

**STUDENTS' PERCEPTIONS ON THE USE OF VIDEO RECORDING
IN IMPROVING SPEAKING SKILLS**

THESIS

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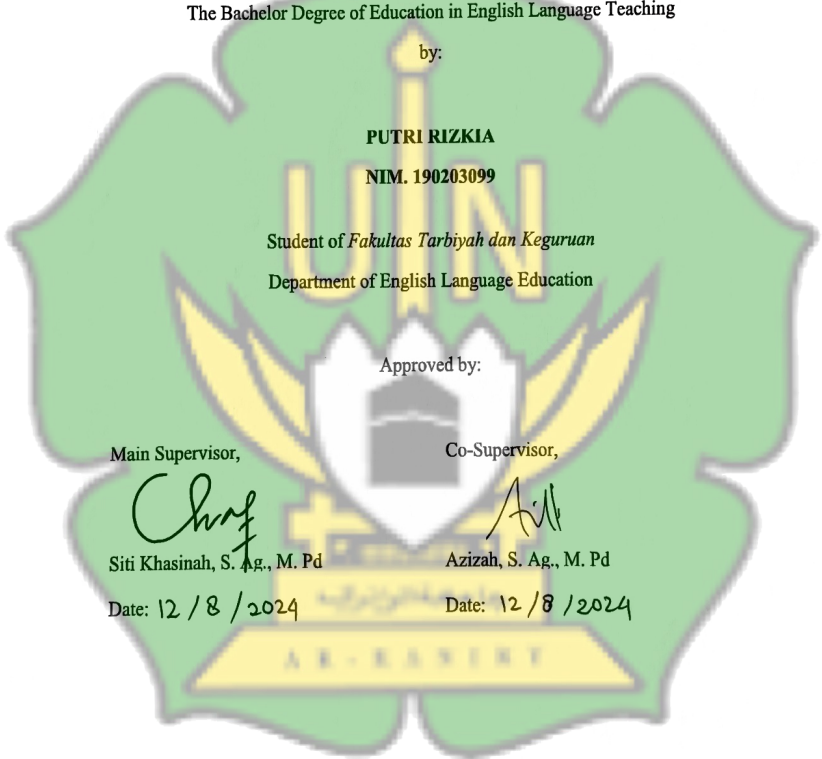
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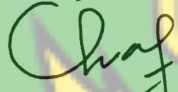
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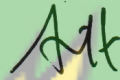
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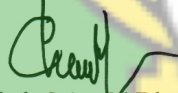
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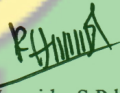
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Students' Perceptions On The Use of Video Recording In Improving Speaking Skills

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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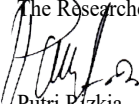
I would like to begin my gratitude and deepest love to my beloved mother, Mrs. Nurjannah, who has supported me materially and morally and encouraged me to continue learning and carrying out my responsibilities. I might not have been able to complete my studies without her. May you always be protected by the grace and blessings of Allah. I dedicate this thesis to my beloved late father, Mr. Tarmizi who loved his daughter so much during his life, and my late brother, Yudi Mauliady, may Allah accept all their good deeds and forgive their mistakes. I also would like to express my deepest love to my only brother I have right now, Afrizaldy and his little family, may Allah always protect them wherever they are.

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ABSTRACT

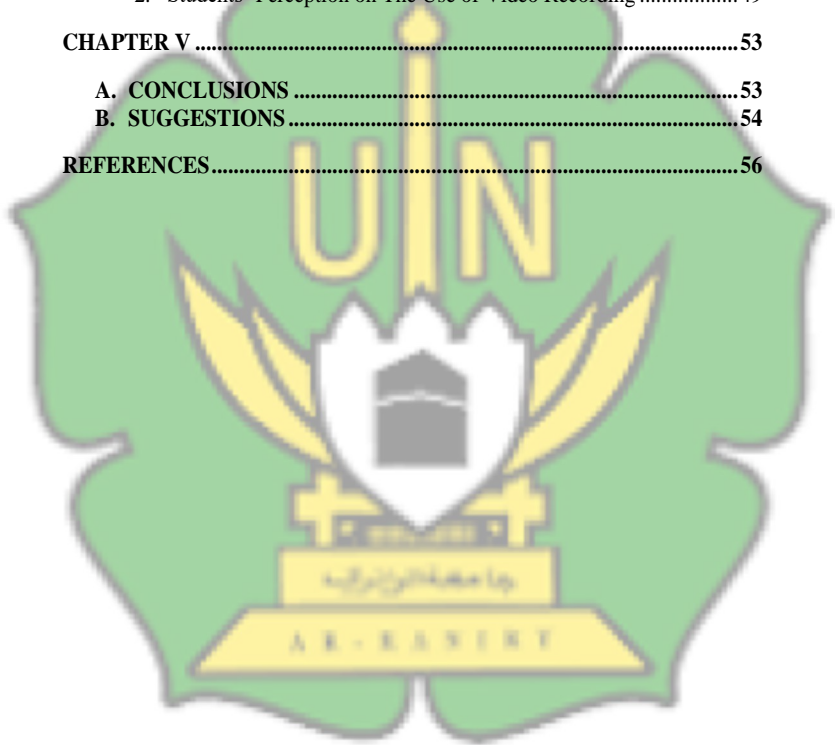
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This study aims to determine whether the use of video recording can be one of the media for students to develop speaking skills according to student perceptions after using video recordings for three weeks. This study uses a qualitative method with the process of making video recordings before then interviewing 6 students out of 15 students who made video recordings. This study was conducted at the English Language Education Department, Ar-Raniry State Islamic University. The results of the study showed that there were two perceptions regarding the use of video recordings. Almost all students agreed that video recordings can develop speaking skills because the process of re-watching and retaking videos repeatedly helps students to find out their own mistakes and fix them in order to produce good videos. Then, this video recording also develops several linguistic aspects such as vocabulary mastery, pronunciation, and grammar. In addition, video recording can be used anytime and anywhere which allows students to practice English. Besides, repeating video recordings also helps students improve fluency in speaking so that there is a decrease in hesitation or repetition in speaking. On other hand, the use of video recording has disadvantages in its use because students do not get direct feedback from the teacher so that self-evaluation is only carried out according to student abilities.

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CHAPTER I

INTRODUCTION

This chapter describes some steps of the research they are background of study, research question, research aims, significance of research, and research terminologies.

A. Background of Study

Language is essential to communication for humans which is used every day to convey meaning both in spoken and written form. Apart from mastering the mother tongue, it is also important to master English as the primary language of global communication, and individuals who are proficient in it can communicate effectively with people from different cultures and backgrounds. Speaking is one of the fundamental skills that someone must develop since he must communicate in real-life situations, most importantly for English Students in university. Without mastering speaking skills, the message in a communication will not be conveyed properly. Luhman (2011, as cited in Kurniati, 2016) stated communication consists of some different components: information, messages, and understanding. Communication is considered to be going well if the information can be understood. This means that communication plays an important role in speaking to determine language by both the listener and the speaker.

In reality, when it comes to learn to talk, most students confront challenges such as lack of confidence, shyness, and quiet, all of which obstruct natural communication. They often make mistakes and did not to speak while trying to communicate in English. This is due to their fear of mistakes in pronunciation and lack of word choice. In addition, Harmer (2007) said that the influence of the environment that does not use English as a necessity is also a factor in the difficulty of students in mastering English well.

To improve students' English speaking skills, it needs a creative and innovative approach. There are many ways that self-taught students can use to improve their speaking skills, especially as more and more technology can help their development. Students can use technology to support the pedagogical goals of the classroom. Apart from that, this technology can also be used anywhere, not just in the classroom. Abbott (2003) said that the existence of technology brings change which is significant in the world of education. He added, Technology provides color different in the literacy process. Large space without the limits in using technology provides new direction for students in the literacy process. Learning using technology is also growing rapidly. Since the COVID-19 pandemic and technological advances, many alternatives have been found for students to improve their English practice, one of which is video recording.

Video recording can be used to improve students' speaking skills as it allows them to see themselves talking and is essentially a more effective version of speaking in front of a mirror. Students can use their phones or other device to

record themselves while speaking English. When watching the recorded video later, students can quickly assess their mistakes. They can realize errors in pronunciation, grammar, vocabulary, speech styles, facial expressions, and other areas. Many researchers, such as Derry (2010) and Greenwalt (2008) also argued that video provides important audio and visual information to help students reflect on and improve their communication skills.

