

THE USE OF SELF-RECORDING VIDEO FOR EFL STUDENTS: A QUALITATIVE STUDY OF INDONESIAN EFL STUDENTS' PERCEPTIONS

Nella Anggraeni¹, Kurniasih², Diah Retno Widowati³

nellaanggraeni162@gmail.com¹, kurniasih@unisma.ac.id², d.retnowidowati@unisma.ac.id³

Abstract: This study was conducted to determine students' perceptions of using SRV among EFL students and to identify its effectiveness, especially in speaking ability. This study also aims to identify the role of SRV in improving students' speaking skills. This study involved 50 students from 2 classes who used SRV as a learning medium focused on speaking skills. Data on the use of SRV by students was obtained from a questionnaire adapted from research conducted by Encalada & Sarmiento (2019). Of the total respondents, five students who met the criteria in this study were included in a semi-structured interview that was validated by one of the speaking lecturers at the University of Islam Malang. The results of this study indicate that students' perceptions of using SRV media in improving speaking ability have (74%) positive perceptions and (26%) negative perceptions. Therefore, students still need more qualified training or materials regarding the SRV method as a medium to improve speaking skills to support their speaking skills.

Keywords: *speaking, self-recording video, student perception*

INTRODUCTION

Public speaking has been identified by students as a crucial science for further professional development, alongside the development of communication science, the capacity to manage others, and successful team leadership (Lee & Liang, 2012). The methods used to teach and study English are becoming more crucial. With the growth of the internet and information technology, English teaching techniques are gradually evolving. The efficacy of teaching and learning is increased by the large range of multimedia

resources available to support English language education. These resources give students additional possibilities to communicate and interact (Yeh & Lai, 2019).

It is consistent with the abundance of multimedia platforms and resources for teaching English that give students and teachers more chances for communication and interaction (Facullo, n.d.), which may improve the efficiency of teaching and learning transactions and thereby encourage self-directed or self-regulated learning (Shih, 2010). There has been an increase in interest in using video to serve numerous significant pedagogical goals in teacher education during the past 10 to 15 years (Klein & Taylor, 2017). Students are prepared to develop professionally and with quality to confront the problems of learning in the classroom, one of which is learning to speak, by using video as an ability improvement program.

In a previous study, Zheng et al. (2021) used multi-source data to investigate and explain how two distinct approaches of sequencing video-based formative evaluations affected the performance and anxiety of English language learners in public speaking. According to Friend & Adams (2011) looked specifically at the application of video simulations in leadership education programs to enhance public speaking abilities.

The following reasons make it crucial to look at the quality of EFL students in Indonesian schools, particularly those who struggle with the English learning process. This information will help them develop and enhance their English proficiency. Students are allowed to discuss the steps involved in giving a speech, the advantages of doing so, and to evaluate their performance style through video content Chien et al. (2020). Students gain a greater understanding of the techniques that enable them to communicate more effectively in this way (Lee & Liang, 2012). Second, video helps teachers pinpoint key elements of practice and concentrate their attention by allowing them to speed up, slow down, and zoom in on certain instances (Klein & Taylor, 2017).

The usage of video with a group of pre-service teachers was previously studied by Klein & Taylor (2017) as a way to address the difficulties associated with working as a teacher educator with candidates in wide clinical practice. Videos give instructors the ability to change the tempo, slow down, and focus intensely on the present, assisting instructors in focusing their attention and pinpointing key elements of practice. A further

benefit of using video is that it helps pre-service teachers and their mentors describe, portray, and approach practice. The utilization of pre-service teacher films, as the literature implies, also serves to remove them from their actual teaching experiences (Klein & Taylor, 2017).

In addition to classroom-based learning activities, according to Friend & Adams (2011), video simulations offer real-world learning applications through the use of video recordings in one-on-one situations between students and instructors. Although the findings of the studies mentioned above have provided us with information about the advantages and significance of using video as a medium for improving speaking abilities, some experts believe that there is still a lack of research that does not describe the use of video through self-recording as a learning tool.

Concerning the findings of various research on the use of self-video recording as a learning tool to enhance speaking abilities. The usage of SRV is not enough, according to Encalada & Sarmiento (2019) to help non-English-speaking nations improve these skills. As a result, it is crucial to value the participants' perspectives to advance science when conducting more research on this subject. For this reason, using videos to teach material has a good impact on language learning in many ways, making them an effective tool for EFL/ESP classrooms. Regarding shortcomings or flaws in the usage of self-recording videos, this was likewise stated in the second study. Numerous issues were discovered in this investigation. The worth of the kids' speaking abilities is unsatisfactory, to start with. Second, due to their unconsciousness and lack of confidence, students find it challenging to learn foreign language speaking skills Driane et al. (2022).

To close the gap, this study investigates how students who have used video especially self-recorded video as an add-on to using video to enhance speaking abilities—perceive it. The results of this study are anticipated to help students in their efforts to hone their speaking abilities through videos in a variety of methods, including self-video recordings and instructional films.

