

## **Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency**

**Rosevinda Nabila Putri**  
([nrosevinda@yahoo.com](mailto:nrosevinda@yahoo.com))

University of Muhammadiyah Prof. Dr. Hamka  
Jakarta, Indonesia

**Bitadwi Rahmani**  
([bitadwi@gmail.com](mailto:bitadwi@gmail.com))

University of Muhammadiyah Prof. Dr. Hamka  
Jakarta, Indonesia

The aim of this study is to explore the students' perceptions of using video recording to improve speaking accuracy and fluency of thirty-five pre-service teacher at University of Muhammadiyah Prof. Dr. Hamka Jakarta. This study employed mixed method to analyze the data. A pre-test and post-test were obtained as the instruments and analyzed quantitatively by using paired t-test. It is used to determine the students' speaking ability before and after implementing video recording in speaking class. In qualitative method acquired a structured interview to gain their perceptions on using video recording. The results revealed a significant increase in students' speaking abilities, particularly in their accuracy and fluency. The students also show a good perception in the use of video recording in speaking classes. They stated that video recording is an interesting thing that can be used to train their speaking skills. Therefore, it is suggested that video recording might be an alternative medium for teachers or lecturers in teaching speaking.

**Keyword:** *Students' perception, Video recording, Speaking Accuracy, Speaking Fluency.*

*Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa menggunakan rekaman video untuk meningkatkan ketepatan berbicara dan kelancaran dari tiga puluh lima calon guru di Universitas Muhammadiyah Prof. Dr. Hamka Jakarta. Penelitian ini menggunakan metode campuran untuk menganalisis data. Pre-test dan post-test diperoleh sebagai instrumen dan dianalisis secara kuantitatif dengan menggunakan paired t-test. Ini digunakan untuk menentukan kemampuan berbicara siswa sebelum dan sesudah menerapkan rekaman video di kelas berbicara. Dalam metode kualitatif diperoleh wawancara terstruktur untuk mendapatkan persepsi*

*mereka tentang penggunaan rekaman video. Hasil penelitian menunjukkan peningkatan yang signifikan dalam kemampuan berbicara siswa, terutama dalam akurasi dan kelancaran mereka. Para siswa juga menunjukkan persepsi yang baik dalam penggunaan rekaman video di kelas berbicara. Mereka menyatakan bahwa rekaman video adalah hal yang menarik yang dapat digunakan untuk melatih keterampilan berbicara mereka. Oleh karena itu, disarankan agar rekaman video dapat menjadi media alternatif bagi guru atau dosen dalam mengajar berbicara.*

## INTRODUCTION

Speaking is one of the important skills in English that students have to master in learning languages. As mentioned by Zyoud (2016) that the ability to speak is the most important skill since it is the basic for communication. So that, it is important to master speaking because speaking is the most essential skill that people use to communicate each other.

The researcher finds out some problems that were often encountered by students during the learning speaking in classes. The problems are divided into two categories, external and internal. The external problems are problems caused by environmental factor; they are: first, the limited opportunities to train students' speaking skills. Students have some difficulties in finding a supportive environment to practice their speaking skills because most activities in Indonesia context still use their native-language i.e. Bahasa as the prominent media. Secondly, the purpose of learning to speak is not clear because some students live in environments where English is not needed. This condition is related to the position of English as a foreign language in Indonesia which is not used as a means of communication in every part of life.

Furthermore, the internal problem is the problem that comes from the students themselves; they are: first, they do not have a strong motivation to practice their speaking skills so that they cannot use the language correctly. Second, they get some obstacles in speaking English. They revealed that they did not know what they were going to say, they lacked preparation, they were nervous and worried about making mistakes, or lacked confidence (Wang, 2014). In addition, Gardner and MacIntyre (1993) (cited in Aydın, 2009) believe that some students may get communication apprehension. Communication apprehension refers to fear of communicating directly with other people.

Many teachers have done various ways to solve the problems above, such as; using flashcard, role play, including technology. Recently, language teaching technology has had a foremost influence in the education field, especially in the teaching and learning process. Technological developments make it easier for students to learn English easily. Since the use of technology can create interesting learning activities for students, it can increase the students' interest in learning. Including when the students speak, they need the technologies as a part of supporting them in speaking. Video recording as one of the technologies is an appropriate media that can be used to develop the students' speaking skills (Gromik, 2015); since they can see their own reflection just like normal speaking in front of a mirror but in a better version. Students can easily analyze the mistakes that they have made when watching their video later (Wicaksono,

2017). Students can pay attention to inaccurate errors (pronunciation, grammar, vocabulary), ways of speaking (posture), facial expressions, and so on.

