IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH

THE USE OF SELF-VIDEO RECORDED SPEAKING TASK

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University in Partial

Fulfillment of the Requirement to Obtain Sarjana Degree in English Department

Sucirawati
F041191002

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With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1726/UN.4.9.1/KEP/2022 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by **SUCIRAWATI** (F041191002) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.
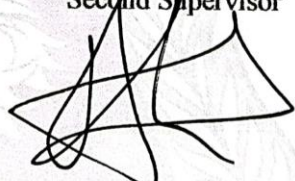
Makassar, December 18th 2023

Approved by

First Supervisor

Second Supervisor

Dra. Ria Rosdiana Jubhari, M.A.,Ph.D
NIP. 196602071991032003

Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Approved by the Execution of Thesis Examination by
The Thesis Organizing Committees

On Behalf of Dean
Head of English Department

Prof. Dra. Nasmilah, M.Hum, Ph.D
NIP. 196311031988112001

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LEGITIMATION

THESIS

IMPROVING STUDENTS' SPEAKING PERFORMANCE THROUGH

THE USE OF SELF-VIDEO RECORDED SPEAKING TASK

BY

SUCIRAWATI

Student ID Number: F041191002

It has been examined before the Board of Thesis Examination on Friday, January 12th 2024 and is declare to have fulfilled the requirements.
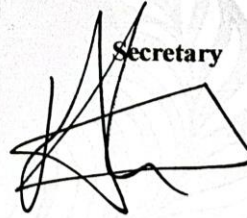
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Secretary

Dra. Ria Rosdiana Jubhari, M.A., Ph.D
NIP. 196602071991032003

Hidayatullah Yunus, S.S., M.Tesol
NIP. 199210072022043000

Dean Faculty of Cultural Sciences

Head of English Department

Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

Prof. Dra. Nasmilah, M.Hum, Ph.D.
NIP. 196311031988112001

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On Monday, December 18th 2023, the Board of Thesis Examination has kindly approved a thesis by **SUCIRAWATI** (F041191002) entitled *"Improving Students' Speaking Performance Through the Use of Self-Video Recorded Speaking Task"* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

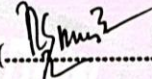Makassar, December 18th 2023

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4. Dra. Nadirah Mahaseng, M.Ed.   Second Examiner   (................)

5. Dra. Ria Rosdiana Jubhari, M.A.,Ph.D.   First Supervisor   (................)

6. Hidayatullah Yunus, S.S., M.Tesol   Second Supervisor   (................)

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<u>**DECLARATION**</u>

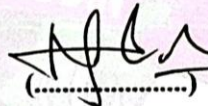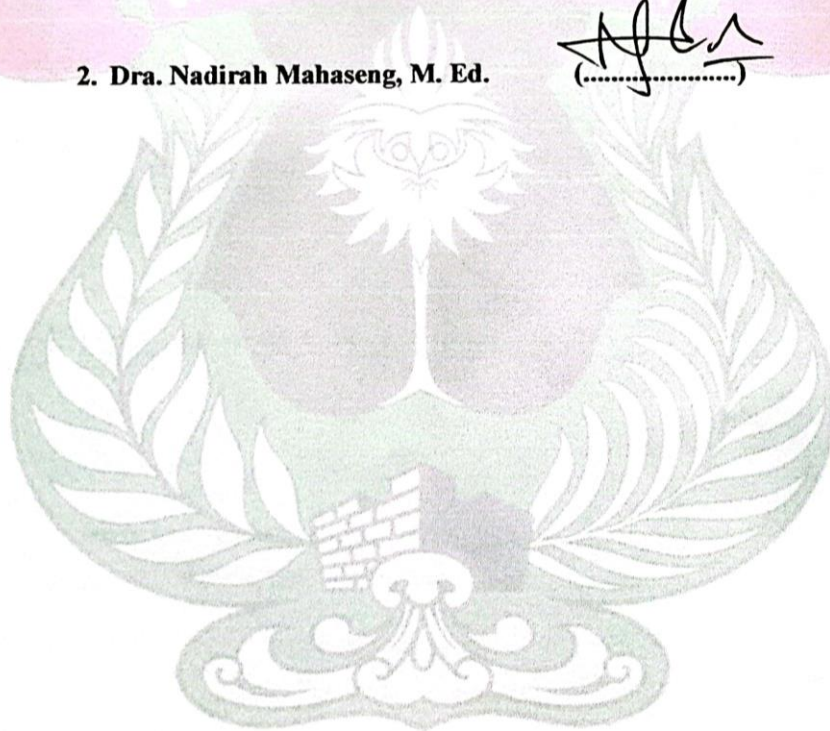The thesis by Sucirawati (F041191002) entitled *"Improving Students' Speaking Performance Through the Use of Self-Video Recorded Speaking Task"* has been revised as advised during the examination on Friday, January 12th 2024 and is approved by the Board of Undergraduate Thesis Examiners:

