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STUDENTS' PERCEPTION ON THE USE OF VIDEO TO ASSESS PERFORMANCES IN PUBLIC SPEAKING CLASS

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Abstract
This paper attempts to recognize the use of video as teaching and learning aid related to students' perception. As survey research, it focuses on finding the students' perception on the use of video to assess students' performances in Public Speaking class. In addition to that, this paper presents the discussion about the implication of the students' perception on the use of video to assess their public speaking performances. It is found that the students have good or positive perception and the use of video is beneficial to identify their strengths and weaknesses in public speaking performance. Therefore, the students are encouraged to perform better in public speaking. It implies that video is an appropriate teaching and learning aid for Public Speaking students and the lecturers themselves have contributed well in assisting the students in the activities using video in Public Speaking class.

Keywords: perception, video, assessment, performance, public speaking

Introduction
In the English Language Education Study Program, technology has been integrated into the teaching and learning process, especially in Public Speaking class. Having technology in Public Speaking class makes the teaching and learning process become more interesting. The technology used in Public Speaking class namely video. Video offers real situation (McKinnon, 2000). The students may observe it as an audiovisual stimulus for language production and practice. In Public Speaking class, the video used is varied such as students' public speaking performances, the characteristics of a good public speaker, and how to handle the audiences. The study focuses on the use of video which contains the students' public speaking performances. Since in Public Speaking class, this kind of video is used to assess the students' performances.

Perception is important to be recognized since it can influence students in learning. In addition, perception is one of factors which influences one's success in learning language (Kleinke, 1978). In this study, perception takes part in how the students may get either encouraged or discouraged in learning public speaking using video. Thus, the writer may obtain whether the use of video in Public Speaking class is effective and helpful for the students or not.

From the background above, the research problems are formulated as follows:

1. How is the video used to assess the students' performances in Public Speaking class?
2. What is the students' perception on the use of video to assess their performances in Public Speaking class?
3. What is the implication of the research findings?

Literature Review

This section elaborates theories on perception, video, speaking assessment, performance, and public speaking.

Perception

Perception in this study refers to the students' subjective experience through their own observation and how they see reality. According to Altman, Valenzi and Hodgetts (1985), perception is the way stimuli are selected and grouped by a person in such a way that the stimuli can be meaningfully interpreted. As proposed by Kleinke (1978), perception can influence students' success in learning language. Therefore, there is relation between perception and learning which happens among the students of Public Speaking class. When the students understand the things they perceive, they will be able to learn the materials given successfully. If the students have positive perception, it leads them to be successful in learning. Being successful in learning leads them to have interest in learning and develop their skills. On the contrary, if the students have bad perception, it leads them to fail in learning.

Video

Hyun-suk, Sub, and Jin-il (2000) stated that video is a technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. It means that video provides sound and motion pictures. In this research, video is a teaching and learning tool for both lecturer and students to assess, observe, and practice. Video is most widely used to introduce and stimulate interest in a topic and to give information of a topic discussed. According to Macknight (1981) as cited by McGovern (1983), video is commonly introduced to give a lift to methodology in terms of interest and motivation, to extend the range of teaching techniques. As a teaching and learning media, video also brings motivation to the students so that the students are able to understand and enjoy the real things (Sherman, 2003). According to Zuber-Skerrit (1984), the use of video in higher education is to improve learning, teaching, interaction, personal behavior, and communication.

Speaking Assessment

Speaking assessment requires particular features of speech, for instance pronunciation, accuracy, gesture, fluency, eye contact, and body language (Luoma, 2004). Speaking assessment in this study can be done by both lecturer and the students in the Public Speaking class. The ways of speaking assessment can be conducted either by face-to-face interaction, or through technology such as audio and video. However, this research discusses the speaking assessment in the Public Speaking class through video recording or videotape which is done by both

lecturer and the students of Public Speaking class. In assessing speaking skills, there are some components needed to make criteria for the assessment. Brown (2004) states that there are microskills and macroskills of oral production which the assessor might select one or several to be the objective(s) of an assessment task. The microskills refer to producing smaller chunks of language such as phonemes, morphemes, words, cohesive, collocations, phrasal units, and the macroskills refer to the larger elements such as fluency, discourse, style, nonverbal communication, function, and strategic options. There are several common categories used to assess oral proficiency of students' performances in public speaking which have been taken and adapted from some sources. The categories such as accuracy, diction or vocabulary, comprehension, fluency, pronunciation, gesture, facial expression, eye contact, and body language.

