
RESEARCH ARTICLE

Utilizing Video Recording to Develop EFL Student's Speaking Skills

Dang Thi Ngoc Anh¹ ✉ | Nguyen Van Thinh² | Pham Thi Nga³

¹EFL Lecturer, Faculty of Basic Foundations, Thai Nguyen University of Economics and Business Administration, Thai Nguyen, Vietnam

²Lecturer, Faculty of Tourism, Ha Long University, Quang Ninh, Vietnam

Corresponding Author: Dang Thi Ngoc Anh, **E-mail:** dangngocanh@tueba.edu.vn

ABSTRACT

Speaking skill plays a crucial part of the curriculum in any language teaching, yet it is considered one of the most difficult aspects of language learning. Speaking is a significant skill with complex constituents that need to be mastered by the learners, including vocabulary, grammar, pronunciation, fluency, and interactive communication so that they can obtain success in their life, work, and study in this globalized world. Nevertheless, EFL language learners are finding it difficult to convey their thoughts effectively in the target language, and creating a successful speaking lesson has always been a challenging task for the teachers. This study aims to examine the effectiveness of utilizing video recording on EFL students' speaking skills and performance at Thai Nguyen University of Economics and Business Administration (TUEBA). It also attempts to explore the students' perceptions of the utilization of video recording in completing speaking assignments. The research involves 26 freshmen of the advanced program at TUEBA randomly assigned to experimental and control groups. The data were collected based on the pretest, posttest, and questionnaire for analysis. The divergence between the pretest and posttest scores revealed that the experimental groups possessed higher achievements as a result of employing video recording. In addition, the survey respondents showed positive attitudes toward the application of video recording in fostering their oral skills. The results from the study are expected to provide grounds for suggestions and recommendations for the teaching and learning speaking for both the advanced program and the standard one at TUEBA.

KEYWORDS

EFL, speaking skill, speaking performance, video recording

ARTICLE DOI: [10.32996/ijllt.2022.5.5.8](https://doi.org/10.32996/ijllt.2022.5.5.8)

1. Introduction

In the context of internationalization in all aspects of life, English has always been considered one of the most important global languages, and a good command of English will help to expand the opportunities for people to have better jobs, higher income, and improvements in living standards (Malu & Smedley, 2016). Countries all over the world are well aware of this and find it essential for their citizens to learn and use English as an effective tool in order to maintain a competitive position in the global economy. Therefore, English has been made one of the compulsory subjects in educational programs at all levels, and the governments have also adopted various policies to support the teaching and learning of English.

In fact, learning and using English as a foreign language is not an easy thing to do. Moreover, among the four basic English skills of listening, speaking, reading, and writing, speaking skill appears to be the most difficult for learners due to objective and subjective reasons. This is an important skill that requires frequent practice to help the learners demonstrate their ability to use a foreign language. Proficiency in verbal English communication brings students a lot of benefits in life, study, and work. However, the fact is that the learning atmosphere in English-speaking classes is often inactive and boring because most students do not really actively participate in learning activities. Most of the students do not dare to express their opinions because they are afraid

of making mistakes because of the lack of vocabulary and grammatical knowledge and losing their face. A few of them try to raise their voice but often in a timid command, so they cannot express their ideas fluently and logically.

