

## The Implementation Of Self-recording Video in Speaking Practice

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### Abstract

This study aims to see the application of Self-Recording Video in students' speaking practice. This type of research uses descriptive research through a qualitative approach. The participants of this study were an English teacher at SMKN 6 Padang. Data was collected from an English teacher through classroom observation by recording the teaching and learning process carried out by the teacher and through the process of observing a checklist and interviewing the teacher with an audio recorder. The results showed that the teacher explained the material first, provided examples of videos, and gave freedom to students to make videos. Topics are chosen from learning materials, such as narratives. The teacher provides guidance and feedback while students record videos, improving pronunciation and motivating students. After making the video, the teacher displays the results in front of the class. Evaluation is carried out through discussion of the process and learning. This study reveals that Self-Recording Video increases students' confidence in speaking and provides opportunities to improve skills. Despite challenges, such as mispronunciations, this approach helps students feel supported and motivated. By using this video, students can practice speaking more confidently and effectively in learning English.

**Keywords:** *Implementation, Self-Recording Video, Speaking.*

### Abstrak

Penelitian ini bertujuan untuk melihat penerapan Self-Recording Video dalam praktik berbicara siswa. Jenis penelitian ini menggunakan penelitian deskriptif melalui pendekatan kualitatif. Partisipan dari penelitian ini adalah satu orang guru bahasa Inggris di SMKN 6 Padang. Data dikumpulkan dari satu guru bahasa Inggris melalui pengamatan kelas dengan merekam proses belajar mengajar yang dilakukan oleh guru dan melalui proses observasi checklist dan wawancara guru dengan perekam audio. Hasil penelitian menunjukkan bahwa guru menjelaskan materi terlebih dahulu, memberikan contoh video, dan memberikan kebebasan kepada siswa untuk membuat video. Topik dipilih dari materi pembelajaran, seperti naratif. Guru memberikan bimbingan dan umpan balik sementara siswa merekam video, meningkatkan pengucapan dan memotivasi siswa. Setelah membuat video, guru menampilkan hasilnya di depan kelas. Evaluasi dilakukan melalui diskusi terhadap proses dan pembelajaran. Penelitian ini mengungkapkan bahwa Self-Recording Video meningkatkan kepercayaan diri siswa dalam berbicara dan memberikan kesempatan untuk meningkatkan keterampilan. Meskipun terdapat tantangan, seperti salah pengucapan, pendekatan ini membantu siswa merasa didukung dan termotivasi. Dengan menggunakan video ini, siswa dapat berlatih berbicara dengan lebih percaya diri dan efektif dalam belajar bahasa Inggris.

**Kata Kunci :** Penerapan, Vidio Rekaman Mandiri, Berbicara

### INTRODUCTION

English is one of the most important subjects that has been taught to all generations. Being able to communicate in English is one of the most important goals in learning a language. Learning English basically involves developing language skills, including speaking, listening, reading, and writing skills. Driane, (2022) States that speaking ability is a necessary language component. The effectiveness of teaching speaking can be evaluated from how well students can express their ideas verbally. For the benefit of their listeners, students will express their thoughts, identities, and emotions when speaking. It also takes a lot of effort and practice to learn English.

Nowadays, many students are afraid of speaking English, especially for those who are

just starting or do not feel confident in their language skills. This fear can be caused by various factors, such as fear of making mistakes, worrying about not being understood by listeners, or anxiety about other people's judgment of their language skills. Oya & Haryanto, (2022) Argues that one of the media that can be used to improve students' speaking skills is by using Self-recorded Video, using a video recording task-based approach can effectively help students improve their speaking skills.

Technology-based language learning methods are widely used to increase the effectiveness of learning in the classroom. Video-based learning has the advantage that it can be used as a language teaching model and as a learning method. Video-based English learning has a more effective impact in increasing

students' social participation and can stimulate their interest in learning than the classical learning method. In addition, the use of the video method can increase learning focus, learning independence, interaction, and deeper understanding of material in second language learning (Aprianto & Muhlisin, 2022).

