

SVR (Self-Video Recording) Technique to Enhance Self-Confidence in English Speaking Proficiency

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Abstract

This explanatory sequential mixed-method study tackles the English language proficiency challenge faced by non-English major students, emphasizing the critical role of the college phase in shaping the pre-professional skills of Indonesian youth. It aims to assess whether the Self-Video Recording (SVR) technique can boost the self-confidence of them when speaking English. The research directly assesses first-year students at Universitas Tidar. The primary focus is on evaluating SVR's positive impact on self-assurance in English communication. Based on the data compiled, there is a consistent trend in the responses from students who participated in both the questionnaire and the interview. Out of the 65 students, it was reported that their confidence levels increased after undergoing the interventions carried out by the research team. This indicates that the majority of students who reacted positively to the role-play exercises and the implementation of the SVR technique to enhance their confidence in speaking English are likely the same group of students. Hence, it is plausible to consider that the research participants who observed only a slight improvement cannot be solely attributed to external factors but may also be influenced by internal factors, such as a lack of interest in speaking English and other related considerations.

Keywords: SVR (Self-Video Recording), speaking, self-confidence

Introduction

Teaching non-English major students to gain confidence in speaking English is no walk in the park. It demands self-motivation, self-directed learning, consistent practice, and a strong commitment to support this course. The positive elements mentioned earlier are essential if they can be integrated collaboratively by both instructors and students in a pleasant, non-coercive environment, employing engaging methods and a mature teaching approach. Speaking is a productive skill



that provides students with the opportunity to actively create text in the form of speech. Moreover, speaking is one of the main elements in communication, so teachers may be able to control the situation in the classroom by organizing some activities that support their teaching (Erfiani, 2017). Therefore, the involvement of instructors in shaping a classroom or learning environment that supports this creative process is highly necessary so that young learners can communicate effectively in their studies. So, it can encourage students' ability to speak as a tool to communicate in order to convey their thoughts, views, and feelings (Rahmat, 2019).

However, this noble aspiration is often hindered by the assumption that speaking in English is difficult to accomplish. Starting from the mispronunciation of English words, vocabulary that is hard to remember, a different social context from one's home country, to the lack of practicing partners or an environment conducive to speaking English. Students are also afraid of making mistakes, that is why they feel reluctant to speak in English in class (Saputra et al., 2023). Brown (2004) identifies 6 components of difficulties faced by students/learners that should be known by an instructor/teacher before creating an effective teaching and learning activity, especially for EFL (English as a Foreign Language) learners who consider English as a foreign language. They are pronunciation, grammar, vocabulary, fluency, comprehension, and task. According to Anggraeni (2018), the main problem in learning English is the change in their point of view that sees it as a difficult skill, caused by previous failed learning experiences, which has an impact on learning syndromes and students' learning motivation factors in speaking English.

Likewise, in their research, Bajrami and Ismaili (2016) highlighted the significant advantages of employing the Self-Video Recording (SVR) technique in educational contexts. This innovative approach yields numerous positive outcomes. First and foremost, SVR contributes to the enhancement of listening skills, allowing learners to better comprehend spoken language. Furthermore, it enhances competence in speaking by refining pronunciation, expanding vocabulary, and bolstering grammatical proficiency. SVR also extends its influence to non-verbal expression, fostering a more holistic communication skill set among learners. Beyond language skills, it instills a sense of independence, engagement, and motivation, making students more proactive and enthusiastic about their studies. The utilization of SVR, as elucidated in this study, proves to be a multifaceted tool for educators, positively impacting various facets of language learning and student engagement.

Researchers posit that an effective approach for Generation Z students to acquire a foreign language, one that is easily relatable to their world, is to harness the digital landscape. Platforms like YouTube stand out in this regard. Even in a post-pandemic era, young learners continue to be drawn to digital devices and the online realm, with YouTube being a prominent choice. Consequently, the challenge faced by educators today revolves around making YouTube's digital content appealing to students and shifting their perception of digital videos from mere entertainment to a primary or supplementary tool for enhancing their self-assurance in English speaking. This aligns with the findings of Sun and Yang (2015), who highlighted that creating videos on the YouTube platform can enhance



pronunciation skills. Consequently, this improvement aids students in building greater confidence in English speaking.

