



## The Effectiveness of Using Self-Video Recording towards Students' Speaking Performance at MTsN 2 Solok

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**Abstract:** This research aims to expose the effectiveness of using Self-Video Recording toward students' speaking performance. There are several problems that had been found in this research. Firstly, students' speaking scores were not satisfied yet. Secondly, students felt difficult to acquire foreign language speaking skills due to their insecurity and lack of confidence. This was descriptive-quantitative research. The population of this research was all the students in the 2nd grade of MTsN 2 Solok. The researcher applied the technique of purposive sampling to determine the sample which was class VIII-A and VIII-D included 56 students. Documentation was used as the method of data collection. Results indicated that self-video recording is very effective for teaching speaking English. The rating quality was very effective with a mean score of 83.69 and a proportion of students between 81-100%. Based on the result of the study, the self-video recording is very effective in teaching speaking in the 2nd grade of MTsN 2 Solok.

**Keywords:** Self-Video Recording, Speaking Performance, Effectiveness

**Abstrak:** Penelitian ini bertujuan untuk untuk menyingkapkan keefektifan penggunaan rekaman video pribadi yang menunjukkan kemampuan berbicara siswa. Beberapa masalah ditemukan dalam penelitian ini. Pertama, nilai kemampuan berbicara siswa belum memuaskan. Kedua, siswa merasa sulit untuk memperoleh keterampilan berbicara bahasa asing karena ketidaksadaran mereka dan kurangnya kepercayaan diri. Penelitian ini merupakan penelitian deskriptif-kuantitatif. Populasi penelitian ini adalah semua siswa di kelas 2 MTsN 2 Solok. Peneliti menerapkan teknik penentuan sampel dengan pertimbangan tertentu, yangmana kelas VIII-A dan VIII-D terdiri dari 56 siswa terpilih untuk menjadi sampel. Dokumentasi digunakan sebagai metode pengumpulan data. Hasil menunjukkan bahwa rekaman video pribadi sangat efektif dalam pengajaran berbicara bahasa Inggris. Dengan rata-rata skor 83,69 dan proporsi siswa antara 81-100%, kualitas peringkat sangat efektif. Berdasarkan hasil penelitian, rekaman video sendiri sangat efektif dalam mengajar berbicara di kelas 2 MTsN 2 Solok.

**Kata kunci:** Rekaman Video Pribadi, Kemampuan Berbicara, Keefektifan

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## INTRODUCTION

Speaking ability is one of the most important language abilities for oral communication, particularly in English. The mastery of English speaking competences is a priority for many second-and foreign-language students. Consequently, students judge their accomplishment in language acquisition and the efficacy of their English course based on how much they estimate their spoken language ability has increased (Richards, 2002). Nevertheless, it is the most challenging language talent to acquire.

In the world today, ICT provides some support for implementing new learning strategies and is an incredible aid for several English-learning skills. Certain engaging instructional methods and material may be accessed via technological advancement. This enables us to have practical experience with a variety of media, including sight and sound, advanced files, the Internet, etc. This product of technology is a large, viable resource that can be used to every element of daily life, therefore making the English class more useful, self-directing, helpful, and efficient (Buckley-Walker et al., 2017).

According to (Mekheimer, 2011), utilizing a video in an English-learning session is one of the motivating medium for students. It may include both video-based learning and video editing. The use of video assistance in the English language learning process has been explored and regarded as a significant and engaging method for enhancing students' English skills. Video-based learning occurs when a teacher presents a few relevant videos to the classroom and students base their learning on the videos supplied by the teacher. The second activity is video-recording, in which students are instructed to create a video on a subject assigned by the instructor. The first strategy has been investigated and serves as the primary factor in the ongoing study of the effects of a video assistance on students' English proficiency.

Furthermore, self-recorded videos provide students the chance to engage in meaningful learning in the classroom setting. This approach also encourages the attendance of several forms of language learning, including as scripting, audio, and visual, gesture, and improvisation, which exposes students to diverse aspects of learning a new language, particularly English skills that are well-suited to the digital learning era. In order to make the learning process more effective and enjoyable, it may be possible to teach and adapt the various learning styles and creative abilities of students via the recording process.