Performance

Performance, as defined by Luoma (2004), means oral presentation where the speakers are able to convey the message to the audiences. Performance in the context of this study is closely related to public speaking, which means there will always be performance done in the Public Speaking class. Performances in public speaking in this study include the attitude and elements of speaking skills such as gesture, ways of standing, body language, tone, eye contact, content of speech, pronunciation, fluency, accuracy, etc. The oral presentation or the speaking performance includes the ways of delivering the speech, appearance, voice, and the attitude and elements of speaking skills. In the Public Speaking class, the students learn to deliver the speech in front of the class. The ways of delivering the speech which include the attitude and elements of speaking skills are the things which are assessed. For instance, as public speakers students' visual aids should be effectivey utilized to enhance audience understanding, become attention getters, the speech content should be delivered successfully, the speech transitions flow smothly from one part to the next with minimal pause, students use their eye contact to all audience members, have natural gesture and body movements, the voice is loud and clear with minimal filler words, and are able to conclude the speech well.

Public Speaking

According to Lucas (1995), public speaking is one of communication skills which has purposes to persuade, inform, and even entertain in front of many people. In this study, public speaking refers to a course which has a goal to assist students to be able to speak in public for any occasion and apply the knowledge of public speaking theories. Public Speaking class (KPE 232) as one of compulsory courses taught in the English Language Education Study Program, brings the definition from Lucas (1995). Public Speaking (KPE 232) is designed to introduce students to underlying principles of speaking in public and to provide opportunities and hands-on experiences to the students in developing various types of speaking skills (Universitas Sanata Dharma, 2007). The Public Speaking class is a training ground where the students develop skills that will serve them throughout life. In the Public Speaking class, the lecturer videotapes the students when they deliver their speeches in front of class. It is expected that from having the videotape of public speaking performance, the students find their own

strengths and weaknesses from their public speaking performance and are able to fix the performance to be better. To gain better performance in public speaking, the students are also asked to videotape themselves giving speech and submit the videotape to the lecturer as the students' final test in the Public Speaking class. The students' performances are essential to determine whether the students are successfully considered as good public speakers or not.

Method

The study employed mixed-methods, a combination of qualitative and quantative methods (Fraenkel and Wallen, 2009). Two instruments were employed in this study, namely questionnaire and interview. The research was held in the English Language Education Study Program of Sanata Dharma University Yogyakarta. It was conducted on November to December 2013.

The research subjects were two Public Speaking lecturers and the students of Public Speaking class. There were 70 students of Public Speaking class. The researcher obtained more relevant and sufficient information to get maximum insight and understanding by having the research participants who had experienced the use of video to assess students' public speaking performances.

Findings and Discussion

The data were gathered by using questionnaire and interview. From the results obtained, the writer tried to summarize and answer the three research questions.

The Use of Video to Assess the Students in Public Speaking Class

The questionnaire results of the process of teaching and learning in Public Speaking class are presented as follow:

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	In Public Speaking class, I learn to deliver speeches in front of the class.	(55) 78.5%	(13) 18.57%	(0) 0%	(2) 2.85%
2	In Public Speaking class, my lecturer provides some videos to watch.	(37) 52.85%	(31) 44.28%	(0) 0%	(2) 2.85%
3	In Public Speaking class, I learn about many topics given through video.	(13) 18.57%	(46) 65.71%	(11) 15.71%	(0) 0%
4	In Public Speaking class, I analyse the video given.	(19) 27.14%	(40) 57.14%	(11) 15.71%	(0) 0%
5.	In Public Speaking class, the students and the lecturer are communicative.	(44) 62.85%	(23) 32.85%	(1) 1.42%	(2) 2.85%
6.	In Public Speaking class, the students and the	(42) 60%	(26) 37.14%	(0) 0%	(2) 2.85%

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	lecturer are cooperative.				
7.	The facilities such as projector screen, sound system, videotape, and laptop support the use of video in Public Speaking class.	(37) 52.85%	(30) 42.85%	(2) 2.85%	(1) 1.42%
8.	My Public Speaking lecturer videotapes each student's performance in public speaking.	(24) 34.28%	(15) 21.42%	(25) 35.71%	(6) 8.57%
9.	My Public Speaking lecturer videotapes some of students' performances in public speaking.	(9) 12.85%	(9) 12.85%	(43) 61.42%	(9) 12.85%
10.	I and my classmates watch the video recording of our performances in class.	(18) 25.71%	(27) 38.57%	(22) 31.42%	(4) 5.71%
11.	I and my classmates analyse the video recording of our performances in peers.	(13) 18.57%	(37) 52.85%	(18) 25.71%	(2) 2.85%
12.	I and my classmates evaluate our performance of public speaking after watching the video recording.	(19) 27.14%	(36) 51.42%	(14) 20%	(1) 14.2%
13.	I am asked to videotape my own performance of public speaking.	(20) 28.57%	(24) 34.28%	(20) 28.57%	(6) 8.57%
14.	I am asked to watch my own performance of public speaking.	(30) 42.85%	(31) 44.28%	(5) 7.14%	(4) 5.71%
15.	I give comments on my own performance of public speaking.	(34) 48.57%	(30) 42.85%	(4) 5.71%	(2) 2.85%
16.	My Public Speaking lecturer gives comments on my public speaking performance in my video recording.	(23) 32.85%	(21) 30%	(25) 35.71%	(1) 1.42%
17.	I find my weaknesses in public speaking through the video recording of my performance.	(43) 61.42%	(23) 32.85%	(3) 4.28%	(1) 1.42%
18.	I find my strengths in public speaking through the video recording of my	(28) 40%	(34) 48.57%	(7) 10%	(1) 1.42%

