

## STUDENTS' PERCEPTION ON PEER-VIDEO RECORDING TASK IN THE VOCATIONAL HIGH SCHOOL IN CIREBON

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**Abstract:** *This study aims to explore whether incorporating peer-video recording tasks benefits EFL students in enhancing their speaking skills. Tenth-grade students from a vocational high school participated in the research, and data were gathered through questionnaires and interviews. The findings indicate that students hold a favorable view of integrating peer-video recording tasks into the speaking class, acknowledging its positive impact on improving their speaking performance, such as pronunciation and fluency. Nevertheless, the peer-video recording task was perceived as neutral by students in terms of boosting self-confidence, its convenience in recording the video with their partner, the ease of speaking in pairs, and promoting students' autonomous learning. Notwithstanding those results, peer-video recording tasks are effective teaching and learning tools for teaching speaking.*

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**Keywords:** *Peer-video recording; Speaking task; Video recording*

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### INTRODUCTION

In this 21st century, English speaking skill becomes more prominent to be mastered for the need of global communication. As a matter of fact, English ranks first among other languages learned by non-native speakers (Melitz, 2016). In addition, it is also used in almost every aspect of life, including in educational settings.

The imperative to enhance the efficacy of English language instruction, particularly in oral communication proficiency, is progressively intensifying globally, including in Indonesia. English constitutes a compulsory academic pursuit for students spanning from junior secondary to tertiary education levels in Indonesia. In Indonesia, English is the mandatory language that must be learned by students from junior high school to university level (Gunantar, 2016). In a vocational school setting, English is used as a compulsory language to develop communication skills and optimize competencies that will be useful for their future careers. This is because vocational school is designed to prepare students for the workplace, which requires specific skills related to their major after graduating from school, and it is clearly stated in Law of the Republic of Indonesia Number 20 of 2003

concerning the National Education System. Moreover, in Malaysia, English is used not only to make students able to survive in the digitalization era but rather to focus more on how to use it in learning Mathematics and Science (Rashid et al., 2017). Therefore, having good English-speaking skills is necessary for them. Being fluent in English allows students to expand their knowledge and provide them with various job opportunities that will be beneficial for them in the future.

Although awareness of English speaking in Indonesia has been mushrooming among students, the lack of use of English in class is still an issue that should be solved to improve the quality of English teaching. Even during the speaking class, Indonesian students frequently communicate in their own mother tongues or Indonesian rather than in English (Al Hosni, 2014; Gunantar, 2016). Consequently, after graduating from school, most Indonesian students cannot use English appropriately to communicate with others. Due to this case, there are three factors that cause students to be reluctant while speaking English. Those factors are individual, environmental, and educational (Öztürk & Gürbüz, 2014). An individual factor is a factor that is related to students' unfamiliarity with English. Another factor, the environmental factor, is connected to students' interactions among themselves. The last factor, the educational factor, is associated with the educational background of students learning English. In this present study, the individual factor will be explored as students face anxiety when using English.

Numerous studies have mentioned the effect of video-recorded speaking tasks on students' speaking anxiety (Azkiya & Rahayu, 2019; Göktürk, 2016; Indriani, 2020; Karasic & Vedantham, 2015; Phi Ho & Thanh Hong, 2019; Pratiwi & Triprihatmini, 2018). Nevertheless, studies about students' perception of peer-video speaking tasks to reduce speaking anxiety in vocational high school are still limited, especially in Indonesia. Most studies about students' perception of video recording tasks were conducted at the university level. Moreover, only a limited number of studies discussed video-making in pairs since the video tasks were predominantly created in small groups consisting of more than two members per group. Due to this critical issue, this empirical study aims to investigate students' perception of peer-video speaking tasks to reduce speaking anxiety in EFL classrooms