Based on the need for highly qualified human resources to serve the country in the process of global integration, Thai Nguyen University of Economics and Business Administration - Thai Nguyen University (TUEBA) has developed and implemented advanced training programs majoring in Business Administration, Economics, Accounting, Finance and Banking that provide much better training program than the standard one in terms of specialized knowledge; English competence; the capacity of information technology application; the ability to lead, chair and work in a team and the adaptability to the working environment. On that basis, the preparatory English curriculum is formed as a foundation component and conducted in the first year for all the freshmen enrolled in the advanced programs. The preparatory English curriculum includes intensive language modules for developing listening, speaking, reading, and writing skills along with supplementary modules such as vocabulary, grammar, pronunciation, and extracurricular activities. The curriculum aims to ensure that the students are able to enhance their English knowledge and skills and use English confidently in daily communication as well as studying academic subjects in English in the following years. In the intensive speaking module, the teachers, being cognizant of the student's weaknesses and shyness, have adopted flexible teaching approaches to improve the students' speaking ability and get them actively involved in learning activities. One of the so-called approaches is the utilization of video recordings of students' speaking tasks and assignments. However, up to the present, there has been no research carried out to evaluate the impacts of video recording on improving the student's English speaking performance. On the ground of that reason, the present study seeks to examine the effectiveness of applying video recording to complete speaking assignments in advanced classes.

2. Literature Review

2.1 Speaking skills

Speaking is a productive skill of language learning and is always regarded as an essential tool for communication, thinking, and learning. Linguists and researchers have given various definitions of "speaking". In the Webster New World Dictionary, it is defined as the act of uttering words orally in order to communicate, make a request, or give a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of forming and sharing meaning through verbal and non-verbal symbols in different contexts. Brown (1994) defines speaking as interaction with each other to create meaning that includes the production, reception, and processing of information. The speaking skill considered in this study is the communication skill that students acquire to communicate, express opinions, convey information to others, and understand communication content.

In the process of learning a language, speaking skill plays a crucial role, and their significance is indicated by the integration of the other language skills. It helps students develop vocabulary and grammar and thereby reinforce other skills better. Through speaking activities, students can express their feelings and ideas, tell stories, make requests, talk and discuss, and demonstrate various linguistic functions (Leong & Ahmadi, 2017). Brown (2004) identified six components of speaking skills, including grammar, vocabulary, fluency, comprehension, pronunciation, and tasks that must be mastered by students. These factors all affect students' speaking ability and are often used to test their speaking skills. Besides, Weir (2008) identified five criteria to evaluate students' speaking skills, including accuracy, intelligibility, fluency, and relevance of content. To achieve effective speaking and good communication skills, students need to grasp and achieve these elements.

In teaching speaking, Ur (1996) stated some suggestions about the characteristics of a successful speaking activity as (1) students talk a lot; (2) participation is even; (3) motivation is high; (4) language is of an acceptable level. However, it is not easy to achieve these characteristics is not easy. In fact, the process of learning speaking skills for students is hindered by several factors such as (1) inhibition - students feel worried about making mistakes, fear of being criticized or losing face, or simply feeling shy; (2) nothing to say; (3) low or uneven participation – each student is only allowed to speak once and in a large class, less time will be given to students to speak; (4) using mother tongue - Students often prefer to use their mother tongue during speaking practice because it helps students feel more comfortable and easier. As a result, students find it difficult to convey their thoughts effectively in the target language, and creating a successful speaking lesson has always been a challenging task for teachers. Students often feel anxious in speaking class because of the pressure from the speaking tasks that require them to present individually in a limited time. Sometimes they have nothing to say because the topic is too difficult for them to understand and brainstorm ideas. Or they are sometimes too shy to respond to the teacher in the target language. It might be because they have few ideas about what to say, which vocabulary to use, or how to use the grammar correctly. In order to improve students' English speaking skills, it is necessary for the teachers to adopt creative and innovative approaches which focus on students oriented and involve them actively in speaking lessons. One of the most prospective approaches by using video recording that can be easily implemented to attract the students' motivation and enhance their self-confidence and courage.

2.2 Video Recording

The innovation of the latest technology has made the application of video recordings in the EFL classrooms more convenient, making it possible for students to make their own videos of themselves speaking in English or to view and give comments on the other students' performances. Hence it helps to enhance students' speaking skills as they can witness their speaking performance to self-reflect (Kondal, B. & Durga Prasad, V., 2020). According to Harmer (2001), the use of video recording has been a common feature of language teaching for many years.

