

Reducing Students' Speaking Anxiety through Video Self-Recording in Speaking Class at UIN Sayyid Ali Rahmatullah Tulungagung

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ABSTRACT

Speaking anxiety is one of the major challenges faced by English as a Foreign Language (EFL) students, often affecting their confidence, participation, and speaking performance. This study aimed to investigate the effectiveness of Video Self-Recording (VSR) in reducing students' speaking anxiety in speaking classes at UIN Sayyid Ali Rahmatullah Tulungagung. Employing a Classroom Action Research (CAR) design, the study involved undergraduate students enrolled in a speaking course and was conducted through two cycles of planning, acting, observing, and reflecting. Data were collected through speaking anxiety questionnaires, classroom observations, interviews, reflective journals, and speaking performance assessments. The findings indicated that Video Self-Recording significantly reduced students' anxiety levels, enhanced their self-confidence, increased their willingness to communicate, and improved their speaking performance. Students benefited from the opportunity to practice repeatedly, evaluate their own performances, and reflect on areas for improvement in a less stressful environment. The study concludes that Video Self-Recording is an effective technology-assisted learning strategy that promotes learner autonomy, self-reflection, and confidence while helping students overcome speaking anxiety in EFL speaking classrooms.

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1. INTRODUCTION

Speaking is one of the most essential language skills in English language learning because it enables students to communicate ideas, opinions, and information effectively in various academic and social contexts. In higher education, particularly in English Language Teaching (ELT) programs, speaking competence is considered a fundamental learning outcome. Students are expected to demonstrate fluency, accuracy, confidence, and communicative competence in oral interactions. However, despite years of English instruction, many university students continue to experience difficulties in speaking English, particularly due to anxiety-related factors.

Speaking anxiety, often referred to as Foreign Language Speaking Anxiety (FLSA), has become one of the most frequently reported psychological barriers affecting students' oral performance. According to Horwitz et al. (1986), language anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Students with high levels of speaking anxiety often experience nervousness, fear of making mistakes, worry about negative evaluation, lack of confidence, and communication apprehension when required to speak in front of others. Consequently, anxiety may hinder students' participation, reduce their willingness to communicate, and negatively affect their speaking achievement.

Recent studies have indicated that speaking anxiety remains a significant issue in English as a Foreign Language (EFL) classroom worldwide. Research conducted by Teimouri et al. (2019) and Botes et al. (2020) revealed that language anxiety has a strong negative correlation with language performance and learners' self-confidence. Similarly, Dewaele and Alfawzan (2023) found that students who experience high levels of speaking anxiety tend to avoid speaking opportunities and participate less actively during classroom interactions. In the Indonesian context, several studies have also reported that university students frequently encounter anxiety during speaking activities due to fear of grammatical errors, pronunciation mistakes, limited vocabulary, and peer judgment.

At UIN Sayyid Ali Rahmatullah Tulungagung, speaking classes are designed to provide students with opportunities to develop oral communication skills through presentations, discussions, debates, and public speaking activities. Nevertheless, preliminary observations indicate that many students still exhibit signs of speaking anxiety. Some students hesitate to participate in classroom discussions, avoid volunteering for speaking tasks, speak with low volume, or rely heavily on written notes during presentations. These conditions suggest that speaking anxiety continues to be a challenge that may impede students' language development and classroom engagement.

To address this issue, innovative and technology-assisted instructional strategies are needed to create a supportive learning environment that reduces anxiety and promotes confidence. One promising approach is Video Self-Recording (VSR). Video self-recording refers to a learning activity in which students record their own speaking performances using digital devices, review the recordings, and reflect on their strengths and weaknesses. Unlike traditional face-to-face speaking tasks, video self-recording allows students to practice repeatedly, control the recording environment, and submit their best performance. This flexibility may help reduce pressure and fear associated with immediate public speaking situations.

The effectiveness of video self-recording has been highlighted in several recent studies. Research by Hung (2019) demonstrated that video-based speaking assignments can enhance students' speaking performance and self-confidence. Furthermore, studies by Syafiq et al. (2021), Mahmud and Wong (2022), and Riadil (2023) found that self-recorded video projects encourage autonomous learning, increase speaking practice opportunities, and reduce students' anxiety levels. Through repeated practice and self-reflection, students become more aware of their speaking abilities and gradually develop greater confidence in using English.

