

**STUDENTS' PERCEPTION ON USING SELF-RECORDING
VIDEOS IN SPEAKING**

THESIS

Submitted as a Partial Requirement for
Degree of Education (S.Pd) in Teaching English



By :
NUR INDAH DEWI
NIM 1826036

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
MANADO
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THESIS RATIFICATION

The thesis entitled “*Students’ Perception on Using Self-recording Videos in Speaking*” compiled by Nur Indah Dewi with student registration number 1826036, a student of English Education Study Program. Has been examined and defended in the Munaqasah session held on February 3rd 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

BOARD OF EXAMINERS

The chairperson : Dr. Srifani Simbuka, S.S., M.Educ., Stud, M.Hum

The secretary : Lies Kryati, M.Ed

Munaqisy I : Dr. Andi Mukarramah Nagauleng, M.Pd

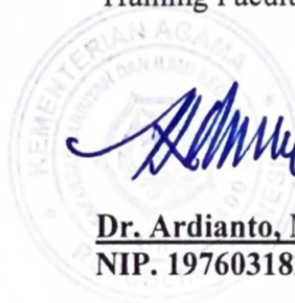
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Advisor I : Dr. Srifani Simbuka, S.S., M.Educ., Stud, M. Hum.....

Advisor II : Lies Kryati, M.Ed

Approved by:

The Dean of Tarbiyah and Teacher
Training Faculty IAIN Manado



Dr. Ardianto, M.Pd

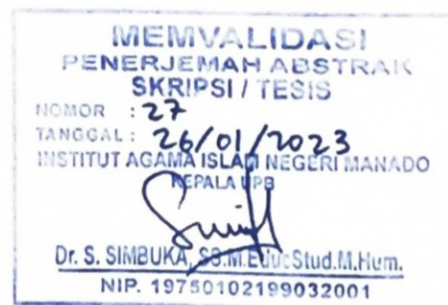
Dr. Ardianto, M.Pd
NIP. 197603182006041003

ABSTRACT

Nur Indah Dewi, (2023), *Students' Perception on Using Self-recording Videos in Speaking*, A thesis of English Education Study Program, Faculty of Tarbiyah and Teacher Training, The Manado State Institute of Islamic Studies.

This study observed students' perception of using self-recording videos in their previous Speaking class. The research focused on students' perception of using self-recording videos on their Speaking sub-skill, especially on their pronunciation, vocabulary, and comprehension. This study applied a qualitative research method to analyze the data. The participants of this study were the Students of Batch 2019 of the English Education Study Program at IAIN Manado. In order to collect the data, the researcher used an interview. The data was analyzed through three main components of qualitative research by Miles and Huberman, namely data reduction, data display, and conclusion drawing and verification. The data from the extract of interviews were selected, categorized, and presented in form of the tables and used to draw the conclusion. This study discovered that the students have a good perception of the use of Self-recording videos in their previous speaking class. Self-recording Videos increased students' pronunciation, vocabulary, and comprehension can be mediums to practice students' speaking skills and can build students' self-confidence as well as motivate students to learn more about their mistakes or errors in speaking.

Keywords: Perception, Self-recording Videos, Speaking



ABSTRAK

Nur Indah Dewi, (2022), *Students' Perception on Using Self-recording Videos in Speaking*, Skripsi dari Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan Self-recording Videos pada kelas Speaking mereka sebelumnya. Peneliti fokus pada persepsi siswa dalam menggunakan Self-recording Videos pada Speaking sub-skill mereka, lebih utamanya pada pelafalan, kosa kata dan pemahaman mereka. Penelitian ini menggunakan metode penelitian kualitatif untuk menganalisis data. Partisipan penelitian ini yaitu mahasiswa angkatan 2019 pada jurusan Tadris Bahasa Inggris di IAIN Manado. Untuk mengumpulkan data, peneliti menggunakan wawancara. Data dianalisis dengan tiga komponen utama penelitian kualitatif dari Miles dan Huberman, yaitu reduksi data, penyajian data dan penarikan kesimpulan/verifikasi. Data dari hasil wawancara yang diperoleh, diseleksi dan dikategorisasikan oleh peneliti dan menampilkan data dalam bentuk tabel dan terakhir adalah menarik kesimpulan. Penemuan penelitian ini menunjukkan bahwa mahasiswa memiliki persepsi yang baik dalam menggunakan Self-recording Videos pada kelas speaking mereka sebelumnya. Self-recording Videos meningkatkan pada pelafalan, kosa kata dan pemahaman mereka, itu bisa menjadi medium untuk melatih keahlian speaking mereka dan bisa meningkatkan kepercayaan diri mahasiswa and mahasiswa juga mendapatkan motivasi untuk lebih belajar mengenai kesalahan atau kekurangan mereka dalam Speaking.

Keywords : Persepsi, Self-recording Videos, Speaking

PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini :

Nama : Nur Indah Dewi
NIM : 1826036
Tempat / Tanggal Lahir : Pangkajene, 6 Mei 2000
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Girian Bawah, Kota Bitung
Judul : Students' Perception on Using Self-recording
Videos in Speaking.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya saya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 3 Februari 2023
Researcher



Nur Indah Dewi
1826036

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NIM : 1826036

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CHAPTER I INTRODUCTION

A. Background of Study

Speaking is one of the most important skills to be developed and enhanced as means of effective communication.¹ Students must be able to master speaking so that they can communicate well with other people. Especially as a student majoring in English Education Study Program, speaking is one aspect that must be mastered. However, speaking is also one of the things that is difficult to master for some students. Many students are not fluent in speaking, and some have difficulty in practicing their speaking.

There are many ways to improve speaking, we can use or take advantage of the existing technology. Language teaching technology has had a foremost influence in the education field, especially in the teaching and learning process. Technological developments make it easier for students to study English easily. Since the use of technology can create interesting learning activities for students, also increase the students' interest in learning.² Students are familiar with technology, the most used of them are smartphones and notebooks.

In the Qur'an, Allah SWT. has said in Surah Ar-Rahman verse 3 and 4, as follow:

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

Translation: "He it is Who created man (3) taught him speech (4)"³

¹ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill*, International Journal of research in English education, Vol. 2, no. 1, 2017, p. 34.

² Rosevinda Nabila Putri and Bitu Dwi Rahmani, *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*, UHAMKA International Conference on ELT and CALL (UICELL), p.114.

³ Kementerian Agama RI, *Al-Qur'an dan Tafsirnya*, (Jakarta: Widya Cahaya, 2011) p.590.

The interpretation of the third verse of Surah Ar-Rahman tells that Allah has created humans perfectly and different from other creatures of Allah. Humans are the best form and the best creation of Allah SWT. Allah SWT created human and taught it to express what comes to the human's heart. The interpretation of the fourth verse of Surah Ar-Rahman tells that Allah SWT teaches humans to be good at speaking which makes humans more special than other creatures. Humans are social creatures according to their nature, who cannot live except in society with each other. Therefore, there must be a language that is used to understand each other and to write to each others who are in far places and foreign countries.⁴

From the verse and also its inpretation can be concluded that humans are the most perfect creation of Allah SWT, who are taught by Allah SWT that it is good at speaking to communicate with others. In communicating we need language to understand each other, as an example English language. We have to master Speaking skills in English language, and one way to improve speaking skills is used smartphone. Smartphones are used as a medium that can be used to increase our abilities, with smartphones we can do self-recording to increase our abilities especially in Speaking.

Video recording as one of the technologies is an appropriate media that can be used to develop the students' speaking skills, since students can see their own reflection by recording themselves speaking in English.⁵ Video recording can also be used if students do not have an interlocutor and want to develop their Speaking.

The Students of Bacth 2019 in English education study program at IAIN Manado have used this technique during the online learning process as a speaking assignment from the lecturer. Therefore, the researcher wanted to examine what their perception are, after using the technique. Therefore, the

⁴ Ahmad Mushthafa Al-Maraghi, *Terjemah Tafsir Al-Maraghi*, (Semarang: CV. Toha Putra Semarang, 1993) p.188

⁵ Nicolas A. Gromik, *The Effect of Smartphone Video Camera as a Tool to Create Gigital Stories for English Learning Purposes*, Journal of Education and Learning , Vol. 4, no. 4, 2015, p. 65.

researcher is interested in knowing about the students' perception after using self-recording videos on their Speaking sub-skills especially on their pronunciation, vocabulary and comprehension.

B. Research Problem

Based on the elaboration in the section background above, a research problem is formulated as follows: "What are Students' perception on using Self-recording Videos in their Speaking sub-skills?"

C. Limitation of the Study

This study focuses on students' perception on using self-recording videos on their Speaking sub-skills especially pronunciation, vocabulary and comprehension in students' assignment in Speaking class. This study only focuses on perception of students of Batch 2019 in English Education Study Program at IAIN Manado.

D. Objectives of the Study

This study aims to determine students' perceptions of using self-recording videos on students of Batch 2019 in English Education Study Program at Institut Agama Islam Negeri (IAIN) Manado.

E. Significance of the Study

This study is important to answer what students perception on using self-recording videos on their Speaking sub-skills at IAIN Manado especially by the students of Batch 2019 in English Education Study Program.

The result of this study can give a positive theoretical and practical contribution.

1. Theoretical Contribution

The research can provide information that can be used as a reference to other researcher who will be doing research about students' perception on using self-recording videos in Speaking.

2. Practical Contribution

a. Students

This study is crucial for the students to improve their abilities using this self-recording videos method, especially in their speaking.

b. Teacher

This study can be used as a reference for English teacher to improve their method in teaching speaking.

F. Definition of Key Terms

1. Perception

Alvarado stated that “Perception is the interpretation of information from the environment so that we can identify its meaning.”⁶

2. Self-recording Videos

Self-recording is video recording performed by users regarding their own practice.⁷

3. Speaking

Speaking is a productive skill which can be observed directly and empirically, these observations are invariably coloured by the accuracy and efficiency of the listening skill of a test-taker.⁸

⁶ Sandra Alvarado, Bonnie Kanter-Braem, Kathleen Manz, Peter Masciopinto, Eileen McKenna, Dana Nelson, Christopher William and Kent Korek, *Sensation and Perception*, (Kearney: University of Nebraska, 2007), p. 6

⁷ Salu Pekka Ylirisku and Jacob Buur, *Designing with Video: Focusing the Usercentred Design Process*, (London: Springer Science & Business Media, 2007), p. 76.

⁸ H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (America: Pearson Education, 2004), p. 140.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Perception

1. Definition of the Perception

Perception is the interpretation of information from the environment so that we can identify its meaning.⁹ In Rohmaul Journal, Sarlito w. Sarwono states that, “perception in general is a process of obtaining, interpreting, selecting and arranging sensory information”.¹⁰

According to Alizamar and Nasbahry Couto, “perception is a process that is preceded by sensing, which is a process of receiving a stimulus by an individual through a receptor device. The stimulus is forwarded to the brain and a psychological process occurs. Therefore, the individual is aware of what they sees, what they hears and so on, the individual experiences perception. The sensing process is a precursor to perception. The sensing process will always occur when the individual receives a stimulus through his senses”.¹¹

According to Brewer, “Perception is fundamentally the presentation to a subject of the actual constituents of the physical world themselves”.¹²

Perception is the proses by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, the relativity unprocessed result of stimulation of sensory reseptors, in the eyes, ears, nose, tongue and skin. On the other hand, perception is the sorting out, interpretation, analysis,

⁹ Sandra Alvarado, Bonnie Kanter-Braem, Kathleen Manz, Peter Masciopinto, Eileen McKenna, Dana Nelson, Christopher William and Kent Korek, *Sensation and Perception*, (Kearney: University of Nebraska, 2007), p. 6

¹⁰ Rohmanul Listyana and Yudi Hartono, *Persepsi dan Sikap Masyarakat Terhadap Penanganan Jawa dalam Penentuan waktu Pernikahan*, Jurnal Agastya Vol. 5, no. 1, 2013, p. 121

¹¹ Alizamar and Nabahry Couto, *Psikologi Persepsi & Desain Informasi*, (Yogyakarta: Media akademi, 2016), p. 34

¹² Bill Brewer, *Perception and Content*, European Journal of Philosophy, Vol. 14, no. 2, 2006, p. 16.

and integration of stimuli carried out by the sense organs and brain. Everyone has his or her own view of the same thing. It is because of the factors that people know about the world and what they think about that.¹³

Perception is the process of interpreting and organizing the incoming information so that we can understand it and react accordingly.¹⁴ Perception involves both the physical senses (sight, smell, hearing, taste, touch and proprioception) as well as the cognitive processes involved in selecting and interpreting those senses. It is how people come to understand the world around them through interpretation of stimuli.¹⁵

From the explanation above, the researcher concludes that perception is a process of interpreting the information that we perceive through physical senses and we come to understand the world around through interpretation of stimuli.

2. Process of Perception

The perception process consists of three stages: selection, organization and interpretation. Below is the summary of the process of perception quoted from Qu Qiong's article:

a. Selection

Selection is the first stage in process of perception, where we transform environmental stimuli into meaningful experiences.

b. Organization

The second stage is organization. After obtaining the information from the outside world, we can organize by finding meaningful patterns. Organization is done by categorizing people or objects. The stage of perception of social and physical that we classify will take shape, color, texture, size, etc.

¹³ Denni Rahmadani, *Students' Perception of English as a Medium of Instruction (EMI) in English Classroom*, Journal on English as a Foreign Language, Vol. 6, no. 2, 2016, p.134.

¹⁴ Jordan A. Cummings and Lee Sanders, *Introduction to Psychology*, (SK: University of Saskatchewan Open Press, 2019), p. 270

¹⁵ Jordan A. Cummings and Lee Sanders, *Introduction to Psychology*, (SK: University of Saskatchewan Open Press, 2019), p. 74-75

c. Interpretation

The last stage is interpretation, which is directing the process of giving meaning to stimuli. Then, the stimuli will be categorized into structured and stable patterns, and the patterns give meaning.¹⁶

3. Factor of Perception

According to Sabur in Landere's Thesis, there are factors that influence in perception. These factors are external factors and internal factors.

a. Internal Factors

- Needs and Desires

The needs and desires of individuals play a significant role in perception. People have differing needs and desires. Power seekers focus more on the power of stimuli while social-oriented individuals pay more attention to interpersonal stimuli. This means that expectations, needs and interests are also impacted by people's perceptions.

- Personality

Personality is one of the factors that influence a person's perception. Just as optimistic beings see things in terms of benefits while pessimists view things in terms of negatively.

- Experience

Experience and knowledge consistently impact perception. Successful experiences improve and build capacity for perception and lead to accuracy in perception of a person.

b. External Factors

- Size

The larger the size of the perceived stimulus, the higher is the probability that it will be noticed. Dominance is determined

¹⁶ Qu Qiong, A Brief Introduction to Perception, Studies Literature and Language, Vol. 15, no. 4, 2017, p. 18-19.

through size and overrides other things and thus improves perceptive selection.

- Intensity

May explain that the higher the stimulus of external intensity, a significant increase may be felt is not always valid. If intensity is important, why a whisper by a student in the classroom is effective in capturing the teachers' attention. Here resides in the fact that whisper often contrast with other environmental sounds and get attention. Therefore, the intensity factors should be considered in a clear situation i.e. a frame of reference.

- Frequency

Repeated external stimulus is more attentive win than a single, thus declares the principle of frequency. Repetition is one of the most commonly used techniques in advertising and is the most common way of getting people's attention. The frequency is such that people know about the stimulus.

- Status

The status of the perceived person has also had an influence on the perception. Individuals with higher status may have impact on an employee's perception than individuals with lower status. When two people of different rank are presented, there is a tendency to remember the person with the highest rank.

- Contrast

Stimuli that contrast with the surrounding environment are more likely to be selected to get attention. An effect of contrast may be caused by color, or any unusual factor.¹⁷

Based on the explanation above, the researcher can concluded that the factors that influence perception come from within and outside the

¹⁷ Risnawati Landere, *Thesis: Students' Perception Towards Teachers' Use of Bahasa Indonesia with Local Dialect in EFL Classroom at the Eighth Grade of MTs Negeri 1 Bitung*, State Institute of Islamic Studies (IAIN Manado), 2022

individual. Different perception are caused by cognitive processes that make individuals interpret the stimuli they get.

B. Self-recording Video

1. The definition of Self-recording

Self-recording is video recording performed by users regarding their own practice. It is a method that allows the users themselves to decide what to capture, when, where and how. It enables them to construct stories and materials for further explorations.

Self-recording may focus on documenting interactions with existing practices, capturing an individual's thoughts, or propelling the making visual stories about experiences with products both current and potential.¹⁸

According to Klickstein, state that the benefits of self-recording, as follow:

a. Prevents distorted perception

Self-recording prevents distorted perception because it gives you opportunity to evaluate your performance, you would hear the flaw on your recording and be able to make corrections promptly.

b. Heightens practice efficiency

Self-recording heightens efficiency in practice by not only thwarting distorted perception but also boosting accuracy. If you have realized at a lesson or rehearsal that you had practiced a passage wrongly, then you know how wasteful inaccurate practice can be.¹⁹

There are some advantages offered using Self-recording Videos of student speaking in language learning. The students can watch themselves doing Speaking and so can their friends. They will learn their mistakes about the video and the comments people make. In the process, they will evaluate each other. The teacher can use the

¹⁸ Salu Pekka Ylirisku and Jacob Buur, *Designing with Video: Focusing the Usercentred Design Process*, (London: Springer Science & Business Media, 2007), p. 76.

¹⁹ Gerald Klickstein, *The Musician's Way: a Guide to Practice, Performance and Wellness*, (New York: Oxford University Press, 2009), p.17.

video to help the students develop into better speakers of English. By Self-recording Videos, they will have opportunities to view to play and replay the recording many times so that they could learn from their mistakes. It is better to make mistakes than to never try because they will learn from their Self-evaluation and also from the comments of their friends and the teacher. As a result, they can be self-critical as they can learn mistakes and solve their problem with the help of the teacher.

Another advantage of using Self-recording Video is the students can be involved in communicating activity, problem-solving, telling the experiences, etc. Also can be used for students to express their ideas, opinions and feeling.²⁰

2. Video Recording

Video recording can be used as a media as it can enrich learning practice in the era of technology.²¹ Video recording is the technology of electronically capturing, recording, processing, storing, transmitting and reconstructing a sequence of still images representing scenes in motion. By using video recording, the students can record their performance such as role play or mini drama. When the act of their drama, the students can show their ability in acting and also can increase students creativity when they make script of their drama. In addition, video recording also motivate students to make a good video and support them to the best video in their class.²²

The use of video is intended to improve students' speaking skill and at the same time to eliminate speaking obstacles such as shyness because of less self-confidence, fear of making mistake, strong effect of

²⁰ Febri Fitriyani, *The Effectiveness of Using English Self-video Recording on Students' Speaking Skill of Recount Text*, Syarif Hidayatullah State Islamic University Jakarta, 2018, p. 21-22.

²¹ Nita H. Koesoemah, *Improving English Spoken Skills Through Self Recorded Video for Higher Education Students*, Jurnal Bahasa Inggris Terapan, Vol. 5, No. 1, 2019, p. 53.

²² Nofia Silfia and Don Narius, *Video Recording Based on Self Assesment System for Senior High School Students in Speaking Class*, Journal of English Language Teaching, Vol. 1, No. 1, 2012, P. 158.

genuine accent of mother tongue, poor speaking practice, lack of vocabularies, poor listening practice, and lack of motivation caused by many aspects namely boredom on learning approach, rigid method and old way of teaching.²³

Video can (1) promote students' autonomy and proactivity in the learning process; (2) enrich classroom activities and hold students' attention; and (3) provide comprehensive linguistic resources such as pronunciation, fluency, grammar, vocabulary, idiomatic expressions, intercultural communication, and topical knowledge.

Video recording makes the learning process more interactive and interesting, encourages learner participation, and supports student self-learning. Video recording also assists learners in developing their speaking, listening, reading and writing skills, and provides students with new vocabulary and grammar structures.

Video recording also has numerous impacts on students' English-speaking competence, such as fluency improvement and building up students' new knowledge based on their individual learning needs. The video can be used flexibly over time and location and students are more expressive about the video as it can be recorded without supervision. The technology is also accessible because students are allowed to use their mobile phones, increasing their autonomy and engaging them more in their own learning.²⁴

²³ Suadi, *Improving Students' English Speaking Skill By Using Their Speaking Video Recording*, Journal Study of Applied Linguistics and English Education, Vol. 1, no. 1, 2019, p. 3.

²⁴ Sebastianus Menggo, I Made Suastra and Ni Nyoman Padmadewi, *Self-Recording Videos to Improve Academic English-Speaking Competence*, *The ASIAN EFL Journal*, Vol. 25, no. 5.2, 2019, p.132.

