

USING VIDEO RECORDING TASK TO IMPROVE ENGLISH SPEAKING SKILLS OF STUDENTS AT MANAGEMENT PROGRAM

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ABSTRACT

The main goal of this research is to develop learning method which can improve the speaking skills of students at Management Program by implementing video recording tasks. This research is Research and Development (R&D) research employing the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) Model. The respondents in this study were 30 students who took part in English I subject of Management Program. The instruments used in this study were speaking evaluation sheet, questionnaires, and semi-structured interviews. The research data was obtained from their responses to the questionnaire given related to the use of video recording tasks to improve the English-speaking skills of the students at Management study program. From the results of the study, it can be concluded that using a task-based approach to video recording can effectively help students improving their speaking skills. This can be shown that fluency, vocabulary, grammatical structure and pronunciation have P value lower than 0,05, meaning that those variables significantly support the use of video recording task to improve students speaking skills. Besides, students express their pleasure and positive perception of the method. In conclusion, the use of task-based video recording methods can effectively help students improve their oral skills, not only for exams, but also for their real life and future needs. Additionally, students express their pleasant and positive views on this method.

Keywords: English Language, Speaking Skill, Video Recording Task

INTRODUCTION

The importance of mastering English in the classroom, especially speaking skills for students, is to be able to communicate English well, at least in English classes. Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others (Moats, 2020). Speaking is the way for people to express something and for communicating to other people orally (Nurdin, 2021). Talking is a way of interacting with others in everyday life between interaction and communication (Zuhriyah, 2017). The use of English in Indonesia in daily activities is limited. The use of this international language only occurs in English or certain courses that use foreign languages. English lessons have been included in the Indonesian education curriculum to date. The curriculum of the Management Program includes English courses for 2 semesters in one year. Thus, communication using English is still a big problem for Indonesian students, as in actuality, after spending years

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studying the language, the majority of Indonesians still struggle to communicate effectively in English (Poedjiastutie et al., 2018).

Based on the results of preliminary observations, the writer concludes that some students are constrained in mastering English speaking skills. Some of the obstacles faced by students are as follows, first, students' speaking skills are still low, unsatisfactory, and far from expectations. Students pay less serious attention to classes. The students feel embarrassed, nervous, and less confidence in responding to the lecturer. Secondly, they are less fluent in expressing their ideas using proper vocabulary and correct grammatical forms; students can only say first two or three sentences, and after that the students speak using their mother tongue and second language (Indonesian). Thirdly, students are easily bored and lazy to study when they study English. Students are afraid to speak English in class, and most of them are embarrassed to speak English because of their mistakes in grammar, and lack of vocabulary. Students know less how to pronounce words correctly, so they are clumsy to communicate using English.

One of things that can be used to improve students' speaking skills is making video recording assignments. According to Gromik (2013), the use of video recording feature as a language learning tool is able to help improve students' speaking skills. The video recording task is the task of making English video recordings based on learning courses taught with the specified topic (Oya & Haryanto, 2022). In this study, for example, when there is a course of "Introducing oneself and others", the lecture asks each student to make a video recording of introducing themselves. "The use of video recording tasks can focus students' attention on paying attention to the material presented by lecturers during the teaching and learning process" (Oya & Haryanto, 2022). In addition, the main goal is to improve their abilities to speak English. Speaking English, as a foreign language skill, should be practiced to master it. Speaking English is important because it is very helpful for facing the globalization era (Rumiyati & Seftika, 2018). Therefore, students must practice speaking English. Because practicing it, students will get used to using English and their speaking skills will improve (Haryudin & Jamilah, 2018).

This research aims to overcome the problems by developing a learning method to improve students' English-speaking skills through the use of video recording tasks. The particular specification related to the scheme in this study is the development of English learning strategies to improve the quality of teaching and learning process and improve students' speaking skills at Management Program.

Some studies focus on the use of Video Recording as a medium to improve students' speaking skills. A study conducted by Rahmi in 2020, aimed to investigate the influence of students on the task of recording English videos for daily conversation classes (Rahmi, 2020). This Research was a descriptive research. The findings of this study revealed that there were 57 students or 73.07% of students who had a positive influence on video recording tasks applied by English lecturers every day in conversational subjects. This shows that most of the students like to work on video recording assignments because it can enhance their creativity and they have more time to talk. In addition, it can also reduce their anxiety about speaking.

