
Students' Perceptions On The Use of Video Recording in Public Speaking Class: A Case Study in Perjuangan University Tasikmalaya

Dini Nurdiniati, Rina Ariyanti, Rita Rostiawati
Universitas Perjuangan Tasikmalaya, Tasikmalaya, Indonesia
ritarostiawati094@gmail.com

Abstract

Video recordings are used in Public Speaking classes to deal with new situations and conditions of online learning during the spread of the Covid-19 disease. This research was conducted to determine students' perceptions of video recordings in public speaking classes. A descriptive qualitative approach was chosen as the research design. Data collection techniques using a questionnaire. This research involved 17 students from class 2020 and 2021 who had taken the Public Speaking course in the second semester at the University of Perjuangan. Student perceptions will be analyzed through three aspects, namely psychological aspects, academic aspects and technical aspects. The results of this study indicate that most students have a positive perception of the use of video recordings. Students acknowledge that video recording facilitates better speaking practice which in turn helps them improve their speaking skills and they feel that they can achieve learning competence (Academic aspect). The process of making video recordings was also assessed by students as fun and exciting (Psychological Aspect). Students also felt that there were no significant difficulties in the process of making the video (technical aspects). Based on these findings, video recordings are considered as a profitable and effective medium for students in Public Speaking courses.

Keywords: Perception, Video Recording, Public Speaking Class.

INTRODUCTION

Background Study

The ideas of the perception come from Perez: (2010) 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 so they can utilize them both for academic purpose and outside of the classroom.

Furthermore, Sekuler, and Blake. (1990) explains that students' perception play very important role to support the learning process in the classroom activity. Thus conducted study in the students' perception plays significant roles in the effort of uplifting the quality of teaching and

learning process, especially in teaching public speaking in this covid pandemic era. Consisting of the background of the study, research context, research objective, and literary review. In learning English, there are two aspect that must be mastered by students: namely receptive and productive skill. Receptive skill include listening and reading, while productive skills include speaking and writing, both of the receptive and productive skill are important in learning English. One of the productive skill is speaking. According to Harmer Speaking is the ability to speak fluently, not only knowledge about language features, but also the ability to process information and language on the spot.

English Education Study Program of FKIP Perjuangan University offers a class in Public Speaking as part of the four compulsory and prerequisite speaking classes. In the second semester is Fundamental Spoken English, third semester is Public Speaking, fourth semester is Professional Speaking and in fifth semester is Academic Speaking. Public Speaking is a way for someone's ideas to be shared in public and influence others (Lucas, 2015). Most of the people in their life must have the experience of standing and speaking in front of a group of people/audience for specific reason and purpose. Therefore, having public speaking skills becomes a valuable skill for students especially those in teachers' training faculty.

One of the activities in the public speaking class is video recording. Video recording is when students record themselves performing specific type of speaking required by the lecturer and submit the video recording as proof of their performance to the lecturer. (Arrohim, 2019) stated that video recording to provides the extension of learning speaking and decreases students' anxiety in speaking. Video recording is a speaking learning strategy that is in accordance with current conditions where the learning environment remains attractive and comfortable for students. So even though they made the video independently, the rest still have the responsibility of how to deliver the speech using video recording.

Ikramah (2017) added that, "after recording a video, students can see their speaking in delivering their speech and it is almost the same as the technique of speaking in front of a mirror but a better version". Students are asked to record themselves and it can make them easily analyze mistakes, watch video footage later. Students can pay attention to inaccurate mistakes (pronunciation, grammar, vocabulary), how to speak (posture), facial expressions, and so on. This study is more focuses on the experience of the students in the public speaking class in the

Perjuangan University English Department and to see their perceptions of several aspects of learning in public speaking course such as psychological, academic and technical aspects of video recording. The students carried out the Public Speaking Class online during Covid-19, the speaking class used a video recording project for students to present informative and persuasive speeches. This study is interested in exploring students' perceptions with alternative video recordings.

Based on the elucidation above, the objective of this study are:

1. To know students' perceptions about the use of video recording in Public Speaking course of English Department Students' in Perjuangan University.
2. To find out the students' perception on the aspect of psychological, academic and technical of video recording of English Department Students' in Perjuangan University.