Language teachers have started to make out the usefulness of recording students' speaking tasks and assignments since it is clear that this activity offers numerous benefits. Firstly, video recording activity helps to elicit self-evaluation and peer feedback among the students because they can watch themselves speaking, and so can their friends. From which, they will recognize their mistakes from the video and people's comments. Secondly, by recording their speaking activities, the students have opportunities to replay the recording as many times as they need so that they can make a self-evaluation of what they have planned and successfully done. Thirdly, video recording can be a good way for teachers to help students become better speakers of English.

3. Methodology

The research was done using the quantitative method with a quasi-experimental design and a survey with a 5-point Likert-scale questionnaire.

3.1 Research questions

In order to achieve the research objectives, this study focuses on two research questions as follows:

- (i) What is the effectiveness of utilizing video recording on EFL students' speaking skills?
- (ii) What are the student's perceptions of the use of video recording in completing speaking assignments and its effectiveness in improving their speaking skills?

3.2 Participants

A whole class of 26 freshmen of the advanced class at TUEBA was chosen as the population of the study. They were randomly divided into the control group and experimental group, with 13 students in each group. Among them, 81% are female, and the remained 19% are male. They are all at the same age of eighteen. 65% of the participants belong to ethnic minorities since TUEBA is located in the Northern mountainous region of Vietnam, which is a popular choice for students in the neighborhood.

3.3 Instruments

To determine the impacts of making video records on the students' oral performance, the speaking paper of the Cambridge B1 Preliminary Test (PET) was adapted as the pretest and posttest. The results of the pretest and posttest were then analyzed, compared, and contrasted to find out the influence of the experiment.

In addition to that, a survey of the research participants was conducted using a questionnaire to find out the students' perceptions of the incorporation of video recording activities in speaking lessons and their effectiveness in enhancing their speaking competence.

3.3.1 Pretest and posttest

The pretest was taken at the beginning of the Speaking Module, while the posttest was taken at the end of the Module. To ensure consistency, the posttest kept the same format as the pretest but changed the contents to what the students had learned during the Speaking Module.

The students took the pretest and posttest in pairs in 8-10 minutes. The two tests include three parts as follows:

Part 1: Each candidate interacts with the interlocutor. The interlocutor asks the candidates questions in turns, using standardized questions about common topics such as personal information, family, hobbies, interests, study, plans, etc.

Part 2: Candidates interact with each other with the aid of a visual stimulus. The interlocutor reads out the situation and the instruction twice and then makes no intervention in the candidates' discussion. The candidates are expected to make and respond to suggestions, discuss alternatives, make recommendations and negotiate an agreement.

Part 3: Candidates work individually by talking about a coloured photo for up to one minute. They are expected to describe the photo and manage discourse using appropriate vocabulary in a longer turn.

For the assurance of the reliability of the results, the posttest was administered by the researcher and assessed by the other two examiners. The Analytical Assessment scales by Cambridge Assessment English for the speaking test were adapted in assessing both the pretest and posttest. Since the main focus of the study was to examine the impacts of video recording on students' grammar, vocabulary, fluency, pronunciation, and interactive communication, the criterion of Grammar and Vocabulary was divided into two separate criteria as Grammar and Vocabulary. Besides, the criterion Discourse Management was renamed Fluency but kept the same scoring rubrics.

3.3.2 Questionnaire

A 5-point Likert-scale questionnaire was implemented to collect students' personal information, attitudes, thoughts, and viewpoints. It was in Vietnamese for its ease of comprehensibility for the respondents and was designed based on Google Forms to make it more convenient for both researcher and respondents.

The questionnaire consisted of two main parts. Part 1 was to get students' general information, and part 2 was about students' attitudes toward the utilization of video recording in completing speaking tasks and assignments and their views on the effectiveness of video recording activities.

3.4 Procedure

The research was carried out during the Speaking Module, covering eighteen class sessions, of which the exceptions were the first week, midterm, and the final weeks. The pretest was taken in the first week, and the posttest was taken in the final week. The survey was carried out on the final day of the course to get students' opinions after finishing the whole course.

