

Students' Perception on the Use of Self-Recording Video in English Class at Sintuwu Maroso University

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Abstract: This study arranged that aims to describe students' perceptions of the use of Self-Recording Video in English class at Sintuwu Maroso University. The data used for this study is directly collected through questionnaires given to students majoring in Public Administration, Management students and Law students. This research is based on a descriptive quantitative survey method. The research questionnaire uses a 4-point Likert scale with a range of 4 to 1. The results of this study indicate that students from the three majors have positive perceptions regarding to students' perceptions of using *Self-Recording Video* on motivation to learn English, perceptions of using *Self-Recording Video* on student creativity and overall perceptions in implementing *Self-Recording Video*.

Keywords: *Perception; Self-Recording Video; English Class*

1. INTRODUCTION

Due to the spread of the *COVID-19* which causes disruptions in the education sector. It promotes the transfer from traditional face-to-face classroom instruction to online learning through various media online. But this year, the government has implemented a new policy called "*New Normal Life*". It is a change in behavior to continue the normal activities while still implementing health protocols to avoid the spread of *COVID-19*. These changes require an increase in the capacity of educators, especially in learning management and the use of technology.

In teaching, media is very important to build students' motivation in learning especially in this *New Normal Life*. They are must be selective in choosing the media because media use in the learning and educational procedures will affect the enthusiasm of students. All the changes happened during this pandemic carries another problem in English class and the most problem comes from students' motivation in learning English. To overcome this problem, the learning process plays a major role in generating students' intrinsic motivation which will raise a sense of achievement in them.

Indonesian pupils are highly close to technology-enabled mobile devices such smartphones. Not only can be used as communication tools, but also because of the device's portability, connectivity, and extensive feature set, which supports students social activities, it promotes additional activities that students can partake in. With the extensive use of mobile phones in this era, teachers need to take advantage of it by using some of the features and utilize it as an English-language training tool for students. These days, almost all mobile phones are equipped with a camera that can be used as photography and videography purposes. Therefore, lectures or teachers can use the video recording feature from the camera to make students produce a self-video of their monologue in English to practice their English.

By implementing *Self-Recording Video* in English class, it is hoped that it can help lecturers to achieve course goals and is expected to help students in doing speech in English. In relation to this, it is essential for educators to comprehend what pupils believe about *Self-Recording Videos* in English. It is important to understand how students perceive things since doing so it will help the teacher or lecturer evaluate their performance.

CONSTRUCTIVIST LEARNING

Constructivism is a learning model that provides opportunities for students to think create or construct and explore with existing media and teaching materials according to what they learn through experience and interaction with the surrounding environment.

The relationship between constructivism and *Self-Recording Videos* lies in their potential to enhance and align with constructivist principles in education:

- a. Active Learning and Reflection: Constructivism emphasizes active learning, where learners engage in meaningful activities. *Self-Recording Videos* provide a platform for learners to actively participate by

recording their thoughts, observations, or explanations. They can then review these videos to reflect on their understanding and identify areas for improvement.

- b. **Personalized Learning:** Constructivism recognizes the importance of individual differences in learning. *Self-Recording Videos* enable learners to personalize their learning experiences. They can tailor their videos to address their specific learning needs and preferences, allowing for a more individualized approach to knowledge construction.
- c. **Social Interaction:** Constructivism also highlights the role of social interaction in learning, while *Self-recording videos* can facilitate interactions between learners and their peers or instructors. Learners can share their videos with others, receive feedback, engage in discussions, and collaboratively build knowledge.
- d. **Ownership of Learning:** Constructivist learning emphasizes the ownership of learning by the students themselves, while *Self-Recording Videos* empower learners to take control of their learning process. By creating videos, they become active creators of content rather than passive recipients.
- e. **Metacognition and Reflection:** Constructivist approaches often encourage metacognition, which involves thinking about one's own thinking. *Self-Recording Videos* enable learners to engage in metacognitive processes by reviewing their videos, assessing their thought processes, and identifying areas where they might need to revise or deepen their understanding.
- f. **Authentic Learning:** Constructivism emphasizes learning in authentic contexts. *Self-recording videos* can provide a platform for learners to apply their knowledge and skills in real-life situations, record their experiences, and then analyze their performance and growth.