Aprianto & Muhlisin (2022) stated Self-Recording Video (SRV) has produced very positive results. The Self-Recording Video approach has proven effective in facilitating students' learning progress in English. The use of video recordings like the YouTube platform in the learning process is considered a promising alternative for improving English learning achievement. The benefit of self-video recording, as mentioned by Umam (2022), students can utilize them to record themselves and make improvements to their performance. It covers speaking skills, so students can improve their understanding of pronunciation, intonation, accuracy, fluency, and their appearance when speaking.

Numerous studies have explored the speaking skills of foreign students. For instance, Mareta et al. (2017) conducted a study examining speaking knowledge and student confidence. Their findings revealed that students' performance improved significantly when taught using the self-directed dialogue technique, and a strong correlation emerged between student confidence and speaking performance. This study underscored the effectiveness of self-directed dialogue in enhancing speaking abilities. Suadi (2020) in his research proved that the use of speaking video recording in teaching English, whether by lecturers, teachers or tutors, can be an effective option for improving seven aspects of students' speaking skills, they are pronunciation, speaking fluency, word choice, sentence structure, level of self-confidence, cooperation in teams, and creative expression of students.

The results of experiments conducted by Belmekki (2023) showed that video self-video recording influenced the development of students' speaking skills. The finding recommended to use self-video recording as a teaching practice to improve students' speaking skills because it has been proven to have an effective role. Slamet (2021) concluded in his research that self-video recording can increase students' willingness to speak. The research shows that students who previously were mostly passive and kept quiet became more motivated to be creative in looking for variations of supporting expressions that they adapted to the themes they created in speaking skills. As well as the other previous study, study by Maulana et al. (2023) analyzes the use of self-recording video in student speaking training, although it faces several challenges such as pronunciation problems, but after making the video and the teacher displays the results in front of the class for evaluation material, this approach increases students' self-confidence in speaking and motivating them.

In subsequent research, Koesoemah (2019) explored the impact of students using self-recorded videos to enhance their English speaking skills. The results indicated notable improvements across four categories of speaking skills: Pronunciation, Vocabulary, Grammar, and Fluency. Menggo et al. (2019) conducted another study, concluding that self-recording promotes student responsibility and fosters self-assessment skills in English speaking. This, in turn, boosted self-esteem, motivation, and reduced barriers and doubts when speaking English, with additional benefits seen in enhanced listening skills.

Another study conducted by Gromik (2017) to assess the roles of using mobile phone in term of speaking skill, the research outcome indicates that the smartphone video recording feature can be used to encourage language learners to speak in the target language about relevant themes and thus increase speaking abilities and word



usage. The same condition resulted by Castaneda et al. (2011), the study found that a process-oriented approach and training intervention using video recordings and self-evaluation were effective in improving the Spanish oral performance of second-language university students, as demonstrated by increased self-ability perceptions and awareness.

Ho et al. (2022) mentioned the similar results with previous studies mentioned before. Their study's findings provided clear answers to the research inquiries regarding how self-video recording impacts the vocabulary knowledge of high school students learning English as a foreign language (EFL). These favorable outcomes suggest a practical educational application, offering EFL high school students the opportunity to enhance their vocabulary through English speaking practice. The results of other study conducted by Encalada & Sarmiento (2019) shows that students have a clear view of the benefits of using self-recording video (SRV). The use of SRV is considered a significant source of motivation in learning English. One of the most positive aspects according to research participants was the improvement in pronunciation they experienced as the result of using SRV, which ultimately helped them overcome their nervousness when speaking English.

Based on finding from Anggraeni (2023), it revealed differences in participants' opinions regarding the use of self-recording videos (SRV) to improve speaking skills. Several participants provided positive views, including increased self-confidence, better appearance, and comfort when speaking in front of the camera. However, there are also negative views which state that SRV is not completely effective in public speaking. Thus, the use of SRV in improving speaking ability can be considered quite effective and impactful.