METHOD

This study examines students' perceptions of using SRV as a medium to improve their speaking skills. The participants in this study were 8th-semester students of English Education at the University of Islam Malang. The participants were selected because they had attended four speaking courses on the assumption that they had sufficient exposure to SRV in speaking classes. The samples were taken using a questionnaire that students in the 8th semester of English education had filled out.

To collect data for this study, researchers used questionnaires and semi-structured interviews that were used to collect data for this study which were modified from research conducted by (Encalada & Sarmiento (2019) and Oya et al. (n.d.) that has been validated by one of the speaking lecturers at the University of Islam Malang. English education students will be given 15 questions divided into two parts. Ten questions are questions in the questionnaire and five questions are interview questions. This questionnaire will be used to group students who have used the SRV as a valuable tool to hone their speaking skills. Furthermore, researchers will use semi-structured interviews as a research tool to categorize sample responses.

The questionnaire was used to classify students, who had positive perceptions of using SRV as a medium for improving speaking skills with 50 students participating. Participants were instructed to fill out the Google Form by marking the scales Strongly Agree (1), Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5). The questionnaire contains statements about students' perceptions and motivation towards SRV as a medium for increasing speaking.

FINDINGS AND DISCUSSION

This study examines students' perceptions of using SRV as a medium to improve speaking skills. The results of the data show that the use of SRV as a medium to improve speaking ability is quite effective.

The research instrument was tested on 8th-semester English Education students at the University of Islam Malang. The research instrument used a questionnaire that was distributed to 8th-semester students. The following data shows students' perceptions of using SRV as a medium to improve speaking skills. This section presents response index data from participants who have answered the questionnaire. This study found that the average answers of 8th-semester students at the University

of Islam Malang who answered the questionnaire were obtained from 10 questions and can be seen from the distribution of the following table:

Table of Questionnaire Results

No	Students Perceptions	Total Respondents	Percentage
1.	SRV has helped me to develop my speaking ability.	27	54%
2.	I find some difficulties to speak using SRV.	13	26%
3.	I feel motivated when speaking in the SRV.	26	52%
4.	SRV helps me to be a good public speaker.	28	56%
5.	SRV is the best option to practice English-speaking skills.	28	56%
6.	I am satisfied to see my performance in SRV.	15	30%

The table data above is the result of a questionnaire that has been distributed in 2 classes, namely class A and class B with the percentage of 46% of participants coming from class A and 54% of participants coming from class B. Based on the results of the questionnaire on learning speaking strategies using video, SRV is a learning technique that can train students' skills in developing good vocabulary and pronunciation. Students think that learning to speak using SRV is a fun strategy. By using SRV, they can change and develop their speaking skills.

In the table above there are six research questions which are answers from students of the University of Islam Malang regarding the strategy of using SRV and the percentage of results from respondents. Students who have the responses that SRV helps develop their speaking skills (54%). A number (26%) of students thought they did not feel hindered from speaking using the SRV, which means that the SRV did not hinder them from improving their English learning, especially in speaking. (52%)

students think by using SRV they are motivated to improve their speaking ability. In addition, a number (56%) think that SRV helps them well to become good public speakers. (56%) students stated that SRV was an excellent choice for practicing speaking skills, and (30%) of students thought that they felt happy when they were given the task of making a Self-Recording Video.

No	Students Perceptions	Total	Percentage
Respondents			
7.	Making video recordings motivates me to learn English, especially in speaking.	34	69,3%
8.	I do rehearse before taking my video	37	74%
9.	I learn from the previous mistake in using SRV.	36	72%
10.	SRV is fun in learning speaking,	27	54%

Based on the table above, it is explained that a number (69.3%) of students think that SRV motivates them to learn English, and (74%) of students think that before taking videos, they practice first, meaning that using SRV makes students better in speaking with good preparation. In another opinion (72%) of students stated that SRV helped them not to repeat the same mistakes in the video or subsequent assignments, and (54%) of students thought that SRV was a fun learning method when recording videos.

Student's Perceives of Using Self-Recording Video on Their Speaking Skills

Based on the results of the interviews, the participants' answers indicated the positive and negative impacts of using self-recorded videos to improve speaking skills. The following is an explanation showing the results of the interviews with the responses of the participants who answered the research questions.

From the interview results, four participants said SRV helped them improve their speaking skills, especially speaking in public. (S1) said, "*Because, during*

recording, we see our faces, how we look. So that is one of the right ways to practice speaking skills."

Followed by the opinion of (S2), who said, *"SRV helped me become a good public speaker. Because by doing Self-Recording Video, I am used to facing the camera and used to being seen by many people from these videos, I feel more confident and less nervous."*

In line with the opinion of (S3) and (S5), said that SRV provided benefits or assistance to them in public speaking. However, it is different from (S4), who thinks that SRV still cannot help her in public speaking. S4 said, *"In my opinion, SRV did not help me with public speaking well. Because I have an introverted side and also a high level of anxiety. So SRV did not make me any better at public speaking."*

However, on the other hand, all participants said that when they got the assignment to practice using SRV they felt motivated in their field of public speaking because with SRV they became more confident, tried to show their best, could improvise freely, and could develop themselves. One participant even said that SRV could build his mentality. *"Because SRV can help me improve my speaking skills, it also builds my mentality."* (S2). They also say that SRV is the best method to improve speaking skills. Not only that, but the participants also had several things they liked about this SRV method. The participants had different answers in this regard. (S1) said that what he liked most about SRV was its simple platform, simple way, and simple place to practice our speaking skills. Whereas (S2) said differently *"What I like when using the SRV method is that I can include my body language, my facial expressions, and also I can train my accent."*

Meanwhile, according to the other 2 participants, what they liked about SRV was that they could talk to themselves in front of the camera without direct criticism and suggestions from others, which made them more comfortable, able to improvise more, and not afraid of being disturbed, and not scared of making mistakes. So, they enjoy it more.

