Students' Perception on theVideo Project Assignment in Practicing Speaking Skill In Senior High School

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ABSTRACT

This research is a descriptive quantitative research which aimed to investigate positive or negative perception of high school students toward the video project assignment in practicing speaking skill. The population of this research was the tenth grade of science students at SMAN 8 Kota Bengkulu in academic year 2021/2022. The samples of the research were 65 students from two classes chosen from four science class on the tenth grade by using cluster random sampling and the instrument was a questionnaire. The questionnaire consists of 20 items of three aspects: (1) Language English Proficiency; (2) The Use of Technological Tools in the project; and (3) Collaboration among Peers. The result showed that video project assigment help and facilitate students in practicing English speaking skill in order to improve their language profiency with positive perception reached 82.15%, it involved the use of technological tools in learning with positive perception reached 77.23% and promoted collaboration among peers also with positive perception reached 87.38%. Therefore, it can be concluded that senior high school student had positive perception on the video project assignment in practicing English speaking skill.

Keywords:Students'perception, video project, speaking skill

INTRODUCTION

English skill becomes one of most important competence for student in this 21st century, because of that English teachers in senior high school shouldbe able to manage acreative and interesting learning activity to motivate their students in improving their English skill, especially speaking skill. In teaching English speaking at class, teachers usually start with giving lesson materials or theories to their students,then discuss the materials with the studentsand later teachersask the students topractice it. In learning speaking, practice is the most important thing to do, to make students produce the language. Sari (2016) states that when students tend to memorize all about theories but they have less practice, their English skill will not work well.

Senior high school students often face some obstacles related to speaking especially dealing with language components such as poor in grammar, lack of vocabulary, and incorrect pronunciation. Following by the psychologyc factors such as, anxiety, lack confidence to speak English in front of many people and affraid of doing mistake during

speaking, make students reluctant to speak and tend to be passive in the speaking class. Like Savitri & Ardi (2021)said that by having those difficulties can prevent students' improvement on speaking English. In fact, a lot of practices inside and outside the classroom are required in order to master English speaking skill.Mega & Sugiarto (2020)stated that, people can master English speaking skills through active interaction with the respondents in delivering or expressing meaning in regarding speaking skill aspects. There are pronunciation, grammar, vocabulary, fluency, and comprehension.

Many people feel that speaking in a language skill is harder than other skills, such as listening, reading, and writing for two reasons (Nunan, 2003): First, speaking happens in real time, usually the interlocutor is waiting for the speaker to speak right then. Second, people cannot edit and revise what they have spoken. In addition, Nunan (2003) states that speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning. Speaking skill is an interactive process of constructing meaning that involves producing and receiving and processing information. In the high school,speaking is one of English competences included in syllabus of English subject in Curriculum 2013 for tenth grade students of senior high school. Some lesson materials related to spoken expressions are found, for example expression of '*compliment'*, '*congratulate', 'intention', 'gratitude', 'giving suggestion',* how to respond it and many others. In these materials, students are required to be able to use the expressions to speak. Students are demanded to be able to use the spoken expressions correctly based on the context in order to get information or giving information to other people in daily life.

Not only being able to speak in English, in this digital era, our students are also required to be familiar with kinds of technology, since technology involves in every field of human life. Technology has an important role to help and improve the quality of human life. Nowdays, technology develop rapidly become an important and useful tools in our life. Also in the field of education, technology tools have some benefits to help and facilitate both of students and teachers in improving language teaching and learning activity at school. According to Jung (2021), studies conducted on the use of technology in the post-secondary EFL classroom have also revealed that students regard technology in a positive light andhave found its incorporation during classroom activities to be quite motivating. Additionally, Kulsiri (2018)emphasized that technology facilitates learner's autonomy and learners' freedom in choosing what, when, where and how to learn in

intellectual and practical ways.

(Sari, 2016)says that an activity which can improve speaking skill and also involves the use of technology is creating a video project. Some studentshave passive behaviour or too shy to speak directly in front of many people, but through making video as assigment, students will try to do the best as they can and it also can increase their confidence to speak. In the process of creating the video, students also will get more learning experience and opportunity to use the language both of written (making the conversation script) and spoken (video recording). Additionally, Erlangga (2021)stated that a video is a common media to use in teaching English in the past few years. English learning video can be an external factor that influence students' motivation in studying English. To solve the problems of students motivation in learning using video as the media, media implemented in class is expected to give evaluation impacts both for teachers and education observers.