Another study was Examining the Role of Video-Recorded Speaking Task in Enhancing Students' Oral Productive Skill (Azkiyah & Rahayu, 2018). The researchers used quasi-experimental research. The sample was 87 tenth graders from one senior high selected through purposive sampling techniques and randomly assigned to experimental classes and controlled classes. The test was a pre-test given at the beginning, and as a post-test shared at the end of the treatment, the data was then analyzed using the t-test. The effectiveness of the treatment was analyzed from the post-test and obtained scores, findings that revealed higher achievements of the experimental group. In addition, students were happy to work on this task. These findings mean that videotaped speaking assignments play a role in improving students' oral productive skills abilities and support previous studies of the effectiveness of recording speaking video assignments.

In the research on Investigation of the Cellphone Video Recording Feature by Japanese Undergraduate EFL Learners (Gromik, 2013), case studies at Japanese national universities

were conducted. The number of participants were 67 students who were asked to use the video recording feature on their mobile phones to produce weekly video productions. The teacher selected a topic, and participants need to make a 30-second video on the topic. Observations exposed the process of making video with a mobile phone. The survey showed that participants believed that using the video recording feature on their phones was a rewarding activity. And the results revealed that using the video recording feature as a language learning tool in improving students' speaking skills is effective. Later, the researchers added that the significant difficulties of the study were mostly related to language, such as vocabulary and pronunciation, not technical aspects.

The study of Video Creation Tool for Language Learning investigated a video-making tool for language learning at the University of Weigel Information Commons of the Pennsylvania Library (Karasic & Vedantham, 2015). Later, the results of his research revealed that these activities worked well in language learning. Reflections collected data on several years of course observations, interviews with language faculty members, and campus-wide surveys to gauge students' perspectives on the role of video in the English learning experience.

Another study presented in 2019 by Phi Ho & Thanh Hong which aimed to investigate whether peer video recording helped colleges that did not major in English improve their speaking performance. Eighty students were selected and assigned to two groups: an experimental group and a control group. Data was collected based on pre-posttest design, questionnaire-based surveys. The results showed that students in the group were treated with a peer video recording task-based approach, significantly outperforming the control group in terms of fluency, grammar, pronunciation and interactive communication, while the student's vocabulary score remained after treatment. In addition, data obtained from the questionnaire showed the experimental students had a positive attitude towards the task-based peer video approach (Phi Ho & Thanh Hong, 2019).

A research by Thien Trang & Phuong Hong in 2021 was aimed to investigate whether the mobile video recording task-based approach helps students who are not majoring in English improve their speaking skills. Forty students were selected and assigned to two groups: the experimental group and the control group. Mobile video recording is presented for experimental students, while no training is provided to students in control groups in the same task-based approach. The results of the study revealed that students in the group treated with mobile video recorded a task-based approach significantly outperforming those in the control group. Furthermore, the results of questionnaires and semi-structured interviews revealed that experimental students had positive attitude towards using mobile video recording to practice speaking English (Thien Trang & Phuong Hong, 2021).

A study of Students' Perception of Using Video Recording to Improve Their Speaking Accuracy and Fluency by Putri and Rahmani was to explore the perception of students using video recordings to improve the accuracy of speech and fluency of thirty-five scalpers' teachers at the University of Muhammadiyah Prof. Dr. Hamka Jakarta. This study used a mixed method to analyze the data. Pre-tests and post-tests were obtained as instruments and they were analyzed quantitatively using paired t-tests. In the qualitative method, they obtained structured interviews in order to obtain their perception of the use of video recordings. The results showed a significant improvement in students' speaking ability, especially in their accuracy and fluency. The students also showed good perception in the use of video recordings in speaking classes (Putri & Rahmani, 2019).

Based on studies above, the researcher intends to describe the form of research that was carried out as a differentiator from previous studies. This research ultimately aimed at developing a learning method to improve English speaking skills that is specifically created for students at Management Program. In developing the specific learning method for students at Management Program, the researchers employed ADDIE (Analysis, Design, Development, Implementation, and Evaluation) with a mixed research method (a combination of qualitative and quantitative methods). The instruments used in collecting data are speaking evaluation sheets, questionnaires, and interviews with the students at Management Program

METHODS

The method used for this research is Research and Development (R&D) research with the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation). The ADDIE model is one of the most common models used in the instructional design field as a guide to produce an effective design. The process of the ADDIE model development research procedure can be seen in Diagram 1 (Aldoobie, 2015).