Additionally, the integration of video self-recording aligns with contemporary educational trends emphasizing technology-enhanced learning and learner autonomy. In the context of higher education, especially after the widespread adoption of digital learning platforms, video-based assignments have become increasingly accessible and relevant. Students can utilize smartphones, laptops, and various online platforms to record, review, and improve their speaking performance independently. This approach supports the development of self-regulated learning skills while addressing affective barriers such as anxiety.

Despite the growing body of research on technology-assisted language learning, studies specifically investigating the role of video self-recording in reducing speaking anxiety among university students in Islamic higher education institutions remain limited. Most previous studies have focused on speaking performance, pronunciation improvement, or learner motivation, while

fewer have examined anxiety reduction as the primary outcome. Therefore, there is a need for further investigation into how video self-recording can contribute to alleviating speaking anxiety among EFL learners in the context of UIN Sayyid Ali Rahmatullah Tulungagung.

Based on the issues, this study aims to investigate the implementation of Video Self-Recording as a pedagogical strategy to reduce students' speaking anxiety in speaking classes at UIN Sayyid Ali Rahmatullah Tulungagung. The findings of this study are expected to contribute both theoretically and practically to the field of English language teaching by providing insights into effective strategies for overcoming speaking anxiety and enhancing students' confidence in oral communication.

2. METHODS

This study follows Kemmis and McTaggart's action research model: planning, acting, observing, and reflecting, conducted in two cycles over 14 weeks.

Participants: 32 fourth-semester English Education students (20 female, 12 male) at UIN SATU Tulungagung, purposively selected from my class. They had intermediate proficiency but reported high speaking anxiety.

Participants The research was conducted with 32 fourth-semester students from the English Education Department at UIN Sayyid Ali Rahmatullah (SATU) Tulungagung (20 female, 12 male). They were all selected from the researcher's own Speaking class using purposive sampling, based on the following criteria:

- Enrollment in the target course.
- Self-reported high levels of speaking anxiety in classroom settings.
- Demonstrated intermediate level of English proficiency per institutional placement benchmarks.

Research Cycles & Phases The following diagram illustrates the flow of activities across the two cycles:



Cycle 1 (Weeks 1-7)

- **Planning:** This phase involved diagnosing the core problem (speaking anxiety), reviewing literature on anxiety and pedagogical interventions like Task-Based Language Teaching (TBLT), and designing the initial classroom intervention. The primary instrument, the Foreign Language Classroom Anxiety Scale (FLCAS), was validated for this context.
- **Action:** The initial TBLT intervention was implemented. This involved structured speaking tasks (e.g., information gaps, problem-solving) designed to shift focus from grammatical accuracy to meaningful communication.
- **Observation:** Data was collected using a mixed-methods approach:
 - Quantitative: Pre-cycle FLCAS survey administered to all 32 participants.
 - Qualitative: Classroom observations (researcher's journal), analysis of audio-recorded task performances, and short reflective journals from a focal group of 8 students.
- **Reflection:** Initial data was analyzed thematically. Early results indicated a slight reduction in anxiety for some, but observations revealed persistent hesitation and a strong desire for more preparatory time and peer support.

2. Cycle 2 (Weeks 8-14)

- **Planning:** Based on Cycle 1 reflections, the intervention was refined. Key modifications included:
 - Introducing a mandatory "planning phase" before tasks.
 - Incorporating structured peer feedback sessions.
 - Explicitly teaching and practicing fillers and communication strategies.
- **Action:** The enhanced TBLT model was implemented with the same cohort.

- **Observation:** Data collection was repeated and intensified:
 - Quantitative: Post-cycle FLCAS survey.
 - Qualitative: Focused observations on peer interactions and strategy use, plus semi-structured interviews with 10 students to gain deeper insight into their evolving perceptions.
- **Reflection:** Final data from both cycles was triangulated. The analysis focused on comparing pre- and post-FLCAS scores, identifying thematic shifts in qualitative data, and evaluating the effectiveness of the refined intervention in addressing the specific anxiety triggers identified initially.