C. Speaking

1. Definition of Speaking

Speaking is one of the most important skills to be developed and enhanced as means of effective communication.²⁵ Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign and second-language learners to produce sentences without learning the grammatical structures and without having an adequate knowledge of the vocabulary.²⁶

According to Brown, Speaking is a productive skill which can be observed directly and empirically, these observations are invariably coloured by the accuracy and efficiency of the listening skill of a test-taker.²⁷

Speaking is the interactive process of making meaning that involves producing, receiving and processing information from one person to another. When people want to speak about something, they first construct meaning of what they want to convey. Then, they present what is on their mind through producing utterances using their speech organs to the other.²⁸

2. Types of Speaking

According to Brown, there are five types of Speaking, as follow:

a. Imitative

Imitative means the ability to simply parrot back (imitate) the words or phrases and also the sentences.

²⁵ Lai-Mei Leong and Seyedeh Masoumeh Ahmadi, *An Analysis of Factors Influencing Learners' English Speaking Skill*, International Journal of research in English education, Vol. 2, no. 1, 2017, p. 34.

²⁶ Parupalli Srinivas Rao, *The Importance of Speaking Skills in English Classrooms*, Alford Council of International English & Literature Journal, Vol. 2, no. 2, 2019, p. 8.

²⁷ H. Douglas Brown, *Language Assesment: Principles and Classroom Practices*, (America: Pearson Education, 2004), p. 140.

²⁸ Siti Mualiyah, *Teaching Speaking*, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University, 2017, p. 6-7

b. Intensive

Intensive is a second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Example of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion, etc.

c. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, the simple request and comments.

d. Interactive

Interactive means that the length and complexity of the interaction which sometimes include multiple exchange or multiple participants.

e. Extensive (monologue)

Extensive oral production task include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from the listeners is either highly limited.²⁹

From 5 types of Speaking above, this study is include on Interactive speaking because in students' assignment of self-recording videos, there are interaction between the students, which is done in group to have conversations with each other.

3. Speaking Sub-skills

According to Haris in J Munawarah's article entitled "Improving Speaking Sub-skills by Using the Attention, Relevance, Confidence and Satisfaction (ARCS) Model", there are five speaking sub-skills that need to be assessed. They are:

²⁹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (America: Pearson Education, 2004), p. 141-142

a. Pronunciation

The process of creating words or sounds is known as pronunciation. When people speak, good pronunciation is essential for producing clear words. Furthermore, clear language is easier to comprehend, allowing listeners to obtain a clear message. Stress, rhythm, and intonation are three components of pronunciation.

b. Grammar

Grammar is the study of rules about the use of words, changes in words, word orders and how to make sentences. A speaker of English needs to learn both grammar and collocation in order to produce sentences that are correct, in order to avoid misunderstandings in delivering a message.

c. Vocabulary

The ability to understand the meaning and functions of words is referred to as vocabulary. Learning vocabulary entails becoming familiar with the definitions, spellings, pronunciations, and applications of words. This indicates that acquiring vocabulary entails not just learning the meanings of words, but also learning how to employ them in conjunction with other words.

d. Fluency

Fluency is defined as the capacity to speak clearly and fluently without a lot of pauses, fillers, or hesitations. In teaching speaking, students must be allowed to speak without any interruptions from others to help them to practice speaking fluently. As a result, it is preferable not to correct students right away in order to allow them to express themselves freely.

e. Comprehension

Comprehension in speaking refers to the understanding by the speaker of the information conveyed in what they say. The

comprehension of a speaker to the subject that they are speaking about is very important to avoid providing misinformation to their listeners.³⁰

In this study, the researcher focus on 3 sub-skills, there are pronunciation, vocabulary and comprehension. The researcher want to know, what changes that students' noticed on those 3 speaking sub-skills.

4. The difficulties in Speaking

There are four factors that make Speaking difficult, they are:

a. Inhibition

Unlike reading, writing and listening, speaking requires a certain degree of real-time exposure to a public. Learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that speech attracts.

b. Nothing to say

Even if the students are not inhibited, we often hear learners complain that they cannot think of anything to say, they have no motivate to express themselves beyond the guilty feeling that they should be speaking.

c. Mother-tongue use

Learners who share the same mother-tongue tend to use it because it is easier and the learners feel less exposed if they are speaking their mother tongue. If they speak in small group, it can be very difficult to get certain classes. In particular the less disciplined or motivared ones, to continue to speak the target language.

d. Low or Uneven participant

Only one participant can talk at a time, if she or he is to be heard and in a large, this means that each one will have only very little talking

³⁰ Junaidah Munawarah, Usman Kasim and Bukhari Daud, *Improving Speaking Sub-skills by Using the Attention, Relevance, Confidance and Satisfaction (ARCS) Model*, English Education Journal (EEJ), Vol. 9, no. 3, 2018, p. 363-364

time. This problem is compounded by the tendency for some learners to dominate, while other talk very little or nothing at all.³¹

D. Previous Study

Some studies are relevant to this study. They are: the first study from Rosevinda Nabila Putri and Bitu Dwi Rahmani on the title “Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency”. The aim of this study is to explore the students’ perceptions of using video recording to improve speaking accuracy and fluency of thirty-five pre-service teacher at University of Muhammadiyah Prof. Dr. Hamka Jakarta. This study employed mixed method to analyze the data. The results revealed a significant increase in students' speaking abilities, particularly in their accuracy and fluency. The students also show a good perception in the use of video recording in speaking classes. They stated that video recording is an interesting thing that can be used to train their speaking skills. Therefore, it is suggested that video recording might be an alternative medium for teachers or lecturers in teaching speaking.³²

The second study is “The Effectiveness of using English Self-video Recording on Students’ Speaking Skill of Recount Text” was conducted by Febri Fitriyani, Ratna Sari Dewi and Desi Nahartini. The method used was quantitative by using quasi-experimental design. The data were gained from oral test: pretest and posttest. The samples of the research were 50 students: 25 students were in experimental class and 25 students were in control class. The finding showed that the gained score of experimental class was higher than the score of controlled class. The result of mean score of experimental class of pre-test was 42.88; the mean score of post-test was 51.20. Meanwhile, the mean score of control class of pre-test 37.28 and the mean score of post-test was 42.56. It means that both classes have increased in the

³¹ Hendra Heriansyah, *Speaking Problems Faced By the English Department Students of Syiah Kuala University*, *Lingua Didaktia*, Vol. 6, No. 1, 2012, p. 39

³² Rosevinda Nabila Putri and Bitu Dwi Rahmani, *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*, UHAMKA International Conference on ELT and CALL (UICELL), 2019.

post-test score. Yet, the experimental class got a higher score than the control class. Based on the statistical analysis, the score increased in the experimental class was 8.32 points; from 42.88 to 51.20. And in the control class, it increased 5.28 points; from 37.28 to 42.56. It means that English Self-Recording Video is found very helpful and effective to teach students speaking skill of recount text.³³

The third study was conducted by Suadi on the titled “Improving Students’ English Speaking Skill By Using Their Speaking Video Recording”. The study was the phenomenon of the first semester students of class A English Language Education Department at STAIN Mandailing Natal. The method of data collection used in this study was form test of speaking video recording which was measuring seven aspects of speaking skill, they were (1) pronunciation, (2) fluency, (3) word choice, (4) structure, (5) self-confidence, (6) teamwork and (7) creativity. The result of cycle 1 showed that the students’ average score in speaking skill was 7.2. In the cycle 2, the students achieved far better average score namely 8.4. It means there was a progress on students’ speaking skill achievement after learning through speaking video recording.³⁴

The fourth study is “Improving English Spoken Skills through Self Recorded Video for Higher Education Students” by Nita H. Koesoemah. Descriptive method was used in this study. The data is students’ self recorded videos which were done in one semester (semester 1). The result obtained is that practising speaking English through self-recorded video can improve student speaking skills. The improvement can be in one or more categories.³⁵

The last study was conducted by I Nyoman Pering Sudarman entitled “Students’ Perception on Self-recording Videos”. The research was conducted

³³ Febri Fitriyani, Ratna Sari Dewi and Desi Nahartini, *The Effectiveness of using English Self-video Recording on Students’ Speaking Skill of Recount Text*, International Conference Recent Innovation (ICRI), 2018.

³⁴ Suadi, *Improving Students’ English Speaking Skill by Using Their Speaking Video Recording*, SALEE: Study of Applied Linguistics and English Education, Vol. 1, no. 1, 2019.

³⁵ Nita H. Koesoemah, *Improving English Spoken Skills through Self Recorded Video for Higher Education Students*, Jurnal Bahasa Inggris Terapan, Vol. 5, no. 1, 2019.

this study in SMKN 1 Bangli. Data were collected from the students of SMKN 1 Bangli who already implementating Self-recording video in their English Course. This research is a descriptive qualitative study. The researchers used an online questionnaire due to pandemic era. The study result showed that the learners have a positive perceptions of the impact of Self-Recording Videos on their English competences with dimension mean score 4.17, and their motivation to learn English in future with dimension mean score of 4.32. last, the result found that students considering Self-Recording video is enjoyable, satisfying, and didn't require advanced tools and equipment with dimensional mean score of 4.4.³⁶

From the five researches there are similarities and differences with this current study. The similarity between this study and those five research above is about using self-recording videos on students' Speaking. The differences are the method of the previous study are some used quantitave method (Febri Fitriyani et al and Suadi) and the other used mixed method (Rosevinda and Bitu) and qualitative descriptive (Nita H. Koesoemah). This present study also focus on examining the students' 3 sub-skills in Speaking especially in their pronunciation, vocabulary and comprehension, which were not examined the previous studies mentioned above. This present study used qualitative research by interviewing the 28 students of Batch 2019 from English Education Study Program, especially used structured interview to know students' perception on using self-recording videos in their speaking sub-skills especially in their pronunciation, vocabulary and comprehension in Speaking, which was similar to study of Rosevinda Nabila Putri and Bitu Dwi Rahmani, but with some modified questions in the interview guide.

³⁶ I Nyoman Pering Sudarman, *Students' Perception on Self-recording Video*, Innovative Education Journal (INEJ), Vol. 1, no. 2, 2022.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is concerned with developing explanations of social phenomena. In other words, it is about understanding the social world in which we live and why things are the way they are.³⁷

Qualitative research means to empower individuals to share their stories, hear their voice, and minimize the power relationship that often exist between a researcher and the participants in a study.³⁸

Therefore, based the explanation above, this study falls into the qualitative research because the researcher want to know students' perception on the phenomena that occur in the campus IAIN Manado, specifically on the students of Batch 2019 English Education Study Program on using self-recording videos on their speaking sub-skills to allow them to share their stories and their voice on the experience using this technique.

B. Research Setting

The researcher conducted this research at Institut Agama Islam Negeri Manado (IAIN Manado), which is located in Manado, on Malendeng, at Manguni Raya.

C. Research Participants

The participants of this research was 28 students of Batch 2019 in English Education Study Program at IAIN Manado.

D. Source of Data

There were two source of data, namely primary data and secondary data.

³⁷ Beverley Hancock, Elizabeth Ockleford and Kate Windridge, *An Introduction to Qualitative Research*, The NHR Research Design Service for Yorkshire & the Humber, 2007, p.7.

³⁸ Nima Shakouri, *Qualitative Research: Incredulity toward Metanarrativeness*, Journal of Education and Human Development, Vol. 3, no. 2, 2014, p.676.

1. Primary data

Primary data provided first-hand information. The primary data for this research was students' perception on using self-recording videos to students of Batch 2019 in English Education Study Program at IAIN Manado.

2. Secondary data

The secondary data of this research was students' video recording on Youtube application. These video were made during Speaking class when online learning by students of Batch 2019 in English education Study Program at IAIN Manado.³⁹

E. Techniques of Data Collection

In order to collect the data to examined in this study, the researcher used a technique of the data collection, there is an interview.

The researcher interviewed the twenty-two students of Bacth 2019 of English Education Study Program at IAIN Manado to find out their perceptionon using Self-recording Videos in their speaking sub-skills. In conducting the interview, the researcher listened carefully to the statement of the participants. The researcher used structured interviews where the researcher will prepare some questions that will be asked to the students.

The researcher conducted interview to twenty-two of twenty-eight target participant due to lack of consent. From twenty-two student, only three students that the researcher conduct on face-to-face interviews and the others via call in whatsapp application, that is because the students of Bacth 2019 in English Education Study Program at IAIN Manado is conducting PPKT (Praktik Profesi Keguruan Terpadu) in various areas outside Manado city.

The researcher prepared 11 questions, and the data collection process was carried out in September 2022. After the researcher conducted Interview, there are twenty-two students who gave related statements regarding their perception on using Self-recording videos in their Speaking sub-skills.

³⁹ TBI 19 IAIN Manado, <http://www.youtube.com/@tbi19ainmanado87>, accessed on September 2022

F. Instrument of Research

There are two instruments of this research. They are :

1. Interview question list

Interviewing is a commonly used method of collecting information from people. In many walks of life we collect information through different forms of interaction with others.

The researcher used structure interviews, where researcher have prepared questions to be asked of students and the answer is directed to the informan. In a structured interview the researcher asks a predetermined set of questions, using the same wording and order of questions.⁴⁰

The interview question list consisted of 11 questions, made by the researcher plus some questions taken from the study of Rosevinda Nabila Putri and Bitu Dwi Rahmani entitled: “Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency”.

The researcher modified some questions from the study of Rosevinda and Bitu, from “what changes have you noticed in your oral production after completed each video?” to “What changes have you noticed in your speaking sub-skills especially on your pronunciation, vocabulary and comprehension after completed each video?”.

2. Recorder

The researcher used handphone as a recording tool to recall what had been said by the informants or the students with the informants’ permission. The researcher also took pictures while recording interviews.

G. Data Analysis

According to Miles and Huberman in Ranbir and Fuad’s book entitled “Research Method: A Guide For First Time Researchers”⁴¹ qualitative data

⁴⁰ Ranjit kumar, *Research Methodology a Step-by-step guide for beginners*, (New Delhi: SAGE Publications, 2011), p. 133-138

⁴¹ Ranbir Singh Malik and Fuad Abdul Hamied, *Research Method: A Guide For First Time Researchers*, (Bandung: UPI Press, 2014), p. 220-221

analysis consisted of three main component , they are data reduction, data display and drawing conclusion.

1. Data reduction

First component is data reduction which occurs continually along with data collection. The researcher edits, segments and summarizes the data and looks for themes, clusters and patterns. The objective of data reduction is to reduce it without significant loss of information and without striping the data from their context. Data from the result of interviews obtained categorized by the researcher according to the theme. The relevant data according to research problem and research objectives prepared for the data display.

2. Data display

The second component is data display where the researcher organizes, compares and assembles information gathered from different sources. The data of interviews is presented in form of the tables.

3. Conclusion drawing

The process of drawing conclusion is an important part of research, because it is the conclusion of the research. Conclusions are drawn by the researcher according to data that has been found. This process of drawing conclusion intend to analyze, seek meaning from existing data so that it can be found in the researcher that has been done.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the study. Data obtained from interviews will be analyzed to find research findings.

A. Findings

The findings from the interview answered questions on, “what do the students think about self-recording videos in speaking class before, what do they think before, while and after do self-recording videos, what are the benefits, difficulties and disadvantages they found in making a video, what changes do the students noticed in their Speaking sub-skills especially on pronunciation, vocabulary and comprehension after completed each video, and the last what are their suggestion about this technique to improve their speaking skill. The answers to the interview questions are presented/ displayed in these table below:

Table 4.1
Summary for answers to question 1

The question	Responses
What do you think about Self-recording Videos that was used in your previous Speaking class?	Improve Speaking skills (FZO,SDPM, NAA, PVP, IUT, PZAI)
	Improve pronunciation (AFPY,LGP, GFG, NT, EP, IUT)
	Practice Speaking (KIS, SAE, RM, NT, YK)
	Build Self-confidence (NG, RM, SDPM)
	Effective (DJH, AFPY, KIS, MRM)
	Less effective (MRPT)

Note :

Column 1 = Question number 1 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

In the first question, the researcher asked the informants related to the title that is “What do you think about Self-recording Videos that was used in your previous Speaking class?”. The first question is to know what students’ perception using self-recording videos in speaking class before. Based on the interview with twenty-two students, majority of students had positive perception about self-recording videos in speaking class. It can be seen from the following answer from the students of batch 2019:

“Menurut saya, Self-recording itu bisa meningkatkan skill speaking dan mengukur sampai dimana skill yang kita miliki.” (Informant FZO)

*“In my opinion, self-recording can **improve speaking skill** and measure to what extent our skills are.”* (Translated by the researcher)

“Pada self-recording videos sebelumnya menurut saya bagus karena dapat membuat kita lancar berbicara bahasa inggris dan percaya diri.” (Informant RM)

*“In my previous self-recording videos, I think it's good because it can make us **speak English fluently and confidently.**”* (Translated by the researcher)

“Kalau menurut Fika sih, Self-recording itu membantu untuk membangun self-confidence. Mungkin disisi lain juga membuat torang keluar dari sisi nyaman, karena biasanya ada orang yang tidak suka, jadi self-recording ini salah satu media untuk berkreasi lagi dan menciptakan self-confidence dengan keluar dari zona nyaman.” (Informant NG)

*“In my opinion, self-recording helps to **build self-confidence.** Maybe on the other hand it also makes us out of comfort, because usually there are people who don't like it, so self-recording is a medium to be creative again and create self-confidence by getting out of our comfort zone.”* (Translated by the researcher)

“Menurut saya, self-recording videos pada kelas speaking itu sangat bermanfaat untuk melatih pronunciation dan memperlancar dalam berbicara bahasa inggris.” (Informant NT)

*“In my opinion, self-recording videos in speaking class are very useful to **practice pronunciation and improve speaking English.**”*
(Translated by the researcher)

“Menurut saya itu sangat efektif dalam kelas pembelajaran speaking.”
(Informant DJH)

*“I think it is **very effective** in speaking class.”*(Translated by the researcher)

These are some positive perception from the twenty-one students answers about self-recording in their previous speaking class. Based on students' statements, Self-recording Videos can increased their speaking skills and their pronunciation, also it can practice their speaking and build their self-confidence.

However, one student answered that the self-recording video is less effective to used in speaking class because just read or memorize the text only, as follow.