LITERATURE REVIEW

The nature of Public Speaking

Public speaking is the activity of speaking on a subject to a group of people which means refers to the process of delivering a speech in front of an audience. r. According to (Lucas, 2015) there are three major differences between public speaking and everyday conversation. 1. Public speaking is more highly structured. The speaker must achieve his goal in the speech he delivers. In preparing for his speech, the speaker must anticipate questions that may arise in the mind of the listener and then answer them. As a result, public speaking demands far more detailed and thoughtful planning and preparation than ordinary conversation. 2. Public speaking requires more formal language. Slang, jargon, and bad grammar do not have much of a place in public speech.3. Public speaking requires a different manner and method of delivering.

During normal conversation most people speak calmly, interrupting with a few phrases like "like" and "you know," using a relaxed posture, and using what's called audible pauses ("uh," "er," "um"). Effective public speakers will adjust their voice however to be heard clearly by the entire audience. They assume a more erect posture and avoid distracting mannerisms and verbal habits.

Public Speaking Course

The Public Speaking course (is designed to help students develop their public speaking skills. Students are trained in selecting and organizing ideas, adapting messages to specific audiences, supporting ideas clearly, and logically and conveying effective messages with confidence and enthusiasm. This course is focused on providing an atmosphere of positive

reinforcement and constructive feedback. The aim of this course is that public speaking is a skill that anyone can master when accompanied by motivation and determination (Lekatompessy and Kakerissa,2020).

There are 2 types of speech in Public Speaking class:

1. Informative Speech. Informative speeches are written to inform to an audience about a topic. Informative speech is a method for the shipping of knowledge. In informative speaking, we keep away from expressing opinion.
2. Persuasive Speech. Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions Dillard & Shen in (Lucas, 2015). Persuasive speech is a special type of speech where the speaker aims to convince the audience to accept his point of view.

Definition of Perception

Perception is an activity to find out students' opinions freely about what they feel.. Students' perception can be understood as the students' ability to justify their own opinions and distinguish it from research being presented in the class (McGoldrick and Caffrey, 2009 as cited in Khasana, 2016).

Video recording

According to Cambridge dictionary Video is a recording of moving pictures and sound, especially as a digital file, DVD, etc. A video is also a videotape of an electronic recording of moving images, such as a film or TV program. Learning videos are a medium for transferring knowledge and can be used as part of the learning process. The ability of videos to paint vivid images and sounds provides its own charm.

The Use of Video Recording in Public Speaking Course

The use of video recording in public speaking class must be able to involve students' mentality in involving the learning process. Students who are intensively involved with the video and subject matter in it will learn more easily and be able to achieve the desired competencies. In the cognitive aspect, video can be used to teach things related to students' knowledge and intellectuals. In the affective aspect, video programs can be used to train the elements of emotion, empathy, and appreciation for an activity or situation. In the Public Speaking class video recording can be used for students to deliver their speech about informative and persuasive speech. The video

recording chosen to be used in the online class is a video creation record by each individual student to present their speech.

METHOD

This Study adopted to descriptive qualitative methode, This method was used to reveal everything of the qualitative information. It describes every data accurately and describes the characteristics of an individual, group, situation, or phenomenon (Sutopo, 2006). Descriptive qualitative research was chosen because the study focused on students' perception of video recording in their public speaking class and how it affects the learning of the students. The participants of the research are the students in English Education Study Program in Perjuangan University. This study propose the class of 2021 and 2020 students who have already taken Public Speaking class in the 2nd semester of 2021/2022.

The study uses simple random sampling in data collection, there are 17 students as participants. . This research use questionnaire to collect data. The questionnaire this research used questionnaire to collect the data. The questionnaire is divided in 3 parts with total 19 items. The first one consists of 5 specific items for psychological aspects, 7 items are for Academic aspects, and the other 7 questions is for Technical aspects. The questionnaire in this study is made in Google form and distributed online via WhatsApp to the participants. The scoring process is the scoring based on the questionnaire statement items using the Likert scale to analyze the data that comes from the respondent's answer (Strongly Disagree/Disagree/Neutral/Agree/Strongly Agree). As for processing this data using descriptive analysis to analyze the data and the statistical analysis methods used just to analyze the distribution of frequencies to determine the number of participants who choose the options with SPSS 22.0.

FINDINGS AND DISCUSSION

The data from questionnaire were analyzed to know the perception of the students' and whether the students have positive or negative perception within the three aspects of using video recording in public speaking class.

Psychological Aspect There are 5 questions in the questionnaire to target this aspect. These are questions number 1-5.

Question number 1 asked students whether the process of video recording makes them more creative than they used to. The result shows that 7 students (41,2%) neutral (or neither agree or disagree) that the use of video recording makes them more creative. Meanwhile, (35,3%) stated that they agree. In addition, 3 students (17,6%) strongly agree and 1 student (5,9%) disagree.