No.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
	perfomance.				
19.	I overcome my weaknesses in my public speaking for my next performance of public speaking.	(23) 32.85%	(40) 57.14%	(6) 8.57%	(1) 1.42%
20.	I feel more encouraged to be a better public speaker after evaluating my video recording.	(26) 37.14%	(39) 55.71%	(4) 5.71%	(1) 1.42%
21.	I feel confident in doing public speaking after evaluating my video recording.	(18) 25.71%	(41) 58.57%	(10) 14.28%	(1) 1.42%
22.	I feel highly motivated in doing public speaking after evaluating my video recording.	(19) 27.14%	(39) 55.71%	(11) 15.71%	(1) 1.42%
23.	Analysing my own performance in public speaking improves my public speaking skills.	(22) 31.42%	(44) 62.85%	(4) 5.71%	(1) 1.42%
24.	Evaluating my own performance in public speaking improves my public speaking skills.	(28) 40%	(37) 52.85%	(4) 5.71%	(1) 1.42%
25.	I notice my own progress in public speaking compared to my previous performance.	(25) 35.71%	(39) 55.71%	(5) 7.14%	(1) 1.42%
26.	I feel comfortable to watch my own performance of public speaking through video recording.	(13) 18.57%	(28) 40%	(26) 37.14%	(3) 4.28%
27.	I feel comfortable to evaluate my own performance of public speaking through video recording.	(12) 17.14%	(42) 60%	(15) 21.42%	(1) 1.42%
28.	I become a better speaker in presenting any projects in other subjects.	(10) 14.28%	(44) 62.85%	(15) 21.42%	(1) 1.42%
29.	Video is an appropriate teaching and learning aid for student assessment.	(29) 41.42%	(34) 48.57%	(6) 8.57%	(1) 1.42%

Table 4.1 shows that the process of teaching and learning in the Public Speaking class went well. The students learned to deliver speeches in Public Speaking class as proposed by Lucas (1995) that public speaking aimed to persuade, inform, and entertain people through their speeches. Then, the lecturer

provided the video and other facilities to support the use of video to Public Speaking students. The students were accommodated to learn topics of public speaking through video and try to analyze the video given to make them understand the lesson more. It referred to McKinnon' (2000) and McGovern' (1983) theories on video that video was one of teaching and learning aids which offered interesting and real situation. Both students and lecturer were also communicative and cooperative in Public Speaking class. Thus, the goal of Public Speaking class itself was achieved. The students of Public Speaking class were assisted to be able to speak in public and apply the knowledge of public speaking theories. As suggested by Luoma (2004) that speaking performance was the production of speakers' oral and appearance to convey the message to the audience. In addition, Public Speaking course (KPE 232) was designed to introduce students to underlying principles of speaking in public and to provide opportunities and experiences to students in developing various types of speaking skills. Hence, the process of teaching and learning in Public Speaking class resulted in the students' independency in learning language.

In addition, Table 4.2. shows the results on the use of video for assessing students in public speaking as proposed by Luoma (2004) that speaking assessment could be done not only by face-to-face interaction but also through technology such as video. The result showed that the lecturers were able to accommodate the students in Public Speaking class. The lecturers provided the facilities needed in the Public Speaking class such as laptop, video, video camera, and sound system. Moreover, the Public Speaking lecturers implemented the activities using video effectively. Besides providing video related to the public speaking topics or materials, the students' public speaking performances were being videotaped by the lecturer as well. Then, the instruction given to the students was clear enough to be understood. The students watched and analyzed the video of their public speaking performance in class. The students also evaluated their performances after watching the video. Next, the students were also asked to videotape their own public speaking performances. This was a very meaningful task that the students might practice their speech as many as they wanted since the students were also asked to watch their own performance through their video to assess their performance. The students analyzed their performances and gave comments for themselves. The students considered the task and self-assessment as helpful ways to improve their public speaking skills. It showed that the students had good perception as Altman et al. (1985) proposed that clarity and familiarity of the stimuli, needs, knowledge, and past experience enabled people to interpret and perceive the information they received. In addition, the students did not do the instruction only to accomplish the task from the lecturer, but also to explore their creativity in learning language. Having video in Public Speaking class, the students became independent learners and might be more creative in learning language, especially in Public Speaking. As defined by McGovern (1983) that video was considered helpful to develop students' skills and comprehension in gaining a more complete idea of language in action in the complete situation. Thus, the use of video in Public Speaking class gave benefits for the students.