Fadhla's research (2021) sheds light on the positive reception of video-sparked reflection among students. On one hand, the study highlights that most students viewed this approach favorably. It also delves into the unique dynamics of video reviews, unveiling how students engage with them in distinct ways. Students express insights into the challenges they face when recording videos, as well as suggestions for improvement. The research not only underscores the efficacy of video-stimulated reflection but also how it captures and sustains students' attention while they watch these videos. By providing students with a medium to reflect upon their own recorded content, this research demonstrates the valuable role that video-based self-reflection plays in enhancing the learning experience, promoting self-awareness, and improving the quality of educational content and engagement.

Measuring self-confidence involves the examination of specific indicators that serve as valuable benchmarks. Mustari (2014: 57) outlines three key indicators of an individual's self-confidence. Firstly, it encompasses the belief in one's own capabilities – a fundamental aspect of self-confidence, where individuals have faith in their skills and potential. Secondly, self-confidence involves the willingness to take positive and proactive actions, even in the face of challenges and uncertainties. This trait reflects a person's ability to act decisively and assertively. Lastly, self-confidence is demonstrated through a commitment to one's actions, showing dedication and persistence in pursuing one's goals and objectives. These indicators collectively provide a comprehensive view of an individual's self-confidence, encompassing their self-belief, proactive behavior, and resolute commitment, thus offering valuable insights into their overall self-assuredness and motivation.



The research implies that there is an existing body of studies on the use of the Self-Video Recording (SVR) technique, but it suggests that the current research takes a slightly different angle. The research gap here lies in the specific focus on the urgency and significance of SVR in enhancing students' English speaking abilities and its impact on their confidence levels. The gap is essentially the limited exploration of how SVR relates to confidence, which appears to be an understudied aspect within the broader context of SVR's effects on language learning.

The current study has its unique emphasis on the interplay between SVR, English speaking abilities, and confidence levels. While previous studies may have explored SVR in language learning, this research adds a fresh perspective by honing in on the psychological aspect of confidence, shedding light on how SVR could potentially boost students' self-assurance in their language skills. This novel approach not only broadens the scope of SVR's impact but also offers a new dimension to the existing references, contributing to a more comprehensive understanding of the technique's educational benefits.

The research team is taking an innovative approach by introducing a technique for non-English major students to enhance their English-speaking skills. This technique involves students independently creating, practicing, and recording digital videos using mobile devices or recording cameras. These self-recorded videos are then shared on the class's YouTube channel. Consequently, the primary objective of this initiative is to boost students' confidence in English speaking. This approach is distinctive in its use of technology and student-driven content creation, allowing learners to actively engage with the language. It offers a practical platform for students to practice and refine their speaking skills while also providing them with a sense of ownership and autonomy over their learning process. By harnessing the power of self-recorded videos and digital platforms, this research contributes to the evolution of language education, providing a unique and interactive way to foster confidence and proficiency in English speaking.

Method

This study employs a blended research approach, specifically utilizing the explanatory sequential mixed-method design. This research methodology is structured into two distinct phases: a quantitative phase and a qualitative phase. The primary objective of the initial phase is to collect quantitative data concerning students' self-assurance in English speaking, both before and after implementing the SVR (Self-Video Recording) technique. In contrast, the subsequent phase is dedicated to delving deeper into the SVR technique's nuances and its influence on students' levels of self-confidence. This research methodology has been chosen as it aligns with the guidance provided by Creswell (2015) and Dörnyei (2007), recognizing that quantitative data can offer a broad overview of participants' experiences, while qualitative data can enrich, expand, and elucidate the insights garnered in the preceding phase.

The research cohort comprises 100 students enrolled in two General English Language courses. All participants belong to non-English major programs, with the majority seldom engaging in English conversation in their daily lives. Classroom activities encompass direct English-speaking practice every two weeks, individual video-recorded speaking exercises conducted twice per semester, and a final group



video-recorded speaking session. During these in-class speaking sessions, students are presented with various topics, such as introductions, descriptions of daily routines, depictions of objects and individuals, giving directions, narrating past events, outlining future plans, and expressing opinions. Subsequently, students select one of these topics to practice using the SVR. In applying the SVR technique, students record themselves speaking in English in a video format to enhance their language skills. These videos are subsequently uploaded to the class's YouTube channel, accessible to all YouTube users.

