and in-depth understanding of a phenomenon, and the reason the researcher himself chose this research was to find out the difficulties of students in speaking English in video task. The data for this study was obtained through observation of students' videos and interviews.

B. Informant of the Research

The informants for this research were 8th-grade students at SMPN 3 Ampek Angkek. The researcher focused on analyzing the speaking performance difficulties of students in video task in class 8.2 at SMPN 3 Ampek Angkek. The researcher limited the research to class 8.2 because the English teacher at SMPN 3 Ampek Angkek recommended that the researcher choose that class.

C. Instruments of the Research

Instruments that are part of data collection usually include a set of tools and methods to collect and analyze data. As reported by Creswell (2012), various instruments are used in collecting data for qualitative research. Thus, the instruments used in this study are:

1. Observation checklist

Observation is the systematic observation and recording of symptoms that appear on the object of research. However, Creswell (2012) states that observation is a systematic tool or protocol developed to collect and record data through direct observation of behavior, events, or phenomena. This instrument is designed to increase the rigor and reliability of observational research by providing structured guidelines for data collection. In this study, observation is a sheet that aims to observe students' video task and get data about students' difficulties in speaking in students' English assignment videos. the observation format that researchers use in this research is a yes or no statement.

2. Interview

An interview is an oral question and answer between two or more people directly with a specific purpose. Information obtained from interviews is analyzed and reprocessed in the research. With interviews, more in-depth and quality information can be obtained by developing questions that are appropriate to the situation. There are many types of interviews. Estenberg more clearly categorizes the types of interviews into

3 kinds, namely structured interviews, semi-structured interviews, and unstructured interviews. This research used structured interviews. Structured interviews help researchers to stay focused on relevant topics, avoiding deviation from the research objectives. The researcher has prepared a three-part list of questions to match the observation sheets. The interviews in this study were related to the observation checklist and the interviews were conducted after obtaining the observation results of the students' video assignments with the aim of obtaining information about students' speaking difficulties in the students' video task.

D. Technique of Data Collection

In qualitative research, systematic data collection is essential to obtain in-depth information from participants. According to Creswell (2012), data collection in qualitative research involves various techniques, including observation, interviews, and document analysis. In this study, the researcher collected data using two main instruments: observation and interviews.

First, the researcher requested permission from the teacher to access students' video assignments. Out of a total of 25 students, only 18 learning videos were successfully obtained. After collecting the videos, the researcher systematically observed and analyzed them using an observation sheet, focusing on key aspects of speaking performance such as fluency, pronunciation, vocabulary use, confidence, and language accuracy.

From the analysis, 14 student videos were identified as having issues related to speaking performance, such as hesitation, mispronunciations, lack of vocabulary, and frequent use of their first language. To further understand the causes of these difficulties, follow-up interviews were conducted with these 14 students. During the interviews, students were asked about their challenges, feelings, and experiences while completing the video assignment, providing deeper insights into the factors affecting their speaking performance.

E. Technique of Data Analysis

Data analysis is the process of systematically searching for and compiling interview transcripts, field notes, and other materials that researchers collect to enhance their own understanding and enable them to present what they have discovered to others. According to Miles (2014) data analysis techniques in qualitative research consist of three steps, namely data reduction, data presentation, and drawing conclusions/verification.

a. Data reduction

The first step in analyzing qualitative data involves data reduction. Researchers collected data through student video task, observations, and interviews, then the data was transcribed. The data that had been collected through observations and interviews, the researcher matched the same data and discarded the same data. After collecting and reducing data, researchers presented the data in descriptive form.

b. Data Display

In qualitative research, data presentation is done in the form of brief descriptions, charts, relationships between categories, flowcharts, and so on. The second step is data presentation. Researchers present data that has been reduced to facilitate data interpretation. This step provides an organized and structured collection of information that allows conclusions to be drawn.

c. Conclusion Drawing and Verification

The final step is the conclusion. Drawing conclusions involves stepping back to consider the meaning of the data analyzed and assessing its implications for the research question. Data must be checked for robustness and certainty through validity.

