

FROM FEAR TO FLUENCY: SELF-RECORDED VIDEO USE TO IMPROVE EFL SPEAKING PROFICIENCY

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First Received: October 1, 2025

Final Proof Received: March 10, 2026

ABSTRACT

Speaking is a fundamental skill for students learning English as a Foreign Language (EFL). However, many learners struggle with speaking, which could be due to anxiety, lack of confidence, or limited media for practice. This study investigated the effectiveness of self-recorded video activities in improving students' speaking proficiency. It employed a Classroom Action Research (CAR) approach. Data were collected from pre-tests, post-tests, questionnaires, observations, and interviews among tenth-grade students at Senior High School. The findings revealed that self-recorded videos significantly enhance students' pronunciation, fluency, coherence, and speaking confidence. Statistical analysis of the test scores indicated measurable improvement with increased motivation and engagement. Students reported a positive learning experience even though they were faced with initial challenges, such as discomfort with self-recording and technical difficulties. The relatively short period over which the self-recorded video technique was implemented may not have been sufficient to observe the long-term effects on students' speaking abilities. English teachers are encouraged to adopt the self-recorded video technique as an alternative approach to teaching speaking skills.

Keyword: *classroom action research, EFL learners, language learning, self-recorded videos, speaking skills*

I. INTRODUCTION

In today's globalized world, English proficiency has become an essential skill. Among the four language skills—listening, speaking, reading, and writing—speaking is often considered the most challenging to develop, especially for learners in non-English-speaking countries. The ability to communicate fluently and effectively in English is critical for academic success, career advancement, and cross-cultural interaction. However, many EFL learners struggle with speaking due to various factors, including lack of confidence, fear of making mistakes, and limited opportunities for real-life practice (Brown, 2001; Harmer, 2007).

In the Indonesian educational context, teaching speaking remains a significant challenge. Traditional teaching methods often emphasize grammar and written exercises rather than practical speaking practice. Additionally, large class sizes and limited classroom hours make it difficult for teachers to provide individualized feedback and sufficient speaking opportunities (Nunan, 1991). Consequently, students often experience anxiety, hesitation, and difficulty in constructing oral expressions. To address these challenges, innovative teaching strategies with technology integration are believed to be the solution.

One promising approach to enhancing speaking proficiency is the use of self-recorded videos. This method allows students to practice speaking in a low-pressure environment with self-assessment and constructive feedback (Encalada & Sarmiento, 2019). By recording

themselves, students can identify their pronunciation, fluency, and grammatical errors, by which they can improve their confidence and motivation. Research suggests that self-recorded video activities can facilitate autonomous learning and promote self-reflection, both of which are essential for language development (Maulana, Elmiati, & Ikhsan, 2023).

Several studies have explored the impact of self-recorded videos on language learning. Encalada and Sarmiento (2019) highlighted that self-recorded videos provide learners with an opportunity to develop speaking sub-skills while reducing speaking anxiety. Similarly, Maulana, Elmiati, and Ikhsan (2023) found that students who engaged in self-recorded video assignments demonstrated significant improvements in fluency and pronunciation. These findings indicate that integrating technology in language instruction can lead to meaningful learning experiences.

Given the growing importance of digital tools in education, this study investigates the effectiveness of self-recorded video activities in improving the speaking skills of Indonesian high school students. The current research focuses on how self-recorded videos influence students' speaking performance, confidence, and motivation. By analyzing students' progress through systematic cycles of classroom action research, this study is expected to provide empirical evidence supporting the integration of self-recorded videos in English language teaching.

The significance of this research lies in its potential to offer practical solutions for EFL teachers seeking to enhance their students' speaking skills. By leveraging self-recorded videos, educators can create an engaging and interactive learning environment that encourages students to actively develop their language skills. Moreover, this study contributes to the growing body of literature on technology-assisted language learning as it promotes the implementation of digital media to improve communication skills among EFL learners (Richards, 2002; Suastra, 2019).

II. LITERATURE REVIEW

Speaking Skills in Language Learning

Speaking is a fundamental component of language acquisition and plays a crucial role in communication. According to Brown (2001), speaking involves producing, receiving, and processing information in real-time. Therefore, speaking becomes one of the most complex skills to master. Nunan (1999) emphasizes that speaking is an interactive process that requires learners to develop fluency, accuracy, and appropriate use of language in different contexts. However, many EFL learners struggle with speaking due to anxiety, limited vocabulary, and lack of exposure to authentic communication situations (Harmer, 2007).

The significance of speaking skills in language education is widely acknowledged. Richards (2008) highlights that speaking proficiency is often the primary goal for many language learners, as it enables them to involve in meaningful conversations, express ideas, and participate in social and professional interactions. Despite its importance, traditional classroom approaches to teaching speaking often fall short due to large class sizes, limited time for oral practice, and an overemphasis on grammar and writing skills (Celce-Murcia & Olshtain, 2000).

