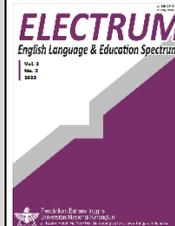




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Students' Perception on the Integration of Video Recording Assignments in Speaking Courses

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ABSTRACT

This study explores students' perceptions of using video recording assignments in EFL speaking classes, focusing on their influence on students' confidence, motivation, and learning outcomes. Using a descriptive quantitative method, data were gathered from 30 fourth-semester English Education students at UHN I Gusti Bagus Sugriwa Denpasar through a Likert-scale questionnaire. Findings indicate that the majority of students have a positive perception of video recording tasks. They reported increased comfort, confidence, and fluency when speaking English via video compared to in-class speaking. Students also found video recordings helpful for identifying speaking mistakes and improving performance. However, some challenges were noted, particularly technical issues and the time-consuming nature of video production. While most students acknowledged the benefits, opinions were mixed about whether such tasks should continue in future classes. These findings suggest that while video assignments can enhance speaking skills and learner autonomy, practical barriers need to be addressed for their effective implementation.

INTRODUCTION

In today's modern education, technology plays a big role in helping students learn better. This is especially true in English as a Foreign Language (EFL) classes, where many students still struggle with speaking. Speaking is not only about knowing grammar or vocabulary it also needs confidence and quick thinking. Many students feel nervous, shy, or afraid of making mistakes when they are asked to speak English in front of others. Because of this, some students avoid speaking as much as possible, and their speaking skills don't improve. That's why teachers need to find new and creative ways to help students become more comfortable and confident when speaking.

One helpful method that teachers use today is video recording assignments. In this kind of task, students are asked to record themselves speaking English using their phones, laptops, or any other device. These recordings can be monologues, dialogues, or short presentations. The best part is, students can do this at home or anywhere they feel relaxed. They can also repeat the recording several times until they are happy with the result. After that, they can watch

their own video, see their mistakes, and try to improve. This way, students are more involved in their own learning process and are given the chance to reflect on how they speak.

Many researchers agree that using video recordings can help improve students' speaking skills. Valenti et al. (2019) said that video tasks make students more interested and active in learning. Sukrutrit (2023) found that students feel less nervous and more confident when they speak through video, especially those who are usually quiet in class. Nakamura et al. (2024) also showed that watching and copying videos like TED Talks helped students speak more fluently and with better pronunciation. So, video recording assignments are not only useful for practice, but they can also help students feel more confident and aware of their speaking ability.

Even though video recording assignments have many benefits, it is still important to know what students really think about them. Every student has different experiences, and not everyone may enjoy using video. Some students may find it fun and helpful, while others may find it difficult or even stressful. According to Kulsiri (2018), understanding students' opinions can help teachers improve

the way they use video assignments in class. If teachers know what students like or dislike, they can make better decisions and create tasks that support students' needs.

Because of this, this study focuses on students' perceptions of using video recording assignments in speaking classes. It aims to understand what students think, how it affects their speaking confidence, and what kinds of problems they face while doing the task. This research uses a descriptive quantitative method to collect and analyze students' opinions and experiences through a questionnaire. The findings from this study are expected to help teachers create better speaking activities and help students feel more confident when using English.

To guide the study, the following research questions were developed:

Research Questions :

1. What are students' perceptions of using video recording assignments in speaking classes?
2. How do video recording assignments affect students' confidence in speaking English?
3. What challenges do students face when completing video recording assignments for speaking practice?

METHOD

This research used a descriptive quantitative design. The purpose of this design is to describe students' perceptions of using video recording assignments in speaking classes. The data were collected using a questionnaire to find out how students feel, what they experience, and what challenges they face. This method is useful when the researcher wants to gather and describe data in the form of numbers, without changing any variables.

Participants

The students who took part in this study were 30 fourth-semester students of the English Language Education Department at UHN I Gusti Bagus Sugriwa Denpasar. This class was selected based on the different levels of speaking ability of the students, which represents what typically happens with speaking English. Random sampling was used to give all students the same chance to be selected, and produced a sample that was more representative of students who would typically respond to the sampling procedures in a study. Random sampling also allowed the researcher to carry out the research without disrupting normal learning activities.