For the video assignment of speaking activities, once every two weeks, the experimental group's members were asked to submit their videos via Google Classroom. In the first lesson, the experimental students were introduced and instructed to use their smartphones to make and edit videos utilizing the incorporated camera and some other free video-making applications.

The Speaking Module uses the coursebook, namely *Speak Now* by Oxford University Press (2012), as the course material. Lessons for both control and experimental groups were of the same procedures according to the coursebook as Vocabulary, Conversation, Language booster, Listening, and Speaking with Confidence. The difference was in the last task, called Speaking with Confidence, in which the control groups fulfilled the task at the end of the lesson in the classroom, then the teacher and the rest of the class gave comments and feedback. In contrast, the experimental groups were asked to work individually or with their partners to create a video of their talk or conversation on the given topic at home. Of all the videos submitted to the teacher, the teacher chose one half for comments and feedback. Another half would be shown to the whole class to give compliments or comments. After receiving the teacher's and classmates' comments and feedback, the experimental group's members were advised to watch their video again and edit based on the feedback and then submit the final version to the teacher for assessment.

3.5 Data collection and analysis

The data collected for the pretest and post-test were compared and analyzed using the Independent Samples T-Test, and the responses to the questionnaire were interpreted and analyzed using the descriptive statistical method.

4. Results and Discussion

4.1 Demographic information of participants

Among the 26 participants of the research, 69% of the students live in the countryside with some mountainous areas. All of them studied English before entering university, of which 81% began to learn English in third grade and had 10 years of English language exposure prior to their university program. Thus, they should have certain methods of learning English. Besides, those who come from urban areas seem to have favorable conditions for learning English.

All the participants belong to the advanced program at TUEBA, which has a completely different curriculum compared to the standard program. In responding to the question of the reason for choosing the advanced program, all the students said that is their preference. Students in the experimental groups have appropriate electronic devices to complete speaking assignments of video recording.

4.2 Comparison of the scores in the pretest and posttest

Table 1. The score of the pretest

Group Statistics										
	Variable	N	Mean	Std. Deviation	Std. Error Mean					
Score	Control group	13	5.15	0.517	0.143					
	Experimental Group	13	5.20	0.455	0.126					
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
								Lower	Upper	
Score	Equal variances assumed	.029	.867	-.242	24	.811	-.04615	.19102	-.44040	.34809
	Equal variances not assumed			-.242	23.609	.811	-.04615	.19102	-.44075	.34844

As can be seen from Table 1, the mean score of the control group and experimental group were mostly the same. The mean score of the control group was 5.15, and that of the experimental group was 5.20, which was slightly higher. However, Levene's test for equality of variances shows that the Sig value is 0.867, which is greater than 0.05. This indicates that the variances of the two groups were not different. The results of the Independent Samples T-Test show the Sig. (2-tailed) was 0.811, which was greater than the 0.05 significance level. This means the pretest scores of the two groups were not different.

It can be concluded that there is no difference in the mean score of the pretest between the two groups. In other words, the students of the two groups had the same speaking ability before the treatment, which was a crucial condition in any type of experimental design, including a quasi-experimental one.

Table 2. The score of the posttest

Group Statistics										
	Variable	N	Mean	Std. Deviation	Std. Error Mean					
Score	Control group	13	6.6154	.85425	.23693					
	Experimental Group	13	7.7231	1.09404	.30343					
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
								Lower	Upper	
Score	Equal variances assumed	.105	.749	-2.877	24	.008	-1.10769	.38497	-1.90224	-.31314
	Equal variances not assumed			-2.877	22.667	.009	-1.10769	.38497	-1.90472	-.31067

The group statistics in Table 2 shows that there is a significant difference in the post-test score of the two groups. After the treatment, the mean score of the control group was 6.62, whereas that of the experimental group was 7.72, which was 1 point higher. Levene's test for equality of variances shows the Sig value at 0.749, which was greater than 0.05; thus, the variances of the two groups are not different. From the results of the Independent Samples T-Test, the Sig. (2-tailed) was 0.008, less than the significance level of 0.05, meaning that the posttest mean scores of the two groups are different.

