

STUDENTS' PERCEPTIONS OF THE USE OF VIDEO AS A MEDIUM OF LEARNING IN SPEAKING CLASS

Rika Soraya¹, Sabarun², Aris Sugianto³

State Islamic Institute of Palangka Raya

¹ rikasoraya1909@gmail.com, ² sabarunhws@gmail.com, ³ aris.sugianto@iain-palangkaraya.ac.id

Abstract

The study was aimed at knowing how students' perceptions of the use of video as medium of learning in speaking class. Qualitative descriptive was utilized as a research method. The researcher selected 15 students of English Education IAIN Palangka Raya from 3 classes which were chosen 5 students in each class by using purposive sampling. To gain the data, the researcher used interview and documentation. The result showed the students' perceptions of the use of video as a medium of learning in speaking class had good result. Most students said the use of video as a medium of learning in speaking class was effective, flexible, and practice medium. It was also able to increase the students' speaking skill which was called positive attitude. However, two students disagreed the use of video which was called negative attitude. They mentioned video was ineffective in increasing speaking fluency and not too challenging.

Keywords: Students' Perceptions, Video, Speaking Class

INTRODUCTION

Brown (2004, p. 122) defines English is not commonly studied as a tool for understanding and teaching cultural values in the United States or the United Kingdom. Instead, international communication, trade, banking, tourism, technology, diplomacy, and scientific research have all benefited from the use of English. English is regarded as a foreign language in Indonesia, and it is required to be learned at all stages of education, from elementary school to university. The common skills that company need are speaking and writing. The people get well paid if they can master those skills.

Teaching and learning English in university level is not easy. English is more complex than senior high school especially, students at English Education IAIN Palangka Raya. The students in university level study English deeply. They need to master 4 skills which are speaking, writing, reading. Furthermore, they learn about component in English. The teachers provide many media and strategies to teach their students. They must pay attention which method and media are appropriate for teaching and learning English. According to Tafani (2009, p. 81) teacher and students have been provided creative and practical ideas by media.

Media helps the teacher inform the knowledge to the students. Teachers have provided many media for the students since the students at English Education IAIN Palangka Raya take their study program, such as audio, audio visual, picture, book, and others. In each media has their own function that are needed by the students. These media are used for teaching and learning for skills which are speaking, writing, listening, and reading. Those 4 skills have the problems while learning them. It makes them to face the difficulties to master four skills. However, if the students learn four skills properly and mater four skills. They will be easy to learn a whole

component in English. In English Education at IAIN Palangka Raya, four skills have their own classes. It includes speaking.

Speaking is one of the fundamental skills that students must develop since it is critical for them to communicate in real-life situations. When it comes to learning to talk, most students confront challenges such as lack of confidence, shyness, and quiet, all of which obstruct natural communication. They often make mistakes and reluctant to speak while trying to communicate in English. (Harmer, 2007 p.343-345). In this modern era, teachers usually combined their lessons with any technology tools to improve students' language ability. When someone considers technology in the language classroom, the first thing that comes to mind is computer technology, owing to the fact that computers have become so pervasive in people's daily lives at home and at work. Technology covers everything from audio tapes, to video to such as camera, LCD projector, smartphone, etc. (Brown, 2007, p.196)

There is some research on the subject that has been conducted extensively. Anita Noor Masiyeh (2014) conducted a study entitled *Improving the Speech Ability of 8th Grade SMP Negeri 3 Depok Yogyakarta Students through Film Use*. This study aimed to strengthen students' language skills using the action research method. This study showed that the use of video as an educational medium is effective in effective language activities. Another study by Norwell and Rahayo (2018, pp. 204-218) examined the role of a video-recorded speech task in improving students' oral productive skills. This research aims to investigate the effective of video-recording in improving students' oral production skill. The result reveals the students are happy to do this task. Another one is conducted by Nabila (2019, p. 113-122) entitled *Students' Perceptions on Using Video Recording to Improve Their Speaking Accuracy and Fluency*. The object of this research to explore the students' perceptions on using video recording to improve their speaking accuracy and fluency. The result shows it has good perception and this medium can be used as medium in improving speaking skill. Previous research has primarily focused on the use of video in affecting speaking abilities in offline classes, which is done directly.