The students produced the video themselves as part of the study process. First, while discussing a topic connected to Basic Competence 1 (KD 1), all members of the group take turns speaking English. It implies that each member of the group has an equal opportunity to speak. Every individual was required to speak English. Second, another individual recorded their speech. Using multimedia (laptop and in-focus), they then see and analyze the video together. One group evaluates the video footage of the other group's speaking performance, which is broadcast through in-focus to the class. The evaluation criteria included the development of speaking performances, including pronunciation, fluency, word choice, structure, self-confidence, collaboration, and originality, and its compatibility with Basic Competence 1 (KD 1).

Due to the nature of the mentioned difficulty, MTsN 2 Solok English teachers are compelled to use a variety of strategies with the intention of enhancing speaking skill acquisition in the classroom. However, these techniques have mostly been ineffective. Self-video recording may be one of the ways used to develop the speaking competence. Since students' scores in speaking skill were below the Minimum Mastery Criteria (KKM). In MTsN 2 Solok, the KKM is 78.

In regard to this, the researcher did preliminary research by interviewing some students, the preliminary research showed that the students have a lot of problems in learning English. The first problem, students' speaking scores were not satisfied yet. The unsatisfied score is gotten because the students didn't show their good speaking performance and it is affected to their speaking skill score. The students didn't show their

good speaking performance because they didn't practice and prepared well. Secondly, students felt difficult to acquire foreign language speaking skills due to their insecurity and lack of confidence. It was because the students felt shy to speak English because if they did speaking in the class they were afraid that their friend would laugh at them. In contrast, some students declared that they were able to speaking English.

Therefore, this research is necessary to be done because there are several problems that relate with students' speaking performance. The theory that has been explained above said that self-video recording is effective to resolve students' bad speaking performance. In addition, the researcher wishes to investigate the effectiveness of self-video recording towards students' speaking performance employed by the 2<sup>nd</sup> grade students of MTsN 2 Solok.

In the other hand, several research on video recording for EFL learning have revealed that video recording, whether in the form of video recording segments or video review, may aid students in acquiring a foreign language psychologically motivate them by lowering their fear and boosting their self-confidence while speaking English. (Knoll, 2014) discovered, for instance, that video-based learning may increase students' language and non-linguistic ability, promote critical reflections for instructors and students, give a chance for collaborative evaluation among students, and stimulate students' listening abilities. Self-modelling on video was thought to be an excellent method for language learning, allowing students to critique mistakes, control their own time (they may choose when to talk and film), and demonstrate responsibility by creating English-speaking movies. It fosters project-based learning as well (Ozkan, 2013). It can be an alternative media for improving students' speaking skill (Suadi, 2020) and effectively enhanced their speaking performances (Anh et al., 2022). Several studies have also discovered that creating a video project promotes multi-literacies in English learning; visual, audio, graph, and gestural expression, which empowers students to build additional language skills or multi-literacies throughout digital English class (Yeh, 2018). Not only improves their speaking skill, as a result of living in the digital age, students no longer have any obstacles and they also produce creative videos (Binnedyk, 2021).

## METHOD

This research was conducted at MTsN 2 Solok. This school serves as one of the Islamic schools in Solok Regency, West Sumatera. This research sought to identify the effectiveness of self-video recording towards students' speaking performance employed by MTsN 2 Solok students. The design of the study was a descriptive-quantitative method.

Students from MTsN 2 Solok's 2<sup>nd</sup> grade of junior high made up the research's population. There were 246 students spread throughout 9 different classes. The student numbers were as follows: VIII-A included 29 students, VIII-B included 30, VIII-C included 31, VIII-D included 27, VIII-E included 30, VIII-F included 29, VIII-G included 27, VIII-H included 23, and VIII-I included 20.