Challenges in Teaching and Learning Speaking

Many studies have identified common challenges faced by both teachers and students in developing speaking proficiency. Thornbury (2005) points out that speaking requires spontaneous production, which can be difficult for learners who are accustomed to structured and written forms of language learning. Furthermore, students often experience anxiety when speaking in front of peers, which hinders their fluency and confidence (Horwitz, Horwitz, & Cope, 1986).

In the Indonesian context, students learning English as a foreign language face additional difficulties due to limited exposure to English outside the classroom (Renandya, 2012). Traditional teaching methods that rely heavily on memorization and repetition often fail to provide the necessary opportunities for students to engage in real-life speaking situations (Musthafa, 2001). Additionally, many schools lack technological resources that could enhance speaking practice through interactive and engaging activities.

The Role of Technology in Language Learning

With advancements in digital technology, language educators have explored innovative methods to enhance speaking instruction. According to Blake (2013), technology offers opportunities for learners to practice speaking outside the traditional classroom setting, providing flexibility and increased exposure to authentic language use (Aziz et al., 2026). Digital tools such as speech recognition software, video conferencing, and self-recorded videos have been shown to facilitate language practice and improve learners' speaking skills (Chapelle & Jamieson, 2008).

One of the most effective technological approaches in speaking instruction is the use of self-recorded videos. Encalada and Sarmiento (2019) found that self-recorded videos help learners reduce speaking anxiety and enhance their ability to self-assess pronunciation, fluency, and grammatical accuracy. Similarly, Maulana, Elmiati, and Ikhsan (2023) reported that students who engaged in video-based speaking tasks demonstrated improved confidence and oral performance over time.

Self-Recorded Videos as a Pedagogical Tool

The fear of making mistakes in front of others is a common constraint that students face, which often inhibits their participation in speaking activities. This fear stems from a lack of speaking practice, concerns about lexical limitations, fear of mispronunciation, and difficulty in understanding others. Trent (2009) emphasizes that a lack of self-confidence and fear of making mistakes can impede the ability to speak English even after years of learning. Furthermore, Zhang (2009) identifies a major barrier for students in speaking English as the limited exposure to using the language outside the classroom. To address these constraints, language teachers have found self-recorded videos to be an effective technological tool. Sucharitrak (2018) supports this approach and states the following:

Video usage is growing in professional development and proves to be a valuable tool for students' self-assessment of their oral presentations. Traditional assessment methods for oral presentation skills can be challenging for both teachers and students, as subjective judgment without concrete evidence can be involved. Video recordings of student presentations offer a means to evaluate their performance objectively. These recordings can be reviewed multiple times, enabling students to analyze and improve their own presentations (Sucharitrak, 2018, p. 3).

Self-recorded video is an effective technological resource that aids in the development of speaking skills for several reasons. Firstly, the accessibility of mobile devices enables students to utilize this tool at any time and in any location, eliminating time and space constraints. Secondly, self-recorded video empowers learners to review and critically assess their performances by watching their recordings multiple times. This repetition and self-evaluation enhance their speaking abilities. Thirdly, students can reduce their affective filter as they record themselves without the presence of others, alleviating the pressure that may hinder their performance. Additionally, self-recorded video allows for self-assessment and peer assessment, enabling learners to evaluate their own progress and that of their peers. Lastly, teachers benefit from the implementation of self-recorded video by overcoming time constraints in the classroom. They can access students' recorded performances at their convenience, utilizing email accounts for storage, analysis, and providing specific or general feedback remotely (adapted from the original statement).

The Reason for Choosing Self-recorded Video

The use of self-recorded videos or similar strategies in language instruction has gained popularity due to technological advancements, particularly for enhancing speaking abilities. It is important to note that different studies may use different terms to refer to self-recorded videos, but they all essentially involve students using a camera to record themselves while performing speaking tasks. This research aims to address students' lack of speaking practice and their underdeveloped speaking sub-skills. The literature review will focus on studies that have used self-recorded videos to improve speaking sub-skills, investigate their impact on affective factors influencing speaking performance, and explore their potential for promoting self-assessment and peer-assessment. Some studies may have combined multiple research objectives in this regard.

The use of self-recorded videos or similar techniques in language teaching has gained popularity due to technological advancements, particularly for enhancing speaking abilities. It is important to note that different studies may employ different terms such as "student-produced videos", "students' video recording," or "self-recording videos" to refer to the same concept. These terms essentially describe students using smartphones or video cameras to record themselves while performing assigned speaking tasks. In the context of this research, which aims to address students' limited speaking practice and their underdeveloped speaking sub-skills, the literature review will concentrate on studies that have utilized self-recorded videos to improve speaking sub-skills, investigate their impact on affective factors influencing speaking performance, and explore their potential for promoting self-assessment and peer-assessment. Some studies may have combined two or more of these research objectives.