## **LITERATURE REVIEW**

Speaking is a productive skill; thus, fear of criticism and low self-esteem are the main causes of anxiety among learners (Abdurahman & Rizqi, 2020; Sayuri, 2016). This might happen because English is neither their first nor second language. In the Indonesian context, another barrier to learning English despite grammar, vocabulary, and

pronunciation aspects is language anxiety (Eddraoui & Wirza, 2020). Furthermore, Eddraoui and Wirza's study found that pronunciation, fear of making mistakes, and fear of negative judgment are the factors that can cause speaking anxiety. This phenomenon has been known as foreign language anxiety (FLA). To deal with it, several studies have discussed coping strategies (Abdurahman & Rizqi, 2020; Yasuda & Nabei, 2018). The coping mechanisms are categorized into five distinct classifications: preparatory measures, relaxation techniques, optimistic cognitive processes, seeking support from peers, and acceptance of circumstances.

Due to the fact that English is widely used to improve the quality of education, English teachers should find ways to assist their students in communicating using English not only in English class but also outside the class to reduce students' anxiety while using English. Thus, to make students overcome their speaking anxiety and take part in speaking activities, teachers play a crucial role in designing a good learning atmosphere for speaking. One of the ways that can be done is by giving them video-based learning to help them speak English.

Video-based learning (VBL) has provided some benefits for the improvement of the teaching and learning process. As proposed by Yousef et al. (2014), the implementation of VBL improved four dimensions: effectiveness, teaching methods, design, and reflection. In the effectiveness part, Yousef et al.'s (2014) study revealed that VBL affected the improvement of students' learning outcomes, interactions, and satisfaction. In teaching methods, VBL could assist students to build collaborative learning and improve student-centered learning (Soto et al., 2017). Several tools provided in VBL, such as annotation tools and authoring tools, improve students' English abilities. In addition, conducting speaking activities with their friends is perceived as more effective as it is considered less stressful for some people (Harmer, 2015). Additionally, it also improves other aspects, such as developing students' rational thought, assisting them to learn independently, evaluating their own performance through self-assessment, and promoting students' digital skills (Fadila et al., 2021).

## **METHOD**

This study employed a descriptive-qualitative framework, considered most suitable for examining students' perceptions of peer-video recording tasks within the context of a vocational high school in Cirebon. This research design allows for a comprehensive investigation, drawing upon various sources to address the behavioral inquiry posed in the research question (Cohen et al., 2007). Carried out at a single public vocational high school in Cirebon, the study involved 10th-grade students learning English, specifically those enrolled in Banking and Micro Finance major (*Perbankan dan Keuangan Mikro*) or PKM. The

selection of participants was deliberate, based on their willingness to take part in the research and to delve deeper into the phenomenon. The research site was purposefully chosen as it served as the location for the researcher's teaching practice.

There were two methods employed for data collection: the first involved questionnaires, while the second consisted of semi-structured interviews. The questionnaires were adapted from Phi Ho and Thanh Hong (2019). To collect data via questionnaires, students were required to fill them out based on their own experiences of making videos with their partners. The questionnaires comprised three sections: (1) Students' perception regarding speaking in English, (2) Students' perception regarding the implementation of peer video recording tasks to reduce speaking anxiety, and (3) Students' perception regarding the efficacy of peer video recording tasks in reducing speaking anxiety. Following completion of the questionnaires, some students were selected for interview sessions to gain a deeper understanding of the current issue.

Regarding the interviews, the questions were adapted from Azkiya and Rahayu (2019). Some sections of the interviews encompassed inquiries about students' experiences in speaking English and their perceptions of video-task-based learning conducted in pairs to alleviate their speaking anxiety. The responses were manually collected and transcribed by the researcher. Subsequently, the interviews were analyzed using Creswell's framework (2015).

## RESULTS AND DISCUSSION

### Results

This research aims to explore how students view peer video speaking tasks as a means to alleviate speaking anxiety in EFL classrooms. Data were collected through a questionnaire and interviews. The questionnaire primarily investigated students' perceptions regarding the effectiveness of peer-video speaking tasks in enhancing their speaking abilities, while interviews served as a supplementary tool to validate responses obtained from the questionnaire. Both sets of data were analyzed to address the research inquiry at hand. The data was coded into Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). To see the results from the questionnaire, see Table 1, as presented to the next page.

