Students' Perception on The Use of Video Recording in Public Speaking Class

Syaninta Kusuma Aini[1]
Pattimura University Ambon, Indonesia

Sophia Binnendyk[2*]
Pattimura University Ambon, Indonesia
*Corresponding e-mail: binendyksophia03@gmail.com,

Helena M. Rijoly[3]
Pattimura University Ambon, Indonesia

Abstract
Video recording is used in Public Speaking class to cope with the new circumstances and condition of online learning during the spread of Covid-19 disease. This study was conducted to find out students' perceptions towards video recording in the public speaking class. Descriptive qualitative approach was chosen as the research design. There were two kinds of techniques of data collection: questionnaire and interview. The research involved 30 students of class 2021 who have taken the Public Speaking class in their second semester at Pattimura University. Students'perception will be analyzed through three aspects: Psyhological aspects, Academic aspects and Technical aspects. The result of this study showed that most of the students had positive perception on the use of video recording. Students admitted that video recording facilitate a better speaking practice which in turn help them to improve their speaking and they feel that they can achieve the learning competencies (Academic aspects). The students also considered the process of making video recording as fun, and exciting (Psychological Aspect). Students also felt there is no significances difficulty in the process of making the video (Technical aspect). In light of the findings, video recording is considered a favorable and effective media for students in Public Speaking course.

Keywords: *Perception, Video Recording, Public Speaking Class.*

INTRODUCTION

Students' perception is one of essential factor in education, because the students' perception of events, the nature of instructor expectations, and the patterns of interaction between students and instructor have an impact on their academic attitudes and behaviors. 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.

English Education Study Program of FKIP Pattimura University offers a class in Public Speaking as part of the four compulsory and prerequisite speaking classes. In the first semester is Survival English, second semester is Public Speaking, third semester is Professional Speaking and in fourth semester is Academic Speaking. Speaking classes are important and integral part of the curriculum at English Education Study Program of FKIP Pattimura University. Speaking in the Public Speaking course is one of the important language skills to be mastered by the students to become a good communicator. 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. This video is another way to carry out learning in accordance with current conditions that create a learning environment in an interesting and comfortable environment for students. So, even though they make the videos individually at home, students still have the sense of responsibility and willingness to learn and now how to deliver a speech by 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 themself 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.

Anida & Patmasari (2018) did a research on students' perceptions of creating videos to engage them in speaking. The result shows that the students agree creating videos is an effective media in speaking. The students also have positive perceptions on the effectiveness of creating videos in engaging them to speak English. In the previous researchs, they have not touched a specific class even now with the current pandemic situation. While, this study is more focuses on the experience of the students in the public speaking class of 2021 batch in the Pattimura 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. These students have completed their public speaking class in an online learning setting due to covid-19. The speaking class employed the use of video recording project for students to present informative and persuasive speeches. This study is interested to explore students' perception on the alternative use of video recording in an otherwise a (public) speaking class that is usually conducted in a direct manner in a face-to-face class meeting.

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 Pattimura University.
2. To find out the students' perception on the aspect of psychological, academic and technical of video recording of English Department Students' in Pattimura University.

LITERATURE REVIEW

The Nature of Public Speaking.

Public speaking is the process of designing and conveying a message to an intended audience. Effective public speaking involves understanding our audience and the purpose of speaking, choosing speech elements that will engage your audience with the topic at hand, and convey the message you want to convey skillfully (Hafner & Miller. 2011) Public Speaking is one language skill which is very important to be mastered by students in order to be good communicator. 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.

Overview of the 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.

Perception

The Definition of Perception

Perception is one of the activities that is often carried out by many people. Most of them carry out these activities in order to give their opinion freely on what they feel. Thus, Adediwura and Tayo (2007) stated that perception as the way individual judge or evaluate

others in everyday life. 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). From a few statements from experts above, it can be said that the perception is the process of observing that involves direct truth responses, belief in that object which in turn will affect a person's predisposition to act happy or displeased which is the answer to the question what is perceived about an object.

In general and overall, perception can be interpreted as impressions, one's interpretation of certain objects that are obtained through the five senses. .Factors Affecting Perception. The factors that influence perception are basically divided into two, namely internal factors and external factors. Internal factors that affect perceptions, namely factors that are contained within oneself or individuals, which include several things, that is: 1. Physiological: information that enters through the senses, sense capacity to perceive each person differently so interpretations of the environment may also differ. 2.Attention: the individual requires a certain amount of energy to be expended to focus on existing physical form and mental facilities on an object. 3.Interests and Needs unidirectional. 4.Experience and memory: experience depends on memory a person in the sense of the extent to which a person is able to remember past events. 5.Mood: emotional state affects a person's behavior, this mood will show how a person feels.