Following the widespread use of smartphones, there has been a shift in focus towards research specifically examining the effectiveness of self-recorded videos. For instance, Akdeniz (2017) conducted a study comparing the development of English oral skills among two groups of university students in Turkey. One group utilized student-produced videos in face-to-face classes, while the other group followed a traditional methodology without recording their task performances. Through a questionnaire, Akdeniz concluded that self-recorded videos enabled students to review their performance, evaluate their speaking sub-skills, and develop self-awareness of their abilities. Similarly, Wicaksono (2017) investigated the impact of self-recorded videos on students' lack of practice, shyness, and fear when speaking English. The study involved 21 male and 73 female university students in Indonesia,

and the results indicated that students perceived self-recorded videos as an opportunity to practice speaking without feeling embarrassed. It is noteworthy that Indonesia appears to be a country where research on the use of self-recorded videos for speaking improvement is more prevalent.

Wulandari (2019) implemented self-recorded videos uploaded on Instagram blogs, which were then commented on by classmates. By conducting pre-tests, post-tests, and questionnaires, Wulandari found improvements in university students' fluency, vocabulary, motivation, and self-confidence. The researcher also recommended keeping the length of the videos within one minute. Similarly, Koesoemah (2019) conducted a similar study at an Indonesian university, using self-recorded videos to enhance students' speaking sub-skills. Pronunciation, vocabulary, and grammar improvement varied among the students. Koesoemah suggested that teachers or researchers should request students to create videos lasting at least one minute.

As mentioned earlier, there is limited availability of previous studies on this research topic in online resources. However, it is important to include two studies conducted in Ecuador to provide relevant research more aligned with the context of this study. Encalada and Sarmiento (2019) highlight that self-recorded videos are a valuable technique to compensate for the limited opportunities for students to engage in speaking activities in non-English speaking environments. They collected data from students at private and state universities and conducted a survey to explore students' perceptions of using self-recorded videos to develop their English-speaking sub-skills as a foreign language. Their findings indicated that students improved their vocabulary and pronunciation and gained more confidence in expressing themselves in English with greater spontaneity. Another study conducted in Ecuador by Hidalgo Rojas (2021) focused on the use of self-assessment videos to enhance students' oral sub-skills. Hidalgo Rojas observed improvements in fluency and students' ability to become more independent in their learning. She designed a rubric and administered a pre-test and post-test to measure grammar, vocabulary, pronunciation, and fluency among students at a private university. It is worth noting that the rubric used in Hidalgo Rojas' study was based on the Common European Framework of Reference (CEFR), while the rubric in the present study was specifically designed according to the contextual factors and objectives described.

Furthermore, two significant studies related to this research were conducted in state schools in Colombia. Marengo (2017) focused on the influence of peer tutoring in fostering spoken fluency in computer-mediated tasks. The study assigned proficient language students as peer tutors to evaluate the spoken performance of their peers during recorded sessions, using a checklist to assess spoken performance. The results indicated progress in vocabulary and grammar skills.

Calderon Quintero and Nieto (2017) conducted a secondary investigation focused on improving spoken fluency through self-assessment using audio-video recording activities. The study involved sixth-grade students attending two state schools in Bogotá. The primary objective was to foster students' self-critical evaluation of their speaking skills. The students participated in two hours of face-to-face sessions per week and one virtual session per week, where they were asked to record themselves. The researchers noted challenges with recording online classes, as students had not been taught pronunciation and tended to rely on reading instead of speaking spontaneously.

Strategies to Improve Speaking Competence Using Self-recorded Video

In 2019, Nita H. Koesoemah, affiliated with the Department of English at Politeknik Negeri Bandung in Bandung, Indonesia, conducted a research study to assess the enhancement of English-speaking skills among higher education students through the use of self-recorded videos. The study focused on four aspects of speaking skills: Pronunciation, Vocabulary, Grammar, and Fluency. To address the research objectives, the study employed a descriptive research method, and the data consisted of students' self-recorded videos created during one semester. The research findings indicated that practicing spoken English through self-recorded videos had a positive impact on improving students' speaking skills.

The study concludes that self-directed learning, including the use of self-recorded videos, can effectively enhance students' English-speaking skills. By recording themselves speaking in English, students actively engage with the language. In the sample group, consisting of three students, improvements were observed in their ability to speak English, although the specific language skills that improved varied among them. One student showed more progress in pronunciation, while others excelled in different areas like vocabulary, grammar, or fluency. Regardless of the specific skill, all these improvements contributed to their overall ability to speak English.

Learning a language, especially a foreign one, requires active usage to maintain proficiency. Self-recorded videos can be particularly beneficial for students who may feel shy or lack confidence when speaking in front of others. This self-practice enables them to gradually become more comfortable with English, leading to increased confidence and readiness to communicate with others.

In this research, the data were collected from three students who recorded videos ranging from 45 minutes to three minutes and five seconds. To obtain more valuable data, it is recommended that educators encourage their students to create videos lasting no less than one minute, especially in the videos recorded after the initial weeks.

Conceptual Framework

Speaking is defined as the ability to express thoughts, ideas, and feelings verbally coherently and fluently. A good learning of speaking involves not only the ability to articulate thoughts, ideas, and feelings clearly and fluently but also the confidence and motivation to practice and improve.

