Sindoro
CENDIKIA PENDIDIKAN
ISSN: 3025-6488

Vol. 18 No 7, Tahun 2026
Palagiarism Check 02/234/67/78

EXPLORING STUDENTS' CONFIDENCE AND MOTIVATION IN COMPLETING VIDEO-BASED SPEAKING TASKS AMONG FOURTH-SEMESTER STUDENTS OF THE ENGLISH EDUCATION DEPARTMENT AT UNIVERSITAS ISLAM RIAU

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Abstract

Speaking skill is considered one of the most important aspects of English language learning; however, many students still experience difficulties due to low confidence and limited motivation. This study aimed to explore students' confidence and motivation in completing video-based speaking tasks. A descriptive qualitative design was employed involving 17 fourth-semester students of the English Education Department at Universitas Islam Riau. Data were collected through semi-structured interviews and documentation and were analyzed using thematic analysis. The findings show that video-based speaking tasks help students build confidence by providing opportunities for repeated practice and self-correction. The tasks also enhance students' motivation through self-reflection and independent learning. Although several challenges are encountered during the recording process, students generally perceive video-based speaking tasks as an effective strategy for improving speaking performance and supporting speaking development.

Keywords: confidence, motivation, speaking skill, video-based speaking tasks, EFL students

Article History
Received: Juni 2026
Reviewed: Juni 2026
Published: Juni 2026

Plagirism Checker No 2635

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INTRODUCTION

Speaking is one of the most important skills in English language learning because it enables students to communicate ideas, opinions, and information effectively. However, speaking is often considered one of the most challenging skills for English as a Foreign Language (EFL) learners. Many students experience difficulties when speaking English due to anxiety, lack of confidence, fear of making mistakes, limited vocabulary, and pronunciation problems. These challenges often reduce students' participation in speaking activities and may negatively affect the development of their speaking ability.

The rapid development of educational technology has encouraged lecturers to integrate digital media into language learning. One of the approaches that has gained increasing attention is the use of video-based speaking tasks. In this activity, students are required to record their speaking performance and submit the video as part of their coursework. Compared to traditional face-to-face speaking activities, video-based speaking tasks provide students with opportunities to prepare their ideas, practice repeatedly, and revise their performance before submission. As a result, students may feel more comfortable and less anxious when performing speaking tasks.

From a theoretical perspective, video-based speaking tasks have the potential to enhance students' confidence. According to Bandura (1997), self-efficacy develops through successful experiences that strengthen individuals' beliefs in their abilities. The opportunity to practice and re-record speaking performances may provide positive learning experiences that help students gain confidence in using English. In addition, motivation plays a crucial role in language learning success. Dörnyei (2001) argues that motivation is a key factor that encourages learners to engage in learning activities and sustain their efforts to achieve learning goals. Through video-based speaking tasks, students may become more motivated as they are able to monitor their progress, reflect on their performance, and improve their speaking skills independently.

Several previous studies have reported positive outcomes regarding the use of video-based speaking tasks in English language learning. Kim (2022) found that video-recording activities improved students' speaking performance and classroom engagement. Similarly, Kang (2022) reported that self-recorded speaking videos promoted learner autonomy and increased students' motivation to practice speaking. Huang (2024) further revealed that video-based speaking tasks enhanced students' confidence and willingness to communicate in English. These studies indicate that video-based speaking tasks can contribute positively to students' speaking development and learning experiences.

Despite these positive findings, most previous studies have primarily focused on speaking achievement or the effectiveness of video-based learning activities. Limited attention has been given to exploring students' personal experiences related to confidence and motivation while completing video-based speaking tasks, particularly in the context of higher education in Indonesia. Understanding students' perspectives is important because confidence and motivation are closely related to students' participation and success in speaking activities.

Therefore, this study aims to explore students' confidence and motivation in completing video-based speaking tasks among fourth-semester students of the English Education Department at Universitas Islam Riau. Specifically, this study seeks to understand how students experience confidence during video-based speaking activities, how these tasks influence their motivation to practice speaking English, and what challenges they encounter throughout the process.

