

**EXPLORING THE BENEFITS OF SELF-VIDEO RECORDING
IN ALLEVIATING STUDENTS' SPEAKING CHALLENGES**

THESIS

Submitted by

ALIZA FADILLA
NIM. 170203074

Department of English Language Education
Faculty of Education and Teacher Training



**FACULTY OF EDUCATION AND TEACHING TRAINING
UNIVERSITAS ISLAM NEGERI AR-RANIRY
DARUSSALAM – BANDA ACEH
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By:

ALIZA FADILLA

NIM. 170203074

Student of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh

Approved by:

Main Supervisor

Co Supervisor

(Dr. Muhammad Nasir, M.Hum)

Date: 17 - 3 - 2023

(Drs. Amiruddin, M.Pd)

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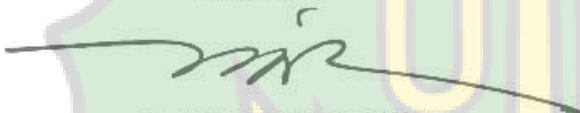
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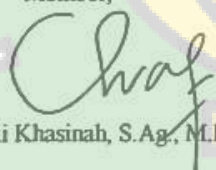
Secretary,


Dr. Muhammad Nasir, M.Hum.


Drs. Aniruddin, M.Pd


Member,

Member,


Siti Khasinah, S.Ag., M.Pd


Rahmi Fhonna, M.A.

Certified by:


Head of Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh


Prof. Saiful Malik, S.Ag., M.A., M.Ed., Ph.D.

NIP. 197301021997031003 



SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan di bawah ini:

Nama : Aliza Fadilla
NIM : 170203074
Tempat/Tanggalahir : Banda Aceh/ 03 Agustus 1999
Alamat : Jl. T. Nyak Arief, Ir. Baru, Rukoh,
Kcc.Syiahkuala, Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**Exploring the Use of Self-Video Recording in Improving Students
Speaking Fluency**

Adalah benar benar karyasaya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 Mei 2023

Saya yang membuat pernyataan,



Aliza Fadilla

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This thesis is still far from perfect. Therefore, all criticism and suggestions expected to address all the shortcomings and limitations in the preparation of this thesis. Finally, he hopes that this scientific work will provide benefits for the development of science.

Banda Aceh, 17 March 2023

The Researcher

Aliza Fadilla



ABSTRACT

Name : Aliza Fadilla
NIM : 170203074
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
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Main Supervisor : Mr. Dr. Muhammad Nasir, M.Hum
Co-Supervisor : Drs. Amiruddin, M.Pd
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Video recording offer benefits for students to solve speaking problems. The aim of this study is to identify how self-video recording contributes in alleviating students speaking challenges. The participants of this study are six English students at the Islamic state university of Ar-Raniry who have done self-video recordings. In this research, the researcher used the qualitative descriptive method and the sample was chosen by purposive sampling to fulfill specific criteria. The researcher used the interview to assess speaking difficulties, and identify how self-video recording aided the students in alleviating their speaking challenges. In this research, he also highlights the speaking difficulties encountered by students which mainly caused by three issues: lack of English proficiency, no speaking partner, and psychological factors. The researcher discovered that using self-video recording has a strong potential to assist students with psychological factors and no speaking partner problems. It was found that self-video recording offer benefits as a medium to practice English, make students less nervous, boost confidence, and provide self-evaluation to learn from mistakes.

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses and elaborates some points related to the study. The discussion focuses on the background of research, formulation of the research question, research aim, significance of the research, and definition of key terms

A. **Background of Study**

Nowadays English is an essential language for ones who want to develop their careers, in this globalization era in which English used in every aspect of lives. English offers many possibilities for people's growth, for that reason, teaching and learning English is important for the student's future. In terms of teaching and learning English, there are four primary skills required for the student to master: speaking, writing, reading, and listening. Furthermore, these important skills take a lot of activities that involve students so that they can get the essence of learning independently. Among the four skills, speaking considered a difficult skill to teach.

Speaking is a challenging skill to train. Renandya & Richards (2002, as cited in Amiruddin, 2019) state it is difficult for EFL students to learn a new target language efficiently, especially for adult learners. In this regard, learners' age is clearly affecting how well the students gain understanding in learning new

language. Consequently, training English speaking skill since learner still young was necessary in achieving natively like proficiency in oral communication.

Socially, a student needs a peer who has the same desire to improve English speaking skills so that they can practice by having conversations (Soto et al., 2017). Moreover, Nazara (2011) also stated that speaking class should be accompanied by the component of conversation in terms of creating the actual conversation. The teacher has an important role to confirm students have a non-scripted conversation to have the real-life conversation, through that way student gains more experience along with their speaking skill improvement. However, in an English foreign language class, this case is problematic to do considering there are just a few students who have strong motivation and students' English language skills are relatively low, making it difficult for them to communicate fluently.

Still, to overcome this obstacle, Nazara (2011) added that the uses of correct approach, interesting activities, proper equipment, and high motivation are necessary. Along these lines, learning speaking skills needs interesting way to gain student motivation. By implementing technology for educational purposes would give students a new experience. As a result, learners will have enthusiasm in practicing speaking skills which are quite challenging to train.

According to Eaton (2010), “the focus on language education in the 21st century is no longer on grammar, memorization, and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe”. Based on this thought, since the focus of language

learning is more focus on communicating, the technology could apply for communication purposes specifically on individual's oral skill. One advantage of technological advances is the use of video recording in alleviating speaking challenges. Content of the video could be a speech, monologue or other specific topic to access self-mistake by evaluation after rewatching the videos.

Some studies have been conducted about the implementation of video recording in improving speaking skills. Pamungkas (2018) investigated the effect of video recording tasks of 8 grade students in speaking. The subject of this study are 28 students of proclamatory school. The result reveals that the implementation of video recording showed a positive effect to improve the students' speaking skills.

Furthermore, research conducted by Wamnebo, Hanapi, Riki & Nanik (2018) investigated the use of video in oral descriptive text and students' interest at tenth grade in SMA 1 Namlea. The samples consist of 32 students. The data was obtained by using quantitative method and analized by using liker scale. The result showed the use of video in descriptive text improve students speaking skill especially in term of pronunciations and fluency. Besides, the subjects also bring out high interest on video in teaching speaking.

Another study carried out by Wicaksono (2017) to explore the problems of students by using video recording. 94 students of Nusantara PGRI Kediri University are taken for the subjects of the study. The research finding showed that there were some significant improvements on students' speaking skills, and the students were able to detect and overcome the problems in video recording.

However, the present study differed from the previous (Wannebo et al, 2018; Wicaksono, 2017) study in terms of video taking. The previous studies captured videos with the assistance of others to assess students' improvement in speaking field. On the other hand, the current study's video taking performed by the student individually without any additional help by doing a self-video recording.

