

STUDENTS' PERCEPTION OF THE SELF-VIDEO RECORDING IN IMPROVING SPEAKING SKILL

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi persepsi mahasiswa terhadap penggunaan perekaman video diri (self-video recording) dalam meningkatkan keterampilan berbicara. Penelitian ini menggunakan metode kuantitatif dengan kuesioner tertutup sebagai instrumen penelitian. Partisipan dalam penelitian ini adalah 51 mahasiswa Program Studi Tadris Bahasa Inggris angkatan 2019 di Institut Agama Islam Negeri Palangka Raya (IAIN Palangka Raya). Data yang terkumpul dianalisis menggunakan analisis deskriptif dengan SPSS versi 25. Kuesioner terdiri dari 20 pernyataan, dan hasil penelitian menunjukkan bahwa 18% responden sangat setuju, 51% setuju, 29% netral, 2% tidak setuju, dan 0% sangat tidak setuju. Berdasarkan temuan tersebut, mayoritas mahasiswa memiliki persepsi positif terhadap perekaman video diri sebagai alat untuk meningkatkan keterampilan berbicara mereka. Mahasiswa merasa bahwa metode ini membantu mereka meningkatkan rasa percaya diri, mengenali kesalahan pengucapan, serta meningkatkan kelancaran berbicara. Studi ini juga menemukan bahwa mahasiswa menganggap perekaman video diri sebagai strategi pembelajaran yang fleksibel dan mudah diakses, sehingga memungkinkan mereka untuk berlatih berbicara pada waktu dan tempat mana pun. Selain itu, metode ini juga mendorong refleksi diri serta meningkatkan motivasi mahasiswa dalam berlatih berbicara. Dengan demikian, dapat disimpulkan bahwa perekaman video diri merupakan strategi pembelajaran yang efektif dalam membantu mahasiswa mengembangkan keterampilan berbicara dalam pembelajaran bahasa Inggris. **Kata Kunci:** Persepsi Mahasiswa, Perekaman Video Diri, Keterampilan Berbicara, Metode Pembelajaran.

ABSTRACT

This study aimed to analyze students' perceptions when using self-video recording to improve their speaking skills. The research employed a quantitative method with a closed-ended questionnaire as the instrument. The participants were 51 students from the 2019 cohort of the English Education Study Program at the State Islamic Institute of Palangka Raya (IAIN Palangka Raya). The collected data were analysed using descriptive analysis in SPSS version 25. The questionnaire consisted of 20 statements, and the findings revealed that 18% of the participants strongly agreed, 51% agreed, 29% remained neutral, while 2% disagreed and none strongly disagreed. Based on these findings, the majority of students had a positive perception of self-video recording as a tool to enhance their speaking skills. They reported that this method helped them gain confidence, recognize pronunciation errors, and improve their fluency. The study also found that students considered self-video recording a flexible and convenient learning strategy that enabled them to practice speaking at any time and place. Furthermore, it also increased self-reflection and also their motivation to engage in speaking activities. In conclusion, self-video recording can be regarded as an effective learning strategy that contributes to the development of students' speaking skills in English language learning.

Keywords: Students' Perception, Self-Video Recording, Speaking Skills, Learning Method.

INTRODUCTION

In the current digital era, the incorporation of technology into the educational field has become essential, particularly in language learning. Of the four main English skills listening, speaking, reading, and writing speaking is often considered the most challenging to master. This difficulty is often caused by internal factors such as anxiety, low self-confidence, and a lack of speaking practice, especially in environments where English is not used as a daily

language.

The COVID-19 pandemic has further complicated speaking practice, as traditional classroom interactions were replaced by online learning. This condition limited students' opportunities to practice speaking English in a real-time, interactive setting. As a result, alternative strategies such as self-video recording (SVR) emerged as a viable solution for developing speaking skills in a more flexible and student-centered way.

Self-video recording allows students to practice speaking at their own pace and in a comfortable setting. They can re-watch their recordings to identify and correct mistakes related to pronunciation, fluency, and expression. Previous studies have shown that self-video recording increases students' motivation and confidence, offering a non-threatening environment where they can reflect on their performance and gradually improve.