The research employs several data collection methods, including questionnaires and interviews. The questionnaire, featuring ten questions with "Yes" or "No" responses, probes students' confidence levels in speaking English. It is administered to all participants before and after the application of the SVR technique to gauge changes in their self-assurance. Concurrently, semi-structured interviews are conducted, with questions informed by the preceding questionnaire results. These interviews serve as a means to gain deeper insights into students' self-confidence when conversing in English, with a random selection of ten students from the overall participant pool. Ultimately, the quantitative data collected will undergo analysis employing paired T-tests and N-gain calculations to assess the mean disparities in students' self-confidence levels before and after employing the SVR technique. Qualitative data derived from the interviews will complement this analysis, providing a richer understanding of the research findings.

Findings and Discussions

The analysis of whether the SVR (Self-Video Recording) technique can improve the self-confidence of non-English major students at Universitas Tidar in speaking English is obtained from a questionnaire completed by 65 out of a total of 100 students from two different study programs (Bachelor of Agrotechnology and Bachelor of Laws) who have taken an English course in the even semester of 2022. From the questionnaire results, findings from several key questions are presented in the following diagram and table.

The researcher aimed to gauge the self-confidence of subjects when speaking English through a questionnaire consisting of 20 questions. These questions focused on three levels of self-confidence (Mustari 2014), namely the subjects' confidence, willingness, and seriousness when speaking English. The subjects responded to the questions using a 5-point Likert scale ranging from strongly disagree to strongly agree. This allowed the researcher to quantify the subjects' self-confidence levels and identify areas where they lacked confidence. The Likert scale is commonly used in questionnaires to measure attitudes, perceptions and opinions as it offers a simple and easy-to-understand response format for participants. The results would reveal how self-confident the subjects felt when speaking English and what factors influenced their confidence the most.

In the process of evaluating questionnaire responses, it's essential to evaluate the degree of response for each item and determine the suitable range of categories for comparing average responses. This is achieved by employing a formula derived from Azwar's work in 2012. This equation serves as a valuable tool for researchers to quantitatively analyze the data collected through surveys or questionnaires, aiding in the interpretation and comparison of responses. It helps in categorizing



and making sense of the collected information, ultimately enhancing the quality of research outcomes and insights gained from the survey data (Azwar, 2012).

$$Mi = \frac{\text{The Highest Ideal Score} + \text{The Lowest Ideal Score}}{2}$$

$$SDi = \frac{\text{The Highest Ideal Score} - \text{The Lowest Ideal Score}}{6}$$

$$Mi = \frac{100 + 20}{2} = 60$$

$$SDi = \frac{100 - 20}{6} = 13$$

Table 1. Score of Mi and SDi

Score	
Mi	60
SDi	13
Mi - 1.5SDi	40
Mi - 0.5SDi	53
Mi + 0.5SDi	67
Mi + 1.5SDi	80

The categories are as follows:

Table 2. Categorizations by Azwar (2012)

5 Categorizations	
Very low	$X \leq Mi - 1,5SD$
Low	$Mi - 1.5SDi < X \leq Mi - 0.5SD$
Medium	$Mi - 0.5SDi < X \leq Mi + 0.5SD$
High	$Mi + 0.5SDi < X \leq Mi + 1.5SD$
Very high	$Mi + 1.5SDi < X$

Table 3. A weighted average of the 5-point Likert Scale

Point of Measurement	Agreement level	Level
$X \leq 40$	Strongly disagree	Very low
$40 < X \leq 53$	Disagree	Low
$53 < X \leq 67$	Neither Agree nor Disagree	Medium
$67 < X \leq 80$	Agree	High
$X > 80$	Strongly agree	Very high

Whilst to interpret the percentage of data (Score 1: Before SVR, and Score 2: After SVR) compiled from the students as evaluation of the course, the researchers utilized the following table.