CHAPTER IV
FINDING AND DISCUSSION

A. Findings

In this section, this research explains the data that has been obtained. The findings data that the researcher obtained in the field involved the students' video speaking assignment on narrative text, obtained from the English subject teacher. observation of the students' video speaking assignment allowed in-depth analysis of the factors affecting students' speaking performance in the video assignment. in addition, interviews were also conducted to find in-depth information about students' speaking performance.

1. Description of Data

This chapter described the data obtained during the research. This research was conducted at SMPN 3 Ampek Angkek. It took approximately four months, starting from the submission of a research permit at SMPN 3 Ampek Angkek. The description of the data needed was obtained through the VIII grade students as research subjects who were used as informants. The informants of this research were 14 eighth grade students at SMPN 3 Ampek Angkek.

The form of data in this research is divided into two, the first is in the data from the observation sheet. data on the observation sheet is obtained through analyzing the videos that have been watched as many as 18 videos, then the videos that have been obtained are then watched and the results of those watched are 14 problematic videos in student speaking performance.

then the videos that have been observed will be interviewed about student problems in speaking performance. this interview is carried out based on the guidelines that have been made by researchers with reference to Penny ur's theory.

For the description of the data was obtained by observing students' English video task and conducting interviews in accordance with the research instruments that had been prepared. Checklist observations were made by looking at several aspects of students' problems in the video task. In addition, some questions were also given to clarify the problems that students encountered. The following were the findings of the researchers from the results of interviews with grade 8 students.

2. Analyzing student speaking performance Difficulties in video task

In this section, we analyzed students' speaking performance in the video assignment with reference to three main aspects that contributed to the quality of their communication: inhibition, nothing to say, and mother tongue use. Inhibition included psychological factors that prevented students from speaking confidently, such as nervousness and discomfort when performing in front of the camera. Next, nothing to say reflected students' difficulties in finding the right words to express themselves, which resulted in gaps in communication. Finally, mother tongue use affected the listener's understanding and pronunciation, potentially leading to misunderstandings and reducing the effectiveness of communication. By analyzing these three

aspects, we aimed to gain a deeper understanding of the challenges students faced when speaking on camera and the impact this had on their English speaking performance.

1) Inhibition

The aspect of inhibition is an important factor that affects students' on-camera speaking performance. In this study, it was identified that as many as six students experienced significant nervousness while speaking, which resulted in decreased confidence and difficulty in expressing their ideas clearly. Next, thirteen students were observed avoiding eye contact with the camera, indicating discomfort and fear of performing in front of it. This phenomenon can hinder effective interaction and make communication less engaging. In addition, five students spoke in a low tone, which can reduce the visibility of the message they are conveying and create a lackluster impression. This data suggests that inhibition not only affects the way students speak but also contributes to a less-than-optimal communication experience in the context of learning English through video media.

From the observations made regarding the statement that students felt nervous when speaking in front of the camera, six students who experienced this nervousness showed clear signs of self-doubt, such as speaking with a stammering voice. When researchers conducted interviews, these students revealed the reasons behind their stuttering.

MA said, “Takut salah dalam mengucapkan kata/kalimat, pak.” This statement reflected the uncertainty and fear of making mistakes that could occur while speaking, further diminishing their confidence. When students felt they might not be able to convey their message effectively, this caused them to feel more stressed and tend to avoid free verbal expression. The nervousness experienced by students was not only rooted in speaking in front of a camera but was also closely related to low levels of self-confidence, which required more attention to ensure that students could speak more fluently and confidently in the future.

From the observations made regarding the students' tendency to look away from the camera, thirteen students were noted for not focusing on it, often looking down as if they were reading. This indicated deep discomfort when speaking, further supported by interview results where a student revealed, "Saya tidak fokus ke arah kamera karena kurangnya pelafalan kalimat bahasa Inggris, Pak." This statement reflected that a lack of confidence in their pronunciation ability contributed to their difficulty in interacting directly with the camera. The situation became more complex due to the fact that the students had to create the video independently, without an audience that could have provided additional encouragement for speaking. This lack of focus indicated that anxiety and worry about their English proficiency hindered more authentic and confident verbal expression. In this context, it was important to recognize that learning to speak in a

foreign language involved not only mastering the language itself but also developing the non-verbal communication skills essential for engaging and connecting with an audience, even in situations without one.