Based on the elaboration above, the aim of this study is to find out the students' perceptions towards using video project as assigment in practicing speaking skill in the tenth grade of Science III students of SMAN 8 Kota Bengkulu in academic year 2021/2022.

LITERATURE REVIEW

One of teacher's strategies in teaching speaking English to their students is teachers can apply a project-based learning (PBL) model to motivate students in practicing English speaking skill based on the materials given. According to Susanti et al., (2020),project-based learning is an instructional model that is based on the constructivist approach to learning such as discovery learning, zone of proximal development, scaffolding, cognitive apprenticeship, coaching, context, collaborative learning, and the nature of assessment. It is an innovative learning model in the process of teaching English to promote more effective teaching.Ekawati et al., (2018) state that PBL aims to prepare students to think critically and analytically in dealing with problems, to complete tasks, and to find and use appropriate resources for learning.

One example of project-based learning which can be used by teachers is creating a short video. Through this project-based learning, students can practice the target language in a collaborative, enjoyable, creative, autonomous and motivating atmosphere (Oranpattanachai, 2018).Using project-based learning can be an effective way to improve

the students' speaking skill(Yaman, 2014). It can also involve the use of technology in the learning process through making short English conversation videos containing the expressionmaterials which students have learnt with their teacher in the class. Through this video project, both teachers and learners can go beyond their classroom boundary and exercise their freedom in choosing what, where, and when to learn with the aid of technology tools.(Ting, 2013) believes thatstudents are also faced to challenges when working in groups since they have to work collaboratively and cooperatively with their peers from various social backgrounds, make decision, and practice critical thinking to produce and complete their video project successfully.

In applying a teaching strategy to students in the class, a teacher better knows about his/her students' opinion or perception toward it. It is very important because students' perception toward the teaching strategy can determine the teacher successfulness in implementing the strategy to the students.According to(Sari, 2016), perception is a process which an organism receives particular information about an environtment. A perception is an act of observing particular situations with sense such as sight, hearing, touch, etc.(Anggrarini & Faturokhman, 2021). Additionally, (Rachel, 2017) states that perceptionis about what someone feels toward something that they have done. It refers to the process which we form impressions of the other people's traits and personalities. In other words, perception is a process of recognizing and interpretating of certain information from environtment and use the information to interact with the environtment. In this study, student's perception is defined as student's thoughts, feeling or belief about particular situation in the learning process.

According to (Rachel, 2017)there are two kinds of perception:

1. Positive perception is perception that describes all of knowledge (know or known) and respond object that perceived positively. Positive perception makes the students easy to adapt in a new teaching and learning situation.

2. Negative perception is perception that describes knowledge (known or unknown) and respond object that perceived negatively (not suitable with the object of perception).

Some researchers had investigated the use of video project assignment in the English teaching and learning. The first study was conducted by Sari (2016)on student's perception on the video project in speaking class. In this study, the researcher conducted a survey research in the eleventh grade students in SMAN 1 Kasihan. Second study was

conducted by Kulsiri (2018) which investigated students' perceptions of a student-produced video project in the context of the General English Language Course at Srinakharinwirot University in Thailand. Next, Oranpattanachai (2018) also studied about students' perceptions of creating video projects as part of their grade assignment. The sample of this study was forty-two engineering students at a university in Thailand required to use English expressions from the phrase bank in their course book to create a story script to produce a video. After completing the projects, the participants were asked to answer an online questionnaire.

Savitri & Ardi (2021) investigated students' speaking ability from their video projects. These video projects were vlogs made by the first semester students of English language education department academic year 2019/2020 of STKIP Muhammadiyah Muara Bungo as the assignment in Basic Spoken English class. While Jung (2021) explored the perceptions of post-secondary English-as-a-Foreign-Language (EFL) students on how their collaborative experiences of creating video projects influence their motivation to learn English. Researcher's field notes, and student's artefacts were used to explore the perceptions and experiences of eight students.

The findings from all of the previous studies above showed that the students had positive perception toward the use of video as a media to improve speaking skill. Therefore, the researchers were interested to use video project assigment to help her students practicing their speaking skill in the senior school and wanted to find out about the student's perception toward it, because to know students' perceptions about something is very important and useful for teacher in order to make some improvement in the future.