Table 4. Categories of students' self-confidence levels



Categorization Frequency of Score 1	
Very Low	0
Low	4
Medium	61
High	0
Very High	0

Table 5. Categories of students' self-confidence levels

Categorization Frequency of Score 2	
Very Low	0
Low	0
Medium	0
High	4
Very High	61

In order to evaluate the effectiveness of the SVR technique in enhancing self-confidence in English speaking, the research team calculated the N-Gain score using the data from Score 1 and Score 2 mentioned earlier.

$$N - Gain = \frac{Score\ 2 - Score\ 1}{Score\ Ideal - Score\ 1}$$

Table 6. N-Gain Score

N-Gain Score	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Source: Melzer in Syahfitri, 2008: 33

Table 7. Effectivity of N-Gain Score

N-Gain %	Interpretation
< 40	Ineffective
40 - 55	Less Effective
56 - 75	Effective Enough
> 76	Effective

Source: Hake, R.R., 1999

To analyse the difference between two previously mentioned average scores (Score 1 and Score 2), the researchers will use a t-Test. This statistical test will provide insights into whether the observed distinctions between the two sets of data are statistically significant, aiding in drawing meaningful conclusions from the analysis. The details are as follows:

Table 8. t-Test: Paired Two Sample for Means

	<i>Score 1</i>	<i>Score 2</i>
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Mean	60.90769231	87
Variance	19.33509615	9.3125
Observations	65	65
Pearson Correlation	0.50186971	
Hypothesized Mean Difference	0	
df	64	
t Stat	53.99453309	
P(T<=t) one-tail	2.11976E-55	
t Critical one-tail	1.669013025	
P(T<=t) two-tail	4.23952E-55	
t Critical two-tail	1.997729654	

Based on the information provided, the average scores for Score 1 and Score 2 are 60.91 and 87, respectively. When we subtract the average Score 1 from the ideal score, we get 39.09, and this results in a N-Gain score of 0.67. The effectiveness of the N-Gain score in this dataset is 66.73%. These figures categorize the N-Gain score as medium. Additionally, the 66.73% effectiveness suggests that the SVR technique is sufficiently effective in enhancing students' self-confidence when it comes to speaking English.

Considering the mean values, it's evident that the average scores of the respondents at Score 2 have experienced a substantial increase in the overall average respondent scores. Additionally, the Pearson Correlation value demonstrates a robust correlation between the aforementioned values. The t Stat score indicates a negative value, signifying that the pre-test score is lower than the post-test score, consistent with the Mean values for both scores. To sum it up, the P value underscores a significant and tangible distinction between test 1 and test 2, with a value of 4.23952×10^{-55} , which is lower than 0.05.

In addition to the 20 questions, the researcher also gathered data through this questionnaire by asking students to select 5 aspects of the challenges they face when speaking in English. Here is the analysis from 65 students who filled out the questionnaire before they received the SVR technique treatment in their learning.