There were several studies about video recording and the effect on speaking for EFL learners. Gromik (2015) investigated a case of the study that was conducted with 67 English as a Foreign Language graduate student at Tohoku University, Japan. Students were used their smartphone's video recording feature to generate one 30-second video per a week during a 12-week period that addresses the chosen theme of the teacher. The results showed that the students were capable to generate digital video stories to express their opinions on the chosen theme of the teacher, in the target language. This study reveals that it is now possible to use the video recording feature to evaluate students' speaking skills.

In addition, López & Bertani (2017) examines the effect of self-video recording of oral-based activity on the improvement of students' speaking skills. The study was conducted over an eight-week period. The fifteen participants had to write scripts for TV cooking shows and recorded their exercises to receive teacher feedback. The study employed video, structured interviews and student reflections as the data collection. The results indicate that the participant's oral production increases largely because of the student-to-do analysis of each of their exercises, which also helps the teacher to give more meaning to the feedback. The results also showed that the improvement of vocabulary, confidence, motivation, fluency, and better pronunciation.

Moreover, Kirkgöz (2011) investigated about how effective video-recorded as a blended learning according to the pre-service teachers' perceptions, and whether it can improve pre-service teachers' speaking ability. The study employed mixed method (qualitative and quantitative). The study contained of three hours of classroom instruction, supplemented by an additional one-hour class time, devoted to viewing and evaluating the speaking tasks recorded by students, assigned as homework. There are 4 instruments to collect the data: pre and post recording of speaking task, the analysis of video recording, interview of the students, and evaluation survey. The result revealed that students made an obvious improvement in their speaking skill, and they have positive perceptions of integrating video in the lesson. The study also revealed the use of video cameras, as a technology instrument, has a positive effect on students' views and critically evaluates their speaking tasks.

In summary, there are many previous studies about video recording on learners speaking ability. However, those studies did not investigate students' perception. In order to construct a new field of research, this study presents a project about the students' perceptions on using of video recording in target language to improve EFL learners speaking accuracy and fluency. The methodology and process of data collection are discussed and directed to the results section. Finally, discussions report on teaching outcomes, learning outcomes, implications and limitations.

## **METHOD**

This study employed mixed method; quantitative and qualitative. The participants of this study were thirty-five pre-service teacher of English Department on the second semester in 2018/2019 academic year at University of Muhammadiyah Prof. Dr. Hamka Jakarta. The researcher used

pre-test, post-test, videos, student' self-reflections and structured-interview as instruments for data collection. The students produce three videos, one video each week. In the video, the students were asked to describe something in English in accordance with the theme determined by the writer. Every time they make a video, students make their self-reflection related to their speaking skills in the video. The selected participants were interviewed at the end of the strategy implementation.

## FINDINGS AND DISCUSSION

The researcher used statistical application (SPSS) version 22 to analyze the data of students' pre-test and post-test scores. Paired t test were used to analyze the data since the samples that are participated are in the same class. The result of the pre-test and post-test score analysis are showed in the table form as follows.

**Table 4.1 Pronunciation Score**

Score	Mean	N	sd.	df	t	Sig. (2-tailed)
Pre-test	5.77	35	1.060	34	-7.363	0.000
Post-test	7.03	35	0.891			

The table above depicts the student's pronunciation score. In table 4.1, the mean score of thirty five participants of the pre-test gains 5.77, while the mean score of the post test is 7.02. On the other word, it increases 1.25 point from the pre-test to post-test score. In addition, the significant value (2-tailed) is 0.00 means that there is a significant difference between pre and post -test.

**Table 4.2 Grammar Score**

Score	Mean	N	sd.	df	t	Sig. (2-tailed)
Pre-test	5.46	35	1.010	34	-8.511	0.000
Post-test	7.03	35	0.891			

In table 4.2, it illustrates the mean score of student's pre-tests in grammar aspects in which that the post-test mean score raises 1.49 point from 5.46 to 7.0. Moreover, the significant value (2-tailed) supports the fact that there is a significant difference between pre and post-test by having a score below 0.005 i.e. 0.000.