**TABLE 1 Population**

No.	Class	Students
1.	VIII-A	29
2.	VIII-B	30
3.	VIII-C	31
4.	VIII-D	27
5.	VIII-E	30
6.	VIII-F	29
7.	VIII-G	27
8.	VIII-H	23
9.	VIII-I	20
Total:		246

Based on the population above, the researcher used purposive sampling. Based on the sampling technique, the samples were from the population. The method of purposive

sampling is adopted to select the sample because the researcher takes into consideration certain factors and the chosen class were class VIII-A and class VIII-D of MTsN 2 Solok. As the instrument of the research, primary data acquired via students' scores documentation after make the self-video recording.

The data was collected through the score of class VIII-A and VIII-D given by the teacher after using self-video recording. Researcher asked the scored of daily activities from the teacher, and the teacher gives the scored of students in learning English after use self-video recording in learning English.

To analyze the data, the researcher used these procedure and formula to conclude the result of the research.

1. After teacher grading, the researcher gathered the students' speaking results.
2. The researcher assessed the speaking activity scores of the students by ordering the scores from lowest to highest.

$$I = \frac{R}{B}$$

Where:

I : Interval of data

R : The highest score – The lowest score + 1

B :  $1 + 3,3 \log n$  (n= total sample)

3. The researcher found the interval of the data by using formulas.
4. The researcher put the score into the distributional table.
5. The researcher calculated the mean, median, and mode of the scores. To determine the scores, the author employed the following formula:

$$\text{Mean} : \frac{\sum fx}{n}$$

$$\text{Median} : me = l + \left( \frac{\frac{1}{2}n - fkb}{f1} \right) i$$

$$\text{Modus} : mo = l + \left( \frac{fa}{fa+fb} \right) i$$

6. The percentages of the students were plotted on a diagram of evaluating quality percentage.
7. The percentage's meaning is then placed in the rating scale's table. Consequently, the researcher used a grading system to classify the amount of efficacy. The researcher provided an analysis of the results using the following tables:

Percentage of the Rating Scale    Rating Quality

**TABLE 2 The Interpretation of the Effectiveness Percentage**

Percentage of Rating Scale	Rating Quality
81-100%	Very Effective
61-80%	Effective
41-60%	Sufficiently Effective
21-40%	Not Effective
0-20%	Not Very Effective

Source : (Sari & Amrozi, 2020)

8. The researcher drew results based on the proportion of students' self-video recording ratings (Gunawan, 2015).

## RESULTS

To gather data, the researcher employed documentation received from the English teacher, specifically the daily speaking scores of students in class VIII-A. Class VIII-A consisted of 29 students and class VIII-D consisted of 27 students. The findings on the daily marks of the students are shown in the table

**TABLE 3 The Result of the Class VIII-A Students' Scores in Self-Video Recording**

<b>No.</b>	<b>Name</b>	<b>Score</b>
1.	AJR	90
2.	AMA	82
3.	AFN	89
4.	AMK	85
5.	AR	83
6.	AG	83
7.	AA	86
8.	ANY	88
9.	AHN	86
10.	AR	85
11.	CDA	83
12.	DAO	81
13.	FNW	82
14.	FAGI	81
15.	HQA	83
16.	KMN	83
17.	LQA	83
18.	NZ	84
19.	NAS	80
20.	NIF	83
21.	NAH	82
22.	OTF	87
23.	PHA	84
24.	QNH	84
25.	RM	83
26.	SBN	82
27.	T	84
28.	WFE	83
29.	YA	79

**TABLE 4 The Result of the Class VIII-D Students' Scores in Self-Video Recording**

<b>No.</b>	<b>Name</b>	<b>Score</b>
1.	APA	83
2.	AUR	87
3.	AAA	83
4.	ALD	88
5.	DPZ	84
6.	FAK	84
7.	FK	84
8.	FA	85
9.	HK	86
10.	IRF	78
11.	JMM	86
12.	JJA	90
13.	KMP	84
14.	MRA	76
15.	MZA	84
16.	NF	84
17.	OM	85
18.	RAZF	80
19.	ZF	86
20.	SDPN	83

21.	UDI	85
22.	VAI	89
23.	WCP	77
24.	WK	82
25.	ZNB	89
26.	ZF	77
27.	IAS	82

Source: the score from the teacher

The English teacher provided the data to the researcher. The student's speaking scores were then identified by the researcher, who ranked them as follows, from lowest to highest.