From the observations made regarding the statements of students speaking in low tones, it was found that the students' voices sounded small and distant, which could indicate insecurity. In interviews conducted with students, MA said, “Saya tidak percaya diri melihat ke kamera, Pak,” indicating that their discomfort contributed to weak pronunciation. This phenomenon not only reflected problems in vocal control but also highlighted the relationship between confidence and the ability to speak in front of the camera. When students felt unsure or anxious about their performance, it resulted in a decrease in voice volume and intonation, which in turn diminished the appeal and clarity of their communication. A low voice hindered effective message delivery, as listeners had difficulty capturing the information being conveyed. Therefore, it was important to identify strategies that could boost students' confidence, such as mirror speaking practice or simulated presentations, so they could speak more boldly and clearly in the future.

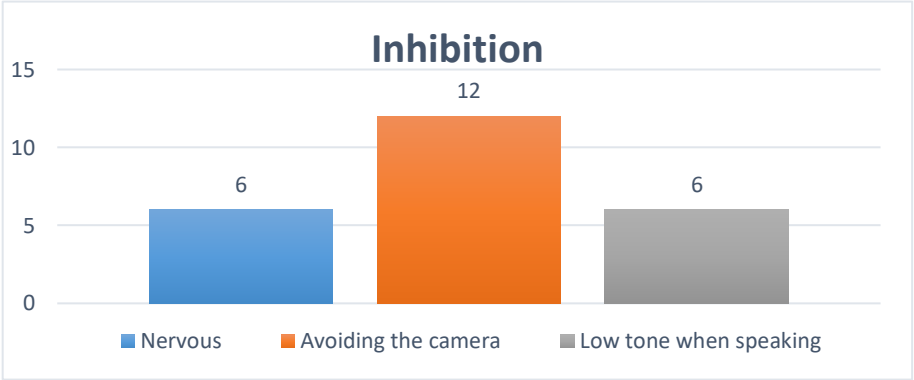


Figure 4. 1 Frequency of Student Inhibition related to Speaking Performance

2) Nothing to say

An analysis of the "nothing to say" phenomenon among the students revealed significant challenges that hindered their ability to communicate effectively. Firstly, six students frequently stopped while speaking due to difficulty finding ideas, reflecting a lack of preparation or deep understanding of the topic. Secondly, a total of eight students reported challenges in pronouncing certain words, which can disrupt speaking fluency and contribute to presentation anxiety. Finally, five students identified problems in understanding the given topic, which could hinder their ability to actively contribute to the discussion. These findings suggest that factors such as uncertainty of ideas, pronunciation difficulties, and topic comprehension are major obstacles for students in speaking situations, which require more attention in teaching methods and proper support to improve their communication skills. The following researchers will elaborate on each of the above statements one by one.

The analysis of six students who frequently paused while speaking revealed difficulties in recalling relevant words, which contributed to confusion when continuing the topic. The researcher's checklist observations indicated that these students appeared perplexed when trying to construct sentences, reflecting cognitive barriers in the speaking process. Through interviews, SGP say “Saya sering berhenti karena tidak bisa mengingat kata yang mau saya ucapkan, Pak,” suggesting that memory problems or retrieval cues played an important role in their communication fluency. Difficulty in remembering the right words could have been caused by a lack of consistent practice or limited exposure to the vocabulary required in a speaking context. This phenomenon resulted in students feeling anxious and losing confidence, thus exacerbating their speaking ability. Therefore, it was crucial to implement learning strategies that focused on strengthening verbal memory and introducing vocabulary in more real-life contexts to help students more easily remember and use the necessary words when communicating, thereby improving their fluency and confidence in speaking.

