

**STUDENTS' VOICES ON THE ROLES OF
VIDEO-BASED REFLECTION IN COPING
WITH PROBLEMS IN PUBLIC SPEAKING**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language
Education



By

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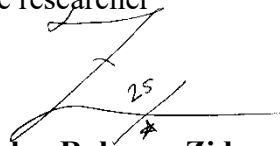
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5. My friends at PBI, WEC, TnD, PLP, KKN, and all my friends in UINWS Semarang.

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The researcher

A handwritten signature in black ink, appearing to read 'Abdur Rohman Zidane Fikri'. The signature is written in a cursive style with a large initial 'A' and 'R'. There is a small '25' written near the middle of the signature.

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ABSTRACT

Title : Students' Voices on the Roles of
Video-Based Reflection in Coping
with Problems in Public Speaking

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Number

Public speaking is an essential skill that fosters self-confidence, critical thinking, effective communication, and leadership. However, students often struggle with anxiety, nervousness, and difficulty organizing ideas, which impact their performance. This study explores the roles of Video-Based Reflection (VBR) in addressing these challenges by capturing students' voices and examining their perspectives on improving public speaking performance and coping with anxiety. Employing a descriptive phenomenological design, this research was conducted at Walisongo English Club (WEC) in 2024, involving seven participants during five weekly practice sessions. Data were collected through interviews. Data were analyzed using the Miles, Huberman, and Saldaña model and validated using member checking. The findings reveal that VBR based on students' voices improve students' public speaking skills by promoting self-confidence and refining delivery

quality through in-depth self-evaluation. Furthermore, VBR effectively reduces public speaking anxiety by fostering self-awareness, encouraging reflective practices, and gradually building confidence. These outcomes highlight the potential of VBR as a valuable tool for self-development and skill enhancement in a supportive learning environment. This study underscores the importance of integrating reflective methods like VBR to cultivate effective communication and mitigate anxiety in public speaking contexts.

Keywords: *Video-based reflection, public speaking, anxiety*

MOTTO

وَآيَةٌ لَهُمْ أَنَّا حَمَلْنَا ذُرِّيَّتَهُمْ فِي الْفُلِّ الْمَشْحُونِ (٤١) وَخَلَقْنَا لَهُمْ مِنْ مِثْلِهِ
مَا يَرْكَبُونَ (٤٢)

“Another sign for them is that We carried their seed in the laden Ark (41), and We have made similar things for them to ride in. (42)”

.

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“Road to Good Learner”

TABLE OF CONTENTS

THESIS STATEMENT.....	i
RATIFICATION	ii
ADVISOR NOTE	iii
ACKNOWLEDGEMENT & DEDICATION.....	iv
ABSTRACT.....	vi
MOTTO	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xiii
CHAPTER I.....	1
INTRODUCTION	1
A. Research Background.....	1
B. Research Questions.....	8
C. Research Objectives and Benefits	8
CHAPTER II.....	11
REVIEW OF RELATED LITERATURE.....	11
A. Previous Research.....	11

B. Theoretical Review	14
1. Reflection Theory	14
2. Students' Voice	15
3. Public Speaking Theory.....	16
4. Anxiety Theory	18
5. Use of Video in Education.....	19
CHAPTER III	21
RESEARCH METHOD.....	21
A. Research Design	21
B. Data Sources	22
C. Method of Collecting Data	23
D. Research Instruments.....	25
E. Focus of Research.....	28
F. Methods of Analysing Data	29
G. Validity of Data.....	30
CHAPTER IV	32
RESEARCH FINDINGS AND DISCUSSION	32
A. Findings	32

B. Discussions	52
CHAPTER V	61
CONCLUSIONS AND SUGGESTIONS.....	61
A. Conclusions.....	61
B. Suggestions.....	62
REFERENCES	64
APPENDIX 1.....	74
Interview results of Students’ Voices on the Role of VBR in Improving Their Public Speaking Performance.....	74
Interview results of Students’ Voices Students’ Voices on the Role of VBR in Coping with Their Anxiety in Public Speaking.....	80
APPENDIX 2.....	87
Member Checking Documentations via Google Meet.....	87
Member Checking Documentations via WhatsApp	88
APPENDIX 3.....	89

Research Documents	89
CURRICULUM VITAE	91

LIST OF TABLES

Table.3.1 Instruments Lattice of Students' Voices on the Role of VBR in Improving Their Public Speaking Performance	26
Table.3.2 Instruments Lattice of Students' Voices Students' Voices on the Role of VBR in Coping with Their Anxiety in Public Speaking	27
Table.4.1 Students' Voices on The Roles of VBR on Improving Their Public Speaking Performance	37
Table.4.2 Students' Voices on The Roles of VBR on Coping with Anxiety in Public Speaking	45

CHAPTER I

INTRODUCTION

This chapter consisted of the background of the study, the reason for choosing the topic, the research question, the objectives of the study, and the significance of the study.

A. Research Background

Public speaking is an essential skill for students, especially in preparing for the professional world. The ability to speak in public boosts self-confidence and trains students to think critically, communicate effectively, and build networks (Lucas, 2015). In an academic setting, this skill is necessary for assignment presentations, class discussions, and speeches. In the professional sphere, public speaking is crucial for business presentations, job interviews, and leading meetings. By developing this skill early on, students can be better prepared to face various challenges and achieve future success.

Public speaking also enables students to organize ideas systematically and deliver information clearly to an audience. This skill teaches them to be good listeners, understand feedback, and improve based on constructive criticism. Additionally, it allows students to demonstrate personality, leadership, and positively influence others (Sari et al., 2020).

However, public speaking often poses a significant challenge for many students. Clearly and confidently conveying ideas in front of an audience is not easy. Anxiety, fear of mistakes, and concerns about others' judgments are common barriers (Corral & Morales, 2022). Nervousness can make students feel uncomfortable and hinder fluency (Ayres, 2021). Moreover, public speaking requires thorough preparation and consistent practice, including understanding material, creating a logical structure, and practicing engaging delivery.

Public speaking is a skill that many individuals struggle to master due to various challenges that hinder effective communication. One of the most common issues is anxiety or nervousness, which can cause physical

symptoms such as an increased heart rate and difficulty speaking fluently (Ayres, 2021). This anxiety can significantly impact a speaker's ability to deliver their message confidently. Nervousness often manifests as hesitancy and reduced fluency during speaking tasks. Additionally, a lack of preparation frequently leads to disorganized presentations and difficulty addressing audience questions. Without proper planning, speakers may lose track of their key points or fail to present their ideas clearly.

Some individuals also face challenges in articulating their thoughts, which can result in messages that are hard for the audience to understand. Low self-confidence exacerbates these issues, making speakers hesitant and reducing their ability to engage effectively with their audience (Bobo & Andrews, 2020). Non-verbal communication, such as ineffective body language, can also distract from the message being conveyed (Sari et al., 2020). A speaker's posture, gestures, and facial expressions play a significant role in how their message is received. If these cues are not aligned with the spoken words, they can confuse or disengage the audience.

External factors, such as audience disruptions or environmental distractions, further complicate the situation and make it hard for speakers to maintain focus during their presentations (Davis & Williams, 2020). Moreover, inappropriate use of language—whether through overly complex terms or unnecessary repetition—can confuse listeners. A lack of audience engagement, caused by minimal interaction or irrelevant content, often leads to presentations that feel monotonous and uninteresting. Poor time management is another common issue, as speakers may rush through their material or run out of time before covering key points (Johnson & Green, 2022). Reliance on technology without proper backup plans can disrupt presentations when technical failures occur.