Students can use this opportunity to learn how to build their fluency and correctness so as to avoid mistakes. Then, by continuously repeating the video recording, it can help students speak freely by expressing creative and innovative views and opinions (Willerman, 2011). In arranging the project on video recording, Nikitina (2009) believed that a project on video promotes students' confidence, autonomy, and communicative skills. Moreover, students can learn and memorize a lot of vocabulary when preparing what to say in the video.

In terms of using video in learning to speak, some studies have been conducted, such as Mutiara (2019) did a research entitled: *“The Effect of Video Recording Task to Improve Students' Speaking Skill of Descriptive Text (A Quasi-Experimental Research at The Tenth Grade of SMK PGRI 1 Kota Bogor Academic Year 2017/2018)”*. Her study is different from this study in terms of the method using. The method used in his research was a quantitative method with a quasi-experimental study as the research design. While in this research, researcher used qualitative method for knowing their opinion after using video recording.

Another previous study had been conducted by Sumardi (2020) titled “*Digital Video Project: An Authentic Assessment to Assess Students’ Speaking Skill*”. He involved 25 participants from non-English departments and data was gathered from a speaking rubric and an open-ended questionnaire administered to students. The findings indicated that digital video projects enhance students' abilities to create an appropriate introduction and foster their creativity in making engaging videos. The gaps found in the previous study are in terms of sample because in this research, researcher involved participants from English departments in Islamic University Stated of Ar-Raniry Banda Aceh.

In this study, the researcher focuses on English Department students who have never used this technology. The researcher as a student in the English Department has also made video recordings during the pandemic to complete campus assignments and this method has continued in several courses after the pandemic. She realized that increasing vocabulary and pronunciation in speaking was much better with video recordings. The researcher conducted a self-evaluation by looking at the recording so that she known her own mistakes. Based on this experience, she wanted to conduct the research which focuses on using video recording to improve students’ speaking skills.

B. Research Question

Regarding the identified problems stated previously, the researcher formulated the question that what are students’ opinions on the use of video recording in improving their speaking skills?

C. Research Aims

Based on these problems, this study aims to find out students' opinions regarding the use of video recording as a medium for improving speaking skills.

D. Significance of the Research

1. Students

Students are expected to improve their speaking skills and increase their vocabularies knowledge and pronunciation by using video recording and they are expected to enjoy speaking English.

2. English Teachers

This study hoped to help teachers get more information about the use of video recording to teach in speaking class and make it an alternative to holding students to always speak English. In addition, teachers can apply it in their classrooms to make the teaching-learning process more active and creative

3. Institution

The result of this study can be used as a new creative and innovative medium in teaching another language. This media also can be used as a new curriculum in the process of teaching-learning to make study more interesting.

4. Future Researchers

The result of this study can be used as a reference. It is hoped that it can give more information and knowledge about video recording as a media alternative for developing creative and innovative teaching skills.

E. Research Terminologies

There are some terms used in this research that need further description to avoid readers' confusion

1. Speaking Skills

Speaking skill is one of the important aspects of life, especially in terms of socializing with fellow creatures. According to Channey (1998, as cited in Ani D. Wahyuni, 2016) stated that speaking is the way to build and share a meaning through the use of verbal and nonverbal symbols in a variety of contexts. It means speaking is a productive skill of conveying meaning through utterances. Richard (2008) argued that speaking is essentially being together, investigating ideas, acquiring something accomplished, or subtracting various aspects of the world. It indicates that the ability of learners to speak precisely or fluently will facilitate their ability to communicate and develop their ideas. In short, speaking is the process while speaking skill is the ability of speaking that can be improved through language learning process.

In this study, speaking is defined as a process for expressing what is on the students' mind by using language orally to reach an understanding that can be

understood in speaking skills, so the meaning of the content conveyed can be clearly understood by other EFL students.

2. *Video Recording*

Odhabi & Nicks-McCaleb (2009) said that video recordings are student projects that are completed through the creation of informative video content by using a camera phone or another device. Albert Masip (2013) explained that video recording is a project that offers tools for the creation, indexation, publication, and broadcasting of audiovisual resources. It means video recording used as a medium to enhance students' capabilities to communicate and to contribute the better quality learning and to improve the learning process using short audiovisual pieces.

In this research, what is meant by video recording is audiovisual media used by students to improve the quality of structured speaking which is used as a guide in explaining information in detail that using a cellphone camera without the need for editing. In the process of the project, the teacher asks EFL students to answer several questions and express their opinions personally via video recording.

CHAPTER II

LITERATURE REVIEW

This chapter explains about the theory that used in this research. It covers brief discussion of English speaking skills and video recording.

A. Speaking Skills

1. The Concepts of Speaking

Adi Nugraha (2018) defined speaking as the ability to express oneself. Speaking is related to what is seen, felt, heard, and expressed in the form of words. Speaking is also referred to as the act of reporting through spoken words with the ability to speak. Speaking is a functional oral language skill in every human life. By talking we can obtain and convey information. From the understanding above it can be concluded that speaking skills are the ability to express ideas, information, and feelings using language orally, so that we can interact with other people in everyday life. Another description comes from Harmer (2001), who claimed that three strategies—introducing a new language, practice, and communicative activities—can be used to improve speaking abilities. There is a find and implementation process when speaking English. The adoption and use of this foreign language will broaden communication options. Because of that the use of English can change the communicational environment.

According to McDonough and Shaw (2003), there are many motivational speeches that involve the communication of thoughts and opinions: speaking with

the hope or desire to achieve something; negotiation and/or settlement of certain problems; or building and maintaining social bonds and friendships. Speaking definitely, accurately and fluently is very important because it will help us get a positive response from the audience and improve communication.

However, for Indonesians, speaking English fluently is a tough challenge because we did not use English as the language of communication every day. Lai-Mei Leong (2017) stated in her research that speaking is a regular problem which is studied by language learners. Many students claim that despite years of study, they are still unable to talk and be understood in English. In the absence of English-speaking communities, students are unable to apply their English in authentic contexts. Furthermore, their restricted classroom time deprives them of opportunities to freely and creatively express their ideas. The English language barrier is exacerbated by various other factors that hinder their ability to communicate, including internal factor either external factor.

Based on the explanation above, the writer concludes that speaking is a way of expressing what we felt which is then materialized as spoken language processes between two or more people. It means if the speaker conveys the information, idea or opinion, then the listener can understand the meaning of conversation directly. On the other hand, in the process of improving English in the environment, the government, teachers and related institutions must improve and create the quality of the English language learning environment to a much better standard in order to create qualified human resources in a future.

2. The Component of Speaking

Fulcher and Davidson (2006) identified five components of speaking skills; grammar, vocabulary, fluency, comprehension, and pronunciation that must be mastered by students. These are the basic things to be mastered in speaking. However, for someone who wants to improve their English, it is better if he continues to use his English even though he have lack of vocabulary, so that English will remain familiar in everyday life and it can gradually exchange their ability to speak.

a) Pronunciation

According to Fulcher and Davidson (2006) pronunciation is the way for students to produce clearer language when they are speaking. The aim is how students are able to pronounce an English accent that can be understood by people who hear it. It is not the objective of pronunciation instruction to require students to imitate the phonetic patterns of native speakers. The true objective of oral communication ought to be the attainment of intelligible pronunciation. In order to alter their pronunciation of English words, learners must modify their cognitive processes regarding the phonemes associated with those words. Therefore linguistic patterns in English pronunciation are very influential in avoiding misunderstandings in communicating.

b) Vocabulary

According to Alqahtani (2015) vocabulary is the total number of words needed to communicate ideas and express the speaker's meaning. He also stated that even if a person can construct sentences in accordance with grammar rules, there is no value if they are unable to comprehend the vocabulary used to convey the intended meaning. Prioritizing the mastery of vocabulary facilitates the process of mastering grammar. The increase in vocabulary mastery facilitates the ability to speak a greater number of words. It means that serves as the foundation for English language mastery. Supporting the previous statement, Mutiara (2020) stated that without vocabulary someone cannot speak, listen, read or write in the language.

c) Grammar

According to Greenbaum and Nelson (2013), grammar is the body of rules that enable us to group words in our language into bigger units. It implies that grammar is made up of rules that are used to put words together into sentences in both written and oral forms. The purpose of using grammar is to arrange sentences to get meaning based on the context. These three components are categorized to complete the accuracy elements.

d) Fluency

Fluency is the accuracy and efficiency with which you express your ideas, particularly when speaking. Fluency typically refers to the ability to speak

freely and uninterruptedly without having a small number of pauses and repetition of the word. Kormos & Dénes (2004) say that fluency is when the speaker speaks fluently and flows easily. The term smooth and easy flow here means the situation in which the speaker speaks the rate of speech is constant and does not pause for long. If someone speaks with a lot of stutters, that will affect the speed of speech. Meanwhile, the longer the pause the speaker makes, the speech will not flow easily which interferes with fluency. This becomes one of the clues to see someone's fluency or not in communicating.

e) Comprehension

Hornby (1995, as cited in Ew Saputra, 2017) asserted that comprehension refers to the ability to grasp and comprehend information, and it involves activities that aim to enhance or assess one's understanding of a language, whether in its written or spoken form. Comprehension is the capacity to take in and analyze long lengths of discourse in order to construct representations of sentence meaning. It follows that in speaking, comprehension refers to the speakers' understanding of what they are saying to the listeners in order to prevent information from being misunderstood; its purpose is to enable the listeners to quickly understand the information from the speakers even though the procedures are difficult.