The problems of speaking skills in English communication caused by many factors such as lack of confidence, fear of making mistakes, and nervousness. So, by utilizing the right countermeasures could make individual improvement, specifically in alleviating students speaking problems. In this study the researcher wants to explore the benefits of self-video recording in alleviating students speaking challenges in English Education Program major of UIN Ar-Raniry.

B. Research Question

The research question formulated as follows:

1. What are the speaking problems faced by English department students of Ar-raniry
2. What are the benefits of Self-video recording for English department students of Ar-raniry?
3. How English department students of Ar-raniry coping their speaking challenges by using Self-video recording?

C. Research Aim

In order to answer the research problems, the researcher states the following aims of the study:

1. To identify the speaking problems faced by English department students of Ar-raniry
2. To identify the benefits of self-video recording for English department students of Ar-raniry
3. To identify how English department students of Ar-raniry coping their speaking challenges by using self-video recording

D. Significance of Study

The present study try to cope with students' problems by using self-video recording. The researcher also requires that result of this study will change the perspective of the institution regarding to the use of self-video recording to overcome speaking problems experienced by students. Hopefully this study can make more English department students of Ar-raniry speak fluently in the future.

E. Research Terminology

In order not to make reader confuse and misunderstanding, there are some terms needed to explain

1. Self-video Recording

According to Fitriyani (2018), self-recording refers to a self-made or self-work project which has been taped in form of video by an individual. Self-recording was considered as one of many modern teaching media applied by creative and innovative teachers in educating students. By utilizing self-recording in speaking oral performance especially in EFL class expected to boost students' confidence in front of the camera along with the real face-to-face conversation. Self-recording media hoped to help students become better speakers build on their hard work and strong determination.

Nevertheless, the word self-video recording in this study refers to a self-made or self-work project that is taped in form of video by English education department student of Ar-raniry batch 2017. The recording used to evaluate the video multiple times to find the mistake on their speaking performances. The students will learn something from their self-evaluation process after rewatching the video.

2. Speaking Challenges

According to Akbari (2015), Speaking challenges refers to issues or obstacles that faced by individuals in speaking field. In this study Speaking challenges refers to the difficulties of speaking that students of Ar-raniry batch 2017 experienced when they speak English.

CHAPTER II

LITERATURE REVIEW

This chapter, the researcher discusses and describes some opinions related to this study, The theories are about speaking, aspect of speaking and self-video recording as a technique of teaching. This chapter also discusses the previous studies conducted by the previous researchers related to the topic of the study about the benefits of self-video recording in alleviating students' speaking challenges

A. Definition of speaking

Speaking generally described as an activity to talk with other people. Through speaking, people can connect to people around in society by having a conversation. According to Brown (2003) "speaking is a productive skill that can directly and empirically be observed, those observations are invariably colored by accuracy and effectiveness of a test-takers listening skill which is necessary compromises the reliability and validity of an oral production test". The purposes of speaking were to inform, entertain, report, or simply give news. Thornbury and Slade (2006) point out that speaking complexity derives in our daily language usage. Based on this thought, speaking could be described as a social tool that can be performed by everyone and the topic could be simple or even complex.

Speaking or communicating in English considered as one of many reasons people could develop from the past era into the modern world. Accordingly, every

country all over the world started to teach their students English since it has become obligatory in certain stages of education. Abadi (2015) describes the advantage of mastering English in the present generation was to get the students able to explore more information globally and also make students participate in social modern lives in the future.

Speaking requires that students not only understand general language concepts like grammar, pronunciation, and vocabulary, but also know when, why, and how to use language. Burns & Joyce (1997) stated speaking skill differs from written language in terms of its own abilities, structures, and traditions. Accordingly, a skillful English speaker could combine those wide ranges of abilities and knowledge to be competent in mastering speaking skills

Speaking described as a method of verbal communication and divided into two different things based on its purposes, namely, interpersonal and transactional (Nunan, 1999). Interactional language engages people for social reasons. On the other hand, transactional language used for service interactions such as ordering a beverage or making a reservation. However, the purposes frequently used in daily lives. Thornbury and Slade (2006) also stated the distinction between transactional and interactive language are could be used for language learning knowledge.

B. Aspect of speaking

1. Fluency

Fluency can be described as the ability to speak accurately with no hesitation. Hadfield (2009) states that fluency carry the message in conversation clearly, so the listener can understand and reply for what the speaker said easily.

Accordingly, fluency is part of the linguistic element that play important role in delivering the information in oral form. Fluency makes people easily understand the context of the speaking itself. When learners already mastered speaking fluency, they could link several words and phrases efficiently in a coherent way.

2. Vocabulary

According to Hatch and Brown (1995) vocabulary refer series of words in a specific language or series of words that will be used by individual for giving the information the other people. They state about vocabulary is the only structure of system relate to alphabetical order.

In short, vocabulary is the key for humans to be able to communicate to other people by arranging several words to create new meaning that is understandable by both speaker and listener. However, learning vocabulary of any language takes a lot of time and effort, so the learner need consistency in mastering those language.

3. Pronunciation

The term pronunciation refers to the idea of the sound used in a conversation (Goh and Burns, 2012). Pronunciation considered as the difficult aspect for non-

native speaker, the mispronunciation by speakers could lead the listeners into confusion while having the conversation.

Based on the line described from experts above, it is crucial for a student especially in EFL class to learn and practice pronunciation intensely. There are three areas of pronunciation: sounds, stress, and intonation. By focusing on those areas, the student able to speak well in English.

4. Grammar

According to (Hadfield, 2009) “grammar is a system of the language, the system shows learners the instruction about linking word by word into good sentence, and also show that different form of words could change the meaning of the sentence.”

The grammar sometimes underestimated and labelled unimportant for some people. However, grammar is actually crucial in delivering an important message in a conversation. Carter & Nunan (2001) states that there are two types of grammar based on its purpose: the formal grammar and functional grammar. According to Purpura (2004), formal grammar is the grammar that focuses on the form or structure of language and maintaining well-structured sentences. On the other hand, functional grammar is the grammar which more focused to show sentences, phrases, or other linguistic forms of language to deliver the true meaning in a conversation (Carter & Nunan, 2001). Thus, by implementing grammar on its purpose, people could speak accurately and avoid misconceptions of the listeners.

5. Comprehension

Comprehension refers to the ability to comprehend something. Teachers need this ability to understand their students well in order to make a good learning environment. This aspect of speaking is essential for the teacher to avoid misunderstanding between the teacher and the student. Hence, the main target of the speaking is success to deliver the information or message in communication (Brown,2004).

C. Speaking Challenges

1. Lack of Vocabulary

According to Susanto (2017), Vocabulary is considered as the crucial element in speaking English, specifically for English foreign language learners. However, in EFL learning, Students still frequently struggle in class due to their lack of vocabularies which prevents them from speaking English fluently. Susanto (2017) also added the reason its hard for student to learn vocabulary was because vocabulary does not have rules for learners to acquire and develop their knowledge. In other words, it is not clear in vocabulary learning what rules apply or which vocabulary items should be learned first.