The comparison revealed the differences in the post-test mean score between the two groups. This means that video recording had positive effects on the speaking ability of the experimental group, and the students' scores were improved thanks to the treatment.

Table 3. The gained score of the two groups

Group	Variable	N	Mean	Std. Deviation	Mean Difference	Sig. (2-tailed)
Control Group	Pre-test	13	5.1538	.51739	-1.46154	.000
	Post-test	13	6.6154	.85425		
Experimental Group	Pre-test	13	5.2000	.45461	-2.52308	.000
	Post-test	13	7.7231	1.09404		

As shown in Table 3, the gained score was also analyzed and compared, in which the differences between the control group and the experimental group were observed. The difference is significant since the mean score of the control group in the pretest was 5.15 and in the posttest was 6.6, with the mean difference being -1.46 and the Sig was .000 below 0.05. For the experimental group, the mean score in the pretest was 5.2 and in the posttest was 7.7, with the mean difference being -2.52, and the Sig was .000 below 0.05.

The statistics show that the mean score of the experimental group in the posttest was better improved than that of the control group. This indicates that the use of video recording worked well and had a positive influence on the students' speaking performance. The result was consistent with the results from Azkiyah, S.N., Rahayu, R. (2018), Suadi (2019), and Kondal, B. & Durga Prasad, V., (2020) that the integration of video recording in speaking classes significantly improved the student's speaking skills.

Table 4. The speaking elements' score of the experimental group

	Variable	N	Mean	Std. Deviation	Mean Difference	Sig. (2-tailed)	Rank
Grammar	Pre-test	13	1.0308	.13775	-.52308	.000	2
	Post-test	13	1.5538	.21839			
Vocabulary	Pre-test	13	1.1077	.10377	-.44615	.000	5
	Post-test	13	1.5538	.23315			
Fluency	Pre-test	13	.9692	.11094	-.58462	.000	1
	Post-test	13	1.5538	.23315			
Pronunciation	Pre-test	13	1.0769	.10127	-.47692	.000	4
	Post-test	13	1.5538	.23315			
Interactive Communication	Pre-test	13	1.0154	.12810	-.49231	.000	3
	Post-test	13	1.5077	.25318			

Table 4 shows the comparison between the pretest and post-test mean scores of the experimental group in terms of Grammar, Vocabulary, Fluency, Pronunciation, and Interactive Communication. It also reveals the significance of the comparison as well as the rank of the improvement for the speaking elements.

For the Grammar criterion, the pretest mean score was 1.03, and the posttest mean score was 1.55, indicating that the mean difference was -.52 and the Sig for this comparison was .000. Thus, the difference between the pretest and the posttest was very significant and ranked the second position in the overall improvement. This means that the creation of videos of speaking positively helps the students to improve their grammatical knowledge. This is maybe because they have more chances to review their self-recording and learn a lot from the teacher and classmate's comments and feedback. This finding is in line with Pham, V. P. H., Nguyen, T. T. H. (2019), and Suadi (2019) that the students can complete their speaking assignments by making speaking videos with few grammatical errors. They can learn and use grammatical structure and knowledge correctly.