1. **Prof. Dra. Nasmilah, M.Hum, Ph.D.** (.....................)

2. **Dra. Nadirah Mahaseng, M. Ed.** (.....................)

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STATEMENT LETTER

The undersigned;

Name   : Sucirawati
ID Number   : F041191002
Department : English Literatute
Thesis Title : Improving Students' Speaking Performance Through the Use of
              Self-Video Recorded Speaking Task

      Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any material which have been published by other people, and it does not cite other people's ideas expect the quotations and references.

Makassar, 30th November, 2023

The writer,

Sucirawati

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The writer realizes that this thesis is far from perfect. Therefore, suggestions and criticisms for this thesis will be very much appreciated.

Makassar, November 29th, 2023

Sucirawati

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ABSTRACT

Sucirawati, 2023, *Improving Students' Speaking Performance Through the Use of Self-Video Recorded Speaking Task* (supervised by **Ria Rosdiana Jubhari** and **Hidayatullah Yunus**)

The research aims to find out the improvement of students' speaking skill in term of fluency and accuracy by implementing Self-Video Recorded Speaking Task and to explore the students' perceptions in completing the speaking task.

The study was conducted at SMAN 17 Makassar, with a population of second year students with the heteregenous group and a sample size of 36 students. The sample was taken through purposive sampling technique. The data were in the form of quantitative and qualitative data. The quantitative data were obtained through the pre-test and the post-test. Meanwhile, the qualitative data were collected by questionnaire and students' diary.

The divergence between the pre-test and post-test scores reveals that using self-video recorded speaking task has a strong effect on improving students' speaking ability in terms of fluency and accuracy. In addition, the survey respondents show positive perception toward the application of self-video recording in enhancing students' English speaking skills.

Keywords: speaking performance, fluency, accuracy, self-video recording, students' perception

ABSTRAK

Sucirawati, 2023, *Improving Students' Speaking Performance Through the Use of Self-Video Recorded Speaking Task* (dibimbing oleh **Ria Rosdiana Jubhari** dan **Hidayatullah Yunus**)

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan siswa dalam aspek kelancaran dan keakuratan berbicara melalui penerapan Tugas Berbicara yang Direkam Sendiri dalam Bentuk Video dan penelitian ini juga bertujuan untuk mengeksplorasi persepsi siswa saat mengerjakan tugas tersebut.

Penelitian ini dilaksanakan di SMAN 17 Makassar, dengan populasi siswa tahun kedua dengan kelompok heterogen dengan sampel sebanyak 36 siswa. Sampel diambil dengan menggunakan teknik purposive sampling. Data yang digunakan dalam penelitian ini adalah kuantitatif dan kualitatif. Data kuantitatif diperoleh dari pre-test dan post-test sedangkan data kualitatif diperoleh dari kuesioner dan catatan harian siswa.

Perbedaan antara skor pra-test dan pasca-test mengungkapkan bahwa penggunaan tugas merekam video memiliki pengaruh yang kuat dalam meningkatkan kemampuan berbicara siswa dalam aspek kelancaran dan keakuratan. Selain itu, responden menunjukkan persepsi positif terhadap penerapan tugas video berbicara dalam meningkatkan kemampuan berbahasa Inggris mereka.

Kata kunci: keterampilan berbicara, kelancaran, keakuratan, rekaman video diri, persepsi siswa

CHAPTER I
INTRODUCTION

1.1 Background of Study

English is the language that occupies an extraordinary position in the educational system in Indonesia. Speaking is one of the English language abilities that Indonesian students must acquire since it is the most basic form of communication that occurs in our daily lives. In order to afford students an opportunity to practise speaking, learning materials, methods, approaches, and activities should encourage and support students' use of English as an important means of communication.

