

**ENHANCING EFL STUDENTS' SPEAKING ACCURACY AND FLUENCY
THROUGH VIDEO RECORDING ACTIVITIES**

THESIS

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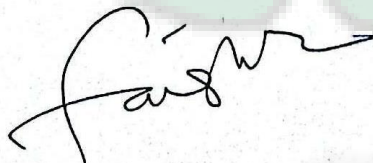
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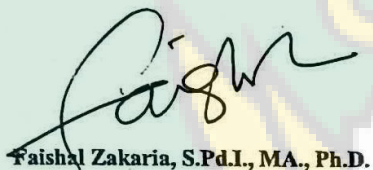
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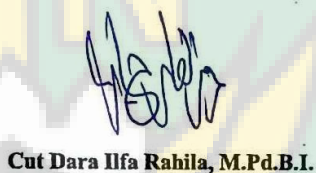
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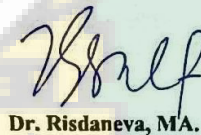
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LETTER OF DECLARATION

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Enhancing EFL Students' Speaking Accuracy And Fluency Through Video Recording Activities

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

Banda Aceh, 7 April 2025

Saya yang membuat surat pernyataan

Putri Humaira

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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I want to express my sincere gratitude to my supervisor, Faishal Zakaria, S.Pd.I., M.A., Ph.D., for his effort in guiding, advising, and motivating me to be full of spirit in writing this thesis as soon as possible. It is a valuable opportunity to be guided by him. With his encouragement and support, this thesis was successful. I also sincerely appreciate all lecturers and staff in the English Education Department for their knowledge and support throughout my academic journey. I was also grateful for all the students who participated in this research, sharing their time and experiences, which made this study possible.

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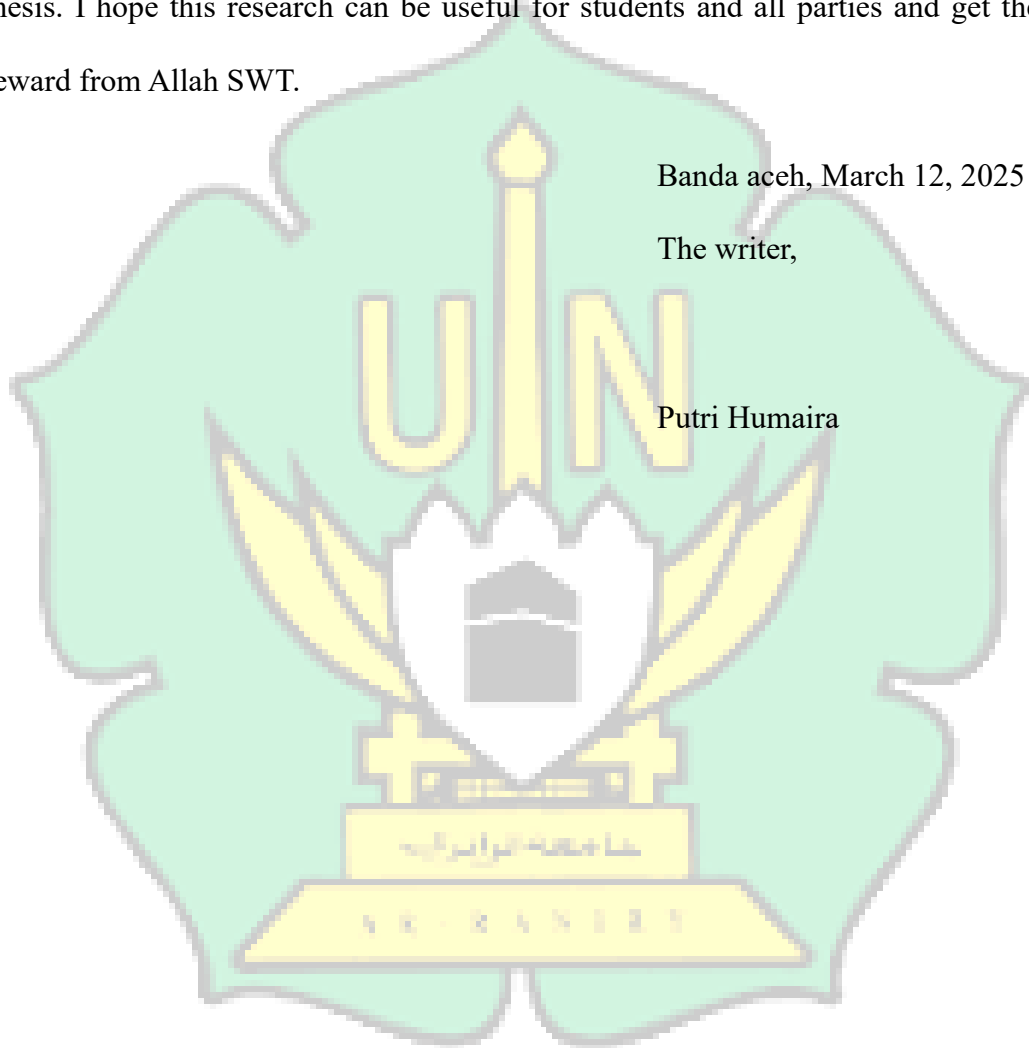
Our friendship has been a source of strength throughout this process, especially for me, who struggled to write this thesis and did not choose to give up.