**Table 1.** *The Implementation of Peer-Video Recording Task in the Vocational High School*

No.	Statements	SA	A	N	D	SD
1	I like creating video recording tasks with my partner.	(6) 16.7%	(17) 47.2%	(11) 30.6%	(2) 5.6%	-
2	I can easily choose my partner to work on the video recording and speaking task.	(12) 33.3%	(13) 36.1%	(8) 22.2%	(3) 8.3%	-

3	I can send video recordings of speaking tasks to my teacher easily.	(10) 27.8%	(17) 47.2%	(8) 22.2%	(1) 2.8%	-
4	I feel speaking English in the video easy.	(3) 8.3%	(9) 25%	(19) 52.8%	(5) 13.9%	-
5	I find the teacher's feedback in the video recording of the speaking task useful to improve my speaking skills.	(4) 11.1%	(17) 47.2%	(14) 38.9%	(1) 2.8%	-
6	I watch the video repeatedly to evaluate my strengths and weaknesses in speaking.	(10) 27.8%	(14) 38.9%	(10) 27.8%	(2) 5.6%	-
7	I prepare myself by practicing speaking before creating the video with my partner.	(13) 36.1%	(15) 41.7%	(6) 16.7%	(2) 5.6%	-
8	I am more confident speaking English in the video recording task with my partner.	(5) 13.9%	(8) 22.2%	(16) 44.4%	(7) 19.4%	-
9	I feel comfortable creating video recordings of speaking tasks to practice speaking with my partner.	(3) 8.3%	(12) 33.3%	(17) 47.2%	(4) 11.1%	-
10	I feel video recording speaking tasks has helped me develop collaboration skills.	(12) 33.3%	(15) 41.7%	(9) 25%	-	-
11	I find video-recording speaking tasks with my partner fun.	(8) 22.2%	(16) 44.4%	(9) 25%	(3) 8.3%	-
12	I feel video recording speaking tasks has increased my productivity in English.	(8) 22.2%	(16) 44.4%	(11) 30.6%	(1) 2.8%	-
13	I feel that creating video recordings of speaking tasks has made me a more independent learner.	(4) 11.1%	(12) 33.3%	(16) 44.4%	(4) 11.1%	-
14	I feel video recording speaking tasks improves my fluency in English.	(5) 13.9%	(17) 47.2%	(11) 30.6%	(2) 5.6%	(1) 2.8%
15	I feel video recording speaking tasks improves my English vocabulary.	(4) 11.1%	(18) 50%	(12) 33.3%	(2) 5.6%	-
16	I feel video recording speaking tasks improves my English grammar.	(2) 5.6%	(18) 50%	(15) 41.7%	(1) 2.8%	-
17	I feel video recording speaking tasks improves my English pronunciation.	(6) 16.7%	(19) 52.8%	(10) 27.8%	(1) 2.8%	-

Based on the data obtained above, the students responded well to the peer-video speaking task with fairly high responses (see items 1, 2, 3, 5, 6, 7, 10, 11, 12, 14, 15, 16, 17). 47.2% of students said they liked creating the video recording task with their partners. 36.1% of students stated it was easy for them to choose speaking partners, and 47.2% felt it was easy for them to send the task to their teacher. In addition, 44.4% of students agreed that the implementation of peer-video speaking tasks could improve their speaking productivity. This may have occurred because 41.7% of students collaborated with their partners in recording the video, which resulted in an improvement in their speaking productivity. This led to 44.4% (16 students) agreeing that it was fun to make video assignments with peers because they could discuss the process of video-making with their partner. Apart from collaborating with their partners, 41.7% of students also agreed that

they prepared themselves before recording the video by practicing speaking several times. As a result, this could positively contribute to enhancing certain aspects of speaking skills.