This study is conducted to make differences with the previous studies. This study will focus on exploring students' perceptions of the use of video as medium of learning in speaking class which is implemented in online class. The result will have the differences. From that information, the researcher is interested in describing the students' perspective about the use video as a medium of learning in speaking class.

METHOD

This research used descriptive qualitative research as a research design, because this research analysed and described the topic. The subject of this study was 4th semester students of English Education IAIN Palangka Raya. There were 3 classes which were involved in this research. Those are A B and D classes. The number of students were 15 students. The students might take speaking class since 3rd semester with the same lecturer. It could be seen the students how was their speaking skill in using video. According to Ary in Sabarun (2014) They were selected by the researcher in considering they used video with the same lecturer in 2 semesters (3rd and 4th semester) by using purposive sampling. Purposive sampling was used to select the people who took a part in this research. Video was as an object of the study that was analysed by the researcher. The researcher used interview and documentation for collecting the data.

RESULTS AND DISCUSSION

Results

This section covered data findings of Students' Perception of the use of video as a medium of learning in speaking class.

1. Students' Attitude

RK stated:

"For this question, I agree. Because using this method, the students are asked to be braver in practicing speaking. Using that video method indirectly makes students think and be brave to hone their speaking skills, learning new vocabulary, and used to speak English in the classroom. Even though it is just video recording, at least the students have an occasion to practice than learned theory continuously."

MWQ stated:

"In my opinion, I agree. I think that using video recording in speaking class makes us more confident and fluent. So, if there is no video recording in speaking class, it becomes quite difficult. There is no interaction with the lecturer for scoring us. If it is in my opinion. I agree. So, it also makes the lecturer easier to know our mistakes in speaking from the video recording."

SRA also stated:

"In my opinion, I agree with this method to make a video recording, because as we can see, our condition right now in pandemic covid19 that force us to learn from home and use this method I think this is effective. Because in speaking class, we have to practice our speaking continuously, so one of the ways is making a video like this. The lecturer gives topics to me, and then I will practice it consistently at home and look for the topic on the internet or make a script before making a video. I memorize the script. I think it is effective. Even though it is not very effective like face-to-face, this can be used in this situation if we compare it with other methods, for example, just on What Sapp or zoom. Afterward, if we remember about the students who must use data connection too much when the students use video conferences such as zoom and Gmeet, the tasks are given in that way, and then, it is sent later. It is very effective for saving data connection and also increasing speaking fluency."

PYS mentioned:

"I can't entirely agree with it. The reason is that speaking in video recording is less effective in increasing fluency because the form does not have interaction and it is not real-time, so the effectiveness of being fluent in speaking is reduced when using video recording."

UK also mentioned:

"I disagree because of the use of video recording in learning in speaking class. In my opinion, it is not effective because this teaching and learning have a purpose that is the students can speak to other people. If we use video recording as if we do not speak to other people and there is no pressure on us."

2. The Changes

NSL said:

“When each video is completed, the lecturer must provide a different theme in each video recording. Every different topic, we definitely will find vocabulary which we don’t know before. Usually, speaking that we use is Indonesian first. After that, we translate it into English. So that, we can get vocabulary which we don’t know before. From something that we don’t know until we know that.”

RK also said:

“The most significant change for the first, I am more confident in speaking English. Even though it is just in front of the camera or indirectly, I am still confident when I am alone. The next change that I can see is my vocabulary which I get many times because the lecturer gives the theme in each task. And how to increase or not, it is because before taking video, I usually search first relate to the theme such as seeing or watching other people’s YouTube videos. After watching them, I gain some inspiration for taking mine based on the theme that the lecturer has given. Therefore, I indirectly build my vocabulary and confidence in speaking English even though it is just in front of the camera that I am still alone. Indirectly, it keeps becoming my good experience for increasing my speaking.”