A supportive environment is crucial in helping students overcome their fear of public speaking (Corral & Morales, 2022). Support from friends, teachers, and family provides encouragement and helps them feel more at ease. The opportunity to practice in a positive, non-judgmental setting also plays a vital role in developing this skill.

As a supporting tool, video-based reflection is an effective method for improving speaking skills (Susanti & Dewi, 2022). By recording their presentations, students receive objective visual feedback on their performance, allowing them to identify strengths and weaknesses, such as body language and intonation. Video-based reflection also enables students to evaluate technical aspects, including time management, delivery style, and audience interaction. This process enhances self-awareness and facilitates systematic improvement. Observing progress from one recording to another further boost motivation.

Students' voices in the context of public speaking refer to students' ability to express their ideas, opinions, and emotions authentically and clearly (Cook-Sather, 2020). It reflects their understanding of their unique perspectives and how they convey these views to an audience. This concept encompasses authenticity, courage, and confidence in speaking. Developing students' voices can enhance their self-confidence, improve their communication skills, and reduce anxiety during public speaking.

Students' voice on video-based reflection refers to the expression of students' thoughts, feelings, and self-awareness through their reflections after watching recordings of their own performances or activities (Cook-Sather, 2020). This approach allows students to observe and analyze their behavior, communication style, and progress in a structured manner. By engaging with video-based reflection, students can articulate their perspectives more effectively, identify areas for improvement, and gain deeper insights into their learning processes.

Moreover, the use of video recordings enables students to recognize and refine their authentic voices (Sukandi & Kurniawan, 2020). By observing themselves, they can evaluate how well their expressions align with their intended message and adjust accordingly to improve clarity and confidence in communication. This process not only supports personal growth but also enhances students' ability to express their voice in future performances, particularly in contexts like public speaking or collaborative discussions.

The uniqueness of this study lies in its use of Video-Based Reflection (VBR), which focuses on capturing

students' voices and examining the role of VBR in addressing public speaking challenges. This approach establishes a research gap compared to existing studies, as most prior research primarily addresses the management of public speaking anxiety in general, without specifically emphasizing VBR and students' voices. By adopting a participatory approach, this study positions itself as an exploration of how VBR facilitates students' self-reflection and active engagement in improving public speaking skills.

This unique perspective contributes to a deeper understanding of how reflective practices, particularly through VBR, can play a pivotal role in fostering students' self-awareness, confidence, and anxiety management in public speaking contexts. It highlights the transformative potential of VBR as a tool for enhancing both personal and academic growth. By focusing on the integration of reflection and active participation, this study offers valuable insights into the practical applications of VBR in educational settings.

This study conducted at the Walisongo English Club (WEC), where students have a structured platform to

develop public speaking skills. This study aims to qualitatively describe how are students' voices on the role of VBR in improving their public speaking performance and the role of VBR in coping with their anxiety in public speaking.

B. Research Questions

Based on the above Background, the research problem formulation in this study is as follows:

1. How does student' voices implicate for the roles of video-based reflection in overcoming problems in public speaking?
2. How are students' voices on the role of VBR in coping with their anxiety and improving their public speaking performance?

C. Research Objectives and Benefits

1. Research Objectives

Based on the problem formulation above, the objectives of this research are as follows:

- a. To explain the implications of student voice on the role of video-based reflection in coping with problems in public speaking.
 - b. To explain how students' voices are on the role of VBR in coping with their anxiety and improving their public speaking performance.
2. Research Benefits

a. Theoretical

Theoretically, this research is expected to increase and improve knowledge regarding students' speaking skills in public speaking. It is hoped that this research can be used as a reading reference in seeking information for other researchers.

b. Practical

- 1) For students: Can be an additional soft skill for students in facing a new life after graduating and increase the value of the students themselves.

2) For teachers: Teachers and prospective teachers can add variety to learning models with front speaking skills, and help facilitate teaching and learning activities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous research and a review of related literature. A review of related literature is about video-based reflection, students' voice, and problems in public speaking.

A. Previous Research

Previous studies have extensively examined the role of video-based reflection (VBR) in the context of public speaking, with many findings supporting the present research. Smith and Taylor (2021), in their study titled *"The Role of Video Feedback in Enhancing Public Speaking Skills and Reducing Anxiety Among Students"*, demonstrated that video-based reflection effectively reduces public speaking anxiety and improves speaking skills through self-evaluation. This aligns with the current research, which highlights VBR as a tool to alleviate anxiety and enhance speaking performance.

Similarly, Davis and Williams (2020), in their study *"Using Technology-Assisted Self-Reflection to Reduce Communication Apprehension in Public Speaking"*, confirmed that technology-supported approaches like VBR help students better understand their emotions, build confidence, and decrease speaking anxiety.

Thompson and Mitchell (2019), in their study titled *"The Effectiveness of Video-Based Learning on Reducing Speech Anxiety in Debate Settings"*, found that video-based learning significantly reduces speech anxiety and enhances speaking skills. This is corroborated by Brown and Carter (2021), whose research, *"Video Self-Modelling as an Intervention for Reducing Debate Anxiety in College Students"*, revealed that VBR enhances students' confidence while mitigating their anxiety. These findings are highly relevant to the present study, which focuses on the application of VBR in the context of public speaking.

Further, Wilson and Zhang (2021), in their research *"Anxiety Reduction through Self-Evaluation: The Impact of Video-Based Feedback on Public Speaking Performance"*, emphasized the importance of video-based

self-evaluation in helping students identify their strengths and weaknesses, thereby improving performance and reducing anxiety. Similarly, Miller and Hughes (2020), in their study titled *"Utilizing Video Feedback to Alleviate Speaking Anxiety in Debate Training Programs"*, highlighted the effectiveness of video feedback in addressing speaking-related anxiety.

Additional support is provided by Roberts and Wong (2021) in their study *"Exploring the Effect of Video Self-Assessment on Debate Anxiety and Performance in English Extracurricular Activities"*, which found that VBR is relevant for improving student performance in extracurricular activities, including public speaking. Finally, Anderson and Patel (2020), in their study titled *"Self-Reflective Practices in Debate: Video Feedback as a Tool for Anxiety Reduction"*, affirmed that video-based reflection is effective in reducing debate anxiety. While their focus was on debate, their findings remain applicable to public speaking contexts, particularly in fostering students' self-reflective abilities.

B. Theoretical Review

1. Reflection Theory

a. Reflection in Learning

Reflection in learning is the process through which individuals analyze and evaluate their learning experiences to enhance their understanding and skills (Kolb, 1984). It helps students assess their progress, identify areas for improvement, and develop new strategies. Video-based reflection allows students to review recordings of their activities, enabling them to evaluate their performance, identify strengths and weaknesses, and make improvements for the future (Susanti & Dewi, 2022).

b. Video-Based Reflection

Video-based reflection represents a practical application it provides an opportunity for reflection by allowing students to record and analyze their performance after the event (Bobo & Andrews, 2020). This method offers objective visual feedback, allowing students to identify strengths and weaknesses in body language,

voice intonation, time management, and audience engagement. Video-based reflection supports ongoing professional development by offering a systematic way to evaluate and improve skills continuously, while also providing additional motivation through visible progress captured in each recording.