In this study, improvement in speaking occurred in some aspects, namely fluency, vocabulary, grammar, and pronunciation. 47.2% (17 students) agreed their speaking fluency had improved, 50% (18 students) confirmed their vocabulary and grammar knowledge had increased, and 52.8% (19 students) claimed their pronunciation skills had developed. This can happen because students practice speaking several times before recording videos. In addition, they also do not hesitate to re-record the video several times to get the maximum video results and the expected video results. To improve their speaking skills, 38.9% of students watched their videos repeatedly to evaluate their skills. Besides watching their videos repeatedly, they also remember their teacher's feedback on the videos, which helps them recognize the strengths and weaknesses in their speaking videos. By getting feedback from the teacher, students can be more aware of the mistakes they make and correct them when making subsequent videos so that they can enhance their speaking abilities. Consequently, this research proposes that integrating peer-video recording tasks is an effective method for aiding students in enhancing their speaking proficiency.

Although the use of video can improve students' speaking ability in some aspects of speaking, there are some statements that got neutral responses from students, specifically items 4, 8, 9, and 13. Surprisingly, 52.8% of students responded neutrally to the statement "*I find speaking English in the video easy*". This means that relying solely on peer-video recording doesn't necessarily simplify the process of speaking English. Furthermore, 44.4% of students stated that engaging in peer-video speaking tasks did not boost their confidence in speaking ability as much as self-video recording did. This is comprehensible, given the challenges EFL students encounter when speaking English, such as limited vocabulary and grammar knowledge, which contribute to their discomfort with speaking English. (Öztürk & Gürbüz, 2014). In item 9, 47.2% of them also claimed to be neutral towards the statement "*I feel comfortable creating video recording speaking tasks to practice speaking with my partner*". This might happen because students still feel less comfortable speaking English with their partners. It can also be caused by other speaking inhibitors, such as speaking anxiety, as mentioned in Abdurahman and Rizqi (2020) and Al-Eiadeh et al. (2016). Another interesting finding is that 44.4% of students are also neutral towards peer-video speaking tasks that can help them become more independent learners. Thus, the aforementioned results show that although the use of peer-video speaking tasks can help students improve their English speaking skills, it cannot be denied that students still find difficulties in their implementation.

To learn more about the effectiveness of peer-video speaking assignments in enhancing English-speaking abilities, interviews were also conducted as well as questionnaires. From the interviews that have been conducted, the participants were coded into Student 3 (S3), Student 6 (S6), and Student 21 (S21), Student 28 (S28). This coding was done to make it easier for the researcher to analyze the data. According to the interview's results, students like the peer-video recording speaking task since it allows them to work with their speaking partners. In order to help one another improve their speaking skills, students can also correct each other's mistakes so that they can speak English more fluently.

**Excerpt 1**

*I enjoy the peer-video recording activity because it allows me to collaborate with others to create the video. Along with being able to collaborate, we can also correct each other's mistakes in order to strengthen our English. As a result, learning to speak with friends enhances my English speaking skills (S3, Interview)*

The ability to choose an easy-to-work-with partner is another aspect of the peer-video recording activity that students like. This is due to the fact that students usually sit in pairs. In addition, as S21 mentions below, he can send the video assignment to the teacher easily.

**Excerpt 2**

*What I like about the peer-video speaking task is that I can easily choose a partner because we usually sit in pairs. Then, sending the video to the teacher is also easy because you can just send it to the teacher via WhatsApp. (S21, Interview)*

Talking about the advantages of peer-video recording speaking tasks, students said that they like English speaking activities using video with their friends because it helps them practice their English speaking skills. One of the aspects of speaking that improves is their pronunciation skill. This is because students try to make their ideas understood by their friends.