Sudamawan, (2022) found that students consider Self-recording Video useful for students' English competence. Students also think that the skill most affected is speaking skill. Pandamadewi, (2019) Videos can enhance class activities, keep students' attention, and encourage students' independence and proactivity in the learning process. Both teachers and students can benefit from video recordings. This assists in the development of learners' vocabulary, fluency, and speaking skills, including their ability to elaborate ideas.

Language learning activities in the form of a video-making model have quite effective and successful implications for the development of an English learning approach with a video-based learning perspective, so that the teaching and learning process can achieve predetermined targets. The advantages of technology-based learning models indicate that the use of appropriate teaching methods must be carried out in interesting learning situations. The use of the Self-Recording Videos method will have a positive impact on language learners in the form of social participation, interaction, and are more motivated to communicate, more enthusiastic, active in using the target language, and increasing confidence in using the language (Aprianto & Muhlisin, 2022).

Self-recording video is a practice where students or study participants use technological devices like smartphones, camcorders, cellphones, or laptops to capture their own speaking performance. This activity involves recording themselves speaking in the target language, typically English, either within or outside the classroom setting. The main aim of self-recording video is to enhance language proficiency, particularly speaking skills in academic language. Through this process, students have the opportunity to assess their speaking performance, analyze their language

usage, and improve their English skills more effectively (Nyoman Padmadewi, 2019).

Based on the researcher observations at SMK N 6 Padang, students often experience difficulties in speaking English, especially when they have to practice speaking in front of the class. They may lack motivation, have low self-esteem, and feel confused about what to say. All of these things can become obstacles in improving their speaking skills. To overcome this challenge, teachers at SMK N 6 Padang need to find creative solutions that can increase students' motivation and confidence in speaking English. One of the techniques applied by teachers at SMK N 6 Padang is using self-recording videos as part of their speaking practice in class. By using Self-recording Video, students have the opportunity to record themselves speaking English. Using Self-recording This video is a communicative learning approach, where students can practice telling about their activities in English. Through this method, students have the opportunity to practice communicating in different social contexts and social roles. By recording videos of their activities, students can look back and evaluate their own speaking performances. This allows them to understand where things went wrong and then correct them.

Based on the phenomenon above, this study wanted to find out how the application of self-recording video is applied in speaking practice at SMK N 6 Padang.

## METHOD

In this research, the researcher was used qualitative design to collected and analyzed data. This method will help in understanding and explaining the implementation of Self-Record Video at SMK 6 Padang. The qualitative research method is a research method based on the philosophy of postpositivism, used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined) manner, data analysis is inductive/qualitative in nature, and qualitative research results emphasize meaning rather than generalization ( Sugiyono, 2019). The participants in this study were an English teacher

at SMK Negeri 6 Padang who was selected to apply Self-recording Video. Data collection was carried out by means of observation checklists and structured interviews.

## **FINDINGS**

Based on the provided data analysis, the researcher observed the implementation of Self-Recording Video in speaking practice at SMK N 6 Padang. The research question aimed to understand how teachers implemented this technique. The researcher gathered information through interviews and observations with an English teacher. Here are the key findings:

### **Task Explanation**

The teacher explained the task to students by introducing the learning material, which was about narrative text. After explaining the material, the teacher instructed students to watch an English film, summarize it, and retell the story using Self-Recording Videos. This approach aimed to enhance students' speaking skills.

### **Video Example Usage**

The teacher showcased video examples of students from previous classes to provide a reference for the current students. These examples helped students understand the expectations of the Self-Recording Video task.

### **Topic Selection**

The teacher aligned the topic of the videos with the ongoing narrative text lesson. Students were required to watch English films related to narratives and retell them using Self-Recording Videos.

### **Making Video**

The teacher offered guidance during the video creation process. Students were given the freedom to record in comfortable locations. The teacher's support and direction helped students gain confidence and focus in their video presentations.

### **Feedback**

After recording, the teacher provided feedback on students' performance. This included assessing pronunciation and encouraging other students to evaluate their peers. The teacher praised students and highlighted areas for improvement.