2. Students' Voice

a. Students' Voices Theory

The theory of "students' voices" emphasizes the right of students to express their opinions, feelings, and perspectives regarding their learning experiences (Scarborough, 2023). In education, it goes beyond merely allowing students to voice their thoughts; it involves creating spaces where they can actively participate in the learning process. Amplifying students' voices is expected to enhance their motivation, self-confidence, and engagement in learning.

b. Students' Voices about Using Video-based Reflection

The use of video-based reflection offers students the chance to reflect on their experiences both visually and verbally. Through recordings, students can observe and listen to themselves, gaining deeper insights into their strengths and weaknesses (Cook-Sather, 2020). This type of reflection allows students to articulate their feelings about managing anxiety, what makes them uncomfortable, and the strategies they use to improve their public speaking skills.

3. Public Speaking Theory

a. Public Speaking and Communication Skills

Public speaking skills are critical in both educational and professional contexts (Lucas, 2015). In education, these skills allow students to express their ideas clearly and confidently, participate actively in discussions, and develop critical thinking and effective communication

skills that contribute to academic success. In the professional realm, public speaking is essential for presentations, interviews, and leading meetings, enabling individuals to influence others and demonstrate leadership.

b. Problems in Public Speaking

Public speaking often presents challenges for many students. Common issues include speech anxiety, lack of self-confidence, difficulties in organizing content systematically, and technical issues such as intonation and body language. Anxiety in public speaking, commonly known as glossophobia, can hinder students from speaking clearly and persuasively (Ali & Nagar, 2013). These feelings are often caused by fear of judgment, concerns about personal appearance, and a lack of experience in public speaking.

c. Factors Affecting Anxiety in Public Speaking

Public speaking anxiety can be influenced by negative past experiences, low self-confidence, a lack of communication skills, and the fear of negative evaluation by the audience (Hernández-

March & Navarro, 2020). Understanding these factors is essential for helping individuals manage their anxiety and improve their public speaking abilities.

4. Anxiety Theory

a. Definition and Types of Anxiety

Anxiety is an emotional and physical response to situations perceived as threatening (Ayres, 1996). In public speaking, this anxiety is known as communication apprehension (McCroskey, 1984). It can affect individuals emotionally, causing nervousness and discomfort, and physically, through symptoms like a racing heartbeat and sweaty palms. Social anxiety involves a fear of interacting with others and the judgment they may face in such interactions. Specific situational anxiety arises in particular settings, such as speaking in front of an audience, often due to fears of failure, making mistakes, or being negatively judged by others.

b. Social Anxiety

The Social anxiety arises from concerns about negative judgments from others, often tied to negative self-perceptions (Ayres, 2021). In performance situations like public speaking, anxiety is often associated with the fear of failure and negative evaluation, causing physical symptoms such as a racing heartbeat, sweating, and trembling hands, which can interfere with optimal performance.

5. Use of Video in Education

a. Video as a Learning Tool

The use of video in learning has several benefits, including enhancing self-awareness, encouraging deeper reflection, and providing opportunities to review and correct mistakes (Blomberg et al., 2014). Video also increases student engagement and retention of information and helps students review complex material to reinforce their understanding.

b. Video-Based Reflection in Public Speaking

Research indicates that using video for reflection can improve public speaking skills (Apriyanti, 2019). By watching recordings of their performances, students can identify areas for improvement, such as their intonation, speaking pace, or body language, and understand how anxiety affects their delivery.

c. Effect of Video-Based Reflection on Anxiety Reduction

Research reflection helps reduce public speaking anxiety by allowing individuals to assess and improve themselves in a low-pressure environment, without immediate audience judgment (Donovan, 2016). This process enables students to observe their performance more objectively and make necessary adjustments to improve their speaking skills.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, data sources, method of collecting data, research instruments, focus of research, method of analysing data, and validity of data.

A. Research Design

In this study, researcher used a qualitative phenomenological research design based on the theories of Edmund Husserl and Martin Heidegger. This approach was chosen to deeply explore and understand students' lived experiences regarding the role of video-based reflection (VBR) in improving their public speaking performance and coping with anxiety. Husserl (1970) emphasizes uncovering the essence of experiences, while Heidegger (1962) highlights understanding how individuals interpret their realities. Aligned with the research questions (1) How does student' voices implicate for the roles of video-based reflection in overcoming problems in public speaking. (2) How are students' voices on the role of VBR in coping with their anxiety and

improving their public speaking performance, this approach explores students' reflections and feelings. By analysing video recordings of students' performances in the Walisongo English Club, this study identifies expressions of anxiety, coping mechanisms, and their perspectives on necessary support for improvement.

B. Data Sources

The data sources in this study include the research setting, participants, and the data collection scheme, which has been systematically designed. The study was conducted at Walisongo English Club (WEC) in 2024, over a five-week period from September 29 to October 27, 2024. The research activities took place during five weekly sessions designed to integrate materials and practices, along with reflection sessions and interviews.

The participants in this study were seven students, members of WEC in 2024, who enrolled in a training class. They voluntarily participated as research subjects and expressed their willingness to engage in the learning and video-based reflection process designed by the researcher.

The research scheme involved five public speaking practice sessions. During these five sessions over the course of five weeks, the researcher provided participants with materials related to public speaking. At the end of each session, the researcher asked the participants to practice what they had learned by recording a video of their performance.

After the completion of the five sessions, the researcher conducted interviews with the participants, either in person (face-to-face) or remotely (online) via mobile phone. This was followed by member checking to validate the data from the interviews and previous reflections. Through this scheme, the study aims to collect rich and comprehensive data about the participants' experiences in using video-based reflection to identify their anxiety and enhance their public speaking skills.

C. Method of Collecting Data

In this study, interviews were selected as the primary data collection methods to explore students' voices in using video-based reflection. According to John W. Creswell's (2014), interviews are an appropriate

method for gaining in-depth understanding of participants' perspectives and experiences directly. Interviews allow the researcher to explore students' views and reflections on anxiety in public speaking, an aspect that may not always be visible through observations or video recordings alone. Through interviews, the researcher can understand the subjective meaning students attribute to their experiences in public speaking and how they identify and address anxiety through video-based reflection (Creswell, 2014).

This interview method is highly relevant to answering the research questions, which are: (1) How does student' voices implicate for the roles of video-based reflection in overcoming problems in public speaking? (2) How are students' voices on the role of VBR in coping with their anxiety and improving their public speaking performance? Given the aim of this research to explore how Students' voices on the role of video-based reflection (VBR) in improving their public speaking performance and coping with their anxiety in public speaking at the Walisongo English Club, interviews allow for the

exploration of information that is not limited to recorded behaviors but also includes deeper experiences, feelings, and reflections. Therefore, interviews, in line with Creswell's view (2014), provide rich and contextual data that support a holistic understanding of students' anxiety in public speaking and the reflective process they undergo.

D. Research Instruments

The data collection instrument was used to measure the gathered data. The instrument and data collection process are interdependent. Specifically, the data collection method in this study involved interviews with students to explore students' voices on the role of VBR in improving their public speaking performance and to understand students' voices on the role of VBR in coping with their anxiety in public speaking. The interviews were conducted with seven members of the Walisongo English Club at the State Islamic University of Walisongo Semarang who participated in public speaking practice sessions with the researcher. The interviews focused on understanding *students' voices on the role of VBR in*

improving their public speaking performance and coping with their anxiety in public speaking. The collected data were verbal, comprising information obtained through conversations and question-and-answer sessions. Using semi-structured interviews, the researcher gained rich and detailed insights into the students' use of VBR for learning, thereby enhancing the study's ability to draw meaningful conclusions about the educational potential of the platform.