For the Vocabulary criterion, the pretest mean score was 1.1, and the post-test mean score was 1.55. Therefore, the mean difference was -.44, and the Sig for this comparison was .000, which indicated the difference in pretest-posttest was statistically significant. As a result, it can be concluded that the use of video recording in fulfilling speaking assignments played a role in enriching the student's vocabulary range. This could be understandable because the students had more preparation time to perfect their video before submitting it to the teacher. They knew how to use up the time to decide what words to choose. By doing so, step by step, the students can know more and remember better new words. This follows the conclusions drawn by Suadi (2019), Kirkgöz, Y. (2011), Göktürk, N. (2016) and Azkiyah, S.N., Rahayu, R. (2018). According to these researchers, the students sometimes got stuck in their speeches due to the lack of related vocabulary; then, they had to shoot their videos one more time after they had looked up new words. This made it easier for them to recall the words that they used in their videos, impeding that making videos of their own speaking activities created a learning opportunity for them and helped them improve their vocabulary. They could have better word choices with more consistency. In contrast, this finding was opposite to the result of Pham, V. P. H., Nguyen, T. T. H. (2019), who studied the effects of peer-video recording on students' speaking performance. The study suggested that students in the

group treated with peer video recording significantly outperformed those in the control groups in all speaking elements, including fluency, grammar, pronunciation, and interactive communication, except for vocabulary.

For the Fluency criterion, the pretest mean score was .96, but the posttest mean score was 1.55, meaning that the difference was -.58, and the Sig for this comparison was .000. This reveals that the difference between the pretest and posttest was highly significant. It can be said that the application of video recording in fulfilling speaking assignments can help the students to be more confident, then they can express themselves in a more fluent command. Thanks to the integration of video recording in completing speaking tasks, the students had more opportunities to replay and review their self-video recordings. Based on the teacher and peer feedback, they could make good self-evaluations and knew how to express themselves better. This result supports the inferences from Suadi (2019), Azkiyah, S.N., Rahayu, R. (2018), and Pham, V. P. H., Nguyen, T. T. H. (2019) that the students' fluency was more natural with little pause. According to these authors, in order to achieve fluency, the students aimed to use the target language in real-life situations at an adequate degree of speech rate without disturbing pauses. Thus, they perceived an improvement in fluency rather than accuracy.

For the last two criteria, Pronunciation and Interactive Communication, it can be easily seen from Table 4 that the post-test mean scores were higher than those of the pretest in both criteria. The mean difference was -.47 and -.49, respectively, and the Sig is 0.000, which shows that the difference is significant and also makes it clear about the role of video recording in improving students' pronunciation and interactive communication. Similar results were also reported by Suadi (2019), Azkiyah, S.N., Rahayu, R. (2018), and Pham, V. P. H., Nguyen, T. T. H. (2019), who concluded that video recordings helped the students to get the more accurate pronunciation and actively involve in interactive communication activities.

Looking at the rank in Table 4, it can be seen that Fluency ranked the highest improvement after the treatment. The second position belonged to Grammar and Vocabulary, which placed the least improvement under treatment.

In conclusion, all the speaking elements of the members in the experimental group changed positively due to the application of video recording in speaking tasks, and the difference is all statistically significant. This indicated that the treatment is suitable and practical in improving students' speaking skills and performance.

