

SELF-RECORDED VIDEO AS REFLECTIVE SPEAKING PRACTICE: EFL STUDENTS' PERCEPTIONS AND CHALLENGES

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Abstract

Self-recorded video (SRV) has become a common digital task in EFL speaking classes, but its value needs to be understood beyond claims of direct speaking improvement. This study examines EFL students' perceptions and challenges in using SRV as reflective speaking practice at the English Language Education Study Program of Universitas Islam Negeri Mataram. Using a descriptive mixed-methods design, data were collected from 70 third-semester students through a 16-item questionnaire and semi-structured interviews with six selected participants. Questionnaire responses were analysed descriptively, while interview data were interpreted thematically to explain students' learning experiences. The findings show that SRV was perceived as useful because it gave students time to prepare, record, review, and revise their speaking performance. Students reported stronger self-awareness, especially in pronunciation, fluency, vocabulary use, and idea organisation, and many felt more confident because they could practise without the immediate pressure of live classroom performance. However, SRV also created challenges related to technical problems, editing skills, background noise, repeated recording, content organisation, camera anxiety, grammar monitoring, and script dependency. The study concludes that SRV is best used as a complementary reflective task supported by clear guidelines, feedback, and flexible implementation rather than as a substitute for classroom interaction.

Keywords: self-recorded video; reflective speaking practice; EFL students; speaking confidence; learner self-awareness

INTRODUCTION

Speaking remains one of the most demanding skills for learners of English as a foreign language. It requires learners to organise ideas, select appropriate vocabulary, pronounce words intelligibly, manage grammar, maintain fluency, and respond to communicative situations with confidence. In Indonesian university contexts, these demands are often intensified by limited exposure to English outside the classroom and by learning environments where students have few opportunities to practise speaking in low pressure situations. Recent studies continue to show that EFL students' speaking performance is shaped not only by linguistic competence, but also by confidence, preparation time, motivation, anxiety, and classroom conditions (Chen, 2024; Shalihah et al., 2022). For many students, speaking tasks such as live presentations can become stressful because they involve immediate audience judgement and little opportunity to revise performance. This makes speaking pedagogy a practical and affective issue, not merely a matter of language practice.

Technology enhanced language learning has created new possibilities for addressing these difficulties. Digital tools allow students to practise beyond classroom time, review their performance, repeat tasks, and receive more flexible learning experiences. In speaking instruction, self-recorded video has become one promising approach because it allows students to record, review, revise, and submit speaking performances using accessible digital devices. Unlike live presentations, SRV gives students time to prepare and to notice their own speaking problems before their work is evaluated. Studies have reported that video-based speaking tasks may support confidence, self-awareness, oral fluency, pronunciation practice, and learner autonomy (Belmekki, 2023; Bobkina & Domínguez Romero, 2022; Kang, 2022; Mahdi, 2022). These affordances are especially relevant for EFL students who need repeated practice but may feel anxious when required to speak directly in front of peers.

The pedagogical value of Self-Recorded Video (SRV) lies in the reflective process it creates. Students do not only produce spoken language; they also listen to themselves, notice errors, revise ideas, and decide whether their performance is ready to be submitted. Kang (2022) shows that self-recorded video speaking tasks can support self-regulated learning because students plan, perform, monitor, and reflect on their speaking. Similar studies have found that students value video recording because it helps them evaluate pronunciation, improve confidence, and develop a stronger sense of control over learning (Aini et al., 2022; Phamm & Le, 2023; Prayudha S, 2023; Tukan, 2024). In this sense, SRV is not simply a digital assignment. It can become a reflective speaking practice when students are encouraged to review their performance critically and use repetition as a means of improvement rather than as a search for perfection.

However, the benefits of SRV should not be overstated. Existing studies also show that students may face technical problems, limited storage, poor internet connection, editing difficulties, background noise, time pressure, and anxiety in front of the camera (Bobkina & Domínguez Romero, 2022; Metruk, 2022; Prayudha S, 2023). In addition, SRV does not automatically solve all aspects of speaking development. Students may become more aware of pronunciation or fluency because these features are directly observable in recorded performance, but grammar and spontaneous interaction may remain difficult without lecturer feedback and communicative follow-up. Script dependency is another possible limitation. While scripts can help students organise ideas, they may also reduce spontaneity when students become too attached to prepared text. This shows that SRV needs careful pedagogical design, not only technological availability.