2. Social Presence

Short et al. (1976) initially discussed social presence in the social psychology of telecommunications. They defined social presence as the “salience of the other’ in using communications media.” In general, social presence is the degree to which one perceives the presence of other people while communicating. So, Social presence or the importance of speaking partner is necessary in practicing

English speaking skill. Kusumaningtyas & Mukti (2023) stated students need social presence or speaking partner in comprehending and practicing in order to maximize outcome of learning.

3. Lack of Confidence

Kakepoto et al. (2012) said that confidence is a crucial aspect of a good performance. In speaking field, confidence helps the speaker to express and deliver their thoughts effectively. However, lack of confidence makes the students difficult to speak and deliver information because their psychological factor that prevent them to speak confidently.

4. Anxiety

Anxiety is generally experienced by every human being. Numerous factors might contribute to it, and different people can feel anxiety in different ways. Anxiety can occur at anytime and anywhere. Since it happened occasionally, other people may be able recognize especially when talking in front of many people. Kurniadi and Kasyulita (2019) mentioned that anxiety is a series of mind and body reactions that have experienced by people around the world especially when they speak in front of large audience. The complex variety of uncomfortable emotions known as anxiety such as fear, apprehension, and worry.

D. Self-Video Recording

1. Mobile-Assisted Language Learning (MALL)

According to Miangah & Nezarat (2012), the utilization of technology especially in mobile devices in the learning process is referred as Mobile-Assisted Language Learning. MALL offers many advantages for education purposes,

subsequently MALL became a consideration for some educators to apply in the learning process.

Mobile device currently considered as part of the lifestyle for Indonesian society, especially for the young generation. Cananban (2013), in his research mentioned about the function of smartphones, was not limited only to communication purposes but has transformed into a device that can be beneficial for socializing, entertaining, and learning purposes.

2. The use of Video Recording in MALL

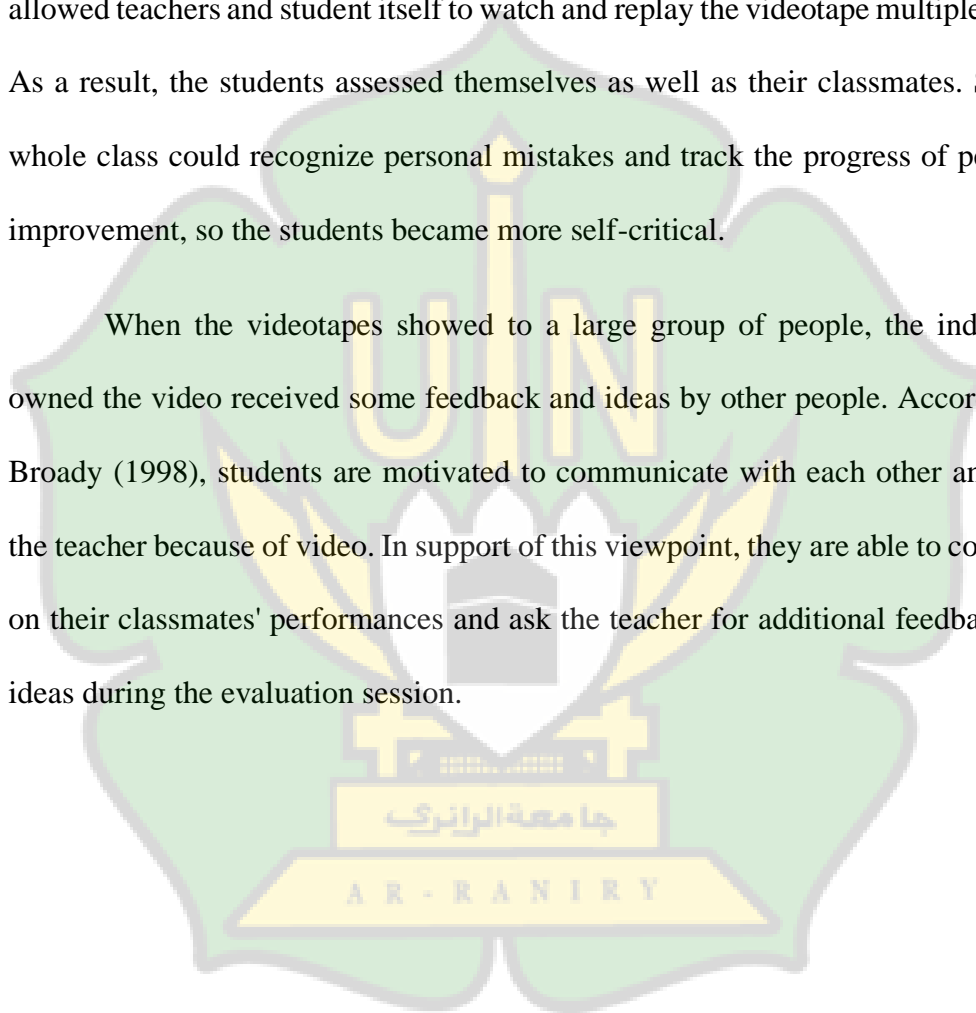
To develop students' speaking abilities, a variety of techniques and media can be used. Video recording could be one of those techniques. Self-video recording is a method of learning speaking skills by implementing a camera to record students' speaking performance. The video recording is a good option for practicing students speaking skills.

Then, Nuraeni (2018) stated that even though English has been taught to students as one of the required subjects since secondary school, it is common to observe Indonesian students lack of practicing in the classroom. So, the video recording was highly effective for practicing on outside class hours, especially when the time allocation in learning English in class was insufficient for optimal English learning.

3. Advantages of Video Recording

Self-video recording allowed the student to do self-reflect on what they had recorded. Soraya (2021) stated video is a medium that is specifically used for providing student feedback. Hence, videotaping students' oral performances allowed teachers and student itself to watch and replay the videotape multiple times. As a result, the students assessed themselves as well as their classmates. So, the whole class could recognize personal mistakes and track the progress of personal improvement, so the students became more self-critical.

When the videotapes showed to a large group of people, the individual owned the video received some feedback and ideas by other people. According to Broady (1998), students are motivated to communicate with each other and with the teacher because of video. In support of this viewpoint, they are able to comment on their classmates' performances and ask the teacher for additional feedback and ideas during the evaluation session.



CHAPTER III

RESEARCH METHOD

The research method is an important part of the research process. The researcher discusses the research methodology and some of the components that employed to conduct this study in this chapter. The components are research design, participants, data collection method, and data analysis

A. Research Design

This research uses the qualitative descriptive research method. According to Fraenkel and Wallen (2009), qualitative is a method of investigation that focuses on a single person, group, or noteworthy example in order to generate interpretations for the unique case or provide valuable generalization. Therefore, Descriptive research is the study that investigate about the nature of incident that involve the participant to describe phenomenon without manipulating the variables (Ary et al., 2018).

The present study explores the benefits of self-video recording and investigates how self-video recording could alleviate students speaking problems. To collect the information for this study, the researcher conducts an interview.