METHOD

This research useddescriptive quantitative design, because it only focuses to describe the students' perception on the video project as assigmnet in practicing speaking skill. This research was conducted at SMAN 8 Kota Bengkulu. It is one of public schools of senior high school in Bengkulu Regency.

The population of this research wasthe tenth grade of Science students at SMAN 8 Kota Bengkulu in academic year 2021/2022. With a total of 128 students, consisting of four Science classes; they were ScienceClass I, Science Class II, Science Class III, andScience Class IV.As (Creswell, 2014) defines that population is a group of individual

who have the same characteristic. For the sample of the research, two classes were chosen by using cluster random sampling, namely Class XScience I consists of 33 students and Class X Science III consists of 32 students, so the total of sample students for this research were 65 students.

To collect the data, this research used questionnaire as the instrument. Kulsiri (2018) points out questionnaires are often used to examine people's attitudes, beliefs, and behaviors in language learning and teaching. The perception questionnaire was developed by the researchers in reference toKulsiri's (2018) which is designed to elicit project participants' perceptions in three aspects, which are: (1) language proficiency; (2) the use of technological tools in the project; and (3) collaboration among peers.The questionnaires consisted of 20 items related to three different aspects as mentioned. The questionnaire was made using a four-point scale based on Likert-scale questionnaire.The scale ranged in values from strongly disagree, disagree, agree, to strongly agree.Destrianti & Mutiara Hati (2018) stated that Likert scale is the scale which typically asks for the extent of agreement consists of strongly agree to strongly disagree.

Table 1. Likert's Scoring Table

	SA	A	D	SD
Scoring	4	3	2	1
	Positive Perception		**Negative Perception**	

The questionnairre was given to the students after the students have finished making and collected the video project to the teacher as their final assigment after they learnt some expressions material in the class. In this case, the teacher asked the students to make a small group of four students and used their gadget or other recording tools for making the video, edited the video. After they had finished the project, they had to send the video to their Google Classroom. When all of the groups finished their project, the researchersdistributed a questionnaire to the students to know their perceptions. After the questionnaire was collected, the researcher analyzed the data descriptively by considering the steps from (Creswell, 2014): preparing data for analysis, reading and understanding all the data, classifying the data, interpreting the data, and drawing the conclusion. So after getting the data, the researchers analyzed each data through questionnaire. The data results were analyzed statistically and reported in the form of descriptive statistics:

Percentage, Mean and SD.

To interpret the level of agreement, the formula below shows the range of the arithmetic means was used:

Range of score = Maximum score – Minimum Score = 4 – 1 = 0. 75
               Number of Score   4

(Oranpattanachai, 2018)

Therefore, the analysis result of the average level of students' perceptions of the three aspects was as follows.

Table 2. The Average Level of Students' Perceptions of the Three Aspects

Average	Level of Perception
3.26 – 4.00	Strongly Agree
2.51 – 3.25	Agree
1.76 – 2.50	Disagree
1.00 – 1.75	Strongly Disagree

While to find the percentage data of the questionairre, the data obtained through the questionnaire were analyzed by the following formula:

$$P = \frac{F \times 100\%}{N}$$

Which means :

P   = percentage

F   = frequency

N   = number of respondents

100%   = constant of value

Sugiono (2012) in Destrianti & Mutiara Hati (2018)

RESULTS AND DISCUSSION

From overall analysis of the data of students' perception involved of the three aspects: (1) English language profiency, (2) the use of technological tools, and (3) collaboration among peers.It was found that students had positive perception toward the using ofvideo project assigment to practice speaking skill in order to improve their speaking ability.

Table 3. Summary of Distribution of Students' Perceptions of the Overall Aspect of the Video Project Assigment

Students' Perceptions Aspect	Level of Perception	Frequency	Percentages	Total of Percentages
English Language Proficiency	SA	130	20%	82.15%
	A	404	62.15%	Positive
	D	104	16%	17.85%
	SD	12	1.85%	Negative
The Use of Technological Tools	SA	95	29.23%	77.23%
	A	156	48%	Positive
	D	60	18.46%	22.77%
	SD	14	4.31%	Negative
Collaboration among Peers	SA	56	17.23%	87,38%
	A	228	70.15%	Positive
	D	28	8.62%	12.62%
	SD	13	4%	Negative