External factors that influence perception are characteristics of the environment and the objects involved in it. These elements can change the point of view that a person feels it or accepts it. The external factors are coming from students' environment. It can be from their teacher, friend, and society. Both of these factors will influence the perception result.

Video Recording.

The Definition of 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.

Videos can present information, explain the process, explain complex concepts, teach skills, shorten or extend time, and influence attitudes. The way the students delivered the speech was completed with the movement of gestures and body language, and the eye contact.

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.

Learning Outcomes

According to Purwanto (2010) states that learning outcomes are changes in student behavior due to learning. In teaching and learning activities, after experiencing learning, students change their behavior compared to before. Learning outcomes can take the form of changes in the psychological and academic side.

Psychological Aspects covers some points:

1. Cognitive. Cognitive aspects are related to perception, memory, learning, thinking and problem solving and affective aspects are related to emotions or feelings and motives. Cognitive aspects also talk about a person's behavior which includes interpersonal relationships. Walgito in (Isfada, 2018). In human life, cognitive processes play a very important role in decision-making for each individual, along with cognitive processes that form the basis for prejudice, social learning, motivation and observation. Learning outcomes from the cognitive realm have a hierarchy or level. This level consists of 6 types of behavior: 1. Remember, includes the ability to remember about things that have learned and stored in memory. That knowledge includes the facts of events, understanding, rules, theories, principles, and methods. 2. Understand, includes the ability to grasp the meaning and meaning of what is learned. 3. Apply, includes being able to apply methods and rules for dealing with real and new problems. 4. Analyze includes the ability to break down a unit into parts so that the overall structure can be understood properly. For example, break down the problem into smaller parts. 5. Evaluate includes the ability to form opinions about several things based on certain criteria. 6. Create includes the ability to form a new pattern.

2. Emotions. There are four functions of emotion in human life: 1.Emotions are energy generators (energizers). 2. Emotions are the nature of information. 3.   Emotions function as intrapersonal communication and interpersonal at once. 4.   Emotions are also a source of information about success.

3. Interpersonal Relations. Interpersonal relationships are relationships that consist of two or more people who have consistent patterns of interaction (Lestari, 2010). An interpersonal relationship is a bond that is closely intertwined and influences each other between two or more individuals to achieve common goals, and help each other in dealing with problems.

Academic achievements are skills or concrete results that can be achieved at a certain time or period. Based on this opinion, the academic achievements in this study are the results that have been achieved by students in the learning process. Essentially student learning outcomes is a change in behavior so that by learning someone will experience changes in thinking and attitudes in everyday life.

According to Achsan (2010), video recordings must consider the following criteria: 1.Type of subject. Not all subject material is suitable for using video. Video recording is suitable for describing a certain process, as a flow of demonstrating a concept or describing something. 2.Time Duration. Videos have a shorter duration, ranging from 5-20 minutes. 3. Technical provisions. Video is inseparable from technical aspects, namely camera effects, shooting techniques (angles), lighting techniques, editing, and sound (sound). 4.Use of music or sound effects. Music and sound effects are an important part of the video. Videos will be more interesting and meaningful if the sound is supportive and appropriate. But for some types of videos must be adjusted so as not to interfere with the content of the video. 5.Video Submission.

RESEARCH METHOD

This study used descriptive qualitative research design. The data contributes to the understanding of the phenomena and the data collected is largely determined by the nature of the problems (Gay, Mills and Airasian, 2011). 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 Pattimura University. This study propose the class of 2021 students who have already taken Public Speaking class in the 2nd semester of 2021/2022. There are 95 students in the class of 2019. According to Gay, Mills and Airasian (2011) for descriptive method research, at least 10% of the population, for a relatively small population at least 30%. (Sugiyono, 2015) explains that descriptive research if the population is large (more than 40) then the minimum sample is 20% of the population. Based on this opinion, the sample in this study was taken 30% of 95 students as many as 30 students of public speaking course for the questionnaire.

This research used two kinds of instruments to collect the data: questionnaire and interview. 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 Guttman scale to analyze the data that comes from the respondent's answer (Yes / No). As for processing this data using decriptive analysis to analyse the data and the statistical analysis methods used just to analyse the distribution of frequencies to determine the number of participants who choose the options with SPSS 20.0.