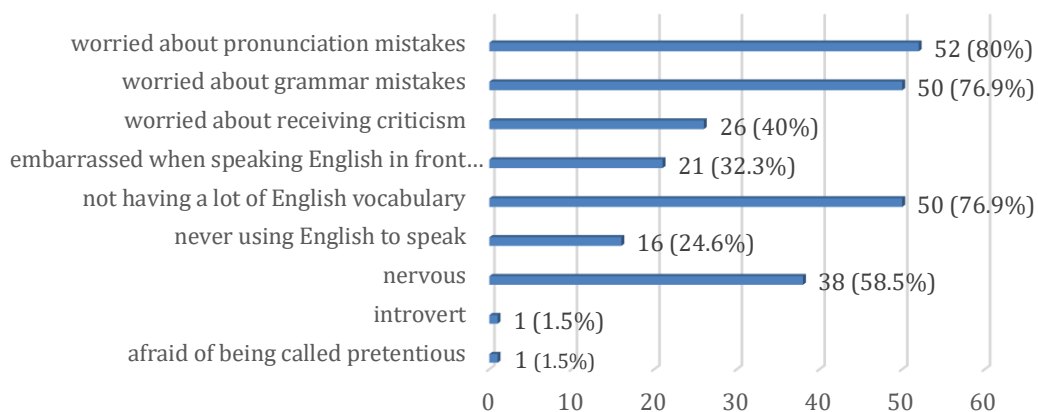


Figure 1. Challenges of Speaking English

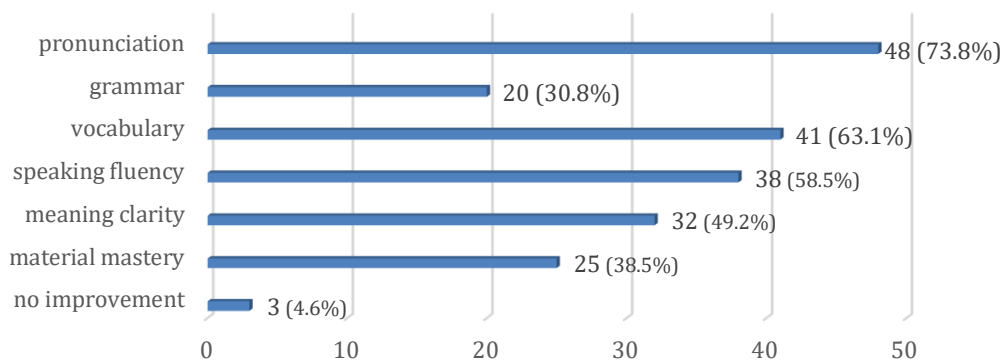


Figure 2. Aspects of Students' Improvement on Self-Confidence

Furthermore, from the data above, it can be suggested that pronunciation is considered an important factor that students believe has developed rapidly, thus increasing their confidence in speaking English. Vocabulary improvement, fluency in speaking, clarity of the intended message, mastery of the subject matter, and grammar, in that order, are the aspects they have improved after undergoing various treatments from team teaching. However, it was also found that three students felt they did not experience any improvement.

Regarding the challenges in speaking English, 10 students are given the opportunity to choose their top 5 challenges based on their experiences and can add other challenges if necessary, within an intensive interview. According to the learners, there are 4 major problems or challenges that students face, namely: 1) worrying about mispronunciation, with 8 respondents facing this issue, 2) concerns about grammar mistakes, selected by 7 subjects, 3) not having a large English vocabulary, as stated by 7 respondents, and 4) nervousness, with 5 students identifying it as their biggest challenge when speaking English.

In the stages of 5-level of confidence; 0% - 20%, 21% - 40%, 41% - 60%, 61% - 80%, and 81% - 100%, students were instructed to place their level of confidence in speaking English both before and after having SVR treatments. In this section of before recording themselves in a video for their midterm assignment, no one felt confident in speaking English at a level of 81% - 100% and 61% - 80%. Meanwhile, 8 students were at the 41% - 60% level, 2 students were at stage 21% - 40%, and 0 student had the lowest level of confidence in speaking English.

In the next question, there was a significant increase in the number of students' confidence levels after applying the Self-Video Recording (SVR) technique. Self-Video Recording was proven to boost students' confidence in speaking English, with the following data breakdown: even though no body placed themselves at the highest level of assurance, more than half of the respondents, 8 students out of the total subjects sampling, placed their confidence levels in the 61% - 80% range. In addition, 2 students were at the 41% - 60% level, and 0% - 20% and 21% - 40% did not have any respondents at all. It is indicating an increase in the number of students who put higher confidence levels in speaking English.



Conclusion

In summary, the data presented encompasses several key findings. First, the use of the SVR technique has led to a noteworthy increase in the average scores, particularly in Score 2, which recorded an average of 87 compared to Score 1's average of 60.91. This resulted in a N-Gain score of 0.67, signifying a medium-level enhancement in self-confidence for students. The N-Gain's effectiveness was assessed at 66.73%, indicating that the SVR technique has been quite effective in boosting students' confidence in English speaking. Moreover, the correlation analysis and statistical tests showed strong links between the variables. Additionally, the challenges students face in English speaking were identified, with mispronunciation, grammar concerns, limited vocabulary, and nervousness being prominent. Finally, students' confidence levels improved after the SVR treatment, with more than half of the respondents expressing greater confidence in speaking English within the 61% - 80% range, highlighting the technique's efficacy.

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