SS said:

“When I finish the video, my pronunciation is quite fluent, and my English improves immensely. Because when I make the video before, I looked for the words first, for example, using google translate to translate the words that I make. Next, to increase the pronunciation, I write the English on google translate. I listen to the pronunciation from google. So, I can follow the pronunciation. It can make me successful in pronouncing the English word”

NFR stated:

“If in speaking, it can increase my fluency. Well, I take videos many times, then I choose which video is the best. Automatically, we repeatedly speak until I am fluent and I get a good result. Moreover, I think it is in my confidence when I speak English because before I said there is improvement in fluency which means I am more confident because I speak pretty fluently.”

3. The Weakness

RK stated:

“Yes, I realize that there are some mistakes in my speaking after re-watching my video recording. It has many errors such as my pronunciation, correct intonation, and being confused while taking video.”

TW also stated:

“I realize that the selection of words on my video. It is not good because I cannot build the words in English. I use google translate to help me. Besides the selection of dishes, I have a problem in a video recording, which is on my pronunciation.”

SRA mentioned:

“Of course, because if we watch video recording many times, I really can see my weakness ohhh. Sometimes I see my bad pronunciation and wrong grammar. For example, “I am speaking” if I speak in front of a camera, suddenly I say “I speaking.”

It is because I am nervous. It has to be a lesson that I must be more careful or learn again about that, so there is no mistake and fluency. In the first video, my level of fluency is still hesitant. It means I still think about that many times because I don't speak fluently. It can be a lesson in the future, and I can learn from my mistake and my weakness before until I am trying to be better."

PYS also mentioned:

"The first one is fluency, I still stammer in pronouncing the words of the sentence in English, and I need a pause in saying what I want to mean in English. Then the second is grammar because I am demanded that my grammar be fluent, so it is practically destroyed in speaking. I can't apply my grammar perfectly. There is still grammar that doesn't follow the current grammar at all. Then pronunciation, pronunciation is also my big problem because there are some words I know the spelling, but I don't know how to pronounce it."

ARN said:

"So, I usually find in my video is an error in the use of tenses. So, I sometimes speak or explain something without paying attention to the tense and not paying attention to grammar. As we know, the tense falls into the grammar category. Therefore, if you make a video, there is no one to correct and usually for direct class. If we are wrong, which is immediately corrected by the lecturer, it should use this tense, not that tense. This is my weakness in using video recording in speaking class because I always misplace the tenses in time."

UK also said:

"My weaknesses, when I make video after that I watch it. I realize that when I speak. I still think what I should say and choose the words, even when I speak I translate word by word and it takes too long. When I want to speak I still think about the correct words and it disturbs my performance when I speak. For example when I speak Indonesian. I don't need to think about the word while speaking. However, when I speak English using video recording. I still think about the words, even I change the sentences that I speak. If there are some words which I don't know the English word or we can say I don't know about it. It disturbs my performance. In addition, when I probably speak using video recording too much preparing which means when I speak directly I feel I am ready. It isn't needed anymore. So, those are my weaknesses in using video recording."

4. The Problems

NSL said:

"As I said, in the beginning, when we take video for speaking, I use Indonesian first. After that, I translate it into English. I definitely get new vocabulary. I don't know how to pronounce or spell it definitely, and then I open google translate for checking the pronunciation to google translate. After that, I listen to that pronunciation. I think that it makes me difficult in speaking."

NSL said:

"As I said, in the beginning, when we take video for speaking, I use Indonesian first. After that, I translate it into English. I definitely get new vocabulary. I don't know how to pronounce or spell it definitely, and then I open google translate for checking the

pronunciation to google translate. After that, I listen to that pronunciation. I think that it makes me difficult in speaking.”