Previous studies in Indonesian EFL contexts have shown that technology-mediated speaking tasks can support students' motivation, idea development, collaboration, and confidence. Fitri et al. (2022), for example, found that digital storytelling-based speaking tasks were perceived as useful

because they helped students organise ideas and participate more actively in speaking activities. Shalihah et al. (2022) also showed that students' speaking performance is shaped by confidence, fear of making mistakes, preparation time, and motivation. These studies suggest that speaking development is closely related to task design, affective support, and students' learning conditions. However, SRV still requires more contextual examination because it combines several learning processes at once: speaking production, digital recording, self-review, repeated practice, and reflection.

Several studies have discussed SRV or video-based speaking tasks, but many of them emphasise general benefits such as confidence, fluency, and learner autonomy. Less attention has been given to the ambivalent nature of SRV in local Indonesian Islamic higher education, where students may experience SRV as both supportive and demanding. On one hand, SRV may create a safer space for students to practise speaking, reduce the pressure of live performance, and help them become more aware of their own pronunciation, vocabulary, and idea organisation. On the other hand, it may introduce new difficulties related to editing, recording environment, time management, camera anxiety, grammar monitoring, and over-reliance on scripts. This tension is important because it helps prevent SRV from being treated as an automatically effective digital tool.

At the English Language Education Study Program of Universitas Islam Negeri Mataram, SRV has been used in speaking courses as part of individual and group speaking assignments. Students are asked to record speaking performances in various communicative tasks, including greetings, personal information exchange, information seeking, and social conversation. This local use of SRV provides a relevant context for examining how students actually perceive the task, how it supports reflection and confidence, and what challenges appear during implementation. Recent Indonesian studies on technology-supported language learning also suggest that students' acceptance of digital tools depends on usability, task relevance, learning

motivation, and the support provided by lecturers (Agustina et al., 2025; Ariawan et al., 2024; Assapari & Hidayati, 2023). Therefore, students' perceptions and challenges need to be examined together so that SRV can be understood as a pedagogical practice rather than only as a digital product.

This study addresses this issue by investigating EFL students' perceptions and challenges in using self-recorded video for speaking practice. The novelty of the study lies in its focus on SRV as reflective speaking practice that produces both pedagogical benefits and implementation challenges. Rather than claiming that SRV directly improves speaking proficiency, this study examines how students perceive its role in supporting self-awareness, confidence, reflection, and perceived speaking development, while also identifying the difficulties that may limit its use. The study is guided by two research questions: (1) How do EFL students perceive the use of self-recorded video for speaking practice? and (2) What challenges do students experience when using self-recorded video in speaking practice?

LITERATURE REVIEW

Self-recorded video in this study refers to a speaking practice in which students record their own oral performance, review the result, revise it when necessary, and submit the final version as part of a speaking task. This practice is different from a live classroom presentation because it gives learners more control over preparation, timing, repetition, and revision. Nguyen (2024) notes that video recording can support EFL speaking development by helping learners notice fluency, pronunciation, and confidence, while also showing that self-assessment and access to technology remain important challenges. Darong (2024) similarly explains that self-recording can be used in language assessment because it allows learners to observe their own performance and become more aware of what needs improvement. In this study, SRV is therefore understood not only as a digital product, but as a cycle of preparation, recording, reviewing, and reflection.

The reflective dimension of SRV is central to its pedagogical value. When students watch their own speaking performance, they can notice pronunciation problems, pauses, hesitation, limited vocabulary, unclear organisation, or over-dependence on written scripts. This reflective process is close to self-assessment, where learners evaluate their own performance against expected criteria and make decisions about improvement. Tailab and Marsh (2019) show that self-assessment through video recording can raise students' awareness of oral presentation skills, particularly in relation to delivery, strengths, and weaknesses. Duong et al. (2025) also found that video-recorded self-assessment in English presentation learning supported students' awareness of verbal and non-verbal presentation features. These studies indicate that SRV can help students become more conscious of their speaking performance, but the quality of reflection depends on whether students know what aspects they should evaluate.

