

**VIDEO PROJECT ASSIGNMENT IN ENGLISH FOR SPECIFIC
PURPOSES (ESP): THE STUDENTS' PERCEPTION**

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ABSTRACT

The purpose of this study was to investigate students' perception on the use of video projects as English-speaking assignments in English for Specific Purpose (ESP) at STIEB Perdana Mandiri. This research implemented the case study of qualitative research methods. The third semester students of STIEB Perdana Mandiri's Business Management study program were the subjects of research. The total number of students is 122, and the researchers decided 50 of them as the subjects for this study using Purposive Sampling. The survey method in this study was descriptive quantitative. Data was gathered using questionnaires were distributed via Online questionnaires. The interview includes 30 questions about the students' video- creating process and their perceptions of video projects for English speaking assignments in English for Specific Purposes (ESP). According to the results of the questionnaires, most of the respondents had positive opinion of video project assignments in English for Specific Purposes (ESP). In conclusion, the students are interested in learning English in English for Specific Purposes, and the video project can help them become more confident in speaking. Smartphones can also be useful in learning English.

Keywords: Assignment, ESP, Students' Perception, Video Project

A. INTRODUCTION

English for Specific Purposes (ESP) has become such a significant part of the English language in the learning process to reach the ability needed in the workplace because it provides more particular features of English toward certain purpose for students (Indrasari, 2016). For university students, English for Specific Purposes (ESP) is one of the most effective tools for learning English. Because English teaching at the university and working must relate to the subject matter being studied by students, the English language must be context specific. At STIEB Perdana Mandiri, Management and accounting professionals often study English to prepare for careers in specialized fields. One of the soft skills that students will have acquired by the time they graduate and put to use in the workplace in accordance with their chosen professions is English language proficiency, and this proficiency must naturally lead to the fields of management and accounting. The English language will be easier to comprehend if it is directly practiced by students in the form of regular conversations with other students or with lecturers.

The students of non-English study program, teaching English can be varied purposes, depending on their major. It is commonly taught to complement the main major or discipline. The English resources are adapted to their specific requirements, especially when they begin working. As a result, the adapted material is known as ESP (English for Specific Purposes), and it aims to prepare students to meet the requirements of the place of work (Nuraeningsih, 2019). The subject may consist of an initiative for learners to use English related to their daily activities, promoting the product, future planning or presenting some report in speaking English.

In addition, Khairissa et al., (2018) find that speaking in actual situations requires students to speak English in an entertaining condition. As a result, they would just be capable of producing more spoken language in their experiences, for example Face-to-face communication, video call, or future technologies that include video and audio, such as zoom meeting or Google meet for learning, can be used to conduct speaking assessments, particularly in university-level English education. As we know that the development of technology nowadays facilitates the students to learn English easier. One of the technologies is a video that can be used as a teaching media.

Many factors must be considered in assessing students' English-speaking abilities. To assess students' speaking abilities, teachers must look at specific speech characteristics such as spelling correctness, facial expression, speaking skill fluency, expressions, and gestures. A Video Project Assignment in English for Specific Purposes (ESP) can reflect the communicative function of speaking. Students typically write dialogues, monologues and speech about daily life then perform them in front of their classmates. The time needed to present the text they have created is quite time consuming, whereas English classes at university are only two hours per week. As a result, presentation time was limited. These activities, such as writing the text and then presenting it in front of the class, caused students to prepare it in a rush. Previous studies focused on the use of video design in English lessons, such as YouTube, the music video and other video resources in English subtitle. The concept for the video project was created by students in an effort to improve their public speaking skills (Baron, 2021). However, the study only concentrated on the video project as students' suggestions and the video project help students improve their public speaking skills.

