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From Screen To Skill: Exploring The Role Of Video Creation Tasks On EFL Students Speaking Skill

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Abstract

This study aims to explore the role of video creation tasks on the speaking skill development among second-semester students of English Education Study Program. It focuses to examine how video creation tasks influence speaking development, learner autonomy, engagement, and students' learning experiences in classroom contexts. This study employed a qualitative case study design involving 37 second-semester English Education students of Catholic University of Saint Thomas Medan. Data were collected through classroom observations, semi-structured interviews, and documentation of students' video projects, then were analyzed using Braun & Clarke's (2006) thematic analysis procedures. The findings indicate that video creation tasks influenced students' fluency, pronunciation, accuracy, and speaking confidence. The tasks also promoted learner autonomy, reflective learning, and active engagement. However, students experienced several challenges related to video editing, recording quality, vocabulary selection, and pronunciation during task implementation. This study concludes that video creation tasks are beneficial for developing students' speaking skill and fostering autonomous learning in EFL classrooms. The study provides practical insights for lecturers and educators in designing technology-integrated speaking activities that support learner autonomy, reflective learning, and speaking skill development in higher education and digital learning environments. Unlike previous studies focusing mainly on quantitative outcomes, this study explores students' experiences, perceptions, and challenges, offering deeper insights into how video production activities support speaking development in authentic EFL classroom contexts.

Keywords: speaking skill, video creation tasks, EFL learners, learner autonomy, qualitative research, educational technology

INTRODUCTION

Speaking skill is a fundamental component of English language learning for students in English Education programs. It represents not only the ability to produce spoken language but also the capacity to communicate meaning effectively, interact with others, and express ideas confidently. For university students, especially those preparing to become English teachers, mastering speaking skill is essential for both academic success and future professional practice.

However, developing speaking skill remains a significant challenge for many EFL learners. Students often struggle with linguistic limitations such as inadequate vocabulary, weak grammatical control, and inaccurate pronunciation (Siahaan & Sitorus, 2025). In addition, psychological factors including anxiety, low confidence, and fear of making mistakes frequently hinder students' willingness to speak (Kuiken, 2023). These challenges are particularly evident among early-stage learners, especially in the second-semester of English Education Students, who are still adjusting to the demands of university level language learning.

In the context of second-semester students of English Education, classroom observations reveal several persistent issues. Many students tend to remain passive during speaking activities, avoid participating in discussions, and rely heavily on written scripts when performing oral tasks. When asked to speak spontaneously, they often hesitate, produce fragmented sentences, or switch to their first language. These conditions suggest that traditional speaking activities may not provide sufficient support for developing EFL students' speaking skill effectively. Traditional teaching methods, such as oral presentations and textbook-based exercises, often fail to foster active engagement and continuous practice. They do not accommodate students' need for repetition, feedback, and self-reflection, limiting opportunities to gradually improve speaking performance. In contrast, technology-enhanced teaching provides an environment that supports both content mastery and digital literacy, helping students adapt to the technology-driven era (Nurpratiwi, 2024). Therefore, innovative and student-centered learning strategies are needed to address the limitations of traditional methods.

One promising approach is the integration of video creation tasks into language learning. Video creation tasks involve students in producing their own videos as part of speaking practice. This approach allows students to plan, rehearse, and record their speech, providing opportunities for repeated practice and self-evaluation. Moreover, video-based tasks create a less threatening

environment, enabling students to build confidence before presenting their work to others. Previous studies consistently highlight the benefits of video-based tasks for EFL speaking development. Video recording tasks have been shown to improve fluency, pronunciation, confidence, and learner autonomy while enabling students to review their performance and identify areas for improvement (Ardiansyah, 2020; Menggo et al., 2022; Tukan, 2023). Additionally, video-based learning enhances classroom engagement and supports overall speaking achievement in EFL contexts (Nguyen, 2024).

Despite these positive findings, most existing studies have primarily employed quantitative approaches, focusing on measuring improvements in speaking scores. While these studies provide evidence of the effectiveness, they often overlook the learning process and students lived experiences. In particular, there is limited qualitative research that explores how students engage with video creation tasks and how these tasks influence their speaking development in real classroom contexts. In addition, previous researches rarely focused on second-semester English Education Students, who are at a crucial stage in developing foundational speaking skills. Many studies emphasize video consumption rather than student-generated video creation tasks. Therefore, a need for in-depth qualitative research that investigates students' experiences, perceptions, and challenges in using video creation tasks within classroom settings.