Table.3.1 Instruments Lattice of Students' Voices on the Role of VBR in Improving Their Public Speaking Performance

INDICATORS	ITEMS OF INSTRUMENTS
Improvement in public speaking performance	Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?
	How would you rate the changes in your confidence and the way you deliver your public speaking

	after using this method several times?
	How do you feel about your abilities in public speaking after using this method? Are there any changes?

*Table.3.2 Instruments Lattice of Students' Voices
Students' Voices on the Role of VBR in Coping with
Their Anxiety in Public Speaking*

INDICATORS	ITEMS OF INSTRUMENTS
Coping with anxiety in public speaking	How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?
	How would you assess changes in your anxiety level after doing video-based reflection several times?
	In your opinion, what is the most useful aspect of video-based

	reflection in providing insight into overcoming your anxiety levels?
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E. Focus of Research

This study focuses on the use of video-based reflection as a method to help students express their voices and identify feelings related to improving their public speaking performance and coping with their anxiety in public speaking at Walisongo English Club. Through the approach of video-based reflection, this research is centered on answering two main questions: (1) How does student' voices implicate for the roles of video-based reflection in overcoming problems in public speaking? (2) How are students' voices on the role of VBR in coping with their anxiety and improving their public speaking performance? This study is expected to provide insights into students' experiences in facing anxiety and the support they need to improve their public speaking abilities.

F. Methods of Analysing Data

The data analysis method developed by Miles, Huberman, and Saldaña involves three main steps: data condensation, data display, and drawing and verifying conclusions. Data condensation is the process of simplifying the collected data into a more focused and manageable form. This process involves selecting, focusing, simplifying, abstracting, and transforming the data (Miles, Huberman, & Saldaña, 2014).

Data display refers to presenting the data in visual formats such as tables, diagrams, or matrices, which help the researcher identify patterns or themes from the data. In this research, the researcher adapted the matrix or table presentation style of Moleong (2017) and/or Santoso (2021). This presentation allows the researcher to understand the data more deeply and systematically (Miles et al., 2014).

The final step is drawing and verifying conclusions, where the researcher identifies the main findings from the analyzed data and then verifies those findings through

additional data or different methods to ensure accuracy (Miles et al., 2014).

G. Validity of Data

According to Creswell (2014), member checking is an important technique in qualitative research to enhance the validity of data. This technique involves returning the preliminary findings to participants to ensure that the researcher's interpretation of the data is accurate and aligns with the participants' experiences or perspectives. Member checking allows participants to provide feedback, confirm, or even correct the findings suggested by the researcher. In this way, the technique helps reduce researcher bias and enhances the credibility of the research results.

Creswell (2014) explains that member checking gives participants the opportunity to evaluate and refine the data collected, ensuring that their voices are authentically reflected in the research outcomes. This technique also supports the aspects of openness and transparency in qualitative research, which focuses on

accurately and reliably depicting the subjective experiences of participants (Creswell, 2014).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes the data obtained during the study, which includes (the results of interviews to the implications of student voice on the role of video-based reflection in coping with problems in public speaking and to explain how students' voices are on the role of VBR in coping with their anxiety and improving their public speaking performance) and discussion.

A. Findings

This chapter presents data obtained during the research, including the results to explain the implications of student voice on the role of video-based reflection in coping with problems in public speaking and to explain how students' voices are on the role of VBR in coping with their anxiety and improving their public speaking performance, followed by discussion.

1. The implications of student voice on the role of video-based reflection in coping with problems in public speaking

This study was conducted within the Walisongo English Club to investigate the roles of video-based reflection (VBR) in helping students overcome problems in public speaking. The research involved seven first-semester university students who voluntarily joined a public speaking program facilitated by the researcher. The program consisted of five sessions held weekly from September 29 to October 27, 2024. Each session focused on specific public speaking skills.

In the first meeting, participants were introduced to the basics of public speaking and practiced expressing their opinions confidently. The second session focused on developing arguments using "if-so" or cause-effect structures to strengthen reasoning skills. The third session taught participants how to construct systematic arguments following the Argument-Reason-Evidence-Link back (AREL)

framework. During the fourth meeting, participants learned techniques for crafting rebuttals to counter opposing arguments. Finally, the fifth session culminated in participants engaging in public debates, applying all the skills they had acquired.

After the delivery of each session's material, participants practiced public speaking in front of a camera, and their performances were recorded. These recordings were subsequently reviewed during designated reflection times, where participants evaluated their strengths and areas for improvement. The reflective process encouraged them to monitor their progress and adjust their strategies for subsequent sessions. This iterative cycle of learning, practice, and reflection continued across all five meetings.

Upon the program's completion, the researcher conducted in-depth interviews with the participants to collect data on their experiences and perspectives. These interviews aimed to uncover how the students perceived the role of video-based reflection in

addressing the challenges they faced in public speaking and enhancing their overall performance.

2. Students' Voices on the Roles of VBR on Coping with Their Anxiety and Improving Their Public Speaking Performance

This chapter presents data obtained during the research, including the results of interviews to explain students' voices on the roles of VBR on coping with their anxiety and improving their public speaking performance, followed by discussion. All data was collected through interviews conducted with seven participants.

The researcher divides into two parts discussion to make easier on explaining these findings. Firstly, it is students' voices on the roles of VBR on and improving their public speaking performance, and students' voices on the roles of VBR on coping with their anxiety in public speaking. The researcher uses tables in the display data stage after the data have been coded. The purpose is to make it easier for readers to understand the results of the

interview data from the participants. The table can be seen below.

a. Students' Voices on The Roles of VBR on Improving Their Public Speaking Performance

Audience involvement in this research determines their improvement in their public speaking abilities. When the audience does video-based reflection at each meeting, they are more facilitated in improving their public speaking performance. Refers to improving students' skills in public speaking. Improvements in public speaking skills can be achieved through a combination of motivation, structured training, model observation, anxiety management, and reflection on experiences, which supports the development of effective communication competence, including verbal aspects such as intonation and word choice, non-verbal such as gestures and eye contact, and delivery structure.

The following table presents data on students' perspectives regarding the role of Video-Based

Reflection (VBR) in improving or not improving their public speaking performance. To facilitate readers' understanding of the coding system, the researcher uses the symbol (I) to represent the instrument related to improving public speaking performance, followed by the symbol (P) to denote participants or informants and their corresponding numbers (1–7), and finally the instrument items answered or expressed by the participants (1–3).

Table.4.1 Students' Voices on The Roles of VBR on Improving Their Public Speaking Performance

Informants		Improving/Not Improving	Students' Voices
I.P.1	1	Improving	Yes, because it is part of soft-skill training ...
I.P.1	2	Improving	... having a bit more understanding
I.P.1	3	Improving	... I feel that there has been an improvement ...

I.P.2	1	Not Improving	No, I still feel less confident ...
I.P.2	2	Not Improving	... I still lack confidence ...
I.P.2	3	Not Improving	It's still a bit lacking ...
I.P.3	1	Improving	It also reminds me to be more confident ...
I.P.3	2	Improving	... there has been some improvement ...
I.P.3	3	Improving	The way I structure words and sentences has improved ...
I.P.4	1	Not Improving	There are some mistakes in pronunciation ...
I.P.4	2	Not Improving	The changes haven't been significant yet ...
I.P.4	3	Not Improving	My confidence is still lacking ...
I.P.5	1	Improving	Yes, through the video ...