The Students' Perception on the Use of Video in Public Speaking

The students' perception on the use of video to assess students' performance in public speaking is revealed through the results of the questionnaire and interviews. The researcher found that the students had good perception on the use of video to assess students' public speaking performances. It proved the theory of perception from Forgus (1966) and Altman et al. (1985) that perception referred to the students' subjective experiences, needs, and interest, and how the students saw reality in their environment, which in this context was in Public Speaking class. This findings are shown from the results of questionnaires and interviews. The students were able to find their own weaknesses and strengths by watching their own video recording of public speaking performance. It shows that the students had willingness to learn their own characteristics as public speakers. According to Harmer (2007), English public speakers needed more than the ability of speaking fluently and had to have the ability to deliver a speech. In this study, the students succeeded in becoming good English public speakers. Then, the students did try to overcome their weaknesses in public speaking, avoided or decreased the frequency of their weaknesses, and learned to improve their strengths when delivering speech in public. Based on Table 4.3, the use of video to assess students' performances in Public Speaking class was effective and beneficial for the students. The lecturer gave sufficient contribution to the use of video to assess students' performance in public speaking. The activities in Public Speaking class enabled the students to be independent and more creative.

The Implication

The implications of the students' perception on the use of video to assess students' performances can be derived from the results and discussion above. The students of Public Speaking class had good or positive perception. The students' positive perception led them to have successful learning process as it was related each other (Kleinke, 1978). The students with successful learning indicated that they were interested to have the activities with video in the Public Speaking class. These students could develop their skills in public speaking. In other words the students' skills improved.

The findings implied that the use of video and the activity which required students to videotape, watch, and analyze their own performances were successful and appropriate to be applied in the Public Speaking class. As suggested by McKinnon (2000) and McGovern (1983) that video offered an interesting activity and real situation, so that it was appropriate as teaching and learning media. Thus, the use of video enabled the students to improve learning, interaction, personal behavior, communication, and their ability of related subject (Zuber-Skerrit, 1984).

Basically, the activities in Public Speaking class, especially which use video, require the students to be independent learners. It is believed that the students' self-improvement is mostly determined by their own ability to assess themselves. By watching and assessing their own public speaking performances, they can learn about their own performances more deeply. The activity of self-performance or self-taped recording leads the students to a better understanding

about things that they need to improve. Then, the assessment is done as an autonomous style as well.

The results of this study mentioned that the students had good perception. It could not be separated from the roles and participation of the lecturers in applying the activities using video in Public Speaking class to the students. It implied that the contribution of the lecturers was effective and meaningful to make the students had positive perception and improvement in their public speaking performances. The students were able to follow the activities in Public Speaking class which emphasizing in assessing their public speaking performances using video because the students had already experienced it with the lecturers. As suggested by Altman et al. (1985) that clarity and familiarity of the stimuli, needs, knowledge, and past experience enabled students to interpret and perceive the information they received. Since at the beginning, the lecturers introduced the use of video to accommodate the students in public speaking by providing the video related to public speaking topics and videotaping the students when they were delivering the speech in class. As proposed by Forgus (1966) that perception referred to students' subjective experience through their own observation, therefore the activities in Public Speaking class led the students to have positive perception on the use of video in the Public Speaking class.

In addition, the activity of assessing students' performances through video was appropriate since assessing speaking performance could be done through video as suggested by Luoma (2004). This kind of activity triggered the students to explore their creativity when they were asked to videotape their own performances. Moreover, in the subsequent activities they analyzed and evaluated their own performance by watching their own performances through video. Therefore, the students are able to learn about their own performances more deeply and improve their performances since they rely on themselves as to how their performance meets or fails to meet a certain level of achievement.

Conclusion

The study revealed that the students of Public Speaking class had positive perception on the use of video to assess their performances in public speaking. as the findings showed, the video used in Public Speaking class enhanced the students' independency and creativity in learning, developed the students' public speaking skills, improved the students' public speaking performance, and it helped create a meaningful interaction between the students and lecturers in Public Speaking class.

The contribution of the lecturers is effective and beneficial to make the students have positive perception and improvement in their public speaking performances. The students are able to follow the activities in Public Speaking class, which emphasizing their public speaking performances using video, because the students have already experienced it with the lecturers from the beginning of the class. It implies that the students' self-improvement is public speaking is mostly determined by their ability to assess their own performances. By watching and assessing their own performances, they can learn about themselves more deeply.

The results of the research are hopefully beneficial for Public Speaking lecturers that the use of video in Public Speaking class is important and meaningful. It also creates a positive teaching and learning atmosphere in Public Speaking class.

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