The other data collection is interview. The interview used either Zoom meeting or Whatsapp audio voice note to get an elaborated responses on the topic being researched. The interviews was conducted in Bahasa Indonesia to ensure the utmost understanding between the researcher and the participants. Thematic analysis is used to analyze this data. This typer of analysis seeks to identify patterns of themes in interview data. One of the advantages of thematic analysis is that it is a flexible method that can be used for research (Mortensen, 2020).

FINDINGS

The data from questionnaire were analyzed to know the perception of the students' and whether the students have possitive or negative perception within the three aspects of using video recording in public speaking class. The interview is conducted to follow up, to confirm and to get a descriptive response from the participants.
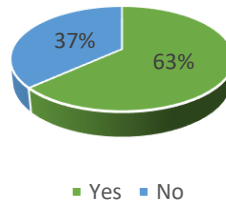
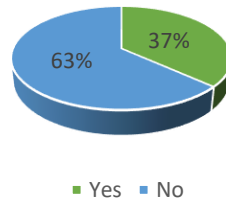**Results from Questionnaire**

Psychological Aspect

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

Number of Questionnaire	Result Diagram

Question number 1-3

■ Yes ■ No

Question number 4

■ Yes ■ No

Qustion number 5

■ Yes ■ No
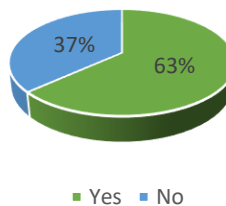
Question number 1 asked students whether the process of video recording makes them more creative than they used to. The result shows that 19 students (63%) believe and agree that the use of video recording makes them more creative. Meanwhile, (37%) stated that they do not agree.

Question number 2 asked the students about their opnion whether the video recording minimize their challenges in delivering the speech. The result shows that 19 students (63%) agree that video recording does minimize the challenge while 11 students (37%) thought that video recording do not minimize the challenges.
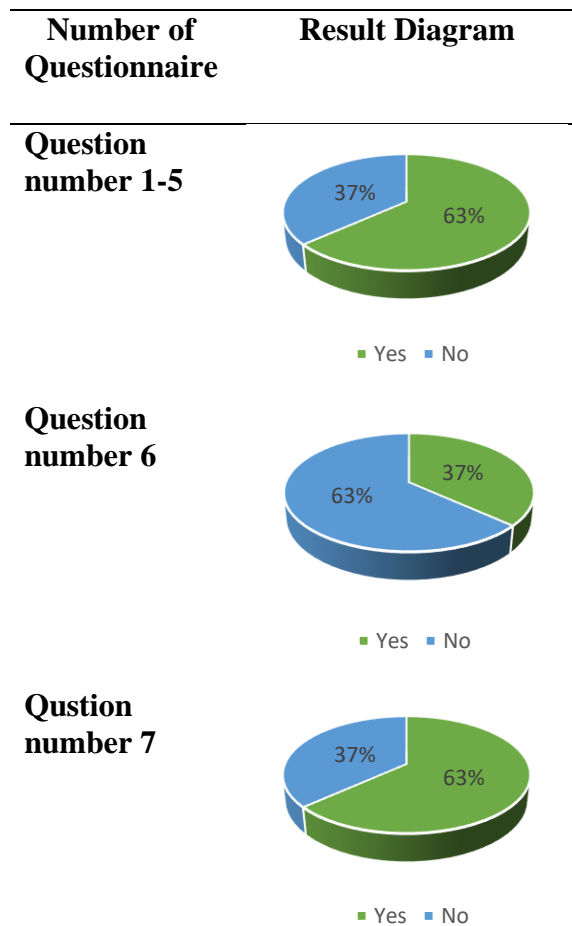
For the third question in psychological aspect asked if the video recording make them feel braver and excited in delivering speech. The result showed that 19 students (63%) believe that they are braver and excited in recording video their felt when made a video recording for the public speaking class whereas the other 11 students (37 %) think that it doesn't give them any push in bravery nor provide any excitement..

Question number 4 asked students on whether the process of creating video recording is boring and monotonous and demotivate them. 11 students (37 %) believe that the process do demotivate and was boring and monotonous. Meanwhile, 19 students (63%) felt that the process of video recording is not boring and monotonous and in fact motivate them

The last question for this aspect asked students if video recording reduce their nervousness in public speaking class. The result shows that 19 students (63%) agreed that video recording reduced their nervousness. While 11 students (37%) felt that it doesn't help to reduce their nervousness.