TABLE 5 Tally of Students' Scores in Self-Video Recording		
Score	Tally	Frequency
76	I	1
77	II	2
78	I	1
79	I	1
80	II	2
81	II	2
82	III I	6
83	III III II	12
84	III III	10
85	III	5
86	III	5
87	II	2
88	II	2
89	III	3
90	II	2

The table shows the score of 56 students in various which the high score was found 90 and the low was 76.

$$R = (90 - 76) + 1 \quad B = 1 + 3,3 \log 56$$

$$R = (14) + 1 \quad B = 1 + 3,3 \cdot 1,74$$

$$R = 15 \quad = 7$$

$$I = \frac{R}{B} = \frac{15}{7} = 2,14 = 3$$

It was computed within the previously given data interval. It is computed in the frequency distribution table:

TABLE 6 Statistical Data of the Students' Speaking Performance					
Score	F	X	Fx	Fka	Fkb
76-78	4	77	308	56	4
79-81	5	80	400	51	9
82-84	28	83	2324	23	37
85-87	12	86	1032	11	49
88-90	7	89	623	4	56
Total:	56		$\Sigma fx = 4687$		

$$\begin{aligned} \text{Mean} &= \frac{\Sigma fx}{n} \\ &= \frac{4687}{56} \\ &= 83,69 \end{aligned}$$

Using the formula above, we get a mean of 83,69. The average score, or mean, is shown. The researcher then used the following formula to identify the medium and mode.

$$\begin{aligned}
 \text{Median} &= me = l + \left( \frac{\frac{1}{2}n - f_{kb}}{f_1} \right) i \\
 &= me = 81,5 + \left( \frac{28 - 9}{28} \right) 3 \\
 &= me = 81,5 + 2,035 \\
 &= me = 83,53
 \end{aligned}$$

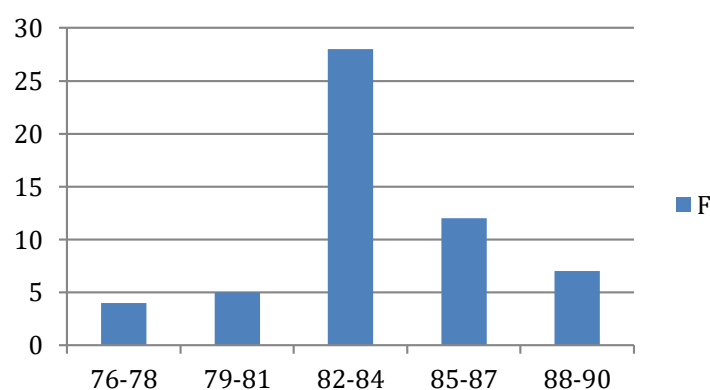
The result of the median was 84,36. The median is the middle score from the data.

$$\begin{aligned}
 \text{Modus} &= mo = l + \left( \frac{f_a}{f_a + f_b} \right) i \\
 &= mo = 83,69 + \left( \frac{23}{23 + 37} \right) 3 \\
 &= mo = 83,69 + 1,15 \\
 &= mo = 84,84
 \end{aligned}$$

Modus from the calculated above was 84,84.

The graphical representation of the students' speaking score percentages is given below:

**FIGURE 1 Students' Percentage for Speaking Score**



According to the graphic, 4 students scored between 76-78. 5 students then scored between 79-81. Then, 28 students get a score ranging from 82-84. Then, 12 students obtain a score between 85-87. Lastly, 7 students achieve a score between 88-90.

Thereafter, a rating scale was constructed based on the mean percentage score of the students' speaking score. Consequently, the researcher employs a grading system to classify the amount of effectiveness. The researcher then evaluated the results using the table below.