An analysis of the eight students who had difficulty pronouncing words showed a close relationship between language use in everyday contexts and pronunciation skills. The researcher's checklist observation noted that students often mispronounced the word “crying,” indicating a challenge in mastering certain phonetics. In

interviews, MR say “Saya susah dalam melafalka kata itu karena tidak terlalu sering mengucapkannya pak.” which highlighted the importance of repeated practice in strengthening speaking skills. Difficulties in pronouncing words, especially those that were rarely used, stemmed from a lack of exposure and direct experience in communicating in the target language. This suggested that phonetic incomprehension and lack of word usage in relevant contexts could hinder students' speaking proficiency. Next, it was essential to design more interactive and contextualized learning activities that allowed students to practice pronouncing words in real situations, thereby improving their confidence and overall verbal ability.

From observations related to the statement of difficulty in finding ideas when speaking indicated that five students often paused while speaking, which was an indicator of their struggle with generating ideas. In interviews, these students revealed, “Saya sering berhenti saat berbicara karena salah mengucapkan kata, Pak” reflecting anxiety connected to their verbal abilities. This phenomenon showed that uncertainty in word choice and pronunciation could disrupt the flow of conversation, causing students to feel inhibited in expressing their thoughts fluently. Fear of mistakes led students to delay or stop speaking, which in turn exacerbated feelings of insecurity and reduced their engagement in verbal interactions. Thus, challenges in finding ideas when speaking were not only related to a lack of knowledge on

the topic but were also influenced by psychological factors connected to self-confidence and speaking proficiency, requiring a more holistic approach in teaching to enhance students' communication skills.

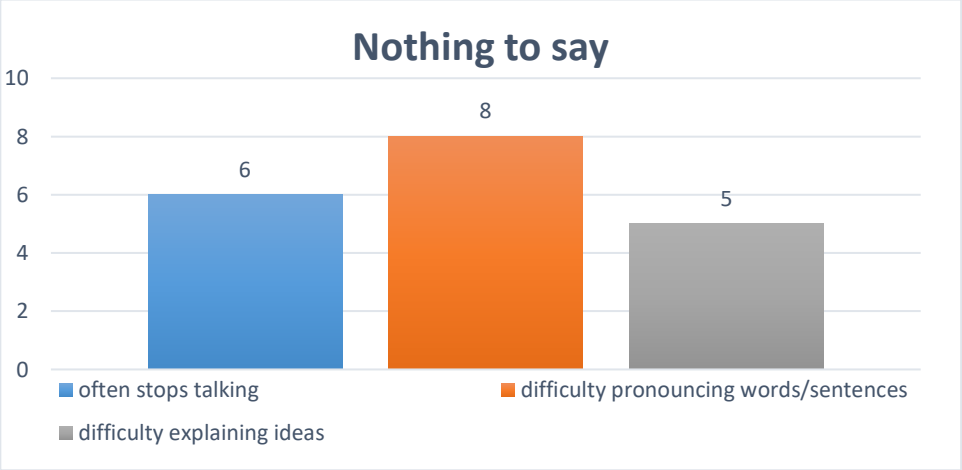


Figure 4. 2 Frequency of nothing to say students regarding speaking performance

The analysis of students revealed significant challenges in speaking fluency related to cognitive and psychological factors. Six students frequently paused due to difficulties recalling relevant words, which led to confusion and anxiety, as indicated by their inability to construct sentences. An interview highlighted that memory issues played a crucial role in their communication. Similarly, eight students struggled with pronunciation, particularly mispronouncing the word "crying," which stemmed from limited exposure and practice. These pronunciation difficulties were intensified by a lack of real-life language use. Additionally, five students faced issues generating ideas while speaking, often pausing out of fear of making mistakes, which further diminished their confidence. Collectively, these findings underscored the need for

targeted learning strategies that enhance vocabulary retention, pronunciation skills, and overall speaking confidence through interactive and contextualized activities.

3) Mother tongue use

The analysis of the students' use of their mother tongue revealed two important statements that affected their English proficiency. Firstly, six students noted the influence of their mother tongue accent when speaking English, which interfered with the clarity of pronunciation and hindered listeners' understanding. Secondly, five students reported that the use of their mother tongue disrupted fluency in English, causing them to frequently switch to their mother tongue in communication situations, which worsened their ability to speak fluently and confidently in English. These findings suggested that accent and the habit of switching to the mother tongue were significant challenges that required a more integrated approach in language teaching to improve students' communication skills in English.