In this context, students' perception plays a crucial role in determining the effectiveness of such learning strategies. Perception is the process by which individuals understand and interpret information and stimuli obtained from their environment.. As stated by Qiong (2017), perception is a conscious mental activity that enables people to draw meaning from their environment, including recognizing and evaluating their own learning experiences. As Siminto et al. (2021) stated, "to get the best benchmark for service quality, it needs some comments and suggestions from students," which emphasizes the importance of student perceptions in evaluating the effectiveness of learning strategies such as self-recording video in improving speaking skills. In language learning, particularly speaking, students' perceptions influence their motivation, engagement, and willingness to participate in certain activities. A positive perception toward a strategy like self-video recording may lead to increased confidence and a stronger desire to improve.

The purpose of this study is to investigate students' perceptions regarding the use of self-video recording as a method to improve their speaking abilities. Gaining insight into students' perceptions of this method can assist English language educators in developing effective speaking activities for both virtual and in-person learning environments.

RESEARCH METHODS

This study employed a descriptive quantitative approach to investigate students' perceptions of using self-video recording to enhance their English-speaking skills. This method was chosen to quantify responses and identify general trends through statistical analysis.

The participants were sixth-semester students from the 2019 cohort of the English Education Department at the State Islamic Institute of Palangka Raya (IAIN Palangka Raya). From a total of 114 students, 51 participants were selected using simple random sampling to ensure equal representation and minimize potential bias.

Data were collected using a closed-ended questionnaire adapted from Pal and Patra (2020), which focused on video-based learning. The questionnaire consisted of 20 statements assessed using a fivepoint Likerti scale, with responses ranging from Strongly Disagreei (1) to Strongly Agreei (5). The items were designed to assess various aspects of self-video recording, including confidence, preparation, comfort, skill development, enjoyment, discipline, and flexibility.

The questionnaire consisted of 20 items, which were categorized into seven key aspects related to students' perception of self-video recording. These aspects include: (1) Building Students' Confidence (items questionnaire 1, 8, 14), (2) Student Preparation (items questionnaire 2, 7, 10, 19), (3) Comfort and Anxiety Reduction (items questionnaire 3, 9, 11, 12), (4) Speaking Skill Development (items questionnaire 5, 6, 17, 20), (5) Enjoyment and Interest (items questionnaire 13, 15, 16), (6) Flexibility and Time (items questionnaire

4, 18), This classification helped in organizing the analysis and interpreting students' responses according to specific dimensions of the speaking process.

Prior to distribution, the questionnaire underwent expert validation by professionals in language education to ensure content relevance and clarity. In addition, the reliability test using Cronbach's Alpha produced a coefficient of 0.788, indicating good internal consistency of the instrument.

Table 1. Reliability Statistics of Instruments

Reliability Statistics	
Cronbach's Alpha	N of Items
.788	20

Data collection was conducted online via Google Forms, providing students with easy and flexible access. The collected responses were then analysed using SPSS version 25, focusing on descriptive statistics such as frequencies, percentages, means, and standard deviations to interpret students' overall perceptions of self-video recording in language learning.

RESULT AND DISCUSSION

This study involved 51 sixth-semester students from the 2019 cohort of the English Education Study Program at IAIN Palangka Raya. The data were collected using a closed-ended questionnaire consisting of 20 items, each designed to assess students' perceptions of using self-video recording (SVR) to enhance their speaking skills. The responses were analyzed using descriptive statistics in SPSS version 25. The overall results indicated that the majority of students showed positive perceptions toward the use of SVR. The distribution of responses across all questionnaire items was as follows:

- 8% of students indicated Strongly Agree
- 51% indicated Agree
- 29% indicated Neutral
- 2% indicated Disagree
- 0% indicated Strongly Disagree

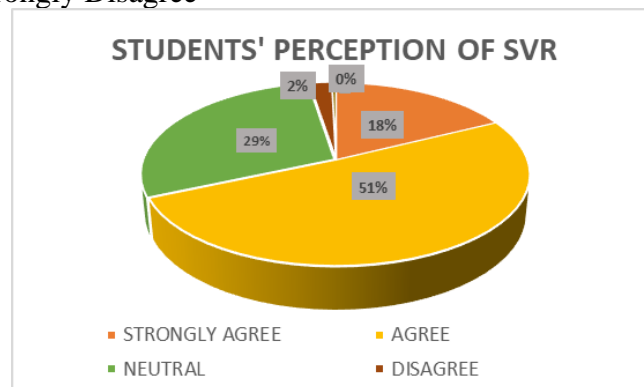


Figure 1. Students Questionnaire Result

The pie chart presents the overall distribution of students' responses toward the use of self-video recording in improving their speaking skills. The majority of students, comprising 51%, selected Agree, indicating a generally positive perception of the method. This is further supported by 8% who chose Strongly Agree, reflecting a high level of approval. Meanwhile, 29% of respondents selected Neutral, suggesting that although they did not express strong agreement, they also did not find the method ineffective. A small portion of students, 2%, chose Disagree, and none selected Strongly Disagree, which signifies that negative perceptions of self-video recording were minimal to nonexistent. These results demonstrate that most students responded favorably to the integration of self-video recording in their learning process, with a strong inclination toward acknowledging its benefits for speaking skill development.