The data presented on table 3 showed that the students' perception toward the video project assignment in the first aspect, 'English Language Proficiency', had positive perception. It is showed from the percentage score for the students' perception in the level of strongly agree and agree (positive perception) reached 82.15%.It was far higher than the percentage score for students' perception for level of strongly disagree and disagree (negative perception) which was only 17.85%. While the students' perception toward the video project assignment in the second aspect, which was 'The Use of Technological Tools', also had positive perception. It can be seen from the percentage score for the students' perception of strongly agree and agree level (positive perception) reached 77.23%. It was also higher than the percentage score for students' perception of strongly disagree and disagree level (negative perception) which was only 27.77%. And for the last aspect was 'Collaboration among Peers', again it was showed that students had positive perception toward the video project assignment. The percentage number for the students' perception for strongly agree and agree level (positive perception) gained to 87.38%. It was also far higher than the percentage score for students' perception for strongly disagree and disagree level (negative perception) which was only gained 12.62%.

Itmeans that students had positive perception toward the using of video project assigment for practicing speaking skill in order to improve their speaking ability, both of the three aspects.

The resultsare also supported by the findings presented in table 4which showed data that came fromthe meanscore of students' perception toward video project assignment. It showed that studentsagreed that video project assignmentimprove their English language profiency with a mean score $x = 3.00$ (SD = 0.659), followed by students agreed to use technological tools in video project assignment with a mean score $x = 3.02$ (SD = 0.807). And lastly, students also agreed with work collaboration among peers showed from the mean score $x = 3.01$ (SD =0.648). Therefore, the overall score of the three aspects indicated that students agreed thatusing video project assigment in practicing speaking skill can improve their speaking ability with a mean score $x = 3.01$ (SD = 0.696).

Table 4. Mean and SD of Students' Perceptions of the Overall Aspects of the Video Project

Students' Perceptions of the Overall Aspects	N	Mean	SD	Perception Level
English Language Proficiency	65	3.00	0.659	Agree
The Usage of Technological Tools	65	3.02	0.807	Agree
Collaboration Among Peers	65	3.01	0.648	Agree
Overall Score	**65**	**3.01**	**0.696**	**Agree**

Table 4 shows the result of students' perception toward video project assignment in practicing speaking skill in senior high school student for each aspect; they are (1) English language profiency, (2) the use of technological tools, and (3) collaboration among peersthat are explained more detailed below:

Analysis of the Students' Perceptions of English Language Proficiency

In the aspect of English language proficiency, the participants were questioned to evaluate their perception related to the speaking ability. The overall mean values of the participant's perceived success in these aspects was $x = 3.00$ (SD =0.659). When analyzing by items, it was found that all items revealed that students agreed with the video project assignment can improve their ability in English speaking. Item 8 revealed that students strongly agreed that the video project made students knowing their weakness in speaking English the most with the highest mean value ($x= 3.323$, SD = 0.664)followed

by the item 5 and item 7 as the second and third highest mean value, item 5 with mean value (x= 3.138, SD = 0.659) and item 7 with mean value (x= 3.123, SD =0.761). When considering items related to English lessons material mastery and English pronounciation, students agreed that through video project they had improvement in English speaking skill while the lowest mean value was in item 9 with mean value (x= 2.723, SD = 0.761). Even item 9 had got the lowest mean value.It was in the agreed level of perception for the video project can improve students' speaking skill. This item is related to the confidence in using English in speaking after completing the video project.

Therefore, all items in English language proficiency aspect revealed that the participants had positive perception toward the video project assigment in practicing English speaking skill with the level of agreement between strongly agree and agree. None of the items revealed negative perception toward the video project. It was showed in the number of mean value of all item on the table 5.

Table 5. Students' Perceptions of English Language Proficiency

Students' perception of English Language Proficiency	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
1. This project helps to improve my English ability.	65	2 3.08%	7 10.77%	49 75.38%	7 10.77%	2.938	0.583
2. My English writing skill improved after completing the video project.	65	1 1.54%	13 20%	47 72.31%	4 6.15%	2.831	0.547
3. I understand English vocabulary better after completing the video project.	65	0 0%	9 13.85%	52 80%	4 6.15%	2.923	0.444
4. I learn to make English sentences with the right structure through this video project.	65	2 3.08%	9 13.85%	45 69.23%	9 13.85%	2.938	0.634
5. Producing this videoproject in a group has helped me improve my level of	65	0 0%	10 15.39%	36 55.38%	19 29.23%	3.138	0.659