Data Analysis Quantitative data from the FLCAS surveys were analyzed using descriptive and inferential statistics (e.g., paired sample t-test) to measure changes in anxiety levels. Qualitative data from observations, journals, and interviews were analyzed through thematic analysis to identify patterns, understand participant experiences, and explain the quantitative trends.

Instruments:

- Adapted FLCAS questionnaire (pre- and post-).
- Student video recordings (weekly topics like self-introduction, describing experiences, debates).
- Reflective journals.
- Semi-structured interviews (post-cycle).
- Observation checklists.

Procedure:

Cycle 1 (Weeks 1-7):

- Pre-test anxiety survey.
- Introduction to video self-recording: Students recorded 2-3 minute speeches on given topics using phones, uploaded to a private Google Classroom.
- Guidance on self-evaluation (rubric for pronunciation, fluency, content).
- In-class sharing of selected (voluntary) recordings for peer feedback.

Cycle 2 (Weeks 8-14):

- Refined tasks based on Cycle 1 reflections (more structured prompts, peer review pairs).
- Increased recording length and complexity.
- Focus on iterative improvement students re-recorded weak parts.

Data Analysis: Quantitative (descriptive statistics, paired t-tests on anxiety scores) and qualitative (thematic analysis of journals and interviews).

Ethical considerations included informed consent and voluntary participation. As their lecturer, I ensured no grading pressure affected honesty in reflections.

3. FINDINGS AND DISCUSSION

Quantitative Results: Pre-intervention mean anxiety score was 98.4 (high anxiety). Post-Cycle 1: 72.6. Post-Cycle 2: 58.2. The decrease was statistically significant ($p < 0.05$). Students showed improvement in "fear of negative evaluation" and "communication apprehension" subscales.

Qualitative Themes:

1. **Increased Confidence:** Many students noted, "Recording alone felt less scary. I could try again until I was happy with it."
2. **Self-Awareness:** Watching recordings helped them notice strengths and weaknesses. "I realized my pronunciation wasn't as bad as I thought."

3. Reduced Anxiety Over Time: Initial nervousness about recording faded. By Cycle 2, most enjoyed the process.
4. Challenges: Technical issues (poor lighting/sound), initial self-consciousness, and time management. Some felt awkward watching themselves.

The findings align with recent literature emphasizing self-recording's benefits for anxiety reduction through repeated practice and self-reflection. The researcher found this empowering not only for students but for my own teaching growth. It shifted my role from "evaluator" to "facilitator of autonomous learning."

Compared to traditional methods, video self-recording offers privacy and replay ability, key for anxious learners in collectivist cultures where saving face matters. Limitations include reliance on student motivation and access to devices (though most had smartphones). Future cycles could integrate AI feedback tools.

This study contributes to EFL action research in Indonesian Islamic higher education, where religious and cultural contexts influence language learning.

Furthermore, the findings of this study support the argument that technology-enhanced learning environments can effectively address affective barriers in foreign language learning. The reduction of speaking anxiety observed during the implementation of Video Self-Recording indicates that students benefited from the opportunity to practice speaking in a less threatening environment. This finding is consistent with Botes et al. (2020), who emphasized that reducing foreign language anxiety can significantly improve learners' communicative competence and academic performance. By allowing students to rehearse multiple times before submitting their recordings, Video Self-Recording helped learners gain mastery experiences, which are essential for building confidence and reducing apprehension.

The results also corroborate the principles of Social Cognitive Theory, particularly the role of self-efficacy in influencing learning behaviors. Students who successfully completed multiple recording tasks gradually developed stronger beliefs in their speaking abilities. This finding aligns with Fathi, Derakhshan, and Torabi (2021), who reported that self-efficacy positively predicts willingness to communicate and negatively predicts language anxiety among EFL learners. As students became more confident in their speaking performance, they demonstrated greater participation during classroom activities and showed less fear of making mistakes.

