



From Fear to Fluency: Self-Recorded Video Use to Improve EFL Speaking Proficiency

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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 aimed to examine 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 with 35 tenth-grade students at SMAN 1 Kedondong. The findings revealed that the mean speaking score increased from 54.51 (pre-test) to 66.28 (post-test 1), and 74.97 (post-test 2), which shows a total improvement of 20.46 points (58.45%). The percentage of students achieving the minimum passing score (KKTP) rose from 28.57% to 85.71%. Students also reported increased confidence and motivation even though they were less confident with self-recording at first. The results suggested that self-recorded video is an effective, accessible tool for enhancing speaking proficiency in EFL contexts. Teachers are encouraged to adopt this method to promote active learning and learner autonomy.

Keywords: *classroom action research; EFL learners; language learning; self-recorded videos; speaking skills*

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 is still a huge challenge. Traditional teaching methods often employ grammar and written exercises rather than practical speaking practice. Also, large class sizes and limited classroom hours make it difficult for teachers to provide individualized feedback and sufficient speaking opportunities (Nunan, 1999). As a result, 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 (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, Elmiati & 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.

Finding the rising 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.

In the case of the tenth graders of SMAN 1 Kedondong, the researchers observed that the teaching method used was still conventional, relying solely on the textbook, without additional materials from other sources. Furthermore, there was a lack of diverse classroom speaking activities to make the teaching and learning process engaging and effective. Hence, the teaching and learning process appeared uninteresting and failed to motivate the students to develop their speaking skills effectively.

It was also noted that the school doesn't have a well-supported language laboratory where the teachers could only rely on a whiteboard and a board marker as the main instructional media. Consequently, the students easily lost focus and attention. Without adequate facilities, teachers could find it challenging to integrate technology into their lessons. Furthermore, it leads to a less stimulating learning environment and potentially diminishes students' motivation and interest in

learning English.

The lack of student motivation at SMAN 1 Kedondong is considered by the author to be a primary issue in learning speaking skills. Moreover, student motivation can stem from external factors such as socializing with friends, family circumstances, and unsupported living environments. On the other hand, internal motivation is hindered by the absence of a compelling reason to learn English seriously, leading to regrets among graduates who struggle in their careers due to inadequate language skills.

Another obstacle is the perception of English as a difficult subject, possibly due to minimal prior knowledge and stark differences between English and Indonesian. Students become passive and disengaged during lessons, indulging in distractions like chatting and doodling. Insufficient practice time adds to the problem, with English lessons being the sole exposure to the language in an unsupportive environment.

The core problem in this study is the low speaking performance among EFL learners in Indonesian high schools, and one of the factors is the lack of engaging and effective speaking practices. This deficiency could be improved through innovation with the use of technology. This study investigates the incorporation of technology, speaking practices by self-recorded videos, to boost the students' speaking skills. Specifically, it examines two research questions:

RQ1: How do self-recorded videos affect students' speaking scores?

RQ2: How do students perceive the use of self-recorded videos in their learning process?

This study is significant for 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).

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 followed 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. Meanwhile, the acting phase focused on implementing the self-recorded video activities in the classroom. Observing included collecting qualitative and quantitative data.