An analysis of six students who used their mother tongue accent while speaking English revealed significant challenges in pronunciation influenced by their linguistic habits. The researcher’s checklist observations noted that these students pronounced the phrase “long time ago” with a noticeable accent, indicating that the influence of their mother tongue interfered with pronunciation clarity. In interviews, MA said “Karena saya susah untuk melafalkan kata itu pak, karena tidak

terbiasa pak" reflecting a lack of practice and exposure to the use of English in everyday contexts. This phenomenon suggested that unfamiliarity with pronouncing English words resulted in difficulties in achieving the phonetic accuracy required for effective communication. Therefore, it was important to design teaching interventions that focused on reinforcing the practice of English pronunciation and usage in relevant situations, so students could reduce the influence of their mother tongue accent and improve their overall speaking ability.

An analysis of five students with impaired fluency in English revealed psychological and linguistic factors that contributed to barriers in verbal communication. The researcher's checklist observations noted that these students often stopped abruptly while speaking, reflecting uncertainty in word choice and sentence structure. In interviews, AF said "Itu karena ada keraguan dan kesalahan dalam pengucapan kalimat bahasa inggris pak." highlighting those concerns over mispronunciation disrupted the flow of conversation and caused students to feel pressured. This suggested that doubts in their linguistic abilities, especially in their mastery of phonetics and grammar, contributed to the loss of speaking fluency. Therefore, it was important to develop learning approaches that provided emotional support and effective practice strategies so that students could overcome their doubts and increase their confidence in speaking English.

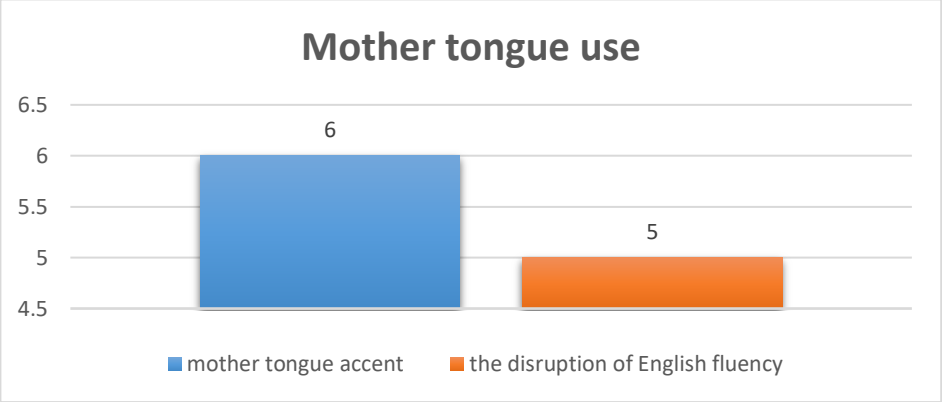


Figure 4. 3 Frequency of mother tongue use students regarding speaking performance

Conclusions from the analysis of English language use indicated that linguistic and psychological factors interacted and contributed to barriers in verbal communication. The influence of a mother tongue accent on six students created difficulties in pronunciation, leading to vagueness, while the remaining five students experienced impaired fluency due to hesitation in word choice and sentence structure, which was compounded by anxiety related to mispronunciation. These findings suggested that unfamiliarity with the practice of English language use and uncertainty about linguistic ability worsened students' speaking skills. Therefore, it was crucial to design and implement a comprehensive teaching intervention that not only focused on improving pronunciation and the use of English in relevant contexts but also provided emotional support and effective practice strategies. This approach was anticipated to increase students' confidence and enhance their overall speaking skills.