understanding the English lessons material.							
6. MyEnglish speaking skill improved after completing the project.	65	2 3.08%	12 18.46%	35 53.85%	16 24.62%	3.000	0.750
7. I learn to pronounce English words correctly through this project.	65	2 3.08%	9 13.85%	33 50.77%	21 32.31%	3.123	0.761
8. Through this video project, I find my weaknesses in speaking English.	65	1 1.54%	4 6.15%	33 50.77%	27 41.54%	3.323	0.664
9. I gained more confidence in using English after completing the project.	65	2 3.08%	24 36.92%	29 44.62%	10 15.39%	2.723	0.761
10. Through this video project, I am motivated to be able to speak English better.	65	0 0%	7 10.77%	45 69.23%	13 20%	3.092	0.551
Overall Score	65	**12 1.85 %**	**104 16%**	**404 62.15 %**	**130 20%**	**3.003**	**0.659**

The Use of Technological Tools

The second aspect to be questioned to the participants and analyzed was the use of technological tools. In this aspect, the participants were questioned to evaluate their perception related to the aim of technological tools in practicing speaking skill to improve students' speaking ability through making the video project. The overall mean values of the participant's perceived success in these aspects was $x = 3.02$ (SD = 0.807). By analyzing each items, it was found that almost all items revealed that students agreed that the video project assignment can improve students' ability in speaking English. Item 1 revealed that students strongly agreed that the video project assignment could help them practicing speaking English when they felt reluctant or not confident to speak directly in

front of teacher and their friends. This result showedthat item 1 had got the highest mean value (x= 3.431, SD =0.865). It was followed by the item 2 and item 3 as the second and third highest mean value, item 2 with mean value (x= 3.262, SD = 0.594) and item 3 with mean value (x=3.246, SD =708).Item 2 showed that the participants strongly agree related to the students' interest and fun of using technology during learning English speaking. And item 3 showed that the participants agreedrelated to the student's knowledge of the functions of technology tools which could help them in practicing speaking English.

The lowest mean value was in item 4 with mean value (x= 2.323, SD = 0.640). So, item 4 had disagreed level of perception for the video project can improve students' speaking skill. It showed that the participants didn't agree that if they didn't find dificulties during the making of video by using technology tools. This negative perception could be possibly derived from the difference of participants' ability to operate the technology tools during the making of video project. Some participants might have fair to poor ability related to the use of technology tools.

Therefore, the items in the use of technological tools aspect revealed that the participants had positive perception toward the video project assigment in practicing English speaking skill with the level of agreement between strongly agree and agree in four items (items 1,2,3 and 5) and only one item (item 4) revealed negative perception toward the video project assignment. The number of mean value of each item was showed on the table 6.

Table 6. Students' Perception of the Usage of Technological Tools

Students' Perception of the Use of Technological Tools	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
1. I prefer video recording than doing presentation directly in front of friends and teacher in the classroom.	65	3 4.62%	7 10.77%	14 21.54%	41 63.08%	3.431	0.865
2. Using technological tools makes learning English more fun.	65	0 0%	5 7.69%	38 58.46%	22 35.38%	3.262	0.594
3. Through this video project I learn to use gadget for the	65	3 4.62%	1 1.54%	38 58.46%	23 35.38	3.246	0.708

beneficial activity, especially to practice English speaking							
4. I had no problem in creating a video project.	65	6 9.23%	32 49.23%	27 41.54 %	0 0%	2.323	0.640
5. Producing a video projecting a group has not used a lot of time and money.	65	2 3.08%	15 23.08%	39 60%	9 13.85%	2.846	0.690
Overall Score	**65**	**14 4.31%**	**60 18.46%**	**156 48%**	**95 29.23%**	**3.02**	**0.807**

Collaboration among Peers

The last aspect to be questioned to the participants and analyzed was'Collaboration among Peers'. In this aspect, the participants were questioned to evaluate their perception related to the team work in practicing speaking skill through making of video project assignment. The overall mean values of the participants' perceived success in these aspects was x = 3.01 (SD = 0.648). Through analyzing each item in this aspect, it was found that all items revealed that participants agreed that by making video project assignment could improve students' ability in speaking English through collaboration with peers. From the results, it was found that item 5 revealed that students agreedthrough the making of video project assignment made students not onlyhad got new experience in learning English material but they also learnt how to work in a group (team work). The data showed that item 5 had got the highest mean value (x= 3.200, SD = 0.617). It was followed by the item 3 and item 2 as the second and third highest mean value, item 3 with mean value (x= 3.077, SD = 0.510) and item 2 with mean value (x= 3.031, SD = 0.749). Item 3 showed that the participants agreed related to the students' help each other in team to learn the English in the process of making the video project. And item 2 showed that the participants had agree level related to the students had worked and contributed equally in the process of making the video project.

