

STUDENTS' PERCEPTION TOWARD THE USE OF VIDEO- RECORDED  
SPEAKING ASSIGNMENT IN SPEAKING SUBJECT  
(Descriptive Study at the Sixth Semester Students of English Education  
Department Muhammadiyah University of Makassar)

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Article Info	Abstract
<p><b>Received:</b> October 24, 2021 <b>Revised:</b> November 5, 2021 <b>Accepted:</b> November 25, 2021 <b>Published:</b> December 10, 2021</p> <p><b>Keywords:</b> Students' perception, Video-recorded speaking assignment, Challenges</p>	<p>The purposes of this research are: (1) To know students' perception toward the use of video-recorded speaking assignment in speaking subject. (2) To find out students' challenges the use of video-recorded speaking assignment in speaking subject. This research is categorized as quantitative research with took two period of time for the data collection by using questionnaire. The total sample are 46 students used by Purposive Sampling technique. The result of analyze of questionnaire consist of two indicators. Based on the result of this research showed that in table 4.1 the mean 3.29 with Std .49 in level very high (strongly positive), in table 4.2 the mean 2.5 with Std .79 in level Low (Negative). And for the students' challenges showed that the highest percentage in adequate gadget quality factor with 52,2% or 24 students followed by preparation in conducting material factor with 41,3% or 19 students, and video size to upload factor with 39,1% or 18 students, and the lowest percentage is insufficient knowledge in editing video with 4,3% or 2 students. As a result, the students' Perception toward the use of video-recorded speaking assignment at Sixth Semester English Education Department of Muhammadiyah University of Makassar categorized was Positive/strongly agree and the dominant challenges factor was inadequate gadget quality</p>
<p>Paramesti, A., Sulfasyah, &amp; Azis, A. (2021). STUDENTS' PERCEPTION TOWARD THE USE OF VIDEO-RECORDED SPEAKING ASSIGNMENT IN SPEAKING SUBJECT: Descriptive Study at the Sixth Semester Students of English Education Department Muhammadiyah University of Makassar. <i>Journal of Computer Interaction in Education</i>, 4(2), 22-29. Retrieved from <a href="https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/view/961">https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/view/961</a></p>	

## INTRODUCTION

Nowadays, the background of the research is the phenomenon the biggest challenge faced by both teachers and students in foreign language learning processes is the use of targeted language for Real communication in conditions because of the lack of confidence. According to Silfia Rahmi (2019), States Unavailable English speech communities for EFL students like Indonesian do not allow them to practice their English in real situations.

According to Indriani Siane (2020) states assessing students' speaking and presentation skills could be a challenging task, especially in terms of effectiveness and practically. Besides

the limited time they have in the classroom also makes them lack of opportunities to express ideas freely and creatively in English as well as also cause by other factors which become obstacles for them to speak such as anxiety. For that reason, According to Silfia Rahmi (2019) states lecture have to create many ways as the efforts to give the students more chance practices their English. one of the that effort is through giving the task or assignment such us providing classroom recorded assignment. They will have more opportunities to use target language in authentic meaningful setting as well as they can express their ideas and opinion.

Based on the observation interview at the English Department Muhammadiyah University of Makassar, several students I have interview some of students such as According to Ainul who have used video recording as an task is effective in improving their speaking skills. And the second, According to Sigit Dwianto said that he didn't really like it because it was complicated, the process of sending task was long and extremely nervous (as if face-to-face with a lecture even through a smartphone), and then According to Ita Purnamasari said that using video recording as a task had advantages and disadvantages. In advantages, is anywhere can be done without having face-to-face. In disadvantages, students tend to be lazy and sometimes memorize script without understanding its meaning. Based on interview above, there are many different attitudes issue by students. This thing showed that there are many different the perception toward the use of video recorded as assignment and difficulties and challenges for them implementation video recording speaking subject thus making students likely to like the use of video recording as assignment given by the lecture.

According to (Walgitto, 2004) states the success of video recording assignment is affected by many factors, one of them is students' affect toward them as one of perception component. It is concerning with students' like and dislike toward video recorded speaking assignment applied by the lecture. This thing makes me want to know students' perception to the use of video recorded speaking assignment because the researcher wants to see the affect using video recording in speaking subject so far.

## LITERATURE REVIEW

There are several studies related to this research, it is done Silfia Rahmi (2019), she has the research of "*Video recording assignment on English daily conversation class: An investigation on students' affect*". Based on the result of her research, she found that most of students have strongly positive and positive affect toward video recording assignment. This research using quantitative research with the total sample is 78 students. Based on the result analyzed, the biggest percentage was interval class >40. There were 57 or 73,07% students. It means that in this research is success. Students have positive perception by the method. And also from Ikramah (2016), she has the research of "*The effect of video recording on students' speaking ability*". Based on the result of the data analyze, it was proven that the students' speaking score is better after implementing video recording.

Video recording gave positive effects on students' speaking ability. It can be clarified to the data gained from the pre-test and post-test, it was supported by the fact that the students'

speaking score before and after implementation of video recording was different where students' speaking score before implementing video recording was 72,34 and after implementing it was 144,52. This thing showed that her research is success.