B. Research Setting

This study take place at Islamic state university of Ar-raniry. The university located at Darussalam, Banda Aceh.

C. Participants

The participant is the entire subject of the research (Arikunto, 2013). The subject of this research is English Education students, who have taken micro teaching classes during pandemic COVID-19. The researcher chooses the students who has given self-video recording task projects in micro teaching class, especially during the early stage of pandemic because the class only held online. The sample for this study, the researcher selects six students' of 2017 batch. The main reason is because they were heavily impacted by the online and offline learning transition between direct learning to video online learning, so the subjects could compare it directly from their perspective.

D. Data Collection

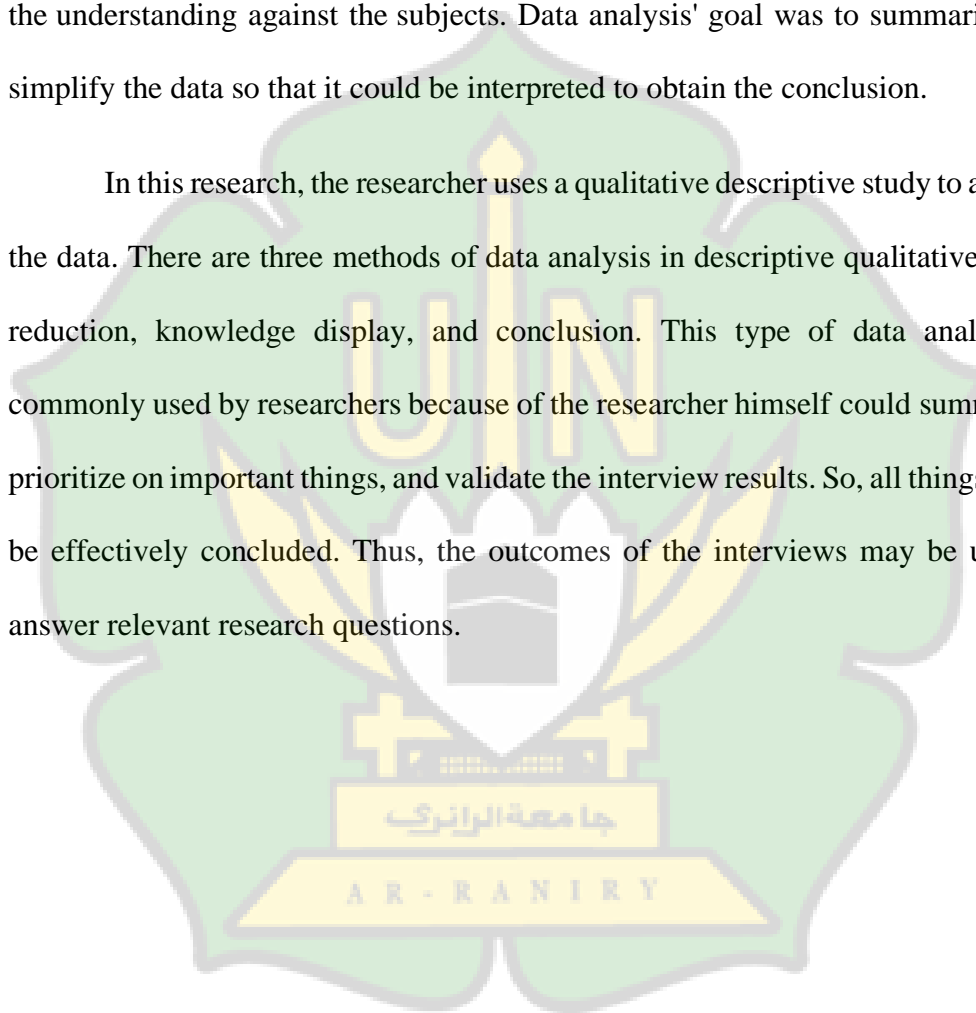
The researcher applied interviews to gather information. Hasriaini (2019) states that “interview is a communication process that uses questions and answers in response”. The goal of the interviews in this study is to collect information from interviewee. The interviewee will then offer the researcher the information needed.

The type of interview is semi-structured interviews. According to Beck and Perry (2008), semi-structured interviews are intended to reduce sources of inconsistency and inaccuracy during the interview, Moreover, this interview allow the researcher to generate follow-up questions if necessary.

E. Data Analysis

According to Bogdan and Bicklen (1982), data analysis is the process of systematically analyzing and organizing interview transcripts, field notes, as well as other resources that are required to be collected in terms of improving the understanding against the subjects. Data analysis' goal was to summarize and simplify the data so that it could be interpreted to obtain the conclusion.

In this research, the researcher uses a qualitative descriptive study to analyze the data. There are three methods of data analysis in descriptive qualitative study: reduction, knowledge display, and conclusion. This type of data analysis is commonly used by researchers because of the researcher himself could summarize, prioritize on important things, and validate the interview results. So, all things might be effectively concluded. Thus, the outcomes of the interviews may be used to answer relevant research questions.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the interview analysis. This study aims to know how student's perceive self-video recording, how it benefits them, and how they solve the problem when using it.

A. Findings

This study aims to identify how self-video recording helps to alleviate students speaking challenges, including finding out the problems participants encounter. The data used in this study were the result of interviews with students from UIN Ar-Raniry who experienced a transition between offline and online video learning. The researcher conducted this study within eighteen days, from December 9, 2022, to December 27, 2022. Six participants took part in a personal interview to obtain the data.

A semi-structured interview conducted to collect clearer data and provide additional information for the participants' misleading responses. In order to obtain more positive outcomes, both Bahasa and English used in the interview process based on the participants' capacity to deliver information. The researcher asks five questions, and the interviewees take time about 7-12 minutes to answer all questions. All of the findings used to answer the relevant study's research questions. The following are the specific elaboration:

1. Speaking challenges faced by students

In conducting this research, the researcher selected participants who have learning in offline and online video learning. Based on their experience in offline learning, the researcher intended to identify the obstacles and problems faced by them.

a. Lack of Vocabularies

After conducting interview with UIN Ar-Raniry students, the researcher asked few things about their biggest problem in speaking. The interviews' findings indicate that the biggest challenge for two participants is having to prepare the sentences they want to talk about before practicing in English.

As FL said below:

[Because I'm not really good in English, my biggest problem is that I have to change Indonesian to English words first then I arrange it into sentences and after that I can speak English. (December,27th)]

As stated by TF:

[..... in individual conversations I don't feel anxious but my problem is that I have to translate the sentence I want to say from my mother tongue to English first, so I cannot speak spontaneously. (December,13rd)]

Based on the statement above, the researcher deduced that a person's ability to speak English depends greatly on their vocabulary. For students, a lack of vocabulary is a substantial obstacle to oral communication and considered as a barrier in speaking other languages.

b. Poor Pronunciation

Two respondents said that their problem of speaking English was because of their bad pronunciations due to several reasons. The problem of poor pronunciations as stated by FM and RA.