I.P.5	2	Improving	... particularly in boosting my confidence ...
I.P.5	3	Improving	The second one was more relaxed and calm ...
I.P.6	1	Not Improving	Not yet ... needs to be improved and upgraded ...
I.P.6	2	Not Improving	The changes were minimal ...
I.P.6	3	Not Improving	It was more inconsistent ...
I.P.7	1	Improving	... which helps build confidence
I.P.7	2	Improving	I noticed significant improvements in my confidence ...
I.P.7	3	Improving	... I can express my reasons more clearly

In table 4.1, it was found that 57.14% or 4 students could improve their public speaking performance and another 42.86% or 3 students could not improve their public speaking after conducting video-based reflection during public speaking practice. This proves that more students are successfully implementing VBR as a medium for improving their public speaking performance.

In improving students' public speaking, VBR plays an important role in improving students' public speaking skills, especially in building self-confidence and improving the quality of delivery. Reflection via video provides an opportunity for in-depth self-evaluation, which supports significant skill development. Then students' voices on VBR have not succeeded in improving students' public speaking skills, namely feeling uncomfortable, focusing on mistakes, lack of improvement strategies, and challenges in competitive situations. With additional support, such as structured guidance, gradual practice, and positive reinforcement, this method has the potential to produce more significant results.

The examples of student reflections below show the reasons why they stated that they were improving or not improving their public speaking performance.

In improving public speaking skills, Video-Based Reflection (VBR) plays a crucial role in building self-confidence and enhancing delivery quality. By reviewing their performances on video, students gain the ability to evaluate their presentation from an outsider's perspective. As one participant shared, *“Yes, I try to position myself as someone else watching my performance, so I can see how I actually appear. This allows me to evaluate and correct my performance from another perspective. It also reminds me to be more confident when delivering an argument”* (I.P.3.1).

Through this reflective process, students become more aware of areas needing improvement and feel encouraged to make progress. Another participant noted, *“There has been improvement, particularly in boosting my confidence. I am now more motivated to address the areas of weakness that I noticed in the videos”* (I.P.5.2). Although the changes may not

always be significant, VBR has consistently proven to foster confidence and self-awareness. As another student observed, *“The change may not be very significant yet, but there has been an improvement in confidence. My pronunciation, tone of voice, and confidence in speaking English have improved, and I can express my reasons more clearly”* (I.P.7.3).

Moreover, VBR not only enhances self-evaluation but also helps students refine specific aspects of their speaking, such as pronunciation, tone, and argument delivery. This method provides students with a valuable tool for in-depth analysis of their performance and significantly supports the development of their public speaking skills.

While Video-Based Reflection (VBR) has the potential to improve public speaking skills, some students have encountered difficulties that hinder its effectiveness. Participants highlighted discomfort, a focus on mistakes, a lack of improvement strategies, and challenges in competitive situations as key barriers. For instance, one student shared, *“No, I still feel less confident. Using the front camera to record*

myself makes me feel uneasy. Firstly, I'm not satisfied with the results, as my pronunciation still needs improvement. Sometimes I struggle to choose the right vocabulary, and I still feel restricted when speaking English” (I.P.2.1). This unease can create a mental block that slows progress in developing public speaking abilities.

Others noted that while VBR helped them identify weaknesses, addressing these issues effectively remains a challenge. *“The changes haven't been significant yet, but I now have a clearer understanding of where I lack. Typically, I would just express my opinions directly without organizing them properly,”* explained one participant (I.P.4.2). Without structured improvement strategies, students often feel stagnant and unsure of how to make meaningful progress.

Inconsistent performance and the pressure of competitive environments further compound these challenges. As one participant described, *“It was more inconsistent. In the beginning, it was still relaxed. In the last meeting, I dropped again because*

my opponent was better. Sometimes I felt capable, sometimes not. I still missed the key points, the intonation wasn't quite right, and I was still uncertain" (I.P.6.3). This inconsistency can lead to frustration, especially when students compare themselves to stronger opponents.

b. Students' Voices on The Roles of VBR on Coping with Anxiety in Public Speaking

The involvement of the audience in this study determines the management of their anxiety in public speaking. When the audience does video-based reflection at each meeting, they are better facilitated in coping with their anxiety in public speaking. Students' ability to face or manage anxiety when speaking in public includes a level of comfort, emotional control, and self-confidence that can be increased through reflective experiences, gradual desensitization, restructuring of negative thoughts, as well as observation, imitation of models, and strengthening of self-efficacy.

The following table includes data on students' voices on the roles of VBR in are coping or not coping with their anxiety in public speaking. To facilitate readers' understanding of the coding system, the researcher uses the symbol (A) to represent the instrument related to coping with anxiety in public speaking, followed by the symbol (P) to denote participants or informants and their corresponding numbers (1–7), and finally the instrument items answered or expressed by the participants (1–3).

Table.4.2 Students' Voices on The Roles of VBR on Coping with Anxiety in Public Speaking

Informants		Coping with/Not Coping with	Students' Voices
A.P.1	1	Coping with	... it helps in managing anxiety ...
A.P.1	2	Coping with	... from being too stiff to feeling better

A.P.1	3	Coping with	... the video while also improving my soft skills
A.P.2	1	Coping with	... which helps me better manage my anxiety
A.P.2	2	Coping with	... It helped improve my self-confidence ...
A.P.2	3	Coping with	It is very effective in illustrating the level of anxiety ...
A.P.3	1	Not coping with	I feel somewhat unsatisfied ...
A.P.3	2	Not coping with	It's still somewhat lacking ...
A.P.3	3	Not coping with	It is necessary to review what we have delivered ...
A.P.4	1	Not coping with	... I haven't yet been able to fully manage my anxiety

A.P.4	2	Not coping with	... I'm not satisfied with the gradual improvement ...
A.P.4	3	Not coping with	... I look anxious, go blank, feel confused ...
A.P.5	1	Coping with	... become calmer and emphasize the key points more clearly ...
A.P.5	2	Coping with	... particularly in controlling my expressions ...
A.P.5	3	Coping with	... help in overcoming it
A.P.6	1	Coping with	... become more confident in speaking in public
A.P.6	2	Coping with	My anxiety level decreased a little ...
A.P.6	3	Coping with	It is very useful for highlighting and reflecting ...

A.P.7	1	Coping with	... She feels relieved after recognizing them
A.P.7	2	Coping with	... I noticed a decrease in my anxiety level
A.P.7	3	Coping with	... correct things we didn't realize before

In table 2, it was found that 71.43% or 5 students could cope with their anxiety in public speaking and another 28.57% or 2 students could not cope with their anxiety in public speaking after conducting video-based reflection during public speaking practice. This proves that more students are successfully implementing VBR as a medium for coping with public speaking anxiety.

Based on students' voices, VBR successfully helped them overcome anxiety in public speaking by increasing self-awareness, providing a deep reflection process, allowing for a gradual reduction in anxiety, increasing self-confidence, and providing benefits for self-development. Meanwhile, VBR is less effective in helping students overcome anxiety in public speaking. This is caused by a lack of initial

preparation, changes that are felt to be slow and insignificant, and difficulty managing the physical signs of anxiety even though they are aware of them. Apart from that, the absence of a concrete follow-up strategy and a feeling of dissatisfaction with the results of the reflection are also obstacles.

The example of student reflection below shows the reasons why they stated that they were coping or not coping with anxiety in public speaking.

