

Empowering Students' Speaking with Authentic Tasks to Learn English beyond the Classroom: Student-Generated Video

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Abstract

The growing demand for English speaking proficiency in EFL contexts highlights the need for learning approaches that provide authentic communication opportunities beyond traditional classroom practices. Limited exposure to real-life language use often restricts students' speaking development, confidence, and engagement. Integrating student-generated videos as authentic tasks offers an alternative pathway by allowing learners to actively construct language through meaningful digital experiences. A qualitative approach was employed to explore students' perceptions, reflective experiences, and speaking performance in learning speaking skills through student-generated video projects. Data were collected using questionnaires, reflective journals, and speaking performance assessments involving undergraduate EFL students. The findings reveal that video-based authentic tasks enhanced students' confidence, fluency, vocabulary development, pronunciation awareness, and communicative engagement. Reflective journals indicated the emergence of metacognitive awareness, emotional regulation, and learner autonomy as students evaluated their learning processes and identified strategies for improvement. Speaking assessment results further demonstrated positive development across fluency, pronunciation, vocabulary, grammar accuracy, and comprehension, although grammatical accuracy remained relatively lower compared to other components. The integration of rehearsal, reflection, and authentic communication within video production created a holistic learning environment supporting both linguistic and psychological aspects of speaking development. These findings suggest that student-generated video projects can serve as effective technology-mediated authentic learning practices that foster communicative competence and active learner participation in EFL speaking instruction.

Keywords: authentic; student-generated video; speaking skill

INTRODUCTION

The demand for English proficiency, particularly in speaking, has surged as globalization reshapes academic and professional landscapes worldwide (Perry, 2024; Wulandari, 2019). In English as a Foreign Language (EFL) contexts, students often face unique obstacles when learning English (Zhao et al., 2023). Unlike students in English-speaking countries, EFL learners have fewer opportunities for authentic interactions and real-life practice outside the classroom (Hackett et al., 2019). Speaking, which involves pronunciation, fluency, and the ability to think quickly in the language, is typically seen as the most challenging skill to master for EFL students (Irons, 2023). Moreover, many students in such settings rely on limited classroom interactions to practice speaking, often feeling restricted to a passive role in learning activities led by teachers rather than actively using the language in real-world contexts (Saariho et al., 2019).

As globalization changes academic and professional interactions worldwide, the need for English proficiency—especially speaking—has exponentially grown (Perry, 2024; Wulandari, 2019). Within the EFL context, there are additional barriers that many students face regarding language acquisition (Zhao et al., 2023). For instance, where students in English-speaking countries have opportunities to engage in the world and practically apply

such skills, EFL students do not have the same resources to engage beyond the classroom for genuine social opportunities. Therefore, areas like pronunciation and fluency, in addition to spontaneously generating speeches in such a foreign language, is deemed the most challenging competency to master as an EFL learner (Ironsi, 2023). In addition, many students within these EFL circumstances have little time to speak beyond minimal conferencing opportunities that encourage development so that students are often relegated to information receivers during teacher-delivered presentations instead of equipped presenters who could apply knowledge to the outside world (Saariaho et al., 2019).

Teachers may use structured exercises, such as role-playing, peer interactions, and oral presentations to foster speaking skills (Pratiwi & Triprihatmini, 2018). However, these activities still largely remain within the controlled environment of the classroom, which limits the authenticity and spontaneity of real-world language use (Zhao et al., 2023). Students need to immerse themselves in authentic contexts and real-life interactions to develop effective communication skills, as they often struggle to find opportunities to apply their language knowledge in academic settings. This highlights the necessity for methods that support the learning process.

Nowadays, the use of technology has become increasingly valuable in language education. The students are familiar with digital tools, which can significantly enhance their motivation to learn (Ironsi, 2023). One effective tool is student-generated videos, which support language learning, particularly in developing speaking skills. By creating their own videos, students engage in authentic learning experiences, applying language in realistic contexts and gaining a sense of real-world relevance. This approach offers numerous benefits, including the development of digital and communication skills, which are essential in today's world (Tran et al., 2024a). It also enhances students' communicative competence and motivates them to take an active role in their learning. Additionally, creating academic project videos helps students build vocabulary, develop autonomous learning habits, embrace student-centered learning, and boost self-confidence (M. Zhang, 2024). It empowers them to make decisions, solve problems, and express their creativity. In other words, student-generated videos allow students to take ownership of their learning projects, choosing the materials and topics they wish to explore (Hawley & Allen, 2018a).