**Table 4.3 Fluency Score**

Score	Mean	N	sd.	df	t	Sig. (2-tailed)
Pre-test	5.77	35	1.060	34	-7.363	0.000
Post-test	7.03	35	0.891			

In addition, the Table 4.3 indicates that there are any significant differences between the score of Pre and Post-test on Fluency aspect. It is supported by the score of Post-test increases 1.46 point from the pre-test score and the score of significance value (2-tailed) shows 0.00 which is smaller than 0.05.

From three tables above yield the fact that all the mean scores of post-test is higher than the mean score of the pre-test. The results of the mean score showed that there are significant changes of pre and post-test score of using video recording on student' speaking accuracy (pronunciation and grammar) and fluency. On the other words, the use of video recording can improve the student's accuracy and fluency.

Video and self-reflection scoring rubric are two other instruments were employed in this study. Videos that have been made by students provide an opportunity for researchers to see student performance during the treatment. With the video, the researcher can determine whether there is an increase in students' speaking abilities, especially in terms of accuracy and fluency. Through videos, students become aware of the mistakes they make and try to fix and improve them. Self-reflections rubrics scored by students also helped them to see whether they felt a change in their speaking ability or not.

In the first video, they produced many mistakes, such as mispronunciation, intonation that was not right, too many pauses, grammar and more. By telling them to re-watch the videos they made and then do self-reflection, they became more aware of the weaknesses and strengths they had. Thus, they can maintain good things and correct the mistakes they made. In the second video, there has been a slight development. They were more relaxed in speaking, the pronunciation and intonation are clearer, even though some of them have not changed. The last video, almost all students showed positive changes. They become more fluent in speaking, pronunciation and intonation are clearer, and their body language is more natural compared to the first video. In the third video, grammar errors are rarely found, because they become more concerned on the grammar that they use.

Interview was conducted after students have finished pre-test, treatment, and post-test. The students who interviewed were selected randomly based on the post-test score they obtained. There were ten selected students who took part in the interview. They were asked to answer some questions that have been prepared by the researcher regarding the video recording.

The students respond positively to the activity of integrating videos into speaking classes. They have good perceptions of the use of video recording in speaking class. The students agree that the use of video recording is very useful. They consider that the use of video recording is an interesting idea that needs to be developed. They claimed that video recording helped them in their self-evaluation and improve their speaking ability. They can find out the mistakes they made in the video. That way they will correct the error and try not to make the same mistake. As it is stated on their statements below:

*“It’s so great. My speaking ability is better than before because I can re-watch the video many times and fix the mistakes.”* (Respondent 13)

*“I think using video recording in speaking class is a great idea. I find changes in my speaking, especially on my fluency and pronunciation.”* (Respondent 18)

In addition, the students do agree that the use of video recording in speaking class has many benefits. The benefits of the videos recording that they felt included: increase their self-confidence, improve their speaking skills, they can find out the mistakes they made when re-watching the videos later. They assume that the video recording they were able to correct the mistakes they made in the video so they did not make the same mistake later.

*“I feel that my speaking ability is improved and become more confident to speak up.”* (Respondent 20)

*“I can re-watch the video and find out my mistakes, so I can fix my mistakes.”* (Respondent 11)

Although there are many benefits provided, the use of video recording also has several disadvantages. The disadvantages felt by students include: it requires a lot of time to record videos because sometimes videos are corrupted so they have to re-record again, and make their cellphone's memory full. Most of them argue that there is no loss they feel in using video recording for speaking. They feel more about the benefits of using the video in learning speaking than the disadvantages.

The students stated that they have experienced various difficulties during their activities recording videos, for example: the light of the room that is too dim so that the video becomes dark, and the surrounding sounds are noisy. They said that it was very difficult to find strategic place that is bright and not too noisy to make videos. Apart from environmental factors, supporting tools to make the videos are also needed. Some students stated that they used cellphone cameras to record videos so the video results were not good enough. They also find it difficult because they have to record videos repeatedly to get the best results.

*“The video is corrupt because my camera is not really good.”*(Respondent 14)

*“It’s too noisy in my house and the light is not good enough.”* (Respondent 13)

After completing making a number of videos and doing self-reflection each week, students feel that their speaking abilities are increasing in several aspects, such as: pronunciation, intonation, and fluency. They also feel that their grammar is getting better because they become more aware of the use of grammar in their speaking while making a video recording.