MS mentioned:

“First, I cannot focus because we don’t live in a place that is not our own home, and there are many people. Sometimes when we record it, there is a disturbance and background sound such as someone is walking or something else. Then the second thing is not all of our devices are capable. I mean, not all of our RAM can be like that. There is a student whose cell phone is not sophisticated. If you record once, you have to delete some photos or videos first, then you can record it. Furthermore, sometimes because I need to send it by using email, I think that it is too complicated. After making video recording, we have to compress it again. Well, my advice is to use telegram, we just send it via Telegram, we don't need to compress it anymore because if it's compressed, it reduces quality the video which can be so blurry, the poor ones are those people already compress it but still more than 25 MB, the limit in the email is only 25MB. Therefore, they can compress it up to 2 times and their faces are really ugly, they say like that. We have already dressed up to make a video. However, after finishing the video, our faces are still ugly.”

SS also mentioned:

“The difficulties that I get when I make that video. It is on my storage which sometimes the size of the video is very big even though it is just 1 minute or 2 minutes which has quite enough storage. Therefore, because my phone has small storage, sometimes it is difficult. And also my connection, because I am in my hometown, the connection is very bad. One more thing is the pronunciation, as I said before.”

BDF said:

“The problems that I face, first, sometimes when I take video. We cannot expect that if the environment around us is noisy or not. Because it can affect so much, sometimes while taking video, suddenly my neighbour repairs something or the voice of a very noisy motorcycle. Additionally, another problem which is in speaking class is the media for submission. It uses Gmail. Gmail has 25 MB maximally. So, after taking the video, we are busy first compressing the video until it can be inserted into Gmail. That is it.”

5. The Solutions

NSL stated:

“To overcome the problems using video recording in speaking class, I prepare what I need first when I take video recording. The battery of my phone has more than 50 % to take video. My battery almost runs out. Because there are some cell phones which cannot take video during battery running out such as mine. I also free up my cell phone storage, such as deleting some unnecessary files so the video can be saved.”

BFD also stated:

“To overcome it, before taking a video, I practice it first in front of the mirror or practice it with my friends. For example, I ask him to correct my pronunciation, and if I don’t know, I ask him to pronounce it by himself. However, the most challenging problem that I face is when I am confused while recording video suddenly. Until now, I still try to --- with always practicing the content which I talk about on my video recording.”

ARN mentioned:

"My difficulty is networking because the lecturer gives speaking assignments in very little time, and they are sent via email, and sometimes they are hampered because the network periodically video assignments that I send can be pending because of the unstable network."

TW also mentioned:

"When I use video recording in speaking class, I am so tricky in delivering using video recording because my Email cannot work. I have made my Email many times. But it doesn't work too. So, I send my task by using my cousin's Email. That is my problem. So, I send my task by using my cousin's Email. Additionally, my phone has full storage. I also borrow my cousin's phone to take videos. That is my problem."

NFR said:

"The difficulties for compressing the size of video that I make or the size isn't small. It is about 200 MB. Then, the lecturer ask for compressing the size until 25 MB. So, I have to look for the idea how to compress the video from 200 MB until 25 MB."

6. Advantage and Disadvantage

Advantage

BDF stated:

"The advantages, as I said before, therefore the use of this method, the students have an occasion to practice for their speaking after the lecturer gives material. So, sometimes the students can improve their new vocabulary every task. Because the video is given a theme that sometimes the theme isn't familiar with, it can improve the students' new vocabularies for the students. Using this method, the students are more confident in speaking. Just assume that many of the students are still shy to speak directly in front of the lecturer. Well, providing the task like this, the students can be freer in speaking. However, it is just them and camera, but indirectly it keeps honing our speaking skill so that we get used to later."