Previous studies suggest that **student-generated video**, where students create and record their own videos, may be effective for the students to learn authenticity. Mbenza (2023) describes a practical technique for students to apply ESP course materials in meaningful real-life contexts by recording videos of themselves in specific settings. The student-generated video project proved to be an accurate reflection of students' proficiency, an effective strategy for enhancing communicative competence. Another study by Stanley & Zhang (2018) demonstrated the use of a student-generated video project in an online coursework. They found positive feedback highlighting the meaningful learning experiences they gained. These included authentic learning opportunities, cognitive development, collaborative engagement, and increased self-confidence. Furthermore, research by Hawley & Allen (2018a) noted that video projects led students to practice more extensively outside class, as the task felt more like a real-life situation and less like a formal test. These findings highlight how authentic, student-generated video can encourage a more proactive approach to language learning, ultimately fostering learner independence.

Despite the existing research on student-generated video, in particular, few studies have examined how students can benefit from creating their own content, like videos, to engage in authentic language use beyond classroom boundaries. This gap highlights an opportunity for innovation in language learning, specifically by using student-generated

videos to enhance speaking skills. This research aims to explore the potential of student-generated video projects to support EFL learners' speaking skills, particularly in creating opportunities for authentic language use beyond the traditional classroom. By examining this, this research focuses on the use of student-generated video in learning speaking skill.

Based on the background of the study above, the questions of the problem are formulated as follows:

1. How do students perceive the process of learning speaking skills using authentic task through student-generated videos?
2. How do the students' reflection in learning speaking skill using authentic task through student-generated video?
3. How is the result of the student-generated video projects using authentic task in learning speaking skills?

REVIEW OF RELATED LITERATURE

Authenticity in learning

Authenticity in learning involves designing experiences that closely reflect real-world situations, helping students practice skills in a context that feels relevant and useful beyond the classroom (Zheng et al., 2021). When learning tasks are authentic, students engage with activities that carry genuine value, which boosts motivation and leads to a deeper, more lasting understanding. Authentic learning often includes tasks that involve solving real-life problems, hands-on projects, and activities that require critical thinking, teamwork, and the integration of multiple skills (Phung et al., 2023). This approach pushes students to go beyond simple memorization or hypothetical exercises, encouraging active involvement in scenarios they may encounter outside the academic environment.

In language learning, for instance, authentic tasks might include discussions on current events, collaborative projects, or creating content like videos that reflect actual conversational contexts (Codreanu et al., 2020a; Tran et al., 2024a). Through such tasks, students experience the language as it's used in everyday life, enhancing their fluency and self-assurance. Authentic materials, such as real news reports, interviews, or speeches, are often used instead of simplified educational texts, preparing students to navigate diverse, real-world situations more effectively (Saariaho et al., 2019; Zheng et al., 2021a).

The advantage of authentic learning lies in how it connects academic material to students' personal interests, career goals, and real-life applications (Zheng et al., 2021a). This link not only makes learning more engaging but also builds essential transferable skills like problem-solving, adaptability, and effective communication. Ultimately, authenticity in learning helps students recognize the relevance of what they are studying, making it more likely that they will retain and meaningfully apply their knowledge in the future.