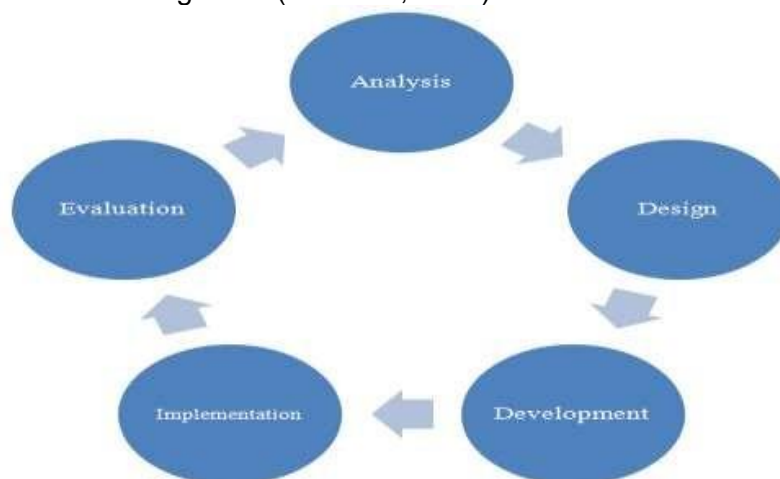


Image 1. The ADDIE Model. Adapted from Allen (Almelhi, 2021).

Analysis, Design, Development, Implementation and Evaluation are important steps that must be taken before lecturers apply and evaluate video recording tasks to improve students' English-speaking skills. There are some stages in analyzing the theme. In the analysis stage, researchers analyze English speaking videos from various sources, especially videos from native speakers, as a reference. In the design stage, findings on the problem and needs analysis are employed to design a video recording task model, then explain to students the form of video design. In the development stage, lecturers develop students' initial video recording tasks by adjusting the previous reference video and adjusting to the targeted material or topic. Meanwhile, in implementation stage, students re-implement the form of development into the next video making. At last, in evaluation stage, researchers evaluate the student's video recording task.

The respondents in this study were 30 students who took part in English I semester 1 of Management Program. The data collection was done by conducting speaking evaluation, filling questionnaires, and interviewing students at Management Program. The speaking evaluation was done by asking students to make monologue videos based on provided themes and then evaluating them using some criteria (fluency, vocabulary, grammar, and pronunciation).

Besides having speaking evaluation to collect the data, another instrument used in this study was a questionnaire. The research data was obtained from their responses to the questionnaire given related to the use of video recording tasks to improve the English-speaking skills of the students at Management Program.

The questionnaires, consisting of 35-Likert items, were divided into 2 main parts. The first part was related to participants' personal information. The second section included fifteen items from a single cluster that investigate student attitudes towards the use of video assignment recording to improve speaking skills based on conceptual frameworks and definitions from literature reviews. Attitude is one of many key factors which determines the success in learning language. It comprises students' beliefs, feelings and behavior tendencies (Zulfikar et al., 2019). In this research, participants were asked to give their opinion on statements based on the format of five-level Likert items ranging from Never (1), Ever (2), Infrequent (3), Often (4), and Always (5).

The next instrument was an interview. This interview was to gain data on students' personal data, preferences, and many others (on any given topics according to the syllabus) which further important to directly evaluating students' speaking skills.

Having collected the data, the data were processed and analyzed to find out the results of the study. The data was analyzed using qualitative and quantitative methods (mix methods). Qualitative data was obtained from the suggestions, criticisms and general opinions of validators (Schutt & Chambliss, 2013). Meanwhile, quantitative data was obtained from data in the form of percentages and average scores generated from the criteria on the speaking evaluation test, questionnaires and interviews conducted to the students. The collected data was then analyzed using qualitative descriptive analysis techniques.

FINDINGS AND DISCUSSION

Steps to Implement Video Recording Task

Research Stage

At this stage, researchers conducted class observations to find out the students' difficulties in improving their ability to speak English. The researcher provided an English video for each topic of discussion. The video was related to the topic of discussion based on the analysis of the content of the video. The lecturer presented a video at the beginning of the learning as an introduction to the topics discussed as well as a reference for students in making a form of video recording task on the predetermined topic. This stage was carried out every time a new topic started.

Design stage

At this stage, the lecturer formulated the purpose of the task of making videos that had to be uploaded via Instagram. Instagram is used as an alternative because this is the social media used by most students and has much entertainment applications as a virtual learning media solution. Students need new and innovative learning media so that the learning process is not monotonous and boring. As it is suggested by Happyanto (2013) that "innovative learning can adapt from a fun learning model. "Learning is fun" is the key that is applied in innovative learning." One alternative that can be developed today is the use of social media as an interactive and fun learning medium.