Regarding the importance of having good speaking skills, building speaking performance is an important goal in teaching and learning a foreign language. The classroom speaking activities should be meaningful to the students. This means that the speaking activities should include a variety of learning activities rather than only reading the texts. Students' motivation to speak might be influenced by classroom speaking activities. Despite being one of the most difficult aspects of language learning, it is an essential component of any language education program in Indonesia.

In fact, what has happened is learning and teaching speaking can be tricky and difficult for both students and teachers. Teachers are challenged by students' lack of subject, lack of time tutoring, and confusion in choosing media for students. In contrast to writing assignments that can be easily sent to students via paper-based activities and completed by all students at once.

Meanwhile, the performance of speaking tasks is a little trickier. In order to accurately evaluate students' speaking abilities, teachers must ask each student to speak individually. Given that most classes in Indonesian schools are rather large, with an average of 25 to 40 students in each class, this goal will be difficult for the students to accomplish if they simply rely on the English instruction period. In addition, some students find it difficult to think abstractly and come up with a concept when they want to talk, which prevents them from actively participating in learning activities, especially in speaking classes. Some of these include the need to constantly learn new vocabulary, appropriate word pronunciation, right grammatical use, well-organized expression, and anxiety-reduction strategies.

According to the past observation results, many researchers discovered that almost students still struggle with speaking in both transactional and interpersonal English conversations. Due to particular studies (Handini et al., 2021); (Fitriani et al., 2015); (Abadi & Tika, 2021), such comparable activities have been seen. These studies examined the problems that students at various levels of study encountered a variety of obstacles in communicating in English. The desired goals in the learning design are not met as a result of this issue, which inhibits the learning process for speaking English from functioning effectively. Considering the significance of speaking as a crucial part of the learning process, an efforts must be made to transform the current circumstance into an improved one.

Not only being able to speak in English, in this digital era, our students are also required to be familiar with kinds of technology, since technology involves in every field of human life. Technology tools have been seen as techniques to assist students enhance language abilities, such as speaking ability, with a focus on the learning and teaching process. There are several things an English teacher may take to address the issues raised above while delivering English instruction, particularly when teaching speaking to the students in a classroom.

Using self-video recorded speaking tasks is appropriate in combination with the ideas above, and students will be encouraged to use the target language. Students' attention will turn from accuracy to fluency in pedagogical activities that emphasize meaningful engagement and the use of language naturally, perhaps improving their oral performances (Newton & Kennedy, 1996). The learner-centered nature and free use of self-recorded videos will be able to address the dominance of teachers and strong students in class.

Additionally, the ability for each student to record themselves at any time and from any location will encourage them to use the tools they already have to complete the tasks and express themselves more fully. They will practice speaking English in a more enjoyable and exciting way, which will give them more confidence to take part in interactive activities that improve oral communication skills. They can learn more about the subject being addressed, gain feedback on their performance in giving statements and

engage in self-reflection on their performances by watching their own video recordings.

Therefore, those video-recording tasks will train and improve students' speaking abilities since they are able to assess their speaking through the video they recorded to find their speaking's weaknesses and strengths. Speaking tasks also provide teachers more opportunity to evaluate student performances and provide comments so that students can improve and avoid doing the same mistakes. Self-recording speaking activity utilizing a mobile device is intended to address issues with the context-specific teaching and learning challenges. The technology-enabled gadget that Indonesian students are most familiar with is the mobile device, such as the smartphone. Nowadays, all smartphones come with a camera that can be used for both photographing and recording.

The explanation above was in line with writer's experince during the early stage of the pandemic in 2020. She had an experience related to being assigned video speaking tasks in the context of learning. Previously, a lecturer gave the writer a task to record herself speaking on a specific topic. Through this experience, the writer felt significant benefits in improving her speaking abilities. It allowed the writer to identify weaknesses and strengths in her speaking, such as intonation, body language, or clarity in delivering information.

Building upon that, conducting experimental study on this research in schools would provide valuable insights into the practical application and

effectiveness of these tasks in a specific educational setting. (Karimi, 2020) highlights that research plays a crucial role in educational development and provides a deeper understanding of effective practices. Research in schools can help enhance the quality of learning, support policy decisions, and inform teaching practices.