METHOD

This study employed a descriptive qualitative research design to explore students' confidence and motivation in completing video-based speaking tasks. The participants consisted of 17 fourth-semester students of the English Education Department at Universitas Islam Riau who had experience completing video-based speaking assignments.

Data were collected through semi-structured interviews and documentation. The interviews focused on students' confidence, motivation, and challenges related to video-based speaking tasks. Documentation in the form of students' speaking videos was used to support data interpretation. The data were analyzed using thematic analysis involving data reduction, data display, and conclusion drawing as proposed by Miles, Huberman, and Saldaña (2014).

FINDINGS AND DISCUSSION

The analysis of interview data revealed three major themes related to students' experiences in completing video-based speaking tasks.

Theme 1: Building Confidence Through Repeated Practice

The findings revealed that video-based speaking tasks helped students develop greater confidence in speaking English. Most participants reported feeling more comfortable because they could practice repeatedly before submitting their recordings. The opportunity to re-record videos allowed students to correct mistakes and improve their speaking performance.

One participant stated:

"I feel more confident because I can practice many times before submitting the video." (P3)

Another participant explained:

"Recording videos makes me less nervous because I can repeat the recording if I make mistakes." (P8)

These findings indicate that repeated practice contributes positively to students' confidence. Students felt more comfortable expressing their ideas because they had opportunities to prepare and revise their performance before assessment.

This finding supports Bandura's theory of self-efficacy, which suggests that successful experiences contribute to individuals' confidence and belief in their abilities. Through repeated practice and successful task completion, students gradually developed stronger confidence in speaking English.

Theme 2: Enhancing Motivation Through Self-Reflection and Autonomy

The findings also showed that video-based speaking tasks positively influenced students' motivation. Participants reported that reviewing their recordings enabled them to identify weaknesses and monitor their progress. This process encouraged them to practice more frequently and improve their speaking performance.

Several participants commented:

"Video assignments motivate me to practice more because I want my speaking to sound better." (P5)

"I become more enthusiastic because I can see my improvement through each recording." (P10)

Students also appreciated the flexibility of video assignments because they could learn independently and practice at their own pace. As a result, they became more actively involved in speaking activities.

These findings are consistent with Dörnyei's theory of language learning motivation, which emphasizes the importance of positive learning experiences and personal achievement in sustaining motivation. Through self-reflection and autonomous learning, students developed stronger motivation to improve their English-speaking skills.

Theme 3: Challenges During Video Production

Although students generally expressed positive perceptions toward video-based speaking tasks, several challenges were identified. The most common challenges included nervousness, pronunciation difficulties, limited vocabulary, and repeated recording.

One participant stated:

"My biggest challenge is pronunciation because I am afraid of saying words incorrectly." (P6)

Another participant reported:

"Sometimes I need to record many times because I forget vocabulary or make mistakes." (P11)

Despite these challenges, participants generally viewed them as opportunities for improvement. The ability to repeat recordings helped students overcome difficulties and gradually improve their speaking performance.

The findings indicate that language-related and psychological challenges remain common among EFL learners. However, unlike traditional classroom speaking activities, video-based speaking tasks provide students with opportunities for self-correction and continuous improvement.

CONCLUSION

This study explored students' confidence and motivation in completing video-based speaking tasks among fourth-semester students of the English Education Department at Universitas Islam Riau. The findings revealed that video-based speaking tasks positively influenced students' confidence by providing opportunities for repeated practice and self-correction. Students felt more comfortable speaking through video because they could prepare and improve their performance before submission.

The findings also showed that video-based speaking tasks enhanced students' motivation to learn and practice English speaking skills. Through self-reflection and independent learning, students became more motivated to improve their speaking abilities and monitor their progress. Although students experienced challenges related to pronunciation, vocabulary, nervousness, and repeated recording, they generally viewed these challenges as part of the learning process.

Overall, video-based speaking tasks were perceived as an effective learning strategy for supporting students' confidence, motivation, and speaking skill development.

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