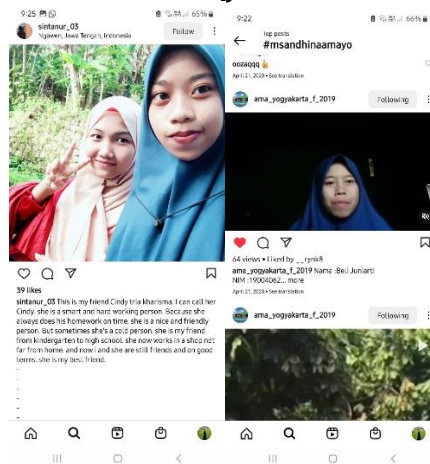


Image 2. Images of interactions among students on uploaded video recording tasks on Instagram

Production Phase

The researchers revised and developed the results of student video recording tasks. They provided input and shortcomings related to the video task that was carried out for the next video development on the next topic. The inputs were about the video made by the

students and the criteria of speaking skills. According to Fahmi et al (2021), there are four criteria of speaking skills:

(a) Fluency

If a speaker uses the language swiftly, confidently, with minimal false starts, or awkward pauses, he or she is said to be a fluent speaker. The speaker must be aware of when and where to halt and end his or her speech.

(b) Accuracy

When students utilize the target language, accuracy occurs when their speech matches what others actually say. More specifically, accuracy deals with grammatical structures, which include things like part of speech, tense, phrase, sentence, etc (Nunan, 2003).

(c) Pronunciation

According to Rafael (2019), one of the most crucial speaking sub-skill is pronunciation. Different speakers' and listeners' interpretations of the meaning will result from the pronunciation.

The inaccuracy and improper pronunciation of the words spoken contribute to several misunderstandings regarding their meaning.

(d) Vocabulary.

Vocabulary is crucial when studying a foreign language as it connects all the four skills: speaking, listening, reading, and writing Marzuki et al (2018). Speaking fluently is feasible without having a strong vocabulary because they can only create sentences using words.

This stage was carried out on each different topic.

Evaluation Phase

Students implemented the edited video recording task based on the input and suggestions provided. They made the next video based on the latest topics presented in the classroom. This stage was carried out on each different topic. The researchers evaluated the final student's video recording task for each topic. This stage was carried out by researchers twice. At first, researchers evaluated student video recording tasks in the middle of the semester. Secondly, researchers evaluated student video recording tasks at the end of the semester for all assigned topics.

Level of Students' Speaking Skills Improvement

Using video recording tasks for students at Management Program for English I subject, gave good results. Students were more active in accepting and understanding the learning material delivered. The English vocabulary improved. The proficiency in pronouncing English words was recognizable and close to the real pronunciation. The fluency and confidence in conveying ideas in English increased. However, grammar remained a bit of an obstacle to their speaking skills.

Based on several topics discussed during one semester, it could be said that students were successful in implementing the video recording tasks. Although some students in one class did assignments. On average, 75 percent of students did video assignments. As many as 70 percent got good results. This value gained from instructions of making the videos in each topic discussed. In addition, students used grammar according to the topic covered. There were new vocabulary improvements for each different topic, as well as the smoothness of speaking and connecting sentences with each other when speaking.

Table 1 Students' Speaking Element Score

Variable	Mean Diff	Sig. (2-tailed)
Fluency	7.03	0.000
Vocabulary	7.03	0.000
Pronunciation	6.03	0.000
Grammar / Grammatical structure	6.03	0.000

Based on the table, there are some descriptions of the analysis results. Firstly, the results presented in table 1 showed that there was a significant improvement between the average scores of students' fluency during the implementation of the video recording task ($M = 7.03$), $sig = 0.000$. These results explored that there was a difference, because P (sig) value = 0.000 was less than 0.05 the level between the average student scores of the video content created. The results emphasized that using self-recorded videos in practicing speaking skills increases the fluency of students at Management Program.

Secondly, the results shown in table 1 showed that there was a significant improvement among the average scores of student vocabulary during the implementation of the video recording task ($M = 7.03$), $P = 0.000$. These results explored that there was a difference, because P (sig) value = 0.000 was less than 0.05 level between the average student scores of the video content made in vocabulary mastery. Therefore, the results confirmed that using video task recording learning strategies could effectively support vocabulary learning activities.