SELF-RECORDING VIDEO

According to Silfia and Narius (2012), video recording is the process of capturing, recording, processing, storing, transmitting, and reconstructing a series of still images that electronically represent a live scene. This approach can help students improve their language skills by asking them to use their phone cameras to make a *Self-Recording Video* of a lecture on a specific topic. The implementation of *Self-Recording Videos* encourages student independence. According to Bajrami and Ismaili (2016), *Self-Recording Videos* are considered self-directed learning, in which students are asked to record their own presentation performance. Several benefits of using Video recording according to Dal (2010), such as:

- a. Video creation may be used to facilitate communication activities like problem solving and role-playing.
- b. It allows students to practice the target language in a natural and relevant context.
- c. It encourages students to share their thoughts and opinions.

Students are able to use their target language without feeling anxious because they will have proper practice outside of the classroom, and they will be able to improve critical thinking and concept development. It also gives students extra time to practice their speaking skills, which are limited in class. By using this method in oral teaching, students can be more motivated to learn English.

SELF-RECORDING VIDEO IN ENGLISH CLASS

Educational institutions have included English course in the teaching syllabus for Public Administration, Management and Law Major Batch 2022. This class refers to the teaching and learning activities which train the students' English skills for specific purposes. This subject teaches and equips students to have the skills using English either directly or indirectly.

Some studies of video recording for EFL learning have discovered that video recording, whether as part of video recording can assist students in learning foreign language, particularly English. The video recording task requires students to produce a video recording of themselves doing a monologue in English that indicates that they should do speaking in English by using this *Self-Recording Video*. Students are given freedom to improvise in doing speech in English on their own. It will help students who have anxious feeling because they will have free time for doing remedial and more opportunities to talk outside the classroom. In speaking must be accompanied by expressions, where someone wants to say something, that way, what is said can be understood by the other person (Lantu and Tindika, 2021). According to Gromik (2013:20), there are some procedures in using *Self-Recording Video* technique, they are:

- a. First, the lecturers explain the regulation, the duration for making video, the topic, and aspects of speaking would be assessed.
- b. It is intended to build students' understanding in the task.
- c. Then, the teacher shows an example of the task.

Furthermore, the students produce the video with certain topic via LMS. Then, students should post it on their own social media. After they complete the video, lecturer will assess and give feedback to students' performance.

MOTIVATION

In learning process, motivation becomes a source of energy in carrying out learning activities because it is the key to success in the learning process. There are various definition of motivation. As mentioned by Suryabrata (2011) states that motivation is one condition that found in a person which directs behavior of someone to achieve their goals. Besides, according to Hayikaleng, Nair and Krishnasamy (2016), motivation is regarded as an important component to make students success in their English learning. Related to students' motivation in learning, Sadirman (2012) state that learning motivation is the overall driving force within the students that desire for learn, and to be able to achieve the desire goals, the motivation that will gives direction for learning activities of the learner. Motivation encompasses a set of closely related beliefs, perceptions, values, interests and actions. However, when students are motivated, they are more motivated and motivated to learn English well. Some experts classify motivation into extrinsic and intrinsic motivation:

a. Intrinsic motivation

Hayikaleng, Nair and Krishnasami (2016) state that intrinsic motivation in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take apart. A person's motivation may be pleasure or an inherent desire to learn an activity. This intrinsic motivation able to stimulate students' interest in learning.

b. Extrinsic Motivation

Hayikaleng, Nair and Krishnasamy (2016) define that extrinsic motivation refers to a performance which an individual performs in order to gain reward such as good grades, appreciate or alternatively to avoid from punishment. Here, students are encouraged to learn English through outward enthusiasm.