## METHODS

This research used descriptive with quantitative. In this research, used descriptive research is applied to gather the data from the students who experienced the use of video-recorded speaking assignment. The instruments were used in this research by the questionnaire and interview.

The researcher used purposive sampling method in choosing a research sample and population, with the number of populations were 163 students of English Education of Muhammadiyah University of Makassar sixth semester. The number of samples was 46 students include two class.

### Instrument

The instrument that used in this researcher was questionnaire with the number of questions was 15 close-ended question consist of two indicators.

### Data Analysis

Data in this study was quantitative data and the analysis technique used in this research is descriptive analysis techniques. This calculating also used the help of the SPSS computer program. The formula used to calculate the percentage of respondents into certain categories determined from the research data interval class in each aspect is as follows:

The percentage formula that will be used is as follows:

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

Annotation:

P: Percentage

F: Frequency of the respondents

N: The number of respondents

In order to group by category, the maximum and minimum scores must be determined first. Second, determined the average (mean) value and standard deviation of the scores obtained. Then, the data was presented in the form of a frequency table and then, categorized and presented in the form of scale category.

$$\bar{x} = \frac{\sum x}{N}$$

Where:

$\bar{x}$  = Mean Score

$\sum x$  = Total Score

$N$  = Total Respondent

After calculating the mean score, the next researcher classified of interpretation of mean score to interpret the students' answers from questionnaire.

TABLE 1. THE INTERPRETATION OF MEAN SCORE

Mean	Interpretation
1.00 - 1.75	Very low/strength Negative's disagree
1.76 - 2.50	Low/Negative Disagree
2.51 - 3.25	High/Positive Agree
3.26 - 4.00	High/Strongly Positive's Agree

Source: Djiwandono (2008:168) In Nofridawati (2013)

## RESULT AND DISCUSSION

### Result

1. The result of the students' perception data obtained can be seen in the following tables and description:

TABLE 2. FREQUENCY, PERCENTAGE, MEANS SCORE AND LEVEL OF PERCEPTION ON LIKE THE USE OF VIDEO-RECORDED SPEAKING ASSIGNMENT

Statement of questionnaire	Frequency & Percentage				Mean	Std	Level
	SA	A	D	SD			
I like video-recorded speaking assignment applied by the lecture because it helps to solve my anxiety	19 (41,3%)	22 (47,39%)	5 (10,9%)	0 (0%)	3,3	.66	High
I am happy to do video-recorded speaking assignment because I can see my performance more than once	17 (37%)	23 (50%)	5 (10,9%)	1 (2,2%)	3,2	.72	High
I like video-recorded speaking assignment that applied by the lecture because I can express my ideas freely	16 (34,8%)	27 (58,7%)	2 (4,3%)	1 (2,2%)	3,2	.64	Very high
I like video-recorded speaking assignment that applied by the lecture because I have many opportunities to practice my speaking ability and improve creativity	20 (43,5%)	24 (52,2%)	1 (2,2%)	1 (2,2%)	3,3	.64	Very high

I am happy to do video-recorded speaking assignment because by applying video recorded speaking assignment, I can practice my speaking in real and meaningful situation.	15 (32,6%)	25 (54,3%)	5 (10,9%)	1 (2,2%)	3,1	.70	High
Overall					3,26	.49	Very High

Based on the table above, it can be concluded the majority of students “Agree” of all of the statement students’ perception on like the use of video-recorded speaking assignment. In other word the result data analyze “Positive” with Mean score 3,29 in Very High/Strongly Positive agree based on scale of perception.

**TABLE 3. FREQUENCY, PERCENTAGE, MEANS SCORE AND LEVEL OF PERCEPTION ON DISLIKE THE USE OF VIDEO-RECORDED SPEAKING ASSIGNMENT**

Statement of questionnaire	Frequency & Percentage				Mean	Std	Level
	SA	A	D	SD			
I don't like to do video-recorded speaking assignment because it cannot improve my creativity	9 (19,6%)	10 (21,7%)	14 (34,8%)	11 (23,9%)	2.3	.106	Low
I don't like video-recorded speaking assignment because I think it waste the time and no improvement for my speaking ability	6 (13%)	12 (26,1%)	16 (34,8%)	12 (26,1%)	2.4	.99	Low
I dislike video-recorded used by the lecture because it cannot decrease my anxiety	2 (4,3%)	13 (28,3%)	16 (34,8%)	15 (32,6)	2.5	.89	Low
I am disappointed with video-recorded speaking assignment used by the lecture because I cannot know my strength and weakness	4 (8,7%)	10 (21,7%)	20 (43,5%)	12 (26,1%)	2.4	.90	Low
I don't like video-recorded speaking assignment because I can't express my ideas freely	7 (15,2)	11 (23,9%)	17 (37%)	11 (23,9%)	2.6	.100	High
Overall					2.5	.79	Low

Based on the table above, it can be concluded the majority of students “Disagree” of all of the statement students’ perception on dislike the use of video-recorded speaking

assignment. In other word the result data analyze “Negative” with Mean score 2.5 in Low/Negative Disagree based on scale of perception.