Instruments

The tool for this study was a questionnaire designed to ascertain students' perspectives about using video recording assignments in speaking classes. The questionnaire asks about students' experiences of video, the impact of video on their confidence while speaking English, and the challenges faced during the assignments. The questionnaire included a 5-point Likert scale (ranging from "Strongly Disagree" to "Strongly Agree") to provide data that could be quantified for the analysis. The issues raised by students were categorized into three groups: students' perspectives (e.g. whether students liked completing video assignments), speaking confidence (e.g. whether students felt the video assignment reduced their anxiety), challenges (e.g., students experienced technical challenges or insufficient time to prepare themselves). The method provided clear and concise responses from a worthwhile number of students. Prabowo et al. (2022) wrote that a Likert scale questionnaire is an effective way to measure students' opinions in learning. Additionally, Kulsiri (2018) wrote that it is important to understand how students feel so a

teacher can engage with better methods of teaching. Sukrutrit (2023) found that students felt less anxious and more engaged when participating in video assignments in speaking activities.

FINDINGS AND DISCUSSION

The findings of this study showed that the majority of students had a positive perception of video recording assignments in the speaking class. Participants felt more confident, active, and comfortable speaking via video. A few participants mentioned minor challenges with tech issues and time, nonetheless, there was strong support for including video assignments.

Table 1. I enjoy doing video recording assignments in my speaking class.

Q1		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	5	16.7	16.7	16.7
	4	23	76.7	76.7	93.3
	5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Looking at Table 1, 76.7% of our respondents responded favorably to the statement "I like completing video recording assignments in speaking class." There were 23 students (76.7%)

that chose score 4 (agree), while 2 students (6.7%) chose score 5 (strongly agree). In addition, 5 students (16.7%) responded with score 3, which is a neutral response. There were no students that responded negatively (score 1 or 2), which means in general the students enjoy completing the video recording assignments for the assignment in (speaking) class. Therefore, with a cumulative percentage of 93.3% for scores 4 and 5, we can conclude that, on the whole, the students responded positively to this type of learning methodology and recorded assignment. Based on the findings, using video recording as an assignment in speaking class is effective and students have indicated they are in favor of it.

Table 2. Video recording tasks make me more active and motivated in learning to speak English.

Q2

	Fre que ncy	Perc ent	Vali d Perc ent	Cumula tive Percen t
Valid 3	7	23.3	23.3	23.3
4	19	63.3	63.3	86.7
5	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Based on the results in Table 2, most respondents stated that video recording assignments made them more active and motivated in learning to speak English. Out of 30 respondents, 19 students (63.3%) agreed (score 4) and 4 students (13.3%) strongly agreed (score 5), while 7 students (23.3%) responded neutrally (score 3). There were no respondents who disagreed with the statement. In total, 86.7% of the students gave a positive response, which shows that using video recording as an assignment has a positive impact on increasing students' participation and motivation in learning English speaking skills.

Table 3. I feel more comfortable speaking English through video than in front of the class.

Q3

	Fre que ncy	Perc ent	Vali d Perc ent	Cumula tive Percen t
Valid 3	4	13.3	13.3	13.3
4	16	53.3	53.3	66.7
5	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Based on the results in Table 3, most respondents felt more comfortable speaking English through video than

speaking directly in front of the class. Out of 30 respondents, 16 students (53.3%) agreed (score 4) and 10 students (33.3%) strongly agreed (score 5), while only 4 students (13.3%) responded neutrally (score 3). None of the students disagreed with the statement. Overall, 86.6% of the respondents gave a positive response, which shows that using video as a medium can provide a greater sense of safety and comfort for students when practicing their English speaking skills, compared to speaking directly in front of an audience in class.

Table 4. Recording myself helps me improve my speaking performance.