The results of the interview above show that students have a good perception of the use of video recording in speaking activities. They feel many benefits from using the video in their speaking class, they are: their speaking ability becomes increased, more confident, they can know the mistakes they make and try to fix them. It can be concluded that the use of video recording in speaking class is a good treatment for improving students' speaking abilities, especially in terms of fluency and accuracy.

This study revealed that the students have good perception of using video recording in improving their speaking accuracy and fluency. This is seen from the results of interviews obtained. All students agree that the use of video recording in speaking class can help them to improve their fluency and accuracy in speaking. The use of video recording is considered as an interesting media in speaking learning. As stated by López & Bertani (2017), using video recording is an interesting and pleasant activities for students in speaking learning.

Gromik (2015) stated that the video recording feature was a useful tool to enhance students' speaking skill. In this study, the students also revealed that the use of video recording in speaking classes can improve their speaking skills. They feel that their speaking skills are better after the use of video recording. They felt that they were more fluent in speaking, their pronunciation and intonation became clearer, enrich their vocabulary, and also they felt that their use of grammar was better. This can also be caused because they record videos not only once. Some students stated that they recorded the video several times to get the best results. By recording videos repeatedly they can continue to practice their speaking.

Videos can be used as self-evaluation tools. Kirkgöz (2011) states that recording allow students play back videos as much as they need; so, they can also do self-evaluation. In this current study, the students' state that watching videos that they have made repeatedly makes students know about their own strengths and weaknesses. They can maintain their strengths and continue to practice to improve their weaknesses. In addition, they also know what mistakes they have made, such as pronunciation, grammar, and others. That way they can fix the error and not do it again in the next activity.

Not only improve their speaking skills, videos can also increase their confidence. López & Bertani (2017) believes that using video recording can also help students to gain their self-confidence and have courage to speak in public. Based on the results of the interview, students stated that they became more confident in speaking. Before the use of video recording they felt nervous and embarrassed in conveying their opinions or thoughts using English, but by using videos they felt more confident.

Based on the data analysis of the mean score of the pre-test and post-test described above, it is evident that students' speaking scores are better after applying video recordings, especially in their pronunciation, fluency and grammar. As a result, video recording has a positive effect on students' speaking abilities. That is indicated by an increase in the speaking score of students. Therefore, video recording is a suitable medium that can be used by teachers in teaching speaking skill.

## **CONCLUSION**

Through the analysis of pre-test and post-test results, it can be concluded that the video recording has a positive effect on students' speaking abilities, especially in terms of accuracy and fluency. This can be seen from the increase in scores obtained by students. Video recordings direct students to conduct self-evaluations, because they can analyze their own mistakes. Results of the data revealed after applying video recording, students' speaking scores were significantly better and improved. It can be seen from the mean of their pre-test and post-test score.

Most of the students have positive perception on the use of video recording in speaking class. They think that video recording train their speaking skill, especially in terms of accuracy and fluency. They can overcome their difficulties in speaking English because with video recording they can reflect on themselves to find out their mistakes. Furthermore, they agree that they become more confident and fluent in speaking english after creating video recording.

As a result, the researchers concluded that video recording can be used as a medium in teaching speaking in order to improve students 'speaking accuracy and fluency. It has a positive effect on students' speaking abilities.

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## APPENDIXES 1

### Cue Card for Students' Video Recording from IELTS

#### Cue card 1

Describe a friend that you spend time with.

You should say:

- How often you see the friend
- What you do together
- Where you go

And explain why you like him/her

#### Cue card 2

Describe your best friend.

You should say:

- Who is s/he
- How long you two are friends
- What you do together

And explain why s/he is your best friend.

#### Cue card 3

Describe a friend from your childhood.

You should say:

- How you met him/her
- How long you are friends & what you did together
- What made you like him/ her

And explain your friendship.

## APPENDIXES 2

### **Interview Questions**

1. Have you ever used video recording in class? Explain the activity.
2. What do you think about using video recording in speaking class?
3. Do you think that video recordings help you to improve your oral production? Why?
4. What benefits did you find in using video recording?
5. What difficulties did you experience while making a video?
6. What disadvantages did you find in using video recording?
7. What changes have you noticed in your oral production after completed each video? / Describe how you improved or not after making a video!
8. What are your suggestions for using video recordings to improve your speaking skills?