To gain a deeper understanding of students' perceptions, the questionnaire items were further classified into seven thematic categories based on their intended focus. These categories include confidence building, preparation, comfort and anxiety reduction, speaking skill development, enjoyment and interest, discipline, and flexibility. Each category represents specific dimensions of how self-video recording may contribute to speaking skill improvement, and their mean scores were analyzed individually to reveal more detailed insights.

1. Result of the Questionnaire Students' Perception of Building Students' Confidence by Using Self Video Recording

Table 2. Students' Perception of Building Students' Confidence by Using Self Video Recording

No	Item	Score	Average	Level
1	I feel more confident in speaking English when recording myself	203	3,98	Positive
8	The use of SRV makes me want to learn English more	183	3,59	Positive
14	SRV helps me improve my self-confidence in speaking English	183	3,59	Positive
	Total	569	3,72	Positive

With an average of 3.72, students clearly perceived SRV as a confidence boosting tool. Most agreed that recording themselves helped them become more comfortable with speaking English, allowing them to focus on delivery without the immediate pressure of a live audience. This aligns with previous findings that video self review fosters a safer learning environment, gradually strengthening learners' self efficacy in oral performance.

2. Result of the Questionnaire Students' Perception of Students' Preparation of Self Video Recording

Table 3. Students' Perception of Students' Preparation of Self Video Recording

No	Item	Score	Average	Level
2	I prepare better when I know I'll be recorded	216	4,22	Positive
7	SRV helps me organize my ideas before speaking	186	3,65	Positive
10	By using SRV, I feel motivated to speak English	181	3,55	Positive
19	SRV helps me practice and revise before recording	187	3,67	Positive
	Total	769	3,77	Positive

An average score of 3.77 shows that knowing they would be recorded motivated students to invest more effort in planning their speech. They reported organizing ideas more effectively and rehearsing until they felt ready, which suggests SRV not only promotes preparation but also encourages reflective learning habits—key factors in successful speaking tasks.

3. Result of the Questionnaire Students' Perception of Students' Comfort and Anxiety when using Self Video Recording

Table 4. Students' Perception of Students' Comfort and Anxiety when using Self Video Recording

No	Item	Score	Average	Level
3	I feel less nervous speaking through a video than in person	185	3,63	Positive
9	I feel so confident in the process of making SRV	190	3,73	Positive
11	I can express myself more freely through SRV	211	4,14	Positive
12	SRV helps reduce my anxiety in speaking English	188	3,69	Positive
	Total	774	3,79	Positive

Scoring 3.79 on average, SRV's role in reducing anxiety is evident. Students felt less nervous when talking into a camera than standing in front of peers, and appreciated the chance to re-record until satisfied. This reduction in performance anxiety likely contributed to more fluent and authentic speech samples.

4. Result of The Questionnaire Students' Perception of Students' Speaking Skill Development

Table 5 Students' Perception of Students' Speaking Skill Development

No	Item	Score	Average	Level
5	My pronunciation has improved after using SRV	196	3,84	Positive
6	SRV helps me speak more fluently	222	4,35	Positive
17	I can organize ideas better when using SRV	187	3,67	Positive
20	SRV improves my vocabulary and grammar while speaking	183	3,59	Positive
	Total	788	3,80	Positive

With the highest technical skill average of 3.80, respondents agreed SRV helped refine pronunciation, improve fluency, and expand their active vocabulary. By watching their own videos, they could spot and correct recurring mistakes, turning each recording session into a focused micro lesson on their speaking weaknesses.