SRV is also connected with self-regulated learning. In a speaking task, self-regulation involves planning what to say, rehearsing, monitoring performance, managing anxiety, evaluating the recording, and deciding whether to revise. Clayton Bernard and Kermarrec (2022) show that video feedback and peer assessment can support self-regulated, co-regulated, and socially shared regulation in an EFL oral task. Their study is useful because it shows that regulation is not only individual. It can also be shaped by feedback, peer interaction, and classroom structure. This is relevant to SRV because students may record independently, but their learning still depends on task instructions, lecturer feedback, peer response, and assessment criteria. Without such support, SRV may remain a recording assignment rather than a reflective learning process.

In terms of speaking development, SRV can support several components of oral performance. Menggo et al. (2022) found that video-based speaking tasks had a positive effect on students' speaking performance, ICT skills, learning independence, and self-evaluation. Yusuf et al. (2023) also

reported that vlog-based speaking projects helped Indonesian EFL students develop confidence, vocabulary, autonomy, and technology skills. Dewi et al. (2025) further showed that digital storytelling and video-assisted instruction can support speaking performance when students are engaged in structured oral production and self-regulated learning. These findings support the assumption that video-based speaking activities can help students practise speaking more actively. However, they also suggest that video alone is not sufficient. The task must encourage planning, rehearsal, performance review, and meaningful communication.

The challenges of SRV need to be treated as part of the learning process, not as minor technical problems. Technical difficulty, limited editing ability, background noise, repeated recording, time pressure, camera anxiety, and script dependency may affect how students experience the task. Ritchie (2016) shows that video-recorded self-assessment may support presentation skills, but students still need clear criteria and guidance to use the recording productively. Rohdina and Priyana (2025) also found that self-recorded video activities may improve speaking proficiency and confidence, while students still experience discomfort with recording and technical difficulty at the early stage. In this study, these challenges are important because they help explain why students may perceive SRV positively while still struggling with grammar, spontaneity, and recording conditions.

Conceptually, this study positions SRV as reflective speaking practice. It may support students' self-awareness, confidence, fluency, vocabulary development, and idea organisation because students can repeat and review their performance. At the same time, SRV may have limits when students rely too strongly on scripts, receive little grammar feedback, or lack a quiet and supportive recording environment. The relationship between SRV and speaking development is therefore indirect. SRV creates opportunities for reflection and repeated practice, but its pedagogical value depends on task design, lecturer guidance, feedback, students' self-regulation, and the practical

conditions in which recording takes place.

METHOD

This study employed a descriptive mixed-methods design to examine students' perceptions and challenges in using self-recorded video for speaking practice. The design was selected because the study required two kinds of evidence: questionnaire data to describe general response patterns and interview data to explain how students experienced SRV as a reflective speaking activity. The study did not position SRV as a treatment to measure speaking improvement. Instead, it examined how students perceived SRV in relation to self-awareness, confidence, reflection, perceived speaking development, and practical challenges. This use of mixed methods was appropriate because students' perceptions of learning are better understood when numerical trends are interpreted together with participants' accounts of their learning experiences (Busetto et al., 2020; Creswell & Creswell, 2018).

The study was conducted at the English Language Education Study Program of Universitas Islam Negeri Mataram. The participants were 70 third-semester students who had used SRV in speaking-related course activities. They were selected purposively because they had direct experience of preparing, recording, reviewing, and submitting speaking videos. From these participants, six students were invited for semi-structured interviews. The interview participants were selected to represent different response patterns in the questionnaire, including students who reported positive experiences and those who reported difficulties. This sampling strategy helped the study capture both the perceived benefits and the challenges of SRV use. In qualitative inquiry, participant selection should be guided by relevance to the phenomenon and the depth of information that participants can provide (Hennink & Kaiser, 2022).

Data were collected through a questionnaire and semi-structured interviews. The questionnaire consisted of 16 items using a four-point Likert

scale, ranging from strongly disagree to strongly agree. The items covered students' comfort in speaking through video, pronunciation awareness, fluency, confidence, self-correction, preference for SRV, idea organisation, individual and group recording, technical issues, time constraints, recording environment, and psychological barriers. The questionnaire was reviewed by experts in English language education to check whether the items were relevant to the focus of the study. The semi-structured interviews explored students' feelings when using SRV, perceived benefits, difficulties, strategies for handling problems, and reflections on speaking development. Semi-structured interviews were suitable because they allowed the researcher to keep the interview focused while still giving students space to explain their experiences in their own terms (DeJonckheere & Vaughn, 2019).