As a result, choosing senior high school (SMA) over junior high school (SMP) and university is a decision made because senior high school is a crucial moment of personal growth and development. SMAN 17 Makassar was chosen as population based on relevance and the alligment with the research objectives. The selection of the second-year class at SMAN 17 Makassar as the research subject also has important considerations. The eleventh grade level was chosen as the subject of this study because the results would be valuable for teachers in deciding what to do with the students' speaking skills in the following grade. Choosing this grade provides an advantage because students at this stage have learned the basic English material in the first year and can further build their knowledge and skills in the second year. This allows the researcher to focus on the development of advanced English speaking skills.

This research will allow the writer and the teachers to investigate the use of self-video recorded speaking task's effect on English language learning especially in speaking skill. The researcher anticipates that throughout the process of creating videos, students will have the opportunity to practice speaking as much as they can since it provides them unlimited practice time

and lets them utilize the language outside of the English class period in the classroom. Additionally, the practice allows students to use their English without feeling overly anxious.

Based on the elaboration above, the purpose of this study is specifically contribute to the effect of self video recorded on students' oral performances, particularly in terms of accuracy and fluency. Thus, the researcher was interested to do research under the title **"Improving Students' Speaking Performance through the Use of Self-Video Recorded Speaking Task"**.

1.2 Identification of Problem

Based on the background above, the researcher identified several problems such as follow:

1. The students' speaking improvement was stunted because they have lack of vocabulary

2. Lack of independent learning practice caused students' difficulties in speaking fluency and accuracy

3. The approach used by the teacher was not effective in teaching speaking

1.3 Scope of Problem

The principal focus of the research was limited to investigating the effect of self-video recording speaking task on students' oral performances, particularly in terms of accuracy and fluency. Moreover, this research also focused on how sudents' perception about the approach in improving their English speaking skill.

1.4 Research Questions

1. What is the effect of the integration of self video recorded speaking task in improving students' speaking performance?

2. What are students' perceptions about the use of self video recorded speaking task in improving their english speaking skill during learning activity?

1.5 Objective of Study

1. To identify the effects of the integration of using self-video recorded speaking task in improve students' speaking performance.

2. To find out the students' perceptions about the use of self-video recorded speaking task in improving their english speaking skill during learning activity.

1.6 Significances of Research

This research hopefully can give contributions and benefits both academic and practical benefit as follows:

Academical benefits, The writer hopes this research will contribute to a certain science field and for the readers to increase their speaking abilities. For practical benefit, this research may be used to adjust teaching approaches to offline and online learning activities as the desired learning media. This study's procedures and findings can be used as a guide for other researchers who want to conduct a study with a similar theme or purpose.

CHAPTER II
LITERATURE REVIEW

This chapter discusses some of the theories to obtain an in-depth understanding of the research study's issue. The literature review begins with previous studies. After that, theoretical and conceptual framework are provided.

2.1 Previous Study

There are several past research in the field of English language teaching speaking connected to the use of video recording or technology in general into speaking skills extended, a wide variety of strategies and methods can be addressed.

(Jiang & Sun, 2010) which researched on Task-based Approach in College English Teaching of Digital-based Context. It aims to explore the efficiency of the combination between Task based learning and teaching (TBLT) and Computer assisted language learning (CALL) on students' language proficiency and their perspectives on that integration. The research method that is used in this research is exprimental group method. To gather data, the researchers employed closed-ended questionnaires. This research explain that combining the task-based approach with the college English teaching under the Internet-assisted multimedia environment. It can find that the language learners and the cognitive key role in the learning activity have exerted their power sufficiently.

(Huang, 2016) in his research A Study on the Application of Task-based Language Teaching Method in a Comprehensive English Class in

China. The aimed of this research was to investigate whether the implementation of Task-based language teaching (TBLT) in a comprehensive English class would have a positive effect on students' study motivation and language proficiency. To achieve this goal, this research has the data that was obtained from an action researh frame with mixed questionnaires, interviews, classroom observation and a teaching journal at International College of Guangdong University of Foreign Studies, China. The results revealed that the majority of the students recognized a positive relation of TBLT to their motivation for English study in terms of an enhanced interest in and enjoyment of the language itself, more active participation in classroom activities and strengthened study autonomy as indicated by the increased time spent on preparation for and completion for tasks. Most students also identified a growth in their language skills, especially their speaking and writing skills, information retrieval abilities.