5. Result of The Questionnaire Students' Perception of Using Self Video Recording on their Enjoyment and Interest

Table 6. Students' Perception of Using Self Video Recording on their Enjoyment and Interest

No	Item	Score	Average	Level
13	I enjoy making self-recorded videos for speaking practice	217	4,25	Positive
15	Using SRV is more interesting than other methods	176	3,45	Positive

No	Item	Score	Average	Level
16	I feel enthusiastic while doing SRV tasks	219	4,29	Positive
	Total	612	4	Positive

Enjoyment peaked at an average of 4.00, indicating students found SRV both engaging and fun. Many noted that the novelty of video tasks broke the monotony of traditional drills and sparked genuine enthusiasm—an important catalyst for sustained language practice outside scheduled class time.

6. Result of The Questionnaire Students' Perception of Using Self Video Recording on their Flexibility and Time

Table 7. Students' Perception of Using Self Video Recording on their Flexibility and Time

No	Item	Score	Average	Level
4	I can record anytime I want, which helps my learning process	189	3,71	Positive
18	SRV allows me to practice at my own pace and schedule	187	3,67	Positive
	Total	376	3,69	Positive

Finally, an average of 3.69 underscores how SRV's anytime anywhere format empowers learners to practice at their own pace. Respondents valued the ability to record during "golden moments" of free time, which not only increased total speaking practice hours but also reinforced learner autonomy and self directed study habits.

After analyzing each perception category in detail, the average scores of all seven aspects were summarized and presented in the following bar chart. This visualization helps to identify which areas of self-video recording were most favorably received by the students.

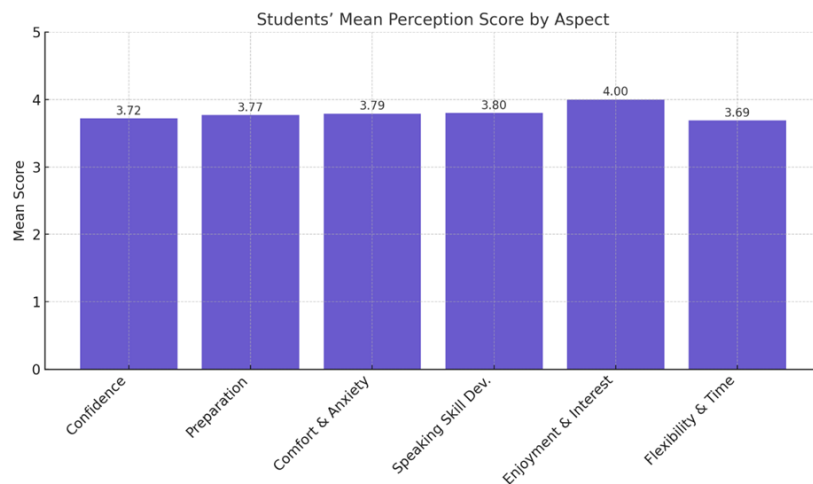


Figure 2. Mean Perception Score by Aspect

The bar chart illustrates the mean scores of students' perceptions regarding various aspects of self-video recording in improving their speaking skills. Among the seven categorized aspects, the highest mean score was found in Enjoyment & Interest with a score of 4.00, indicating that students generally enjoyed the self-video recording process and found it engaging. This is followed by Speaking Skill Development (3.80), Comfort & Anxiety Reduction (3.79), and Preparation (3.77), which reflect students' recognition that self-video recording supports skill improvement, helps them feel more prepared, and reduces anxiety during speaking activities. The Confidence aspect scored 3.72, suggesting that while self-video recording contributes to building students' confidence, it may not be

the most dominant benefit perceived. Lastly, Flexibility & Time received the lowest mean score at 3.69, although it still falls within the “Agree” category, implying that students slightly less agreed that self-video recording offers them significant flexibility in time and delivery. Overall, all aspects received favorable perceptions, with mean scores above 3.50, highlighting students’ positive responses to using self-video recording as a learning tool for speaking skill development.

CONCLUSION

The findings of this study indicate that students hold a positive perception toward the use of self-video recording as a strategy to improve their English-speaking skills. This method offers flexibility, reduces anxiety, and allows for repeated practice, enabling students to gain confidence, monitor their own progress, and enhance their fluency and pronunciation.

Self-video recording also supports learner autonomy by encouraging students to reflect on their own performance and take active responsibility for their learning. The descriptive statistical results showed that a majority of the respondents either agreed or strongly agreed with the benefits of using this method.

Based on the results, it can be concluded that self-video recording is an effective and practical tool in language learning, particularly in speaking courses. Teachers are encouraged to implement this strategy in both online and offline learning environments to provide students with a more engaging and self-directed speaking practice experience.

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