The questionnaire data were analysed descriptively. Students' responses were converted into percentages to show the distribution of agreement and disagreement for each item. The descriptive results were then organised around two main areas: students' perceptions of SRV and students' challenges in using SRV. The interview data were analysed thematically through repeated reading, initial coding, grouping of similar meanings, and development of themes. The analysis focused on how students described reflection, confidence, self-correction, speaking components, script use, technical difficulty, time, environment, and camera anxiety. Thematic analysis was used because it supports careful interpretation of patterned meanings across participants' accounts (Braun & Clarke, 2021).

The quantitative and qualitative data were integrated during interpretation. Questionnaire results were used to identify the main response patterns, while interview excerpts were used to explain why those patterns occurred and how students made sense of SRV in practice. This integration allowed the study to present SRV as a reflective speaking practice that was perceived positively by many students, while also showing the conditions that made its implementation difficult. All participants were informed about the

purpose of the study and their responses were anonymised in the reporting.

FINDINGS AND DISCUSSION

Students' Perceptions of SRV as Reflective Speaking Practice

The findings show that students generally perceived self-recorded video as a useful medium for speaking practice. Their responses suggest that SRV gave them more time to prepare, practise, review, and revise their speaking performance before submission. This is important because speaking in an EFL context is not only a linguistic activity. It also involves confidence, anxiety, preparation, and the ability to monitor one's own performance. In this study, students did not value SRV simply because it used digital technology. They valued it because it created a safer and more flexible space for practising English speaking. Table 1 presents the main positive perceptions reported by students.

Table 1. Students' Positive Perceptions of SRV for Speaking Practice

Aspect of SRV use	Students agreeing or strongly agreeing	Pedagogical meaning
Comfortable speaking English when recording videos	84.2%	SRV reduced the pressure of direct classroom performance.
More aware of pronunciation	81.5%	SRV helped students notice how they sounded when speaking.
Improved speaking fluency	77.2%	Repeated recording supported perceived fluency development.
More confident after recording several times	81.5%	Practice and revision helped students build speaking confidence.
Repeated recording helped correct speech errors	82.8%	SRV encouraged self-monitoring and self-correction.

Preferred SRV rather than live presentation	62.9%	Many students saw SRV as less stressful than immediate performance.
Individual recording gave deeper space for reflection	82.9%	SRV supported personal review and reflective learning.
Group recording gave enjoyable learning experience	67.1%	SRV also supported collaborative speaking practice.

The strongest pattern in Table 1 is that SRV supported students' self-awareness and reflective learning. A large proportion of students reported that recording helped them become more aware of pronunciation and correct their speaking errors. One student explained, "Before, I was a bit awkward, and I did not know many words. But after this, I became more fluent, and my vocabulary increased. So, in the review process, I know what vocabulary I need to add." This response shows that SRV encouraged the student to listen to their own speech and identify what needed improvement. Another student described the revision process more clearly: "First, I look at the results to see if the pronunciation is correct. If there is something that feels off, I check again to see what is correct and then re-record it."

These accounts indicate that SRV worked as a reflective speaking practice. Students were not merely producing a final video. They were involved in a cycle of preparation, recording, watching, evaluating, and re-recording. This finding is consistent with Kang (2022), who argues that self-recorded video speaking tasks can support self-regulated learning because students plan, monitor, and reflect on their own oral performance. It also supports Tailab and Marsh (2019) and Duong et al. (2025), who show that video-based self-assessment can help learners become more aware of their strengths and weaknesses in oral communication. In the present study, reflection was most visible in students' attention to pronunciation, fluency, vocabulary, and idea organisation.

SRV also appeared to support students' confidence. The survey showed that 84.2% of students felt comfortable speaking English when recording

videos, while 81.5% reported greater confidence after recording themselves several times. This confidence was closely connected to the private and repeatable nature of SRV. One student stated, "In my opinion, SRV is very effective for improving speaking skills. The reason is that if I wait for other people to practise speaking, there are many obstacles. And there is also a sense of embarrassment when I talk to other people." Another student explained, "From the text, we become more fluent in speaking when recording videos, so I become more confident and better."