Academic Aspect

There are 7 questions in the questionnaire to target this aspect.

Number of Questionnaire	Result Diagram
Question number 1-5	37% 63% ■ Yes ■ No
Question number 6	63% 37% ■ Yes ■ No
Qustion number 7	37% 63% ■ Yes ■ No

Question number 1 asked students whether the video recording improve the accuracy in public speaking. The result shows that 19 students (63%) agreed that the video recording can improve the accuracy when they deliver a speech in public speaking. While 11 students (37%), disagree.

Question number 2 asked the students whether video recording improve their fluency in public speaking. It turns out most of the students or about 19 students (63%) agreed with this question. And 11 students (37%) did not agree that the video recording can improve the fluency of their sepaking.

Question number 3 asked the students if video recording reduce their audible pauses, such us "um, err, hmm" voice. The result shows that most of the students or 19 students (63%) agreed their audible pauses was reduced. However, different from the other, 11 students (37%) disagree with this. Therefore, they believe that video recording did not help to reduce their audible pauses.

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. 19 students (63%) chose yes option and 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 11 students (37%) think the do not agree that the use of video recording can help them to get the goals of learning competencies.
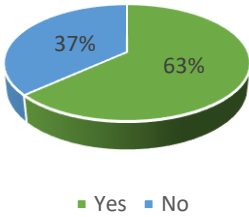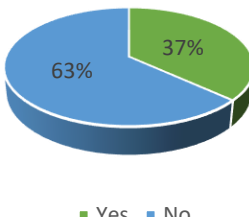
The fifth question asked the students whether video recording enables them to acquire a different set of skills such as video editing, technology use. The result shows that 19 students (63%) confirmed that video recording have that benefit of acquiring new set of skills. Meanwhile 11 students (37%) believed 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 19 students (63%) stated video recording did not limited them to practice their speaking ability. 11 students (37%) believes that video recording did limit their opportunity to practice speaking.

Question number 7 asked the students whether the video recording enables them to learn how to speak English better. The result shows that 19 students (63%) are agree and it proved that video recording enabled students to learn how to speak English better. While the other 11 students (37%) choose no in this question.

Technical Aspect

There are 7 questions in the questionnaire to target this aspect.

Number of Questionnaire	Result Diagram
Question number 1 and 2	37% 63% ■ Yes ■ No
Question number 3-7	37% 63% ■ Yes ■ No

Question number 1 asked students about whether it takes a long time to take, retake and edit the video recording. The results shows that 19 students (63%) did not believe that the process takes a long time and 11 students (37%) are answer yes which means they believe it does take a long time.

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 19 students (63%) thinks video submission was not difficult. While the 11 students (37%) 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. 19 students (63%) are chose yes option while the other 11 students (37%) are do not agree.

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 19 students (63%) agree that video recording makes them to use the gadgets that they have for useful purposes and activities. However, 11 students (37%) still believes that it did not make them to use the gadget for good purposes.

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 19 students (63%) live in agreeable situation or condition to record their video. While 11 students (37%) admitted to not have a 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. 19 students (63%) admitted to have all the necessary equipment for video recording project. While 11 students (37) stated that they do not 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 19 students (63%) have a good internet or pulsa data to support them in online learning and the rest of the respondent, 11 students (37%), stated that they do not have this support.

Results of interview

The interview was conducted after compiling the result of the questionnaire results. The purpose of the interview is to get an in-depth understanding on each of the aspects. The 5 students are based on the theory of informant selection from Heryana (2018) in qualitative research is entirely determined by the researcher, thus calling it purposive sampling based on the strategies and objectives that the research has set.

Psychological Aspect

There are 2 main questions for this aspect. The first one asked the students about their feeling or experience when they make their video recording. The second one asked about the challenges they feel during the process.

For the first question, 3 of the interviewed students admitted that using video recording in public speaking class actually made them happy and they are thankful for the opportunity. This is because they feel more relaxed in performing knowing that they can do a re-take or edit when they made a mistake in pronunciation and that there are no direct audience that will make them nervous. 1 of the students, S4, however admitted that she felt unsure of her own feeling, she feels nervous for having to switch to online learning and to present the speech online. she also felt left out of the opportunity to improve self-confidence to speak in front of people.

The second question was on difficulties or challenges they feel during the process of video making. 3 of the interviewed students admitted that they encounter almost no problems with the video process. They feel comfortable because they are doing it at home, they can do re-take and they can do their own habit. For this question again S4 mentioned her challenge where her living circumstances is usually less than ideal for videoing. She admitted that her house is very noisy and there many disturbances. The only way she can cope is to make the video late at night.