B. Discussion

This discussion aims to analyze the research results regarding the speaking performance of grade VIII students of SMPN 3 Ampek Angkek in the video task. By integrating the findings from Chapter 3 and the theories that have been outlined in Chapter 2, this subchapter will discuss in depth the challenges students faced, as well as the potential of using video media in improving their speaking skills.Through this approach, a more comprehensive understanding of the factors that influence students' speaking performance is expected, as well as recommendations that can be applied in the learning process. Emphasis will be placed on the relationship between theory and practice and how effective teaching strategies can help students overcome speaking difficulties.

In this study, the speaking performance of students at SMPN 3 Ampek Angkek through video tasks is analyzed based on several important aspects. Based on the background that has been described, speaking ability is a very important communicative skill, especially in the context of English language learning. Brown (2004) explains that “speaking performance is a productive skill that can be observed directly and empirically.” This indicates that speaking performance can be measured through direct interaction between the speaker and the listener.

The results showed that some students had difficulties in their speaking performance, especially in terms of pronunciation and confidence. As stated by Harmer (2007), learning motivation increases when students use videos, because “doing repeated exercises alone is not enough.” This shows that the use of video media in learning can increase students' motivation and help them to be more confident in speaking. Furthermore, luoma (2004) emphasizes the importance of linguistic competence and social interaction in speaking performance. He states that “speaking performance is not just about the performance to speak, but also includes the performance to understand and respond well in various communication situations.” This is relevant to our findings that students who lack confidence tend to have difficulties in understanding and responding to questions when performing video tasks. This is in line with Ur (2013) statement explaining that one of the main barriers in speaking is inhibition, where students feel pressured to speak in front of the camera.

In conclusion, this analysis shows that despite the challenges students face in their speaking performance, the use of video media and the right approach from teachers can have a positive impact. By understanding the factors that affect students' speaking performance, we can develop more effective strategies in improving students' speaking ability in the classroom.

CHAPTER V
CONCLUSION AND SUGGETION

A. CONCLUSION

Related to the explanation of findings and discussion, the researcher will present the following conclusions to answer the research questions:

1. Difficulties Faced by Students in Speaking Performance During Video Assignments:

   Students experience inhibition, such as nervousness, lack of confidence, and fear of making mistakes. These factors lead them to avoid eye contact with the camera, speak in a low tone, and frequently hesitate while speaking. Some students struggle to generate ideas, have limited vocabulary, and face pronunciation difficulties, which result in frequent pauses during speech. The influence of their first language remains a challenge, as students tend to use their native accent, affecting pronunciation clarity. Additionally, they often revert to their first language when encountering difficulties in speaking English, which disrupts fluency.

2. Causes of Students' Difficulties in Speaking Performance During Video Assignments:

   Psychological factors, such as fear of making mistakes and lack of confidence, are major obstacles to students' speaking fluency. A lack of practice in real-life speaking contexts makes it difficult for students

to find the right words and develop fluency. First-language interference affects pronunciation and habitual sentence structures, which impacts their ability to speak English fluently. Furthermore, limited understanding of the topic causes some students to struggle in expressing ideas in English, hindering their speaking performance.

These findings indicate that improving students' speaking performance in video assignments requires a comprehensive approach. This includes building students' confidence, providing regular speaking practice, and reducing dependence on the first language in English communication.

B. SUGGESTION

1. suggestions for schools

Schools have an important role in creating a learning environment that supports the development of students' speaking skills. Therefore, some suggestions that can be applied are:

a) Creating a Supportive Environment: It is important to create a safe and supportive classroom atmosphere, where students feel free to practice without fear of being judged. Rewarding students' efforts, even if the results are not perfect, can encourage them to participate more actively.
b) Integrating Technology: Using technology, such as interactive learning applications and video platforms, can increase students' interest in learning English. The introduction of diverse media can make the learning process more interesting.

2. Suggestions for Students

Students also have a responsibility in developing their speaking skills. Here are some suggestions that can help students:

a) Practice Regularly: Students are advised to practice speaking English regularly, both inside and outside the classroom. They can discuss with friends, record themselves, or even speak in front of a mirror to increase their confidence.
b) Receiving Feedback: Students should be open to feedback from teachers and friends. Constructive feedback can help them understand areas that need improvement and strengthen existing skills.
c) Reducing Dependence on Mother Tongue: Students need to try to reduce the use of their mother tongue when speaking English. By practicing more in English, they can reduce the influence of their mother tongue accent and improve their speaking ability.