This study aims to improve speaking and enhance learners' motivation. The study incorporates SRV to enhance students' speaking achievement and motivation because SRV has the potential to improve speaking achievement and increase motivation by providing opportunities for self-assessment, enabling repeated practice, and fostering a sense of autonomy and confidence in learners. Furthermore, SRV offers immediate feedback, allows for reflection on performance, promotes learner engagement, and facilitates personalized learning experiences.

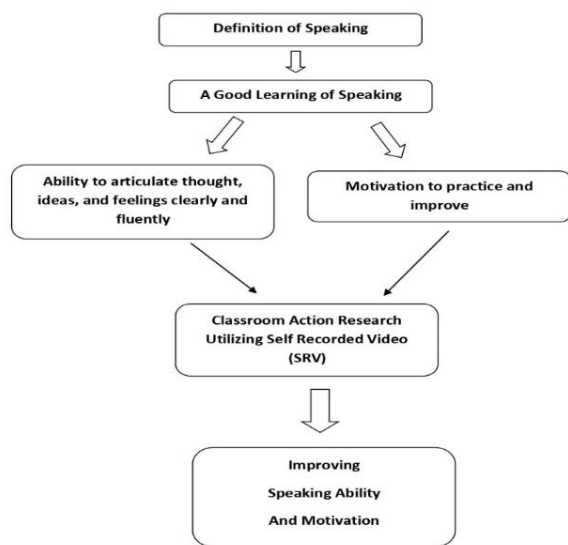


Figure 1 – Conceptual Framework

This research hypothesizes that the use of self-recorded video improves the speaking achievement and motivation of tenth-grade students at Senior High School.

III. METHOD

This study employed a Classroom Action Research (CAR) approach to investigate the impact of self-recorded video activities on students' speaking skills. CAR is a systematic and reflective process that involves planning, acting, observing, and reflecting (Lewin, 1946). This research follows the Kurt Lewin model of CAR, which consists of two cycles, each involving four stages: planning, acting, observing, and reflecting. The planning phase involved designing the intervention and preparing materials, while the acting phase focused on implementing the self-recorded video activities in the classroom. Observing included collecting qualitative and quantitative data, and reflecting involved analyzing results and refining the intervention for the next cycle.

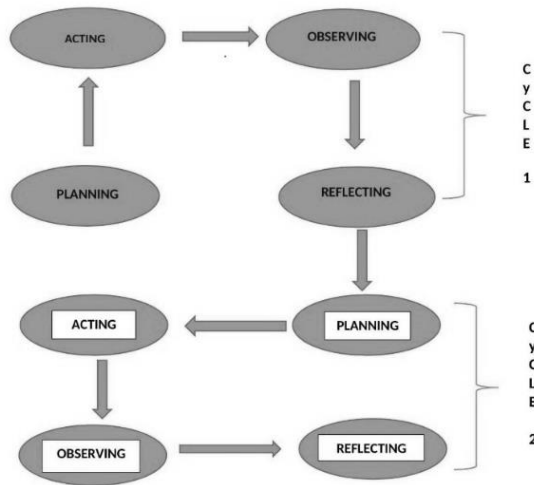


Figure 2 – Kurt Lewin’s Action Research Design

The study was conducted at Senior High School, involving 35 tenth-grade students enrolled in an English as a Foreign Language (EFL) course. These students were selected based on their varying levels of English proficiency to provide a representative sample. The researcher also acted as the instructor for the intervention and data collection.

A mixed-methods approach was utilized, combining both qualitative and quantitative data to ensure a comprehensive understanding of the study’s impact. To measure improvements in students’ speaking skills, a pre-test was administered before the implementation of the self-recorded video activity. After completing two cycles of the intervention, a post-test was conducted to assess progress. The tests evaluated key speaking components, including pronunciation, fluency, accuracy, and coherence (Hughes, 2003).

A structured questionnaire was distributed to students to assess their motivation, confidence, and perceptions regarding the use of self-recorded videos in learning speaking skills. The questionnaire employed a Likert scale (1–5) to quantify responses (Dörnyei, 2010). Classroom observations were conducted to record students’ engagement, participation, and challenges faced during the intervention. The researchers documented behavioral patterns, speaking interactions, and classroom activities (Mackey & Gass, 2016). Also, semi-structured interviews were conducted with selected students. The interviews explored themes, such as anxiety reduction, self-reflection, and overall improvement in speaking skills (Creswell, 2014).

The collected data were analyzed using qualitative and quantitative techniques. Pre-test and post-test scores were analyzed using descriptive statistics (mean, standard deviation, and percentage of improvement). A paired-sample t-test was performed to determine the statistical significance of improvements in speaking skills (Pallant, 2020). Responses from questionnaires, observations, and interviews were analyzed using thematic analysis (Braun & Clarke, 2006). Recurring patterns and themes related to students' motivation, self-assessment, and confidence were identified and interpreted.