“Kurang efektif sih kak, soalnya mau dilihat lagi flashbak, rata-rata baca teks kalau bukan baca teks dihafal teksnya habis itu direkam. Berbeda dengan didunia nyata, spontan begitu.” (Informant MRPT)

*“**Less effective**, because I want to see the flashbak again, on average reading the text if not reading the text by memorizing the text after it is recorded. In contrast to the real world, spontaneous.”* (Translated by the researcher)

Table 4.2
Summary for answers to question 2

The question	Responses
What do you think when the lecturer asks you to do self-recording videos as assignments?	Feeling good (FZO, SNPA, LGP, SS, RB, YK)
	Feeling trouble (AFPY, IUT)
	Feeling scared (KIS, RM)
	Feeling challenge (SAE, SDPM, EP, MRPT, MRM, PZAI)
	Feeling shocked (NG, GFG)
	Feeling doubt (NAA, PVP, DJH, PZAI)

Note :

Column 1 = Question number 2 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

The second question is what they think before they do self-recording videos as assignments. From the result of interviews the students are felt good and challenged. However, there are also students who felt trouble, scared, shocked and also doubt before they do self-recording videos as assignments. As answered from students in below:

“Menurut saya tidak apa-apa, karena dari situ kita bisa melatih Speaking.” (Informant FZO)

“I think it is okay, because from there we can practice speaking.”
(Translated by the researcher)

“Yang saya pikirkan adalah kayak tantangan bagi mahasiswa, khususnya TBI untuk melakukan Self-recording apalagi untuk speaking, soalnya kita kan jarang sekali untuk speaking. Dengan self-recording ini kita bisa tahu kata-kata apa saja yang salah kita ucapkan.” (Informant SAE)

*“What I think is like a **challenge** for students, especially TBI to do self-recording in speaking, because it is rare to practice speaking. With self-recording we can know what words we say wrong.”* (Translated by the researcher)

“Yang saya pikirkan pada saat itu sejujurnya agak kesulitan karena diminta untuk menggunakan aksen yang sudah dipilih, tetapi dengan adanya hal tersebut saya juga belajar bagaimana pronunciation yang benar menggunakan aksen itu.” (Informant AFPY)

*“What I thought at the time, honestly, was a bit **difficult** because I was asked to use the accent that had been chosen, but with that I also learned how to pronounce correctly using that accent.”* (Translated by the researcher)

“Yang pertama saya masih takut karena waktu itu pengetahuan bahasa Inggris saya atau kosa kata saya masih sedikit, jadi belum ada keberanian untuk melakukan Self-recording Videos tapi saya berusaha mencoba membuat tugas video tersebut.” (Informant KIS)

*“The first one I was still **afraid** because at that time my knowledge of English or my vocabulary was still small, so I did not have the courage to do a recording but I tried to try to make the video assignment.”* (Translated by the researcher)

“Awalnya kaget tapi sangat terbantu juga karena itu merupakan pembelajaran yang baru saya dapatkan setelah kuliah.” (Informant GFG)

*“I was **surprised** at first but it helped a lot because it was a lesson I just learned after college.”* (Translated by the researcher)

“Awalnya saya sedikit ragu untuk membuat tugas tersebut karena belum terlalu baik dalam pelafalan pada kosa kata tertentu.” (Informant NAA)

*“At first, I was a little **doubt** to make this assignment because I was not very good at pronouncing certain vocabularies.”* (Translated by the researcher)

Table 4.3
Summary for answers to question 3

The question	Responses
What do you think when you do Self-recording videos?	Pronunciation accuracy (FZO, AFPY, KIS, LGP, RM, GFG, NAA, SNPA, PVP, MRM, PZAI)
	Feeling nervous (NT, SS, YK)
	Feeling confident (SDPM)
	Feeling tired (NG)
	Feeling enjoy (IUT)
	Thinking about material (FZO, SNPA, SAE, RB)
	Thinking about expression (MRPT)

Note :

Column 1 = Question number 3 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

The third question is what they think when they do Self-recording videos. Majority of the students were worry about the accuracy of their pronunciation. They also felt confident and enjoy. However, there were students who felt nervous and tired when they do self-recording. Meanwhile, two students thought about the material they will be presented, and one students thought about his expression when make a video. As stated by the students in the following :

“Yang saya pikirkan itu tentu saja saya memikirkan apa yang saya akan katakan dalam video tersebut, apa yang akan menjadi bahan saya dalam video tersebut.” (Informant SNPA)

*“What I think about is of course I think about **what I will say in the video**, what will be my material in the video.”* (Translated by the researcher)

“Saat itu saya lebih berpikir untuk focus memperhatikan pronunciation saya disaat berbicara.” (Informant LGP)

*“At that time I thought **more to focus on paying attention to my pronunciation when speaking.**”* (Translated by the researcher)

“Rasa mengembangkan kepedean, ternyata saya bisa melakukan self-recording itu.” (Informant SDPM)

*“The feeling of **developing self-confidence**, it turns out that I can do that self-recording.”* (Translated by the researcher)

“Yang saya pikirkan yaitu saya merasa enjoy karena telah menyiapkan materi-materi untuk melakukan self-recording videos.” (Informant IUT)

*“What I think is that I **enjoy** having prepared materials for self-recording videos.”* (Translated by the researcher)

“Lebih dominan ke capek, karena mengulang-ngulang video, banyak behind the scenenya saat itu.” (Informant NG)

*“It is more dominant to **tired**, because of repeating videos, there are a lot of behind the scenes at that time.”* (Translated by the researcher)

“Yang saya pikirkan tentunya gugup kalau hasilnya tidak sesuai atau kurang bagus.” (Informant NT)

*“What I think is of course **nervous** if the results are not appropriate or not good.”* (Translated by the researcher)

“Ekspresi supaya kelihatan tidak membaca, bisa juga membaca, bisa juga dihafal pakai memori jangka pendek....” (Informant MRPT)

*“**Expressions** so that they appear not to have read, can also be read, can also be memorized using short-term memory...”* (Translated by the researcher)

Table 4.4

Summary for answers to question 4

The question	Responses
What do you think after you do self-recording videos?	Correcting the errors (SAE, SNPA, RM, NAA, RB, DJH, MRM, IUT, PZAI, AFPY, PVP, MRPT))

	Feeling safe (LGP, NG, KIS)
	Rewatch the video (AFPY, PVP, MRPT)
	Feeling less confident (GFG)
	Thinking about grade (NT, EP, SS, YK)
	Feeling confident (SDPM)

Note :

Column 1 = Question number 4 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

The fourth question is what the students think after they do self-recording in speaking class. Half of the twenty-two students rewatch their video after doing the self-recording and thought about correcting what was wrong with their video. Some students feeling safe and confident also only one student less his confident after do this technique. And the other thinking about their grade from the lecturer. It can be seen from the following answer from the students:

“Setelah melakukan self-recording videos saya menonton kembali video saya dan ternyata saya dalam speaking masih banyak kurang dan pronunciation saya juga banyak yang masih salah.” (Informant AFPY)

*“After do self-recording videos, **I watched my video again** and it turned out that I still lacked a lot in Speaking and my pronunciation was also still a lot wrong.”* (Translated by the researcher)

“Biasanya itu di tonton ulang, kalau dirasa kurang lengkai rekam ulang, kalau rasa ada yang salah bisa di edit lagi.” (Informant PVP)

*“Usually it is **re-watched**, if it feels lacking, next time re-record it, if you feel something is wrong, you can edit it again.”* (Translated by the researcher)

“Saya berpikir bagaimana dampak video ini terhadap saya, apa itu sudah cukup baik atau saya harus ulangi lagi. Dan dimana letak kesalahan saya, akan saya perbaiki” (Informant SNPA)

*“I was thinking how this video impacted me, was it good enough or should I **do it again**. And where is my mistake, I will fix it.”* (Translated by the researcher)

“Yang saya pikirkan setelah melakukan Self-recording Videos itu saya sudah merasa aman karena sudah melakukan atau membuat video tersebut.” (Informant KIS)

*“What I think after doing the recording I already **feel safe** because I have done or made the video.”* (Translated by the researcher)

“Rasa percaya diri untuk speak up itu mulai ada, sudah ada.” (Informant SDPM)

*“**The confidence** to speak up is starting to exist, it's already there.”* (Translated by the researcher)

“Pertama, jujur saya pribadi kurang suka dengan suara sendiri. Hanya itu karena saya pribadi kurang PD terhadap diri saya sendiri.” (Informant GFG)

*“First, to be honest, I personally don't like my own voice. That's just because I personally **lack confidence** in myself.”* (Translated by the researcher)

“Yang saya pikirkan yaitu apakah nilai saya bisa memuaskan atau tidak.” (Informant NT)

*“What I think about is whether **my grades** can be satisfactory or not.”* (Translated by the researcher)

Table 4.5

Summary for answers to question 5

The question	Responses
What benefits did you find in using self-recording videos?	Practice speaking (FZO, SAE, SNPA, NG, YK, PZAI)
	Improve pronunciation skills (FZO, RM, SDPM, NAA, EP, SS, KIS, MRPT, DJH, MRM, IUT)

	Improve vocabulary (SDPM, RB)
	Improve grammar (RB, IUT)
	Expand knowledge (NG, RB)
	Develop confident (LGP, SDPM, PVP, RB, KIS, NT)
	Practicing public speaking (AFPY, GFG, PVP)

Note :

Column 1 = Question number 5 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

The fifth question is “What benefits did you find in using self-recording videos?”. This question aims to know the benefit that the students found when using Self-recording videos. From the interviews on twenty-two students, the researcher found that Self-recording videos has benefits in the field of education, such as can expand the students knowledge, practice their speaking also their public speaking. As students said;

“Kan biasanya sebelum melakukan self-recording itu pasti ada materi-materi yang mo kase atau gambaran-gambaran begitu. Tugas speaking ini kan variatif, ada yang cerita-cerita, ada yang pernah debat, jadi dari situ bisa memperluas knowledge, karena kita bisa riset. Kedua, bisa melatih speaking, terutama public speaking sih, karena itu nanti bisa di upload dan di tonton banyak orang.” (Informant NG)

*“Usually, before doing the self-recording, there must be materials given or pictures. This speaking assignment is varied, some tell stories, some have debates, so from there we can **expand our knowledge**, because we can do research. Second, you **can practice speaking**, especially public speaking, because it can later be uploaded and watched by many people.”* (Translated by the researcher)

“Manfaat paling saya rasa yaitu peningkatan *soft skill*. Maksudnya adalah *my public speaking* itu terbantu disitu.” (Informant GFG)

“*The most benefit I think is an **increase in soft skills**. The point is that my public speaking was helped there.*” (Translated by the researcher)

“Manfaat yang saya dapat ketika telah melakukan *Self-recording* itu, kita dapat berbicara bahasa inggris dengan baik dan melatih ucapan agar bisa menyebutkan *Pronunciation* pada kalimat.” (Informant EP)

“*The benefits that I get when I have done the Self-recording, we **can speak English well** and practice speech so that we can mention Pronunciation in sentences.*” (Translated by the researcher)

Self-recording videos can increased their pronunciation, vocabulary, grammar. This can be seen from the answer of the students as follows :

“Manfaatnya banyak sih, seperti *speaking* kita lebih lancar lagi, *pronunciation* saya lebih mantap lagi menurut saya.” (Informant DJH)

“*The benefits are many, such as our speaking is more fluent, **my pronunciation is even more stable** in my opinion.*” (Translated by the researcher)

“Manfaatnya kita akan berpikir untuk melatih pengucapan terus-menerus supaya nantinya kita fasih dalam berbahasa inggris.” (Informant RM)

“*The benefit is that we will think to **practice pronunciation** continuously so that later we are fluent in English.*” (Translated by the researcher)

“Terutama manfaat bagi saya yaitu pertama menambah pengetahuan, bisa meningkatkan vocabulary, bisa memperbaiki *pronunciation* saat berbicara, juga bisa memperbaiki grammar apalagi ada grammar yang kurang tepat kita bisa melihatnya dalam *self-recording*....” (Informant RB)

“*Especially the benefits for me are firstly **increasing knowledge**, being able to **increase vocabulary**, being able to **improve pronunciation** when speaking, also being able to **improve grammar**, especially if there is*

grammar that is not right, we can see it in self-recording....” (Translated by the researcher)

“Manfaatnya sangat banyak, karena dengan melakukan self-recording videos saya mampu mengungkapkan atau berbicara tentang apa-apa yang belum saya ketahui dalam hal pronuciation dan grammar.” (Informant IUT)

*“The benefits are many, because by doing self-recording videos I am able to express or talk about things that I don't know about pronunciation and **grammar.**”* (Translated by the researcher)

And at the same times, Self-recording videos can increase the students courage and develop their confident.

“Manfaatnya yaitu melatih keberanian dalam berbicara bahasa inggris.” (Informant NT)

*“The benefit is to **train courage** in speaking English.”* (Translated by the researcher)

“Ada pengembangan kepercayaan diri,” (Informant SDPM)

*“There is the development of **self-confidence,** ...”* (Translated by the researcher)

Table 4.6

Summary for answers to question 6

The question	Responses
What difficulties did you experience while making a video?	Pronunciation accuracy (FZO, AFPY, SNPA, NAA, MRPT, SS, MRM, DJH, PZAI, NT, SDPM, EP)
	Editing (KIS, NG, IUT)
	Thinking about vocabulary (SAE, LGP)
	Thinking about grammar (SAE)
	Feeling nervous (YK)

Note :

Column 1 = Question number 6 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

This question aims to find out the students' difficulties when making a video. The researcher found that, there are ten students thought about their accuracy on pronouncing words or sentences and this make them repeat the video multiple times. Three students thought about vocabulary and grammar.

“Kesulitannya yaitu saya harus mengulang video karena untuk memperbaiki pronunciation saya.” (Informant FZO)

*“The difficult is that I have **to repeat the video** because it is to repair my pronunciation.”* (Translated by the researcher)

“Salah satunya itu diulang-ulang supaya mendapat hasil yang bagus untuk didengar. Bisa jadi diulang karena lidahnya kepeleset kalau ngomong.” (Informant MRPT)

*“One of them is **repeated** in order to get good results to be heard. It could be repeated because my tongue is wrong when he speaks.”* (Translated by the researcher)

“Untuk kesulitan mungkin ada beberapa kata ada yang belum diketahui bunyinya, jadi dalam video harus di take ulang-ulang.” (Informant SDPM)

*“For difficulties, there may be some words that are not yet known, so **the video must be taken again and again.**”* (Translated by the researcher)

“Yang pertama tentunya pronunciation, kedua adanya kendala dalam mengingat apa yang harus katakan. Selain itu aksen yang saya gunakan tidak sesuai dengan aslinya.” (Informant AFPY)

*“The first is of course pronunciation, the second is **there are obstacles in remembering what to say.** In addition, **the accent that I use does not match the original.**”* (Translated by the researcher)

“Kesulitannya adalah ketika kita memikirkan grammar atau memikirkan kosa-kata.” (Informant SAE)

*“The difficulty is when we **think about grammar or think about vocabulary.**”* (Translated by the researcher)

Some students had trouble in editing videos. As the informant KIS said:

“Kesulitannya itu ketika saya mengeditnya, mencari kalimat yang ingin saya record, ...” (Informant KIS)

*“The difficulty **was when I edited it,** looking for the sentence I wanted to record, ...”* (Translated by the researcher)

Only one students felt nervous when making a video. As the informat YK said:

“Kesulitan yang saya alami adalah ketika saya membuat sebuah video saya akan gugup.” (Informant YK)

*“The difficulty I have is when I make a video **I will be nervous.**”* (Translated by the researcher)

Table 4.7

Summary for answers to question 7

The question	Responses
What disadvantages did you find in using video recording?	Can read text (FZO, MRPT)
	Time-consuming (AFPY, SAE, RB, PZAI, NT, NAA, EP)
	Interference from outside (KIS, RB, IUT)
	Storage memory (AFPY, SNPA, DJH, MRM)
	Feeling blank (LGP)

Note :

Column 1 = Question number 7 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

The researcher found that self-recording had some disadvantages according to the students' perception. Some students gave their responses that the self-recording videos could be time consuming because it repeats the video and from repetition, it could take of storage. The students responses, as follow:

“Mungkin hanya cukup memakan memori dan memakan waktu untuk mengedit video.” (Informant AFPY)

*“It might just be quite **memory-consuming** and **time-consuming** to edit the video.”* (Translated by the researcher)

“Kekurangan yang saya dapatkan adalah pada smartphone, karena mengingat lagi panjang durasi video recording yang dilakukan itu tidak menentu, ada yang panjang, ada yang pendek sehingga itupun menyita memori penyimpanan.” (Informant MRM)

*“The drawback that I got was on a smartphone, because considering the length of the video recording that was done it was erratic, some were long, some were short so that even then it took up **storage memory**.”* (Translated by the researcher)

Some students have interference from outside the classroom, that caused them to lose their concentration as the informant KIS answered, as follow:

“Ketika saya sedang merecord video, banyak gangguan-gangguan yang membuat konsentrasi saya hilang, dan membuat video saya rebut dan suara saya tidak terdengar.” (Informant KIS)

*“When I was recording a video, there were **many distractions** that made me lose my concentration, and made my video scrambled and my voice was not heard.”* (Translated by the researcher)

And the other answered from informant RB, as follow:

“....Ada juga gangguan lain misalnya suara dari luar yang akan menghambat ketika kita akan melakukan self-recording.” (Informant RB)

“....There are also other distractions, **such as outside noises** that will hinder us when we are going to do self-recording.” (Translated by the researcher)

Two students commented that Self- recording Videos facilitated students to cheat by reading text because there is no supervision. As the informant MRPT said :

“Kekurangannya itu nda ada pengawasan dirumah, jadi mahasiswa bisa membaca teks.” (Informant MRPT)

“The drawback is that **there is no supervision** at home, so students can read the text.” (Translated by the researcher)

Also the answered from informant FZO, as follow:

“Kekurangannya yaitu mungkin bisa membaca teks materi yang diberikan.” (Informant FZO)

“The disadvantage is may **can read the text** of the material given.” (Translated by the researcher)

Another student admitted that she had less focus when doing Self-recording videos, therefore she had some paused in the video. This can be seen from the informant answer as follow:

“Disaat berbicara atau membuat video saya sering lupa kata apa yang akan saya sampaikan.” (Informant LGP)

“When talking or making videos I often **forget** what words I will convey.” (Translated by the researcher)

Table 4.8

Summary for answers to question 8

No.	The Informants	Pronunciation
1.	FZO	√
2.	AFPY	√
3.	KIS	√
4.	SAE	√
5.	SNPA	√

6.	LGP	√
7.	NG	√
9.	RM	√
10.	GFG	√
11.	NT	√
12.	SDPM	√
13.	NAA	√
14.	EP	√
15.	PVP	√
16.	SS	√
17.	RB	√
18.	YK	√
19.	MRPT	√
20.	MRM	√
21.	IUT	√
22.	PZAI	√

Note :

Column 1 = List of number

Column 2 = Initials of the students who responded

Column 3 = √ (there are changes in pronunciation skill) / × (no changes in pronunciation skill)

In question number 8, aims to know the students' changes in their sub skill, especially on their pronunciation. The researcher found that all the students or twenty-two students have changes that they notice of their pronunciation. As for the changes they noticed were their pronunciation can be better after making videos, knowing better to pronouncing words, better practice their pronunciation skills, and add their motivation to learn more about pronunciation. As the students perception as follow:

“Setelah membuat video saya mendapatkan skill pronunciation, pronunciation saya lebih terlatih.” (Informant LGP)

“After making the video I got pronunciation skills, **my pronunciation was better trained.**” (Translated by the researcher)

“Perubahannya pada pronunciation, lebih tau melafalkan suatu kata.” (Informant FZO)

“The change is in pronunciation, **knowing better to pronounce words.**” (Translated by the researcher)

“Pronunciation saya bisa lebih bagus daripada sebelumnya, dan speaking saya juga lebih baik daripada sebelum membuat video.” (Informant KIS)

“**My pronunciation can be better than before, and my speaking is also better than before making the video.**” (Translated by the researcher)

“Perubahannya yaitu lebih menambah atau lebih giat belajar dalam hal pronunciation.” (Informant IUT)

“The change is to add more or **be more active in learning in terms of pronunciation.**” (Translated by the researcher)

Table 4.9

Summary for answers to question 9

No.	The Informants	Vocabulary
1.	FZO	√
2.	AFPY	√
3.	KIS	√
4.	SAE	√
5.	SNPA	√
6.	LGP	√
7.	NG	√
9.	RM	√
10.	GFG	√
11.	NT	√

12.	SDPM	√
13.	NAA	√
14.	EP	√
15.	PVP	√
16.	SS	√
17.	RB	√
18.	YK	√
19.	MRPT	√
20.	MRM	√
21.	IUT	√
22.	PZAI	√

Note :

Column 1 = List of number

Column 2 = Initials of the students who responded

Column 3 = √ (there are changes in vocabulary skill) / × (no changes in vocabulary skill)

The question number 9 is “What changes have you noticed in your Speaking sub-skills especially on your vocabulary after completed each video?”. This is to know the students changes on their vocabulary skill. From the result of the interview, the researcher found that twenty-two students had changes. The students’ vocabulary increased more and knowing learned vocabulary that they did not know it before. It can be seen from the answered of the informants YK and PZAI, as follows:

“Banyak vocabulary yang saya ketahui, karena ada beberapa vocabulary yang saya tidak tahu, menjadi tahu setelah membuat video.”
(Informant YK)

“I know a lot of vocabularies, because there are some vocabularies that I don't know, I know after making videos.” (Translated by the researcher)

“Perubahan vocabulary setelah pembuatan video saya merasa kosakata saya bertambah.” (Informant PZAI)

*“Vocabulary changes after making the video I feel **my vocabulary has increased.**”* (Translated by the researcher)

Table 4.10

Summary for answers to question 10

No.	The Informants	Comprehension
1.	FZO	√
2.	AFPY	√
3.	KIS	√
4.	SAE	√
5.	SNPA	√
6.	LGP	√
7.	NG	√
9.	RM	√
10.	GFG	√
11.	NT	√
12.	SDPM	√
13.	NAA	√
14.	EP	√
15.	PVP	√
16.	SS	√
17.	RB	√
18.	YK	√
19.	MRPT	√
20.	MRM	√
21.	IUT	×
22.	PZAI	√

Note :

Column 1 = List of number

Column 2 = Initials of the students who responded

Column 3 = \surd (there are changes in comprehension skill) / \times (no changes in comprehension skill)

The question number 10 is to know the students' changes on their comprehension. The researcher found there are twenty-one students had changes. The changes that they noticed such as changes in understanding the material, knowing how to pronounce words, understanding the meaning of words and sentences, understanding the use of language itself. As the informants said in the following extract:

“Pada comprehension, saya bisa mengerti materi yang diberikan.”

(Informant FZO)

“In comprehension, I can understand the material given.”

(Translated by the researcher)

“Dari saya pribadi, spesifiknya lebih ke penguasaan materi. Speaking banyak cabang kan, tetapi fika lebih cenderung memperhatikan ke phonetic dan phonology. Jadi saya lebih paham kesitu. Kemajuan saya lebih ke comprehension.” (Informant NG)

“From me personally, specifically more to the mastery of the material. Speaking has many branches, right, but I tend to pay more attention to phonetics and phonology. So I understand that better. My progress is more to comprehension.” (Translated by the researcher)

“Saya lebih tahu melafalkan kata serta memahami arti dari kata.”