FM revealed:

[..... Because I can't pronounce the word correctly because of my Aceh accent. So other people wouldn't get what I said sometimes. (December,9th)]

As stated by RA:

[... I encountered many difficulties, including a lack of certain word or vocal blurry when speaking English. (December,22nd)]

The findings of the interview above indicate poor command of pronunciations can be a problem. In speaking, strong accents created a challenge

for the listener to understand the speaker's words or phrases which prevents good transfer of information in a conversation. Another problem of poor pronunciations as stated in the interview was vocal blurry which prevent the person to speak clearly in pronouncing the specific word. Some of vocal blurry makes difficult for a listener to comprehend what the speaker is trying to say.

c. Grammatical error

According to one of the participants, the obstacle he comes across in speaking English related to grammatical mistakes he usually made. The incorrect use of grammar in explaining something makes the listener confused.

As SF stated below:

[..... Another problem in speaking is I'm not really good at grammar, sometimes when I speak to other people or when I explain something, wrong use of grammar can lead other people into confusion. (December, 16th)]

Grammatical errors are something that many English students encounter. This error students made in the sentences resulting a different interpretation than what speaker actually meant. As a result, grammatical error makes the listener confused.

d. Misplaced word choice

Misplaced word choice is one of factors that lead to the problem faced by students in speaking English. Although the vocabulary used to convey information is not incorrect, it is inaccurate because it does not matched with situation and condition, that caused other people struggle to comprehend.

As AF said below:

[I am not really good English speaker since I had problems choosing the proper words to use, and when I did the mistakes, I realized that some of the words weren't where they should be. (December, 9th)]

In term of word choice, the participants may be aware of mistakes they made in a specific word when they speak, but they may also be unsure of what they truly try to express and whether the other participants understand what they try to say. Accordingly, whenever the participants wanted to express something, they might overthink and worry about saying something that wasn't correct.

e. No speaking partner to practice

One participant specifically referred to a difficulty that may be common faced by many students in developing their English-speaking abilities, namely the need of a speaking partner. This finding obtained when interviewing participant RA.

As RA said below:

[..... Another issue is that when practicing my English-speaking ability, I have no partner/friends to talk with. So, it's hard for me to practice my speaking. (December,22nd)]

The interview's findings indicated frequent issues preventing students from developing their communication skills is a need of a speaking partner. Speaking partner is essential in making actual real-life conversations so the student able to gain more experience along with their speaking abilities improvement. But, in reality, due to the lack of strong desire among friends makes it challenging to practice speaking English.

f. Anxiety

Lang (as cited in Craske et al. 2011) stated anxiety is a symptom of fear that causes people to feel worried in specific situations, including a sense of avoidance and muscle tension. One participant shared a similar perception he experienced when giving a speech in front of a large audience in a public setting makes them felt anxious.

As stated by TF in the following:

[when speaking in public I feel anxious so that when I speak in front of many people, I feel stuttered and speak less fluently than usual(December,13rd)]

Based on the perspective of the participant above, it appears that plenty number of audiences affecting the speakers in speaking English so it's made the participant felt anxious. Moreover, anxiety also affects the ability of someone to speak less fluently due to changes in mental state.

g. 1Lack of confidence

The frequent obstacle preventing English students from speaking fluently is a lack of confidence. One of the participants claimed that his incompetence in speaking English was a result of his shyness and lack of confidence in front of people. The participant has the opinion that lack of self-confidence can ruin everything when speaking English.

As stated by SF below:

[My biggest problem in speaking English is about my confidence, lack of confident can ruin everything when I speak about an idea or speak about something, so other people going to have hard time to receive what I want to talk about. (December,16th)]

Based on the participant's previous statement, the researcher deduce that a person's lack of confidence significantly affects someone's capability to perform the best of their ability. Consequently, people with shyness and lack of confidence are more likely committing mistakes and errors, specifically affecting someone to mess up when they speak in English.

2. Implementation of self-video recording for students speaking skill

Video recording have numerous benefits in education field. Suadi (2020) stated the utilization of video recording aimed to improve students' speaking skills while also eliminating speaking obstacles faced by students. Many problems in speaking can be solved by self-video recording. However, the interview's finding revealed not all problems can be solved by using self-video recording.

a. Students perceived problem in implementing self-video recording for their speaking issues

In this section, the participants raise the issue they encountered when using video recording to overcome their speaking problem.

1) Difficult to learn new vocabulary by using self-video recording

Some participants had difficulty using video recording to solve their speaking issues. They considered that using video recording was not suitable for them.

As stated by FL below:

[I think it might be a bit difficult to overcome my speaking obstacle by using video recording, because my problem is not related to the video but to my own lack of vocabulary. (December,27th)]

Based on participant FL statement, the issue of students' limited vocabulary greatly hinders a person's potential to improve their speaking skills. Additionally, it is considered challenging by using self-video recordings as a tool to help students expand their vocabulary.

In addition, participant FL also stated:

[The chances in using video recording as a medium for learning new vocabulary is low, because it is really challenging and also need a strong ambition from the student. (December, 27th)]

In accordance to the response given, the researcher concluded that video recording was not really helpful in overcoming the lack of vocabulary problem. Besides it is hard, it also required the students to be incredibly dedicated and enthusiastic.

2) Self-video recording unable to fix grammatical mistakes

Another participant that thinks video recording is not suitable in overcoming his obstacle about grammatical problem. SF argued that video recording couldn't fix his problem in overcoming grammatical errors when speaking English.

As stated by SF below:

[About my grammar problem, it's not really had any impact to correct my grammar, and I notice that I made few mistakes or error when I re-watched the video I recorded. Even though I spot the mistakes, I don't know how I revised the grammar in the right way. (December,16th)]

Based on the statement above, it showed EFL students usually make grammar mistakes unconsciously. The students finally noticed grammatical mistakes after rewatching the video. However, even if the student knows where the mistake was, the student still unable to fix the mistake.

b. Students' solutions in alleviating the speaking problems by using self-video recording

In this section, the participants describe how self-video recording contribute to improve students speaking fluency as well to reduce their obstacles in speaking English.

1) For self-evaluation

One of the participants claimed that the video recording greatly facilitated him in overcoming the problems, one of his problems is no speaking partner to practice speaking. By using video recording, the participant could identify the specific problem in speaking and after that he could fix the problem by himself.

As RA stated below:

[I use video recording to identify the speaking problem I have so that I may assess the mistakes and come up with solution. like the issue of word blurriness, which I may not be aware while speaking but when I rewatched the video, I apparently mispronounce several words. (December,22nd)]

2) a medium to practice speaking English

Two participants mentioned how video recording is utilized as a tool to help them practice speaking in English. as one of participant has the obstacle about his Acehnese accent makes a bit difficult in pronouncing several words in English. The participant claimed video recording has the role to push him to practice speaking every time he made the mistakes in the video. As a result, the self-video recording encourages the student to make best recording with the least error possible.