This thesis is still far from perfect. Therefore, all criticism and suggestions are expected to address all the shortcomings and limitations in preparing this thesis. I hope this research can be useful for students and all parties and get the reward from Allah SWT.

Banda aceh, March 12, 2025

The writer,

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ABSTRACT

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Thesis title : Enhancing EFL Students' Speaking Accuracy and Fluency
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Keywords : Speaking accuracy, fluency, EFL students, video recording

This study explores the use of mobile phone-mediated video recording activities by Indonesian EFL students who were improving their speaking accuracy and fluency. Many Indonesian students struggle with speaking skills due to linguistic and non-linguistic barriers such as pronunciation difficulties, grammatical errors, lack of confidence, and fear of making mistakes. This study aims to identify the benefits and challenges EFL students face in using video recording to enhance their speaking accuracy and fluency. This research employs a qualitative case study approach, gathering data through semi-structured interviews with nine students from the English Department batch 21, at Islamic Ar-Raniry University. The findings reveal that video recording activities help students improve their confidence, fluency, vocabulary acquisition, pronunciation, self-correction, and ability to organize their ideas. Additionally, the researcher also identifies challenges such as anxiety about making mistakes, difficulty elaborating ideas naturally, and technical limitations. The study suggests that students and teachers can use video recording tools to increase their speaking accuracy and fluency during their learning contexts.

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CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English has been taught as a compulsory school subject. However, many English learners still struggle to communicate in English, although they have learned English for many years. Many factors can cause students to be unable to communicate in English. For instance, Franscy and Ramly (2022) indicate that Indonesian EFL learners experienced problems both in linguistic and non-linguistic areas. Learners often encounter a range of linguistic challenges, including difficulties in comprehension, pronunciation, vocabulary acquisition, grammatical accuracy, and overall fluency. In addition to these language-related issues, they also experience non-linguistic barriers such as nervousness when speaking, low motivation, fear of making mistakes, and limited participation in classroom activities. These factors can significantly hinder their ability to communicate effectively in English. Therefore, English teachers should find appropriate teaching approaches or methods to help learners learn English better and motivate them to use English more often in their daily lives.

In this sense, Nazara (2011) states that using the correct approach, designing, engaging activities, providing proper equipment, and fostering high motivation are necessary. Teachers and students can use technology in the teaching-learning process to make learning more engaging and motivating.

Implementing technology for educational purposes would give students a new experience. As a result, learners become more enthusiastic about learning English and practicing speaking skills in their daily activities.

Students can use video recording as a medium to motivate and enhance their speaking skills. Gromik (2015) states that video recording, as one of the technologies, is an appropriate medium that is used to develop students' speaking skills. Video recording is essential for students to record themselves while speaking. It can help them recognize grammatical errors, improve vocabulary accuracy, fluency, and pronunciation. Therefore, students have to practice speaking English. By practicing it, students could improve their speaking skills (Haryudin & Jamilah, 2018).

Some studies have been conducted about implementing video recording to enhance speaking skills. Munafa'ah (2023) found that the teachers and students had a good perception of using video recording as a tool to improve speaking skills. Most of the students strongly agreed with the questionnaire statement that English video recording was useful for students' speaking accuracy and fluency. Another study conducted by Fariqi (2020) focused on the effectiveness of video recording in affecting male and female students' speaking skills. This research did not show significant differences between males and females. Both of them agreed that video recording can enhance students' speaking skills. Simil

arly, Andhina et al. (2023) found that the use of video recording tasks seemingly helped to improve the English-speaking skills of the students in the Management study program. From the study results, it could be concluded that using a task-based approach to video recording can effectively help students improve their speaking skills.