The learning process in the classroom must be creative and innovative. Language learning no longer must be centered on the lecturer in the classroom but must require students to learn actively. One of the language learning that makes students interesting is video-based learning. It is not only the lecturer who presents the video but starting from the making of the video by the students then presented also by the students. In the process of making videos students experience firsthand how to learn English, so that it will be a learning experience that can improve students' English skills. Students looking for material for making the video and applying it when making videos is one of the learning processes that will indirectly increase students' English vocabulary. According to Slamet in (Prayudha, 2021), Learning using videos are media that provide audiovisual information, methods, and implementation theory to facilitate comprehension of theories of learning. The video-based learning, students can practice English as part of their education. Students rehearse their English conversations, have them recorded, and then review the outcomes of the recordings in front of the class, so they know precisely what to do if their video dialogue contain errors.

There are many benefits of using video-based learning in the classroom. It will be particularly useful for teaching topics in the behavioral or psychomotor domain if students can repeat important parts to view a more concentrated picture. Video-based learning is faster and more successful than text-based media at conveying information, and it can clearly demonstrate simulations or procedural stages or methods. According to Yousef in (Prayudha, 2021), video-based learning is an approach to the use of many types of video to help students comprehend the subject matter. Videos can support students by allowing them to visualize how something occurs and by displaying details and information that are difficult to describe using text or static photographs. In addition, video can attract learners' interest, motivating and engaging them to collaborate more. Thus, watching videos can lead to enhanced learning results. Furthermore, video can help students who are 'visual learners' by supporting diverse learning styles.

The use of video project in English for specific purposes (ESP) for the Business Management Program at STIEB Perdana Mandiri is expected to develop students' communicative competence. Using speaking assessment Presentations, public speaking, and story-telling are examples of extensive verbal production tasks in which the chance for communicative activities from audiences is either severely limited (perhaps to verbal and non-verbal responses) or completely eliminated (Brown & Abeywickrama, 2019). Thus, this study aims to investigate students' perception toward the use of video project in ESP class by conducting a survey. Because it is important, with this way can facilitate lecturers or teachers to evaluate the results of student perceptions after learning English in the class.

According to Ridho et al., (2019), perception is the method through which a person gives meaning to both his and her surroundings. Perception can also be defined as a public response or decision regarding an object that is influenced by the knowledge and experiences of others (Yunita & Maisarah, 2020). Perception is the acknowledgement and interpretation of incoming experiences. Perception also contains how we respond to information. Perception can be considered as a process. Perception allows us to process visual and auditory information and turn it into something more meaningful. According to experts mentioned above, thus, it can be concluded that perception is a way of observing that includes the direct reality of the situation reactions, belief in that object, which in turn affects a person's proclivity to act happy or disappointed, which is the response to the question what is regarded about a thing. From previous explanations, this study aims at finding out about students' perceptions of video project assignments in English speaking of English for Specific Purposes (ESP). As a result, this research examined students' perspectives of video project preparation, recording process, and then after they documented the video, as well as their perceptions of the video project assignment in English for Specific Purposes (ESP).

B. METHOD

This research was conducted using a qualitative study approach and a survey questionnaire. According to Creswell (2012), there are three types of quantitative research designs: experimental, correlation, and survey. Survey research approaches are quantitative research methodologies in which researchers conduct a questionnaire to a sample or the entire population of respondents in order to describe the attitudes, points of view, behaviour patterns, or characteristics of the general population. The third semester students of STIEB Perdana Mandiri in the Business Management degree program were the participants of this research. The total number of participants is 122, and the researchers used Purposive

Sampling to choose 50 of them to be the subjects of this study. Data was gathered by using questionnaires and then the data was distributed through the use of Google form and the researchers did interview to support the result. The questionnaire consists of 30 research questions about the students' process of creating videos and their perceptions of video project assignments in English for specific purposes (ESP) used five-point Likert-scale: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD)

C. FINDINGS AND DISCUSSION

In this study, the researchers distributed questionnaire about the students' perception on the process of making video and Students' Perception on Video Project for English Speaking Assignment in English for Specific Purposes (ESP) to 50 students Business Management of STIEB Perdana Mandiri.