(Informant KIS)

“I know how to pronounce words and understand the meaning of words.” (Translated by the researcher)

“Kalau pada Raihan sendiri pemahaman ke penggunaan bahasa itu sendiri. Bahasa komunikasi dengan bahasa tulisan itu beda jauh. Secara lingusticnya begitu jauh ternyata. Nda kaku bahasa komunikasi itu.” (Informant MRPT)

“In my own opinion, I understand the use of language itself. The language of communication with the written language is very different. Linguistically it is so far away. The language of communication is not rigid.”
(Translated by the researcher)

Only one students did not have changes on comprehension, it is not because the student did not understand but the student did not notice the change. As the informant IUT said:

“Dalam hal pemahaman saya masih kurang memperhatikan perubahan.” (Informant IUT)

“In terms of comprehension, I still pay less attention on the changes.” (Translated by the researcher)

Table 4.11
Summary for answers to question 11

The question	Responses
What are your suggestions for using video recording to improve your speaking skill?	Learn first before making a video (FZO, KIS, LGP, NG, RM, NT, SDPM,EP, RB, YK)
	Using lights topic of the video (AFPY, NAA, MRM, PZAI)
	Focus while make a video (PVP)

Note :

Column 1 = Question number 11 on interview question list

Column 2 = Categories of the responses from the students

Initial in the Parentheses () = Initials of the students who responded

This question aims to know the students' suggestions using video recording to improve their speaking skill. The students suggested, before making a video, they firts have to learn about the material that will be presented, and practice the pronunciation, also to focus while making a video,

therefore they are not looking stiff and freeze when doing self-recording. As the students answered as follows:

“Saran saya lebih ke pelajari sebaik-baiknya sebelum membuat Video agar bisa lebih baik atau bagus. Video apapun itu mengenai pembelajaran bahasa Inggris, khususnya Pronunciation.” (Informant EP)

*“My advice is to **study as well as possible before making a video** so that it can be better or better. Any videos about learning English, especially Pronunciation.”* (Translated by the researcher)

“saran saya lebih banyak membaca supaya pengucapannya lebih lancar dan jangan lupa untuk mengartikan setiap bacaan supaya dapat melancarkan pelafalan.” (Informant RM)

*“My advice is to **read more** so that the pronunciation is smoother and don't forget to interpret each reading so that it can launch pronunciation.”* (Translated by the researcher)

“Saran saya, sebelum memulai video harus latihan pronunciation dan memperbanyak menghafal vocabulary.” (Informant LGP)

*“My advice, before starting the video, you should **practice pronunciation and increase your vocabulary memorization.**”* (Translated by the researcher)

“Cara bicara harus diperlancar lagi, jangan gugup jika membuat video dan jangan pikirkan apapun, fokus pada materi yang akan dipaparkan.” (Informant PVP)

*“The way of speaking must be streamlined again, don't be nervous when making videos and don't think about anything, **focus** on the material that will be presented.”* (Translated by the researcher)

The students suggested, when the lecturer use self-recording technique, he must give easy topics, so that the students can do self-recording more easily. As the informants AFPY and MRM answered, as follows:

“Saran saya, mungkin bisa dibuat topic lebih mudah dibahas, agar bahasanya lebih ringan lagi.” (Informant AFPY)

“My suggestion, maybe **the topic can be made easier** to discuss, so that the language is lighter.” (Translated by the researcher)

“Saran saya mungkin, untuk melakukan video recording itu bahannya harus diperhatikan lebih baik, terutama bisa dilihat dari kondisi mahasiswa yang ada, sehingga bisa mempermudah guru ataupun mahasiswa yang ada pada kelas.” (Informant MRM)

“My suggestion might be, to do video recording, **the material should be considered better**, especially from the condition of the existing students, so that it can make it easier for teachers or students in the class.” (Translated by the researcher)

B. Discussion

1. Discussion of the compatibility between findings and the theory

In this subchapter, the data collected from the interview that the researcher gave to twenty-two students of Batch 2019 in English Education Study Program at IAIN Manado. The aims of this chapter is to elaborate the answer of the research questions that is what are Students' perception on using Self-recording Videos in their Speaking sub-skills. The interview question list is adopted from Putri and Rahmani.⁴²

According to Cummings and Sanders, perception is the process of interpreting and organizing the incoming information so that we can understand it and react accordingly. In addition, perception involves both the physical senses (sight, smell, hearing, taste, touch and proprioception) as well as the cognitive processes involved in selecting and interpreting those senses, it is how people come to understand the world around them through interpretation of the stimuli.⁴³ This process is carried out through physical senses, there are sight, smell, hearing, taste, and touch. In other words, perception is the formed of human experiences in

⁴² Rosevinda Nabila Putri and Bitu Dwi Rahmani, *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*, UHAMKA International Conference on ELT and CALL (UICELL), 2019.

⁴³ Jorden A. Cummings and Lee Sanders, *Introduction to Psychology*, (SK: University of Saskatchewan Open Press, 2019), p. 270

interpreting the world around. In line with this research, the researcher conducted this study to determine the students' perception on using Self-recording Videos in their Speaking sub-skills. These students developed their perception through senses, sight and hearing.

Experience and knowledge consistently impact perception. Successful experiences improve and build capacity for perception and lead to accuracy in perception of a person.⁴⁴ The informants are the students of Batch 2019 of the English Education Study Program who are familiar with and have experience using Self-recording Videos in speaking class. The students gave their perception regarding Self-recording Videos according to what they have experienced.

In this study, the researcher focuses on three speaking sub-skills there are pronunciation, vocabulary and comprehension. According to Haris in J Munawarah's article, learning vocabulary entails becoming familiar with the pronunciations, good pronunciation is essential for producing clear words. furthermore, clear language is easier to comprehend, allowing listeners to obtain a clear message. Comprehension in speaking refers to the understanding by the speaker of the information conveyed in what they say."⁴⁵ Based on Haris statements, the researcher concluded that pronunciation, vocabulary and comprehension have colleration in each others. Based on the findings on the table 4.8, 4.9 and 4.10, the researcher found that all the students or twenty-two students got changes in pronunciation and vocabulary skills, and twenty-one students had changes in comprehension skill.

Menggo *Et al.* stated video recording assists learners in developing their speaking, listening, reading and writing skills, and provides students with new vocabulary and grammar stuctures. Video also

⁴⁴ Risnawati Landere, Thesis: Students' Perception Towards Teachers' Use of Bahasa Indonesia with Local Dialect in EFL Classroom at the Eighth Grade of MTs Negeri 1 Bitung, State Institute of Islamic Studies (IAIN Manado), 2022

⁴⁵ Junaidah Munawarah, Usman Kasim and Bukhari Daud, *Improving Speaking Sub-skills by Using the Attention, Relevance, Confidance and Satisfaction (ARCS) Model*, English Education Journal (EEJ), Vol. 9, no. 3, 2018, p. 363-364

can provide comprehensive linguistic resources such as pronunciation, fluency, grammar, vocabulary, idiomatic expressions, intercultural communication, and topical knowledge.⁴⁶ It can be seen on the table 4.8, Self-recording Videos make the students' pronunciation changed, their pronunciation be better after making videos, knowing better to pronouncing words, better practice their pronunciation skills, and add their motivation to learn more about pronunciation. On the table 4.9, the students' vocabulary have increased more and knowing new vocabulary that they have not got before. Also on the table 4.10, the changes that they noticed in comprehension are understand the material, know how to pronounce words, understand the meaning of words and sentences, understand the use of language itself. Based on the interview of students on the table 4.5 in page 29, there are two students that increased in grammar, they are informant RB and IUT. they stated that whilst do Self-recording, they can find out their mistakes in grammar and can express things that they did not know about grammar.

According to Suadi, the use of video is intended to improve students' speaking skill and at the same time to eliminate speaking obstacles such as shyness because of less self-confidence, fear of making mistake, strong effect of genuine accent of mother tongue, poor speaking practice, lack of vocabularies, poor listening practice, and lack of motivation caused by many aspects namely boredom on learning approach, rigid method and old way of teaching.⁴⁷ The result of the interview, there are six students that stated can practice their speaking by Self-recording, it can be seen on the table 4.5. The researcher also found, Self-recording can eliminate speaking obstacles. Based on the findings on the table 4.5, Self-recording Videos can build students' self-confidence

⁴⁶ Sebastianus Menggo, I Made Suastra and Ni Nyoman Padmadewi, *Self-Recording Videos to Improve Academic English-Speaking Competence*, *The ASIAN EFL Journal*, Vol. 25, no. 5.2, 2019, p.132.

⁴⁷ Suadi, *Improving Students' English Speaking Skill By Using Their Speaking Video Recording*, *Journal Study of Applied Linguistics and English Education*, Vol. 1, no. 1, 2019, p. 3.

and make them confident to speak. And also get motivation to more learn about their mistakes or lack in their speaking especially in pronunciation, which can be seen in the statement of informant RM in page 30 and informant IUT in page 35, they stated that Self-recording make them be more active in learning pronunciation and think to practice pronunciation continuously.

Based on the table 4.2 in page 25, before the students make a video, six students were feeling good, they feel okay and are not disturbed by the lecturer using the Self-recording Videos technique in speaking class. Two students feel trouble, because the lecturer had already determined the theme and accent beforehand, they had difficulties because they were still not used to using the accent. Two students feeling scared because they still feel lacking in Speaking skills, six students feel challenge make them learn more how to be able to do Self-recording Videos even though they still feel lacking in Speaking skills. Two students feel shocked because Self-recording given by the lecturer is new to them and immediately think about how difficult and easy it is to make a video. Four students feel doubt that they can do Self-recording Videos well because they feel they are lacking in Speaking skill. The feeling that the students' felt are caused by their senses. Quoted on theory Cummings and Sanders. they stated that "Perception involves both the physical senses (sight, smell, hearing, taste, touch and proprioception) as well as the cognitive processes involved in selecting and interpreting those senses". Feeling that the students felt because the process of perception, so they can interpret their feelings.

Based on findings on the table 4.3, when the students do Self-recording videos, they think about their accuracy in pronunciation and correcting the errors that they got. Klickstein stated that "Self-recording prevents distorted perception because it gives you opportunity to evaluate your performance, you would hear the flaw on your recording and be able to make corrections promptly." Klickstein also stated that "Self-recording

heightens efficiency in practice by not only thwarting distorted perception but also boosting accuracy.”⁴⁸ On the table 4.4, after the students do Self-recording, they will rewatch their video and will know their mistakes on pronouncing word or sentences and can correct it well with make videos again until their pronunciation is correct, and from those the students got the opportunity to evaluate their performance and it can boosting the students’ accuracy. After making the videos, the students also feel safe, confident and less confident, these feeling are caused by their senses. Four students thinking about their grade after making videos.

Meanwhile, the students also get the difficulties and disadvantages from the Self-recording Videos. According to Heriansyah, there are four difficulties in Speaking, they are: the first is inhibition, learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes. The second is nothing to say, we often hear learners complain that they cannot think of anything to say. The third is Mother-tongue use, Learners who share the same mother-tongue tend to use it because it is easier and the learners feel less exposed if they are speaking their mother tongue and Low or Uneven participant, only one participant can talk at a time, if she or he is to be heard and in a large, this means that each one will have only very little talking time.⁴⁹ Based on findings, on the table 4.6 there are ten students difficulted on thought about their accuracy on pronouncing words or sentences make them repeat the video multiple times. In that case, it includes the difficulty in speaking on the inhibition and nothing to say, because the students are worried about making mistakes and sometimes they cannot think of anything to say. It can be seen on the statements of the informant FZO and SDPM. They stated that they got the difficulties when making a video, that is repeating the video several times to make sure their

⁴⁸ Gerald Klickstein, *The Musician’s Way: a Guide to Practice, Performance and Wellness*, (New York: Oxford University Press, 2009), p.17.

⁴⁹ Hendra Heriansyah, *Speaking Problems Faced By the English Department Students of Syiah Kuala University*, *Lingua Didaktia*, Vol. 6, No. 1, 2012, p. 39

pronunciation is correct. In addition, three students thinking about vocabulary and grammar. Some students having trouble in editing videos, and the only one students feeling nervous when making a video.

The disadvantages that the students' got are takes a lot of times when making a video because the students repeat the videos and from the repetition, it can load a lot of storage. Some students have interference from outside like distractions in around, and the other hand there are two students gave responses about self-recording make the students can read the text because there is no supervision. From the difficulties and disadvantages that the students got, they can practice their speaking, grow *motivation* to learn more, and increase their speaking sub-skills.

The students also gave suggestion on using Self-recording Videos to improve their speaking skill. The students suggest, before making a video have to learn first about the material that will be presented, and practice the pronunciation, also focus while make a video so as not to be stiff and not blank when doing self-recording. The students also gave suggest, when the lecturer using self-recording technique, it must given lights topic, so that the students can do self-recording more easily.

2. Findings and the previous studies

There are five previous studies that support this study. The first supported research came from Rosevinda Nabila Putri and Bitu Dwi Rahmani. The result of their study show that revealed a significant increase in students' speaking abilities, particularly in their accuracy and fluency. The students also show a good perception in the use of video recording in speaking classes.⁵⁰ In line with this study, Self-recording Videos increased students' speaking ability, but this study focuses in the students' pronunciation, vocabulary and comprehension skills. The students of Batch 2019 also showed good or positives perception on using Self-recording in Speaking class.

⁵⁰ Rosevinda Nabila Putri and Bitu Dwi Rahmani, *Students Perception on Using Video Recording to Improve Their Speaking Accuracy and Fluency*, UHAMKA International Conference on ELT and CALL (UICELL), 2019.

The second study came from Febri Fitriyani, Ratna Sari Dewi and Desi Nahartini. Their study showed that English Self- Recording Video is found very helpful and effective to teach students speaking skill of recount text.⁵¹ This study found that Self-recording Videos have many benefits in students' Speaking skill. It can help the students increased their speaking skill. The different between this study and them is the researcher focuses in their Speaking sub-skills while they focused on students speaking skill of recount text.

The third study is Suadi's research. His study showed there was a progress on students' speaking skill achievement after learning through speaking video recording.⁵² Suadi's research is defferent with this study. The researcher used qualitative research while Suadi was used form test. This study focuses on the students' perception, but from the statement of informant NG in page 38, she said her progress is more in comprehension skill. It means that the students has progress in speaking skill after learning through video recording.

Then, the fourth study that supports this study is came from Nita H. Koesoemah. The result obtained is that practising speaking English through self-recorded video can improve student speaking skills. The improvement can be in one or more categories.⁵³ From the statement of informant RB in page 30, he said that the benefits of Self-recording increased his knowledge, vocabulary, improve his pronunciation and also his grammar. It means that after do Self-recording videos can make the students increased their Speaking skill.

Finally, the fifth research comes from I Nyoman Pering Sudarman. His research showed that Self-recording Videos have very positive impact

⁵¹ Febri Fitriyani, Ratna Sari Dewi and Desi Nahartini, *The Effectiveness of using English Self-video Recording on Students' Speaking Skill of Recount Text*, International Conference Recent Innovation (ICRI), 2018.

⁵² Suadi, *Improving Students' English Speaking Skill by Using Their Speaking Video Recording*, SALEE: Study of Applied Linguistics and English Education, Vol. 1, no. 1, 2019.

⁵³ Nita H. Koesoemah, *Improving English Spoken Skills through Self Recorded Video for Higher Education Students*, Jurnal Bahasa Inggris Terapan, Vol. 5, no. 1, 2019.

in their motivation, confidence, and will learn more in future.⁵⁴ In line with this research, the researcher found Self-recording make the students has motivation to learn more about their Speaking skill, it can be seen from the statement of informant RM in page 30 and informant IUT in page 35 it showed that Self-recording make them be more active in learning pronunciation and think to practice pronunciation continuously. In addition, on the table 4.5 Self-recording Videos also make the students confident to speak English.

In conclusion, the findings showed that Self-recording Videos can increased students' speaking skills especially their Speaking sub-skills (pronunciation, vocabulary and comprehension). Before the students do Self-recording videos, they felt good and challenged. However, there are also students who felt trouble, scared, shocked and also doubt before they do self-recording videos as assignments. Whilst the students do self-recording, they were worries about the accuracy of their pronunciation. They also felt confident and enjoy. However, there were students who felt nervous and tired when they do self-recording. The students also got the difficulties and disadvantages when making videos, students thought about their accuracy on pronouncing words or sentences and this make them repeat the video multiple times, it could be time consuming because it repeats the video and from repetition, it could take of storage. Some students have interference from outside the classroom, that caused them to lose their concentration. But besides that they also got a lot of benefits, especially on their Speaking skill. The students got some benefits after do Self-recording videos in Speaking class, they are: in the field of education, such as can expand the students knowledge, practice their speaking also their public speaking. can increased their pronunciation, vocabulary, comprehension and grammar. Self-recording videos can increase the students courage and develop their confident. In

⁵⁴ I Nyoman Pering Sudarman, *Students' Perception on Self-recording Video*, Innovative Education Journal (INEJ), Vol. 1, no. 2, 2022, p. 4.

addition, the students also has motivation to learn more about their Speaking skill.

The statements from the students of Batch 2019 in English Education Study Program reinforced by theory Cummings and Sanders which stated that the process of perception is carried out through physical senses, there are sight, smell, hearing, taste, and touch. In other words, perception is the formed of human experiences in interpreting the world around. The feeling that students felt when using Self-recording videos also comes from they physical senses. The benefits that the students got, same with the theory that comes from Menggo *Et al.* and Suadi's theory which stated that video recording assists learners in developing their speaking can provide comprehensive linguistic resources such as pronunciation, grammar, vocabulary and topical knowledge. In addition, the use of video is intended to improve students' speaking skill and at the same time to eliminate speaking obstacles such as shyness because of less self-confidence and lack of motivation caused by many aspects namely boredom on learning approach. Meanwhile, the students' also got difficulties when making video, the researcher quoted from the Heriansyah's theory. The difficulties that the students felt they are inhibition and nothing to say, because the students are worried about making mistakes and sometimes they cannot think of anything to say.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, after the researcher conducted interviews with the students of Batch 2019 in English Education Study Program at IAIN Manado, The researcher concluded the findings as follow :

The researcher found that the students have positive perception on using Self-recording Videos in Speaking class. It can increase the students' speaking skills especially on students' speaking sub-skills (Pronunciation, vocabulary and comprehension). Based on the data, the researcher found that all the students or twenty-two students getting better in their pronunciation and vocabulary. Meanwhile, twenty-one students getting better in comprehension skill. The findings show that Self-recording Videos also have the benefits on their speaking skill. It also can eliminate speaking obstacles, it can be build students' self-confidence. The students can practice their speaking, and also get motivation to more learn about their mistakes or lack in their speaking.

B. Suggestions

Based on the result of this study, the researcher will offer some suggestions:

1. Lecturer

The researcher suggest to the lecturer to use this technique as assignment in Speaking class, because based on the result of this present study, the students' speaking sub-skills getting better after used Self-recording Videos.

2. Students

The researcher suggest, before recording a video the students make a scenario first and understand what will be conveyed in the video, and do practice so that the video is not repeated a lot.

3. The next researchers

For the researcher who are interested in similar topics, they can investigate the use of Self-recording Videos in other aspects of Speaking, i.e are Grammar and fluency.

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APPENDICES

Appendix 1 Interview Question list Students

1. What do you think about Self-recording Videos that was used in your previous Speaking class?
2. What do you think when the lecturer asks you to do self-recording videos as assignments?
3. What do you think when you do self-recording videos?
4. What do you think after you do self-recording videos?
5. What benefits did you find in using self-recording videos?
6. What difficulties did you experience while making a video?
7. What disadvantages did you find in using video recording?
8. What changes have you noticed in your speaking sub-skills especially on your pronunciation after completed each video?
9. What changes have you noticed in your speaking sub-skills especially on your vocabulary after completed each video?
10. What changes have you noticed in your speaking sub-skills especially on your comprehension after completed each video?
11. What are your suggestions for using video recording to improve your speaking skill?