ComShipley, and McAfee (2004) said that Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. Without a substantial amount of practice and

introspection, it is very difficult to make students' speech natural and normal. In addition, the accuracy of grammar, vocabulary, and pronunciation becomes a significant problem when speaking. According to Thornburry (2005), the term veracity appears to encompass more than this. Specifically in speaking, accuracy means avoiding or minimizing errors in grammar, vocabulary, and pronunciation. As a result, it is clear that acquiring a language cannot be considered simple, as fulfilling the aforementioned requirements requires a great deal of practice.

Practice is one of the keys to improve speaking skill. Participation by at least two individuals is commonly required for speaking exercises. Students who lack confidence will feel uncomfortable when required to practice English with others. According to Hughes (2010), speaking differs from writing because when we communicate, we do not plan and edit what we will say. Moreover, he asserts that speaking is risky because we cannot alter our work afterwards. Therefore, in helping to relieve language, the teacher gives students tasks, whether they are done directly in class or tasks that are practiced outside the classroom.

3. Challenges Faced in Speaking Skills

The researcher identified several challenges that students frequently faced while learning to communicate in the classroom. The issues are classified as either internal or external in nature. The external challenges, which are environmental in nature is to restricted availability of opportunities to instruct students in speaking

abilities. Students encounter challenges in locating a conducive environment to enhance their speaking abilities due to the prevalence of activities conducted in Indonesian contexts that primarily utilize their native language, Bahasa. According to Harmer (1991), there are several justifications for students employing their maternal tongue in the classroom. First, if the students are unfamiliar with the subject, they will employ their native language to simplify the questions. Second, if the teacher does not require them to speak English, they will utilize their native language. Finally, the instructor will frequently use the student's native tongue to make the task more comfortable.

Students' limitations in using English due to students live in environments where English is not needed. This circumstance is attributable to the fact that English is a foreign language in Indonesia and is not utilized in all spheres of existence.

Moreover, the internal issue pertains to the students themselves. Specifically, they lack sufficient motivation to engage in regular speaking practice, which consequently hinders their ability to employ the language accurately (Hosni, 2014). Furthermore, they encounter certain challenges when attempting to communicate in English. The individuals disclosed that they were uncertain of their remarks, unprepared, anxious, and fearful of making errors, or lacked self-assurance (Wang, 2014). Furthermore, it has been suggested by Gardner and MacIntyre (1993, as cited in Aydın, 2009) that certain students might experience communication anxiety. A communication apprehension is the irrational dread of

engaging in direct interpersonal communication. Teachers have implemented a variety of solutions to the aforementioned issues, including the use of technology. In recent times, technology for language instruction has had a significant impact on the field of education, particularly the teaching and learning process. Students may develop a greater interest in learning as a result of the engaging learning activities that technology can facilitate.

B. Video Recording

1. Video As Learning Media

Technological advancements facilitate the English language learning process for students. In this modern era, teachers usually combine their lessons with any media to improve students' language ability. Media helps the teacher inform the knowledge to the students. Arsyad (2020) implied that instructional media consists of the instruments used to transmit the contents of teaching materials. Including speaking material, they need the technologies as a part of supporting students to speak. Video recording as one of the technologies is an appropriate media that can be used to develop the students' speaking skills (Gromik, 2015); since they can see their own reflection just like normal speaking in front of a mirror but in a better version.

The use of video recording is not only specifically for online learning, but has also been implemented in offline and blended learning processes. The video referred to in this research is a video recording assignment where the use of video in the teaching and learning process involves students being more communicative

in expression. Videos can help teachers and students in developing innovative and creative teachers and students in teaching and learning processes. Besides this, the implementation of video recording, as described by Masats and Dooly (2011), is very popular due to its accessibility, low cost, and ease of use.

The learning process using video recording is one way for students to practice language skills. It cannot be denied that there are still many students who find it difficult to communicate in English fluently. This can be caused by several factors, namely lack of vocabulary, lack of knowledge of grammar, and bad pronunciation. In addition, they are afraid to speak English for fear of making mistakes, afraid of being ridiculed or laughed at by friends, nervous to speak, not used to speaking in class, difficult to express words or sentences, and confused about how to use the right words (Harmer, 2007). Therefore the use of video recording via self-reflection is needed to deny it on their selves.

Self-reflection is widely recognized as a desirable learner quality that can promote deep learning (Chau and Cheng, 2009). When students practice speaking using video recording, they will engage in self-reflection on the video results. Self-reflection gives students the opportunity to practice communicating on their own. Prior research from Lee and Wu (2006) on video studies indicated that students gain a deeper understanding of themselves during the learning process due to the unique opportunities presented by video data, which enables individuals to physically ruminate on their experiences. To produce the best video recording, students need to shoot the video more than once. Ammar (2006) thinks that the

Small talk methodology by using video recording is an effective way to encourage students to increase their speaking fluency and accuracy.

2. Strategies for Recording Video

To start with, students can start by self-video recording the topics they are familiar with, such as ‘tell me about ‘daily activity’ as it can boost their self-confidence. In my experience, the teacher sets a specific topic, or asks students to choose one of the topics to be discussed. From the chosen topic, students are asked to develop it in the form of a narrative which will then be presented through self-video recording. Besides that, students are also given a maximum of a week to do it, so that they can do it to the fullest and can be completed anytime and anywhere. According to Robertson (2009) to improve English, the students have to practice three times a week. In the process, Lots of practice and preparation can increase students' confidence in communicating using English. So they do not hesitate to talk in English to other people, at least about the topics they learn.

Follow Derry's (2010) opinion, there are some strategies that student need in process recording;

1. Outline Preparation

Students need to choose the topic that they want to discuss. After choosing a topic, students need to find information about the topic they want to discuss and record some important things in outline that they want to discuss so that the speech results are satisfactory.

2. Setting up the Video Recording Tool

Before recording, it is important to configure the instrument with which you will record your performance. Checking the illumination, sound and duration of the recording device is very important, because these factors determine the quality of the video recording.

3. Build Students' Analysis

After finishing the record, students do self-reflection to see the results of the video recording. In this process, of course the students were dissatisfied with the first results, be it because they felt the pronunciation was not quite right or something else, so that students would retake the video several times over the record. To improve effective speaking skills, there are many things that must be considered, both internal and external factors.

3. Factors affected by using Video Recording

Norwell and Rahayo (2018 as cited from Soraya, 2022) examined that video recording is that makes students happy to do this. The encouragement of students to practice English easier it is because of several factors effect when recording video;

1) Self-Reflection.

Video recording has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce deep learning (Chau and

Cheng, 2009). Students were able to view and replay the video recording of their speaking performances numerous times because it was captured. Therefore, the students conducted self-evaluations as well as assessments of their peers. Students became self-critical as a result of their ability to identify their flaws and track their progress. This is how students should continually evaluate their deficiencies in vocabulary, pronunciation, and grammar.

2) Self-Confidence

In order to achieve the best results, students sometimes record their videos multiple times during practice. This allows them to practice more than once at the same time they retake the video, thereby enhancing their speaking ability and pronunciation. The better the use of vocabulary, pronunciation, and grammar, the more confidence students will have in practicing English.

