Analysis of Students' Perception on the Use of Short Story Video in English Speaking Class

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ABSTRACT

The aim of the study is to find out the students' perception on the use of short story video as teaching media in speaking class. The method of the research is descriptive qualitative. The researcher selected 30 students of English Education study program of Universitas Sultan Ageng Tirtayasa by using purposive sampling. In order to gain the data, the researcher delivered some questioners and interview. The result of the study showed that 95% of the students showed positive perception on the use of short story video in speaking class and only 5% who showed negative perception. Most students strongly agree that short story video can enhance their English speaking skill. The students' perception on watching short story video can encourage their interests in learning speaking by retelling the short story they have already watched. The students responded that by watching short story video, they got many vocabularies input and improve their English pronunciation skills (linguistics aspects). Therefore, this activity can help them to speak English or produce the language fluently. The students also expressed that learning speaking English through short story video can make them feel fun and joy (non-linguistics aspects).

Keywords: *Students' perception, short story video, speaking class*

1. INTRODUCTION

Speaking is a productive skill that must be acquired by university students so that they can communicate in this globalization era. The ability to communicate by using English language is not easy for some university students in Indonesia since English is taught at university and also schools as a foreign language. English mostly use in formal meetings at certain international occasions in Indonesia, therefore only some Indonesian people who get used to use English in daily communication. When it comes to learn to speak English, most students find challenges such as lack of confidence, shyness, and quiet, all of which obstruct natural communication. They often make mistakes and reluctant to speak while trying to communicate in English, (Harmer, 2007 p.343-345).

Based on previous study conducted by Fani (2022) entitled *an Analysis of Students' difficulties in Speaking English at the Fifth Semester of Universitas Muhammadiyah Kotabumi-Lampung,* it was found that most Indonesian students find difficulties in speaking English because of psychological (personality problems) and non-psychological factors (linguistics problems). Linguistic problems include pronunciation, lack of vocabulary and lack of grammar mastery, while non-linguistic problems include lack of confidence, anxiety, shyness, lack of motivation and fear of mistakes, Fani (2022); Abadi & Tika (2021). Therefore, in order to facilitate the university students to be able to speak English, the lecturers should consider those factors.

Regarding with the non-linguistics factors such as motivation, English Lecturers and also teachers in Indonesia are encouraged to create joyful learning situation that can motivate students to learn English. It is highly recommended that the lecturer and teacher use teaching media and technology in teaching learning process in the classroom so that the students can learn English joyfully, Aini& Binnendik (2022).

In order to know whether the students feel motivated and enjoy in the process of language teaching in the classroom, the lecturer in this case as the researcher need to know the students' perception on the use of particular media of teaching. Previous study regarding with the students' perception on the use of teaching media has been conducted by Sekuler and Blake (1990), that students' perception plays very important role to support the learning process in the

classroom activity. Perez (2010) also stated that knowing the students' perception allowed learners to consider why they are participating in certain activities, then they would use those activities to learn English so they can utilize them both for academic purpose and outside of the classroom.

Related with the research on students' perception, Nabila (2019, p. 113-122) did the research entitled *Students' Perceptions on Using Video Recording to Improve Their Speaking Accuracy and Fluency* which aims at exploring the students' perceptions on using video recording to improve their speaking accuracy and fluency. The result showed that the students' perception on the use of this video recording are good and the media can be used in improving the students' speaking skill.

Using teaching media in language learning is an important factor that can activate the students' attention and motivation in improving English students' speaking skill. One of media that is quite effective is audio visual media. Audio visual like short movie or short story can be used to arouse the students' attention and more focus in language learning because short story has a short duration, in which there are only important points from the contents of the story which last for about 5 minutes, (Nurul Jannah, 2019).

The language teacher and lecturer can play short films or video on a laptop or computer in the classroom. Short story or film are more effective in the teaching-learning process since teacher can choose any part which consists of certain language function that will be learnt by the students. According to Cakir (2006), all audiovisual materials have positive contribution to language learning as long as they are used at the right time, in the right place. Teacher gave the instruction to the students into interactive activities. Audio visual can help students develop their speaking ability, through audio visual the students feel motivated to speak English. Riyana (2007) in Jannah (2019), stated that using video as teaching media aims to (1) clarify and simplify the delivery of messages so that they are not too verbalistic; (2) overcome the limitations of time, space, and sensory power of students and instructors.