**Excerpt 3**

*One of the benefits of the peer video speaking task is that I felt it helped me improve my pronunciation in English because I learned how to make my English understood by the person I was speaking to. (S21, interview)*

Despite helping students improve their English pronunciation, another benefit of the peer video speaking task is that students can improve other aspects of speaking, namely vocabulary, grammar, and fluency in English. Thus, peer-video recording tasks can help students foster their speaking productivity as a result of their speaking rehearsal before recording the video.

**Excerpt 4**

*My English speaking skills tend to improve because I first prepare the text with my partner before recording the video. Additionally, my English grammar skill has improved, albeit slightly,*

*because by creating the text, I can better understand what kind of grammar is commonly used in conversation. (S21, Interview)*

**Excerpt 5**

*My English speaking fluency has improved because I practiced several times before recording the video with my speaking partner. (S28, Interview)*

In addition to increasing their speaking productivity, students also felt that the peer-video recording task was effective in helping them improve their speaking skills because of the teacher's feedback, which was useful to evaluate their speaking performance. With the feedback, students can self-reflect independently based on the teacher's comments. This can help them become more independent learners.

**Excerpt 6**

*I remember the teacher's feedback in the video recording speaking task helping me evaluate my strengths and weaknesses in speaking. That's why I rewatch the videos several times to see how far I have come in speaking English based on the teacher's feedback. (S3, Interview)*

Apart from students who liked peer-video recording because of the factors mentioned earlier, students also found things they did not like about peer-video recording. One of the things that students dislike about peer-video recording tasks is working with partners who are difficult to work with.

**Excerpt 7**

*It's frustrating when you get a partner who is difficult to work with because we have to make the video together. In fact, there are still some tasks to be done, and time is also tight (S28, Interview)*

Another thing that students dislike about peer-video recording tasks is the appearance of noise coming from outside the video. This made students retake the videos several times to get the best results. Likewise, students also needed time to memorize the text so that they would not forget their lines. However, it cannot be denied that students need to re-record the videos several times. This proves that speaking using video is not an easy task for students.

**Excerpt 8**

*I found technical obstacles such as sound from the outside when I took a video, or if I had memorized my part, when recording the video, my partner forgot the text, so we just had to take the video again. (S3, Interview)*

Regarding students' self-confidence when creating peer-recording speaking tasks, most students stated that peer-video recording did not have much impact on their confidence in speaking English. The underlying reason for this is that the student feels that sometimes he feels embarrassed if his speaking partner has better English skills than him, like in the following opinion of S28.



**Excerpt 9**

*Personally, I felt less confident when I spoke in the video because I had a partner whose English skills were much better than mine. So, I felt that I couldn't balance his English skills. (S28, Interview)*

Although most students stated that peer-video recording did not have much impact on their English speaking confidence, there were some students who thought that peer-video speaking tasks were helpful in reducing their English speaking anxiety. This is in line with the opinion expressed by S6 below. He felt more confident if he recorded a video with her partner because it made her feel accompanied.

**Excerpt 10**

*Yes, it's effective because it makes me more confident in speaking because it feels like I have a friend who accompanies me in learning to speak. So, I think we are both learning. (S6, Interview)*

In the interview with S6, the peer-video speaking task helped her become more comfortable communicating in English with her partner. This is because she feels that she has a friend with whom she can improve her speaking skills. However, this does not apply to S3. Based on his opinion, he is more comfortable if he records a video by himself because he does not need to compare his ability with others. Based on the student's opinion, S3 argued that the peer-video recording task did not help her improve her ability to be an independent learner. She felt that she could be more independent if she learned to speak independently.

**Excerpt 11**

*For me, I feel more comfortable doing speaking assignments by myself because I can express myself more freely and I do not have to compare my speaking skills with those of my friends, so I can focus more on my own abilities. In my opinion, I can be a more independent learner if I make the video alone (S3, Interview)*

Based on the data from the interview, students had a favorable opinion of the application of video recording in speaking activities. They experience a number of advantages from utilizing the video in their speaking lesson, including improvement in some aspects of their speaking and the ability to identify and correct their mistakes in speaking. However, there are also some considerations that should be noted by the teacher in order to make the peer-video task more effective for the students to enhance their speaking skills.