Speaking in front of the camera during the video recording process is also effective for boosting students' confidence. (Bell and Bull, 2010) explain that one of the advantages of using video recording is that it can boost students' self-confidence in learning, as students will become more aware of their weaknesses through the use of video recording. Additionally, students can collaborate with peers, which can motivate them. (Aksel and Karahman, 2014) argue that students will be motivated to collaborate in the innovative video results.

3) Motivation

Apart from suggestions from collaborating with friends, feedback from the teacher is also one of the reasons for creating student motivation in the video recording process to improve speaking skills. (Broady, 1998) explains that because of video, the learners have a motivation to communicate with each other and with the teacher. Related to this opinion, the example can be seen in the speaking class using video recording, the teacher was able to comment on the students' performance and students also can ask the teacher for the additional comments and suggestions in the evaluation session. This situation showed the good interaction between students and teachers.

4. The Advantages and Disadvantages of Using Video Recording

The usage of video recording task has some benefits to some principal in teaching English speaking skills. There are;

- 1) The video recording can be done outside the English lesson period in school to be more flexible for students. Simply, it can be done anywhere and any time within the agreed time period (Yaman, 2016)
- 2) Using video recording can allow students to rehearse, receive the feedback, and engage with the language.
- 3) Using video recording makes students enable to self-evaluation and self-reflection because it provides more time to expose speaking, which usually is limited if only doing it in the classroom (Dal, 2010).

- 4) Using video recording allows students to prepare their speaking activity by writing a dialogue or a brief discussion and recording it. Students will interact, share knowledge, and be more active in their performance as a result of the learning process.
- 5) The use of video recordings helps students increase motivation and self-confidence in practicing speaking English, students can freely express their body language.
- 6) If video recording used by teachers to implement it as a medium in class, they can keep class engaged during the teaching and learning process.
- 7) Using video recording as a medium, helps students to improve aspects of speaking such as fluency, and increase vocabulary in their learning

On the other hand, the use of video recording also has disadvantages it requires adequate equipment, such as cameras, batteries and memory cards, a good internet network that can be expensive, bulky or unreliable. Apart from that, using video requires a clear audio and lighting, so students have to really pay attention of these problems. Therefore, students should record in a quiet place with adequate lighting.

For addition lack of access to media and technology is a challenge in implementing video recording because it needed more time to use the media for students who did not use it before. There are also some things come from beyond students' control such us unsupported networks, inadequate phone memory and battery or other external disturbances like rain or noisy (Sahin & Secer, 2016).

Then there are concerns that the use of video recording without preparation can cause students to make mistakes in choosing the right vocabulary so that detailed understanding and great curiosity are needed from students as a form of reflection in improving the quality of their speaking skills.

C. Relevant Studies

There were some previous findings have relations to this research. The first research conducted by Saudi S (2019) did a research entitled: “*Improving Students’ English Speaking Skill by Using Their Speaking Video Recording*”. By implementing the video recording as a medium in speaking class, there was a significant improvement and progress of first semester students of class A English Language Education Department at STAIN Mandailing Natal in the class by the group. The above research and this research both use video recording as one of the media used to facilitate the improvement of English language students. His study is different from this study in terms of the subject of research and the way of taking video. His study got students of first semester to make a video independently in a group then other members of other group could watch it, meanwhile this study gets the students of third semester to make independently a speaking video recording by themselves and the video results can only be seen by members of their own group which consist of 3 people.

The second research conducted by Gromik (2013). This was “*A Case Study to Investigate Students’ Use of Cell Phone Video Recording Feature to Improve Oral Performance as Well the Students’ Perceptions on Using This Cell Phone*”

Feature for Learning.” Nine Japanese students utilized mobile phone videos to compose 30-second English monologues as part of the fourteen-week study. Data was gathered by the researcher via interviews, surveys, and observations. The results of the study indicated that participants select a broader variety of items and utter more words within the allotted time. These indicate that students agreed that using video recording were fascinating and useful tools for enhancing language learning, and that students' oral production in English increased. This research used a long period of 14 weeks to see the success of cell phone video recording with a monologue video duration of 30 seconds through observations, interviews and surveys. Meanwhile, this research requires approximately 3 meetings to implement the video recording in each week which are then accompanied by interviews to know students' perception of using video recording.

The third study conducted by Nirmawati (2019) entitled "Using Smartphone Video Recorder as A Tool to Improve Students' English Speaking Skill (A Pre-Experimental Research Design at The Tenth Grade Students of SMAN 9 Makassar). Nirmawati's study used a pre-experimental design with a purposive sampling technique, while in this study the making of video recordings was not related to any experiments because this study used video recordings at every stage. Both studies aimed to determine that the use of video recordings as an effective tool to improve students' English speaking skills in several areas of speaking skills. Based on this study, teachers and students can use video recordings for a more active teaching and learning process.

CHAPTER III

RESEARCH METHOD

This chapter explains the description of the steps that were taken to conduct this research. They are: (a) Research Design, (b) Population and Sample, (c) Technique of Data Collection, and (d) Technique of Data Analysis.

A. Research Design

According to Darmadi (2013), the research design is a scientific way to obtain data for specific purposes. There are two methods in research design, qualitative and quantitative methods. According to Creswell (2012), qualitative research is a means of exploring and understanding the meaning that individuals or groups ascribe to a social and humanitarian problem. Qualitative research related to the ideas, perceptions, opinions or beliefs and motivation of the people being studied and all of them cannot be measured with numbers and it required smaller sample sizes to enable in-depth examination of data. The goal of qualitative research is to find out how they explain their experience, how they shape the world, and identify their experiences (Merriam, 2009). This research is included in the qualitative descriptive category because the focus of this research is to examine and understand the meaning that students give to the results of the students' video recording implementation. Specifically, this research was to explore qualitatively the implementation and the result of the students' self-record video in the self-learning process.

In other hand, the researcher chose interviews as a form of survey design from the process of video recordings which the researcher asked students to carry out because they had no experience in this type of study.

B. Research Participants

The population of this study was third-semester students, batch 2022, of the English Department of Ar-Raniry State University who learn at advanced language skills class. From six class of advanced language skills class, the researcher chose a class to give tasks on using video recording. This class was chosen because the learning focuses on improving students' speaking skills. This class has 15 students consisting of 12 girls and 3 boys. Then researcher chose 6 of them after assessing their score from video recording. The researcher chose 6 students to serve as participants for interviews who were selected based on the score of the students' video recordings.

C. Technique of Data Collection

Data collection techniques refer to the methods used to gather and analyze various types of data. In collecting the data, interview was chosen as a supporting instrument to assist this research. Interviews were conducted after video recording as a medium used to improve students' speaking skills.

The researcher asked every student to make a video, at least once a week for a period of three weeks. In the video, students talked about various topics and answer narrative questions that have been determined by the researcher, such as

self-introduction and daily activities, questions about family and friends. These tasks were given to make them practice English by themselves and make them able to speak English. As Hunter (2012) said the Small Talk methodology is a good way to motivate learners to improve their speaking accuracy and fluency. The duration given is around 1-2 minutes for each video. The videos were taken using the students' phones and were collected by sending in WhatsApp group.

From 15 students, the six students were selected based on their scores after assessing the results of their videos based on Verner's rubric. This was done so that the data can be trusted analyzed so that the results can be pictured out. In implementing video recording, several aspects are assessed, namely pronunciation, vocabulary, grammar and fluency. The interview provided the researcher an opportunity to listen to the views or experiences of the respondents and asked investigative questions to explore more ideas (Harding, 2013).

To gather responses from the students, the researcher administered a structured of interview. A data collection method known as structured interviewing involves the interviewer preparing an interview guide before conducting the interview. Braun & Clarke (2013) stated that all the students were asked the same predetermined questions in the same order and they were rated with a standardized scoring system regarding the students' opinions on the use of video recording to improve their speaking skills.

D. Technique of Data Analysis

The procedure of methodically organizing the interview, transcript, field notes, and additional materials is referred to as data analysis. According to Miles (2014) data analysis consists of three stages: data organization, data summarization, and data evaluation. First, the researcher classified the data which described the process of selecting, focusing, and summarizing the raw data from the interviews. In the summarization section, the researcher summarized the data according to the research objectives. Lastly is evaluation by verifying the conclusions obtained from the interview then she did data interpretation and drew the result.

The result students' videos were processed using the rubric from Verner's *How to Evaluate Speaking*. According to Verner (2017), the researcher assessed students' speaking abilities using a rubric, which is a table with category columns in even numbers (four columns is the minimum).