Students-Generated Video in speaking

In language learning, student-generated videos involve learners in producing, recording, and editing videos to enhance their speaking abilities (Almutairi, 2018; Fernández et al., 2023). This technique is gaining traction as it promotes active engagement, boosts speaking practice, and assists students in developing confidence and fluency in spoken language (Annan et al., 2019). By creating videos, students can repeatedly practice speaking, allowing them to refine pronunciation, fluency, and accuracy with each attempt. The option to re-record parts offers room for improvement, while watching their recordings afterward encourages self-evaluation, helping learners recognize specific areas for enhancement, such

as pronunciation or vocabulary (Crisianita & Mandasari, 2022; Kearney & Schuck, 2005). Additionally, video recording provides a low-pressure setting, especially beneficial for students who may feel anxious speaking in front of others, thereby reducing obstacles to language progress. Unlike traditional classroom techniques, student-generated videos often address real-world subjects, fostering practical language use beyond simple memorization (Arruabarrena et al., 2021; Jordan et al., 2016).

The benefits of using student-generated videos for speaking skills are numerous. Video projects are interactive and creative, which inspires students to take charge of their learning while allowing for self-expression (Pirhonen & Rasi, 2017; Suseno, 2020). These videos also enable teachers and students to provide constructive feedback, helping students refine elements such as grammar or expression. Furthermore, video projects cultivate students independence, as students manage the planning, scripting, and editing of their work (Blacer-Bacolod, 2022). Through active language use, students create meaning and reinforce their skills. Moreover, video creation supports real-world language application and effective communication, making it a valuable method for speaking practice in language learning (Arruabarrena et al., 2021; Fernández et al., 2023).

RESEARCH METHOD

This research adopts a descriptive qualitative approach to explore how authentic tasks, particularly student-generated video projects, can empower students to improve their English-speaking skills beyond the classroom. Descriptive qualitative research is well-suited for this study, as it seeks to provide an in-depth understanding of students' experiences, perceptions, and outcomes when engaging in authentic speaking tasks (Bjørndal et al., 2024). This method will allow for a comprehensive analysis of how student-generated videos contribute to language learning and skill development in a natural and meaningful way.

The procedure went through three steps:

- 1) Pre-task (framing the activity, planning time, doing similar task),
- 2) During-task (time pressure, number of participants),
- 3) Post-task (students' report, consciousness-raising, reflection).

Table 1. Task Procedure

Step	Activities
Pre-task (preparation)	<ol style="list-style-type: none">1. The teacher gave a thorough introduction to the task (what, why, and how to do the task).2. The teacher explained the structure of the task (video-making task, the length of the video, the language, and flow of the talk).3. The teacher explained the tools that they could use to perform the task (video/sound recording, video editing application).4. Task modelling (engaging participants to the task)5. The teacher asked the students to make groups (there are 28 students, there would be 4 groups which consist of 7 students in each group)
During-task (action)	<ol style="list-style-type: none">1. Group discussion about the task topic2. Preparing the tools needed for the video-making takes

	<ol style="list-style-type: none">3. Lesson planning (this was a step where the participants designed a plan for the video-taking session. It covers some aspects such as the opening, the main talk, the closing, the lighting, the sound, the angle/position, etc).4. Practice, self-evaluation, and re-practice5. Video-recording6. Video editing7. Video submission
Post-task (reflection)	<ol style="list-style-type: none">1. The teacher watched the submitted videos for several times.2. Reflecting on the task (teacher and students view the videos together and performed a teacher-student discussion about the videos.3. Focusing on forms (review of learner errors, consciousness-raising task, production practice activities, and noticing activities) .

Table 1 outlines the task procedure divided into three sequential stages that are crucial to the implementation of students-generated video. Every participant engaged in the task underwent all three steps, showcasing various practices of meaning-making based on their experiences. Recognizing the significance of providing clear instructions, participants received detailed guidance on how to complete the activities, beginning with the preparation step and culminating in the final task. This approach was designed to ensure a shared understanding of the task procedure, helping participants align their perceptions of how to approach the work and the tools required for its application.