PERCEPTION

Perception is a sensory stimulus that precedes the intellect and it is sent to the human brain both consciously and unconsciously. Therefore, in the context of this study, it can be concluded that cognition refers to students' understandings, responses, or beliefs about the use of *Self-Recording Videos* in public speaking classes. Perception is subjective and depends on each perspective on a particular object. According to Catherine E. Burns (2009) there are two types of perceptions:

a. Positive Perception

The categories of positive perception is when someone agrees what someone action and support by saying like, affirm or excited of the object. The personal satisfaction to the particular object become of the reason that causes students' positive perception. On the other hand, the existences of personal knowledge the existences of personal experience with the perceived object also affect the perception of students.

b. Negative Perception

The categories of negative perception is when someone disagrees what someone action and supported by saying not really like, not excited or hate of the object, contrary to what would be expected from the perceived object or from existing rules. The personal dissatisfaction become one of the reason of negative perception, also the personal ignorance and the lack of personal experience to the perceived object causes this negative perception of students.

2. METHOD

This research was quantitative descriptive with survey study. The questionnaire used a 4-point Likert scale with a range of 4 to 1 and distributed to students by using Google form. The populations were students majoring in Public Administration batch 2022, students majoring in Management batch 2022 and students majoring in Law batch 2022 at SintuwuMaroso University who join English class and actively taught online learning, also them who have has direct experience of making a *Self-Recording Video*. The sample was 22 students of Public Administration, 34 students of Management and 19 students of Law. the result of questionnaire was calculated to get the mean value and average score then categorized according to the interpretation of students' answer.

Table 2.1 Interpretation of Mean score

No	Mean	Interpretation
1	1.00- 1.75	Very low/strength Negative's disagree
2	1.76-2.50	Low/Negative Disagree
3	2.51-3.25	High/Positive Agree
4	3.26-4.00	Very High/Strongly Positive's Agree

Adopted from Djiwandono (2008)

3. RESULTS AND DISCUSSION

The questionnaire result was presented in the form of diagram and table. There are 3 categories in determine the students' perception which are positive or negative. The categories are (1) Students' perception of *Self-Recording Video* on their motivation, (2) Students' perception on their creativity, (3) Students' perception of the implementation of *Self-Recording Video*.

3.1. Result of Students Questionnaire Majoring in Public Administration

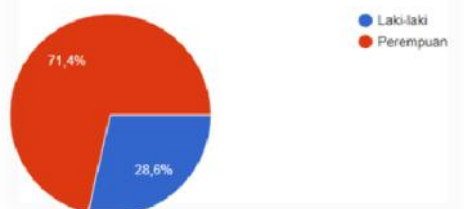


Figure 3.1.1 Students' Characteristics

There were 22 respondents and dominated by female with score of 71,4% and male only 28,6%.

Table 3.1.1 Students' perception of *Self-Recording Video* on their motivation

No Item	Items	Score	Average	Level
8	The use of SRV makes me want to learn English more	66	3.1	Positive
9	I am feel so confident in the process of making SRV	58	2.7	Positive
10	By using the SRV method, I feel motivated to speak English.	65	3.1	Positive
Total		189	3.0	Positive

Based on table 3.1.1 the mean value was calculated to get the average score from 21 respondents of Public Administration students on the use of *Self-Recording Video*. The mean value for perception of Public Administration students is 3.0 which mean that students' perception on the use of *Self-Recording Video* on their motivation is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.1.2 Students' perception of *Self-Recording Video* on their creativity

No Item	Items	Score	Average	Level
7	SRV can increase my creativity.	66	3.1	Positive
11	I like SRV applied by lecturer because I can express my ideas freely.	65	3.0	Positive
Total		131	3.0	Positive

Based on table 3.1.2 the mean value was calculated to get the average score from 21 respondents of Public Administration. The mean value for perception of Public Administration students is 3.0 which mean that students' perception on the use of *Self-Recording Video* on their creativity is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.1.3 Students' perception of the implementation of *Self-Recording Video*

No Item	Items	Score	Average	Level
1	I am enjoying the process of making SRV	64	3.0	Positive
2	I am satisfied of my video product that I've recorded	61	2.8	Positive
3	SRV does not require advance tools, equipment, or skill	59	2.8	Positive
4	I learn new things in the process of making SRV	69	3.2	Positive

5	SRV is useful method in English online learning.	70	3.3	Positive
6	SRV gives me plenty of time to prepare materials or content.	65	3.1	Positive
12	The <i>Self-Recording Video</i> is an excellent option to practice English public speaking skills.	65	3.1	Positive
Total		453	3.0	Positive

Based on table 3.1.3 the mean value was calculated to get the average score from 21 respondents of Public Administration. The mean value for perception of Public Administration students is 3.0 which means that students' perception on the implementation of *Self-Recording Video* is "High/Positive Agree" category based on the interpretation of mean score.