Table 1
Verner's Rubrics

The category	Need Improvement (1 point)	Fair (2 points)	Good (3 points)	Very Good (4 points)
Pronunciation	Hard to understand, too much silent, unclear	Sometimes unclear, but generally good.	Good pronunciation, do not disturb the clarity of the words	Good pronunciation, do not disturb the clarity of the words

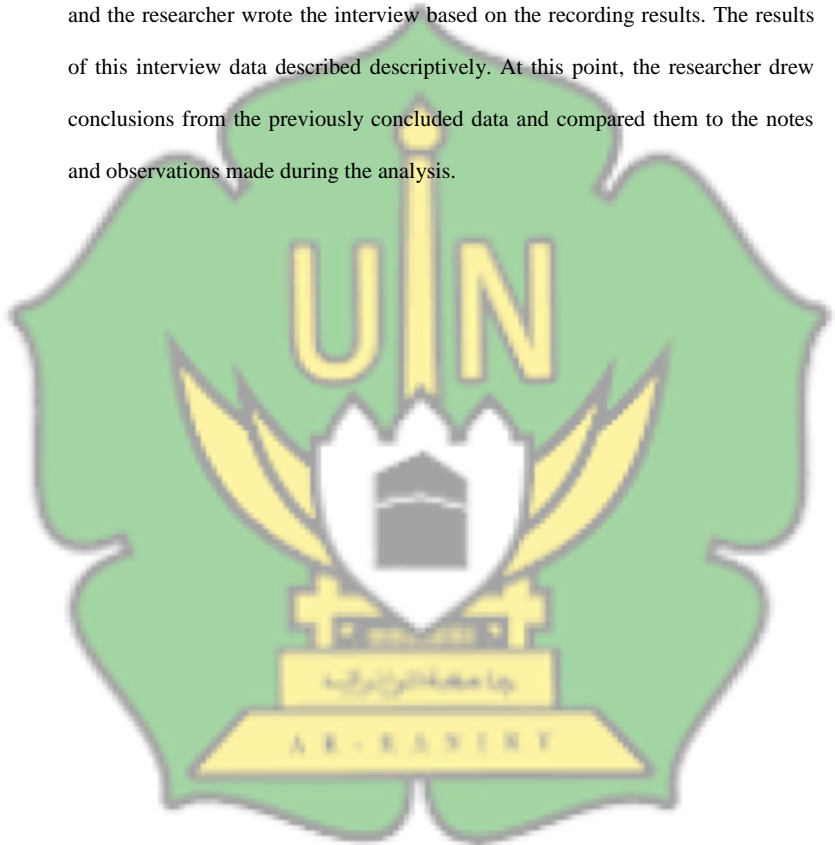
	pronunciation			
Vocabulary	Lack of vocabulary to express ideas, lots of pauses to think	Able to use production vocabulary to some extent but still repeating the same words and cannot talk more about ideas.	Use specific vocabulary instructed in the semester. Use vocabulary appropriate to the contexts in which they are speaking. Level of vocabulary Able to produce a good level of vocabulary without prompting they are performing in this area.	Wide variety of vocabulary, accurate, impressive use of vocabulary, Use the vocabulary learned inside and outside class.
Grammar	Have difficulties expressing ideas caused by grammatical errors	Able to express ideas but with inconsistent structure and tenses.	Able to express ideas well but often make errors in the tenses, able to correct them, though	Able to express ideas easily In good structure and tenses.
Fluency	Very slow	Slow speech	Able to	Almost all of

speech, nervous, and unsure. Had a short expressions and hard for listener to understand	and often unsure. Some sentences are not complete, but able to continue talking	produce an almost perfect speech but sometimes there is a kind of hesitation and it does not run smoothly. This may be caused by changing or trying to find the words.	the speech is like or close to a native speaker
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All of the videos were put into the rubric and the pronunciation, vocabulary, grammar, and fluency are scored. Each category has four points, they are: one points (Need Improvement), two points (Fair), three points (Good), and four points (Very Good). Each video of each student was given a point (from one to four points) in each category. The highest point is sixteen points while the lowest is four. The scoring result was transferred into a graph so that the result can be seen clearly, whether there was an increase, decrease, or no change after the student practiced English through video recording.

Conducting the interview, the researcher prepared a set of questions that would be asked to the English students. They assessed with a standard assessment system regarding students' opinions about using videos to improve their speaking skills. In this case the researcher interviewed 6 informants of 15 students. These 6

informants were divided into 3 categories; 2 students with the highest scores, 2 students with medium scores and 2 students with the lowest scores. After that, the researcher asked a series of questions to the selected informants while recording and the researcher wrote the interview based on the recording results. The results of this interview data described descriptively. At this point, the researcher drew conclusions from the previously concluded data and compared them to the notes and observations made during the analysis.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the research and its detailed discussion. The finding explains the result from the process of recording and data reduction. It describes the result of what the researcher saw, heard and thought while doing an interview. Furthermore, the discussion section highlights the correlation between this study's findings with the existing theories of this study's framework.

A. Research Findings

The purpose of the research finding is to address and clarify the answers to the research problems outlined in the first chapter. These findings were obtained from analysis of data collected through interviews. The participants consisted of 15 students who were asked to do a video recording and 6 people were selected to be interviewed based on the results of the scores taken during the video recording. The video recording process was carried out for three weeks starting on February 12th, 2024 and ending on February 26th, 2024. Whereas the interviews were conducted in a week, starting on April 25th, 2024 and ending on May 3th, 2024. The participants were six students who are from the 2022 batch at the Department of English Language Education of Ar-Raniry State Islamic University.

In presenting this study's results, the researcher included all video recording scores from 15 students and identified 6 students who conducted interviews as

student-1, student-2, student-3, student-4, and student-5, and student-6. The remaining students who were not interviewed were identified as student-7 and so on until student-15. The scores were put into the table. The tables with the scores were then transferred into graphs. See the tables below;

Table 2
Students' Score

No	Name	Video 1				Video 2				Video 3				Score	Average 3 weeks
		Pr	Gr	Vc	Flc	Pr	Gr	Vr	Flc	Pr	Gr	Vc	Flc		
1	Student-1	2	4	4	3	4	3	3	4	4	3	4	4	42	14
2	Student-2	3	2	4	3	3	4	3	4	3	4	4	4	41	13,6
3	Student-3	3	3	4	3	3	3	4	3	3	3	4	4	40	13,3
4	Student-4	3	3	3	3	4	4	3	3	3	3	4	4	40	13,3
5	Student-5	2	2	2	2	3	2	2	3	3	2	3	3	29	9,6
6	Student-6	1	2	3	2	2	2	3	3	3	2	3	3	29	9,6
7	Student-7	1	2	3	3	2	2	3	3	2	3	4	3	31	10,3
8	Student-8	2	2	2	2	2	3	2	3	3	3	3	3	30	10
9	Student-9	3	2	2	2	3	2	3	3	3	2	3	3	31	10,3
10	Student-10	3	3	3	3	3	3	4	3	3	3	4	4	39	13
11	Student-11	2	2	3	3	3	3	3	3	3	3	4	3	35	11,6
12	Student-12	1	2	2	2	2	3	3	3	3	3	3	3	30	10
13	Student-13	2	3	3	3	3	2	3	3	2	3	3	3	33	11
14	Student-14	2	3	4	3	3	3	3	3	3	3	4	4	38	12,6
15	Student-15	3	3	3	3	2	3	4	3	4	3	4	3	38	12,6

The interview session is conducted to find out how the students' perception on the use of video recording and to know is video recording able to develop their speaking skills. Students are interviewed with some questions that relate to their experiences during using video recording in learning. Each participant has around 10-15 minutes to respond to the questions, and they all have the same set of questions to answer. In addition, based on the interviewee's agreement with the

issue, certain more questions are asked to dig deeper into the topic. Students were asked questions about how they feel when speaking English by using video recording, their challenges and experiences using video recording, and the effect and impact of video recording on their speaking skill development.

1. Students' Challenges In Speaking Skills

This section describes the students' challenges in speaking skills. The challenges in speaking make someone lack speaking proficiency. Based on the results of the interview, all students faced some challenges when starting to speak English. There are two categories that form the basis of the problem, which are linguistic and psychological

a. Linguistic

1) Vocabulary

This is caused by several factors, as stated by students-4 and student-6 that lack of vocabulary is the main cause of the difficulties in speaking. They said:

S-4: "When I start speaking English, I feel my vocabulary is too minimal, so I need a lot of pauses to think before conveying what I want to say".