Task

You are going to work on a task to create a video of doing role-play in real situation. You may decide which place that you are going use. You must think about the scene that appropriate to your conversation. You can do this by looking for real-life situation (practice the authenticity). When it is in public area, you should think about the permission to perform the scene. For instance, in a market area where sellers and buyers are involved in a conversation. To do the task, follow these instructions:

1. Think carefully, decide the place that you are going to use. The topic is conversation in daily life. If you have questions regarding the topic, you can ask me. You may also meet me to have discussion
2. Prepare your materials and make a script before you start doing the task (write the script in a paper).
3. Prepare the recording tool you are going to use (camera, handphone with the camera, pocket camera or any other types of recording tools that you are familiar with).
4. Grab the recording tools and the script and then go with your group to start the task.
5. Before you start the conversation, make sure that each member of group are ready to perform based their own role.
6. When the situation is ready, turn your camera on. You may start the conversation.
7. After you have finished recording, you can edit the video using any video-editing application that you are familiar with. You can add a short intro to your video opening, some texts, and transitions between different scenes.

8. Submit the video to your teacher and make sure it is playable.
9. You will be invited to talk about your experience working on the task.
10. Finally, you will be asked to fill out the reflection form/journal (a 2 week reflection) regarding your experience during the task. It aims to measure the effectiveness of students-generated video in promoting your speaking skill.

The participants for this research include a purposive sample of 28 intermediate to advanced-level English learners, ranging in age from 19 to 20, who are in English department. The selection of participants focus on students who are motivated to improve their speaking skills and who are open to use video as a medium for language practice. These criteria ensure that the sample is relevant to the research focus on authentic tasks in language learning.

Data Collection

To explore how student-generated videos empower students' speaking skills in English, a qualitative questionnaire will be utilized as a primary data collection tool. This approach aims to capture in-depth insights into students' perceptions throughout the video project process. The questionnaire consist entirely of open-ended questions to encourage students to express their thoughts freely.

1. How did creating a video impact your confidence in speaking English?
2. What specific skills do you feel you developed through this project?
3. Can you describe any challenges you faced while producing the video, and how you overcame them?
4. In what ways do you believe this project relates to real-world English communication?

The use of reflective journals is to investigate the experience of the students during the task. It aims to measure the effectiveness of students-generated video in promoting speaking skill. The reflective journals can administer in a supportive environment where students feel comfortable sharing their thoughts.

To explore how the students' result of student-generated videos empower students' speaking skills in English, a qualitative assessment of students' speaking will be implemented as a critical data collection method. This approach aims to provide insights into students' speaking abilities, their progress over time, and the impact of the video project on their communication skills. There are some indicators that be supposed to measure the speaking performances, as follow:

Table 2. Indicators of Speaking Performance Measurement

No.	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt
		1	The students speak so little that so 'fluent' speech can be said to occur.

2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriate.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriate.
		1	Inappropriate and inadequate vocabulary
4	Grammar Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

Data Analysis

Thematic analysis will be used to analyze the qualitative data gathered from questionnaire, journals, and students' video result. This involves coding and categorizing data into themes that reflect the students' experiences and the impact of student-generated video tasks on their speaking skills. Key themes may include student engagement, language fluency, confidence building, creative expression, and perceived usefulness of authentic tasks.

The videos created by students will also be analyzed for fluency, pronunciation, vocabulary, grammar accuracy, and comprehension. By examining the content and structure of the videos, the researcher will identify trends in language proficiency improvements and authentic language application over time.

FINDINGS & DISCUSSION

The findings of this research illuminate how student-generated videos empower students' speaking skills through authentic tasks, offering valuable insights into their learning experiences. The analysis of the data collected from questionnaires, reflective

journals, and speaking assessments reveals significant insights into the impact of student-generated videos on enhancing speaking skills.

Students' perception towards learning speaking skills using authentic task through student-generated videos

The questionnaires demonstrated that students gained greater confidence in their speaking abilities, with many reporting an enhanced comfort in articulating their thoughts in English. It is proven by the answer of the students in the questionnaire. The following is the answer of the questionnaire obtained by most of the students. This is not the original version; it has been reconstructed regarding language structure but not in its meaning.

1. How did creating a video impact your confidence in speaking English?

Creating a video significantly boosted my confidence in speaking English. Initially, I was nervous about presenting in front of others, but the process of rehearsing and recording helped me become more comfortable with my speaking abilities. I found that seeing myself on video allowed me to recognize my progress and areas for improvement, which made me feel more confident in my communication skills.