**Discussion**

This research investigates how peer-video recording tasks contribute to the enhancement of students' speaking abilities through the utilization of questionnaires and interviews. From the questionnaire's results, it was found that 47.2% of students like

creating video recording tasks with their partner. The questionnaire is in line with the result from the interview that students like creating videos due to the benefits that will be beneficial for them, one of which is being able to collaborate with their friends. It is also mentioned in Thang et al. (2014) that digital-based tasks allow students to collaborate and discuss their speaking skills with their friends. On the other hand, students also argued in the interview that they liked creating the video because they could improve their speaking skills. This finding is also supported by Chen (2021) that the use of digital media encouraged the students to promote their speaking skills since the task itself is more student-centered. In addition, Suadi (2020) stated that video-based tasks are effective in enhancing students speaking productivity.

Regarding the ease of sending the video to the teacher, this study reveals that 47.2% of students said they could easily send the video recording to the teacher. This is also mentioned in the results of the interview. This finding supports previous studies conducted by Lubis (2018) showing that students can send the task to the teacher via handphone.

Talking about the speaking task from the students' perspectives, approximately 52.8% of the students indicated that speaking English on camera was somewhat challenging. It is also stated in the interview that students faced some difficulties while making the video with their partner. One of the difficulties found in this study is the students' inability to speak English fluently due to their limited knowledge of English basic skills. It is in line with Çelik et al. (2018) and Sholeh (2021) that students who are beginners in speaking will find speaking activities a demanding task for them.

In the teacher's feedback part, 47.2% of students agreed that the teacher's feedback helped them improve their speaking task. The same thing also occurred in the interview session, where students got to know the areas for improvement because the teacher gave feedback based on the video. However, this finding is contrary to Soraya et al. (2022) who found that students did not receive any feedback for their speaking performances. To increase students' motivation to speak, the teacher should provide students with motivational feedback (Songbatumis, 2017).

To know which areas students should improve in, 38.9% of students agreed that they watched the video repeatedly to evaluate their speaking performance. Students also said the same thing based on the interview: they saw the video more than once to ensure that it was well-created before sending it to the teacher. It is also in line with Chandren and Yaacob (2016) that students watch their performance from the video to help them improve their speaking abilities.

Before recording the video, 41.7% of students prepared themselves by practicing the video with their partner. The findings from the interview align with the fact that

students rehearsed the script to optimize their performance in the video. This corresponds with the conclusions drawn by Sari and Margana (2019) that incorporating technology in speaking classrooms aids students in maximizing their performance; in this study, students endeavored to practice speaking with their peers.

Regarding students self-confidence in speaking, 44.4% stated that they tended to be neutral about this statement. It is slightly in contrast with Santoso and Taufiq (2018) who found that students improved their self-confidence because of creating video recordings with their partners. Other studies conducted by Atmazaki et al. (2021) and Kurniawan (2018) also resulted in the fact that students improved their self-confidence when the video-task-based approach was implemented in the speaking class.

In regards to students' convenience in creating peer-video recording tasks, it was found from the questionnaire that 47.2% of students felt neutral about it. Although the results from the questionnaire stated this, students have pros and cons about this statement. The example of the pro's statement was given by S6. He stated that he felt accompanied when creating the task with his partner. However, S6's statement differs from S3's because she stated that she felt more comfortable when she recorded the task by herself. This finding is also in line with Wicaksono (2018) that students feel more comfortable while creating self-recording video tasks because they do not need to be afraid if their speaking ability is judged by others. In addition, Bajrami and Ismaili (2016) argued that Self-recorded videos prove to be more efficient in enhancing students' speaking abilities. Nevertheless, 44.4% of students agreed that recording video with their partner is fun.