These findings are in line with studies which show that video-based speaking tasks may reduce the pressure of live performance and give students more control over the learning process (Aini et al., 2022; Belmekki, 2023; Prayudha S, 2023). They also resonate with Chen (2024), who notes that technology-enhanced language learning can help reduce speaking anxiety when it gives learners more flexible practice opportunities. SRV may therefore be useful for students who need speaking practice but feel uncomfortable with immediate peer judgement. This does not mean that SRV should replace live speaking interaction. Rather, it can prepare students before they move into more spontaneous classroom communication.

Perceived Development in Speaking Components

Students also perceived SRV as helpful for several components of speaking. The survey indicated that 77.2% of students felt improvement in fluency, 75.7% felt that recording helped them compose sentences and ideas better, and 80% believed the video length was sufficient to convey their message. Interview data supported these patterns. One student said, "Positive, because it makes me more fluent in speaking than before because I practise often." Another student added, "Well, I learned a lot of idioms that I did not know before, and I also learned a lot of new vocabulary."

These findings suggest that SRV supported speaking development most clearly in areas that students could observe directly in their recordings. Fluency, pronunciation, vocabulary, and message organisation became more

noticeable because students could watch and listen to their own performance. This supports Nguyen (2024), who explains that video recording can help EFL learners notice fluency, pronunciation, and confidence. Menggo et al. (2022), Yusuf et al. (2023), and Dewi et al. (2025) also show that video-based speaking tasks can support oral performance, self-evaluation, and learning independence when students are guided to use the video product as part of a learning process.

However, the findings also show that not all speaking components were equally supported. Grammar remained a more difficult area for students to monitor independently. One student stated, "For pronunciation and fluency, it really helps. But for grammar, we do not know if what we are saying is correct or not." This comment is important because it shows a limitation of SRV-based self-monitoring. Students may notice pronunciation mistakes, pauses, and awkward delivery because these are visible or audible in the recording. Grammar, however, may require more explicit feedback from lecturers or peers. This supports Ritchie's (2016) argument that video-recorded self-assessment needs clear criteria and guidance if students are expected to evaluate their own performance productively.

The findings also indicate that script preparation had a double role. On one side, scripts helped students organise their ideas. One student explained, "I have to make a draft first so that my speech is coherent and does not jump around." On the other side, some students became too dependent on written preparation. Another student said, "We are more fixated on the text we create, so it does not allow us to speak directly from our brain when we speak." This suggests that SRV can support organisation, but it may also reduce spontaneity if students rely too heavily on memorised scripts. For EFL speaking pedagogy, this is a central issue. Students need preparation, but they also need opportunities to move gradually from scripted performance to more flexible oral communication.

Learning Preferences and the Affective Value of SRV

The findings show that many students preferred SRV to live presentations. Survey data indicated that 62.9% of students preferred SRV over live classroom presentations. Individual recording was valued by 82.9% of students as a deeper space for reflection, while 67.1% found group recording enjoyable. These results show that SRV offered both individual and collaborative learning value. Individual recording allowed students to focus on their own performance, while group recording made the task more social and enjoyable.

One student explained, "I think SRV is easier because we can do it outside of class and whenever we want to practise speaking, so there is no pressure." Another student said, "With SRV, I can repeat it if I make a mistake, so my speaking skills improve, but with a live presentation, I cannot do that." These responses suggest that students appreciated the flexibility, privacy, and reversibility of SRV. The opportunity to repeat a task changed the emotional experience of speaking. Mistakes became something that could be revised rather than something immediately exposed to an audience.

This finding is consistent with Shalihah et al. (2022), who show that confidence, fear of mistakes, preparation, and motivation affect students' speaking performance. It also connects with Fitri et al. (2022), who found that digital storytelling tasks can support motivation, idea development, and collaboration. Both studies suggest that technology-based speaking tasks are valuable when they respond to students' affective and communicative needs. In this study, SRV created a low-pressure practice space. This is pedagogically meaningful because students who feel less threatened may be more willing to practise, repeat, and evaluate their own performance.