Another finding related to the aspect of speaking skill that they have experienced during the use of student-generated video project

2. What specific skills do you feel you developed through this project?

Through this project, I developed several key skills. First, my fluency improved as I practiced speaking more naturally and continuously while recording. I also enhanced my pronunciation, as I paid closer attention to how I articulated words during the video creation process. Additionally, I expanded my vocabulary by incorporating new terms relevant to the topic of my video. Finally, the project helped me develop my ability to structure my thoughts and present them clearly, which is crucial for effective communication.

The students also explained the challenges they have experienced during the production of task-video.

3. Can you describe any challenges you faced while producing the video, and how you overcame them?

One of the main challenges I faced was my anxiety about speaking in front of the camera. I felt self-conscious and worried about making mistakes. To overcome this, I practiced multiple times before recording, which helped me become more familiar with the material and less anxious. I also sought feedback from my friends during practice sessions, which made me feel supported and encouraged. Additionally, there were technical difficulties with editing the video, but I reached out to a friend who had more experience with video editing, which helped me learn and resolve those issues.

To get the description related to the benefit of the student-generated video which has correlation to the authenticity. The researcher found positive responses from the students.

4. In what ways do you believe this project relates to real-world English communication?

This project closely relates to real-world English communication because it required me to use English in a practical and engaging context. Creating a video felt similar to producing content for social media or giving a presentation in a professional setting. I learned how to convey my ideas clearly and effectively, which is essential in any real-life communication scenario. Additionally, the feedback from peers simulated a real audience, helping me understand how to engage with others and respond to their reactions. Overall, the project provided valuable insights into how to communicate confidently and authentically in English outside of the classroom.

The findings reveal that students' positive perceptions toward student-generated videos are closely linked to the development of both linguistic competence and psychological readiness in speaking English. The increase in confidence reported by most students suggests that the video project functioned as a mastery-based learning experience. According to Bandura (1986) theory of self-efficacy, confidence develops when learners repeatedly experience success in performing a task. In this study, the opportunity to rehearse, record, and review performances allowed students to gradually construct a sense of capability. Watching themselves on video enabled them to recognize improvement, which strengthened their belief in their speaking ability (Arruabarrena et al., 2021). Thus, confidence was not merely a feeling but the result of repeated engagement and self-observation.

The reported improvement in fluency, pronunciation, vocabulary, and idea organization further supports the role of meaningful production tasks in language learning. Within the framework of task-based language teaching, learners develop language more effectively when they are engaged in purposeful communication rather than isolated drills (Phung et al., 2023). The process of scripting and rehearsing required students to structure their ideas coherently and monitor their language use. This aligns with Bahnasse et al. (2023), which argues that producing language pushes learners to process linguistic forms more deeply. The repeated recording process likely enhanced automaticity in fluency and increased awareness of pronunciation and lexical choice.

Students' acknowledgment of anxiety during recording also reflects an important dimension of speaking development. Fear of making mistakes and camera-related nervousness are consistent with findings in second language anxiety research (Wang et al., 2024). However, the ability to rehearse multiple times and receive peer feedback appears to have transformed anxiety into manageable nervousness. Technology-mediated tasks often provide a lower-risk environment because learners maintain control over their performance (Sari et al., 2021). In this case, the video format allowed students to regulate their emotions while gradually building communicative confidence.

Furthermore, students perceived the task as closely connected to real-world communication, such as social media production or professional presentations. This perception highlights the importance of authenticity in language learning. Authentic tasks, as suggested by Tran et al. (2024), promote deeper engagement because they mirror real-life situations. When students view classroom activities as relevant beyond academic assessment, they invest greater effort and demonstrate stronger communicative awareness.

The peer feedback component also simulated a real audience, reinforcing the communicative purpose of the task (Amini et al., 2022).

The findings suggest that student-generated videos, implemented as authentic tasks, create an integrated learning experience in which confidence, linguistic development, emotional regulation, and communicative awareness develop simultaneously (Kearney & Schuck, 2005; Tran et al., 2024b). Speaking improvement in this context cannot be separated from the processes of rehearsal, reflection, authenticity, and social interaction that shape learners' perceptions and engagement.