**TABLE 7 The Result of Percentage in Speaking Score**

Percentage of the Rating Scale	Percentage (mean)	Rating Quality
81-100%	83,69	Very Effective
61-80%		Effective
41-60%		Sufficiently Effective
21-40%		Not Effective
0-20%		Not Very Effective

The table shows that the mean percentage score of students was 83,69 (81-100). The grade was determined on the students' speaking performance. The speaking performance of students with a score percentage of 83,69 was deemed 'very effective.' In conclusion, self-video recording of students' spoken performances was very effective.

## DISCUSSION

Students encounter challenges or difficulties while utilizing the self-video recording technique: first, even though they were using self-video recording, they still felt nervous and needed to reshoot for a better video output. Second, students lack speaking proficiency. Still, there are several pauses and considerable mispronunciation. Even

though they had speaking slowly, the students did not pay attention to whether or not their utterances had correct grammar. After adopting the self-video recording, the scores of certain students are above the minimal completeness criteria (KKM), whilst some of other students are still below the minimal completeness criteria (KKM). From 56 samples, it shows that only three students scored under the minimum mastery criteria (KKM) and the rest of them scored above the KKM. The result shows the same statement from Phi Ho & Thanh Hong (2019) that students indicated optimism over the efficacy of the self-video recording treatment. The majority of students expressed excitement when the teacher informed their class about peer video.

Assumedly, students find speaking challenging and are frightened to use the target language in the classroom. To overcome these obstacles and shyness, video recordings were utilized to teach speaking skills in the classroom. However, with the assistance of classmates, footage was produced and shown before the class for evaluation. Through the research, it was determined that the usage of video recording in the classroom significantly improved students' speaking performances. The students originally considered the use of video recording to be distracting; but, after they were used to it, they utilized it comfortably to develop their speaking performances in class or at home. Same with Phi Ho & Thanh Hong (2019), editing and speaking in the video are included on how students utilized it comfortably as they wish and it did not pose any difficulties for the students. These concepts garnered the greatest acclaim from students, whereas seeing their videos multiple times and avoiding the same errors in subsequent videos earned neutral responses. It helped students enhance their professional posture so they could participate in any scenario with comfort.

In agreement with Kondal & Prasad (2020), self-video recording can be an efficient and beneficial method for building oral proficiency. The use of video recording is effective to improve speaking abilities demonstrated its effectiveness for active involvement and improvisation. This position is confirmed by the questionnaire utilized in the study; the majority of students indicated that video recording helped them practice speaking, allowing for self-correction and additional practice. As a result of critical self-analysis and remedial work, students were given the opportunity to improve their public speaking skills. Vocabulary, grammar, and pronunciation were some of the linguistic skills they are going to develop.

Besides that, teachers also have their important role in using this technique. The teacher played a crucial role in the appropriate use of videos for the development of students' conversational performances. Thus, the teacher directed all speaking exercises to ensure that they remained engaging throughout. With guided discussion, it was easier for the students to succeed in their oral performance. Accordingly, the study demonstrated that there self-video recording is very effective for students' speaking performance.

## CONCLUSION

Utilizing students' speaking video recordings resulted in a significant increase in their speaking performances. This finding may serve as an alternate medium for English educators (lecturers, teachers, and tutors) to teach speaking, particularly to students in the 2<sup>nd</sup> grade of MTsN 2 Solok. The right strategy must be student-centered in order to stimulate their engagement, motivation, inquisitiveness, and performance. In conjunction with students' efforts to improve their speaking ability, student-made videos might be a suitable response. As well as if students are mastering both of speaking skill and video taking or editing, it will be very helpful for learners' life and career. In line with (Phi Ho & Thanh Hong, 2019), students concur that they may simply pick their partner for the pair work using self-video recordings. The students had no trouble with the editing or delivering their lines for the video. Students were most enthusiastic about these concepts,



while they were more indifferent to others, such as watching their videos multiple times to avoid making the same mistakes in subsequent videos. This suggests that nearly all students have positive attitudes toward the treatment of self-video recording. Lastly, result from the study shows that self-video recording is very effective for students' speaking performance.

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