Motivation can encourage students to learn and achieve their goals. *Self-Recording Videos* can be a very effective tool to help students increase their motivation to learn English. By recording their own videos and watching them back, students can gain an understanding of their progress and become more motivated to keep learning. Additionally, they can also receive feedback from others and gain a better perspective of how they are doing. According to the data collected and analyzed, it shows that students majoring in Public Administration, Managements and Law have positive perception that the use of the *Self-Recording Video* method can encourage their motivation to improve their English.

The encouragement that arises in students who are the result of implementing *Self-Recording Video* is effective in helping these students improve their English speaking skills. It is appropriate and in line with the theory of intrinsic motivation put forward by Hayikaleng, Nair and Krishnasami (2016) which states that intrinsic motivation in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take apart. They could be motivated by enjoyment of the learning activity or desire that comes from inside.

3.2. Result of Students Questionnaire Majoring in Management

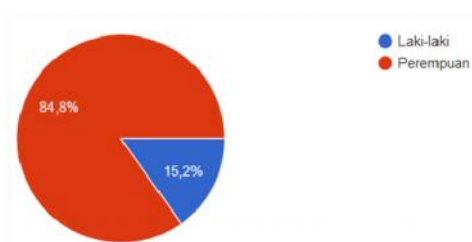


Figure 3.2.1 Students' Characteristics

There were 34 respondents and dominated by female with score of 84,8% and male only 15,2%.

Table 3.2.1 Students' perception of *Self-Recording Video* on their motivation

No Item	Items	Score	Average	Level
8	The use of SRV makes me want to learn English more	110	3-3	Positive
9	I am feel so confident in the process of making SRV	102	3-1	Positive
10	By using the self-recording video method, I feel motivated to speak English.	110	3-3	Positive
13	English is an interesting course.	108	3-3	Positive
Total		430	3.3	Positive

Based on table 3.2.1 the mean value was calculated to get the average score from 33 respondents of Management students. The result is 3.3 which mean that Students' perception of *Self-Recording Video* on their motivation to learn English is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.2.2 Students' perception of *Self-Recording Video* on their creativity

No Item	Items	Score	Average	Level
7	<i>Self-Recording Videos</i> can increase my creativity.	110	3.3	Positive
11	I like <i>Self-Recording Video</i> applied by lecturer because I can express my ideas freely.	104	3.2	Positive
Total		214	3.2	Positive

Based on table 3.2.2, the mean value was calculated to get the average score from 33 respondents of Management students. The result is 3.2 which mean that Students' perception of *Self-Recording Video* on their creativity to learn English is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.2.3 Students' perception of the implementation of *Self-Recording Video*

No Item	Items	Score	Average	Level
1	I am enjoying the process of making SRV	105	3.2	Positive
2	I am satisfied of my video product that I've recorded	104	3.2	Positive
3	SRV does not require advance tools, equipment, or skill	101	3.1	Positive
4	I learn new things in the process of making SRV	106	3.2	Positive
5	SRV is useful method in English online learning.	111	3.4	Positive
6	SRV gives me plenty of time to prepare materials or content.	102	3.1	Positive
12	The <i>Self-Recording Video</i> is an excellent option to practice English public speaking skills.	112	3.4	Positive
Total		741	3.2	Positive

Based on table 3.2.3 the mean value was calculated to get the average score from 33 respondents of Management students. The result is 3.2 which mean that Students' perception of the implementation of *Self-Recording Video* is "High/Positive Agree" category based on the interpretation of mean score.

This *Self-Recording Video* support students to express their idea and creativity because one of the advantages of this method. According to Dal (2010) is that *Self-Recording Video* encourages students to share their thought and opinion. Making an interesting video requires constructing the video as creatively as possible. *Self-Recording Video* provides students with an opportunity to express themselves in a creative way by allowing them to choose the best shots and angles that suit to them, also in the instruction of recording video, they are free to improvise the materials, create or collaborate colors, animations and music on the content, likewise it allows them to experiment with different editing techniques to create a more interesting video. It is also in line with the data has been gained that students majoring Public Administration, Management and Law state agree by using the method, they can express their idea meaningfully using technological tool because they are given freedom to create.