Question number 2 asked the students about their opinion whether the video recording minimize their challenges in delivering the speech. The result shows that 11 students (64,7%) agree that video recording does minimize the challenge. Then, 2 students (11,8%) strongly agree and 2 students (11,8%) neutral. Lastly, 2 students (5,9%) disagree and 2 students (5,9%) strongly disagree which means thought that video recording do not minimize the challenges.

For the third question in psychological aspect asked if the video recording make them feel braver and excited in delivering speech. The result showed that 7 students (41,2%) agree that they are braver and excited in recording video their felt when made a video recording for the public speaking class. Then, 7 students (41,2%) neutral and 3 students (17,6%) strongly agree which means they think that it give them push in bravery and provide excitement.

Question number 4 asked students on whether the process of creating video recording is boring and monotonous and demotivate them. 7 students (41,2%) neutral. Than, 5 students (29,4%) felt that the process of video recording is not boring and monotonous and in fact motivate them. Meanwhile, 4 students (23,5%) agree that the process do demotivate and was boring and monotonous. Besides, there is 1 student strongly agree that the process of video recording is boring and monotonous.

The last question for this aspect asked students if video recording reduce their nervousness in public speaking class. The result shows that 10 students (58,8%) agreed that video recording reduced their nervousness. In addition, 5 students (29,4%) neutral. Also, there is 1 student (5,9%) strongly agree. Meanwhile, 1 students (5,9%) felt that it doesn't help to reduce their nervousness.

Academic Aspect There are 7 questions in the questionnaire to target this aspect. These are questions number 6-12.

Question number 1 asked students whether the video recording improve the accuracy in public speaking. The result shows that 2 students (11.8%) agree and 8 students (47.1) strongly agree that the video recording can improve the accuracy when they deliver a speech in public speaking. While 3 students (17.6%), disagree and 4 students (23.5%) neutral.

Question number 2 asked the students whether video recording improve their fluency in public speaking. It turns out most of the students or about 11 students (64.7%) agreed with this question. 3 students (17.6%) disagree and 1 student (5.9%) strongly disagree that the video recording can improve the fluency of their speaking. While 2 students (11.8%) neutral.

Question number 3 asked the students if video recording reduce their audible pauses, such as "um, err, hmm" voice. The result shows that most of the students or 7 students (41.2%) agreed and 1 student strongly agreed their audible pauses was reduced. However, different from the other, 2 students (11.8%) disagree and 1 student (5.9) strongly disagree with this. Therefore, they believe that video recording did not help to reduce their audible pauses. While 6 students (35.3) neutral.

The fourth question asked students whether video recording is one of the teaching and learning media that can help the students to achieve the competence in Public Speaking class. 8 students (47.1%) chose agreed and 3 students (17.6%) strongly agreed it means that the believe video recording is one of the media that can help them to achieve the competence in public speaking class. Whereas 2 students (11.8%) think the disagree that the use of video recording can help them to get the goals of learning competencies. While 4 students (23.5%) think neutral.

The fifth question asked the students whether video recording enables them to acquire a different set of skills such as video editing, technology use. The result shows that 10 students (58.8%) agreed, confirmed that video recording have that benefit of acquiring new set of skills. 4 students (23.5%) think neutral. Meanwhile 2 students (11.8%) disagree and 1 student think strongly disagree that they believed otherwise.

Question number 6 asked the students whether video recording limit their opportunity to practicing their speaking ability in public speaking class. The result shows that 6 students (35.3%) agreed and strongly agreed stated video recording did limited them to practice their speaking ability. 1 students (5.9%) strongly disagreed believes that video recording did not limit their opportunity to practice speaking. While 4 students (23.5%) think neutral.

Question number 7 asked the students whether the video recording enables them to learn how to speak English better. The result shows that 10 students (58.8%) are agreed and 2 students (11.8%) strongly agreed it proved that video recording enabled students to learn how to speak English better. While the other 1 students (5.9%) choose disagree in this question and 4 students (23.5%) think neutral.

Technical Aspect

There are 7 questions in the questionnaire to target this aspect. These are questions number 13-19.

Question number 1 asked students about whether it takes a long time to take, retake and edit the video recording. The results shows 8 students (47,1%) are answer agree and 5 students (29,4%) are answer strongly agree which means they believe it does take a long time. 2 students (5,9%) are answer disagree and strongly disagree which means they did not believe that the process takes a long time. While 2 students (11,8%) are answer neutral.