1. Students' Perception on Process of Creating Video

The following was the data result of questionnaires about students' perception on process of creating video

Table 1. Students' Perception on the Process of Creating Video Project

No	Statement	Percentage				
		SA	A	N	D	SD
1	I learned English grammatical structure correctly	42%	50%	8%	0%	0%
2	I wrote the script before recording the video	50%	42%	8%	0%	0%
3	I learned how to speak English correctly before taking the video	36%	64%	0%	0%	0%
4	Before assigning the creation of a video, the lecturer provided an example.	36%	64%	0%	0%	0%
5	The lecture was more interactive in discussion with students.	28%	58%	14%	0%	0%
6	I repeatedly read the script before recording the video	28%	72%	0%	0%	0%
7	I did it all by myself.	28%	72%	0%	0%	0%
8	I memorized the script before recording the video.	28%	72%	0%	0%	0%
9	My videos have been recorded once	28%	72%	0%	0%	0%
10	There were some difficulties during in making video	0%	28%	14%	50%	8%
11	I have recorded my videos on multiple occasions.	14%	78%	0%	8%	0%
12	I enlisted the assistance of others to record the video.	0%	0%	0%	72%	28%
13	I have examined the video to ensure there are no errors.	72%	28%	0%	0%	0%
14	After I recorded the Video, I customize my video.	20%	14%	0%	58%	8%
15	The process of creating the movie enhanced my comprehension of the material covered in class.	8%	56%	0%	8%	28%

According to the results of the questionnaires, it was revealed that most of students understand everything required before recording their speech in English. It can be seen from the statement 1 to 15 that the students did several steps in creating the video such as they selected a topic related to their personal experiences, such as explaining daily activities, promoting a product, planning for the future, and describing their life experiences. It is supported by the data from interview that some students got difficulties in the process of creating video. The difficulties were caused by several reasons such as in determining what theme to discuss. The theme must also be chosen with an interesting theme. Another difficulty is when having to memorize English conversations, sometimes forget and also making mistakes in pronunciation. It is in line with Khairissa et al, (2018) that students have organized to design a speaking activity that will be recorded and managed to make into a video after opening the topic of studying. So, once the content explanation for the related subject has been accomplished, students create the design and script for the activity speech. The video is then created at the conclusion of the learning process as a result of the student's comprehension of the material that has been taught.

After determining the topic, the next step that the students did was started by writing the script before recording the video. It is supported by the data from interview that S1 said as follows:

“I compose the text in Indonesia language and translate it into English and practice how to pronounce it by consulting to English dictionary application to find correct pronunciation”

The data above indicates that most students prepared the text with a good English structure in script or text before making the video. In addition, some students consulted with their lecturers, learn in groups with their friends and some learn through social media such as YouTube. After that, they checked for grammatical errors in the text and correct them, and the text is ready in good grammatical and structural condition. Furthermore, students practice reading the text with correct pronunciation several times, and some memorizing the text before talking, while others talk directly in front of camera. The last, they recorded the video.

Moreover, the statement 11 showed that most of the students (14% strongly agree and 78% agreed) expressed that I have recorded my videos on multiple occasions. There were only 8% of the students responded disagreed. It indicates that most of students recorded the video by themselves without any help from the others. It is supported by the data from interview that S3 said as follow:

“I recorded the video by myself. I waited until late at night for the quiet condition so there was not back sound in my video”

The data indicates that most of students made the video from preparation, implementation to editing by themselves without help from their friends. They used some smartphone application for editing the video, such Canva and CapCut Application. As stated by Rahmi (2019) that the amount of videos produced by students can be modified according to the discussion or length of time of the process of learning and teaching. And the last step is checking the result of videos many times to make sure there was any error in pronunciation, expression in their English speech. It indicates that speaking includes an interactive role of meaning construction. The process of creating meaning entails the generation, reception, and processing of data. As a result, the goal of ESP course design includes lecture understanding

of the characteristics of the students, their requires, and how English must be learned in connection with specific curriculum contexts (Nguyen & Nguyen., 2017).