At the same time, the preference for SRV should be interpreted carefully. Speaking competence also requires interaction, spontaneity, and the ability to respond to others in real time. SRV supports preparation and reflection, but it cannot fully replace live communication. A balanced speaking

pedagogy may therefore use SRV as preparation for more interactive tasks. Students can first use SRV to build confidence, organise ideas, and notice mistakes. After that, lecturers can move them into peer dialogue, live presentation, or classroom discussion. This sequence would allow SRV to support speaking development without isolating students from real communicative interaction.

Students' Challenges in Using SRV

Although students generally perceived SRV positively, they also reported several challenges. These challenges were not minor because they shaped how students experienced the task. The main challenges included technical problems, difficulty organising content, time demands, environmental noise, and camera anxiety.

Table 2. Students' Challenges in Using SRV

Challenge category	Students agreeing or strongly agreeing	Nature of the challenge
Technical issues with audio, video quality, or editing	54.3%	Students struggled with recording quality, editing, or device-related problems.
Difficulty finding a quiet place to record	48.6%	Background noise affected concentration and video quality.
Difficulty organising content or ideas	45.7%	Students struggled with what to say and how to structure their speech.
Nervousness when speaking in front of the camera	40.0%	Camera anxiety affected some students' confidence.
Recording process was too time-consuming	32.9%	Repeated recording required considerable time and patience.

Technical problems were the most frequently reported challenge. Some students struggled with audio quality, video quality, and editing. One student simply mentioned editing as a difficult part of the task. Another student gave a

different view: "For me, editing is not difficult at all, I just like to do it." This contrast shows that technical difficulty was not experienced equally. Students with better digital skills could enjoy editing, while others found it burdensome. This finding supports Bobkina and Domínguez Romero (2022), Metruk (2022), and Prayudha (2023), who note that technology-mediated speaking tasks may be affected by device access, storage, internet connection, and editing capacity. The implication is that SRV implementation requires technical guidance, not only speaking instructions.

Content-related difficulty also appeared in students' responses. Some students found it difficult to decide what to say, especially when vocabulary or grammar was limited. One student explained, "The challenge is that we are not very good yet. So sometimes I have to think first about what to say because of the lack of vocabulary or grammar." This shows that SRV tasks are not only technical tasks. They also require linguistic resources and content planning. When students lack vocabulary or grammar confidence, recording may become difficult even if the device works well.

Time constraint was another challenge. Some students felt frustrated because they needed to record many times. One student stated, "When we record, it often repeats many times, that is what makes me upset, actually." Another student accepted the time demand as part of the learning process: "Yes, I have, because sometimes when we re-watch, there are pronunciation errors, so it took more time, but fine." These different responses show that repeated recording can be both helpful and tiring. It supports reflection, but it may also create pressure when students become perfectionistic. Aini et al. (2022) and Prayudha (2023) also note that video recording can be time-consuming. Lecturers therefore need to give realistic task expectations and avoid making students focus only on producing a perfect video.

Environmental challenges were also important. Students who did not have a quiet recording space faced additional difficulty. One student explained, "At home, maybe yes, because it is noisy. My house is near the main road, and

also my nephew often cries, very loud.” This finding shows that SRV is affected by students’ home environment. Noise, family activities, and limited private space may reduce recording quality and increase stress. This supports Pham and Le (2023), who also identified environmental disturbance as a challenge in video-based speaking tasks. For this reason, lecturers should consider flexible deadlines, alternative recording spaces, or task formats that recognise students’ different living conditions.

Psychological challenges also remained. Although SRV reduced some pressure from live performance, 40% of students still reported nervousness when speaking in front of the camera. This suggests that camera anxiety is real, even when there is no immediate audience. However, the interview data suggest that repeated exposure helped some students become more comfortable. This finding is consistent with Rohdina and Priyana (2025), who report that self-recorded video may support confidence while students still experience discomfort at the beginning. SRV therefore does not remove anxiety automatically. It provides a more manageable space where students can gradually build confidence through practice.