The item 1 got the lowest mean value in this aspect with mean value (x= 2.785, SD = 0.673). This item was related to students' interest in learning English by using video project assigment. Although item 1 had the lowest value of mean score, the level of students' perception was in level of agree or positive perception toward the video project

assignment.

Therefore, the items in collaborativeamong peers aspect revealed that the participants had positive perception toward the video project assigment in practicing English speaking skill with the level of agreement of agree in all items toward the video project assignment. The number of mean value of each item can be seen on the table 7.

Table 7. Students' Perceptions of Collaboration among Peers

Students' Perceptions of Collaboration among Peers	N	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
1. I like learning English through a video project.	65	3 4.62%	14 21.54%	42 46.62%	6 9.23%	2.785	0.673
2. All members of my group contributed equally.	65	4 6.15%	5 7.69%	41 63.08%	15 23.08%	3.031	0.749
3. My group members and I have learned information from each other while working on a group video project.	65	0 0%	6 9.23%	48 73.85%	11 16.92%	3.077	0.510
4. My friend helps me a lot when it comes to technological issues.	65	4 6.15%	2 3.08%	53 81.54%	6 9.23%	2.938	0.609
5. Producing a video project helps me practise working on a team.	65	2 3.08%	1 1.54%	44 67.69%	18 27.69%	3.200	0.617
Overall Score	**65**	**13 4%**	**28 8.62%**	**228 70.15%**	**56 17.23%**	**3.01**	**0.648**

Overall, the findings of the study indicated that all three aspects of students' perception: (1) English language profiency, (2) the use of technological tools, and (3)

collaboration among peers are related to the perception of using video project assignment in practicing speaking skill in senior high school student received positive respond from students. The results found that video project assignment enhanced students' ability in speaking English skill with positive perception reached 82.15%, the use of technology tools with positive perception reached 77.23% and promoted the students in collaborating among peers also with positive perception reached 87.38%. It means that the students agreed that using video project assignment help them in practicing speaking skill in senior high school student.

Students agreed that by using video project assignment in practicing speaking skill can improve their ability in speaking English. Video project facilitated students who were not really confident to speak in front of many people directly. And since the activity involved the use of technology tools such as gadget, camera, computer for editting and many more, it exposed students into the modern era where technology is commonly used in every field of human life,thenit becomesa new interest for the students. Video project also gives valuable experience to the students in the thing of working in team. They had to learn and work together to finish the project. This kind of experience is very important to our students for their future carrier. And last, this project can increase their motivation in order to improve their speaking ability.

The results of this study had the same results withthe previous studiesinvestigated by Savitri & Ardi (2021),Jung (2021)andKulsiri (2018). The findings from all of the previous studies above had the same result with the present study. It showed that the students had positive perception toward the use of video as a media to improve speaking skill.

CONCLUSION

The aim of this study to investigate the senior high school students toward the video project assignment in practicing speaking skill to improve their English speaking ability. The result revealed that the students participants had positive perception towards the video project assigment in practicing English speaking skill. The participants agreed that video project assignment facilitated them in practicing English speaking skill so it can imrpove their speaking ability. Among three categories of perception: (1) English language profiency, (2) the use of technological tools, and (3) collaboration among peers, all of the categories had resulted that the participants had positive perception towards the

video project assigment in practicing English speaking skill.

The quantitative data showed that the students perceived the video project assigment help and facilitate them in practicing English speaking skill because it enhanced their English language profiency with positive perception reached 82.15%, involved the use of technological tools in learning with positive perception reached 77.23% and promoted collaboration among peers also with positive perception reached 87.38%.

Therefore it is concluded that students had positive perception toward the video project assignment in practicing speaking skill to improve their English speaking ability and it is recomended for teacher to apply this strategy to facilitate their students in practicing speaking skill, develop good relationship of team work experience for students which involve of the use of technology tool that is hoped can increase students' interest in learning English.

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