Q4

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.3	3.3	3.3
3	5	16.7	16.7	20.0
4	16	53.3	53.3	73.3
5	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Based on the results in Table 4, most respondents agreed that recording themselves helped improve their English speaking performance. Out of 30 respondents, 16 students (53.3%) chose score 4 (agree) and 8 students (26.7%) chose score 5 (strongly agree).

Meanwhile, 5 students (16.7%) responded neutrally (score 3), and only 1 student (3.3%) disagreed (score 2). In total, 80% of the respondents gave a positive response to this statement, which shows that recording themselves while speaking gives a positive contribution to improving their speaking skills. This finding indicates that video recording not only affects comfort and motivation, but also directly supports the development of students' speaking performance.

Table 5. I feel more confident in speaking English after doing video recording tasks.

Q5

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	1	3.3	3.3	3.3
3	7	23.3	23.3	26.7
4	19	63.3	63.3	90.0
5	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the results in Table 5, most respondents felt more confident in speaking English after completing the video recording assignments. Out of 30 respondents, 19 students (63.3%) chose score 4 (agree) and 3 students (10%) chose score 5 (strongly agree).

Meanwhile, 7 students (23.3%) responded neutrally (score 3), and only 1 student (3.3%) disagreed (score 2). Overall, 90% of the respondents showed a positive attitude toward this statement, which indicates that video recording assignments play an important role in building students' confidence when speaking English. This supports the idea that using video as a learning tool in speaking classes not only helps improve technical and performance aspects, but also has a positive psychological impact on students.

Table 6. I can identify my speaking mistakes better by watching my own video.

Q6

		Fre que ncy	Perc ent	Vali d Perc ent	Cumula tive Percen t
Valid	2	1	3.3	3.3	3.3
	3	6	20.0	20.0	23.3
	4	10	33.3	33.3	56.7
	5	13	43.3	43.3	100.0
	Total	30	100.0	100.0	

Based on the results in Table 6, most respondents stated that they could better identify their speaking mistakes by watching their own videos. Out of

30 respondents, 13 students (43.3%) chose score 5 (strongly agree) and 10 students (33.3%) chose score 4 (agree), while 6 students (20%) responded neutrally (score 3), and only 1 student (3.3%) disagreed (score 2). In total, 76.6% of the respondents gave a positive response to this statement. This finding shows that self-reflection through video can help students recognize and correct their English speaking mistakes, which supports a more effective and independent learning process.

Table 7. Video recording helps me speak more fluently and clearly.

Q7

		Fre que ncy	Perc ent	Vali d Perc ent	Cumula tive Percen t
Valid	3	9	30.0	30.0	30.0
	4	18	60.0	60.0	90.0
	5	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the results in Table 7, most respondents stated that video recording helped them speak more fluently and clearly. Out of 30 respondents, 18 students (60.0%) chose score 4 (agree) and 3 students (10.0%) chose score 5 (strongly agree). Meanwhile, 9 students

(30.0%) responded neutrally by choosing score 3. No respondents chose score 1 or 2 (disagree/strongly disagree). In total, 70.0% of the students gave a positive response (agree or strongly agree) to the statement. This finding shows that using video recordings can be an effective tool in helping students improve their fluency and clarity in speaking, which supports the development of their speaking skills.

Table 8. I face technical problems (like internet or camera issues) when making video assignments.

Q8

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	8	26.7	26.7	26.7
4	16	53.3	53.3	80.0
5	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Looking at the results in Table 8, it is evident that most respondents acknowledged that they had technical issues (such as internet issues, camera issues) while completing their video assignments. Of a total of 30 respondents, 16 students (53.3%) chose score 4 (agree) and 6 students (20.0%)

chose score 5 (strongly agree), which is a total of 73.3% of students who had a positive response to this statement. In addition, 8 students (26.7%) chose score 3 to respond neutrally. No respondents chose to score 1 or 2 (disagree/strongly disagree). This result indicates that technical issues especially related to the internet connection or camera devices are major challenges that students face when working on their video tasks. It highlights the need for technical support or provision of alternative solutions to help students overcome these challenges and continue their learning in a more conducive manner.