Based on the background of the problems and previous studies, the researcher had arranged the purpose of this research. The purpose of this research is to find out the English students' perception on the use of short story video as media in speaking class.

2. METHOD

The method of this research is descriptive qualitative. The researcher analyzed the students' perception through questioner and interview. Interviews were used to support the questionnaire and to find out how the process of teaching listening uses short story videos. Kvale in Jannah (2019:4) stated that interviews are an exchange of views between two or more people on topics of mutual interest, seeing the centrality of human interaction for knowledge production, and emphasizing the social status of research data.

The subject of the research was the second semester students of English Education Study Program of Universitas Sultan Ageng Tirtayasa-Banten who joined the Speaking class subject in academic year 2022/2023. The Population of the research were 30 students of three parallel classes (A-B-C Class). Purposive sampling was used to select the people who took a part in this research.

3. RESEARCH FINDINGS AND DISCUSSION

After giving some interview and also questionnaire to the students of second semester of English Education study program in academic year 2022/2023, the researcher collected and analyzed the data. The followings are the research findings of students' perception on the use of short story video in speaking class at University of Sultan Ageng Tirtayasa.

The research findings are as follows:

Table 1. Questionnaire of Students' Perception

No.	Statements	Agree	Disagree
1.	I think the use of short story video can help me understand English expressions in the story	95%	5%
2.	By watching the short story video, I can retell the English story easily	90%	10%
3.	Audio visual media like a short story video help me to understand some English vocabulary because there are moving pictures in the video	90%	10%
5.	I feel more motivated if learning English by watching story video	95%	5%

6.	I enjoy the moving picture (cartoon story) so that I can easily understand the English story	95%	5%
7.	I can retell the story step by step after watching the video in the classroom	90%	10%
8.	I can improve my pronunciation step by step by imitating the speakers in the short story video	95%	5%
9.	I can read the subtitle in the video so that I also can learn the correct grammar of English conversation	95%	5%
10.	I don't feel shy anymore when the teacher ask me to speak after watching the short story video in the classroom	95%	5%

Based on the questionnaire of academic or linguistics aspect, it can be seen that 95% students agree on watching short story video in the speaking class can improve their English pronunciation and speaking skill. While in non-linguistics aspect, the students feel more motivated and confidence to retelling the story they have watched and speak English. They do not feel shy anymore whenever the lecturer asked them to speak or retell the English story.

The result of this study was in line with the research conducted by Kulsiri (2018). Kusiri (2018) in Soraya (2022) stated that the use of story video gave some influence greatly that can change the students' skills and learning outcomes. When the lecturer use short story video as a medium of learning, the students' ability in speaking English had improved gradually, such as pronunciation, vocabulary, fluency, confidence, grammar, and motivation. Those skills are as follows: (1) pronunciation, the students knew how to pronounce the words correctly: (2) Vocabulary, they obtained the new vocabulary in each topic; (3) Fluency, because of repetition while taking video, the students felt that their fluency got improved; (4) Grammar, making transcript helped them to increase their grammar; (5) Motivation, it encouraged the students to create better video of retelling story in the next task.

Based on the result of the interview and questionnaire students said that by using short story video they felt more confident in speaking English. They are encouraged to retell the story from the video they have watched step by step or gradually so that finally the students can speak English more fluent.

4. CONCLUSION

By watching the short story video in the speaking class, the students felt motivated and triggered to speak English by retelling the story that they have watched. Watching video made them feel relax and enjoy learning English and they get many input English vocabularies. Beside that, they also can improve their pronunciation by imitating the spoken language shown in the short story video.

The students also can overcome their linguistics problems (relate with pronunciation, vocabulary and grammar) and non-linguistics problems (relate with motivation) after practicing their speaking English by watching short story video regularly in the speaking class.

Based on the research findings and data analysis, it can be concluded that the second semester students of English education study program showed positive attitude toward the use of short story video in speaking class.

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