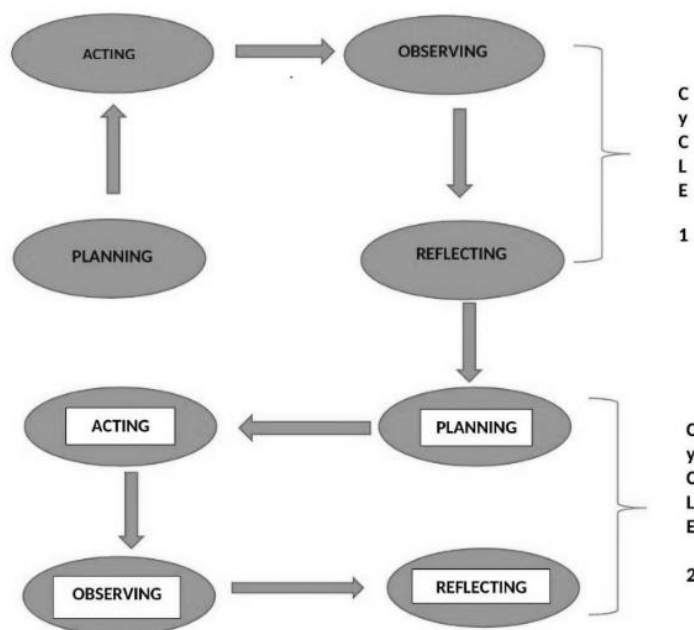


Figure 1. Kurt Lewin's Action Research Design

The study was conducted at SMAN 1 Kedondong, participated by 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 researchers also acted as the instructors for the intervention and data collection.

A mixed-methods approach was utilized. Quantitatively, a pre-test and a post-test (after each cycle) were conducted to assess the students' speaking performance. The speaking scores were evaluated using a rubric adapted from Thornbury (2005), which assessed four components: fluency, pronunciation, accuracy, and coherence. Each component was scored on a scale from 1 (poor) to 5 (excellent). To ensure scoring reliability, two raters independently assessed the students' videos. Inter-rater reliability was calculated using Cohen's Kappa, which resulted a value of 0.82, indicating strong agreement. Rubric calibration was conducted through a training session with sample scoring exercises before scoring.

Qualitatively, data were collected through structured questionnaires, classroom observations, and semi-structured interviews. Thematic analysis followed Braun & Clarke's (2006) six-phase approach: familiarization, coding, generating themes, reviewing themes, defining themes, and writing up. Codes were derived inductively from the data, and recurring patterns related to student motivation, self-confidence, and perceptions were grouped into categories.

The table below summarizes the CAR actions for each cycle:

Table 1. Summary of CAR Actions per Cycle

Cycle	Planning	Acting	Observing	Reflecting
1	Lesson plan with interpersonal focus	Self-recorded videos on tourism/family	Monitoring participation, technical issues	Identified grammar/pronunciation issues, low fluency
2	New plan with narrative/recount tasks	Video tasks: storytelling & past events	Increased engagement, peer feedback sessions	Improved fluency, confidence, >75% passed KKTP threshold

Table 1 above depicts two cycles of an action research process with a progressive improvement in students' speaking performance. In Cycle 1, instruction was planned with an interpersonal focus and implemented through self-recorded video tasks on tourism and family topics. Observations revealed issues related to student participation and technical constraints, and reflection identified grammar and pronunciation issues. Based on these findings, Cycle 2 introduced a revised plan with narrative and recount tasks. The tasks were enacted through storytelling and past-event video assignments. Observations demonstrated high student engagement and the effective use of peer feedback sessions, and reflection indicated a positive effect on confidence.

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 & Taguchi, 2009). 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, 2015). 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.

Results

This study investigated the improvement of students' speaking abilities through quantitative measures and qualitative observations from classroom interactions and student feedback. To acknowledge the learning context before implementing classroom action research, the researchers conducted a preliminary investigation.

The discussion focused on the whole condition 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. In the second category, the discussion focused on the challenges students face 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 the 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. A dialogue text was spread to the students 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 2. Students' feedback on the teaching and learning process

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

In response to the challenges found during the observations, this study is progressed to the classroom action. The interventions of this study were conducted in two cycles, each of which was followed by posttest to acknowledge the improvement of the students' English skills, particularly speaking.

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 SMAN 1 Kedondong 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' Scores

Table 4. The Students' Speaking Score in Cycle 1

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

The initial post-test results revealed that only twenty students (57.14%) achieved the target score necessary for the achievement the 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. This result indicated that the first cycle of the intervention did not satisfy the objectives. Therefore, the second intervention should be conducted. 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 5: 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.