S-6: "I don't feel confident in speaking English, because I'm still confused about using appropriate vocabulary and I also feel limited by the number of vocabulary I know".

The lack of vocabulary creates a sense of self-doubt so that the choice of vocabulary is no longer appropriate to the intended context and makes students

blank in speaking. The first student also mentioned that the lack of vocabulary was due to lack of practice speaking English.

S-1: “Before I practiced English well, I really had challenges in conveying something. Learning from that, I am determined to practice English in my daily life”.

2) Pronunciation

Pronunciation is often one of the most challenging areas for non-native English speakers. English, with its intricate phonetic structure and complex pronunciation rules, can present unique obstacles. Student-2 said:

S-2:” I know that good pronunciation makes the process of speaking easier, but I still find it difficult to spell out clear articulations because as we know English is read differently than it is written, so I sometimes make mistakes in pronunciation”.

The second student complained that he felt that the biggest challenge in linguistics for him was pronunciation. This is because there are many words where the stress changes and the words themselves change when the tense changes. In other hand student-3 mentioned that the influence of bilingual in our society makes it difficult to convey pronunciation clearly, she told:

S-3: “For me pronunciation is the most challenging, especially since English is not the mother tongue in our environment, and I didn't learn English directly from a native. Because of this, when I speak, many of my friends correct my words directly”.

Two of the respondents interviewed say that it is hard to pronounce English words correctly because the way English words are written is different from the way they are pronounced. The respondents state that this is different from Indonesian in which what is written is the same with how to pronounce it. Besides

that, the stress and intonation for English words is different from the students' mother tongue.

3) Grammar

Just like other languages, English also has a language structure. English students are often hampered by this problem. As student-5 stated she always thinks of mistake in grammar, she said:

S-5: "I was very afraid of making grammar mistakes, when I thought about this I didn't dare to speak again. Even though many people told me to say what you want to say, don't think about grammatical errors".

As stated by Zam-zam F, et al (2021) that grammar contributes to speaking skill, but it is not the main predictor of speaking skill. There are other aspects affecting the students' achievement in speaking skill. Those aspects are vocabulary, pronunciation, fluency, and comprehensibility. Richards and Rodgers (1986, as cited in EW Ningsih, 2017) said that feelings obtained in the process of language development have a high affective filter, thus inhibiting language acquisition. So it can be concluded that the challenges felt by EFL students cause the linguistic aspect to be constrained.

Linguistic aspects can be categorized as external factors of challenges faced by EFL students. This is due to the lack of use of English from the surrounding environment and the influence of the mother tongue used in the English learning process. From the data obtained, all students have challenges in linguistic problems. The challenges faced affect their performance in speaking English, therefore there needs to be an effective strategy or alternative media that can help

students improve aspects of language so that students can improve their language skills.

b. Psychological

The existence of external factors also influences the psychological aspect or internal factors faced by EFL students in the speaking process. Juhana (2012) stated in her study that some psychological characteristics, such as fear of making mistakes, shyness, anxiety, and so on, impede students' ability to speak English in class. It implies that a student's success in speaking performance is driven not only by a lack of linguistics knowledge but also by psychological factors. These are outlined in further detail below:

1) Anxiety

Students have problems while speaking when there is nothing to say, use their mother tongue, inhibition, and low participation. Anxiety always hinders students from being active in speaking activity. Three of six students said:

S-1: "Sometimes on several occasions I feel nervous to speak English, I am afraid of making mistakes and feel embarrassed if the audience is too crowded. I know my shy personality is really unsupported when it comes to sharing opinions in front of an audience".

S-6: "I feel anxiety when speaking English because I am embarrassed if the word's spelling and word's pronouncing and vocabulary that I use are wrong. I also feel that my ability is still below standard"

S-4: "...every time I speak English I feel unprepared, that's why sometimes when I speak I feel shy and not confident, and you know what? When this happens, sometimes my speech goes out of context".

From the explanation of the three students above, it can be concluded that anxiety comes from the weakness of linguistic factors that students feel, especially their anxiety about incorrect pronunciation and vocabulary so that listeners do not understand what they are saying. On the other hand, anxiety can be caused by a shy personality to speak in front of a crowd. This shows how personal traits such as shyness can affect a person's ability to participate and interact with language-related activities.

2) Lack of Motivation

As reported from the student-5, she said that:

S-5: "... sometimes I feel that I lost interest in speaking because I didn't have friends to talk with or to practice English well and in my family only I focus on this study while the other family members don't understand English".

Then the student-3 also supported that she felt unmotivated because some reasons, there are:

S-3: I am unmotivated to speak English when I fail. I know that speaking requires effort, but sometimes the motivation is lost when the environment is not supportive."

From the interview above, psychological aspects greatly affect speaking activities in EFL students. Lauwtie (2004, as cited in Ester Maji, 2022) argues that challenges in speaking can be influenced by a person's emotional state, speech is often clearer when someone feels confident and relaxed than when they are less confident and anxious. Therefore, to increase self-confidence and relaxation, students need alternatives that train them to improve their speaking skills.

2. Video Recording as A Medium For Improving Speaking Skills

a. Strategies In Using Video Recording

This section presents the various strategies used by students during the process of using video recording that were conveyed by students during the interview. These strategies provide insight into how students try out the use of video recording to improve their speaking skills. From the interview, it was found that some students used outline preparation and set the camera before taking a video to get the clear of the video. Four from six students mentioned that:

S-1 "I used several strategies before taking the video recording, such as reading several references from Google that related with the discussion of the questions asked, retake more once video, and I think during the past three weeks, this really helped me improve my speaking skills in the video recording process".

S-2: "In my opinion, camera settings are very important in the video recording process so that the resulting video and sound are clear. As for the outline, I didn't have any detailed preparation. I only understand the questions well and answer the questions as best I can".

S-5: "I don't know what to say when I start speaking, so I write what I want to say on the paper then I memorize it. And when the video recording starts, I only look at the text occasionally, but I retake the video several times until I get a good result".

S-6: "Before starting to speak, I note down the details of the topic that I want to convey, because if you look at the question, it looks easy, but it is difficult to answer, so I have to note down the points that I want to convey."

It can be concluded that outline preparation and camera setting can help students in the video recording process, thus avoiding students from obstacles in speaking such as hesitation, or running off the topic. Other students also stated that in the process of taking video recording they didn't use outline preparation

but they tried to find a good time and place so as not to be disturbed by anything around them. Student-1 explained that:

S-3:” I try not to take a video recording in crowded places so that I can focus better and also to avoid going blank when speaking”.

S-4: "I record videos far from my friends' reach, so they don't bother me. On the other hand, I don't write an outline because sometimes what I want to convey is broad”.

From data above, each student had different ways of using video recording in learning compared to the other students. Four of them prepare the outline before taking video recording and also set up a camera. They do complex preparation for getting a good recording. While other students did not make any preparations before doing the recording, they just choose a good time and place when taking video recording for getting a good result and make them more focused without any disturbance.

b. Students' Perception On The Use of Video Recording

To find out how the implementation of the use of video recording as a medium to improve students' speaking skills, the researchers made an interview. There are six students who were interviewed and they have their own perceptions regarding the use of video recording for 3 weeks. Student-1 said that

S-1:”The use of video recording is almost the same as using a mirror to practice speaking English. Perhaps this media is more effective because it can be done anywhere”.

S-2: “I really enjoy speaking English by using video recording, it is like a new experience to me to practice my English well”

The statement from student-1 proves that video recording can be used by students as one of the media to practice English. On the other hand, the repeated use of video recording to produce good video results improves students' linguistic and psychological abilities, as mentioned by several students.

S-5: “.....by retaking video more than once for 3 weeks, I think using Video Recording can help me to pay attention and identify weaknesses in speaking without embarrassments”.

S-6: “What I get from using video recording is that I can self-improvement myself by being aware of vocabulary, grammar and pronunciation errors through re-watching the videos I made previously and retake a new video, and by recording video its help me to improve my speaking skills because it make me feel more confident to talk in English”.

S-4: “I really enjoy using video recording, but I faced challenges like I should retake two or more videos for completing it, because I think it's the first take, I got many mistakes in pronunciation, and I feel my speaking isn't clear”.