4.3 Students' perceptions of the utilization of video recording

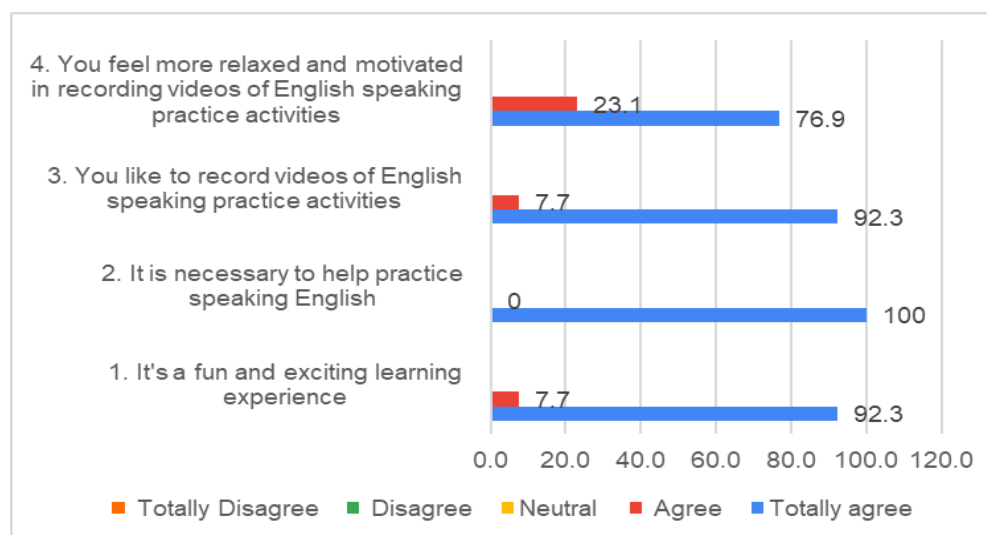


Figure 1. Student's perceptions of the utilization of video recording

Figure 1 shows the students' perceptions of the employment of video recording in completing speaking assignments. The data indicate that all the students totally agree that the treatment is very necessary to help them get more opportunities to practice speaking English. That's why their speaking ability and score improved significantly after the treatment. 92.3% of the students totally agree that the treatment is a fun and exciting experience for them, and they really like recording videos of English-speaking practice activities. 7.7% agree with the statement that video recording is fun and exciting and like to record videos to complete speaking tasks. This seems that the treatment is something very new, so it is highly motivating and appealing to them. Since this

is a new learning experience, 76.9% of the respondents to the questionnaire completely admitted that they feel more relaxed and motivated in recording videos of themselves speaking English.

It can be concluded from the data that the students have positive attitudes toward the utilization of video recording in doing speaking assignments. The treatment appears to be essential and beneficial in creating an exciting learning experience, making speaking lessons relaxing and effective.

4.4 Students' perceptions of the effectiveness of video recording

Table 5 reveals the student's perception of the effectiveness of video recording in improving their speaking skills.

Table 5. Student's perceptions of the effectiveness of video recording

	Totally agree	Agree	Neutral	Disagree	Totally Disagree
1. Feel more relaxed and motivated to speak English	76.9	23.1	0.0	0	0
2. Made speaking lessons more exciting and fun	100.0	0.0	0.0	0	0
3. Improve your vocabulary	69.2	30.8	0.0	0	0
4. Improve your grammar	30.8	69.2	0.0	0	0
5. Improve your pronunciation	76.9	15.4	7.7	0	0
6. Improve your fluency	92.3	7.7	0	0	0
7. Be more autonomous and active	46.2	53.8	0.0	0	0
8. Develop your pair work / teamwork skills	84.6	15.4	0.0	0	0
9. Be more confident to speak English	53.8	46.2	0.0	0	0
10. Develop your public speaking skills and presentation skills	38.5	53.8	7.7	0	0

The data shows that almost students agree and totally agree that video recording activity has a positive impact on their speaking performance.

For item 2, all the students stated that video recording contributed to making speaking lessons more exciting and fun. In fact, they felt relaxed when the learning environment was somehow different from the other skills since they could work in pairs or groups freely with good noise. They also got a lot of excitement when watching and commenting on their peers' videos.

For items 1, 5, 6, and 8, over 70% of the students absolutely agree, and the rest agree that the utilization of video recording activities helped them to feel more motivated to speak English and it could help them a lot in improving their pronunciation as well as fluency. Besides, the treatment offered them great chances to develop their pairwork and teamwork skills which are important for them in their future career.

Regarding items 3 and 4, 69.2% of the respondents totally agree that creating video records helped them improve their grammatical knowledge and agree that their vocabulary range was also enhanced thanks to the treatment.

For items 9 and 10, 53.8% of the students completely admitted that video recording activities greatly motivated them to be more confident in speaking English, and they also agree that by creating self speaking videos, they can develop their public speaking skills and presentation skills. Things seem to be much easier for them since they can keep themselves active and well prepared for any speaking tasks.