3.3. Result of Students Questionnaire Majoring in Law

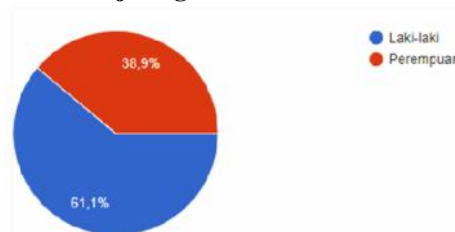


Figure 3.3.1 Students' Characteristics

There were 19 respondents and dominated by male with score of 61,1% and female 38,9%.

Table 3.3.1 Students' perception on the use of Self-Recording Video on their motivation

No Item	Items	Score	Average	Level
8	The use of SRV makes me want to learn English more	59	3.3	Positive
9	I am feel so confident in the process of making SRV	47	2.6	Positive
10	By using the <i>Self-Recording Video</i> method, I feel motivated to speak English.	53	2.9	Positive
Total		159	2.9	Positive

Based on table 3.3.1 the mean value was calculated to get the average score of perception from 18 respondentsts of Law students on the use of *Self-Recording Video*. The mean score for perception of Law students is 2.9 which mean that their perception on the use of *Self-Recording Video* is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.3.2 Students' perception of Self-Recording Video on their creativity

No Items	Items	Score	Average	Level
7	<i>Self-Recording Videos</i> can increase my creativity	52	3.3	Positive
11	I like <i>Self-Recording Video</i> applied by lecturer because I can express my ideas freely.	59	2.9	Positive
Total		111	3.1	Positive

Based on table 3.3.2 the mean value was calculated to get the average score of perception from 18 respondents of Law students on the use of *Self-Recording Video*. The mean score for perception of Law students is 3,1 which means that students' perception on the use of *Self-Recording Video* on their creativity is "High/Positive Agree" category based on the interpretation of mean score.

Table 3.3.3 Students' perception of the implementation Of Self-Recording Video

No Item	Items	Score	Average	Level
1	I am enjoying the process of making SRV	58	3.2	Positive
4	I learn new things in the process of making SRV	61	3.4	Positive
5	SRV is useful method in English online learning.	57	3.2	Positive
6	SRV gives me plenty of time to prepare materials or content.	56	3.1	Positive
12	The <i>Self-Recording Video</i> is an excellent option to practice English public speaking skills.	55	3.1	Positive
Total		287	3.2	Positive

Based on table 3.3.3 the mean value was calculated to get the average score of perception from 19 respondentsts of Law students on the use of *Self-Recording Video*. The mean score for perception of Law students is 3.2 which mean that their perception on the use of *Self-Recording Video* is "High/Positive Agree" category based on the interpretation of mean score.

The *Self-Recording Video* approach is regarded as being in accordance with the concept of constructivist education, in which the student creates their own knowledge and the teacher or lecturer acts as a facilitator or guide. This method allows the learner to record their own knowledge, which means in the process of creating their own understanding; pupils are actively engaged rather than passively listening to the teacher or lecturer. It also allows the teacher or lecturer to use their time more effectively by providing guidance and feedback, rather than spending it on lecturing or explaining concepts.

Bajrami and Ismaili (2016) stated that *Self-Recording Video* is seen as self-directed learning where students are asked to record their own performance in speaking. It leads students to be self-critical, because they can evaluate their own mistake, moreover it can help students develop their logical skills, reasoning

skills, creativity and technology use. Students can also apply concepts and convey them in a better way through a practical learning approach, which leads to better understanding. This study found that *Self-Recording Video* had a positive effect on students learning English. *Self-Recording Video* also promotes visual and auditory learning and allowing students to retain information more effectively. As a result, the pupils' confidence in their abilities to engage, communicate, and work together in English may develop.

4. CONCLUSION

Based on the research has been conducted it can be concluded that student majoring in Public Administration, students majoring in Management and students majoring in Law have positive perception about the use of *Self-Recording Video* in English Class.

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