Enhancing Students` Speaking Skill through Task-Based Language Teaching (TBLT) at English Tadris Department of STAIN Kerinci (Mudra, 2016) is aimed to investigate the impact of TBLT on the enhancement of students' speaking skills of thirty English students at State Islamic College (STAIN) of Kerinci, Indonesia. The research used Classroom Action Research (CAR). The result showed that TBLT raises up learners` motivation and enthusiasm to attend the course. TBLT can be implemented not only in a higher education context, but also in secondary schools since it provides some phases to create a better classroom atmosphere.

Another research has been conducted by (Kirkgöz, 2011) entitled A Blended Learning Study on Implementing Video Recorded Speaking Tasks In Task-Based Classroom Instruction. She intended to examine the effectiveness and students' perceptions on the combination between Task Based Language Teaching (TBLT) and video recording in teaching speaking skills. The findings revealed that design and implementation of a blended task-based speaking course that combined face-to-face classroom instruction with video-recorded speaking tasks was found to be helpful in enhancing students' speaking skills by offering an innovative learning experience to students.

(Nim Park & Son, 2009) with a study entitled Implementing Computer-Assisted Language Learning in the EFL Classroom: Teachers' Perceptions and Perspectives which is also related to this study. Korean in-service teachers of EFL working at secondary schools in Seoul, Korea become population of the researcher and focused to examine factors influencing the use of computer in class of English teachers and to investigate their perceptions on Computer-assisted language learning (CALL) and ways to enhance CALL practice. This study demonstrated that Korean EFL teachers have good views towards computer use in general and see the benefits of utilising CALL in the language classroom. While teachers are confident of the value of CALL, they face a variety of challenges in implementing it in the classroom. These factors are classified as internal factors and external ones.

Other research that is quite relevant to the topic to be discussed is (Gromik, 2012) conducted a case study entitled Cell Phone Video Recording

Feature as a Language Learning Tool on nine Japanese university learners. He intended to motivate English learners to use their language skills and cell phones to produce videos about a topic of interest to them, as well as to determine if cell phone video production is a good communicative learning tool for EFL learners. The researcher discovered that as mobile phones become more available to younger customers, they will get more accustomed with this instrument and will have more creative power over the photo, audio, or video recording features. It is the responsibility of teachers to create programmes that integrate project-based language learning with mobile phone technology.

In another study, (Shakarami et al., 2014) with a study entitled Tech-Assisted Language Learning Tasks in an EFL Setting: Use of Handphone Recording Feature set out to examine the effectiveness of the implementation of mobile phone audio recording on students' speaking development. The sample for this research was thirty-five English sophomores in an Iranian university. The result showed hand phone technology appears to be advantageous to language learning performance. It might be utilised as an effective tool in an EFL environment to make learning more dynamic, fun, and adaptable. Although not all students submitted their whole recorded audios, virtually all used the function to improve their verbal ability to some level.

Based on a detailed review of the methodologies used in previous studies, the future study involving self-video recorded speaking task issue in

SMAN 17 Makassar context would utilise triangulation of three methods: pre-post oral tests, close-ended questionnaire and students' diaries. Oral pre-test and post speaking tests will be utilised to assess students' improvement after treatment, while a questionnaire and students' diary will be used to evaluate students' perceptions of the treatment.

In some studies, such as (Göktürk, 2016) in his study entitled Examining the Effectiveness of Digital Video Recordings on Oral Performance of EFL Learner, the pre- and post-tests were identical. The researcher asked the participants in the pre- and post-tests to talk about the same topic. According to Campbell and Stanley (1963), this is considered as one of the threats to internal validity. To put it truthfully, it is believed that one of the main risks to internal validity is familiarity with the subject. Some researchers believe that the suggested treatment is to blame for this improvement. Therefore, to prevent this risk, the pre- and post-tests should not be identical.

2.2 Theoretical Framework

2.2.1 Speaking Skill

Speaking is an oral skill that plays essential role in human interaction and communication. Dealing with this statement, another experts' opinion about what actually speaking is and the components of speaking can be seen as follows:

1. Definition of Speaking

Speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and fluency (Brown, 2004). Everyone who talks has some experience doing so, and as Brown previously stated, one is able to determine if the sounds used during speech are correct or incorrect. Because speaking skill covers all aspects of English, mastering speaking ability is difficult.