MQW said:

"Well, the advantage of using video recording in speaking class is, to be honest, I can make text what I want to discuss on the video, which is put next to my phone. I can forget, so I can put the English sentences beside the camera so that I can perform maximally in front of the camera for making a video recording. Those are the advantages."

PYS answered:

"In my opinion, the advantages are easier in making video recording, and it is easy, not too challenging. Secondly, we have more time to make the video that we have very free time to think about what ideas we want to talk about, so the sense is more optimal in results in the form of video recording. The third advantage is that we can take our feedback from our own video so we can review the video we made earlier, whether there is anything that needs to be improved or is there any deficiency so we can take feedback from the video."

ARN also answered:

“For the advantages of using video recording in speaking class, I think I personally can be perfect in speaking. I can say it is excellent, which I have explained earlier to minimize my mistakes. It is usually my fault that is my tense. I can do more corrections before I speak. For example, I have to be like this in video speaking because my lecturer usually grades our speaking performance directly. If we find mistakes and the lecturer will immediately judge us, our speaking is like this. So, in my opinion, the advantage that I get in this video recording I can minimize my mistakes if I say wrong words. We can repeat my video with a new video.

UK said:

“The first advantage is I am more flexible, and it means when I make video recordings whenever I want while doing other works. Then the first is adjustable, which is easy to manage the time. Moreover, I am effortless to make a video with good preparation, and it means it is more conceptualized whatever I want to say on that video, and I am so easy to look for the same topic of the words that I don’t know before. I search first, and then I learn how to say that word, etc., when I want to take video recording. Next, the advantage is the brief time to learn, which means the video is different from speaking directly. When I speak directly, I am so rambling. Whereas video, I speak briefly and clearly. Those are advantages that I get when I use video recording.”

Disadvantage

NSL said:

The disadvantage which I find in using video recording in speaking class is on the system. Sometimes, student’s phone is old or slow. So, it has much full storage or lag. Sometimes it takes much time while recording the video. It is different from speaking in front of the class. We can directly come forward and speak in front of friends and the lecturer. If video recording, we need to manage our phone, such as deleting something, compressing the video that Email, and taking much time. Those are just the advantage for me.”

MS also said:

“For the weakness, we need to prepare a device that seems like it is worth recording. We have to find a suitable place too for us to take the video in order to we don't get too distracted by other things. It can cause our voices to sound clear, so the lecture gives an appropriate value. If we don't clearly speak, there is also a possibility that the lecturer will not hear what we say. The lecturer prioritizes speaking. Next, the media needs to be updated again besides email, so there are other alternatives besides email. Now it is already the modern era. I think the lecturer can also use other media.”

NS mentioned:

“So far, Alhamdulillah, there is a lot of facilities. It is pretty enough for me, so if you ask about the weakness, nothing is quite significant, maybe from internally, if I'm not in the mood or lazy to do it, it will be constrained or from the media sometimes my cell phone has full storage, this is also what I heard from the other students in the class ahh, the storage is full. After that, if we want to delete the video assignments which fill up my storage. They are deleted many times, and maybe they are tired of removing them. In my opinion, there is no obstacle for me.”

RK answered:

“The disadvantage, I think it is lack of interaction. However, using video recording is still effective for practicing students’ speaking. It still makes the students more confident while they speak by themselves with the camera than speaking with the human who definitely responds when we talk. However, back to the students’ process, they can learn from small processes first for practicing their speaking. So, from these small things, they can be more confident in speaking either by themselves or in public.”

NFR also answered:

“The disadvantage is to make sure do the students speak without reading text or not? Because in every task, the students must see the camera. They are expected not to read the text, but we don’t know whether they see the camera not reading text or not.”

SS mentioned:

“For the disadvantages, because I am in my village, so my weakness sometimes is in my connection, or there is no data connection.”

TS also mentioned:

“For the weakness of using video in the speaking class, as I have described earlier, the first thing I mentioned earlier is the meaning of performance in the video, so that it makes us a little stammered in doing that. It means to make it more difficult for us to understand because we have to be able to speak what we want to tell on the video.”