Table 9. Making a video recording takes too much time and effort.

Q9

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3	9	30.0	30.0	30.0
4	9	30.0	30.0	60.0
5	12	40.0	40.0	100.0
Total	30	100.0	100.0	

Based on the results in Table 9, most respondents felt that creating video recordings required too much time and effort. Out of 30 respondents, 12 students (40.0%) chose score 5 (strongly agree) and 9 students (30.0%) chose score 4 (agree), making a total of 70.0% who gave a positive response (agree or strongly agree) to this statement. The remaining 9 students (30.0%) responded neutrally by choosing score 3. No respondents chose score 1 or 2 (disagree/strongly disagree). This finding could only suggest that students perceive video recording assignments as time consuming and effortful, which has the possibility to create a barrier or challenge while completing the assignment.

Table 10. I think teachers should continue using video recording tasks in speaking classes.

Q10

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	6.7	6.7	6.7
2	1	3.3	3.3	10.0
3	15	50.0	50.0	60.0
4	9	30.0	30.0	90.0

5	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the results in Table 10, which reported responses to the statement "I think teachers should continue using video recording tasks in speaking classes", the 30 respondents displayed varying opinions. Half, or 15 students (50.0%), selected score 3 (neutral). However, there were strong indications of support for continuing video recording tasks, with 9 students (30.0%) selecting score 4 (agree) and 3 students (10.0%) selecting score 5 (strongly agree) for a total of 40.0% of respondents demonstrating a positive perspective. In contrast, 2 students (6.7%) chose score 1 (strongly disagree) and 1 student (3.3%) chose score 2 (disagree), suggesting that 10.0% of respondents disagreed with the statement. While a strong percentage of students remained neutral, the percentage of those who indicated agreement/strong agreement (40.0%) was greater than those who disagreed/strongly disagreed (10.0%), suggesting some fairly strong support on the part of students toward teachers continuing to use video recording tasks in speaking classes.

Furthermore, to complete descriptive analysis, the standard deviation values of the collected

Descriptive Statistics

N	Minimum	Maximum	Mean	Standard Deviation
I enjoy doing video recording assignments in my speaking class.	3	5	3.90	.481
Video recording tasks make me more active and motivated in learning to speak English.	3	5	3.90	.607
I feel more comfortable speaking English through video than in front of the class.	3	5	4.20	.664
Recording myself helps me improve my speaking performance.	3	5	4.03	.765

I feel more confident in speaking English after doing video recording tasks.	3	5	3.80	.664
I can identify my speaking mistakes better by watching my own video.	3	5	4.17	.874
Video recording helps me speak more fluently and clearly.	3	5	3.80	.610
I face technical problems (like internet or camera issues) when making video assignments.	3	5	3.93	.691
Making video recording takes too much time and effort.	3	5	4.10	.845
I think teachers should continue using video	3	5	3.33	.959

recording tasks in speaking classes.				
Valid (listwise)	N3 0			

data will be presented.

The results from this quantitative data show that students appear to generally have a favorable view of making video recording tasks in speaking classes, mostly with respect to improving personal learning and increasing their comfort. This positive change in view is found in the high average scores of several items: students are more comfortable speaking English through video than in front of the class (average = 4.20), students really believe that watching videos of themselves allows them to better recognize speaking mistakes (average = 4.17). Likewise, there are indications that recording oneself can help improve their speaking performance (average = 4.03), and students typically enjoy (average = 3.90) this type of task. Overall, students scored most items high, with average scores mostly above 3.80, suggesting they explicitly see the value and relevance of this activity in the personal development of their English speaking skill.

However, the data also indicated a number of substantial practical difficulties. Most students agreed it takes too long and too much effort to make these video recordings (average = 4.10) and students also often have technical difficulties including internet or camera problems (average = 3.93). The relatively low standard deviation for the means of most positive perception items (for example; 0.664 for comfort and confidence and 0.481 for enjoyment), which suggests that students had strong agreement about the perceived value of the tasks.

