**THE USE OF SELF-RECORDING VIDEO FOR EFL STUDENTS:
A QUALITATIVE STUDY OF INDONESIAN EFL STUDENTS'
PERCEPTIONS**

SKRIPSI

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui persepsi siswa tentang penggunaan SRV di kalangan siswa EFL dan untuk mengidentifikasi keefektifannya, khususnya dalam kemampuan berbicara. Penelitian ini juga bertujuan untuk mengetahui peran SRV dalam meningkatkan keterampilan berbicara siswa. Penelitian ini melibatkan 50 siswa dari 2 kelas yang menggunakan SRV sebagai media pembelajaran yang berfokus pada keterampilan berbicara. Data penggunaan SRV oleh mahasiswa diperoleh dari kuesioner yang diadaptasi dari penelitian yang dilakukan oleh Encalada & Sarmiento (2019). Dari total responden, 5 mahasiswa yang memenuhi kriteria dalam penelitian ini diikutsertakan dalam wawancara semi terstruktur yang divalidasi oleh salah satu dosen *speaking* di Universitas Islam Malang. Wawancara ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan SRV dalam proses pembelajaran.

Temuan penelitian ini menunjukkan bahwa persepsi siswa terhadap penggunaan media SRV dalam meningkatkan kemampuan berbicaranya mengungkapkan komentar positif dan negatif. Persepsi positif menyatakan bahwa siswa merasa SRV dapat membantu meningkatkan kepercayaan diri mereka, memotivasi mereka untuk mencoba dan mempersiapkan diri lebih baik dalam keterampilan berbicara, merasa lebih mudah diakses tanpa adanya tekanan untuk membuat video saat berbicara, tidak terlihat oleh banyak orang, dan juga kehadiran orang lain baik di depan maupun di samping mereka. Persepsi negatif terhadap penggunaan SRV menyatakan bahwa siswa tidak sepenuhnya terbantu dalam keterampilan berbicara, khususnya berbicara di depan umum. Oleh karena itu, siswa memerlukan pelatihan atau materi yang lebih mumpuni mengenai metode SRV sebagai media untuk meningkatkan keterampilan berbicara, seperti pemberian tugas SRV secara rutin, menjadikan SRV sebagai bagian dari materi pembelajaran berbicara, dan pemberian nilai pada tugas SRV yang telah dikerjakan oleh siswa. Dengan begitu siswa akan terbiasa dengan metode SRV dalam proses pembelajaran berbicara, selain itu siswa juga akan merasa antusias dan termotivasi dalam melaksanakan pembelajaran berbicara khususnya dengan menggunakan metode SRV.

Kata kunci: berbicara, video rekaman diri, persepsi siswa.

ABSTRACT

This study was conducted to determine students' perceptions of the use of SRV among EFL students and to identify its effectiveness, especially in speaking ability. The research also aims to find out the role of SRV in improving students' speaking skills. This study involved 50 students from 2 classes who used SRV as a learning medium that focused on speaking skills. Data on the use of SRV by students were obtained from a questionnaire adapted from research conducted by Encalada & Sarmiento (2019). Of the total number of respondents, 5 students who met the criteria in this study were involved in semi-structured interviews which were validated by one of the speaking lecturers at the University of Islam Malang. This interview aims to determine students' perceptions of the use of SRV in the learning process.

The findings of this study indicate that students' perceptions of using SRV media increase their ability to express positive and negative comments. The positive perception states that students feel that SRV can help improve their self-confidence, motivate them to try and prepare themselves better in speaking skills, feel more accessible without any pressure to make videos while speaking without being seen by many people, other people's eyes, and also the presence of other people both in front of and beside them. Negative perceptions of using SRV stated that students were not fully assisted in speaking skills, especially in public speaking. Therefore, students need more qualified training or material regarding the SRV method as a medium for improving speaking skills, such as giving SRV assignments regularly, making SRV a part of speaking learning material, and giving grades to SRV assignments that have been done by students. That way students will be familiar with the SRV method in the speaking learning process, besides that Students will also feel enthusiastic and motivated in implementing speaking learning especially by using the SRV method.

Keywords: speaking, self-recording video, student perception.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research focuses, the purposes of the study, the research significance of the study, and the definition of key terms.

1.1 Background of The Study

Public speaking has been identified by students as a crucial science for further professional development, alongside the development of communication science, the capacity to manage others, and successful team leadership (Lee & Liang, 2012). The methods used to teach and study English are becoming more crucial. With the growth of the Internet and information technology, English teaching techniques are gradually evolving. The efficacy of teaching and learning is increased by the large range of multimedia resources available to support English language education. These resources give students additional possibilities to communicate and interact (Yeh & Lai, 2019).

It is consistent with the abundance of multimedia platforms and resources for teaching English that give students and teachers more chances for communication and interaction (Facullo, n.d.), which may improve the efficiency of teaching and learning transactions and thereby encourage self-directed or self-regulated learning (Shih, 2010). There has been an increase in interest in using video to serve numerous significant pedagogical goals in

teacher education during the past 10 to 15 years (Klein & Taylor, 2017). Students are prepared to develop professionally and with quality to confront the problems of learning in the classroom, one of which is learning to speak, by using video as an ability improvement program.

In a previous study, Zheng et al. (2021) used multi-source data to investigate and explain how two distinct approaches of sequencing video-based formative evaluations affected the performance and anxiety of English language learners in public speaking. According to Friend & Adams (2011) looked specifically at the application of video simulations in leadership education programs to enhance public speaking abilities.