The students' reflection in learning speaking skill using authentic task through student-generated video

Reflective journals will also be analyzed thematically to explore students' personal experiences throughout the video project. This analysis will focus on themes like personal growth, engagement with authentic tasks, and real-world connections, shedding light on how students perceive the relevance of the project to their language learning and communication.

Student reflection involves thinking critically about their experiences and learning processes. When it comes to using student-generated videos for learning speaking skills, reflection allows students to assess what they learned, how they felt during the process, and how they can improve in the future. This reflection can help deepen their understanding of both the content and their speaking abilities. Here is the example of the students' reflection obtain from the students reflective journals.

A student who participated in a project where she created a video presentation on a topic she is passionate about. After completing the project, she reflects on her experience: Through this reflection, she did not only acknowledges her achievements and the skills she developed but also identifies areas for further improvement, demonstrating a deeper understanding of her learning journey.

1. Content and Skills:

"Creating the video helped me organize my thoughts clearly. I had to write a script and practice several times, which improved my fluency. I noticed that I was able to use new vocabulary words effectively, something I struggled with before."

2. Confidence:

"At first, I felt nervous about speaking in front of the camera. However, after rehearsing and recording multiple takes, I became more confident in my ability to express myself. Watching the final video made me realize how much I've improved."

3. Challenges and Solutions:

"One challenge I faced was my fear of making mistakes while recording. I overcame this by reminding myself that it was okay to stumble over words. I learned to pause, take a breath, and keep going, which made the process less stressful."

4. Real-World Application:

"This project felt relevant to real-life situations, like giving a presentation at work. I now feel better prepared to communicate my ideas clearly and engage an audience, which is a valuable skill in any setting."

5. Future Improvements:

"In the future, I want to work on my pronunciation and intonation. I noticed in the video that I spoke too quickly at times, which made it hard to understand. I'll practice pacing myself more when I speak."

The reflective journals reveal that students' engagement with student-generated videos extended beyond speaking practice and developed into a reflective learning process that supported deeper awareness of their language development. Students' reflections demonstrate how authentic tasks encouraged them to critically evaluate their learning experiences, emotions, challenges, and future goals. This suggests that reflection functioned as a mediating process connecting experience with learning improvement.

Students' recognition of improved fluency, vocabulary use, and idea organization indicates that reflection helped transform practice into conscious learning. Writing scripts, rehearsing, and revising performances allowed learners to observe how their speaking evolved over time. According to Schön (1983), reflection enables learners to reinterpret experiences and construct new understanding from action. In this study, students were not merely completing a task but actively analyzing how the task shaped their speaking performance. Such reflective awareness is closely related to metacognitive development, where learners monitor and evaluate their own learning processes (Dörrenbächer-Ulrich et al., 2024).

The reflections also highlight growing confidence as students observed their own progress through recorded performances. Watching the final video allowed students to compare their initial anxiety with their eventual achievement, reinforcing a sense of competence. This supports research suggesting that reflective activities strengthen learners' self-efficacy by making progress visible and meaningful (Liu & Yin, 2024). Rather than relying solely on teacher evaluation, students became evaluators of their own learning, indicating a shift toward learner autonomy.

Students' acknowledgment of challenges, particularly fear of making mistakes, further illustrates the role of reflection in emotional regulation. By recognizing that errors were part of the learning process, students demonstrated adaptive learning strategies, such as pausing, breathing, and continuing communication. This aligns with self-regulated learning theory, which emphasizes that effective learners manage cognitive, behavioral, and emotional aspects of learning simultaneously (Braad et al., 2022; Nilson & Zimmerman, 2013). Reflection therefore supported not only linguistic improvement but also emotional resilience in speaking.

Moreover, students' perception of real-world relevance suggests that reflective engagement strengthened the authenticity of the learning experience. When students connected the video project to professional presentations or real communication contexts, they began to view speaking as a practical life skill rather than a classroom requirement. Authentic learning environments encourage learners to integrate knowledge with real-life and reflection appears to deepen this connection by helping students interpret the meaning of their experiences application (Codreanu et al., 2020; Zheng et al., 2021).