### **Evaluation and Reflection**

The teacher evaluated students' progress by discussing their experiences in making the videos. The evaluation process involved peer feedback and self-assessment. The goal was to encourage improvement and effective learning

Overall, the teacher's approach to implementing Self-Recording Videos in speaking practice aimed to enhance students' speaking skills, boost their confidence, and provide them with constructive feedback. The use of real-life topics and student engagement contributed to the effectiveness of this technique.

The findings indicate that teachers employ a structured approach to task explanation. The teacher first introduces the day's learning material, in this case, narrative text. The teacher then explains the concept of retelling, where students watch English films, summarize them, and retell the stories using self-recorded videos. This approach not only imparts language skills but also addresses the students' confidence and stage fright issues. Through interviews, it was revealed that teachers focus on making students feel more confident in speaking and use self-recording videos as a means to achieve this goal.

Teachers use exemplar videos as visual references to guide students in creating their own self-recorded videos. These examples are typically videos of previous students' work. By showcasing successful examples, teachers eliminate confusion and provide a clear direction for current students. This practice helps students understand the expected quality of their videos and ensures they have a tangible guide to follow.

The findings emphasize the importance of contextual relevance in topic selection. Teachers align the chosen topic, retelling narrative texts in this case, with the ongoing curriculum. This approach enhances language learning by integrating speaking skills with the broader context of the curriculum. Students are assigned tasks that require them to summarize and retell English films, fostering a connection between speaking practice and the subject matter.

The observations highlight the supportive role of teachers during the video creation process. Teachers offer guidance to students who encounter difficulties while recording videos. Students are given the freedom to choose

recording locations that are comfortable for them. The process allows students to feel at ease while recording, contributing to their confidence during the practice. Additionally, the videos are presented in class using projection equipment, allowing students to view and assess their performance.

The feedback process is an integral part of this approach. Teachers provide feedback on aspects such as pronunciation, facial expressions, and overall presentation. Constructive critique is given to correct errors and praise is offered for well-executed elements. The use of both corrected examples and peer assessment encourages students to learn from their mistakes and improve their speaking skills over time.

After completing the assignments, teachers engage students in evaluating their overall progress. This reflective practice encourages students to contemplate the challenges they faced, improvements achieved, and lessons learned throughout the video creation process. The discussions foster self-awareness and growth, empowering students to take an active role in their skill development.

The findings from the data analysis provide valuable insights into the implementation of self-recording videos in speaking practice for hospitality education. This innovative approach effectively addresses issues related to confidence and speaking skills among hospitality students. By integrating task explanation, video examples, topic selection, video creation, feedback, and reflection, educators create a comprehensive learning experience that enhances speaking skills and empowers students in their language development journey.

## CONCLUSIONS

This study analyzes the implementation of Self-Recording Video in speaking practice at SMK N 6 Padang. Based on the research problem that has been formulated and the results of the research that has been carried out by the researcher, the researcher can draw an overview and conclusion: The results of the analysis show that the teacher explains the material first, provides video examples, and gives students freedom to make videos. Topics are selected

from learning materials, such as narratives. The teacher provides guidance and feedback while students record videos, improving pronunciation and motivating students. After making the video, the teacher displays the results in front of the class. Evaluation is done through discussion of the process and lessons learned. This study reveals that Self-Recording Video increases students' confidence in speaking and provides opportunities to improve skills. Despite challenges, such as mispronunciations, this approach helps students feel supported and motivated. By using this video, students can practice speaking more confidently and effectively in learning English.

## SUGGESTIONS

To improve the implementation of Self-Recording Video in speaking practice at SMK N 6 Padang, it is suggested to involve peer assessment and asking students to repeat incorrect pronunciations with correct ones, helping students focus on specific aspects of pronunciation. Providing further guidance on correct pronunciation techniques can also help students correct mistakes. Additionally, training teachers to provide more in-depth feedback on aspects of speech, such as intonation and facial expressions, would be a valuable addition. Holding periodic reflection sessions will also help students feel more helpful and motivated to speak English confidently.

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