According to (Harmer, 2001), speaking occurs when two individuals communicate with one other. It is clear that they are behaving in order to communicate or provide information. As supported by Bailey and Savage in (Celce-Murcia, 2001), the capacity to speak a language is equivalent with understanding the language for most individuals since speaking is the most basic form of human communication. They say that communicating in a second or foreign language is frequently seen as the most difficult of the four abilities.

Supporting the above explanations, (Brown, 2001) processes that when someone can speak a language, it implies that he can carry on a reasonable and competent discourse. In addition, (Pinter, 2017) stated that speaking effectively requires both speaking and thinking together. Thus, it needs a variety of specific skills sources. The capacity to talk fluently on purpose, as well as the ability to digest information.

According to Donough and Shaw (2003), speaking can be done for a variety of purposes, including expressing thoughts and beliefs, expressing a wish or need to do something, negotiating and/or addressing a specific situation, or establishing and maintaining relationships and friendships. In addition, speaking well requires accuracy, confidence, and fluency. If language learners can communicate clearly and naturally, they are considered to have suitable speaking competence (Roosdianna, F. F., Munir, A., & Anam, 2018). This means that they must be able to communicate with fluidity, speed, and rhythm while also constructing grammatically correct phrases and sentences, choosing suitable word choices based on the context of their speech or expressions, and using clear pronunciation.

2. Components of Speaking Skill

In speaking, there are some components that must be fulfilled by the learners. (Heaton, 1988) state that there are components of speaking skill that can be defined as follows:

a. Accuracy

Speaking accurately requires using the appropriate vocabulary, grammar, and pronunciation. It describes the qualities that give a speech the appearance of being natural and normal, such as rhythm, intonation, tempo of speech, interjections and interruptions. If students can carry out a conversation which includes grammatical control as part of their learning activities, accuracy can be shown in a speaking class.

Speaking accuracy is specifically concerned with the extent to which the language produced conforms to the target language norms (Yuan & Ellis, 2003). According to (Vigoya, 2000), students who are proficient in speaking accurately should be able to pronounce words correctly with the proper intonation and stress patterns, utilize vocabulary to effectively respond to stimuli based on the context, and follow morphological and syntactical rules. The meaning is impacted when accuracy is off. Fluency can also be impacted by accuracy.

b. Fluency

According to (Brown, 2001:10) and (Richards, 2006), fluency is the capacity to talk swiftly and naturally, with signals such as speed of speech and few pauses, which are used to describe a person's categorization of communication proficiency. According to this definition, a person can be considered a fluent speaker of a language if they are able to employ grammatical structures and patterns properly, swiftly, and automatically at the pace of a typical conversation. Fluency typically refers to the ability to speak freely and uninterruptedly. Students can speak freely and naturally during the teaching and learning process if the teacher wants to assess their fluency.

Fluency in this sense primarily refers to mechanical abilities, such as the use of pauses, speed, and rhythm; language usage, such as being coherent and reasoned; as well as judgment abilities, which include the capacity to talk effectively depending on the circumstances (Vigoya,

2000). Fluency is the use of natural language when a person is actively engaged in conversation where the speaker is required to be able to interact well and can sustain clear and enduring communication despite still having communicative competence limitations.

Fluency relates to how well a learner communicates idea rather than how many mistakes they make in grammar, pronunciation, and vocabulary. Fluency is sometimes contrasted with accuracy, which is concerned with the types, quantity, and importance of errors produced.

2.2.2 Self-Video Recorded Speaking Task

Self-video recorded speaking task is one of modern teaching media in the form of project. It indicates that something has been recorded with self working with a video that enables students to capture the video they create from any angle.

1. The Use of Self-Video Recorded Speaking Task

One of the strategies and activities that teachers could provide in speaking class is video recording. To improve and assist language learning, it is a type of project-based learning. It is for the purpose of learning and using their language. According to Susanti et al., (2020), project-based learning is an instructional model that is based on the constructivist approach to learning such as discovery learning, zone of proximal development, scaffolding, cognitive apprenticeship, coaching, context, collaborative learning, and the nature of assessment. It is an innovative

learning model in the process of teaching English to promote more effective teaching.