From the results of interviews with several students above, video recording can be done with several takes to produce a good video and according to what is desired. This also helps students in correcting mistakes in pronunciation of vocabulary and grammatical errors and also helps students get better vocabulary in each topic discussed in the video recording. On the other hand, video recording helps students be more confident in speaking English without fear of being judged by anyone. Wicaksono (2017) stated that the benefits of using Video Recording are that it can help students to pay attention and identify weaknesses in speaking without feeling embarrassed. They said that the learning process using videos can be done anywhere and anytime without having to do it in class. Finally, we get a good learning experience. By overhauling conventional classroom teaching strategies, adjusting instructions, and improving the standards of learning

experiences, online learning has changed the teaching and learning process (Sunardi & Lutfi, 2022).

On the other hand, watching and retaking video recording is one of the big challenges for EFL students, this is seen from the amount of time wasted when students retake or watch videos. As conveyed by student-3 that:

S-3: Sometimes I feel bored watching the videos that I have recorded, as well as retaking videos in order to produce good results. However, I still retake the video 2-3 times so that the results are satisfactory.

This demonstrates that students disagree, as they view the videos again in their spare time to identify the errors and attempt to correct them themselves. Students admit that watching their video recording during free time is a difficult task. Although many students are still hesitant to review their recorded videos, they demonstrate their passion for the learning process, as evidenced by their willingness to love practicing. However, all students thought that there was an improvement in various components of speaking, including vocabulary, grammar, pronunciation, and fluency. This was conveyed by students-4 and students-1 who felt that their vocabulary was much better.

S-4: “When I was first asked to make a video recording, I found it difficult to choose good vocabulary to make the topic discussed more interesting and without repeating words. It is because I don’t have a strong vocabulary, but in the second and third weeks, I felt that the vocabulary I used had improved since I prepared the topic discussed”.

S-1: “During video recording it is better to improve my speaking skill in all aspects, for specific one maybe vocabulary, depending on what I said before. If we want to speak a lot in front of a camera or people, we have to know a lot of vocabulary”.

A strong vocabulary is essential for effective communication and can help EFL students to express their thoughts and ideas more clearly. It can also increase their confidence in social and professional situations. As Alqahtani (2015) stated that a strong vocabulary is essential for effective communication. Vocabulary exposure increases with time spent using it. Simply put, the more students look up vocabulary and practice it, the more words they will know.

Student-2, student-3, student-6 mentioned that:

S-2: “previously, I was really insecure with my English Pronunciation. It was difficult to spell some words, but I felt that by using it, I got an improvement in my vocabulary.

S-3: “I try my best to spell a good pronunciation every week, so I think my pronunciation has improved after using video recording. I also had improvement in my fluency in a second or more of retaking video in each week”.

S-6: “I noticed an improvement in my speaking fluency, and I'm really happy for it because like I told you before that my ability is so standard and by using video recording, I think I can control my anxiety well.”

From the explanation of three students, they stated that there was a positive impact from using video recording. Student-2 felt an improvement in spelling their pronunciation, this was also acknowledged by student-3 by feeling an improvement in the pronunciation aspect and speaking fluency every week. Speaking fluency was also followed by S-6 who felt that she was starting to be able to control her anxiety when speaking English so that she was able to speak in front of an audience better. Meanwhile, student-1 felt that the improvement in grammar was not that significant because there was no feedback obtained from the teacher through video recording, as she mentioned:

S-5: “I try to recheck the grammar before taking the video recording, but not completely because of the limits of my knowledge”.

So from the results of the student interviews above, students still need feedback from teachers to check their grammar, while the use of video recording does not immediately get feedback from the teacher, but requires a week of checking if this video recording is indeed used as one of the tasks by the teacher, but if not, it will make it a little difficult for students to improve their grammar. Al Hosni (2014) said that good grammar helps a speaker clarify the time of whatever situation or activity he or she is speaking about, and this must be handled with grammar which is the use of tenses.

c. Challenges In Using Video Recording

Similar to the process of speaking English, students also face several obstacles in using video recording. These obstacles sometimes come from factors beyond the control of students such as unsupported networks, inadequate phone memory and battery, or other external disturbances such as noisy sounds in the video recording area, rain, and others. The same as what several students said in the interview results, they said:

S-2: “From these 3 video recordings, I always record on my friend's cell phone because my cell phone memory is inadequate, they told me that my phone storage was full”.

S-4: “I never take videos at home because it is too noisy near the factory, so I take videos after class on campus”.

S-5: “I had problems using video recording, for example, when it was raining and there was a commotion, I couldn't record so I had to wait for a safe situation”.

Based on the interview results above, the use of video recording has effectiveness on the improvement of speaking skills. This is because the process of participants who retake or re-watch the video recording to reduce and correct their own mistakes even though they do not get feedback from the teacher and have to go through difficulties in the process of making video recordings.

B. Discussion

1. Challenges In Speaking Skills

In this study, 15 students were asked to make video recordings for three consecutive weeks explaining different topics each week. In the first meeting, the researcher introduced the purpose and objectives of the research on video recording that would be carried out in the next few meetings. In addition, in this meeting, the author also held a discussion sharing about the difficulties faced by students when speaking. He explained to the students that video recording is a medium that can help them improve their speaking skills. This study asked students to convey their daily activities through the question 'what are your daily activities?' with a duration of 1-2 minutes. The speaking test was a live monologue and the video was taken using students' mobile phones and collected in class groups. The video was done and completed that day by the students.

In the next meeting, the researcher gave another question about the importance of friends which students answered by self-video recording with the duration of 1-2 minutes. The researcher also explained some strategies to the students in making

the video and gave a deadline of a week for the students to complete this second video. In the last meeting, the researcher gave questions that were almost similar to the questions in the second meeting that had to be answered through video recording. In this meeting, the researcher also asked each of them whether they realized the mistake or not in the process of taking a video recording.

After that, the video was assessed by the researcher and 6 students were selected based on the categories mentioned earlier to be interviewed to see their perceptions of the use of this video recording. After that, the video was assessed by the researcher and 6 people were selected based on the categories that had been determined to see their perceptions of the use of this video recording. From the interview results, this study found various obstacles experienced by EFL students, which were categorized into linguistic factors and psychological factors. The findings in this study are in line with several previous studies, but there are also new findings revealed in this study.

Doris and Jesica (2007) contended that language issues may impede students' ability to enhance their language proficiency. Language encompasses mastery of vocabulary, proper pronunciation, and grammar. Those issues are due to linguistic factors. Linguistic issues arise as a result of language acquisition. Poor language acquisition will hinder their speaking activity. The results of this study indicate that some students have limited vocabulary in speaking English so that when they try to speak, they feel empty and lost for words and lose confidence. This finding is in line with Sudirman's theory (2019) which states that a lack of vocabulary can

be an obstacle for individuals in expressing their ideas effectively, both orally and in writing. This finding supports the theory put forward by Dewi and Jimmi (2018) which states that self-confidence and vocabulary mastery are positively correlated with speaking skills. According to their findings, better vocabulary mastery and self-control allow students to be effective in speaking and interacting. The interrelated nature of self-confidence and vocabulary proficiency emphasizes the importance of addressing both aspects to improve overall speaking proficiency.

Pronunciation is also one of the linguistic aspects found in this study. According to students, challenges in pronunciation when speaking are related to the inconsistency of English writing reading with the spelling language we use in our mother tongue and also the inability to pronounce words like native speakers, which links this difficulty to the influence of students' mother tongue, Indonesian. the pronunciation of the speaker surely helps the listener to catch the message of the speaker.

Grammar is also urgently applied by the speaker to understand the message correctly (Ester Maji, 2022). Interviews conducted in this study revealed that students considered grammar as a significant obstacle in their speaking ability, although many ignored it, these students strongly emphasized the importance of grammar in ensuring the accuracy of details, especially those related to tense and tense. This highlights students' awareness of the role that grammatical accuracy plays in effective communication, which is in line with Heaton's theory (1978).

From the results of the student interviews found that they have full awareness of the challenges faced in linguistic aspects and this shows that some students are quite smart in grammar but their speaking skills cannot be improved or vice versa. Therefore speaking must be taught and trained in a balanced way that covers all aspects so that there is no imbalance between one and the other.