Based on students' experiences, Video-Based Reflection (VBR) has proven to be an effective method for helping students manage and gradually overcome public speaking anxiety. By analysing their recorded performances, students can recognize signs of anxiety, allowing them to take actionable steps toward improvement. As one participant shared, *“After recognizing signs of anxiety via video, I feel that it has an impact on me. I often use this method, as it allows me to revisit my video and identify what needs to be improved, which helps me better manage my anxiety”* (A.P.2.1).

This reflective process not only increases self-awareness but also supports a gradual reduction in anxiety. *“There’s a slight improvement, from being too stiff to feeling better. Yes, also in my facial expressions, which went from being very rigid to more flexible than before,”* another participant explained (A.P.1.2). By focusing on non-verbal elements, such as facial expressions and body language, VBR enables students to make noticeable progress in their public speaking delivery.

Furthermore, VBR provides long-term benefits for personal development by encouraging students to confront and correct behaviors they may not have been aware of before. One participant remarked, *“It is beneficial when we watch our own videos and correct things we didn’t realize before. By watching the video, Evelyn became aware of signs of anxiety that she hadn’t noticed before. This is very useful for personal growth in the future”* (A.P.7.3).

Through its capacity to enhance self-awareness, reflection, and confidence, VBR significantly supports students in facing public speaking

challenges more confidently and purposefully, paving the way for continued personal and professional growth.

While Video-Based Reflection (VBR) has shown potential in helping students manage public speaking anxiety, it remains less effective for some due to various factors. One key issue is the lack of initial preparation, which leaves students struggling to manage physical signs of anxiety, such as restless eye movements or frequent repetition of words. As one participant noted, *“I’ve become more aware because I can identify the physical signs of anxiety, such as my restless eye movements and frequently saying ‘um... um...’ in the video, which clearly show my nervousness. I haven’t yet been able to fully manage my anxiety”* (A.P.4.1).

Additionally, the progress students experience tends to be slow and perceived as inadequate, leading to dissatisfaction with the results. Another participant explained, *“It’s still somewhat lacking. In the last video, I was still like reading. It’s better than before, but not significantly better”* (A.P.3.2).

Although students do become more aware of their anxiety and can evaluate themselves more effectively, the absence of concrete follow-up strategies hinders meaningful progress. *“We become more aware of our anxiety and can evaluate ourselves. It shows when I look anxious, go blank, feel confused, or display nervous eye movements. I need to learn more,”* one student shared (A.P.4.3).

B. Discussions

In this part, the researcher presents the answer to the research question. Which seeks to address the formulation of problem: 1) to the implications of student voice on the role of video-based reflection in coping with problems in public speaking and 2) to explain how students’ voices are on the role of VBR in coping with their anxiety and improving their public speaking performance. This part connects the research findings from the previous part to the research questions. More explanations are provided below:

1. The implications of student voice on the role of video-based reflection in coping with problems in public speaking

The research design of this study aligns closely with Kolb's Experiential Learning Theory (1984), which emphasizes the cyclical process of learning through experience, reflection, conceptualization, and experimentation. Each phase of the program corresponds to one or more stages of Kolb's learning cycle, making it a structured application of experiential learning principles.

The program provided participants with direct, tangible experiences in public speaking during each session. These experiences included practicing public speaking skills, constructing arguments, and engaging in debates. Such activities served as the foundation for their subsequent learning and reflection. According to Kolb (1984), meaningful learning begins with active involvement in real-world experiences, which your study effectively facilitated. After each session, participants were given the opportunity to watch recordings of their

performances. This step allowed them to critically observe and reflect on their strengths and areas for improvement. Kolb (1984) argues that reflection is essential for transforming experience into meaningful insights, and the structured reflection time provided in your program adhered to this principle.

Participants' reflections were guided by the public speaking materials and frameworks presented in each session, such as the AREL framework for argumentation. These theoretical constructs helped participants understand their experiences in relation to broader concepts, thereby deepening their understanding of effective public speaking techniques. This step aligns with Kolb's (1984) emphasis on developing conceptual understanding as a result of reflective observation.

The program encouraged participants to apply their newly developed strategies and knowledge in subsequent sessions, culminating in a public debate in the final meeting. This iterative application of learning reflects Kolb's (1984) notion of active experimentation, where learners test their refined

skills in new contexts, thereby completing the learning cycle.

The iterative structure of your program—experiencing public speaking, reflecting on performance through video-based reflection, conceptualizing improvements, and experimenting with refined techniques—mirrors the experiential learning cycle outlined by Kolb (1984). Moreover, the repeated opportunities for participants to engage in this cycle across the five sessions reinforce the dynamic nature of experiential learning, where learning is a continuous and adaptive process.

2. Students' Voices on the Roles of VBR on Coping with Their Anxiety and Improving Their Public Speaking Performance

The researcher divides into two parts discussion like previous chapter to make easier on explaining these findings and discussions. Firstly, it is students' voices on the roles of VBR on and improving their public speaking performance, and students' voices on the roles of VBR on coping with their anxiety in public speaking.

a. Students' Voices on The Roles of VBR on Improving Their Public Speaking Performance

The interview results revealed positive responses from students regarding the role of Video-Based Reflection (VBR) in improving their public speaking skills, particularly in building confidence and enhancing delivery quality. VBR enables deep self-evaluation, which supports skill development by allowing students to observe their performances, identify strengths and weaknesses, and track progress over time. This aligns with Bandura's (1997) Self-Efficacy Theory, as students gain "mastery experiences" that enhance their confidence and motivation.

VBR builds self-confidence by helping students recognize strengths like clear articulation and confident body language while addressing weaknesses such as poor eye contact or monotonous intonation (Apriyanti et al., 2019). The non-intimidating nature of self-evaluation also reduces public speaking anxiety (McCroskey, 1984). Additionally, VBR improves delivery

quality in both verbal and non-verbal aspects, including intonation, clarity, gestures, and posture. Reviewing recordings enables students to identify and refine their communication techniques, enhancing message clarity and audience engagement (Sari et al., 2020).

Furthermore, VBR fosters a deeper self-evaluation approach by providing concrete visual and auditory evidence for reflection, promoting autonomy and metacognition (Susanti & Dewi, 2022). This aligns with constructivist learning theories (Piaget, 1973; Vygotsky, 1978), emphasizing experiential and reflective learning. VBR also offers a personalized, less pressurized environment, encouraging intrinsic motivation and self-directed improvement.

Overall, VBR serves as a powerful tool for developing public speaking skills by integrating confidence-building, delivery enhancement, and reflective practices. Its alignment with self-efficacy and constructivist theories underscores its

potential as an adaptive and effective learning method.

b. Students' Voices on The Roles of VBR on Coping with Anxiety in Public Speaking

The interview results highlighted positive student perspectives on the role of Video-Based Reflection (VBR) in managing public speaking anxiety. VBR helps students by enhancing self-awareness, facilitating deep reflection, gradually reducing anxiety, and boosting confidence, all of which contribute to personal development and improved performance.

VBR enables students to objectively assess their strengths and weaknesses through recorded performances, fostering self-awareness (Corral & Morales, 2022). According to Duval and Wicklund's (1972) self-awareness theory, heightened self-awareness motivates students to align their behavior with higher standards. By identifying issues such as excessive gestures or unstable posture, students make targeted

adjustments, gaining control over their performance (Barlow, 2000).