The effectiveness of the intervention was determined based on three key criteria: speaking score improvement, increased student engagement, and positive student perception. At least 75% of students scoring above 70 in the post-test indicated a successful

outcome. Also, more active participation in speaking activities and positive feedback from students in questionnaires and interviews validated the impact of the intervention.

IV. RESULTS AND DISCUSSION

RESULT

This study examines the improvement of students' speaking abilities through quantitative measures (pre-test and post-test scores) and qualitative observations from classroom interactions and student feedback. To understand the learning context before implementing classroom action research, the researchers conducted a comprehensive preliminary investigation.

The discussion revolved around the overall state of the class. Based on the result of the interview, most students exhibited a lack of enthusiasm for learning English due to its perceived difficulty, often resulting in low proficiency levels. In the second category, the discussion centered on the challenges faced by students in developing their speaking skills. It was noted that students encountered pronunciation difficulties, lack of self-confidence, and struggles with organizing words into coherent sentences. These challenges were attributed to insufficient practice in speaking English.

The common approach employed by the teachers for teaching English speaking involves introducing a new dialogue to the students. The teachers read out the dialogue, and the students repeat it collectively. Subsequently, the teacher provides the meaning of the dialogue. The following are some interview excerpts given before the implementation of SRV technique in Classroom Action Research:

Sometimes I struggle with finding the right words and get nervous, especially when I have to perform in front of the class. (student A)

Honestly, the teaching method is a bit boring. I just read sample dialogues, practice saying them, and then I easily forget them by the next meeting. (student B)

I'd like to have more opportunities for real-life conversations where we talk about everyday topics or current events. (student C)

Observation Results

The observation was aimed at understanding the teaching and learning process. The observation found that the teacher employed a dialogue-based learning technique. The teacher provided students with a dialogue text to read, after which they performed it with a partner in front of the class. However, students only focused on reading the dialogue, assigning meaning to it, and performing with their partner. They were not given opportunities to showcase their speaking abilities or engage in communicative conversations due to the lack of time in the English class. The use of this strategy may lead to boredom since there is a lot of repetitive nature in reading dialogue, and students may struggle to apply the language learned in real-life situations as they focus on reading and reciting dialogues only.

Once the students were given time to practice speaking in front of the classroom, another problem faced was muteness and shyness in speaking English. It was typically due to fear of

making mistakes or being judged, coupled with a lack of confidence in language abilities. Cultural norms, past negative experiences, and limited exposure to English-speaking environments also contribute to this reluctance.

Questionnaires Results

The questionnaire was administered to gauge students' feedback on the teaching and learning process, their performance in speaking activities, and potential solutions to the challenges encountered in teaching speaking.

Table 1 – Students’ feedback on the teaching and learning process

No.	Item	Response	Percentage (%)
1	Satisfaction with speaking scores	Dissatisfied	71.80
		Satisfied	28.20
2	Interest in learning English speaking	Dislike	79.02
		Interested	0,90
3	Motivation in learning English speaking	Lacked motivation	80.02
		Motivated	0,85
4	Perception of English speaking difficulty	Difficult	82.23
		Easy	0,76
5	Suitability of sentences for daily life	Not suitable	68.21
		Suitable	31.57
6	Student initiative in asking questions	Asked questions	21.05
		Did not ask questions	78.94
7	Perception of opportunities for speaking exercises provided by teacher	Inadequate opportunities (All students)	100.00

Based on the questionnaire results, 71.80% of students expressed dissatisfaction with their speaking scores, and only 28.20% felt satisfied. Secondly, 79.02% of students indicated a dislike for learning English speaking, with only 20.98% showing interest. Besides, 80.02% of students lacked motivation in learning English speaking, compared to 19.98% who felt motivated. Also, 82.23% of students found speaking English difficult, while 17.77% found it easy. In terms of appropriateness, 68.21% of students felt that the sentences taught were not suitable for daily life, as opposed to 31.57% who found them suitable. Additionally, only 21.05% of students utilized opportunities to ask questions, while 78.94% did not. Finally, all students (100%) felt that the teacher did not provide enough opportunities for speaking exercises, particularly interpersonal responses, and seldom used English in class. Responses to statements nine and ten were left blank as CAR had not yet been implemented.

The questionnaire results show students' engagement and motivation in learning English speaking were currently low. There was a clear need to enhance students' positive response following the implementation of the action. Therefore, CAR was conducted to address these issues.

Pre-Test Results

The preliminary assessment evaluated students' speaking skills. In the preliminary assessment, the students' speaking proficiency was found to be below standard, as indicated by the following table.

Table 2 – The Students’ Speaking Score in Pre-Test 1

No.	Student Score	Number of Students	Percentage
1.	< 70 (not finished)	25	71.43 %
2.	>= 70 (complete)	10	28.57 %

According to the pre-test results, the data indicated that the average pretest score was 54.51. Only ten students, comprising 28.57% of the total, attained a score surpassing the Criteria for the achievement of learning objectives (KKTP).