Student's Self-Perceived Improvement by Using Self-Recording Videos on Their Speaking Skills

The effect is increased self-confidence, more flexibility when speaking, less pressure, better preparation, and increased performance by re-watching previous videos. In terms of increasing self-confidence, 4 out of 5 participants stated, "*...SRV can train my self-confidence.*" (S3)

In another statement by (S2), "*...by using SRV I can correct my appearance so that I know how lacking I am when I speak.*"

In addition, SRV also allows participants to speak more freely without pressure and direct judgment from the people around them. So that participants can prepare well. This is supported by the statement (S5), "*... I am also freer to make videos and speak without being seen by many people, and there is no pressure from other people's eyes or the presence of other people, both in front of us. or beside us.*"

The researcher explains the results from the study questions in this part. The first examines how EFL students feel about SRV to hone their speaking skills. Different views of the recorded movies themselves can be found in the findings of the pupils. SRV is used by EFL students, and it's believed that SRV improves their speaking skills. This is in line with the opinions of four interviewees who claimed that the SRV method significantly improved their speaking skills. This is following the first questionnaire question, that the results found (54%) of students believed SRV was the best way to improve their speaking ability. Following research conducted by Fitriyani et al. (2020), She argued that SRV is a good method for improving speaking ability. The findings of this investigation were encouraging. According to Fitriyani et al. (2020) self-recorded English films are beneficial and effective for training pupils in how to talk in English.

The results of the survey on the second item, which showed that (26%) of students believe they have no trouble using SRV as a tool to enhance their speaking abilities, also confirm this. This indicates that SRV aids in their verbal proficiency improvement. In contrast, the perspective gleaned from the responses to the seventh point questionnaire (69.3%) indicates that students are extremely motivated to use SRV as a tool to enhance speaking abilities. According to research by Soto et al. (2017), this strategy boosts student enthusiasm and academic success. They also indicated that they were less intimidated to speak English, which was a benefit.

Another encouraging statement about VBL was made by Sun & Yang. (2015) who showed that the advantages of speaking practice through SRV increased participants' confidence in speaking English. This is supported by the results of the interview with (S3), who stated that *"SRV made my confidence in speaking increase."* It turns out that Encalada & Sarmiento (2019) also said that SRV helps pupils improve their speaking abilities. However, one in five interviewees believed that using SRV would help them improve their speaking abilities because SRV had not aided them in public speaking. This is a result of both character characteristics and the high amount of speaking anxiety. The SRV approach, according to (S4), hasn't really helped with public speaking.

Another point of view stated by Driane et al. (2022) confirmed that SRV was not effective in improving speaking skills. In contrast, a study by Ahn & Lee (2016) concerning these findings contends that speaking is the most difficult language skill for EFL learners and that because EFL instructors do not provide many opportunities for speaking practice, speaking practice using technological resources presents difficulties for students. As a result, it is clear from the study's findings that it is still relevant to earlier studies on the efficacy of using self-recorded videos to improve speaking abilities. The results demonstrate that SRV helps students much in developing their communication abilities and helping them in public speaking.

CONCLUSIONS AND SUGGESTIONS

This study aims to find out the student's perspectives on using Self-Record Videos to improve English speaking skills for English language education in the 8th semester of a private university in Malang. This finding revealed that the participants had different opinions regarding self-recorded videos to improve their speaking skills. In this regard, they provide some positive and negative perspectives on using SRV. The positive perspective conveyed was that SRV had an impact on increasing their confidence in speaking, SRV could improve students' performances, and also, they felt free when speaking in front of the camera without the pressure of being seen by many people, be it friends or their teachers. However, regarding the negative perspective, they stated that SRV had not fully helped them in public speaking. Thus, it can be concluded that using SRV in improving speaking ability is quite effective and influential.

In this section, the researcher would like to provide some suggestions that need to be considered by lecturers and students, especially English Language Education students, as well as non-English Language Education students:

1. English teachers can provide instruction on SRV in exercises, assignments, and more in-depth materials to both English and non-English education students.
2. To be more successful in developing speaking skills, students must be more in-depth about the material on SRV and often practice SRV in speaking activities.
3. So, with this in mind, this research is also suggested to non-English Language Education students to try and practice using SRV as a method of improving speaking skills.

Finally, the authors acknowledge that their research still has numerous flaws and faults, including a dearth of study participants, a short research period, a dearth of information sources, and more. The researcher sincerely hopes that these suggestions will help to improve this study.

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