PYS said:

“The weakness, I think it is too easy in video recording, so that it is less challenging, and because it is less challenging so it is less demanding for students to check their English speaking skills more fluently.”

7. Suggestions

NS said:

“My suggestion for this video recording in speaking class is not to limit our speaking time, such as the maximal and minimal minute while making a video. When I speak, we aren’t fixated on time. So, we enjoy speaking. I think those are just my suggestion.”

RK also said:

“My suggestion in using video recording in speaking class is quite cool. We can probably try to use new media in which the students can directly interact or respond to each other. For example, the lecturer asks the students to make a video with a friend. So, the students don’t just interact by themselves. With the partner in speaking, I think it helps the students develop their speaking skills so much that it is better. Moreover, they can be used to have a conversation.”

UK answered:

“In my opinion, it is on submission, which can use another alternative. It can make us speak at will for practicing our speaking, and sometimes we have been practicing our speaking in other times. Maybe we practice it by ourselves. However, when we use a video recording, I think it is challenging that I mustn’t make a mistake while recording video. I reckon that it needs to be changed for the other alternatives, such as using YouTube and etc., because in using Gmail, I think it is ineffective. It just has 25 MB of

capacity maximally. Then, I think sometimes the lecture can provide a dialogue that shows we speak to each other. It means the lecturer provides video dialogue that I am a second person, and I need to answer the question from the speaker on that video. The speaker on that video is an interviewer, and we are as an informer. I think it is more fun than speaking with myself. Therefore, when we have a conversation, it is like real.”

NFR also answered:

“I think the lecturer shouldn’t limit the size of the video sent because 25 MB is quite tricky without destroying the quality of the video. I believe that it needs another app that does not has a limitation.”

TS mentioned:

“My suggestion may not only be through video recording but also the lecturer who teaches the subject matter speaking is also very important to convey it in a language that is easier for the students to understand.”

PYS also mentioned:

“It is better to reduce the use of video recording in the speaking class. Better to use video conferencing, which is more inclined towards direct student participation.”

ARN said:

“My personal suggestion for video recording in the Speaking class is that students who take speaking courses must adapt to a new environment. What kind of environment? Like the use of technology media during the Covid-19 pandemic. As a millennial generation, it must be able to adjust to the circumstances and must be flexible in following technological developments.”

NS also said:

“My advice is mmmm..., maybe the deadline can be slightly extended because if the deadline is given on the same day as the assignment, there are often obstacles, and also the students can also have time to prepare the script better.”

SS stated:

“My suggestion, it is better to use video recording more often. So, I can learn more often about pronunciation.”

Discussion

This research focused on how of the students’ perceptions of the use of video as a medium of learning in speaking class. The area of students’ perceptions covered attitude, changes, weaknesses, problems, solutions, advantages and disadvantages, and suggestions. Based on the interview result, it stated that most of the students agreed about the use of video as medium of learning in speaking class. The students who had a positive attitude stated the video was practice, flexible, and effective media. During pandemic covid19, the lecturer provided this media in teaching and learning speaking. El (2018, p. 114) stated Students found videotaping very effective in assessing individual improvement, and for setting goals across the speeches to achieve major public speaking skills development. Although, two students disagreed about the use of video as medium in learning speaking. It was a negative attitude. The students stated it could not increase fluency and lack of interaction. Indriani (2020, p. 63) Social interaction is also necessary for autonomous learning because things that students learn will be constructed

through communications amongst others, and it gives more chances for them to make evaluations towards their performances.