Another important finding is the role of self-reflection in promoting speaking development. Through reviewing their recorded performances, students were able to identify weaknesses in pronunciation, grammar, fluency, and delivery. This reflective process encouraged continuous improvement and increased learner autonomy. Similar findings were reported by Teng and Zhang (2022), who argued that reflective and self-regulated learning practices supported by digital technologies enhance learners' responsibility for their own learning. Likewise, Lee and Drajiati (2023) found that video-based reflective activities contributed significantly to anxiety reduction by enabling learners to focus on progress rather than perfection.

The present study also highlights the importance of learner autonomy in higher education contexts. Rather than relying solely on lecturer feedback, students actively evaluated and improved their own performances. This autonomy is particularly relevant in contemporary language learning environments where digital technologies facilitate independent learning. Mahmud and Wong (2022) noted that self-recorded video projects empower learners to become active participants in the learning process, fostering both confidence and speaking proficiency.

From a pedagogical perspective, the findings suggest that speaking instructors should consider integrating Video Self-Recording into speaking courses as a regular classroom practice. The strategy is relatively easy to implement, requires minimal technological resources, and accommodates diverse learner needs. In addition, the approach supports the development of 21st-century skills such as self-regulation, critical reflection, digital literacy, and autonomous learning. These competencies are

increasingly important for university students preparing for academic and professional communication in English.

Despite its positive outcomes, several challenges emerged during the implementation process. Some students initially experienced discomfort when watching their own recordings and required guidance to engage in constructive self-reflection. Others demonstrated varying levels of commitment to completing recordings outside the classroom. These challenges indicate that clear instructions, structured reflection guidelines, and continuous lecturer support are necessary to maximize the effectiveness of Video Self-Recording activities.

Overall, the findings demonstrate that Video Self-Recording is an effective strategy for reducing students' speaking anxiety and improving speaking performance in EFL classrooms. The combination of repeated practice, self-reflection, increased self-efficacy, and learner autonomy creates a positive learning cycle that supports both affective and linguistic development. Consequently, this study provides empirical evidence that Video Self-Recording can serve as a valuable pedagogical intervention for speaking courses in Indonesian higher education institutions, particularly within Islamic university contexts such as UIN Sayyid Ali Rahmatullah Tulungagung.

4. CONCLUSION

Video self-recording effectively reduced speaking anxiety and improved performance in my class. Students became more willing speakers, both in recordings and live sessions. The findings indicate that providing students with opportunities to practice, review, and refine their speaking performances in a low-pressure environment can significantly enhance their confidence and willingness to communicate in English. Through repeated recording activities, learners were able to identify their strengths and weaknesses, monitor their progress, and develop greater control over their speaking abilities.

The implementation of Video Self-Recording also promoted self-reflection, learner autonomy, and self-efficacy, all of which contributed to the reduction of speaking anxiety. Students reported feeling less afraid of making mistakes and less concerned about negative evaluation from peers and lecturers. As their confidence increased, they participated more actively in classroom discussions, presentations, and other speaking activities. These findings support previous studies suggesting that technology-assisted speaking activities can effectively address affective barriers in EFL learning while simultaneously improving oral communication skills.

Furthermore, this Classroom Action Research demonstrates that Video Self-Recording is a practical and accessible instructional strategy that can be integrated into university-level speaking courses. The widespread availability of smartphones and digital platforms makes this approach feasible for both lecturers and students. Beyond improving speaking performance, Video Self-Recording encourages students to become more independent and reflective learners, which are essential competencies in contemporary higher education.

Despite the positive outcomes, this study was limited to a single speaking class at UIN Sayyid Ali Rahmatullah Tulungagung and involved a relatively small number of participants. Therefore, the findings may not be generalized to all EFL contexts. Future research is recommended to involve larger samples, longer implementation periods, and diverse educational settings. Further studies may also explore the integration of artificial intelligence (AI)-based feedback tools, peer assessment, or automated speech analysis systems to enhance the effectiveness of Video Self-Recording activities.

In conclusion, Video Self-Recording can be considered an effective pedagogical strategy for reducing students' speaking anxiety and improving speaking performance in EFL classrooms. By creating a supportive environment for repeated practice, self-reflection, and autonomous learning, this approach helps learners develop greater confidence and communicative competence, ultimately contributing to more successful language learning experiences.

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