As FM said below:

[Video recording really help me in overcoming my problem. Because if I make the mistakes on video I can keep recording until I get the best video and best pronunciations as I could. (December,9th)]

Another participant has same opinion about video recording could be used as a medium to help practice speaking English. The participant stated that he has a problem in speaking English spontaneously. However, the participant argued about video recording isn't really effective if it just used few times during the course.

As TF said below:

[Video recording is not very helpful in overcoming my issue with speaking English spontaneously if the lecturer only assigns the video recording task occasionally throughout the course in learning session. December,13rd]

In addition, TF also mentioned that using video recording regularly may be beneficial, since practice takes time to show the results.

As TF said below:

[I believe it might be quite beneficial if regular practice was done for several months or one semester because I can analyze the progress also the improvement of my speaking per month. So, I think if I use video recording as media to practice can help me overcome my problem so I can speak English spontaneously. December,13rd]

3) To make less nervous

Other benefits the participant mentioned in the interview was self-video recording contribute in reducing students' feeling of nervous. The participant expressed the problem he had about people staring at him which affect his speaking fluency. Based on the problem described, the researcher deduced it was caused by audience perception. Utilization of video recording could avoid the nervousness came from people staring at him, so the student could speak fluently.

As SF said below:

[when I try to speak with using video recording it's really made me more capable to use many words and talk fluently without thinking about people staring at me so I don't feel nervous. (December,16th)]

4) Boost confidence

One of the participants explained how video recording helped him in increasing his confidence. When recording a video, the student would choose the most comfortable video recording location for himself so that it produces positive results for his speaking ability which also affecting to gain more confidence in speaking English.

As AF said below:

[I feel really helpful by using video recording. since whenever I want to make a video, I'll choose a quiet location first. so that way, I felt comfortable in speaking English and it make me speak more confident. So, I make less mistakes than usual. (December, 9th)]



B. Discussion

Self-video recording refers to the results of an audio-visual recording made by the students individually with the aim of training and improving a student's English-speaking skills. Self-video recording has a great opportunity to assist the students also to learn English on their own way. In line with Göktürk (2016) revealed, Students can express themselves freely without feeling the pressure in the classroom by sharing their personal experiences through digital video recording.

However, after conducting the interviews with six English students from Islamic state university of Ar-Raniry in Aceh, the researcher discovered various problems related to speaking obstacle faced by students. Besides, the researcher discovered that several solutions may be used to alleviate those problems. The discussion is based on the result of the interview.

The researcher found that typical problem faced by EFL student is lack of vocabularies which makes students unable to speak spontaneously due to requiring to change their mother language into English first, afterwards the students could finally speak in English. The gap when transferring the language create a pause in the speaking which prevent the student to be able to communicate fluently. EFL students who are not achieve fluency cannot express their thoughts spontaneously (Pinter,2011).

Furthermore, poor pronunciation is another frequent issue that affects students' ability to speak English clearly. This happened because the students are more likely to bring the accent of their mother tongue, which accent substantially influences the pronunciation in speaking English. This finding is similar to the research by Avery and Ehrlich (as cited in Gilakjani & Ahmadi, 2011) that claimed accent or sound pattern of the learners' first language is transferred into second language.

Other problem students face in speaking is students usually make grammatical error in their speaking. Simbolon (2015) stated students make grammatical errors frequently, but they're doing it unconsciously. By utilizing the video recording students can pay attention to inaccurate error such as pronunciation and grammar (Putri & Rahmani, 2019).

Next, the students also mentioned the problem about word choice in their speaking. Misplaced word was the challenges that second language learners frequently encounter. Simbolon (2015) point out that the direct translation of Indonesian sentences structure into English was the typical causes of word choice problem.

According to the interviews, no speaking partner is also the problem in speaking field. However, self-video recording offer benefits to the English learner to improve their speaking ability all alone by assessing self-mistakes, so the students could practice their speaking without any help of others. As Kirkgoz

(2011) mentioned, the use of video recording had a positive influence to student self-improvement.

Additionally, the inability of students to speak English fluently was caused by anxiety. Anxiety affected their psychological state which may lead them to occasionally make unnecessary gestures out of anxiousness. Erfamanesh (2011) also stated anxiety has been known as psychological barrier that affect emotional and behavioral elements which influenced their performance.

Lack of confident is the problem faced by students that could cause other problem in speaking. Apparently, Lack of confidence are closely related to anxiety. Göktürk (2016) stated there is inverse relationship between self-confidence and anxiety. Accordingly, a student that feels anxious when speaking is typically also dealing with a lack of confidence, which caused the student to perform less well in speaking English.

The implementation of self-video recording is not adequate in solving all the issues student experienced. The present study's findings show that using video recording to expand vocabulary was ineffective. This finding differs from other previous studies, which supported utilization of video recording had positive result to improve students' vocabulary. The researcher deduced students' commitment is a crucial element since the self-video recording is self-sufficient. Further investigation revealed that the participant who had trouble using video recording to improve vocabulary was the participant that had the least fluency among all participants.

Another finding also showed that self-video recording couldn't contribute in solving grammatical errors. The participant claimed that the video recording allowed him to detect unintentional grammatical errors he made while recording. However, Self-video recording was unable to correct the errors. Based on the finding, the researcher deduce grammatical mistakes cannot be corrected simply by recording videos. Instead, students must additionally read grammar books in-depth and practice grammar-related questions. Thus, students gain experience and awareness through their work.

According to the interviews with English students conducted by researcher, there are several solutions that English student from Islamic state of Ar-raniry used in alleviate their speaking challenges. To overcome no speaking partner to practice and speaking blurriness in pronouncing specific words, the students watched the recorded video to evaluate self-error that probably unnoticed while speaking. Besides, the learner could revise and improve his speech in the next video recording after he is aware of the mistakes he committed.

Regarding to poor pronunciation and bad word choice, students could use video recording as a medium to practice. Every time a student makes a speech error, they can use the video footage to practice again. So, the more faults they make in their speeches, the more recordings are recorded. Until potentially the students will make fewer mistakes overtime. As Kirkgoz (2011) mentioned the benefits of video recording for improving higher level of accuracy, fluency and complexity.

When it came to Anxiety and lack of confidence, investigated that video recording is really helpful in reducing trembling, sweating, racing heartbeat and panic that came from students' anxiety (Machmud & Abdulah, 2018). So, the implementation of self-video recording could lower students' anxiety levels and build a sense of accomplishment. Accordingly, it stimulates students' confidence which is crucial to students' improvement.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusion and recommendation. In this section, the data analysis and discussion would be summarized. Also, recommendations are written to the next researcher to improve this field future studies.

A. Conclusions

According to the findings and discussion presented at previous chapter, the present study's findings reveal that students faced a variety of problems related to their speaking obstacle. The primary issue is from their own limited English proficiency. As the data shows, lack of vocabulary is the problem that is like a barrier that prevent students to communicate spontaneously since it takes a while for them to translate their native language into English. The translations' times caused a pause and prevent the students from speaking fluently.