3. Suggestions for Researchers

Researchers who want to develop further studies on this topic also have several suggestions that can be considered:

a) Conducting Further Research: Researchers are advised to conduct further studies that explore more deeply the factors that influence students' speaking skills, including the influence of culture and social environment.
b) Using Diverse Methodologies: Using various research methodologies, such as case studies, in-depth interviews, or surveys, can provide a more comprehensive perspective on students' experiences in learning English.
c) Focusing on Practical Interventions: Researchers can design and test practical interventions that aim to improve students' speaking skills. Thus, the results of the research are not only theoretical, but can also be directly applied to improve the quality of education.

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APPENDICES

Research Guidline

Variable	Sub Variable	Indicators	Descriptions	Item
Speaking Performance	Students' Difficulties in Speaking Performance	Inhibition	Inhibition in speaking is a person's tendency to suppress or restrain themselves from speaking freely and openly	1-4
		Nothing to Say	A situation where someone finds it difficult to express anything or feels that they have nothing interesting to say in a conversation.	5-8
		Mother Tongue Use	Mother tongue is the language that is mastered from birth and is the language used in the family environment.	9-12

Observation Checklist

Source: Ur, P. (2013). A Course in Language Teaching: Practice and Theory (13th Ed). Cambridge University Press.

Nama :

NO.	Statement	Yes	No	Note
Inhibiton				
1	Siswa menunjukkan ekspresi gugup saat berbicara dalam video.			
2	Siswa melakukan pengulangan kata berlebihan.			
3	Siswa tampak menghindari kontak mata dengan kamera.			
4	Siswa berbicara dengan nada suara rendah.			
Nothing to say				
5	Siswa sering berhenti karena kesulitan menemukan ide atau topik pembicaraan.			
6	Siswa tampak kesulitan untuk melafalkan kata-kata tertentu saat berbicara didalam video.			
7	Siswa tampak kurang mampu menjelaskan idenya secara menyeluruh sehingga pesan sulit dipahami.			
8	Siswa sering menggunakan kata-kata yang sama berulang kali.			
Mother tongue use				
9	Siswa menggunakan bahasa ibu beberapa kali saat berbicara.			
10	Siswa melafalkan kata-kata dalam bahasa inggris dengan aksen bahasa ibu.			
11	Siswa terganggu dalam kelancaran berbicara karena terlalu sering menggunakan aksen bahasa ibu.			

12	Penggunaan bahasa ibu tampak lebih dominan daripada bahasa target dalam video.			

LIST INTERVIEWS

1. Apa yang membuat kamu merasa gugup saat berbicara dalam video?
2. Bagaimana perasaanmu ketika harus berbicara di depan kamera tanpa ada yang mendengarkan langsung?
3. Apa yang bisa membantu kamu lebih percaya diri ketika berbicara dalam bahasa Inggris?
4. Apakah kamu merasa kontak mata dengan kamera mengganggu kenyamananmu saat berbicara?
5. Ketika kamu kesulitan berbicara, apa yang biasanya menyebabkan hal itu terjadi?
6. Bagaimana cara kamu mengatasi perasaan sulit menemukan kata yang tepat?
7. Apakah ada saat kamu merasa topik yang diberikan terlalu sulit untuk dikembangkan?
8. Apa yang dapat membantumu agar lebih banyak berbicara dalam bahasa Inggris?
9. Apakah kamu sering merasa lebih nyaman menggunakan bahasa ibu daripada bahasa Inggris saat berbicara? Mengapa demikian?
10. Apakah kamu merasa ada hal tertentu yang sulit diungkapkan dalam bahasa Inggris?
11. Bagaimana caramu menghindari penggunaan bahasa ibu saat berbicara dalam bahasa Inggris?
12. Apa yang bisa membantu kamu lebih terbiasa menggunakan bahasa Inggris daripada bahasa ibu saat berbicara dalam tugas ini?