Watching recordings allows students to critically analyze their performance based on concrete evidence, reducing bias compared to live feedback (Dowrick & Power, 2018). This aligns with Kolb's (1984) experiential learning model, where reflection supports learning from experience. Students recognize gaps between perceived and actual performance, fostering metacognitive awareness and enabling them to adopt effective coping strategies (Kruger, 2018).

VBR aids in systematically reducing anxiety by tracking progress over time, reinforcing motivation and confidence. This mirrors Wolpe's (1969) systematic desensitization approach, as gradual exposure to public speaking tasks decreases anxiety. Identifying and addressing patterns linked to anxiety, such as rapid speech or filler words, further enhances comfort and readiness for public speaking.

Reviewing videos helps students visualize their progress in speech clarity, intonation, and body language, boosting confidence (Hernández-March Navarro, 2020). Bandura's (1997) self-efficacy theory explains that belief in one's abilities reduces anxiety and enhances performance. Visible growth through video-based reflection reinforces students' sense of accomplishment, motivating continuous improvement.

Overall, VBR is a holistic tool for improving public speaking skills and supporting emotional well-being. By integrating self-awareness, reflection, anxiety management, and confidence building, VBR provides a comprehensive approach to skill development and mental health in public speaking instruction.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher provides conclusions and suggestions based on the discussions presented in the previous chapter.

A. Conclusions

This study reveals that design of the study demonstrates an alignment with Experiential Learning. By integrating practical experiences, reflective practices, theoretical frameworks, and opportunities for application, the program effectively leverages the principles of experiential learning. This alignment enhances the validity of using video-based reflection as a tool to help students overcome challenges in public speaking, as it adheres to a well-established educational framework.

This study highlights that students view Video-Based Reflection (VBR) as an effective tool for improving public speaking skills. By reviewing their recordings, students identify strengths and weaknesses in

both verbal and non-verbal aspects, such as intonation and body language, enabling them to deliver messages more confidently and effectively. VBR also provides clear insights into their progress, motivating continuous learning and improvement. Additionally, VBR helps students manage public speaking anxiety by increasing their awareness of triggers, like fear of mistakes, and encouraging strategies such as preparation and practice. The reflective process fosters a sense of calm and confidence, reducing anxiety and enhancing emotional resilience during public speaking.

B. Suggestions

Based on the study, it is recommended that educators integrate Video-Based Reflection (VBR) into public speaking courses as a tool for both skill enhancement and anxiety management. Educators should provide structured guidance on using VBR effectively, such as focusing on specific aspects like vocal delivery, body language, and emotional responses. Additionally, creating a supportive and non-judgmental environment is

essential to ensure students feel comfortable engaging in reflective practices. Future research could explore the long-term impact of VBR on public speaking performance and its application in other communication contexts.

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APPENDIX 1

Interview results of Students' Voices on the Role of VBR in Improving Their Public Speaking Performance

I. Participant 1 (Fuad)	
1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?	Yes, because it is part of soft-skill training and also helps in practicing English.
2. How would you rate the changes in your confidence and the way you deliver your public speaking after using this method several times?	There has been some change. I went from knowing nothing at all to having a bit more understanding.
3. How do you feel about your abilities in public speaking after using this method? Are there any changes?	Yes, I used to lack confidence, but now I feel that there has been an improvement in my public speaking skills.

I. Participant 2 (Ahmad)	
1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?	No, I still feel less confident. Using the front camera to record myself makes me feel uneasy. Firstly, I'm not satisfied with the results, as my pronunciation still needs improvement. Sometimes I struggle to choose the right vocabulary, and I still feel restricted when speaking English.
2. How would you rate the changes in your confidence and the way you deliver your public speaking after using this method several times?	The changes haven't been very significant, but my confidence has slightly improved. However, I still lack confidence, especially when interacting with people who have a higher level of education than I do.
3. How do you feel about your abilities in public speaking after using this method? Are there any changes?	It's still a bit lacking. I'll try again to be more confident, speak more clearly and concisely when presenting arguments, and be open to accepting others' opinions.

I. Participant 3 (Hendi)

<p>1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?</p>	<p>Yes, I try to position myself as someone else watching my performance, so I can see how I actually appear. This allows me to evaluate and correct my performance from another perspective. It also reminds me to be more confident when delivering an argument.</p>
<p>2. How would you rate the changes in your confidence and the way you deliver your public speaking after using this method several times?</p>	<p>So far, there has been some improvement. Compared to the first video, the second one is clearer and easier to hear. I've also been paying more attention to eye contact.</p>
<p>3. How do you feel about your abilities in public speaking after using this method? Are there any changes?</p>	<p>There has been a change, and it's quite significant. The way I structure words and sentences has improved, but I still worry about other people's opinions and judgments.</p>

<p>I. Participant 4 (Arya)</p>	
<p>1. Does watching footage of yourself help you</p>	<p>There are some mistakes in pronunciation and a lack of</p>

feel more confident in conveying your ideas? If yes, how?	politeness in choosing vocabulary.
2. How would you rate the changes in your confidence and the way you deliver your public speaking after using this method several times?	The changes haven't been significant yet, but I now have a clearer understanding of where I lack. Typically, I would just express my opinions directly without organizing them properly.
3. How do you feel about your abilities in public speaking after using this method? Are there any changes?	My confidence is still lacking, and my skills have not improved yet.

I. Participant 5 (Novi)	
1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?	Yes, through the video, I can see how I would appear when speaking in public and position myself from another person's perspective.

<p>2. How would you rate the changes in your confidence and the way you deliver your public speaking after using this method several times?</p>	<p>There has been improvement, particularly in boosting my confidence. I am now more motivated to address the areas of weakness that I noticed in the videos.</p>
<p>3. How do you feel about your abilities in public speaking after using this method? Are there any changes?</p>	<p>The second one was more relaxed and calm compared to the first, and the delivery also emphasized certain points.</p>

<p>I. Participant 6 (Diyah)</p>	
<p>1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?</p>	<p>Not yet, but I can identify where my mistakes are. I know what needs to be improved and upgraded, including some pronunciation errors.</p>
<p>2. How would you rate the changes in your confidence and the way you deliver your</p>	<p>The changes were minimal. I realized I need to be more focused on capturing my opponent's arguments—ensuring they are fewer but</p>

public speaking after using this method several times?	more relevant. Additionally, I need to work on building greater confidence in my delivery.
3. How do you feel about your abilities in public speaking after using this method? Are there any changes?	It was more inconsistent. In the beginning, it was still relaxed. In the last meeting, I dropped again because my opponent was better. Sometimes I felt capable, sometimes not. I still missed the key points, the intonation wasn't quite right, and I was still uncertain.

I. Participant 7 (Evelyn)	
1. Does watching footage of yourself help you feel more confident in conveying your ideas? If yes, how?	It's very helpful because I can see my expressions, voice intonation, and body movements while speaking. It also allows me to practice maintaining eye contact with the audience through the camera, which helps build confidence.
2. How would you rate the changes in your confidence and the way you deliver your public speaking	I noticed quite significant improvements in my confidence and delivery from the first video to the last. Watching and reviewing my recordings helped me

after using this method several times?	understand my voice better and identify areas for improvement, such as avoiding a monotonous tone. I felt happy because I became aware of things I hadn't realized before.
3. How do you feel about your abilities in public speaking after using this method? Are there any changes?	The change may not be very significant yet, but there has been an improvement in confidence. My pronunciation, tone of voice, and confidence in speaking English have improved, and I can express my reasons more clearly.