Academic Aspect

The Academic aspects asks students' perception on the impact of video recording to their learning process, cognitive development and achievement? There are 3 main questions that were asked for this aspect. The first question asked the students what they think is the benefit of video recording in a public speaking class. All 4 students interviewed agreed that presenting speech through a recorded video helped them in their learning. They mentioned that it helped them to "explore" and "improve" their speaking ability. They are able to explore and improve their ability due to the opportunity to re-watched and evaluate what they did wrong (pronunciation, grammar, style etc) and the opportunity to do it again before the video got sent to the lecturer. One student, S3, mentioned that it will perhaps make it easier for lecturer to assess how far their speaking skills have developed and how far students have grasped the lesson they taught.

The second question ask students perception on how the class was conducted in order to provide adequate learning experience. All 4 students agreed that the class was conducted very well. S4 mentioned that it was conducted on time and according to the schedule and syllabus. S1, S2 and S3 all agree that they find the learning experience enjoyable because they follow the class from the comfort of their home, that video recording and zoom meeting are the best way to learn during this pandemic time.

The third question asked the students their perception on whether the use of Video recording effected their ability to achieve the competency goals or learning objectives of the course or perhaps their learning achievement. All 4 students agreed that video recording allowed them more time for speaking practice and therefore, allowing their speaking skills to develop. S1 mentioned that video recording enables her to develop accuracy in speaking and not only fluency. It made her braver and not hesitate to speak because there are no peer pressure or stage fright. S1 even stated that he feels speaking directly in front of the class/audience decreases his fluency in speaking. S2 exclaimed confidently that he learned a lot with this kind of assignment. Meanwhile, S4 although agreed that video recording allows more speaking practice time, she also mentioned that she thinks her improvement was not significant. She lost the experience and practice opportunity to speak in front of real people/audience.

Technical Aspect

The technical aspect asked the students on their perception on the technicality of the video recording such as the gadgets, the skills etc. The first out of the 2 main questions for this aspect, asked the students about the availability of the gadgets and the skills needed in making or sending the video. All 4 students agreed that creating a video recording project is not difficult. All students have smartphones which they can use for recording. They also admitted that the application for video editing is easy to find and free for download. They think they have enough skill to record and edit the video. Some of the problems they indicated are related to the sending/submission of the video. S1 mentioned good internet connection is needed to send and to do further editing. S2 mentioned the problem with large files which he can overcome by compressing the file.

The second question asked the student whether they will recommend the use of Video recording for presentation/performance instead of the direct presentation in front of the class. S1 and S2 strongly agree that they will recommend the use of video recording in public speaking class instead of a direct presentation/performance. The reasons they gave was that video recording allows more practice time, allow opportunity for correction (repeat, re-take, edit etc).

They believe that direct presentation deprived them of this opportunity. S3 meanwhile, was somewhat in the middle. He agrees that it is perhaps more comfortable for the students to do the performance/presentation through a video recording but for the benefit of public speaking experience, he would prefer direct presentation/performance. This argument is supported by S4 who consistently preferred the direct performance/presentation in public speaking class for the benefit of real-life experience which will challenge and motivate her to give her best.

RESULT AND DISCUSSION

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 respond positively on the psychological aspect to the used of video recording in public speaking class.They believe that video recording makes them more creative, minimize the challenges in public speaking, make them feel braver and excited to deliver their speech, motivate them and most importantly it reduces their 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, which can be concluded that the use of technology when learning foreign languages is appreciated by students.

CONCLUSION AND SUGGESTION

There are three main points that can be concluded: Psychological, Academic and Tecnical aspects. **Psychological** aspect: the students stated that they were less nervous when they delivered their speech. Making the video feels fun and the main thing is that they were excited and not lazy. Students' perception on **Academic Aspects**. Students felt their audible pauses that often occurs during face-to-face classes was reduced while using video recording. Thus, video recording improved their fluency and accuracy in delivering speech. Through video recording, they could practice their speaking skill more and it made them to learn to speak English better. This is also helped them to have another skill such as editing the video, now they have the capablility to use technology. **Technical Aspects.** In making the video, students did not have too much difficulty. It did not need too much time to record the video and if it was noisy they record video at night so they would not be disturbed or they edited the background noise with an application. Large video sizes can also be overcome by compressing into small size. Most students used their cellphones camera to record the speech. Moreover, many students agreed that the good internet connection is the reason why video recording is easy to apply.

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