However, this study differs from the previous studies in terms of the significant contribution of EFL students in practicing speaking skills everytime and everywhere. While earlier studies have examined the general effectiveness of video recording in improving students' speaking skills, they have not fully explored the flexibility and accessibility. Video recording supports students to practice anytime and anywhere. This study highlights the potential of mobile video recording not only to support students in completing academic speaking tasks but also to help them retain practical language use in daily life contexts. EFL learners need innovative media that can make the learning process more engaging and effective. In addition, this study aims to contribute to curriculum development by encouraging the integration of mobile-based technologies into language instruction. To fill this gap, I conducted an in-depth analysis of the students' experience through mobile phone-mediated video recording to improve their speaking accuracy and fluency.

B. Research Question

1. What are the benefits for students in applying video recording activities to enhance their speaking fluency and accuracy?

2. What challenges do the students face when applying video recording activities as a way to enhance their speaking fluency and accuracy?

C. The Aims of Study

1. To find out the students' benefits of using video recording to enhance their speaking fluency and accuracy
2. To find out the students' challenges of using video recording to enhance their speaking fluency and accuracy

D. Significance of Study

1. For the EFL Students

This research aims to provide new information about mobile phone-mediated video recording activities to enhance their English speaking fluency and accuracy. The findings of this research are to teach students the beneficial tools to improve their speaking skills. This research could also be a reference for the students to learn about other types of media that students can use to enhance their speaking fluency and accuracy. By gaining a deeper knowledge about these tools, students were encouraged to reflect on themselves, highlight areas where they may improve, and eventually gain greater confidence in their ability to communicate in English. These digital tools also encourage EFL contexts and advance our knowledge of the efficient use of mobile technology for language learning.

2. For teachers

The result of this research was expected for the teacher to improve the teaching process by using mobile phone-mediated video recording activities to enhance their English speaking fluency and accuracy. This study emphasizes the potential benefits of mobile phone-mediated activities in the curriculum for instructors and teachers. This research was also expected to be useful for English teacher as an alternative way to evaluate the speaking ability of their students to be more fluent and accurate in speaking. Thus, teachers could motivate students to be more excited about practicing speaking skills using different media as innovations and strategies in the learning process.

E. Research Terminology

1. Speaking Skills

Speaking is an important aspect of communicating with others. Ashour (2014) states that speaking is a process of interaction in a situation to construct meaning, which involves processing, producing, and receiving information. He also adds that speaking is a productive skill that involves students' voice utterances purposefully to convey certain messages with appropriate grammar and vocabulary in a comfortable and confident atmosphere. It means that speaking is a way for someone to share information through utterances. Speaking also allows the speakers to produce words and sounds to deliver the information, ideas, or opinions in their minds. It is believed that speaking is crucial for maintaining communication with society.

In general, language learners are considered to have speaking competence if they are able to speak both accurately and fluently. Fluency refers to the overall language proficiency, and when learners speak fluently, they are typically able to communicate ideas smoothly and reduce hesitation. Speaking fluency reflects a speaker's ability to share information effectively and continuously, focusing more on the flow of speech rather than precision in language use.

However, speaking accuracy is also a crucial component of speaking competence. According to Yuan and Ellis (2003), speaking accuracy concerns the extent to which a speaker's language use aligns with the target language. It involves various linguistic elements such as correct pronunciation, appropriate word choice, and grammatical accuracy. As noted by Vigoya (2000), students who demonstrate high speaking accuracy can pronounce words correctly with suitable intonation and stress, use contextually appropriate vocabulary, and construct sentences with morphological and syntactical patterns. Thus, both fluency and accuracy must be developed in balance to achieve effective spoken communication in a second or foreign language.

2. *Video Recording*

Video recording is a medium used to improve speaking skills in learning English. Silvia and Narius (2012) define video recording as the technology of electronically capturing, recording, processing,

storing, transmitting, and reconstructing to represent video motion. Video recording as a medium for learning to speak can help students become better at speaking. It can also increase their motivation to practice speaking. These tools can help them increase their vocabulary and improve their speaking accuracy. Furthermore, video recording can help students evaluate themselves by allowing them to repeatedly listen to the videos to evaluate their speaking performance.

In this research, video recording was employed as a medium to enhance students' speaking skills. It is expected that the integration of video recording can significantly contribute to improving students' confidence in speaking English. Given that, several students have already utilized this tool in their learning process. This study aims to explore the specific benefits of video recording in supporting students' speaking proficiency among EFL learners.