Appendix 2 Research Permitt Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Jln. Dr. S. H Sarundajang Kawasan Ring Road I Kota Manado Ttp./Fax (0431) 860616 Manado 95128

Nomor : B-2250/ln. 25/F.II/TL.00.1/09/2022 Manado, 07 September 2022
 Sifat : Penting
 Lamp : -
 Hal : **Permohonan Izin Penelitian**

Kepada Yth :
Rektor IAIN Manado

Di
 Tempat

Assalamu 'alaikum Wr. Wb.
 Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Nur Indah Dewi
 NIM : 1826036
 Semester : IX (Sembilan)
 Prodi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : ***Student's Perception On Using Self-recording Videos In Speaking***. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:


1. Dr. Srifani Simbuka, S.S., M.Educ., M.Hum
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d Oktober 2022

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb

a.n. Dekan
 Wakil Dekan Bid. Akademik dan
 Pengembangan Lembaga,



Mutmainah

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI IAIN Manado
4. Arsip



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jln. Dr.S. II Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN

Nomor : ~~2022~~ Ket/TBI/ ~~1~~ /2022

Ketua Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Manado, menerangkan bahwa :

N a m a : Nur Indah Dewi
 N I M : 1826036
 Semester : IX
 Prodi : Tadris Bahasa Inggris (TBI)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Judul Skripsi : Students' Perception on Using Self-Recording Videos in Speaking

Benar yang bersangkutan telah menyelesaikan *Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado* dari bulan Agustus s.d Oktober 2022.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



10 Oktober 2022

M. Hum
 196904172000032002

Appendix 3 General Description of Research Setting

1. Institute of Islamic Studies (IAIN) Manado

This study was conducted at Institute of Islamic Studies (IAIN) Manado that located on Malendeng. In 1988 in Manado, several Muslim leadears established an Islamic higher education institution called the Manado Islamic Institute (IAI) which is located in Manado State Religion Teacher Education (PGAN) or now Madrasah Aliyah Negeri (MAN) Model Manado. Then since 1994, the Syari'ah faculty of IAIN Alauddin has occupied a permanent location in Perkamil area. Through Presidential Decree No.11 of 1997 and Decree of Minister of Religion No.197 Of 1997, the Faculty of Syari'ah Filial IAIN Alauddin became the Manado State Islamic Studies (STAIN) and officially separated from IAIN Alauddin Makassar and the only State Islamic college in North Sulawesi since 1997. After operating for 18 years, in 2015, STAIN Manado Changed its status to Institute Islamic Studies (IAIN) Manado based on the presidential Regulation of the Republic of Indonesia Number 147.

2. Faculty of Tarbiyah and Teacher Training

The faculty of Tarbiyah and Teacher training (FTIK) is one of four faculties currently at IAIN Manado. Historically, the existence of this Faculty, began with the Tarbiyah Department of STAIN Manado since 1997 on March 21. In 2015, the developemnt of the institutional status of the Tarbiyah Department to became the faculty of Tarbiyah and Teacher Training (FTIK) officially changed the institutional status of STAIN Mando to Institute Islamic Studies (IAIN) Manado, which was inaugurated by Ir. Joko widodo as President of Republic of Indonesia at the state palace on December 19, 2014. The faculty of Tarbiyah and Teacher Training (FTIK) IAIN Manado currently has six study programs, including the Islamic Religious Education Study Program (PAI), Islamic Education Management Study Program (MPI), Arabic language Education Study Program (PBA), Madrasah Ibtidaiyah Teacher Education

Study Program (PGMI), Early Childhood Islamic Education Study Program (PIAUD) and the last English Education Study Program (TBI).

3. English Education Study Program

English Education Study Program (TBI) is one of the program Studies in FTIK (Faculty Tarbiyah and Teacher Training). This study program has been accredited nationally with “B” as the current score according to SK number :1100/SK/BAN-PT/Akred/S/IV/2018.

English Education Study Program has the vision “Excellence and Competitiveness in the field of Multicultural-based English Education in Southeast Asia in 2035”. The strategies to achieve the vision are clearly stated in the missions of this study program namely:

- a. Organize professional, innovative and efficient academic training in the area of English education.
- b. Conduct research and community services in a multicultural manner in the area of English education.
- c. Enhance the institutional governance of English Education in a realible, transparent, accountable and equitable environment.
- d. Work with other public and private institutions demstically and internationnaly in the area of English education.

To achieve the vision and mission, there need objectives to develop this study program, there are;

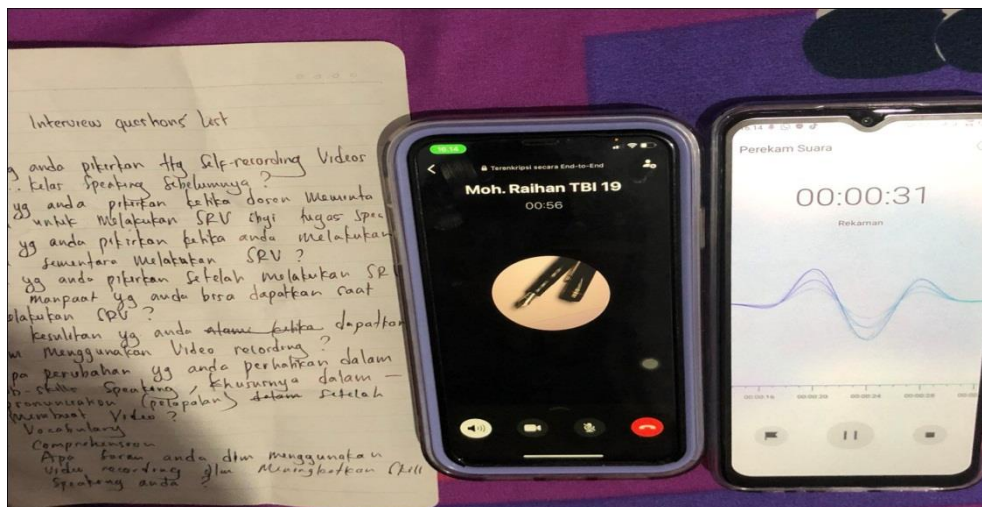
- a. Train professional English Teacher/educators in the area of English Education.
- b. Encourage productive researcher with multicultural understanding of English Education.
- c. To improve the competence and competence of English Education Study Program through cooperation in the area of tri dharma higher education at national and international level.

Source :

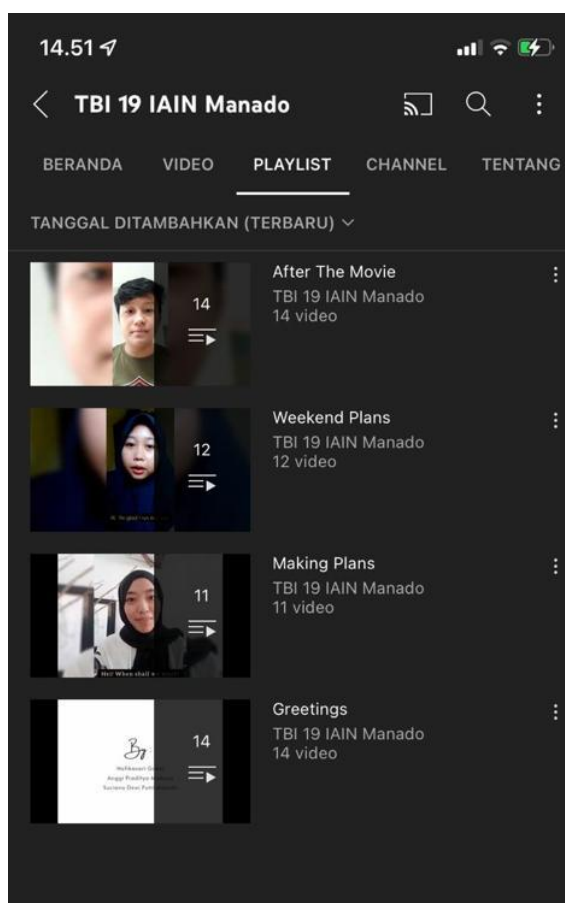
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Appendix 5 Documentation



Picture 1. Interview with the Student of Batch 2019 in English Education Study Program Via Call in Whatsapp application



Picture 2. Screenshot of Students' video recording in Youtube Application

Appendix 5 Transcript Interview Students

1. What do you think about Self-recording Videos in speaking class before?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Menurut saya, Self-recording itu bisa meningkatkan skill speaking dan mengukur sampai dimana skill yang kita miliki. In my opinion, self-recording can improve speaking skill and measure to what extent our skills are.
2.	Afiyah Fitriani Putri Yusuf	Menurut saya, self-recording pada kelas sebelumnya itu bekerja dengan sangat efektif karena para mahasiswa juga berlatih berbicara di depan kamera. Selain itu kita juga bisa terus belajar memperbaiki pronunciation speaking kita. In my opinion, self-recording in speaking class before worked very effectively, because the students also practiced speaking in front of the camera. Beside that, we can also continue to learn to improve our pronunciation speaking.
3.	Khofifah Indar Sugeha	Pendapat saya tentang Self-recording Videos itu sangat efektif dan bisa melatih kita untuk berbicara bahasa Inggris didepan umum. My opinion about Self-recording Videos is very effective and can train us to speak English in public.
4.	Siti Aisyah Efendi	Pendapat saya tentang itu, sangat membantu untuk melatih speaking dan kita dapat mengenal kosa kata baru, tetapi kosa kata baru itu bisa saja terulang ulang begitu. In my opinion, it is very helpful to practice speaking and we can get to know new vocabulary, but the new vocabulary can be repeated.
5.	Siti Nurul Putri Abdullah	Menurut saya self-recording itu bagus untuk diterapkan dalam kelas sebagai tugas dari dosen untuk mahasiswanya, itu menurut saya baik. I think self-recording is good to be applied in class as a task from lecturers to students, I think it is good.
6.	Lilis Giska Pasambuna	Yang saya pikirkan tentang Self-recoding Videos di kelas Speaking yaitu saya bisa lebih focus melafalkan kosa kata dan

		<p>bisa melatih kejelasan Pronunciation.</p> <p>What I think about Self-recoding Videos in Speaking class is that I can focus more on pronouncing vocabulary and can practice Pronunciation clarity.</p>
7.	Nofikasari Gobel	<p>Kalau menurut Fika sih, Self-recording itu membantu untuk membangun self-confidence. Mungkin disini lain juga membuat torang keluar dari sisi nyaman, karena biasanya ada orang yang tidak suka, jadi self-recording ini salah satu media untuk berkreasi lagi dan menciptakan self-confidence dengan keluar dari zona nyaman.</p> <p>In my opinion, self-recording helps to build self-confidence. Maybe on the other hand it also makes us out of comfort, because usually there are people who don't like it, so self-recording is a medium to be creative again and create self-confidence by getting out of our comfort zone.</p>
8.	Rasna Mokoginta	<p>Pada self-recording videos sebelumnya menurut saya bagus karena dapat membuat kita lancar berbicara bahasa inggris dan percaya diri.</p> <p>In my previous self-recording videos, I think it's good because it can make us speak English fluently and confidently.</p>
9.	Gusnar Faridzi Gobel	<p>Pertama, pendapat saya itu simple. Pertama sangat membantu dalam kelas terutama pada my pronunciation and my accent.</p> <p>First, my opinion is simple. First, it is very helpful in class, especially on my pronunciation and my accent.</p>
10.	Nurfitria Tumboimbela	<p>Menurut saya, self-recording videos pada kelas speaking itu sangat bermanfaat untuk melatih pronunciation dan memperlancar dalam berbicara bahasa inggris.</p> <p>In my opinion, self-recording videos in speaking class are very useful to practice pronunciation and improve speaking English.</p>
11.	Suciana Dewi Putri Makuta	<p>Kalau untuk mengembang skill speaking itu, cukup bagus dp teknik yang digunakan, karena melatih kepercayaan diri ketika speaking dari mahasiswa.</p> <p>For developing speaking skills, the technique used is quite</p>

		good, because it trains students' confidence when speaking.
12.	Nurvia Anastasia Anggai	Menurut saya, self-recording itu sangat baik untuk meningkatkan Speaking dan pronunciation. In my opinion, self-recording is very good for improving speaking and pronunciation.
13.	Erfina Paputungan	Pendapat saya mengenai Self-recording di kelas speaking itu sangat baik, karena melatih ucapan bahasa Inggris dengan baik atau bisa disebut dengan Pronunciation. In my opinion, self-recording in speaking class is very good, because it trains English speech well or can be called Pronunciation.
14.	Pricillia Veren Pakaya	Self-recording itukan bisa jadi for torang p pembelajaran. Bisa juga untuk mempelajari ulang skill speaking. Self-recording can be our lesson. It can also be used to re-learn speaking skills.
15.	Sakanna Supardi	Menurut pendapat saya, merekam diri sendiri sebagai tugas merupakan hal yang baik dalam perkembangan belajar karena hal tersebut memiliki banyak manfaat. in my opinion, self-recording as a task is a good thing in learning development because it has many benefits.
16.	Rusdin Bay	Jadi, menurut saya self-recording itu tentang pemahaman kita belajar bahasa Inggris lewat otodidak atau kita memperjelas pronunciation atau saat kita membuat video sendiri dan berbicara untuk pronunciation, grammar dan vocabulary. So, I think self-recording is about our understanding of learning English through self-taught or when we clarify pronunciation or when we make our own videos and talk about pronunciation, grammar and vocabulary.
17.	Yusi Kolopita	Pendapat saya, self-recording videos sangat bermanfaat untuk kelas speaking karena dengan adanya self-recording videos dikelas speaking dapat melatih speaking dengan baik. In my opinion, self-recording videos are very useful for speaking class because self-recording videos in speaking class

		can train speaking well.
18.	Moh. Raihan Praba Tahir	<p>Kurang efektif sih, soalnya mau dilihat lagi flashbak, rata-rata baca teks kalau bukan baca teks dihafal teksnya habis itu direkam. Berbeda dengan didunia nyata, spontan.</p> <p>Less effective, because I want to see the flashbak again, on average reading the text if not reading the text by memorizing the text after it is recorded. In contrast to the real world, spontaneous.</p>
19.	Dwi J. Hilipito	<p>Menurut saya itu sangat efektif dalam kelas pembelajaran speaking.</p> <p>I think it is very effective in speaking class.</p>
20.	Moh. Riski Mokoginta	<p>Menurut saya self-recording dalam speaking itu sangat baik bagi mahasiswa terutama bagi mahasiswa yang mungkin kekurangan dalam pronunciation.</p> <p>I think that self-recording in speaking is very good for students, especially for students who may lack pronunciation.</p>
21.	Irawan Uma Ternate	<p>Pendapat saya pada self-recording yaitu sangat membantu bagi mahasiswa, karena mahasiswa mampu menambah soft-skill dalam hal berbicara terlebih pentingnya itu cara mahasiswa memperbaiki pronounciationnya.</p> <p>My opinion on self-recording is that it is very helpful for students, because students are able to add soft-skills in terms of speaking, especially the importance of how students improve their pronunciation.</p>
22.	Putri Zaenab Al Idrus	<p>Menurut saya sangat baik untuk meningkatkan speaking dan translation kami.</p> <p>I think it is very good to improve our speaking and translation.</p>

2. What do you think when the lecturer asks you to do self-recording videos as assignments?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Menurut saya tidak apa-apa, karena dari situ kita bisa melatih Speaking. I think it is okay, because from there we can practice speaking.
2.	Afiyah Fitriani Putri Yusuf	Yang saya pikirkan pada saat itu sejujurnya agak kesulitan karena diminta untuk menggunakan aksen yang sudah dipilih, tetapi dengan adanya hal tersebut saya juga belajar bagaimana pronunciation yang benar menggunakan aksen itu. What I thought at the time, honestly, was a bit difficult because I was asked to use the accent that had been chosen, but with that I also learned how to pronounce correctly using that accent.
3.	Khofifah Indar Sugeha	Yang pertama saya masih takut karena waktu itu pengetahuan bahasa Inggris saya atau kosa kata saya masih sedikit, jadi belum ada keberanian untuk melakukan Self-recording Videos tapi saya berusaha mencoba membuat tugas video tersebut. The first one I was still afraid because at that time my knowledge of English or my vocabulary was still small, so I did not have the courage to do a recording but I tried to try to make the video assignment.
4.	Siti Aisyah Efendi	Yang saya pikirkan adalah kayak tantangan bagi mahasiswa, khususnya TBI untuk melakukan Self-recording apalagi untuk speaking, soalnya kita kan jarang sekali untuk speaking. Dengan self-recording ini kita bisa tahu kata-kata apa saja yang salah kita ucapkan. What I think is like a challenge for students, especially TBI to do self-recording in speaking, because it is rare to practice speaking. With self-recording we can know what words we say wrong.
5.	Siti Nurul Putri Abdullah	Menurut saya itu bagus karena dengan begitu saya bisa melihat dan melatih speaking saya, dimana saya harus mengimprovisasinya, bagaimana saya harus

		<p>mengembangkannya agar apa yang akan saya sampaikan bagus dan baik.</p> <p>I think it is good because that way I can see and practice my speaking, where I have to improvise, how I have to develop it so that what I will convey is good and good.</p>
6.	Lilis Giska Pasambuna	<p>Menurut saya cukup bagus karena dari bisa melatih cara bercerita bahasa Inggris dengan percaya diri.</p> <p>I think it is pretty good because of being able to practice speaking English with confidence.</p>
7.	Nofikasari Gobel	<p>Itu rasanya ada efek nano-nano sih, karena syok, karena langsung bayangkan susahnyanya dan gampang pas mo buat. Lelah juga, capek begitu.</p> <p>It felt like there was a mixed effect, because I was shocked, because I immediately imagined how difficult and easy it was when I wanted to make it. Tired too, so tired.</p>
8.	Rasna Mokoginta	<p>yang saya pikirkan saat itu ada rasa takut karna takut ada salah dalam pengucapan atau dalam membaca saya agak lama.</p> <p>What I thought at that time was fear because I was afraid that there would be a mistake in my pronunciation or in reading it for a while.</p>
9.	Gusnar Faridzi Gobel	<p>Awalnya kaget tapi sangat terbantu juga karena itu merupakan pembelajaran yang baru saya dapatkan setelah kuliah.</p> <p>I was surprised at first but it helped a lot because it was a lesson I just learned after college.</p>
10.	Nurfitria Tumboimbela	<p>Yang saya pikirkan yaitu saya harus berlatih dulu penyebutan-penyebutan yang kurang saya ketahui agar self-recording videos saya mendapat nilai bagus.</p> <p>What I'm thinking is that I have to practice the chants I don't know much about so that my self-recording videos get good marks.</p>
11.	Suciana Dewi Putri Makuta	<p>Kalau secara keseluruhan, pertama torang langsung macam nda bisa. Namun satu dua kali take video, ternyata cuman begitu, bisa.</p>

		As a whole, at first we immediately felt like we could not. But once or twice take a video, it turns out that it's just like that, I can.
12.	Nurvia Anastasia Anggai	Awalnya saya sedikit ragu untuk membuat tugas tersebut karena belum terlalu baik dalam pelafalan pada kosa kata tertentu. At first, I was a little doubt to make this assignment because I was not very good at pronouncing certain vocabularies.
13.	Erfina Papatungan	Yang saya pikirkan bagaimana saya bisa melakukan Self-recording karena masih begitu kurang penyebutan yang saya ketahui dalam pembelajaran speaking What I'm thinking about is how I can do self-recording because there are still so few mentions that I know in learning speaking.
14.	Pricillia Veren Pakaya	Yang saya pikirkan itu lebih tepatnya kepercayaan diri di depan kamera, bisa nda ini, yakin nda ini gugup nda, atau bagaimana dalam membuat video itu. What I think about is more precisely the confidence in front of the camera, whether you can or not, sure or not, nervous, or how to make the video.
15.	Sakanna Supardi	saya pikir itu tugas wajib yang ada di mata kuliah speaking agar kita berani berbicara jadi saya melakukannya. I thought it was a mandatory task in the speaking course so that we dared to speak so I did it.
16.	Rusdin Bay	Menurut saya, apabila ada suatu dosen yang memberikan tugas self-recording, saya rasa itu sangat bagus, karena self-recording bisa membantu kita untuk meningkatkan pengetahuan kita baik itu dari vocabulary dan juga pronunciation. Karena dari situ kita bisa melihat bagaimana vocabulary yang benar dalam melakukan self-recording. In my opinion, if there is a lecturer who gives a self-recording assignment, I think it is very good, because self-recording can help us to improve our knowledge both in terms of vocabulary and pronunciation. Because from there we can see how the

		correct vocabulary is in doing self-recording.
17.	Yusi Kolopita	Yang saya pikirkan adalah menonton videos speaking terlebih dahulu di youtube dan mempraktekkannya terlebih dahulu. What I think is to watch speaking videos first on YouTube and practice it first.
18.	Moh. Raihan Praba Tahir	Pembuatannya sih supaya lebih kreatif. Making it more creative.
19.	Dwi J. Hilipito	First, yang saya pikirkan itu pronunciation saya yang masih sangat kurang. First, what I think about is that my pronunciation is still very lacking.
20.	Moh. Riski Mokoginta	Yang saya pikirkan saat itu bagaimana saya bisa memberikan tugas terbaik untuk dosen saya, walaupun saya menyadari bahwa saya masih memiliki kekurangan pada pronunciation. What I was thinking at that time was how I could give the best assignment for my lecturer, even though I realized that I still had shortcomings in pronunciation.
21.	Irawan Uma Ternate	Yang saya pikirkan pada saat itu, menurut saya saya merasa kesulitan karena belum tahu mengenai aksen-aksen yang telah ditentukan. What I thought at that time, I think I find it difficult because I don't know about the accents that have been determined.
22.	Putri Zaenab Al Idrus	Ketika dosen meminta dibuatkan self-recording sebagai tugas individu speaking saya merasa ditantang dan ragu diakibatkan belum terlalu baik dalam pelafalan dalam kosakata tertentu tetapi disitu juga saya sangat setuju adanya tugas tersebut karena dari situ juga bisa melatih speaking kita. When the lecturer asked for a self-recording to be made as an individual speaking task, I felt challenged and doubtful because I wasn't very good at pronouncing certain vocabulary, but there I also strongly agreed with the task because from there it could also practice our speaking.