Juhana (2012) in his research concluded that several psychological factors such as lack of motivation, shame, anxiety and the like hinder students when speaking English in class. This means that students' success in speaking is not only caused by a lack of linguistic knowledge but also by psychological factors. Anxiety is mainly rooted in the fear of making mistakes and the perceived limitations of knowledge. This finding is in line with Madill (2015), who highlighted that the fear of making mistakes creates anxiety, especially when students worry about looking less advanced than their peers and students' thoughts like this worsen the anxiety that comes. Anxiety also causes students to be insecure about their performance and embarrassed to express their feelings so that sometimes what they convey is not in accordance with the original context.

Lack of motivation is also categorized as a challenge in speaking English. Some students say that the environment and background that they do not support make it difficult for them to practice speaking English, therefore students need to set strategies to regulate emotions and self-control so that this English practice is always done to improve their speaking skills. In line with this, Fitriani et al. (2015) discovered that the most significant challenges faced by third semester

English language education students in speaking English were a lack of confidence and motivation, as well as anxiety or psychological factors, followed by a lack of grammar, vocabulary, and pronunciation, or linguistic factors. This demonstrates that pupils have understanding of English but are impeded by self-confidence, anxiety, and drive to speak English.

2. Students' Perception on The Use of Video Recording

Video recording is one of the media that can be used as an alternative to help students improve their English speaking skills. This media is also widely adapted during online learning and is still ongoing today. There are 6 students out of 15 students who are selected participants in making this video recording. In the process of making video recordings, students have different ways to produce their best videos. Some students have an outline containing important notes or points that they want to convey according to the topic being discussed. In addition, if the topic is unfamiliar, they will look for additional information from the topic on the internet. On the other hand, there are also students who write down everything they want to convey then memorize it. The goal is to get good results even though repeated retakes are needed.

To produce perfect video results, students retake the video and re-watch it more than once. This is to avoid mistakes in linguistic aspects such as correcting vocabulary, pronunciation, and grammar errors. In addition, repeated video recording also prevents students from pausing or avoiding hesitation when speaking and it will increase students' fluency when speaking. However, there are

also those who do not re-watch or retake the video recording more than once, because they feel bored and think it is too time-consuming. But to solve this problem, he tried to prepare the topic as well as possible before taking the video recording. Students also faced some challenges during the process of taking video recording. These challenges come from factors that cannot be avoided by students, such as rain and noise in the environment around the video recording which can result in unclear sound. there is also challenging that comes from the device used such as full cellphone memory or insufficient battery or lack of data packages so that the video results cannot be sent on time to the group that has been provided.

Nevertheless, most of the students felt happy using video recording as a medium to improve their speaking skills. They said that using video recording increased their attention and self-improvement by realizing vocabulary, grammar, and pronunciation mistakes through re-taking and re-watching the video recording. This also helps students in increasing their confidence to speak English and can be one of the motivations for students to continue practicing themselves. This student's opinion supports Thornbury's (2005) explanation of speaking tasks which states that speaking tasks can allow students to practice and engage with the language. Video recording is also one of the simpler speaking media than practicing speaking in front of a mirror because it can be done anywhere and anytime. However, the disadvantage of using video recordings is that there is no direct feedback obtained in using video recordings without guidance from the teacher, so students need to develop themselves and self-awareness to improve their own speaking skills. The increase and activeness of students' speaking skills

are in line with the results of Nita's research (2019) she stated that self-learning through self-recorded videos, can improve students' speaking skills and by recording what they speak in English, the students actively used English.

The results of this study support previous research from Nirmawati (2019) which stated that the use of video recording as an effective tool to improve students' English speaking skills in several areas of speaking skills, because each student has different improvements during this video recording process. Furthermore, the study used an experimental class to assess the results, while in this study the class was chosen because the learning process focused on speaking and video recording was used as an improvement test outside of class learning.



CHAPTER V

CONCLUSION AND SUGGESTION

After collecting data and analyzing the research results, this study has obtained several conclusions and suggestions regarding the use of video recording in improving students' speaking skills.

A. Conclusions

This study shows that all participants consider speaking skills as challenging skills. This is because speaking requires mastery of two aspects, namely linguistic and psychological aspects. Through the results of the interview, it can be concluded that video recording has a positive effect on students' speaking skill. This can be seen from the improvement of the language aspects of students. From the sample, there was an increase in students' English speaking skills, but the category of language skill improvement varied. There were students who experienced an improvement in their pronunciation, while other students experienced an improvement in other skills (vocabulary, grammar, and fluency). Whatever the category of improvement, all supported them to speak English.

Language, especially foreign languages, needs to be used if we want to maintain the language. This can increase motivation and eliminate anxiety in oneself when speaking. Therefore self-made video recordings are very suitable for them because this exercise is done alone and does not involve other people. When they get used to speaking English, their confidence will increase and they will be

ready to speak to others. Video recordings can foster a critical attitude towards students, because students can evaluate the mistakes they have made themselves.

B. Suggestions

Based on the results of the data analysis, discussions, and conclusions above, this study suggests several recommendations that were hopefully beneficial for English students, lecturers, and future researchers.

1. For English Students

This research has confirmed the effectiveness of video recording tasks on students' speaking skills. For students, video recording can be one of the media used in developing speaking skills. Video recording will be more effective if students are able to use it well and try to identify their own mistakes so that the improvement of linguistic and psychological aspects is real in every retake or re-watch process carried out in making video recording videos. The researcher hopes that this video recording can be used by students as a substitute media for partners to speak English outside the classroom or in the classroom.

2. For Lecturers

Lecturers can use video recording in both online and offline sessions. This can assist students become accustomed to practicing English even when they don't have a friend to talk to. Furthermore, the researcher believes that

lecturers will provide comments and feedback to help students develop their enthusiasm and confidence in speaking skills.

3. For Future Researchers

Further research into digital video projects is advised, particularly as a tool for student self-reflection or self-evaluation. The researcher expects that other researchers will be able to perform better research and utilize this study as a reference for their own. Researchers can employ a variety of study methodologies and participants to update existing hypotheses. This is a limitation of this research, so that further research can provide more and more accurate references, and discuss more deeply about the term video recording in the academic world.



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APPENDICES

Appendix A

Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2980/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Kelautan Nomor 280/Km.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-7659/Un.08/FTK/Kp.07.6/07/2023

KEDUA : Menunjuk Saudara :
1. Siti Khalsiah, S.Ag., M.Pd Sebagai Pembimbing pertama
2. Azizah, S.Ag., M.Pd Sebagai Pembimbing kedua

Untuk membimbing Skripsi
Nama : Putri Rizkia
NIM : 19020069
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on The use of Video Recording in Improving Speaking Skills


KETIGA : Kepada pembimbing yang lantarcum namanya, atas dibekalkan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.


KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024.

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan dipertahankan kembali, sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan


Safrui Muluk



Tembusan
1. Sekjen Kementerian Agama RI di Jakarta
2. Direktur Pendidikan Islam Kementerian Agama RI di Jakarta
3. Direktur Pengajaran Tinggi Agama Islam Kementerian Agama RI di Jakarta
4. Kantor Pelayanan Administrasi Negara (KPPN) di Banda Aceh
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh
7. Yang bersangkutan
8. Arsip


Appendix B

Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to Conduct Field Research



APPENDIX C

Confirmation Letter from the English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh Abdur Rauf Kopekma Darussalam Banda Aceh
Email : gbi.fk@ar-raniry.ac.id Website : <http://ar-raniry.ac.id>

SURAT KETERANGAN
Nomor: B-419/Un.08/PBI/Kp.01.2/8/2024

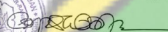
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:


Nama : Putri Rizkia
NIM : 190203099
Fak/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat : Lambhuk, Ulee Kareng

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Students' Perceptions On The Use of Video Recording In Improving Speaking Skills"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperfunya.

Banda Aceh, 09 Agustus 2024
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahlana



APPENDIX D

Interview Questions

1. Do you think video recording will help you to improve your speaking skills?
2. Before using video recording, have you tried any strategies to improve your speaking skills?
3. What strategy do you use in the video recording process?
4. Can you share specific instances where video recording has positively influenced your ability to speak confidently?
5. What are your specific challenges you have during improving your speaking skills using video recording?
6. In your experience, what aspects of speaking skills do you think are most effectively improved through the use of video recording? (grammar, pronunciation, fluency, or vocabulary)
7. How comfortable do you feel expressing yourself through video recordings compared to other forms of speaking practice?
8. How do you perceive the impact of video recording on the improvement of your speaking skills?

AUTOBIOGRAPHY

1. Name : Putri Rizkia
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