Related to the productivity of peer video-based tasks in developing students' speaking skills, it was indicated that 44.4% of students agreed that this task helped them increase their speaking productivity. It was shown from the results of the questionnaire that creating peer video recording tasks with their partner promoted them to improve some speaking aspects, namely fluency, vocabulary, grammar, and pronunciation. This finding corroborates the finding from the interview that students feel those four aspects have improved since they recorded the video with their partner. It is also in line with Menggo et al. (2022) that students' speaking productivity improves when the video-task-based approach is applied.

Based on the questionnaire result, it was indicated that 44.4% of students felt neutral regarding peer video recording tasks that help them be independent learners. However, this finding is contrary to some of the students' statements from the interview that they could practice speaking with their partner, evaluate their speaking by watching their performance on the video, and collaborate with their friends. This is also supported by

Fadila et al. (2021) who found that students' autonomous learning improved after the teacher implemented video-task-based teaching.

This current study demonstrates that video recording can aid in enhancing students' speaking proficiency. This research echoes prior studies indicating that students hold a favorable view of peer-video recording tasks as beneficial for improving their speaking abilities (Göktürk, 2016; Kim, 2014; Putri & Rahmani, 2019). This finding also suggests that the improvement in speaking occurred in some aspects, such as pronunciation, fluency, vocabulary, and grammar. In addition, Menggo et al. (2022) stated that the utilization of video-based tasks resulted in a notable enhancement in students' speaking proficiency. The finding is in line with Putri and Rahmani (2019) that video recording helps students improve their speaking accuracy (pronunciation and grammar aspects) and fluency. This study also reveals that students also practice speaking before videotaping their performance. It also supports Göktürk (2016), Pratiwi and Triprihatmini (2018), and Phi Ho and Thanh Hong (2019) that the video recording task allows students to rehearse speaking from the script that has been written as many times as they want to create a good video result.

Apart from the advantages highlighted earlier, this study unveiled that students can enhance their collaborative skills with their peers. These findings are further corroborated by Soto et al. (2017) and Phi Ho and Thanh Hong (2019) who found that students' cooperation skills tend to improve with the video-making task in pairs. Moreover, in this study, students argued that they watched the video more than once to evaluate their speaking performance. This supports Putri and Rahmani (2019) that students can retain their strengths and weaknesses in speaking, which will be useful to improve their speaking performance in the next video. However, this finding agrees with Phi Ho and Thanh Hong (2019) that viewing videos poses a challenging task for students.

Although students felt the peer-video recording task was useful, many were neutral about using it to boost their self-confidence in speaking English. This finding contradicts Encalada and Sarmiento (2019), Phi Ho and Thanh Hong (2019) and Putri and Rahmani (2019) that students felt peer video recording helped them to be more confident and less afraid of speaking English. Furthermore, this present study indicates that students also felt neutral regarding the convenience of implementing peer-video recording to improve their speaking skills.

## **CONCLUSION**

This study indicates that students have a favorable perception of peer-video speaking tasks, which have positively influenced their speaking proficiency. Through data

analysis, it is evident that the integration of peer-video enhances students' speaking abilities in various aspects, including fluency, grammar, vocabulary, and pronunciation. In addition, this task is helpful to reduce speaking anxiety, so it can be used as a task to be given to students in speaking class. Another benefit is that this assignment helps students work in pairs, which promotes their collaboration skills.

Although the use of videos is effective in supporting English-speaking teaching and learning, the benefits of implementing video task-based is not very significant if it is only applied once without subsequent video assignments as a comparison between one video and another. Therefore, future research is expected to be carried out over a longer time span so that the results of the research itself can be more varied and explore more deeply the effectiveness of using video as a tool that supports speaking activities conducted in pairs.

Considering the findings of this study, it is anticipated that this research will positively influence English teachers, serving as inspiration for the implementation of more impactful speaking activities. It is certainly beneficial to build a comfortable and meaningful speaking class atmosphere for students. Thus, peer-video speaking tasks are effective to be applied in speaking class considering the benefits felt by the students in enhancing their speaking skills.

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