3. What do you think when you do Self-recording videos?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	<p>Yang saya pikirkan adalah saya harus berbicara dengan baik, pronunciation harus tepat dan mengerti materi yang akan dijelaskan dalam video.</p> <p>What I think is that I have to speak well, the pronunciation must be correct and understand the material that will be explained in the video.</p>
2.	Afiyah Fitriani Putri Yusuf	<p>Sama, saya kesulitan untuk mengucapkan beberapa kata.</p> <p>Same, I am having trouble pronouncing a few words.</p>
3.	Khofifah Indar Sugeha	<p>Saya takut melakukan kesalahan, saya takut gagal, saya juga tidak ingin merusak video saya hanya dengan satu kalimat saja, kalau ada kalimat yang salah saya selalu mengulangi video.</p> <p>I am afraid of making mistakes, I am afraid of failure, I also do not want to ruin my videos with just one sentences. If there is a sentence that is wrong, I always repeat the video.</p>
4.	Siti Aisyah Efendi	<p>Yang saya pikirkan pertama yaitu kosa kata, karena menurut saya itu sangat penting untuk speaking.</p> <p>The first thing I think is vocabulary, because I think it is very important for speaking.</p>
5.	Siti Nurul Putri Abdullah	<p>Yang saya pikirkan itu tentu saja saya memikirkan apa yang saya akan katakan dalam video tersebut, apa yang akan menjadi bahan saya dalam video tersebut.</p> <p>What I think about is of course I think about what I will say in the video, what will be my material in the video.</p>
6.	Lilis Giska Pasambuna	<p>Saat itu saya lebih berpikir untuk focus memperhatikan pronunciation saya disaat berbicara.</p> <p>At that time I thought more to focus on paying attention to my pronunciation when speaking.</p>
7.	Nofikasari Gobel	<p>Lebih dominan ke capek, karena mengulang-ngulang video, banyak behind the scenenya saat itu.</p> <p>It is more dominant to tired, because of repeating videos, there are a lot of behind the scenes at that time.</p>

8.	Rasna Mokoginta	<p>yang saya pikirkan saat self-recording videos yaitu saya harus hati-hati dalam pengucapan setiap kata supaya dapat didengar dengan jelas.</p> <p>what I think about when self-recording videos is that I have to be careful with the pronunciation of every word so that it can be heard clearly.</p>
9.	Gusnar Faridzi Gobel	<p>Yang saya pikirkan adalah pengucapan saya, takut salah. Wajar takut salah. Terus saya agak grogi.</p> <p>All I think about is my pronunciation, afraid of being wrong. It's natural to be afraid of being wrong. Then I'm a little nervous.</p>
10.	Nurfitria Tumboimbela	<p>Yang saya pikirkan tentunya gugup kalau hasilnya tidak sesuai atau kurang bagus.</p> <p>What I think is of course nervous if the results are not appropriate or not good.</p>
11.	Suciana Dewi Putri Makuta	<p>Rasa mengembangkan kepedean, ternyata saya bisa melakukan self-recording itu.</p> <p>The feeling of developing self-confidence, it turns out that I can do that self-recording.</p>
12.	Nurvia Anastasia Anggai	<p>Saya memikirkan apa yang saya ucapkan pada kalimat berikutnya, terlebih dalam pembentukan kalimat agar sesuai dengan grammar.</p> <p>I think about what I say in the next sentence, especially in the formation of sentences to match the grammar.</p>
13.	Erfina Paputungan	<p>Yang saya pikirkan mungkin kurang bagus, saya merasa tidak puas dengan video saya.</p> <p>What I think may not be good, I feel dissatisfied with my video.</p>
14.	Pricillia Veren Pakaya	<p>Yang dipikirkannya apa yang akan dibaca dan dibuat. Fokus pada pembuatan video.</p> <p>What I thought about what to read and make. Focus on making videos.</p>
15.	Sakanna Supardi	<p>Saya merasa sedikit gugup dan takut salah pengucapan dalam proses pembuatannya.</p>

		I was a little nervous and afraid of being mispronounced in the process of making it.
16.	Rusdin Bay	<p>Yang saya pikirkan ketika membuat yaitu tentang pemahaman saya dalam berbicara bahasa Inggris, saya memikirkan apa yang saya ketahui. Misalnya kita disuruh membuat tugas melakukan dialog, bagaimana cara saya menjawab dan juga bagaimana kita bertanya. Saya juga memikirkan materi apa yang akan dibicarakan nanti.</p> <p>What I think when making is about my understanding of speaking English, I think about what I know. For example, we are asked to make the task of doing a dialogue, how do I answer and also how we ask questions. I also think about what material will be discussed later.</p>
17.	Yusi Kolopita	<p>Yang saya pikirkan bagaimana cara saya agar tetap tidak gugup agar apa yang saya pelajari sebelumnya tidak saya lupa.</p> <p>What I think about is how I can stay nervous so I don't forget what I learned before.</p>
18.	Moh. Raihan Praba Tahir	<p>Ekspresi supaya kelihatan tidak membaca, bisa juga membaca, bisa juga dihafal pakai memori jangka pendek. Nah dari situ nda efektif, kecuali pas recording tanpa teks, tapi langsung spontan berbicara didepan kamera itu baru efektif sebenarnya. Tapi kalau dilihat lagi kan tidak ada pengawas sama sekali kalau di rumah otomatis mahasiswa suka yang mudah-mudah, dengan baca teks, record, selesai. Kalau dihafal, setelah tugas hilang karena pakai memori jangka pendek karena hanya sebatas tugas.</p> <p>Expressions so that they appear not to have read, can also be read, can also be memorized using short-term memory. So from there it is not effective, except when recording without text, but speaking spontaneously in front of the camera is actually effective. But if you look at it again, there are no supervisors at all, if at home students automatically like things that are easy, read text, record, finish. If memorized, after the task is lost</p>

		because it uses short-term memory because it is only a task.
19.	Dwi J. Hilipito	<p>Yang saya pikirkan itu gampang-gampang susah, apalagi dosen tersebut menentukan harus ini harus itu, jadi condongnya kayak susah apalagi mahasiswa yang pronunciationnya masih kurang.</p> <p>What I think is that it is easy and difficult, moreover the lecturer decides that this must be done, so it tends to be difficult, especially for students whose pronunciation is still lacking.</p>
20.	Moh. Riski Mokoginta	<p>Pada saat saya melakukan self-recording videos saya mengecek kembali video saya dan melihat dimana bagian-bagian yang masih salah, atau dimana kalimat-kalimat yang saya masih salah dalam penyebutan sehingga saya bisa memperbaiki.</p> <p>When I do self-recording videos I check my videos again and see where the parts are still wrong, or where the sentences are still spelled wrong so I can correct them.</p>
21.	Irawan Uma Ternate	<p>Yang saya pikirkan yaitu saya merasa enjoy karena telah menyiapkan materi-materi untuk melakukan self-recording videos.</p> <p>What I think is that I enjoy having prepared materials for self-recording videos.</p>
22.	Putri Zaenab Al Idrus	<p>Yang saya pikirkan adalah cara penyebutan suatu kata yang diucapkan apakah sudah benar dalam segi pronouns-nya dan memahami suatu kalimat yang telah kita jadikan materi dalam suatu pembahasan tersebut.</p> <p>What I think is the way of pronouncing a spoken word whether it is correct in terms of its pronouns and understanding a sentence that we have made material in a discussion.</p>

4. What do you think after you do self-recording videos?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Saya bisa melakukan Self-recording dengan baik. I can do self-recording well.
2.	Afiyah Fitriani Putri Yusuf	Setelah melakukan self-recording videos saya menonton kembali video saya dan ternyata saya dalam speaking masih banyak kurang dan pronunciation saya juga banyak yang masih salah. After do self-recording videos, I watched my video again and it turned out that I still lacked a lot in Speaking and my pronunciation was also still a lot wrong.
3.	Khofifah Indar Sugeha	Yang saya pikirkan setelah melakukan Self-recording Videos itu saya sudah merasa aman karena sudah melakukan atau membuat video tersebut. What I think after doing the recording I already feel safe because I have done or made the video.
4.	Siti Aisyah Efendi	Setelah melakukan self-recording, kita bisa melihat dan mendengar kosa kata apa atau grammar apa yang salah kita ucapkan. After doing self-recording, we can see and hear what vocabulary or grammar is wrong in pronunciation.
5.	Siti Nurul Putri Abdullah	Saya berpikir bagaimana dampak video ini terhadap saya, apa itu sudah cukup baik atau saya harus ulangi lagi. Dan dimana letak kesalahan saya, akan saya perbaiki. I was thinking how this video impacted me, was it good enough or should I do it again. And where is my mistake, I will fix it.
6.	Lilis Giska Pasambuna	Yang saya pikirkan saat itu santai. All I thought at the time was relaxing.
7.	Nofikasari Gobel	Setelah melakukan self-recording rasanya lega, karena tugas terlewati. After doing the self-recording, I feel relieved, because the task has been passed.
8.	Rasna Mokoginta	yang saya pikirkan apakah pengucapan saya sudah baik atau

		<p>belum.</p> <p>All I think about is whether my pronunciation is good or not.</p>
9.	Gusnar Faridzi Gobel	<p>Pertama, jujur saya pribadi kurang suka dengan suara sendiri. Hanya itu karena saya pribadi kurang PD terhadap diri saya sendiri.</p> <p>First, to be honest, I personally don't like my own voice. That's just because I personally lack confidence in myself.</p>
10.	Nurfitria Tumboimbela	<p>Yang saya pikirkan yaitu apakah nilai saya bisa memuaskan atau tidak.</p> <p>What I think about is whether my grades can be satisfactory or not.</p>
11.	Suciana Dewi Putri Makuta	<p>Rasa percaya diri untuk speak up itu mulai ada, sudah ada.</p> <p>The confidence to speak up is starting to exist, it's already there.</p>
12.	Nurvia Anastasia Anggai	<p>Saya berpikir apakah ada begitu banyak kesalahan yang saya lakukan dalam video yang saya buat.</p> <p>I was wondering if there were so many mistakes I made in the videos I made.</p>
13.	Erfina Paputungan	<p>Mungkin lebih ke nilai yg akan di berikan oleh sir.</p> <p>Maybe more to the value that will be given by sir</p>
14.	Pricillia Veren Pakaya	<p>Biasanya itu di tonton ulang, kalau dirasa kurang lengkali rekam ulang, kalau rasa ada yang salah bisa di edit lagi.</p> <p>Usually it is re-watched, if it feels lacking, next time re-record it, if you feel something is wrong, you can edit it again.</p>
15.	Sakanna Supardi	<p>Saya memikirkan penilaian sir fadhlan terhadap video saya, selain itu saya merasa lega karena sudah membuat tugas walaupun sedikit kesulitan.</p> <p>I think about Sir Fadlan's assessment of my video, besides that I feel relieved because I have made the task even though it is a little difficult.</p>
16.	Rusdin Bay	<p>Saya memikirkan bagaimana cara saya untuk melatih pronunciation dan vocabulary saya, apakah saya bisa melihat kelebihan dan kekurangan dalam melakukan self-recording videos.</p>

		I think about how I can practice my pronunciation and vocabulary, whether I can see the advantages and disadvantages of doing self-recording videos.
17.	Yusi Kolopita	Yang saya pikirkan apakah saya akan mendapatkan nilai yang bagus. All I think about is whether I will get good grades.
18.	Moh. Raihan Praba Tahir	Setelah melakukan, yang difikir melihat videonya sih. Melihat ekspresi, intonasi bisa juga. After doing, who thought to see the video. Seeing the expression, intonation can also.
19.	Dwi J. Hilipito	Prosesnya tidak gampang, banyak rintangan, tetapi setelah saya melakukannya, ada beberapa manfaat sih, jadi setelah saya melihat video saya, jika ada kesalahan begitu didalam pronunciation, saya ulangi lagi video tersebut, diulangi sampai saya bisa. The process is not easy, there are many obstacles, but after I did it, there were some benefits, so after I saw my video, if there was an error in the pronunciation, I repeated the video again, repeated until I could.
20.	Moh. Riski Mokoginta	Adalah bagaimana saya bisa membuat self-recording videos kembali tanpa melakukan kesalahan-kesalahan yang telah saya lakukan sebelumnya. Tentunya saya memerhatikan beberapa hal seperti cara pengucapan beberapa kalimat yang menurut saya susah, itu saya pelajari lagi sehingga tidak kesulitan lagi pada saat melakukan tugas tersebut kembali. Is how I can make self-recording videos again without making the mistakes that I have done before. Of course, I noticed a few things, such as how to pronounce some sentences that I found difficult, that I learned again so I wouldn't have any more difficulties when I did the task again.
21.	Irawan Uma Ternate	Setelah saya melakukan self-recording videos, ternyata pronunciation saya masih banyak yang salah dan harus diperbaiki lagi.

		After I did the self-recording videos, it turned out that my pronunciation was still a lot wrong and had to be corrected again.
22.	Putri Zaenab Al Idrus	Mengoreksi kembali kesalahan yang ada agar selanjutnya tidak diulangi kembali. correcting existing errors so that they will not be repeated again.

5. What benefits did you find in using self-recording videos?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Manfaatnya yaitu bisa melatih speaking dan pronunciation. The benefit is that I can practice speaking and pronunciation.
2.	Afiyah Fitriani Putri Yusuf	Saya lebih berani bercerita di depan kamera, belajar lebih leluasa menyuarakan pendapat saya dan juga terlatih untuk berbicara tanpa melihat teks terlebih dahulu. I am more courageous in telling stories in front of the camera, learning to be more flexible in voicing my opinions and also being trained to speak without looking at the text first.
3.	Khofifah Indar Sugeha	Manfaatnya yaitu saya sudah tidak gugup berbicara bahasa Inggris, saya sudah cukup berani dan juga belajar tentang pronunciation dan bagaimana melafalkan suatu kata yang baik dan benar. The benefit is that, I am no longer nervous on speaking English, I am brave enough and also learn about pronunciation and how to pronounce a word properly and correctly.
4.	Siti Aisyah Efendi	Manfaatnya bagi saya itu bisa membantu skill speaking. Manfaatnya bagi saya itu bisa membantu keterampilan berbicara.
5.	Siti Nurul Putri Abdullah	Saya merasa manfaatnya itu, saya bisa melatih kekurangan dalam speaking, sehingga kekurangan saya itu bisa diperbaiki. I feel the benefits of being able to practice deficiencies in speaking, so that my shortcomings can be corrected.
6.	Lilis Giska Pasambuna	Manfaat yang saya dapatkan dari self-recording videos yaitu saya sudah sedikit lancar dalam berbahasa Inggris dan melatih percaya diri saya. The benefits that I get from self-recording videos are that I'm already a little fluent in English and it trains my self-confidence.
7.	Nofikasari Gobel	Kan biasanya sebelum melakukan self-recording itu pasti ada materi-materi yang mo kase atau gambaran-gambaran begitu. Tugas speaking ini kan variatif, ada yang cerita-cerita, ada yang

		<p>pernah debat, jadi dari situ bisa memperluas knowledge, karena kita bisa riset. Kedua, bisa melatih speaking, terutama public speaking sih, karena itu nanti bisa di upload dan di tonton banyak orang.</p> <p>Usually, before doing the self-recording, there must be materials given or such pictures. This speaking assignment is varied, some tell stories, some have debates, so from there we can expand our knowledge, because we can do research. Second, you can practice speaking, especially public speaking, because it can later be uploaded and watched by many people.</p>
8.	Rasna Mokoginta	<p>Manfaatnya kita akan berpikir untuk melatih pengucapan terus-menerus supaya nantinya kita fasih dalam berbahasa Inggris.</p> <p>The benefit is that we will think to practice pronunciation continuously so that later we are fluent in English.</p>
9.	Gusnar Faridzi Gobel	<p>Manfaat paling saya rasa yaitu peningkatan soft skill. Maksudnya adalah my public speaking itu terbantu disitu.</p> <p>The most benefit I think is an increase in soft skills. The point is that my public speaking was helped there.</p>
10.	Nurfitria Tumboimbela	<p>Manfaatnya yaitu melatih keberanian dalam berbicara bahasa Inggris.</p> <p>The benefit is to train courage in speaking English.</p>
11.	Suciana Dewi Putri Makuta	<p>Ada pengembangan kepercayaan diri, ada beberapa kosa kata baru dalam dialog, ada perbaikan pronunciation.</p> <p>There is the development of self-confidence, there are some new vocabulary in the dialogue, there is an improvement in pronunciation.</p>
12.	Nurvia Anastasia Anggai	<p>Saya dapat mengimprove pelafalan cara saya bicara.</p> <p>I can improve the pronunciation of the way I speak.</p>
13.	Erfina Paputungan	<p>Manfaat yang saya dapat ketika telah melakukan Self-recording itu, kita dapat berbicara bahasa Inggris dengan baik dan melatih ucapan agar bisa menyebutkan Pronunciation pada kalimat.</p> <p>The benefits that I get when I have done the Self-recording, we can speak English well and practice speech so that we can</p>

		mention Pronunciation in sentences.
14.	Pricillia Veren Pakaya	Bisa meningkatkan kepercayaan diri, meningkatkan public speaking. Can increase self-confidence, improve public speaking.
15.	Sakanna Supardi	Manfaatnya saya bisa belajar mengucapkan kalimat yang benar, bisa belajar gaya dan nada bercerita yg baik dalam menggunakan bahasa inggris. the benefits I can learn to pronounce the correct sentence, can learn the style and tone of a good storytelling in using English.
16.	Rusdin Bay	Terutama manfaat bagi saya yaitu pertama menambah pengetahuan, bisa meningkatkan vocabulary, bisa memperbaiki pronunciation saat berbicara, juga bisa memperbaiki grammar apalagi ada grammar yang kurang tepat kita bisa melihatnya dalam self-recording. Kita juga bisa meningkatkan kegiatan kita terutama dalam speaking, karena seperti kita ketahui bersama speaking itu sangat sulit karena butuh keberanian jadi dalam melakukan self-recording videos kita juga bisa berani berbicara karena hanya kita yang bisa mendengarkan dan menilai kekurangan dari video kita. Especially the benefits for me are firstly increasing knowledge, being able to increase vocabulary, being able to improve pronunciation when speaking, also being able to improve grammar, especially if there is grammar that is not right, we can see it in self-recording. We can also improve our activities, especially in speaking, because as we all know speaking is very difficult because it takes courage, so in doing self-recording videos we can also dare to speak because only we can listen and judge the shortcomings of our videos.
17.	Yusi Kolopita	Manfaatnya adalah ketika saya melakukan self-recording video saya bisa melatih speaking saya dengan baik. The benefit is that when I do self-recording videos I can practice my speaking well.
18.	Moh. Raihan Praba Tahir	Mungkin untuk diri sendiri, membuat sadar kalau masih perlu

		<p>banyak belajar, pas melihat video itu. Secara pembelajarannya cuman melatih pronunciation sih.</p> <p>Maybe for yourself, making you realize that you still need to learn a lot, when you see the video. In learning only practice pronunciation.</p>
19.	Dwi J. Hilipito	<p>Manfaatnya banyak sih, seperti speaking kita lebih lancar lagi, pronunciation saya lebih mantap lagi menurut saya.</p> <p>The benefits are many, such as our speaking is more fluent, my pronunciation is even more stable in my opinion.</p>
20.	Moh. Riski Mokoginta	<p>Saya mendapatkan banyak manfaat terutama pada hal pronunciation, karena mengingat lagi saya masih kurang dalam hal pronunciation sehingga dengan adanya self-recording itu saya bisa memperbaiki pronunciation saya dengan dibantu oleh dosen yang mengajar pada kelas saya.</p> <p>I got a lot of benefits, especially in terms of pronunciation, because again I was still lacking in terms of pronunciation so that with the self-recording I was able to improve my pronunciation with the help of the lecturer who taught my class.</p>
21.	Irawan Uma Ternate	<p>Manfaatnya sangat banyak, karena dengan melakukan self-recording videos saya mampu mengungkapkan atau berbicara tentang apa-apa yang belum saya ketahui dalam hal pronunciation dan grammar.</p> <p>The benefits are many, because by doing self-recording videos I am able to express or talk about things that I don't know about pronunciation and grammar.</p>
22.	Putri Zaenab Al Idrus	<p>manfaatnya ialah membantu skill speaking saya.</p> <p>the benefit is that it helps my speaking skill.</p>