In addition, poor pronunciation is another problem that cause the listener couldn't comprehend what the students said. Students' pronunciation problem typically influenced by the speaker's first language. The next issue is grammatical error that occurred because of students' low English competency in understanding grammatical order. Students also find it difficult about word choices in constructing sentences that usually caused by direct translation from Bahasa into English.

The second obstacle is speaking partner-related. Students with no companion are struggling in improving their speaking performance. This problem has big influence to their improvement since the student receive no feedback to correct the speaking problems.

Finally, the next problem is related to the psychological of students. This problem related to psychological factors, such as anxiety and low self-esteem which can significantly impact on student's ability to effectively communicate with others.

In responses to those problem, the students described the solution to solve their speaking problem by using self-video recording. Still, not all problems can be solved by using self-video recording. The result showed four students had a positive attitude, and two students disagreed with the use of self-video recording could contribute to overcome their speaking problems which was negative attitudes.

Lack of vocabulary can be solved by using self-video recording. However, students claimed self-video recording required commitment to learn new words since the learning technique is independent. Related to poor pronunciation, students stated self-video recording provides audio visual reference from the mistakes made in recorded video and its beneficial for student's pronunciation improvement.

Regarded to grammatical error, Students described having hard time if only utilizing self-video recording to correct grammar issues. instead, students

should additionally learn from grammar book directly after spot the grammatical error from the video recorded. Next, misplaced word choice can be overcome by study more deeply about grammar rules and vocabulary, so the students can avoid conveying different meaning in speaking English.

The problems encountered by no speaking partner can be solved by using self-video recording. Self-evaluation is required in detecting self-mistakes in the video, since the students don't have any feedback from speaking partner.

Related to psychological factors, students use video recording to reduce their anxiety in speaking also at the same time, self-video recording provides comfortable speaking environment for which particularly helped the students to avoid speaking under pressure. Thus, utilization of self-video recording resulting to improve students speaking skill by learning from self-mistakes.

B. Recommendations

The researcher provides several recommendations based on the findings of this research.

1. For English Educators

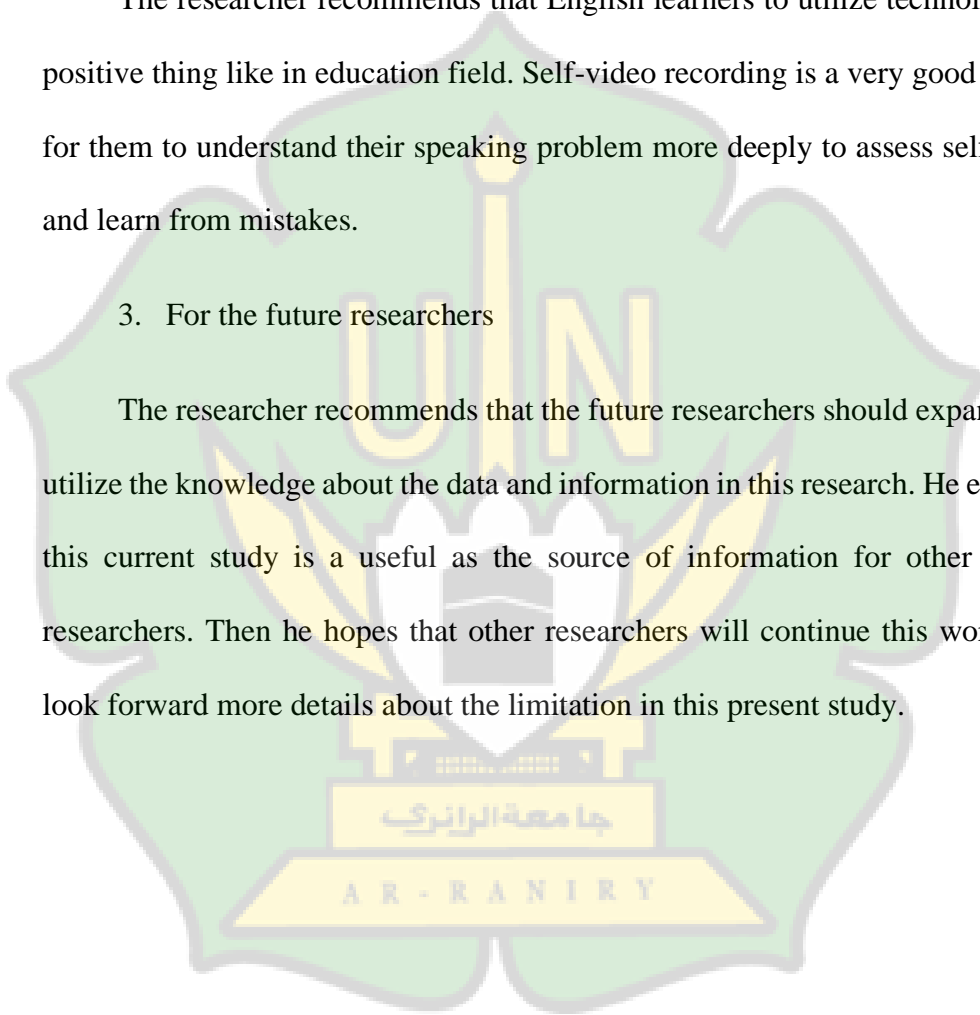
The researcher recommends for English educators considered to implement self-video recording in learning activity. The researcher also hopes self-video recording to help educators in choosing the suitable media of learning to support and overcome students' weaknesses.

2. For English Learners

The researcher recommends that English learners to utilize technology to positive thing like in education field. Self-video recording is a very good media for them to understand their speaking problem more deeply to assess self-error and learn from mistakes.

3. For the future researchers

The researcher recommends that the future researchers should expand and utilize the knowledge about the data and information in this research. He expects this current study is a useful as the source of information for other future researchers. Then he hopes that other researchers will continue this work and look forward more details about the limitation in this present study.



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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-2242/UN.08/PTK/SP/07.6/02/2022

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- 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 Pemerintah 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 RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2005, tentang Penetapan Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Agama Nomor 293/UMK/05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menempatkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 03 Tahun 2015, tentang Penetapan Wewenang Kepala Dekan dan Direktur Pendidikan di Lingkungan UIN Ar-Raniry Banda Aceh;
- Merupakan :
- Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 04 Januari 2022
- MEMUTUSKAN**
- Menetapkan
PERTAMA
- Menunjuk sebagai:
1. Dr. Muhammad Nur, M.Hum. Sebagai Pembimbing Pertama
 2. Drs. Aminuddin, M.Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi:
- Nama : Alya Effendi
- NIM : 170263034
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Exploring the use of Self-Video Recording in Improving Students' Speaking Fluency
- KEDUA**
- Pembinaan honorarium pembimbing pertama dan kedua tersebut dilaksanakan dibebaskan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020, No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA**
- Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023
- KEEMPAT**
- Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila terdapat hari terangnya terdapat kekhilafan dalam penetapan ini.