Kulsiri (2018, p. 51) stated the use of video project result implied that the design of the project and clearly statement of project objectives influence greatly the change in learners and learning outcomes. During using video as a medium of learning, students gained the changes which were pronunciation, vocabulary, fluency, confidence, grammar, and motivation. (1) Pronunciation, they knew how to pronounce the words correctly. (2) Vocabulary, they obtained the new vocabulary in each topic. (3) Fluency, because of repetition while taking video, the students felt that their fluency got improved. (4) Grammar, making transcript helped them to increase their grammar (5) Motivation, it encouraged them to create better video in the next task. Even though the students obtained some changes in using video, they also had weaknesses such as vocabulary, pronunciation, fluency, and grammar.

While conducting the interview, the researcher found some problems occurred in using video, which came from the students and the lecturer. The students mentioned speaking elements, full storage, having an old cell phone, sound disturbance, the connection, thinking about the script, the capacity of Gmail, and a little duration. With these problems, the students had some solutions to overcome them. They overcame it by deleting some documents, practicing their speaking elements and reading, looking for the right time. It meant the students ensured there were no noises, so they took their video if there were no noises, moving to the other place, making a script helped, borrowing cell phone to the other people, WiFi, compressing their video, and speaking briefly.

Then, the advantages and disadvantages in using video recording. the students obtained both advantages and disadvantages. The students improved speaking elements (vocabulary, pronunciation, fluency, grammar, and confidence), seeing notes, simple media, flexible media, having much time to record, and self-evaluation. Kaewpet (2009) in Sabarun (2018, p. 1) delivered the students' needs depended on many hopes, prediction, and personal judgemental. Those were for the advantages. Kirgoz (2011, p. 10) video-recordings proved to be a very useful learning tool in recording and evaluating the speaking tasks with the learners involved in this study. Although, it provided some advantages in using video. It also had disadvantages that could not be avoided. Those advantages were full storage, lack of interaction, no feedback, lack of speaking knowledge, bad connection, no supervision from the lecturer, needing a quiet place, Not too challenging, students' internal problem (lack of motivation and laziness), and the duration of the video. According to Sabarun (2019, p. 205) Teacher has role in providing feedback to the students.

The researcher found the students had some suggestions in order that teaching and learning using this media was getting better. (1) The duration of the video, the students asked for extending the duration of the video, it could make the students speak as free as they wanted. (2) New media which provided interaction, because this media did not provide interaction both students and lecturer. It is needed for creating interaction between them. (3) Using the other application for sending video, most students had a problem with delivery. They suggested other apps such as Telegram, Google Drive, and YouTube. (4) More explanation from the lecturer, a few students reckoned most students did not understand with the instruction or misunderstood. So that, they required an extra explanation. (5) Preparing themselves meant the students needed to prepare the better performance, for example, practicing their speaking. (6) Reducing the use of video, a few students who disagreed with the use of video wanted the lecturer to reduce the video. Yet, they wanted to have video conferences such as zoom or google meetings. (7)

Adjusting the new technology, during covid19, the students might adjust their literacy in technology because teaching and learning used many kinds of technology. (8) The task deadline, the students also suggested the lecturer gave them more time for submitting their video because they did not know what kinds of problems occurred. (9). More often using the video, even though there were students who wanted to reduce the use of video, instead, the other students wanted to have video in their speaking class more often. Finally, even though many students had some suggestions, the other students did not mention the suggestions for using this media. They thought the use of video in the speaking class had been fine in speaking class.

The findings was in line with some previous studies related to this issue. One of study was El (2018, p. 102-118) the research about university students' perceptions of videotaping as a teaching tool in a public speaking course. The result showed the use of videotaping had positive attitude and it was also effective media in enhancing students' public speaking. This present research also had the same result of the students' perceptions of the use of video as a medium of learning in speaking class that the students thought it was effective media because of some reasons as the researcher mentioned above. The difference was from feedback, the students got feedback from the teacher. Although this research did not get feedback from the teacher.