Thirdly, the results given in table 1 showed that there is a significant difference among the average student pronunciation score during applying the video recording assignment ($M = 6.03$), $P = 0.000$. This meant that there was an improvement, because the value of P (sig) = 0.000 was less than 0.05 among the average student scores of the results of the video content made for the pronunciation aspect. These results confirmed that using video recording assignments could help students improving their English pronunciation skills in particular.

Fourthly, due to the results in table 1, there was significant progress on the average student grammar accuracy score during the use of this learning strategy ($M = 6.03$), $P = 0.000$. This meant that there was a progress, because the value of P (sig) = 0.000 was less than 0.05 among the average scores of students from the results of the content of the video made due to grammatical accuracy. The results confirmed that using these learning strategies and activities could effectively improve the accuracy of using grammatical ranges in contexts that implied the use of wide variety of language structures or grammatical rules to understand English better.

Speaking skills comprises of four elements, namely, fluency, accuracy (grammar), pronunciation, and vocabulary (Azlina et al., 2015). Based on the data obtained in this study, there was a significant improvement on the students' fluency, followed by the increase of students' vocabularies, and improvement of their pronunciation. The least improved speaking skill obtained by the students was grammar (accuracy). Nevertheless, this accuracy skill still underwent some improvement through the application of the learning method using video recording task. In conclusion, an improvement in students' speaking skills was obtained from the application of video recording tasks during the semester. The results showed that there was a significant improvement in students' English-speaking scores. This fact leads to the consideration that students who use *video recording tasks* can improve their speaking skills.

Students' Attitudes towards the use of Video Recording Task to improve English Speaking skills

Table 2. Students' Attitude towards the use of Video Recording Task

Indicators	Mean	Interpretation	Rank
I enjoy making my videotape assignments.	3,88	Often	7
I often hand in my video recording tasks on time.	4,14	Always	7,5
I often follow my lecturer's instructions on templates from speaking videos.	4,31	Always	8
It's easier to send videos to my lecturers (by Instagram).	3,83	Often	7
I often watched my video many times before it was handed over to the lecturer.	4,00	Always	7,5
The video clips are convenient for me to review and practice.	4,80	Always	9,5
Whenever I have time, I often watch my videos again to recognize my mistakes and trying to improve myself.	4,68	Always	9
I try not to make the same mistake for the next video.	4,12	Often	7,5
I apply what my lecturer suggests to make better speaking videos.	4,75	Always	9
I practiced speaking many times before recording the video.	4,68	Always	9
Making talking videos is a valuable learning experience	3,77	Always	6,5
Making speaking videos makes learning I'm more fun.	4,82	Always	9,5
Making speaking videos motivates me to learn English.	4,60	Always	9
General Weighted Mean	4.20	Always	