6. What difficulties did you experience while making a video?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	<p>Kesulitannya yaitu saya harus mengulang video karena untuk memperbaiki pronunciation saya.</p> <p>The difficult is that I have to repeat the video because it is to repair my pronunciation.</p>
2.	Afiyah Fitriani Putri Yusuf	<p>Yang pertama tentunya pronunciation, kedua adanya kendala dalam mengingat apa yang harus katakan. Selain itu aksen yang saya gunakan tidak sesuai dengan aslinya.</p> <p>The first is of course pronunciation, the second is there are obstacles in remembering what to say. In addition, the accent that I use does not match the original.</p>
3.	Khofifah Indar Sugeha	<p>Kesulitannya itu ketika saya mengeditnya, mencari kalimat yang ingin saya record, dan itu sangat susah karena membuat kalimat bahasa Inggris itu tidak bisa asal-asalan. Selain itu, video harus di upload di Youtube, itu memerlukan jaringan yang sangat bagus, sementara jaringan di kampung saya jaringan sangat jelek.</p> <p>The difficulty was when I edited it, looking for the sentence I wanted to record, and it was very difficult because I could not make the English sentence carelessly. In addition, videos must be uploaded on youtube, it requires a very good network while in my village the network is very poor.</p>
4.	Siti Aisyah Efendi	<p>Kesulitannya adalah ketika kita memikirkan grammar atau memikirkan kosa-kata.</p> <p>The difficulty is when we think about grammar or think about vocabulary.</p>
5.	Siti Nurul Putri Abdullah	<p>Saya merasa sulit dibagian ketika saya ingin berbicara, karena ketika tidak belajar saya akan blank.</p> <p>I find it difficult in the part when I want to speak, because when I don't study I will be blank.</p>
6.	Lilis Giska Pasambuna	<p>Kesulitan saya itu melawan ketidakpercayaan diri dan menyusun kosa kata yang akan saya sampaikan dalam video.</p>

		My difficulty is fighting self-doubt and constructing vocabulary that I will convey in the video.
7.	Nofikasari Gobel	<p>Yang pertama, lupa lupa ingat soal materinya, untuk membaca skrip. Kedua, editing, banyak memotong-motong video karena banyak behind the scene. Terakhir, ribut faktor lingkungan sekitar.</p> <p>The first, forget to forget about the material, to read the script. Second, editing, a lot of cutting videos because there are a lot of behind the scenes. Finally, the noisy surrounding environmental factors.</p>
8.	Rasna Mokoginta	<p>kesulitan saya yaitu sering ngeblank saat membuat video.</p> <p>My problem is that I often go blank when making videos.</p>
9.	Gusnar Faridzi Gobel	<p>Pertama itu mencari bahan atau topik yang akan saya bicarakan.</p> <p>First it's looking for material or topic that I will talk about.</p>
10.	Nurfitria Tumboimbela	<p>Kesulitan yang saya alami yaitu mengulang beberapa kali saat membuat video karena adanya beberapa kesalahan.</p> <p>The difficulty I experienced was repeating several times when making videos because of some mistakes.</p>
11.	Suciana Dewi Putri Makuta	<p>Untuk kesulitan mungkin ada beberapa kata ada yang belum diketahui bunyinya, jadi dalam video harus di take ulang-ulang.</p> <p>For difficulties, there may be some words that are not yet known, so the video must be taken again and again.</p>
12.	Nurvia Anastasia Anggai	<p>Kesulitan saya ketika mengucapkan kosa kata yang sulit diucapkan.</p> <p>My difficulty when pronouncing vocabulary that is difficult to pronounce.</p>
13.	Erfina Paputungan	<p>Kesulitan lebih ke mengulang-ulang sebutannya, jadi mentake videonya berulang.</p> <p>The difficulty is more to repeat the name, so take the video over and over again.</p>
14.	Pricillia Veren Pakaya	<p>Lebih tepatnya kualitas kamera sih, nda semua pencahayaan dapat, itu sulit dicari. Kemudian, cara pembicaraan, intonasi, kan nda asal-asal.</p>

		More precisely the quality of the camera, you can't get all the lighting, it's hard to find. Then, the way of speaking, intonation, is not random.
15.	Sakanna Supardi	kesulitan yang terdapat pada pembuatan video yaitu menghafal dan mengucapkan kalimat yg benar. The difficulty in making videos is memorizing and pronouncing the correct sentences.
16.	Rusdin Bay	Kesulitan mungkin dari hape mungkin RAM tidak mencukupi, jadi dalam membuat video mungkin ada kendala-kendala, tetapi jika RAM besar tidak ada kesulitan. The difficulty may be from the smartphone that there is not enough RAM, so in making videos there may be obstacles, but if the RAM is large there is no difficulty.
17.	Yusi Kolopita	Kesulitan yang saya alami adalah ketika saya membuat sebuah video saya akan gugup. The difficulty I have is when I make a video I will be nervous.
18.	Moh. Raihan Praba Tahir	Salah satunya itu diulang-ulang supaya mendapat hasil yang bagus untuk didengar. Bisa jadi diulang karena lidahnya kepeleset kalau ngomong. One of them is repeated in order to get good results to be heard. It could be repeated because my tongue is wrong when he speaks.
19.	Dwi J. Hilipito	Pronunciation kita, apalagi yang masih kurang dalam pronunciation masih di bawah rata-rata, jadi terlatih karena mengulang terus video yang salah pelafalan. Our pronunciation, especially those that are still lacking in pronunciation, are still below average, so we are trained because we keep repeating videos that have the wrong pronunciation.
20.	Moh. Riski Mokoginta	Kesulitan yang saya alami yaitu ketika saya membuat video kemudian masih terdapat banyak kalimat-kalimat yang saya tidak tahu atau saya sulit untuk mengucapkannya, sehingga hal tersebut memperlambat saya untuk menyelesaikan tugas video

		<p>saya.</p> <p>The difficulty I have is when I make a video and then there are still many sentences that I don't know or I find it difficult to pronounce, so it slows me down to complete my video assignment.</p>
21.	Irawan Uma Ternate	<p>Dalam hal pengeditan karena belum memahami tentang pengeditan.</p> <p>In terms of editing because they do not understand about editing.</p>
22.	Putri Zaenab Al Idrus	<p>Kesulitan yang dialami kurang lebih mengucapkan kosakata yang sulit diucapkan.</p> <p>The difficulty experienced is more or less pronouncing vocabulary that is difficult to pronounce.</p>

7. What disadvantages did you find in using video recording?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Kekurangannya yaitu mungkin bisa membaca teks materi yang diberikan. The disadvantage is may can read the text of the material given.
2.	Afiyah Fitriani Putri Yusuf	Mungkin hanya cukup memakan memori dan memakan waktu untuk mengedit video. It might just be quite memory-consuming and time-consuming to edit the video.
3.	Khofifah Indar Sugeha	Ketika saya sedang merecord video, banyak gangguan-gangguan yang membuat konsentrasi saya hilang, dan membuat video saya rebut dan suara saya tidak terdengar. When I was recording a video, there were many distractions that made me lose my concentration, and made my video scrambled and my voice was not heard.
4.	Siti Aisyah Efendi	Kekurangannya memakan waktu untuk menghafal kosa kata dari materi. The drawback is that it takes time to memorize the vocabulary of the material.
5.	Siti Nurul Putri Abdullah	Kekurangannya terletak pada diri saya sendiri. Ketika saya tidak siap saya memiliki kekurangan, ataupun media yang saya gunakan seperti penyimpanan, baterainya, dll. The drawback lies in myself. When I am not ready I have a shortage, or the media I use like storage, the battery, etc.
6.	Lilis Giska Pasambuna	Disaat berbicara atau membuat video saya sering lupa kata apa yang akan saya sampaikan. When talking or making videos I often forget what words I will convey.
7.	Nofikasari Gobel	Kekurangannya ya itu membuang waktu karena sering mengulang video. The drawback is that it wastes time because it often repeats the video.

8.	Rasna Mokoginta	kekurangannya kadang saya salah dalam pengucapannya. The disadvantages is that sometimes I get it wrong in pronunciation.
9.	Gusnar Faridzi Gobel	Kekurangan yang saya pribadi itu kayak lucu bercerita didepan kamera cuman sendiri, agaknya yang paling tepat itu butuh teman dalam frame video supaya tidak terlalu kaku dan grogi. My personal weakness is that it's funny to tell stories in front of the camera alone, it seems that the most appropriate thing is to need friends in the video frame so that they are not too stiff and nervous.
10.	Nurfitria Tumboimbela	Kekurangannya yaitu pronunciation saya yang kurang bagus, jadi videonya kurang bagus menurut saya. The drawback is that my pronunciation is not good, so the video is not good in my opinion.
11.	Suciana Dewi Putri Makuta	Mungkin kekurangannya itu sering diulang-ulang karena untuk memperbaiki pronunciation yang salah. Maybe the drawback are often repeated because to correct the wrong pronunciation.
12.	Nurvia Anastasia Anggai	Kekurangan yang saya dapatkan ketika self-recording terkadang ada kesalahan dalam pelafalan kata dan grammar yang masih kurang. The advantages that I get when self-recording are sometimes there are errors in word pronunciation and grammar that is still lacking.
13.	Erfina Paputungan	Kekurangannya mungkin lebih ke penyebutan Pronunciation. The drawback may be more to the mention of Pronunciation.
14.	Pricillia Veren Pakaya	Kurang tahu le kurangnya dimana. Do not know where it is lacking.
15.	Sakanna Supardi	menurut saya tidak ada kekurangan. I don't think there are any drawbacks.
16.	Rusdin Bay	Menurut saya kekurangannya, kita harus take video selama beberapa kali. Apabila ada yang kurang harus diulangi seperti kalimat yang salah. Ada juga gangguan lain misalnya suara dari

		<p>luar yang akan menghambat ketika kita akan melakukan self-recording.</p> <p>I think the drawback, we have to take video for several times. If something is missing, it must be repeated like a wrong sentence. There are also other distractions, such as outside noises that will hinder us when we are going to do self-recording.</p>
17.	Yusi Kolopita	<p>Kekurangannya itu tadi saya terlalu gugup ketika membuat video jadi membuat video saya rasa ada yang kurang.</p> <p>The drawback was that I was too nervous when making a video, so I felt something was missing when making a video.</p>
18.	Moh. Raihan Praba Tahir	<p>Kekurangannya itu nda ada pengawasan dirumah, jadi mahasiswa bisa membaca teks.</p> <p>The drawback is that there is no supervision at home, so students can read the text.</p>
19.	Dwi J. Hilipito	<p>Kekurangan menurut saya, hape yang full memori. Karena kan video yang diulang memuat memori yang banyak.</p> <p>In my opinion, the phone is full of memory. Because repeated videos load a lot of memory.</p>
20.	Moh. Riski Mokoginta	<p>Kekurangan yang saya dapatkan adalah pada smartphone, karena mengingat lagi panjang durasi video recording yang dilakukan itu tidak menentu, ada yang panjang, ada yang pendek sehingga itupun menyita memori penyimpanan.</p> <p>The drawback that I got was on a smartphone, because considering the length of the video recording that was done it was erratic, some were long, some were short so that even then it took up storage memory.</p>
21.	Irawan Uma Ternate	<p>Kekurangan yang saya dapatkan yaitu mengirim video kepada dosen pengampu karena terkendala oleh jaringan.</p> <p>The drawback that I got was sending videos to the lecturer because it was constrained by the network.</p>
22.	Putri Zaenab Al Idrus	<p>Kekurangannya dalam pelafalan suatu kata dikarenakan apabila kata yang saya ucapkan salah maka saya akan membuat video</p>

		<p>itu kembali dari awal.</p> <p>the lack of pronouncing a word is because if the word I say is wrong, I will make the video again from the beginning.</p>
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8. What changes have you noticed in your Speaking sub-skills especially on your pronunciation after completed each video?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Perubahannya pada pronunciation, lebih tau melafalkan suatu kata. The change is in pronunciation, knowing better to pronounce words.
2.	Afiyah Fitriani Putri Yusuf	Perubahan yang saya dapatkan, yaitu saya lebih giat lagi belajar pronunciation. The change I got was that I was more active in learning pronunciation.
3.	Khofifah Indar Sugeha	Pronunciation saya bisa lebih bagus daripada sebelumnya, dan speaking saya juga lebih baik daripada sebelum membuat video. My pronunciation can be better than before, and my speaking is also better than before making the video.
4.	Siti Aisyah Efendi	Perubahannya adalah sedikit demi sedikit membantu pelafalan saya. The change is that little by little it helps my pronunciation.
5.	Siti Nurul Putri Abdullah	Saya bisa mendengar miss-nya itu dimana, kekurangan saya dimana, kemudian saya akan melatih pelafalan saya tersebut dengan mendengarkan pelafalan yang benar di google, sampai pelafalan saya benar. I can hear where the miss is, where is my weakness, then I will practice my pronunciation by listening to the correct pronunciation on google, until my pronunciation is correct.
6.	Lilis Giska Pasambuna	Setelah membuat video saya mendapatkan skill pronunciation, pronunciation saya lebih terlatih. After making the video I got pronunciation skills, my pronunciation was better trained.
7.	Nofikasari Gobel	Mungkin ini juga salah satu kelebihan kalau dipikir, karena kan kalau divideo begitu sampai kesalahan-kesalahan spesifik itu bisa diketahui. Jadi, terutama di pronunciation itu lebih

		<p>diperhatikan. Jadi lebih tahu pronunciation sudah benar atau tidak.</p> <p>Maybe this is also one of the advantages when you think about it, because if you film it like that, you can find out the specific mistakes. So, especially in pronunciation, it is more important to pay attention to. So you know better if the pronunciation is correct or not.</p>
8.	Rasna Mokoginta	<p>perubahan yang saya dapat yaitu sekarang pengucapan saya sudah agak membaik.</p> <p>The change I got is that now my pronunciation has improved somewhat.</p>
9.	Gusnar Faridzi Gobel	<p>Perubahan yang saya perhatikan itu adalah pola kalimatnya, yang awalnya saya kira sudah baik, tetapi setelah melihat video menjadi evaluasi dalam diri saya sendiri ternyata itu kurang tepat pengucapannya. Melatih accent saya. Jujur saja sebelum melakukan self-recording videos my accent so bad. Pengucapan dan intonasi saya dalam berbicara itu sangat kurang.</p> <p>The change that I noticed was the sentence pattern, which at first I thought was good, but after watching the video, it became an evaluation for myself, it turns out that the pronunciation is not quite right. Then, Practice my accent. To be honest, before doing self-recording videos my accent was so bad. My pronunciation and intonation in speaking was very poor.</p>
10.	Nurfitria Tumboimbela	<p>Perubahannya yaitu pronunciation saya sedikit membaik.</p> <p>The change is that my pronunciation has improved a bit.</p>
11.	Suciana Dewi Putri Makuta	<p>Ada perkembangan yang cukup signifikan pada pronunciation, jadi tahu pronunciation. Kalau nda tahu cara penyebutan, otomatis ada rasa ingin tahu bagaimana cara penyebutannya.</p> <p>There is a significant development in pronunciation, so you know the pronunciation. If you don't know how to pronounce it, you will automatically want to know how to pronounce it.</p>
12.	Nurvia Anastasia Anggai	<p>Setelah membuat video yang saya perhatikan itu, pelafalan kata yang sulit, menjadi lebih mudah dilafalkan.</p>

		After making the video that I noticed, the pronunciation of difficult words became easier to pronounce.
13.	Erfina Paputungan	perubahan dalam Pronunciation bisa lebih baik dan tahu ketika mengucapkan suatu kata. changes in Pronunciation can be better and know when pronouncing a word.
14.	Pricillia Veren Pakaya	Memperlancar pronunciation, bisa memperbaiki cara pelafalan, karena diulang-ulang. Streamlining pronunciation, can improve pronunciation, because it is repeated.
15.	Sakanna Supardi	pastinya ada perubahan, kita bisa lebih mengetahui dan lancar dalam berbicara yg baik dan benar sesuai kamus bahasa Inggris. Of course there are changes, we can know more and be fluent in speaking properly and correctly according to the English dictionary.
16.	Rusdin Bay	Kita bisa melakukan speaking lebih bebas lagi, atau pengetahuan bahasa inggris kita bertambah sehingga speaking kita itu lebih condong bisa berbahasa inggris dengan bebas, karena ketika kita melakukan self-recording yang kita pikirkan akan keluar atau diutarakan biar grammar salah, pronunciation salah. berbeda dengan secara langsung dengan orang ada sedikit takut-takut apa yang akan dibicarakan. Dalam self-recording kalau ada yang salah akan diulang, itu membuat speaking kita berkembang. We can speak more freely, or our knowledge of English increases so that our speaking tends to be able to speak English freely, because when we do self-recording what we think will come out or be said so that the grammar is wrong, the pronunciation is wrong. in contrast to directly with people there is a bit of timidity about what to talk about. In self-recording if something is wrong it will be repeated, it makes our speaking grow.
17.	Yusi Kolopita	Perubahannya adalah pronunciation saya lumayan membaik.

		The change is that my pronunciation has improved quite a bit.
18.	Moh. Raihan Praba Tahir	<p>Secara pengucapan itu lebih fasih karena diulang-ulang setiap kali salah. Terus dilihat apakah sudah betul pengucapan hurufnya supaya lebih enak didengar.</p> <p>Pronunciation is more fluent because it is repeated every time it is wrong. Continue to see if the pronunciation of the letters is correct so that it is more pleasant to hear.</p>
19.	Dwi J. Hilipito	<p>Pronunciationnya lebih lancar, apalagi ketemu dengan kata atau kalimat yang menurut saya susah tapi karena ingin membuat video yang bagus, jadi dilatih terus sampai bisa dan lancar.</p> <p>Pronunciation is more fluent, especially when I meet words or sentences that I think are difficult but because I want to make good videos, I keep practicing until I can and do it smoothly.</p>
20.	Moh. Riski Mokoginta	<p>Terdapat pada bagian-bagian kalimat yang sulit bagi saya untuk melafalkannya, sehingga itu merupakan perubahan yang baik menurut saya dibantu juga dengan dosen yang mengajar pada saat itu.</p> <p>There are parts of the sentence that are difficult for me to pronounce, so it is a good change in my opinion, assisted by the lecturer who was teaching at that time.</p>
21.	Irawan Uma Ternate	<p>Perubahannya yaitu lebih menambah atau lebih giat belajar dalam hal pronunciation.</p> <p>The change is to add more or be more active in learning in terms of pronunciation.</p>
22.	Putri Zaenab Al Idrus	<p>Perubahan pronunciation tampak signifikan dikarenakan sedikit demisedikit saya lebih terlatih lagi dalam pelafalan yang baru saya jumpai dalam bentuk kata tertentu.</p> <p>The change in pronunciation seemed significant because little by little I was more trained in the pronunciation that I had just met in certain word forms.</p>

9. What changes have you noticed in your Speaking sub-skills especially on your vocabulary after completed each video?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Vocabulary saya lebih bertambah. My vocabulary has increased more.
2.	Afiyah Fitriani Putri Yusuf	Kalau untuk vocabulary, saya juga lebih banyak menambah vocabulary baru untuk dihafal dan mencoba berani bersuara dengan vocabulary yang saya pelajari. As for vocabulary, I also add more new vocabulary to memorize and try to be brave enough to speak with the vocabulary I have learned.
3.	Khofifah Indar Sugeha	Saya lebih banyak mengetahui kosa kata, pokoknya saya banyak belajar kosa kata baru. I know more vocabulary, basically I learn a lot of new vocabulary.
4.	Siti Aisyah Efendi	Lebih tahu kosa kata baru. Better know new vocabulary.
5.	Siti Nurul Putri Abdullah	Jadi, perubahan yang saya perhatikan yaitu saya dapat mengingat, saya dapat mengenali berbagai kosa kata yang saya ucapkan dalam video tersebut karena saya sudah mempelajarinya. So, the changes I noticed were that I could remember, I could recognize the various vocabularies I spoke in the video because I had learned them.
6.	Lilis Giska Pasambuna	Kalau pada vocab, saya lebih banyak tahu tentang vocabulary baru. In terms of vocabulary, I know more about new vocabulary.
7.	Nofikasari Gobel	Kalau vocab itu kan, seperti Fika bilang dengan itu kita jadi lebih sering riset karena kewajiban untuk menunaikan tugas. Jadi bertambah vocabulary dari berbagai aspek-aspek keilmuan. If it is vocabulary, like I said, we will do more research because of the obligation to fulfill our duties. So the vocabulary increases from various scientific aspects.