Students in the speaking class create a video recording of their performance as part of their task. Students are encouraged to use their mobile phones' camera and video recording features to record themselves speaking in English about topic provided or the topic they are learning each week as part of this exercise. With this activity, students could also practice their English as much as they want and improve their remarkable mistakes. With that being said, the video recording task may be a way of practical learning that might remove the constraint of learning places and time. This will assist students in assessing their speaking abilities, as they will be aware of the quality of their speech as well as errors for evaluation. This activity will become a suggested method and a primary learning aid.

As a result, by working together on this task, the students can use a range of language in both the creation of an audio or video clip and in the process of doing so (Harmer, 2004). Then, it becomes closely related to task-based learning, which describes language learning activities that require students to use a language skill or ability in real-world situations (Ur, 1996). It refers to language-learning activities that require students to use their language proficiency in real-world situations.

2. The Advantages of Utilizing Self-Video Recording Speaking Task

The video recording task offers a number of advantages that encourage students to speak English more regularly and to improve their speaking abilities. To begin with, leveraging video creation may promote collaborative efforts such as role playing and problem solving. Second, it allows students to use the target language in a realistic and appropriate environment. Students can use video recording to express their thoughts and opinions. Students are given the opportunity to improvise and utilise the target language on their own. Furthermore, the students have a choice in both what to say and how to express it.

As students will have had enough remedial practice and will be creating the videos outside of class, students will be able to speak their target language without feeling overly anxious. They will also be able to improve their critical thinking and concept organization. Student involvement is largely increased by video recording assignments. In other words, if the speaking assignment is well-planned by the teacher and effectively completed by the students, the speaking assignment may end up being a fun and engaging exercise for the students.

Another advantages of this teaching media is it includes communication activities like problem solving and role playing, as well as the opportunity to utilise target language in a genuine and relevant situation. Furthermore, it allows students to share their views and opinions. The

students will be able to utilize their target language without feeling overly anxious thanks to the video-making process. Additionally, it gives the opportunity to communicate more freely. The option to view the video recording of the students' performances, as well as those of their friends, is provided.

In conclusion, the students can first add all of their actions to the video. It implies that they may use it as a tool to expand their knowledge and create high-quality videos. A video recording task that allows the students to compare their current experience to earlier ones.

3. The Procedure of Using Self-Video Recording Speaking Task

Here are some steps to put the video recording task activity into practice. The rules, the time allotted for recording, the subject, the due date, and the criteria used to evaluate speaking are first explained by the teachers. It aims to increase students' comprehension of the assignment. The teacher then presents a task example. For the purpose of giving the students a goal English model, the example may be a video of a native speaker. Additionally, the students create videos about a certain subject covered in class or a personal experience. Therefore, the use of video can be authentic speaking training. After students complete and submitting the video, the teacher is expecteed to give feedback to the student's performance. Hence, the students know their strength and weakness. Students are supposed to learn from it so they may do better on their subsequent speaking video

presentation. Additionally, the quantity of student-produced videos can be adjusted depending on the meeting or the duration of the teaching and learning process.

2.3 Conceptual Framework

One of the fundamental abilities students should develop is speaking. Opportunities should be provided for them to speak the target language and produce it orally. There are certain challenges, nevertheless, in trying to teach English in Indonesia. The first is the lack of an environment that is conducive to learning English as a foreign language. Then there are many students in the class, which limits the chance to have enough time to practice speaking in front of the class. Secondly, students' fear of making errors. Being unable to talk fluently and accurately in Indonesia is the final issue. Therefore, a different method or medium needs to be taken into account to encourage students' English speaking.

Students are encouraged to utilize and practice speaking English outside of class without restriction thanks to the integration of video recording. It gives them the opportunity to practice their speeches until they are flawless. With a video recording activity, students might feel more at ease and less anxious because they will not be subjected to outside judgment. In addition, using a camera from a mobile phone to complete the work combines the use of technology that is relevant to students since it is already a part of their daily lives.

In this study, the researcher will make a point about the use of several different speaking tests in the pre- and post-tests, as opposed to other studies that have relied on comparable pre- and post-tests. The use of the same test reduces the study's internal validity.

Test format and rating scale will be adopted from the book entitled Writing English Language Tests Longman Handbook for Language Teachers developed by (Heaton, 1988). Teacher will mark the tests using the rating scale. This research also seeks to examine students' perceptions towards using self video recordings as a task on their oral performance in particular on accuracy and fluency.