On the other hand, the highest standard deviation (0.959) was found within the statement “I think teachers should continue using video recording tasks in speaking classes” (mean = 3.33). Taken together, the next relatively low mean (3.33) and very high standard deviation (0.959) indicates students had different opinions about whether or not these tasks, which did have learning benefits, should continue to be used. This divergent outlook is likely a result of the students recognizing the learning benefits of the video recording task, but persisting technical challenges, and feeling the time burden in using them in both the classroom and outside of the class contributes to the students feeling

ambivalent toward using the video recording tasks in the first place.

To summarize, while students may have viewed video recording for English speaking as a mechanism for self-improvement for future speaking events, and increasing their comfortable with speaking English, the practical aspects of using recording video portfolios may lead students not having strong, flat or privileged feelings toward continuing the collection of video recordings in their learning experience.

Discussion

This study aimed to find out students' perceptions of using video recording assignments in speaking classes. It also explored how these tasks affect students' confidence in speaking and the challenges they experienced. The results showed that most students had a positive perception of video recording assignments. They believed that these tasks helped improve their speaking skills and confidence. Many students said they enjoyed doing the video assignments and felt more active and motivated to learn English speaking through them.

One of the main benefits students

felt was that they were more comfortable speaking English through video than speaking in front of the class. This supports Sukrutrit's (2023) research, which found that students were less nervous and more confident when speaking on video, especially those who are usually shy in class. Another benefit was the chance to watch their own videos, which helped students notice their speaking mistakes. This means that students were more involved in their own learning and had the opportunity to reflect on how they speak.

In addition, many students felt that recording themselves helped them improve their speaking performance, making them speak more fluently and clearly. This supports Valenti et al. (2019), who said that video tasks make students more interested and active in learning. It also matches the study by Nakamura et al. (2024), which found that watching and copying videos like TED Talks helped students improve their fluency and pronunciation. Overall, most students felt more confident in speaking English after doing the video assignments, showing that this activity has a positive impact on their learning and mindset.

However, even though students had positive perceptions, they also

faced some real challenges. A lot of students experienced technical problems such as bad internet connections or camera issues when recording their videos. Many also felt that making videos took too much time and energy. These problems, especially the technical issues and time burden, are important for teachers to consider before deciding to continue using video tasks in their classes.

Students also had different opinions on whether video recording assignments should be continued. While they understood the benefits, some students were unsure because of the challenges they faced. This shows that even though the task is useful, the difficulties might make students feel less enthusiastic. This is similar to what Kulsiri (2018) explained, that teachers need to understand students' opinions in order to improve how video tasks are used in class. If teachers know what students like and don't like, they can design better tasks that fit students' needs.

In conclusion, students generally see video recording as a useful way to improve their speaking skills and build confidence. But at the same time, technical problems and the time it takes to make videos can affect how students feel about this method. Because of that,

teachers need to find ways to solve these problems, like giving technical support and reducing the time needed to complete the task. Future research can explore more specific technical issues and ask students for suggestions to help solve these challenges.

CONCLUSION

This study found that most students see video recording assignments as helpful for improving their English speaking skills, building confidence, and increasing motivation. However, many students also face real challenges, especially technical problems like slow internet or camera issues, and the feeling that making videos takes a lot of time and energy. Because of this, some students feel unsure about whether they want to continue doing these tasks in the future.

In short, even though video assignments are useful for helping students get better at speaking and feel more comfortable, the practical problems can reduce their overall enthusiasm.

Suggestions

To make video recording tasks more effective, teachers should help students deal with technical and time-

related problems. For example, teachers can give clear instructions, provide technical support, or even allow students to record during class to save time. It's also important for teachers to keep using reflection activities, because many students feel that watching their own videos helps them learn from their mistakes. In addition, asking for student feedback regularly can help improve these assignments and make sure they match students' needs. Future research can focus more on the specific technical problems students face, how to manage time better, and compare different types of video tasks to find out which ones work best.

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