Table 2. The Average of Students' Perception on Process of Creating Videos Project

Questionnaires	Option	Average percentage
Students' perception on the process of creating video Project Assignment in Speaking English Assignment for English Specific Purposes (ESP) (Statement no. 1 - 15)	SA	27,87%
	A	51,33%
	N	2,93%
	D	13,07%
	SD	4,80%
Total score		100%

From Table 2. The Averages of Videos recording Process of and Students' Perception on Video Project for English Speaking Assignment in English for Specific Purposes (ESP). We are able to look at the table. The average percentage of students' perceptions of the process of making video project assignments ranged from statements number 1 to 15, with 27,87% of students answering strongly agree, 51.33% of students answering agree, 2.93% answering neutral, 13.07% answering disagree, and 4.80% answering strongly disagree. From these results it can be seen that average at most 51,33% of students answered that they agreed as many as 26 from 50 students and 27,87% answered that they strongly agreed as many as 14 students. This means that 40 students have understood the English language learning materials in English for Specific Purposes (ESP) class in preparing for making video project.

2. Students Perception on The Use of Video project

The data from questionnaire also revealed students' perception toward the use of video project in speaking class. The data not only showed several benefits that the students obtained from creating the video project but also showed the obstacles in creating the video creating. It can be seen in table 3.

Table 3. Students' Perception on The Use of Video Project

No	Statement	Percentage				
		SA	A	N	D	SD
16	The use of video as an assessment enhances students' English language development.	14%	70%	8%	0%	8%
17	In my point of view, I discover incorrect language structure my videos.	28%	72%	0%	0%	0%
18	I was quite impressed. It was my first-time making English-language videos	8%	64%	14%	14%	0%
19	I am encouraged to improve my English Through this video project	0%	14%	14%	72%	0%
20	I am convinced that I did not make a single error in my video, thus I will not recreate it.	64%	36%	0%	0%	0%
21	This video project has revealed a gap in my English language proficiency.	22%	70%	0%	8%	0%
22	I discover my strength in English especially in speaking on a video project,	22%	78%	0%	0%	0%

23	I discovered a new way to enhance my English proficiency through this video project,	14%	64%	22%	0%	0%
24	Through this video project, I can significantly enhance my English-speaking ability.	14%	78%	8%	0%	0%
25	This video project allows me to utilize my smartphone for practical purposes.	28%	72%	0%	0%	0%
26	I have really enjoyed recording the video.	14%	50%	14%	22%	0%
27	I feel lacked the confidence to speak English in front of the camera	8%	64%	28%	0%	0%
28	The video project enhanced my confidence in speaking English.	28%	72%	0%	0%	0%
29	this video project, I do my best in the process to get the best result	8%	78%	14%	0%	0%
30	The video project helps me increase my English vocabulary mastery	8%	76%	16%	0%	0%

Table 3 showed that several benefits that the students obtained after creating the video project. The statement 16 revealed that most of the respondents (14% strongly agreed and 70% agreed) expressed that the use of video as an assessment enhances students' English language development. There were only 8% of the students responded Neutral and 8% of the students responded strongly disagree with the statement. It indicates that the use of video can improve students' ability in English. It is in line with the statement 23 that most of students (14% strongly agreed and 64% agreed) expressed that I discovered a new way to enhance my English proficiency through this video project. In addition, the statement 28 also showed that all students (28% strongly agreed and 72% agreed) expressed that the video project enhanced my confidence in speaking English. It is supported by the data from interview. As said by S4 that:

“the video project assignment can improve my speaking skill, because I had to practice more time to get the perfect result”