Following an analysis of the pre-test results, it was evident that a majority of the students in class X.1 at SMAN 1 Kedondong faced challenges with their speaking abilities. Consequently, there arose a necessity to identify solutions to address this issue. To tackle this problem and enhance students' speaking skills, the author implemented the "Self-recorded video" technique in each cycle of Classroom Action Research.

Classroom Action

Cycle 1: Planning

During this phase, the writer designed a lesson plan incorporating competitive standards and carefully selected materials. The lesson plan prioritized interpersonal responses. In the first cycle, two lesson plans were developed, focusing on the topics of "Tourist resort destination" and "Family". These topics focused on practicing describing tourist destinations and family.

The objective of the planning phase in Cycle 1 was to design and implement a strategic intervention for improving the speaking competence of the students. This phase combined self-recorded videos to provide students with opportunities to self-assess and receive constructive feedback. The plan included selecting appropriate speaking activities, setting clear performance criteria, and preparing instructional materials that facilitate practice and reflection. The self-recorded videos integration aimed to enhance students' achievements in speaking and motivation to speak English.

Acting

In this phase, the researchers played as the teacher and conducted lessons for tenth-grade students of Senior High School through self-recorded videos. During the teaching process, the writer employed a three-phase technique comprising pre-teaching activities, actual teaching activities, and post-teaching activities. Throughout the acting, the writer aimed to actively engage students in classroom activities.

Observing

During the observation phase, the researchers monitored the students' responses, participation, and achievements, as well as the teacher's activities throughout the teaching and learning process. To ensure the effectiveness of this phase, the researchers took detailed notes to assess the impact of the teaching techniques on the students' speaking abilities in the classroom. Some students, at first, appeared to be unsure about how to begin making videos by recording themselves and lacked knowledge of how to edit videos using the provided applications. However, with clear instructions from the teacher and demonstrations of successful videos made by fellow students, who were then asked to teach others, the remaining students gradually gained understanding and were able to follow the instructions provided.

Reflecting

At this stage, the researchers reviewed the strengths and weaknesses observed in the actions taken and the initial post-test results. Analysis of the data revealed that students' proficiency in grammar and pronunciation remains low in speaking. Therefore, it is evident that students require more oral practice, rather than solely focusing on written exercises. Additionally, students exhibit hesitation in speaking English before formulating their thoughts in writing. Hence, the teacher should dedicate more attention and exercises to enhance students' confidence and fluency in speaking English.

Students' Score

Table 3 – The Students' Speaking Score in Cycle 1

No.	Student Achievement Score	Number of Students	Percentage
1.	<i>< 70 (not finished)</i>	15	42.85 %
2.	<i>>= 70 (complete)</i>	20	57.14 %

The initial post-test results revealed that only twenty students (57.14%) achieved the target score necessary for the achievement of learning objectives criteria (KKTP). Hence, there was a shortfall of at least fifteen students (42.85%) needed to meet the goal of having 75% of students pass the KKTP. Given that both the observations and test outcomes indicated that the objectives of the first cycle were not met, the teacher had to progress to the next cycle of action.

Following the completion of the first cycle, an unstructured interview was conducted. Based on the responses during the interview, it was noted that the condition of students in the speaking class has shown significant improvement during the implementation of the action, but has not yet met the target. The researchers found that the target of fully engaging students and achieving a higher level of fluency and confidence in speaking English using self-recorded video techniques has not been met. Further modifications and strategies are necessary to meet the desired outcomes in subsequent cycles.

At first, I felt very nervous and unsure about how to use the recording equipment. But over time, I became more comfortable. However, I still prefer speaking in front of the class because I can get immediate feedback. (Student A)

I noticed some improvements in my pronunciation and confidence. However, I still struggle with speaking spontaneously, and I think more practice is needed. (Student B)

The Cycle 1 results revealed several key factors contributing to the failure to achieve the targeted learning objectives. The post-test results indicated that only twenty students, representing 57.14% of the class, met the required score for the learning objectives criteria (KKTP). This shortfall of 42.85%, where at least fifteen students did not meet the KKTP, shows areas for improvement. A primary issue identified was the students' low proficiency in grammar and pronunciation, crucial components of effective speaking.

Furthermore, observations during the action research cycle suggested that students were hesitant to speak in English spontaneously. Many students preferred to formulate their thoughts in writing before attempting to speak. The hesitation hindered their ability to practice speaking in real-time, which is essential for language acquisition.

Cycle 2: Planning

Cycle 2 aimed to address issues from Cycle 1, particularly students' struggles with spontaneous speaking. The teacher developed a new lesson plan, maintaining a focus on providing oral models for describing objects, places, people, and telling stories. The plan is expected to improve descriptive and narrative speaking competence to help students vividly depict topics and create mental images for the audience.