Question number 2 asked students about the submission for video recording, whether students think that it was difficult to send or upload. The result are 6 students (35,3%) thinks video submission was not difficult, the 2 students (11,8%) are strongly agree video submission was not difficult. While 6 students (35,3%) thinks it neutral. And 3 students (17,6%) are considered the video was difficult to send.

For the third question, Students we asked whether it is easier to use WhatsApp to submit the video. 4 students (23,5%) are agree and also the 4 students are do not agree. While 7 (41,4%) students are choose neutral.

Question number 4 asked the students perception whether whether the use of video recording make them use their gadget for beneficial activity. The result shows that 7 students (41,2%) agree that video recording makes them to use the gadgets that they have for useful purposes and activities. However, the 4 students (23,5%) strongly agree that it did make them to use the gadget for good purposes. While 6 (35,3%) students are thinks neutral.

Question number 5 asked the students about their living situation and condition of whether it provided them a good condition for video recording. The result shows that 10 students (58,8%) live in agreeable situation or condition to record their video. While 7 students (41,2%) have a neutral answer about good and suitable living condition for video recording.

Question number 6 asked the students about the availability of their equipment for Video recording Project such as camera (phone cameras or other camera), Video Editing Apps. 9 students (52,9%) admitted to have all the necessary equipment for video recording project. While 7 students (41,2%) stated that they thinks neutral have all the equipment to record video project.

The last question asked whether the students have good internet connection (or data) to support online learning. The result shows that 8 students (47,1%) have a good internet or pulsa data to support them in online learning and the rest of the respondent, 7 students (41,2%) they answer neutral.

Based on the results, it can be seen that the majority of students have a good perception of using video recording.

Psychological Aspect

Psychological aspect is the psychological state of students that can affect their learning process in cognitive, emotional, interest and student motivation. Psychological aspects of education mean viewing learning as long-term changes in behavior or mental associations as a result of experiences. (Ormrod, 2014).

The students responded positively to the psychological aspects of using video recordings in public speaking classes. They believe that video recording makes them more creative especially when editing to produce interesting videos, minimizes challenges in speaking in public because there is only a camera in front of them, makes them feel more courageous and excited to deliver their speech especially when there is no pressure when speaking, motivates them and most importantly reduces nervousness or stage fright when they deliver their speech.

Academic Aspect

The data result from the questionnaire shows that the students had positive perception for this aspect. They agree that video recording improve their speaking fluency and accuracy, reduce their audible pauses, help them to achieve the learning objectives/targeted competence, acquiring new set of skill and providing opportunity to practice their skill in speaking.

Academic aspects showed that academic achievements in this study are the results that have been achieved by students in the learning process because they are using video recording to speech and express themselves. According to (Hafner & Miller, L., 2011) The academic objectives of public speaking are students speak with confidence, listening effectifely, can analyze the

audience, deliver a good speech, use the language well, and good time managing. Students are trained to synthesize multiple sources of course content, also students have to write them as scripts, read them, recite them and then make videos, sometimes require "taking" and subsequent editing. Each of these steps can repeatedly expose and strengthen all English skills for students.

Technical Aspect

Students recognize the technicality of the process and felt that they are equipped enough to follow the process. Once again, the data shows that, the students had positive perception for this aspect. Students are well adapted and familiar with the video recording, editing and finalization, the apps and all the technical skills related to it. They also have gadgets available and good access to internet connection which enables them to do many things.

The results of research conducted by Aksel & Kahraman (2014) showed that the video assigned affects the foreign language of language education participants positively, 117 which can be concluded that the use of technology when learning foreign languages is appreciated by students.

CONCLUSION

There are three main points that can be concluded: Psychological, Academic and Technical Aspects. Psychological aspects: students stated that they were less nervous when delivering their speeches. Making videos is fun and the main thing is that they are enthusiastic and not lazy. Student Perceptions of Academic Aspects. Students experienced reduced sound pauses that often occur during face-to-face classes when using video recordings. Thus, video recording improves their fluency and accuracy in conveying speech. Through video recordings, they can practice their speaking skills more and it makes them learn to speak English better. It also helps them to have other skills like video editing, now they have the ability to use technology. Technical aspects. In making videos, students did not experience too much difficulty. It doesn't take much time to record the video and if it's noisy they record the video at night so they don't get disturbed or they edit the background sound with the app. Large video sizes can also be overcome by compressing them to a small size. Most students use their cell phone cameras to record speeches. In addition, many students agree that a good internet connection is the reason why video recording is easy to implement.

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