Interview results of Students' Voices Students' Voices on the Role of VBR in Coping with Their Anxiety in Public Speaking

A. Participant 1 (Fuad)	
1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?	I feel somewhat better; it helps in managing anxiety. This improvement is also because we are guided well throughout the process. After the guidance, we are asked to engage in a Q&A session and required to create a video,

	which significantly boosts our confidence.
2. How would you assess changes in your anxiety level after doing video-based reflection several times?	There's a slight improvement, from being too stiff to feeling better. Yes, also in my facial expressions, which went from being very rigid to more flexible than before.
3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?	Video-based reflection (VBR) allows me to review the material presented in the video while also improving my soft skills. By watching the video, I can see my performance when speaking in front of others, which helps me understand and manage the anxiety I experience.

A. Participant 2 (Ahmad)	
1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?	After recognizing signs of anxiety via video, I feel that it has an impact on me. I often use this method, as it allows me to revisit my video and identify what needs to be improved, which helps me better manage my anxiety.

<p>2. How would you assess changes in your anxiety level after doing video-based reflection several times?</p>	<p>The change wasn't immediate, but gradual. It helped improve my self-confidence. The videos can be replayed, allowing me to identify the areas where I need to improve.</p>
<p>3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?</p>	<p>It is very effective in illustrating the level of anxiety and aligns well with what is recorded. This method serves as a form of self-reflection, and the video accurately captures and represents what we present.</p>

<p>A. Participant 3 (Hendi)</p>	
<p>1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?</p>	<p>I feel somewhat unsatisfied because my anxiety usually stems from being underprepared. I worry that the audience might not understand or catch what I'm trying to convey.</p>
<p>2. How would you assess changes in your anxiety level after doing video-based reflection several times?</p>	<p>It's still somewhat lacking. In the last video, I was still like reading. It's better than before, but not significantly better.</p>

<p>3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?</p>	<p>It is necessary to review what we have delivered, such as how we speak, react, and use gestures. The video provides a clear depiction of our performance.</p>
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<p>A. Participant 4 (Arya)</p>	
<p>1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?</p>	<p>I've become more aware because I can identify the physical signs of anxiety, such as my restless eye movements and frequently saying "um... um..." in the video, which clearly show my nervousness. I haven't yet been able to fully manage my anxiety.</p>
<p>2. How would you assess changes in your anxiety level after doing video-based reflection several times?</p>	<p>It's still the same and hasn't changed much. I'm not satisfied with the gradual improvement in my confidence.</p>
<p>3. In your opinion, what is the most useful aspect of VBR in providing insight into</p>	<p>We become more aware of our anxiety and can evaluate ourselves. It shows when I look anxious, go blank, feel confused, or display nervous</p>

overcoming your anxiety levels?	eye movements. I need to learn more.
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A. Participant 5 (Novi)	
1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?	Yes, it does have some impact. I want to become calmer and emphasize the key points more clearly so that others can understand them better.
2. How would you assess changes in your anxiety level after doing video-based reflection several times?	I noticed a change in myself, particularly in controlling my expressions. The videos have become a reference for how I can express my anxiety when speaking.
3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?	It can accurately illustrate anxiety and help in overcoming it.

A. Participant 6 (Diyah)	
1. How do you feel after recognizing signs of anxiety via video? Does	It has a significant impact because it allows me to recognize my own shortcomings. I also realize

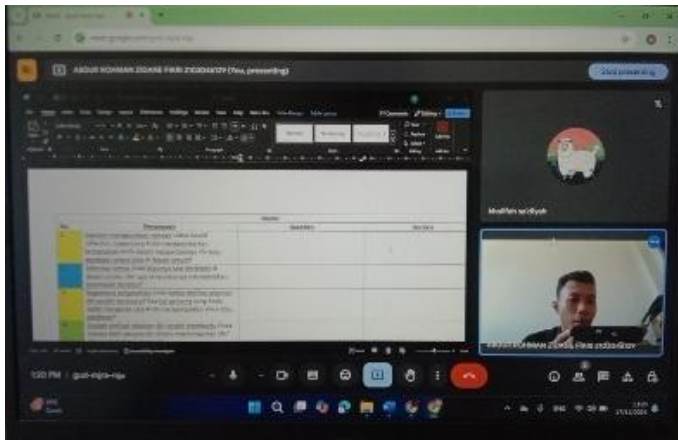
<p>this affect the way you deal with anxiety?</p>	<p>that it helps me become more confident in speaking in public.</p>
<p>2. How would you assess changes in your anxiety level after doing video-based reflection several times?</p>	<p>My anxiety level decreased a little. From the videos, I could see how I should perform. I became more confident in delivering my arguments and was able to remain composed without getting easily carried away by emotions.</p>
<p>3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?</p>	<p>It is very useful for highlighting and reflecting on how we present our arguments. It helps us focus on our arguments and not be influenced by others.</p>

<p>A. Participant 7 (Evelyn)</p>	
<p>1. How do you feel after recognizing signs of anxiety via video? Does this affect the way you deal with anxiety?</p>	<p>Yes, it has an impact. Evelyn became aware of things she does unconsciously, which turn out to be signs of anxiety. She feels relieved after recognizing them.</p>
<p>2. How would you assess changes in your anxiety level</p>	<p>After doing video-based reflection several times, I noticed a decrease in my</p>

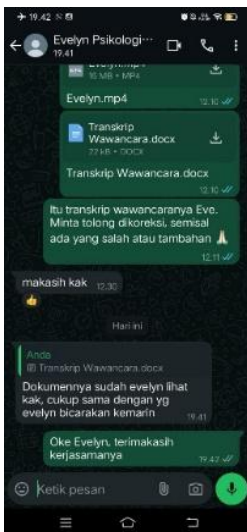
<p>after doing video-based reflection several times?</p>	<p>anxiety level. By the time I recorded the last video, I felt much less anxious, possibly because I had adapted to the presence of the camera recording me. It felt as though there was someone watching my performance, which made me feel more at ease compared to earlier videos.</p>
<p>3. In your opinion, what is the most useful aspect of VBR in providing insight into overcoming your anxiety levels?</p>	<p>It is beneficial when we watch our own videos and correct things we didn't realize before. By watching the video, Evelyn became aware of signs of anxiety that she hadn't noticed before. This is very useful for personal growth in the future.</p>

APPENDIX 2

Member Checking Documentations via Google Meet



Member Checking Documentations via WhatsApp





WALISONGO ENGLISH CLUB
UNIVERSITAS ISLAM NEGERI WALISONGO
MASA PERIODE 2024



Kantor: Gedung PKM Kampus III UIN Walisongo Jl. Prof. Hamka Km 2 Semarang. CP: 08984695000 (Rofa)

SURAT KETERANGAN

Nomor: 001/A/Ket.TA/WEC/DEMA/UIN-WS/IX/2024

Yang bertanda tangan di bawah ini Ketua Walisongo English Club UIN Walisongo Semarang 2024 menerangkan:

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NIM : 2103046129
Alamat : Desa Kenduren RT.4/RW.5, Kecamatan Wedung, Kabupaten Demak
Program : S1 Pendidikan Bahasa Inggris

Bahwa yang bersangkutan telah melakukan penelitian dalam rangka penulisan skripsi di Walisongo English Club UIN Walisongo Semarang dengan judul **"The Roles of Video-Based Reflection in Coping with Problems in Public Speaking: A Description of Students' Voices"** pada tanggal 29 September s/d 27 Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Mengetahui,

Chairman of WEC



M. Fatihur Rokhman

NIM. 2102026048

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