Speaking Practice and Self-Recorded Videos

Students were required to create self-recorded videos where they practiced describing and narrating various topics. These videos let students engage in spontaneous speaking, with the added benefit of being able to review and self-assess their performance. By watching their recordings, students could identify areas for improvement in real-time.

Grammar and Pronunciation Focus

In response to the identified weaknesses in grammar and pronunciation, the lesson plan incorporated targeted exercises to address these areas. Pronunciation drills and grammar-focused activities were integrated into each lesson. Peer review sessions were introduced. Students watch and provide feedback on each other's videos, which is expected to build a collaborative environment.

Classroom Management and Time Allocation

Improving classroom management and time allocation was another focus of Cycle 2. The teacher ensured that time was effectively distributed between different activities, including time for students to plan, record, and review their videos, as well as in-class activities for practice, feedback, and reflection. Structured classroom routines and clear instructions helped maximize the use of instructional time. These strategic adjustments in Cycle 2 aimed to better support students in developing their speaking skills. This approach ensured that students had more opportunities to practice and improve to meet the KKTP targets and achieve the learning objectives.

Cycle 2 Action

Cycle 2 aimed to address the issues identified in Cycle 1. During this phase, a new lesson plan was developed. The new plan did not differ significantly from the previous one, still focusing on giving certain speaking models of how to describe a thing, place, person, or tell a story. Descriptive and narrative speaking competence, also known as descriptive speech, involves the ability to depict objects, events, or phenomena through verbal expression.

First meeting: Story Telling

Pre-Teaching Activity

The teacher gave a greeting and asked the learners to say the prayer. And then, the teacher checked the students' attendance and motivated them to know more about their environment and surroundings.

While Teaching Activity

Aligned with the chosen theme, the teacher provided students with materials focusing on narrative text. The teacher gave the triggering question to the student. The teacher explained about narrative text and showed a video of a high school student who told a story of Snow White. The teacher then asked the students to analyze the structures and language features of the text in the video. The teacher mentioned some other titles of narrative texts and asked them to develop a blueprint outlining the procedures necessary to produce a video project.

Post Teaching Activity

The teacher inquired about the challenges students faced while learning the material and provided feedback on their work. Finally, she concluded the class by bidding farewell.

Second Meeting: Recount text

Pre-teaching activity

After greeting and saying the prayer, the teacher prepared students psychologically and physically to follow the learning process.

While Teaching Activity

Aligned with the chosen theme, the writer provided students with materials on recount text. The teacher gave questions to the student. The teacher continued to explain about recount text. The teacher showed a video of a high school student who told a story about his experience in the past. The teacher asked the students to analyze the structures and language features of the text in the video. The teacher requested the students to develop a blueprint outlining the procedures necessary to produce a video project showcasing their performance in telling a story in the past, which they would record themselves.

Post Teaching Activity

The teacher asked about the challenges students faced while learning the material and gave feedback on their work. Finally, she concluded the class by bidding farewell.

In the second cycle, there were improvements in the implementation of teaching techniques during the acting phase. The English instruction given was more effective compared to the first cycle, with slower-paced explanations and better management of time. The teacher had improved control over the classroom environment.

The Result of Cycle 2

To evaluate the results of the students' speaking skills from the initial post-test, please refer to the table provided here:

Table 7 - Students' Speaking Score in Cycle 2

No.	Student Achievement Score	Number of Students	Percentage
1.	< 70 (Not finished)	5	14.29 %
2.	> 70 (Complete)	30	85.71 %

Based on the post-test results from cycle 2, the writer observed significant improvements in the implementation of the self-recorded video technique in teaching English, especially in speaking skills, compared to cycle 1. The post-test results revealed that 30 students (85.71%) achieved scores meeting the achievement of learning objectives criteria (KKTP).

The condition of students in the speaking class improved during the implementation of the action. They appeared more enthusiastic and found it easier to speak when using the self-recorded video technique. It was also emphasized that the students' participation was commendable, as classroom activities actively engaged them. Moreover, the interview showed that self-recorded video was a beneficial technique for teaching speaking, as it proved to be effective in enhancing students' speaking abilities. Additionally, it was highlighted that self-recorded video could serve as an alternative strategy and motivate English teachers to incorporate it into their teaching methods.

Based on the observation data and the post-test results from cycle 2, the writer observed significant improvements in the implementation of the self-recorded video technique in teaching English compared to cycle 1. The post-test results revealed that 30 students (85.71%) achieved scores, meeting the achievement of learning objectives criteria (KKTP). This result surpasses the action success requirement of 75% of students achieving a score of at least 70.

According to the data, students demonstrated increased motivation, courage, confidence, and proficiency in understanding and using spoken English, as well as applying grammatical rules and vocabulary more effectively. They could communicate in English more fluently and accurately. When the researchers interacted with students outside the classroom, they responded confidently and appropriately in English, although occasional errors, such as tense usage, were noted. Despite these minor mistakes, the researchers achieved the goal of enabling students to use English for communication effectively. Therefore, the next cycle of the research is not required.

The following are the results from the pretest, posttest I, and posttest II in a diagram.