Importantly, students' reflections on future improvement demonstrate emerging learner autonomy. By identifying areas such as pronunciation, intonation, and pacing, students showed the ability to set personal learning goals. This forward-looking orientation indicates that reflection promoted continuous learning beyond the completion of the project. As noted by Rosenthal et al. (2024), reflective multimedia tasks encourage learners to become active agents who plan and regulate their own language development. The findings suggest that reflection played a central role in transforming student-generated video activities into meaningful learning experiences. Through reflection, students connected practice with awareness, challenges with strategies, and performance with future improvement. Speaking development in this context therefore emerged not only from

authentic task engagement but from learners' ability to critically interpret their own learning journeys.

The result of the student-generated video projects using authentic task in learning speaking skills

The analysis of students' speaking assessments provides valuable insights into the effectiveness of using student-generated videos to enhance speaking skills. The assessment focuses on fluency, pronunciation, vocabulary grammar accuracy, and comprehension. Here is the result of the students' speaking performance.

Table 3. The results of Students' Speaking Performances

Sum of Students	Criteria of Speaking Performances				
	Fluency	Pronunciation	Vocabulary	Grammar Accuracy	Comprehension
28	3.46	3.47	3.70	3.17	3.50

Based on the table above, the researcher found that most students scored around 4 points in fluency, pronunciation, vocabulary, grammar accuracy, and comprehension. For fluency, 18 out of 28 achieving the highest score. Some students tried to speak fluently based on their script. This showed that some of them were comfortable with their material, focusing on understanding it. Some of the students felt nervous caused they have to perform in front of other people.

In pronunciation, the research showed that students generally pronounced words clearly, with many scoring 4 points. However, some made occasional errors and used a rather flat intonation, which did not significantly affect listener comprehension. Overall, students were able to say words clearly.

In terms of vocabulary, the highest score was 4 points. Most students performed with vocabulary mastery, but sometimes using the wrong words, mumbling, or pausing. Their language tended to be good.

For grammar accuracy, only some mistakes were noted, leading most to score 3 points. Many students used clear and well-structured grammar, making their conversations easy to understand. Finally, in comprehension, 21 out of 28 students received 4 points for engaging effectively, while 7 got 3 points due to general communication strategies but found it hard to keep their conversations consistent. Students often seemed focused on what to say next and were worried about making mistakes.

In summary, among the 28 students evaluated, most scored are 4 in fluency. Observations showed that the students could master the topic well. The second is pronunciation. Most of the students' pronunciation was well and some of them, pronounced the words incorrectly. The third is vocabulary. Most students seemed to do not have problems with vocabulary mastery. The fourth is grammar accuracy. Many students have problems in using their grammar while they were performed. The last is comprehension. The students could comprehend the script well.

The speaking performance results indicate that student-generated video projects implemented through authentic tasks contributed positively to students' speaking competence across fluency, pronunciation, vocabulary, grammar accuracy, and comprehension. The relatively high mean scores across these components suggest that meaningful speaking opportunities supported active language use and communicative development. These findings support previous research emphasizing that authentic and

technology-mediated tasks provide richer contexts for language production compared to traditional classroom speaking activities (Crisanita & Mandasari, 2022; Pratiwi & Triprihatmini, 2018).

The improvement in fluency ($M = 3.46$) reflects the impact of repeated rehearsal and performance preparation during video production. Students practiced their speech multiple times before recording, which likely increased automaticity and reduced hesitation. Phung et al. (2023) explain that task-based language learning promotes fluency when learners focus primarily on meaning-making rather than form accuracy. Similarly, Tran et al. (2024b) argue that repeated speaking practice allows learners to retrieve language more quickly, leading to smoother speech delivery. Although some students relied on scripts, this reliance can be interpreted as a developmental stage where planned speech scaffolds emerging fluency.