8.	Rasna Mokoginta	saya jadi banyak menghafal vocab dan jadi tahu vocabulary baru abis melakukan self-recording. I memorized a lot of vocabulary, and learned new vocabulary after doing self-recording.
9.	Gusnar Faridzi Gobel	Sebenarnya banyak, belajar banyak vocabulary. Actually a lot, learn a lot of vocabulary.
10.	Nurfitria Tumboimbela	Penguasaan vocabulary saya juga bertambah. My vocabulary mastery has also increased.
11.	Suciana Dewi Putri Makuta	Kalau untuk vocab itu bertambah, mungkin lebih banyak vocab yang boleh digarap dari dialog-dialog yang ada. If the vocabulary increases, maybe more vocabulary can be worked on from the existing dialogues.
12.	Nurvia Anastasia Anggai	Setelah membuat video, saya merasa kosa kata saya bertambah. After making videos, I feel my vocabulary is growing.
13.	Erfina Paputungan	Penguasaan vocabulary bisa bertambah. Mastery of vocabulary can be increased.
14.	Pricillia Veren Pakaya	Ada bahasa baru, ada kata yang baru didengar, jadi tahu. There is a new language, there is a new word heard, so you know.
15.	Sakanna Supardi	Setelah membuat video sedikit demi sedikit vocabulary saya bertambah, jadi menguntungkan bagi saya. After making videos little by little my vocabulary is increasing, so it is profitable for me.
16.	Rusdin Bay	Kita bisa menambah vocabulary setelah membuat video, karena dalam membuat self-recording kita berbicara apa yang kita pikirkan tetapi ada beberapa vocabulary yang tidak diketahui artinya, jadi bisa di search atau di terjemahkan. We can increase our vocabulary after making a video, because in self-recording we speak what we think but there are some vocabularies that we don't know the meaning of, so they can be searched or translated.
17.	Yusi Kolopita	Banyak vocabulary yang saya ketahui, karena ada beberapa vocabulary yang saya tidak tahu, menjadi tahu setelah membuat

		<p>video.</p> <p>I know a lot of vocabularies, because there are some vocabularies that I don't know, I know after making videos.</p>
18.	Moh. Raihan Praba Tahir	<p>Biasa biasa saja sih, tidak terlalu signifikan bertambahnya. Kalau hanya untuk membuat tugas nda ada fokus mempelajari kosa kata.</p> <p>Just normal anyway, not too significant increase. If only to make assignments, there is no focus on learning vocabulary.</p>
19.	Dwi J. Hilipito	<p>Vocabularynya bertambah sedikit sih.</p> <p>The vocabulary has increased a little.</p>
20.	Moh. Riski Mokoginta	<p>Karena saat membuat video itu dibebberapa tugas sudah ada transkripnya sehingga didalam transkrip tersebut pun ada beberapa vocabulary yang saya dapatkan dan temui. sehingga itu merupakan hal yang cukup baik menurut saya, sehingga saya bisa mempelajari pronuciation saya juga bisa menambah vocabulary saya.</p> <p>Because when making the video in some assignments there were already transcripts so that even in the transcripts there were some vocabulary that I got and met. so that is a pretty good thing in my opinion, so that I can learn my pronunciation as well as increase my vocabulary.</p>
21.	Irawan Uma Ternate	<p>Yaitu kekurangan saya dalam vocab, setelah melakukan tugas video tersebut saya menambah vocabulary saya.</p> <p>That is my lack of vocabulary, after doing the video assignment I added my vocabulary.</p>
22.	Putri Zaenab Al Idrus	<p>Perubahan vocabulary setelah pembuatan video saya merasa kosakata saya bertambah.</p> <p>vocabulary changes after making the video I feel my vocabulary has increased.</p>

10. What changes have you noticed in your Speaking sub-skills especially on your comprehension after completed each video?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	Pada comprehension, saya bisa mengerti materi yang diberikan. In comprehension, I can understand the material given.
2.	Afiyah Fitriani Putri Yusuf	Untuk perubahan yang saya dapatkan dalam pemahaman, saya disitu lebih paham apa yang saya katakan walaupun mungkin dalam speaking saya masih banyak grammar yang salah tapi untuk saya sendiri cukup dan bisa dimengerti. For the changes I got in understanding, I understand more what I am saying even though maybe in speaking I still have a lot of grammar mistakes, but for myself it is enough and understandable.
3.	Khofifah Indar Sugeha	Saya lebih tahu melafalkan kata serta memahami arti dari kata. I know how to pronounce words and understand the meaning of words.
4.	Siti Aisyah Efendi	Perubahannya adalah kita lebih tahu kesalahan-kesalahan dalam speaking. The change is that little by little it helps my pronunciation.
5.	Siti Nurul Putri Abdullah	Termasuk juga pemahaman, ketika saya membuat video saya sudah belajar dan mencoba untuk memahami isi dari apa yang akan saya sampaikan. Including understanding, when I made a video I had studied and tried to understand the content of what I was going to convey.
6.	Lilis Giska Pasambuna	Dalam comprehension, saya paham arti dari vocab baru yang saya dapatkan dan paham bahwa konsentrasi itu sangat perlu. In comprehension, I understand the meaning of the new vocabulary I got and understand that concentration is very necessary.
7.	Nofikasari Gobel	Dari saya pribadi, spesifically lebih ke penguasaan materi. Speaking banyak cabang kan, tetapi fika lebih cenderung memperhatikan ke phonetic dan phonology. Jadi saya lebih

		<p>paham kesitu. Kemajuan saya lebih ke comprehension.</p> <p>From me personally, specifically more to the mastery of the material. Speaking has many branches, right, but I tend to pay more attention to phonetics and phonology. So I understand that better. My progress is more to comprehension.</p>
8.	Rasna Mokoginta	<p>saya paham bahwa bukan hanya memperhatikan pengucapan tapi juga arti disetiap pengucapan.</p> <p>I understand that not only pay attention to pronunciation but also the meaning of each pronunciation.</p>
9.	Gusnar Faridzi Gobel	<p>Saya jadi tahu bagaimana melafalkan dan intonasi dari suatu pola kalimat.</p> <p>I know how to pronounce and intonation of a sentence pattern.</p>
10.	Nurfitria Tumboimbela	<p>Pemahaman mengenai cara penyebutan kata juga saya dapatkan setelah melakukan self-recording videos.</p> <p>I also got an understanding of how to say words after doing self-recording videos.</p>
11.	Suciana Dewi Putri Makuta	<p>Kalau untuk pemahaman, tuntaslah istilahnya, maksudnya benar-benar paham untuk speaking, kemudian kalau untuk skill untuk speak up di depan umum itu sudah mulai ada.</p> <p>For understanding, the term is complete, meaning that you really understand speaking, then for the skill to speak up in public, it has already started.</p>
12.	Nurvia Anastasia Anggai	<p>Saya dapat mudah dan cepat dalam menerjemahkan, dan memahami suatu kalimat.</p> <p>I can easily and quickly translate, and understand a sentence.</p>
13.	Erfina Paputungan	<p>Pemahaman cara menyebutkan Pronunciation juga dalam sub-skills speaking.</p> <p>Understanding how to say Pronunciation is also in sub-skills speaking.</p>
14.	Pricillia Veren Pakaya	<p>Materi bisa dimengerti.</p> <p>The material is understandable.</p>
15.	Sakanna Supardi	<p>pemahaman setelah membuat video membuat saya tidak kaku dalam skills speaking. Karena dalam melakukan speaking kita</p>

		<p>harus mulai dengan memahami materinya terlebih dahulu.</p> <p>understanding after making the video makes me not stiff in speaking skills. Because in doing speaking we have to start by understanding the material first.</p>
16.	Rusdin Bay	<p>Dalam pemahaman, itu kita bisa menambah pemahaman. Karena sebelum kita melakukan self-recording kita harus memahami dulu apa yang akan kita bicarakan. Misalnya kita membicarakan suatu teks, kita harus terlebih dahulu membaca teks tersebut dan dari pembacaan tersebut kita bisa menambah pemahaman kita mengenai suatu teks yang akan kita jelaskan.</p> <p>In understanding, we can add to our understanding. Because before we do self-recording we have to understand what we are going to talk about. For example, when we talk about a text, we must first read the text and from that reading we can increase our understanding of a text that we are going to explain.</p>
17.	Yusi Kolopita	<p>Banyak penyebutan yang saya pahami dalam speaking.</p> <p>I understand how to pronounce many words in speaking.</p>
18.	Moh. Raihan Praba Tahir	<p>Kalau pada Raihan sendiri pemahaman ke penggunaan bahasa itu sendiri. Bahasa komunikasi dengan bahasa tulisan itu beda jauh. Secara lingusticnya begitu jauh ternyata. Nda kaku bahasa komunikasi itu.</p> <p>In my own opinion, I understand the use of language itself. The language of communication with the written language is very different. Linguistically it is so far away. The language of communication is not rigid.</p>
19.	Dwi J. Hilipito	<p>Jadi gampang memahami apa yang dimaksud dalam video tersebut.</p> <p>So it's easy to understand what is meant in the video.</p>
20.	Moh. Riski Mokoginta	<p>Saya mendapatkan perubahan khususnya pada comprehension saat memahami sebuah kalimat, karena seperti yang saya tahu kita memahami sebuah teks, sehingga setelah kita membuat video kita jadi paham kalimat yang telah kita ucapkan.</p> <p>I get a change especially in comprehension when understanding</p>

		a sentence, because as I know we understand a text, so after we make a video we understand the sentence we have spoken.
21.	Irawan Uma Ternate	Dalam hal pemahaman saya masih kurang memperhatikan perubahan. In terms of comprehension I still pay less attention on the changes.
22.	Putri Zaenab Al Idrus	Perubahan comprehension setelah pembuatan video adalah saya lebih mudah dan cepat dalam memahami suatu kalimat. The change in comprehension after making the video is that it is easier and faster for me to understand a sentence.

11. What are your suggestions for using video recording to improve your speaking skill?

No.	Name of Informants	The Answer of Informants
1.	Fatima Zohra Ombingo	<p>Lebih belajar memperbaiki pronunciation, sehingga video bisa lebih bagus.</p> <p>Learn more to practice pronunciation, so the videos can be better.</p>
2.	Afiyah Fitriani Putri Yusuf	<p>Saran saya, mungkin bisa dibuat topic lebih mudah dibahas, agar bahasanya lebih ringan lagi.</p> <p>My suggestion, maybe the topic can be made easier to discuss, so that the language is lighter.</p>
3.	Khofifah Indar Sugeha	<p>Saran saya yaitu harus belajar mengenai kosa kata agar disaat membuat video tidak kesulitan.</p> <p>My advice is to learn about vocabulary so that when making videos it is not difficult.</p>
4.	Siti Aisyah Efendi	<p>Saran saya ketika kita sudah record video, kita bisa melihat kembali pronunciation kita apakah sudah benar, sehingga video lebih bagus.</p> <p>My suggestion is that when we have recorded the video, we can check our pronunciation again whether it is correct, so that the video is better.</p>
5.	Siti Nurul Putri Abdullah	<p>Saran saya itu ada pada bagaimana kita menginfokan atau memberitahu teman-teman yang lain khususnya jurusan Bahasa Inggris untuk memperhatikan pelafalan, self-recording ini sangat baik untuk digunakan untuk melatih speaking.</p> <p>My suggestion is how to inform or tell other friends, especially English majors, to pay attention to pronunciation, self-recording is very good to use to practice speaking.</p>
6.	Lilis Giska Pasambuna	<p>Saran saya, sebelum memulai video harus latihan pronunciation dan memperbanyak menghafal vocabulary.</p> <p>My advice, before starting the video, you should practice pronunciation and increase your vocabulary memorization.</p>
7.	Nofikasari Gobel	<p>Yang pertama lebih banyak latihan karena kadang-kadang karena pekerjaan jadi dibuat terburu-buru jadi otomatis materi</p>

		<p>riset cuman asal-asalan demi menuntaskan tugas. Jadi jatuhnya tugas nda diselesaikan dengan baik. Yang kedua lebih banyak riset sebelum membuat video.</p> <p>The first is more practice because sometimes because the work is rushed, the research material is automatically just carelessly to complete the task. So the fall of your task is well done. The second is more research before making a video.</p>
8.	Rasna Mokoginta	<p>saran saya lebih banyak membaca supaya pengucapannya lebih lancar dan jangan lupa untuk mengartikan setiap bacaan supaya dapat melancarkan pelafalan.</p> <p>My advice is to read more so that the pronunciation is smoother and don't forget to interpret each reading so that it can launch pronunciation.</p>
9.	Gusnar Faridzi Gobel	<p>Ada beberapa saran, di play store saya menemukan ada beberapa aplikasi yang sangat membantu dalam self-recording, yang menampilkan teks pada layar untuk ditampilkan sehingga membantu dalam merekam.</p> <p>There are some suggestions, in the play store I found there are several applications that are very helpful in self-recording, which display text on the screen to display so that it helps in recording.</p>
10.	Nurfitria Tumboimbela	<p>Saran saya yaitu sebelum membuat video recording maka harus memperlancar pronunciation agar hasil video menjadi lebih baik.</p> <p>My suggestion is that before making a video recording, you must smoothen the pronunciation so that the video results are better.</p>
11.	Suciana Dewi Putri Makuta	<p>Untuk yang melakukan rekaman, dialognya itu diperbanyak supaya kosa-kata yang kita bisa hafal atau dapatkan lebih banyak. Kemudian untuk pengucapan, sebelum take video harus di cari tahu terlebih dahulu cara penyebutannya.</p> <p>For those who recorded, the dialogue was reproduced so that we could memorize or get more vocabulary. Then for the</p>

		pronunciation, before taking the video, you must first find out how to pronounce it.
12.	Nurvia Anastasia Anggai	Saran saya topiknya lebih dipermudah saja, agar video tidak memerlukan waktu yang lama. My suggestion is to simplify the topic so that the video doesn't take too long.
13.	Erfina Paputungan	Saran saya lebih ke pelajari sebaik-baiknya sebelum membuat Video agar bisa lebih baik atau bagus. Video apapun itu mengenai pembelajaran bahasa Inggris, khususnya Pronunciation. My advice is to study as well as possible before making a video so that it can be better or better. Any videos about learning English, especially Pronunciation.
14.	Pricillia Veren Pakaya	Cara bicara harus diperlancar lagi, jangan gugup jika membuat video dan jangan pikirkan apapun, fokus pada materi yang akan dipaparkan. The way of speaking must be streamlined again, don't be nervous when making videos and don't think about anything, focus on the material that will be presented.
15.	Sakanna Supardi	saran saya membuat video diri sendiri harus sering di lakukan oleh mahasiswa. Dosen harus memberikan tugas speaking dalam bentuk self-recording video terus agar kita terlatih dan dapat meningkatkan skill speaking kita. My advice is to make videos of yourself that students should often do. Lecturers must give speaking assignments in the form of self-recording videos continuously so that we are trained and can improve our speaking skills.
16.	Rusdin Bay	Saran saya itu dalam membuat self-recording lebih baik kita memahami dulu apa yang akan kita bicarakan. Setelah memahami, kita akan melakukan self-recording tanpa rasa takut atau salah mengenai grammar atau pronunciation. Setelah itu kita melihat hasilnya, apa yang masih kurang atau kurang tepat kita akan melakukan perbaikan terhadap video kita.

		<p>My suggestion is that in making self-recording better, we first understand what we are going to talk about. After understanding, we will do a self-recording without fear or mistakes regarding grammar or pronunciation. After that we see the results, what is still lacking or not right we will make improvements to our video.</p>
17.	Yusi Kolopita	<p>Saran dari saya adalah banyak menonton video recording di youtube dan langsung mempraktekkannya agar ketika membuat video self-recording hasilnya akan menjadi lebih baik.</p> <p>My advice is to watch a lot of video recordings on youtube and immediately put them into practice so that when making self-recording videos the results will be better.</p>
18.	Moh. Raihan Praba Tahir	<p>Saran saya lebih baik teknik ini tidak usah dipakai. Ganti teknik yang lain. Bisa langsung video call langsung dengan dosen.</p> <p>My suggestion is that this technique should not be used. Change to another technique. You can directly video call directly with the lecturer.</p>
19.	Dwi J. Hilipito	<p>Semoga lebih efektif tugas yang diberikan dosen tersebut. I mean like, tugas tersebut sangat efektif karena saya sendiri sudah merasakan terlatih dalam membuat video. Memang sangat susah tapi itu sangat efektif menurut saya. Bisa lebih kreatif lagi membuat tugas video dalam speaking.</p> <p>Hopefully the task given by the lecturer will be more effective. I mean like, this task is very effective because I myself have felt trained in making videos. It is very difficult but it is very effective in my opinion. Can be more creative in making video assignments in speaking.</p>
20.	Moh. Riski Mokoginta	<p>Saran saya mungkin, untuk melakukan video recording itu bahannya harus diperhatikan lebih baik, terutama bisa dilihat dari kondisi mahasiswa yang ada, sehingga bisa mempermudah guru ataupun mahasiswa yang ada pada kelas.</p> <p>My suggestion might be, to do video recording, the material should be considered better, especially from the condition of</p>

		the existing students, so that it can make it easier for teachers or students in the class.
21.	Irawan Uma Ternate	<p>Saran saya untuk meningkatkan skill speaking yaitu dengan bantuan dari dosen pengampu itu sendiri.</p> <p>My suggestion to improve speaking skills is with the help of the lecturer himself.</p>
22.	Putri Zaenab Al Idrus	<p>Saran saya dalam menggunakan video recording dalam pembelajaran speaking ataupun meningkatkan skill speaking kami lebih bervariasi kembali topik yang akan diangkat dalam suatu materi agar kedepannya mahasiswa yang lain lebih enjoy menjalaninya.</p> <p>My suggestion is to use video recording in learning speaking or improve our speaking skills to be more varied, the topics that will be raised in a material so that in the future, other students will enjoy living it more.</p>

Appendix 6 Respondent Consent**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : Nofikasari Gobel
NIM : 1926003
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Lilis Giska Pasambuna
NIM : 1926026
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Irawan Uma Ternate
NIM : 1926019
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Erfina Papatungan
NIM : 1926024
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Nurvia Anastasia Anggai
NIM : 1926038
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Khofifah Indar Sugeha
NIM : 1926027
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Afiyah Fitriani Putri Yusuf
NIM : 1926008
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Siti Aisyah Efendi
NIM : 1926001
Prodi/Angkatan : Tadris Bahasa Inggris/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : RASNA MOKOSINTA
NIM : 1926007
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa peneitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,

Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Rusdin Bay
NIM : 1926040
Prodi/Angkatan : TBI/2015

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa peneitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Fatima zohra Ombingo
NIM : 1926004
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa peneitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Putri. Zaenap. Al idrus
NIM : 1926016
Prodi/Angkatan : Tadris Bahasa Inggris

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Dwi J. Hiiipito
NIM : 20126031
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa peneitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Dwi J. Hilipito
NIM : 20126031
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : SUCIANA D.p MAKUTA
NIM : 1926023
Prodi/Angkatan : Tadris Bahasa Inggris /2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : NURFIATRIA TUMBOMBELA
NIM : 1926021
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Pricillia Veren Pakaya
NIM : 1926039
Prodi/Angkatan : TBI /19

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa peneitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Sakanna Supardi
NIM : 1826006
Prodi/Angkatan : TBI/2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,

Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Gusnar Faridzi Gohel
NIM : 1926037
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Sri Nurul Putri Abdullah
NIM : 1926039
Prodi/Angkatan : TBI 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,

Responden



Sri Nurul Putri Abdullah

LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Mohamad Raikan Praba Tahir
NIM : 1926017
Prodi/Angkatan : TBI/19

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado, 17 Januari
Responden



LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : MUHAMMAD RISKI MOKOGINTA
NIM : 1926022
Prodi/Angkatan : TBI / 2019

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Nur Indah Dewi dengan judul **“Students’ Perception on Using Self-recording Videos in Speaking.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia jadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Manado,
Responden



RESEARCHER BIOGRAPHY



Nama : Nur Indah Dewi
Place and Date of Birth : Pangkajenne, 06 May 2000
Address : Girian Bawah Ling. V RT 001 RW 005, kec. Girian, Bitung
Phone Number : 089612183812
E-mail : nurindahdewi155@gmail.com
Parents' Name
Father : Muhammadong
Mother : Lismah Dameng
Educational Background
Elementary School : SDN 12/79 Girian Bawah (2006-2012)
Junior High School : MTs Al-Khairaat Bitung (2012-2015)
Senior High School : SMAN 1 Bitung (2015-2018)
Organizational Experience :
- PMII Metro Manado 2019-2020 as a member
- HMPS TBI FTIK Manado 2019-2020 as a member

Manado, 03 Februari 2023
The Researcher



Nur Indah Dewi