Pedagogical Implications of SRV-Based Speaking Practice

The findings suggest that SRV is most useful when it is treated as reflective speaking practice, not merely as a video submission task. Students benefited from SRV when they used it to notice their speaking problems, revise their performance, and build confidence. They faced difficulties when they lacked technical support, clear criteria, grammar feedback, or a suitable recording environment. These findings point to the need for careful pedagogical design. Table 3 summarises the relationship between SRV benefits, challenges, and pedagogical responses.

Table 3. Pedagogical Interpretation of SRV Use

Finding from the study	Pedagogical interpretation	Suggested lecturer support
Students became more aware of pronunciation and fluency	SRV supports self-monitoring of observable speaking features.	Provide simple reflection checklists for pronunciation, fluency, vocabulary, and organisation.
Students gained confidence through repeated recording	SRV offers a low-pressure space for speaking practice.	Allow rehearsal and revision, but set realistic limits to avoid perfectionism.
Grammar was less easily monitored by students	Self-review may not be enough for abstract language features.	Add lecturer or peer feedback on grammar and sentence structure.
Some students depended too much on scripts	Preparation helped organisation but may reduce spontaneity.	Use staged tasks from scripted practice to semi-spontaneous speaking.
Technical and environmental barriers affected recording	SRV depends on practical learning conditions.	Provide technical guidance, flexible submission rules, and alternatives for students with limited space or devices.

This table shows that SRV should be integrated through structured support. Students need to know what to evaluate when watching their own videos. A simple speaking reflection sheet may help them identify pronunciation, fluency, vocabulary, grammar, organisation, and confidence. Peer feedback can also be useful because it gives students another perspective beyond self-monitoring. Clayton Bernard and Kermarrec (2022) show that video feedback and peer assessment can support self-regulated and socially shared learning in oral tasks. This is relevant because SRV does not have to be an isolated individual task. It can become part of a wider speaking pedagogy involving self-review, peer response, and lecturer feedback.

The findings also suggest that SRV should be used progressively. Early tasks may allow students to use notes or scripts to reduce anxiety and organise ideas. Later tasks can require less dependence on scripts and more

spontaneous speaking. This progression would help students move from controlled speaking practice towards more flexible communication. In this way, SRV can support both confidence and communicative development. The key point is that students should not only produce a polished video. They should learn from the process of preparing, recording, reviewing, revising, and reflecting.

Taken together, the findings show that SRV has clear pedagogical value for EFL speaking practice when it supports reflection, confidence, and self-awareness. It gives students a safer space to practise speaking and helps them notice parts of their oral performance that may not be visible during live classroom tasks. Yet SRV also brings challenges related to grammar monitoring, script dependency, technical ability, time, environment, and camera anxiety. Its value therefore depends on task design, lecturer guidance, feedback, and flexible implementation. For EFL speaking instruction in Indonesian Islamic higher education, SRV is best understood as a reflective speaking practice that complements, rather than replaces, live communicative activities.

CONCLUSION

This study shows that self-recorded video was perceived by EFL students as a useful medium for speaking practice because it provided space for preparation, repetition, review, and revision. Students valued SRV not simply because it used digital technology, but because it allowed them to practise speaking in a less pressured environment than live classroom presentations. The findings indicate that SRV supported students' self-awareness, especially in noticing pronunciation, fluency, vocabulary use, and idea organisation. It also helped many students build confidence because they could record several times, identify weaknesses, and improve their performance before submission. In this sense, SRV functioned as a reflective speaking practice that encouraged students to monitor their own oral

performance and take more responsibility for their learning process.

At the same time, the study also found that SRV brought several challenges that need careful pedagogical attention. Students reported technical difficulties, limited editing skills, background noise, time demands, content organisation problems, camera anxiety, and a tendency to depend on scripts. Grammar also remained difficult for students to evaluate independently, suggesting that SRV-based self-review needs to be supported by lecturer or peer feedback. These findings suggest that SRV should not be treated as a complete replacement for live speaking activities, but as a complementary strategy that prepares students for more confident and reflective oral communication. For speaking instruction, lecturers need to provide clear task guidelines, reflection checklists, feedback on language accuracy, flexible recording arrangements, and staged activities that gradually move students from scripted performance to more spontaneous speaking. Future studies may examine how SRV influences speaking performance over time by combining perception data with direct speaking assessment and classroom-based observation.

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