Table 6. Descriptive Statistics for Speaking Test Scores (N=35)

Test	Mean (M)	Standard Deviation (SD)
Pre-test	54.51	9.43
Post-test 1 (cycle 1)	66.28	8.71
Post-test 2 (cycle 2)	74.97	7.62

The data from pre-test and post-tests demonstrated improvement in students' speaking abilities. The pre-test average score was $M = 54.51$, $SD = 9.43$. After Cycle 1, the average of Cycle 1 post-test increased to $M = 66.28$, $SD = 8.71$. Post-test 2 showed a further increase to $M = 74.97$, $SD = 7.62$. The whole improvement from pre-test to post-test 2 was 20.46 points (58.45%). The effect size, calculated using Cohen's d , was 1.35, indicating a large effect.

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

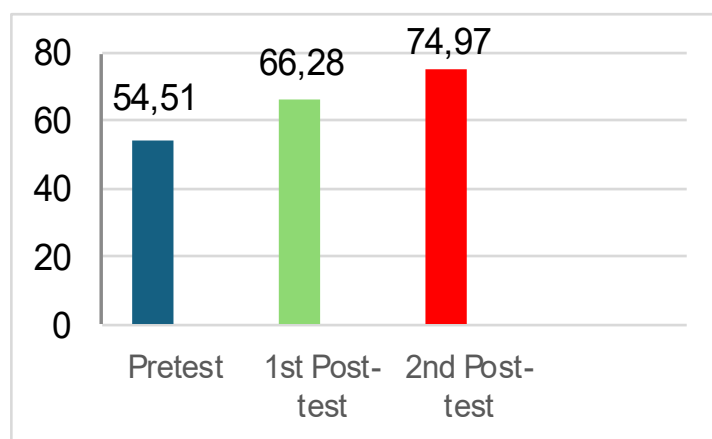


Figure 2. The Scores of Students who passed KKTP

Before introducing the self-recorded video technique to enhance students' speaking ability, the writer collected data from the pretest. Before 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.

Discussion

This study suggested that self-recorded video significantly improves students' EFL speaking performance, with progress in fluency, pronunciation, accuracy, and coherence. Students become less hesitant when speaking, as repeated practice in a low-pressure environment allows them to gain confidence. The opportunity to rehearse and reflect using private recordings decreases anxiety associated with live speaking tasks. In terms of pronunciation, this method gives students the ability to replay their recordings and detect their own mispronunciations. This auditory feedback encourages imitation of native-like pronunciation. Students also show improvements in grammatical accuracy. This activity reinforces attention to syntax and grammar, consistent with principles of self-regulated learning. Also, the coherence of spoken responses improves as students are required to plan their ideas and organize them into logical sequences before recording.

In Cycle 1, only 57.14% of students met the expected criteria due to limited exposure to video-making tools, lack of peer models, and performance anxiety. However, after receiving more detailed guidance, access to exemplary videos, and additional time for preparation in Cycle 2, the percentage of students meeting the standard rose to 85.71%. This significant improvement shows the effectiveness of this approach. These results align with foundational learning theories.

According to the theory of self-regulated learning (Zimmerman, 2002), students actively managed, monitored, and evaluated their learning progress through each recording cycle. Vygotsky's Zone of Proximal Development was evident as students, with support from teachers and peers, performed beyond their initial capabilities. Dewey's (1933) concept of reflective practice also emerged clearly—students critically observed their performance, engaged in self-correction, and set

goals for improvement.

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 Encalada & Sarmiento (2019), 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.

Elmiati & Ikhsan (2023) suggest that the self-recorded video technique can motivate and support students in overcoming language barriers. Furthermore, Menggo, Suastra, & Padmadewi (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.

The current study was conducted in a relatively short duration, so the self-recorded video approach may not have been sufficient to observe the long-term effects on students' speaking abilities. A longer duration could result in a more comprehensive understanding of how sustained use of self-recorded videos impacts language proficiency and retention. Therefore, further study should consider the use of CAR in the long phase. 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.

Conclusion

This research concluded that using self-recorded videos 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. The finding indicates 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 a daily basis or integrated into their extracurricular activities.

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