To sum up, the findings was accordance with Gromik (2011, p. 223-230) in *cell phone video recording feature as a language learning tool: a case study*, Kirgoz (2011, p. 1-13) in *a blended learning study on implementing video recorded speaking tasks in tasks based classroom instruction*, Orten (2012, p. 133-140) in *student perceptions of an educational technology tool: video recordings of project presentations*, El (2018, p. 102-118) in *university students perceptions of videotaping as a teaching tool in a public speaking course*, and Kulsiri (2018, p. 40-54) in *students' perceptions of a student-produced video project in the General English Language course at Srinakharinwirot University, Thailand*.

CONCLUSION

The finding concluded the students had attitude on the use of video as medium of learning in speaking class. Thirteen students had a positive attitude, and two students disagreed with the use of video which was negative attitude. It showed the use of video was good for learning in speaking class. They liked using the video because the video was practice for the students. Moreover, it supported with the advantages which had been mentioned by the students. It also improved the students speaking skills.

ACKNOWLEDGMENTS

This article entitled "Students' Perceptions of the Use of Video as a Medium of Learning in Speaking Class" is submitted in partial fulfillment of the requirements for the degree of *Sarjana* in English Language Education IAIN Palangka Raya. The researcher shows her gratitude to Allah SWT to give her opportunity finishing the journal. The researcher also wants to thank to the people who support her work, especially family.

REFERENCES

Azkiya, S. N., & Rahayu, R. (2018). Examining the Role of Video-Recorded Speaking Task in Enhancing Students' Oral Productive Skill. *IJEE (Indonesian Journal of English*

- Education*), 5(2), 204–218.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. San Fransisco: Longman.
- Brown, H. D. (2007). *Teaching by Principle: An Interactive Approach to Language pedagogy*. San Fransisco: State University.
- Gromik, N. A. (2015). The Effect of Smartphone Video Camera as a Tool to Create Gigital Stories for English Learning Purposes. *Journal of Education and Learning*, 4(4), 64–79.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Edinburg: Pearson Education Ltd.
- Indriani, S. (2020). Utilizing a recorded-video to assess speaking and presentation skills of pre-service teachers. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(1), 60–65.
- Kirkgoz, Y. (2011). A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction. *Turkish Online Journal Of Educational Technology-TOJET*, 10(4), 1–13.
- Kulsiri, S. (2018). Students' Perceptions of a Student-Produced Video Project in the General English Language Course at Srinakharinwirot University, Thailand. *Arab World English Journal (AWEJ) Special Issue on CALL*, (4), 40–54.
- Masyi'ah, A. N. (2014). *Improving the Speaking Ability of Grade VIII C Students of SMP Negeri 3 Depok Yogyakarta Through the use of Video*. Thesis, State University of Yogyakarta.
- Mortaji, L. El. (2018). University Students' Perceptions of Videotaping as a Teaching Tool in a Public Speaking Course. *European Scientific Journal, ESJ*, 14(8), 102.
- Putri, R. N., & Rahmani, B. D. (2019). Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency. *UHAMKA International Conference on ELT and CALL (UICELL)*, 113–122.
- Sabarun. (2014). Using Brainstorming Technique in Writing Time- Order Paragraph At the Second Semester English Department Writing Paragraph Across the Different Level of Palangka Raya State Islamic College 2013/2014 Academic Years. *Proc. 1st Natl. Conf. English Lang. Teach., Vol. ISSN: 2502, No. October 2014*, 66–85.
- Sabarun. (2018). Need analysis developing EFL, Paragraph writing materials at Kalimantan L2 Learners. *English Language Teaching*, 12(1), 186–193.
- Sabarun. (2019). The influence of different types of feedbacks on learners' writing performance at higher education. *Proceedings of International Conference on English Language Teaching (INACELT)*, 3(1), 205–226.
- Tafani, V. (2009). Teaching English through Mass Media. *Acta Didactica Napocensia*, 2(1), 81–95.
- Tugrul, T. O. (2012). Student perceptions of an educational technology tool: Video recordings of project presentations. *Procedia-Social and Behavioral Sciences*, 64, 133–140.