Moreover, the data from interview also revealed that most students answered that there was an improvement in English, especially in adding more English vocabulary. It is in line with the data from questionnaire in statement 30 that most of the students (8% strongly agreed and 76% agreed) expressed that the video project helps me increase my English vocabulary mastery. This indicates that the students believe that the video project assignment is one of many ways to improve their speaking skills and make them more confident in front of the camera. Thus, it can be concluded that the using mobile phones has a greater impact on students' English speaking ability than traditional methods of teaching. It is inline with the statement of Suadi (2020) that the use of video is intended to improve students' speaking ability while trying to minimize speaking barriers such as shyness due to low self-confidence, anxiety about making mistakes, the strong effect of genuine mother language accent, poor speaking practice, lack of vocabulary knowledge, poor listening practice, and lack of motivation resulting from a number of factors such as tiredness on understanding the material, rigid method, and old style of teaching.

As stated by Baron (2021) that English speaking in public required more than the ability to speak fluently; they also had to be able to give speeches. Students in this study were able to become proficient English public speakers. The students then attempted to overcome their weaknesses in public speaking, avoided or reduced the frequency of their weaknesses, and learned to enhance their strengths when delivering public speeches (Hammer, 2007).

The data from questionnaire also revealed that students are interested in creating videos for their speaking assignments. It can be seen from the statement 8 that most of the students (8% strongly agreed and 64% agreed) expressed that I was quite impressed. It was my first-time making English-language videos. There were only 14 % of the students responded Neutral and 14 % of students responded disagree with the statement. This means that most of students are excited in creating the video project in speaking class. The data supported by interview. As said by S2 as follows:

“This the first time I recoded myself speaking English, so I could know my weakness in speaking English after I checked the result of video, so I had to recorded more than once.”

The data above indicates that by using a video project assessment in class also makes students more engaging in learning. They can get feedback on their speeches, learn more about the main subject, and reflect on their own performances by watching their own documentary videos. According to (Rahmi, 2019) the students must have a positive attitude toward whatever the lecturers perform in this case, the making video in English assessment. The video can be used as one of the methodologies for providing a communicative activity, public speaking, announcing some information for trying to speak. It can be applied because it encourages students to communicate in their individual style, commutative with person and within their own way.

Table 4. The Averages of Students' Perception on Video Project for English Speaking

Questionnaires	Option	Average percentage
Students' perspectives on the video Project assignment in Speaking English Assignment for English Specific Purposes (ESP) (Statement no. 16 - 30)	SA	18,67%
	A	63,87%
	N	9,20%
	D	7,73%
	SD	0,53%
Total score		100%

Table 4 showed the average percentage of student responses for statements 16 to 30 regarding Students' Perception on the Video Project Assignment for English Speaking Assignment in English for Specific Purposes (ESP) was 18.67% of student answering strongly agree, 63,87% agree, 9,20% neutral, 737,% disagree, and 0,53% strongly disagree. From these results, it can be concluded that, from a sample of 50 students, that average at most 18.67% strongly agree, it means that strongly agree as many as 9 students and average at most 63,87% for 32 students agreed, equating to 41 students who have a positive perception of the video project assignment in English for Specific Purposes.

D. CONCLUSION

According to the findings of this study, the majority of students have a strong positive attitude toward video project assignments. The results of the questionnaire show that students have positive attitudes. They can express their creativity while also reducing their anxiety. It can also provide opportunity for students to speak. Students learn how to compose an English sentence using the correct English structure while creating English videos. Learning English in class also does not make students bored because it is not monotonous with the lecture method but with smartphone media students are more active in being able to speak English. Almost students record and edit videos using their smartphones. The lecture should always be active in motivating students' speaking activity when implementing a communicative speaking activity and should be aware of each student's weaknesses and how to improve them. The lecture also helps students decide on their speaking performance. Furthermore, lecture should be able to encourage students to speak up when students use technology in the learning process, student can develop their creativity in making such a video, or presentation and the authors conclude that the project video assignment in English for Specific Purposes (ESP) gives positive results for students' understanding and fluency, innovation in speaking English and can increase student creativity and activity in learning English.

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