The following reasons make it crucial to look at the quality of EFL students in Indonesian schools, particularly those who struggle with the English learning process. This information will help them develop and enhance their English proficiency. Students are allowed to discuss the steps involved in giving a speech, the advantages of doing so, and to evaluate their performance style through video content Chien et al. (2020). Students gain a greater understanding of the techniques that enable them to communicate more effectively in this way (Lee & Liang, 2012). Second, video helps teachers pinpoint key elements of practice and concentrate their attention by allowing them to speed up, slow down, and zoom in on certain instances (Klein & Taylor, 2017)

The usage of video with a group of pre-service teachers was previously studied by Klein & Taylor (2017) as a way to address the difficulties associated

with working as a teacher educator with candidates in wide clinical practice. Videos give instructors the ability to change the tempo, slow down, and focus intensely on the present, assisting instructors in focusing their attention and pinpointing key elements of practice. A further benefit of using video is that it helps pre-service teachers and their mentors describe, portray, and approach practice. The utilization of pre-service teacher films, as the literature implies, also serves to remove them from their actual teaching experiences (Klein & Taylor, 2017)

In addition to classroom-based learning activities, according to Friend & Adams (2011), video simulations offer real-world learning applications through the use of video recordings in one-on-one situations between students and instructors. Although the findings of the studies mentioned above have provided us with information about the advantages and significance of using video as a medium for improving speaking abilities, some experts believe that there is still a lack of research that does not describe the use of video through self-recording as a learning tool.

Concerning the findings of various research on the use of self-video recording as a learning tool to enhance speaking abilities. The usage of SRV is not enough, according to Encalada & Sarmiento (2019) to help non-English-speaking nations improve these skills. As a result, it is crucial to value the participants' perspectives to advance science when conducting more research on this subject. For this reason, using videos to teach material has a good impact on language learning in many ways, making them an effective tool for

EFL/ESP classrooms. Regarding shortcomings or flaws in the usage of self-recording videos, this was likewise stated in the second study. Numerous issues were discovered in this investigation. The worth of the kids' speaking abilities is unsatisfactory, to start with. Second, due to their unconsciousness and lack of confidence, students find it challenging to learn foreign language speaking skills (Driane et al., 2022).

To close the gap, this study investigates how students who have used video especially self-recorded video as an add-on to using video to enhance speaking abilities—perceive it. The results of this study are anticipated to help students in their efforts to hone their speaking abilities through videos in a variety of methods, including self-video recordings and instructional films.

1.2 Research Focuses

From the previous research, we aim to get a clearer focus on the students' problems during speaking among students. The following research questions:

1. How do the students perceive the use of self-video recordings on their speaking skills?

2. How does the self-video recording enhance students' speaking skills?

1.3 Purposes of Study

1. To find out students' perceptions of using self-recording videos on their speaking skills.

2. To find out how self-recording videos enhance students' speaking skills.

1.4 Research Significance

The findings of this study are anticipated to lead to a teaching method that may be applied by students to learn while honing their speaking abilities through the use of films, particularly those that they have produced themselves in order to encourage students to speak English in public and during class. It is anticipated that teachers would find this learning strategy valuable as a supplementary method for teaching speaking.

1.5 Definition of Key Terms

The study employed several critical words, including "speaking," "self-recording video," and "students' perception," to prevent misunderstandings.

1. Speaking: One of the four skills in English is speaking, which is used to explain intentions or aims as well as to argue, comment, offer advice, and reject viewpoints that differ from our own.

2. Self-recorded videos: One of the more popular forms of modern learning media, self-recorded videos frequently demonstrate that something was created by working or practicing alone with videos that allow for the recording of videos made from various angles for a duration of 1 to 3 minutes.

3. Student Perception: Student perception is the process by which students give the information they learn from an object a preference.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some points about the conclusion and suggestions of the research related to what has been analyzed and discussed.

5.1. Conclusion

The purpose of this research is to find out students' perspectives on the use of Self-Recording Videos in improving English speaking skills for English language education in semester 8 of a private university in Malang. This finding revealed that the participants had different opinions regarding Self-Recording Videos to improve their speaking. In this case, they use to provide some positive and negative perspectives on the use of SRV. The positive perspective conveyed regarding SRV in improving speaking skills among students is that SRV affects increasing their confidence in speaking.

Not only that, with the use of SRV they can watch their videos again and can correct their appearance after recording so they can prepare themselves better, and also, they feel free when speaking in front of the camera without the pressure of being seen by many people, be it friends. or their teacher. However, regarding the negative perspective, they stated that SRV had not fully helped them in the field of public speaking. With this, it

can be concluded that using SRV in improving speaking ability is quite effective and influential.

5.2. Suggestions

In this section, the researcher would like to provide some suggestions that need to be considered by lecturers and students, especially English Language Education students, as well as non-English Language Education students:

1. English teachers can provide instruction on SRV in exercises, assignments, and more in-depth materials to both English and non-English education students.

2. To be more successful in developing speaking skills, students must be more in-depth about the material on SRV and often practice SRV in speaking activities.

3. So, with this in mind, this research is also suggested to non-English Language Education students to try and practice using SRV as a method of improving speaking skills.

Finally, the authors acknowledge that their research still has numerous flaws and faults, including a dearth of study participants, a short research period, a dearth of information sources, and more. The researcher sincerely hopes that these suggestions will help to improve this study.

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