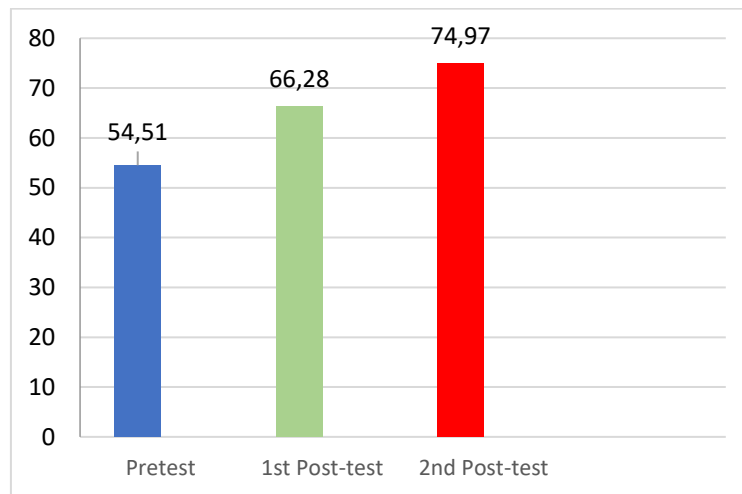


Figure 3 – Students’ score percentage who passed KKTP

Before introducing the self-recorded video technique to enhance students' speaking ability, the writer collected data from the pretest. Prior to implementing the action, the class had a mean score of 54.51. The researchers calculated the percentage of students who achieved KKTP in their speaking scores. In the pre-test, it was observed that approximately 28.57% of students passed the KKTP, indicating that ten students achieved a score of 70 or higher, while twenty-five students scored below the KKTP.

After analyzing the pre-test results, the researchers proceeded with the action research by implementing the self-recorded video technique to enhance students' speaking ability. Subsequently, the writer identified and calculated the results of post-test 1. The average score of students in post-test 1 was 66.28, indicating an improvement of 11.77 points (66.28 - 54.51) or 21.59 %. Moreover, the percentage of students who achieved the KKTP was 45.71%, signifying that sixteen students met the KKTP while nineteen students scored below it.

Following the completion of cycle 2, the researchers administered post-test 2 to assess the improvement in students' speaking ability during this cycle. The mean score of students in post-test 2 was 74.97, indicating an increase of 8.69 points (74.97 – 66.28) from post-test 1. Additionally, it was observed that the improvement in students' speaking ability from the pretest to post-test 2 was 20.46 points (74.97 – 54.51) or 58.45 %.

Moreover, the percentage of students who achieved the KKTP in post-test 2 was 85.71%, indicating that thirty students met the KKTP while five students scored below it. This fulfillment of the criterion signifies the success of the action.

Students express satisfaction with the teaching-learning experience facilitated by the self-recorded video. They perceive the technique as beneficial for enhancing speaking abilities and fostering a conducive learning environment. These findings can be further analyzed using relevant theories and prior research. According to Katchen (1991), self-recorded videos allow students to compare past and present performances for critical self-assessment. This corresponds to the significant improvement in speaking ability observed in this study, as students likely engaged in reflective practices that promoted continuous improvement. Similarly, Kirkgoz (2011) (as cited in Encalada and Sarmiento, 2019) supports the idea that self-

recorded videos enhance self-assessment skills during speaking tasks, which is evident in the students' increased confidence and proficiency.

Maulana, Elmiati, and Ikhsan (2023) suggest that the self-recorded video technique can motivate and support students in overcoming language barriers. Furthermore, Suastra (2019) found that self-recorded videos can boost proficiency, self-esteem, and motivation while reducing inhibition and anxiety in speaking English. These ideas are found in the qualitative feedback from students, who reported an increase in motivation and ease in speaking.

This study was conducted in a relatively short duration that the self-recorded video approach may not have been sufficient to observe the long-term effects on students' speaking abilities. A longer study duration would allow for a more comprehensive understanding of how sustained use of self-recorded videos impacts language proficiency and retention. Besides, the researchers' expectations and perceptions might influence the implementation of the self-recorded video and the interpretation of the data. This bias could affect the objectivity of the findings, as the researcher might unintentionally steer the study towards expected outcomes. Minimizing interaction with students during the data collection process and using blind assessment methods might minimize the bias.

V. CONCLUSION

This research concluded that using self-recorded video in English teaching can improve students' speaking skills. The pre-test revealed a mean score of 54.51, which increased to 66.28 in post-test 1, and further to 74.97 in post-test 2, with 85.71 % of students meeting the KKTP criterion. These findings indicate a significant improvement in speaking skills through self-recorded video. Also, the use of self-recorded video can foster motivation during speaking activities. Therefore, English teachers are encouraged to adopt the self-recorded video technique as an alternative approach to teaching speaking skills. Besides, students could use self-recorded videos to learn interpersonal responses. This practice can be performed at home in the daily basis or integrated into their extracurricular activities.

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