Pronunciation performance ($M = 3.47$) indicates that most students achieved intelligible speech despite occasional intonation issues. The video format allowed learners to listen to their own voices repeatedly, encouraging self-monitoring. Zhong (2024) suggests that language improvement occurs when learners consciously notice linguistic features in their output. By replaying recordings, students were able to identify pronunciation problems and adjust articulation, which explains the generally clear pronunciation observed in the findings.

Vocabulary achievement showed the highest mean score ($M = 3.70$), suggesting that student-generated videos strongly supported lexical development. The preparation stage required students to search for appropriate expressions related to their topics, encouraging deeper lexical processing. According to Hawley & Allen (2018), producing language pushes learners to expand vocabulary to express intended meaning more precisely. Previous studies on multimedia projects also report that digital storytelling and video creation promote vocabulary growth because learners actively construct messages rather than repeat memorized expressions (Sim & Kim, 2024).

In contrast, grammar accuracy ($M = 3.17$) appeared slightly lower than other speaking components. This finding aligns with research indicating that communicative tasks often prioritize fluency and meaning over grammatical precision (Kohnke, 2024). When learners concentrate on delivering ideas smoothly, attention to grammatical form may decrease. Suseno (2020) argues that grammar development in communicative contexts requires occasional focus-on-form interventions to complement meaning-focused interaction. Therefore, the results suggest that while authentic video tasks enhance communicative ability, additional instructional support may be necessary to strengthen grammatical control.

Comprehension performance ($M = 3.50$) demonstrates that students were generally able to maintain topic relevance and engage listeners effectively. This reflects the development of communicative competence as conceptualized by J. Zhang et al. (2024), which includes not only grammatical knowledge but also discourse and strategic competence. Students' ability to understand and convey their scripts indicates successful integration of content knowledge and language use. Even when students appeared anxious or focused on recalling ideas, communication remained understandable, supporting Sofyan et al. (2023) argument that willingness to communicate develops through supportive speaking experiences.

These findings confirm that student-generated video projects function as authentic learning environments where rehearsal, self-monitoring, and meaningful communication interact to promote speaking development. Authentic tasks encourage learners to use language purposefully, while technology provides opportunities for reflection and repeated

practice . (N. E. Perry et al., 2020). Consequently, speaking improvement in this study emerged not only from performance assessment but from the learning processes embedded within video production itself.

CONCLUSION

This study explored how student-generated videos, implemented as authentic tasks, shape EFL students' speaking development through their perceptions, reflections, and performance outcomes. The findings reveal that students perceived the video project as a meaningful and confidence-building learning experience that enabled them to actively construct language rather than passively receive instruction. Through rehearsal, recording, and self-review, students reported increased fluency, improved pronunciation awareness, expanded vocabulary use, and greater ability to organize ideas coherently. The authentic nature of the task allowed learners to connect classroom speaking activities with real-world communication contexts, enhancing both engagement and communicative purpose. Students' reflections further demonstrated the emergence of metacognitive awareness, as they evaluated their strengths, identified challenges, and articulated strategies for improvement. These reflective processes indicate that learning occurred not only at the level of performance but also at the level of self-regulation and learner autonomy. Thus, student-generated video projects functioned as authentic learning environments that integrate cognitive, affective, and social dimensions of speaking development.

The speaking performance results supported students' perceptions by showing generally positive outcomes across fluency, pronunciation, vocabulary, grammar accuracy, and comprehension, although grammatical accuracy remained an area requiring further pedagogical attention. Importantly, the findings suggest that speaking improvement in this context cannot be attributed solely to practice, but to the interaction between authenticity, rehearsal, reflection, and peer engagement embedded in the video production process. By situating speaking within a meaningful digital context, this study contributes to the growing body of research advocating technology-mediated authentic tasks in EFL instruction. It highlights how student-generated videos can create opportunities for language use beyond traditional classroom constraints while fostering confidence and learner agency. From a pedagogical perspective, integrating reflective multimedia projects into speaking courses may support more holistic language development. Future research may examine longitudinal implementation or comparative designs to further understand the sustainability and transferability of authentic video-based speaking instruction across different EFL contexts.

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