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily. The discussion can be made in several sub-chapters.

**TABLE 4. THE RESULT OF THE STUDENTS' CHALLENGES DATA OBTAINED**

Challenge Factors	Frequency and Percentage				Mean	Level
	SA	A	D	SD		
Preparation in conducting materials	7 (15,2%)	19 (41,3%)	13 (28,3%)	7 (15,2%)	2,6	High
Inadequate gadget quality	10 (21,7%)	24 (52,2%)	9 (19,6%)	3 (6,5%)	2,9	Very high
Insufficient knowledge in editing video	13 (28,3%)	17 (37%)	14 (30,4%)	2 (4,3%)	2,9	Very high
Video size to upload	16 (34,8%)	18 (39,1%)	8 (17,4%)	4 (8,7%)	3	Very high
Disturbance from outside	12 (26,1%)	18 (39,1%)	13 (28,3%)	3 (6,5%)	2,8	Very high

Based on the result analyze each indicator students' challenges video-recorded speaking assignment, more than half students choosing inadequate gadget quality factor with percentage (52,2%) and frequency is 24. The second half students choosing preparation in materials factor with percentage (41,3%) and frequency is 19. The third half students choosing video size to upload and disturbance from outside with the same percentage (39,1%) and frequency is 18. The next, I continue this section by discussing fourth primary challenges factors there are: Preparation in materials, inadequate gadget quality, size to upload and disturbance from outside included excerpt of the respondents answer of questionnaire.

## DISCUSSION

### Students' Perception

This study found that video-recorded speaking assignments were an effective way to learn how to talk. This finding is congruent with the reasons provided by the students and is pretty close to Lonergan and Tomalin & Stempleski's opinion in Kurgosz (2011:12) and Delaney's opinion in Delaney (2011:12). (2003). They claim that the video-making process will allow students to use their target language without feeling anxious and will give them more time to demonstrate their speaking ability.

Moreover, in this study, the findings coming from students' questionnaire could provide students' interest learning process to speak and facilitated to have more opportunities to were build their speaking ability in their own time. This is the line with the idea offered by Gebhard (2006) that the limited practice available in the classroom could responded by speaking addition to providing sufficient time to practice, it has been argued as well that be the use of

video-recorded speaking assignment. In this type of assignment can build students' confidence as they can previously prepare and revise when there are mistakes, which means that language anxiety appropriately (Harmer, 2007).

Based on the statement above, Majority of students had positive perception toward the use of video-recorded speaking assignment in speaking subject. It means that the video-recorded speaking assignment implemented by the lecture is increase speaking skill and creativity, they can express ideas freely and they can see performance before their presentation the video.

### **Students' Challenge**

The research finding, there are five challenges factors to find out in this research who choosing by students based on the data. Other studies indicate that the common problem faced by the students in conducting presentation is nervousness (Chuang, 2009). Analyze students challenges factor there fourth challenges factors with high percentage. There are:

a. Inadequate Gadget Quality

Inadequate gadget quality is the highest faced by the students, because by the gadget quality affect to the result of video. Most of students agree with the statement with very high level. More than half students are struggled in recording the video using their gadget. And them problem to related the signal, mobile data to make until they difficult making the video-recorded well. The finding would seem to reinforce Shephard's (2013) argumentation that if students do not have good access to open video or any application, they can use a lot of bandwidth and may take time to load the video or application.

b. Preparation in Conducting Material

The questionnaire results reveal that preparation in conducting material needs to be planned carefully. Most students find it difficult because they need to be repeat their making video several time times to get the best result. But most of students have much time because submit task sometimes not enough for them. the finding accords with Bennett's (2014) argumentation that viewers can be less forgiving when there are minor mistakes and disruption while making video.

c. Video size to upload

Video size to upload the third problem agree with the statement with very high level by the students because they difficult to submit the speaking task its large size video to upload until process of the submit and timing upload is so long.

d. Disturbance from outside

Disturbance from outside the fourth problem agree with the statement with very high level by the students they can't concentration making video-recorded because many disturbances from outside until causing video unclear quality.

e. Insufficient knowledge in Editing Video

The last problem is insufficient knowledge in editing video, a part of students difficult making video-recorded because they don't know editing video before. Their struggle in editing video because the video-recorded speaking assignment in

conducting video presentation project till students must be editing video for the result well. According to Rich and Hannafin (2010) beliefs that video editing activity help students focus on specific aspects and having them re-organize their video in their own way.

## CONCLUSION

Based the data gathered and analyzed from questionnaire, it can be concluded that most of students gave positive perception toward the use of video based task in speaking subject. Most of students perceived that video recording based task is very useful. Video recording increase speaking skills and to be more confidence to speak. Although, there some were challenges and difficulties by their experience process of making videos but they can't easily access for speaking task.

Most of the students perceived that using the video-recorded speaking assignment in speaking subject this study attempts to explore students' challenges factor in conducting the video-recorded. The problem in this research finding five problems by the students there are: preparation in materials, inadequate gadget quality, video size to upload, disturbance from outside, and the last problem is insufficient knowledge in editing video.

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