In conclusion, the incorporation of video recording into speaking lessons could work very well and positively influence the students' speaking proficiency. It did improve not only the students' overall oral fluency but also accuracy. In addition to this, the treatment greatly helped to develop their soft skills such as presentation skills, public speaking skills, and teamwork skills.

5. Conclusion

Results from the study showed that both the control group and experimental group made improvements in the posttest. Nevertheless, the experimental group outperformed the control one with a higher difference between the pretest and the post-test scores in all the speaking elements such as grammar, vocabulary, fluency, pronunciation, and interactive communication. The results from the Independent Sample T-test indicated that the difference in the mean score of the pretest and posttest is statistically significant. It can be concluded that the student's speaking skills can be comprehensively improved by the application of video recordings in completing speaking assignments. The data collected from the survey also pointed out that the students have positive perceptions of the utilization of video recordings in speaking lessons, and they admitted that the treatment effectively enhanced their speaking performances.

Besides the good significance, there still exist limitations in this research. That is the employment of a quasi-experimental design but not a truly experimental one. Apart from that, the sample of the research is quite small, so it can be hard to present the larger population.

Therefore, the researchers have a desire to attempt to carry out a real experimental study with a larger sample randomly selected in the future. Moreover, future studies should focus more on the use of videos in association with other tools such as Flipgrid or Padlet to make it easier for the students to submit their video assignments.

Funding: This research received no external funding

Conflicts of Interest: The authors declare no conflict of interest.

References

- [1] Azkiah, S.N., and Rahayu, R. (2018). Examining The Role of Video-recorded Speaking Task in Enhancing Student's Oral Productive Skill. *Indonesian Journal of English Education*, 5(2), 204-218. DOI: <http://dx.doi.org/10.15408/ijee.v5i2.11193>
- [2] Brown, H. D. (1994). *Teaching by Principles-An Interactive Approach to Language Pedagogy*. Prentice-Hall Regents.
- [3] Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. USA: Pearson Education, Inc.
- [4] Chaney, A. (1998). *Teaching Oral Communication in Grades K-8*. The USA. A Viacom Company.
- [5] Göktürk, N. (2016). Examining The Effectiveness of Digital Video Recordings on Oral Performance of EFL Learners. *Teaching English with Technology*, 16(2), 71-96.
- [6] Harmer, J. (2001). *The practice of English language teaching*. England: Pearson Education Limited.
- [7] Kirkgöz, Y. (2011). A Blended Learning Study on Implementing Video Recorded Speaking Tasks in Task-Based Classroom Instruction. *TOJET: The Turkish Online Journal of Educational Technology*, 10(4), 1-13.
- [8] Kondal, B. & Durga Prasad, V. (2020). Effectiveness of Video Recording towards Developing Speaking Skills. *Waffen-und Kostumkunde Journal*, XI(IX), 42-47.
- [9] Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41. DOI: <http://dx.doi.org/10.18869/acadpub.ijree.2.1.34>
- [10] Malu, K. F., & Smedley, B. (2016). Community-Based English Clubs: English Practice and Social Change Outside the Classroom. *English Teaching Forum*, 54(3), 10-23.
- [11] Nunan, D. (1995). *Language Teaching Methodology: A Textbook for Teachers*. New York: Phoenix Ltd.
- [12] Pham, V. P. H., Nguyen, T. T. H. (2019). The Effects of Peer-Video Recording on Students' Speaking Performance. *International Journal of English Linguistics*, 9(4). DOI: <https://doi.org/10.5539/ijel.v9n4p178>
- [13] Suadi (2019). Improving Students' English Speaking Skill By Using Their Speaking Video Recording. *SALEE: Study of Applied Linguistics and English Education*, 1(1), 1-10.
- [14] Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- [15] Weir, C. J. (2008). *Understanding and Developing Language Test*. New York. Prentice-Hall.