Ditetapkan di: Banda Aceh,
Pada Tanggal: 14 Februari 2022
Dekan,


Muslim Rani

APPENDIX B

Interview Transcript

Participant 1 AF:

Q: What do you know about self-video recording?

P1 : In the context of past Covid-19, video recording is a medium that significantly facilitate students in completing homework tasks gives by lecturer during any course.

Q: Since semester 1, how many times you are given video recording task?

P1 : Since the beginning of semester 1, several lecturers started to use video recording as a assignment, but after Covid 19 entered Indonesia, assignments in the form of video recordings began to appear more frequently. I estimate that during the Covid era, video recording assignments were given more than three times

Q: From scale 1-10, how do you rate your English-speaking fluency?

P1 : I would give myself a 6 since I had problems choosing the proper words to use, and when I did the mistakes, I realized that some of the words weren't where they should be.

Q: What is your biggest problem when you speak English ?

P1: As I mentioned earlier, I had some trouble choosing the right vocabulary, and I also felt nervous when speaking.

Q : Did by using video recording overcome your problem ?

P1 : I feel really helpful since, every time I want to make a video, I'll choose a quiet location first . so that way, I felt more confident in speaking English and I felt more comfortably. So, I makes less mistakes than usual.

Participant 2 FL:

Q : What do you know about self-video recording?

P2 : Self video recording is a process that involves filming yourself so that you may afterwards review the footage for analysis and to look for any small details that might have been ignored.

Q : How many times you do self-video recording?

P2 : I've done self-video recording 5 times and it's all because of a college assignment

Q : How do you rate your English-speaking fluency?

P2 : I give myself a speaking rating of 5, as I still have to prepare my sentences before speaking, which limits my ability to communicate fluently.

Q : What is your biggest problem in speaking?

P2 : Due to my limited English proficiency, my biggest problem is that I have to change Indonesian to English first then arrange it into sentences and after that I can speak English

Q : Does video recording help you in overcoming those problem?

P2: I think it might be a bit difficult to overcome this problem by using video recording, because my problem is not related to the video but to my own lack of vocabulary

Q: What if the video recording is used for media or learning/practicing?

P2 : There is a possibility but the percentage is small because if it is used as a method to practice speaking it will really need a strong ambition.

Participant 3 FM

Q : What do you know about self-video recording?

P3 : Self-video recording is video made project that usually give by lecturer as assignment, the topic can be about anything like pronunciation, used for public speaking, or describing something that match with the assignment topic.

Q : How many times you do video recording?

P3 : I think I did it more than 3 times or more. Especially in pandemic situation, a lot of lecturers ask the students to make video.

Q : How do you rate your speaking fluency?

P3 : I think I rate myself 7.5 .I've been practicing English more than 6 years because Im from boarding school since junior high school. So, there is obligatory to speak English and Arabic so I can speak English pretty well.

Q : What is your biggest problem?

P3 : I think my problem is I felt so nervous when I speaking. Because I can't pronounce the word correctly because of my aceh accent. So other people wouldn't get I said sometimes.

Q : Did video recording overcome your problem you mentioned before?

P3 : Yes, video recording really help me in overcoming my problem. Because if I make the mistakes on video I can keep recording until I get the best video and best pronunciations as I could.

Participant 4 RA

Q : What you know about video recording?

P4 : In my opinion, video recording is a tool or media that is used to record something, be it an activity or something else.

Q : How many times you do self-video recording?

P4 : I've been using it since the beginning of the semester for the public speaking class, when I was required to conduct video interviews at Ulelee with a number of foreigners. I may have done video recording more than six times, and I feel very familiar utilizing this medium.

Q : How do you rate your English-speaking skill?

P4 : I gave myself a 9 for speaking fluency because, from the video recordings of each assignment at the beginning of the semester until now, after reevaluating, I believe there is a noticeable improvement in my speaking.

Q : What is your biggest problem in speaking

P4 : Of course, I encountered many difficulties, including a lack of certain words or vocal blurry that I used, as well as difficulties in formulating good phrases. Another issue is that I have no partner/friends to talk with for practice my speaking.

Q : Did video recording help you overcome your problem?

P4 : I use video recording to identify the speaking problem I have so that I may assess the mistakes and come up with solution. like the issue of word blurriness, which I may not be aware while speaking but when I rewatched the video, I apparently mispronounce several words. Therefore, by using video recording, I can gradually compare my speech to the videos I will make in the future.

Participant 5 SF

Q : What do you know about video recording?

P5 : Video recording is platform that we can use to record ourself also to see our progress of speaking performance

Q : How many times you do self-video recording?

P5 : Im so familiar to this video recording because lecturer also try to implement video recording in the class at any course, especially in covid I think I have done video recording more than 3 times

Q : How u rate your English speaking fluency?

P5 : I rate myself 8, because I really love to speak English. I even join international community also try to do online conference where we discuss international issue like war in Russia and Ukraine also climate change. That's encourage to improve my English even more.

Q : What is your biggest problem in speaking?

P5 : My biggest problem in speaking English is about my confident, lack of confident can ruin everything when I speak about an ideas or speak about something, so other people going to have hard time to receive what I want to tell about. Another problem I am not really good at grammar, sometimes when I speak to other people or when I explain something wrong use of grammar can lead other people into confusion.

Q : Did video recording overcome your problem?

P5 : Yes, of course, because when I try to speak with using video recording it's really make me more capable to use many word and talk fluently without thinking about people staring at me so I don't feel nervous. But, in grammar case, its not really have any impact to correct my grammar, and I notice that I made few mistakes or error when I re watched the video I recorded. Even

though I spot the mistakes I made, I don't know how I revised the grammar in the right way.

Participant 6 TF

Q : What you know about video recording?

P6 : Video recording is a self-recorded video project activity that students do and submit to lecturer that usually in form of assignment

Q : How many times you have done video recording?

P6 : More than five

Q : How do you rate your English-speaking fluency?

P6 : I think seven, because while I was in college taking speaking courses I always got an A, never got a B or C

Q : What is your biggest problem in speaking English?

P6 : when speaking in public I feel anxious so that when I speak in front of many people, I feel stuttered and speak less fluently, in individual conversations I don't feel anxious but my problem is that I have to translate the sentence I want to say from my mother tongue to English first , so that I cannot speak spontaneously.

Q : Did video recording overcome your problem?

P6 : When it came to talking in public, video recording definitely helped me overcome my issues because it prevented me from feeling anxious while speaking. Meanwhile, in case individual speaking, Video recording is not very helpful in overcoming my issue with speaking English spontaneously because the lecturer only assigns the video recording task occasionally throughout the course in learning session.

Q : What if self-video recording was done in every meeting and used as a media to practice and overcome spontaneity in speaking?

P6 : I believe it might be quite beneficial because regular practice for maybe six months will increase fluency, because I can analyze the progress also the improvement of my speaking per month. So, I think if I use video recording as media to practice can help me overcome my problem so I can speak English spontaneously.