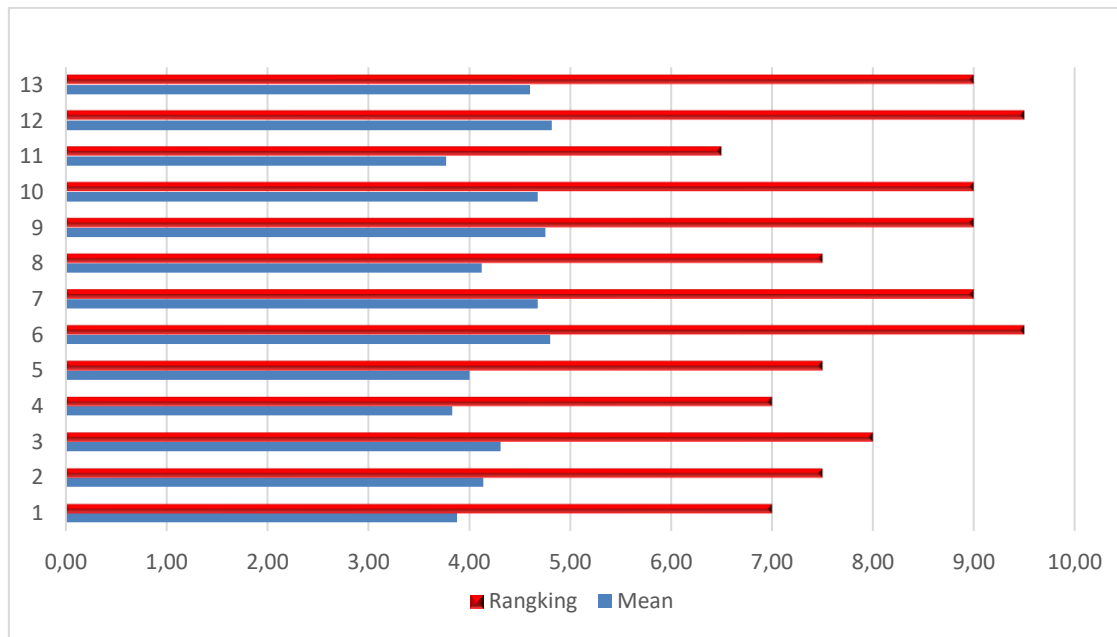


Image 3. Students' Attitude towards the Use of Video Recording Task

Table 2 and image 3 above showed that most respondents carried out good treatment with the highest levels on indicators 6, 7, 9, 10, 12, and 13; the value of mean was 4.60-4.82 of (50%). A study suggested that students that have positive attitudes toward learning are glad to learn and will therefore actively participate in it (Zulfikar et al., 2019). This shows a strong correlation between students' attitude and their behavior in participating actively in the learning process. Most students (94%) always followed the lecturer's instructions on the speaking video template, they tried not to make the same mistake for the next video and they applied what the lecturer suggested to make a better speaking video. In addition, 72% of college students confirmed that they were comfortable sending videos via social media (Instagram). 93% of college students agreed that speaking videos could motivate them to learn English. In addition, 77% of students agreed that they often practiced speaking and watched videos many times before recording and handing over to lecturers and making speaking videos made their learning more enjoyable. Based on the data mentioned above, students exposed to the learning method using video recording task showed positive attitudes toward learning as they feel more motivated, engaged, and more comfortable in the process of learning.

Table 2 also shows the moderate percentage (29%) of items 2, 3, 5, and 8. It is impossible to ensure that college students had no challenges in speaking videos without a doubt. The challenge was discussed in an interview session. In terms of interest, only 13 students agreed that they enjoyed doing video recording for speaking exercises.

Item 11 got the lowest percentage (7%), it shows that college students disagreed that whenever they had free time, they watched videos again to recognize mistakes and tried to correct them themselves. Despite of following most of the lecturer's instructions and the time spent to talk (recording videos), students still admitted that watching their videos in their free time was a difficult job to do. Even though many students still demonstrate their reluctance to re-watch their recorded video, overall they show their enthusiasm in the learning process which is reflected in their motivation for following the lecturers' instructions, their enjoyment in practicing, and their engagement in the learning process.

Face-to-face semi-structured interviews were recorded and transcribed. The semi-structured interview was perceived as tracking their studies while being flexible and adaptable to asking questions to their interviewees. In the first interview question, students

were asked about the benefits of using video recording tasks to practice speaking skills. In response to this question, it was understood that video recording tasks had a positive impact on learners to produce speech in the target language. In addition, students pointed out that the recorded videos help students to gain confidence. They said the process of learning to use videos could be done anywhere and anytime without having to do it in class. Eventually, we got a good learning experience. By revamping conventional classroom instructional strategies, customizing instruction, and raising the standard of learning experiences, online learning has altered the teaching and learning process (Sunardi & Lutfi, 2022).

CONCLUSION

This research was conducted to develop a learning method useful to improve students' speaking skills at Management Program through the use of video recording task. In the efforts to develop the learning method, the researchers employed the ADDIE model development research procedure. Therefore, the stages in the implementation of video recording task covered: Research, Design, Procedure, and Evaluation Phase. The research stage focused on students' English-speaking difficulties, while the design stage involved creating videos on Instagram for interactive learning. The production phase involved revising and developing the results, addressing fluency, accuracy, pronunciation, and vocabulary criteria. Students implemented edited tasks, and the final video was evaluated twice, conducted in the middle and end of the semester.

Based on the data obtained from speaking evaluation, it can be concluded that students' speaking fluency, vocabulary and pronunciation improved significantly, followed by the speaking accuracy (grammar). From the questionnaires and interviews data, students showed positive attitudes toward learning which led to improving speaking skills. Considering the fact mentioned above, the researchers conclude that using a task-based approach in assigning video recording can effectively help students improving their speaking skills. In addition, students express their pleasure and positive perception of the method. Therefore, researchers suggest English teachers to apply a task-based approach, using video recording in improving the speaking skills of their students. For further research, the researchers suggest the study conducted with the focus on improving grammar (accuracy) to enhance students' English-speaking skill.

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