This study seeks to address these gaps by exploring the role of video creation tasks on EFL students' speaking skill development from a qualitative perspective. It focuses on second-semester students of the English Education Study Program and emphasizes student-generated video production as an active learning strategy. By examining students' experiences, perceptions, and challenges, this study aims to provide a deeper understanding of how video creation tasks contribute to speaking development in authentic classroom contexts. Based on the background above, this study aims to answer the following research questions: 1) What role do video creation tasks play in supporting the development of EFL students' speaking skill? 2) What are students' experiences, perceptions and challenges in using video creation tasks to develop their speaking skill?.

The findings of this study are expected to provide several contributions. Theoretically, it enriches the literature on speaking skill development and technology-integrated language learning from a qualitative perspective. Practically, it offers insights for lecturers in designing effective speaking activities using video creation tasks. Pedagogically, it supports the implementation of innovative and reflective learning strategies that enhance students' confidence and autonomy in speaking.

LITERATURE REVIEW

Speaking

Speaking is an interactive, real-time process of constructing meaning that involves producing, receiving, and processing information (Menggo et al., 2022). In EFL pedagogy, speaking is classified as a highly complex communicative act requiring the simultaneous integration of linguistic, cognitive, and socio-affective skills (Dang et al., 2022; Nurpratiwi et al., 2026). There are five components which are generally recognized in analyzing the speech process (Brown, 2004). They are: fluency, accuracy, vocabulary, grammar, pronunciation. Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. This fluency must be supported by grammatical knowledge of the language. Next is accuracy. Accuracy is needed by students to arrange a correct sentence in a conversation, or the students' ability to produce correct sentence by using correct grammar and vocabulary. The sentence is not only grammatically correct, but it should also be meaningfully acceptable. The third component is vocabulary. Someone cannot communicate effectively or express his ideas both orally and in written forms if he does not have sufficient vocabulary, vocabulary means the appropriate diction which is used in communication. Grammar is the fourth component. Grammar is the set of structural rules governing the composition of clause, phrases, and words in any given natural language. The last component is pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that determines how sounds vary and pattern in language. This aspect needs practicing a lot because of sound difference between English and Indonesian pronunciation.

Video Creation Tasks in EFL Learning

Video creation tasks are student-cantered, product-oriented learning activities where learners actively design, script, record, and edit digital video artifacts (such as vlogs, role-plays, news broadcasts, or digital stories) to accomplish a communicative objective. Situated within Task-Based Language Teaching (TBLT) and multimodal learning frameworks, these tasks shift the role of the learner from a passive consumer of digital technology to an active producer of target-language content (Bećirović, 2021; Johnson & Lee, 2025). Video creation tasks are fundamentally multimodal, requiring students to integrate linguistic output with non-verbal semiotic resources, including facial expressions, bodily gestures, visual slides, and textual subtitles (Putri et al., 2025). This integration aligns with modern 21st-century digital literacies, where language learning is intertwined with information and communication technology (ICT) competencies. By navigating

video editing applications and structuring digital content timelines, learners engage in deep contextual meaning-making that extends far beyond the boundaries of traditional print-based materials (Menggo et al., 2022). Video creation tasks fundamentally resolve this conflict by altering the temporal environment of speech production. As an asynchronous task, video production provides structured planning time (scripting) and recording flexibility (multiple takes). This temporal cushion reduces immediate cognitive load, allowing learners to allocate attention evenly across all three dimensions: refining their grammatical accuracy and trying more complex vocabulary during scripting, while safely polishing their oral fluency through iterative filming takes (Robinson, 2011). These findings suggest that video creation tasks provide pedagogical benefits that support speaking development.

Video Creation Tasks and Learner Autonomy

Learner autonomy refers to learners' ability to take responsibility for planning, monitoring, and evaluating their own learning processes (Little, 1991). Video creation tasks naturally promote learner autonomy because students are responsible for selecting topics, planning content, preparing scripts, recording performances, and evaluating final products. During these processes, learners become active participants in their own learning rather than relying solely on teacher guidance. The ability to review recordings repeatedly also encourages reflective learning. Students can identify weaknesses, evaluate progress, and implement improvements independently. Consequently, video creation tasks not only develop speaking skills but also foster self-directed learning behavior (Nguyen, 2024). This aspect is particularly important in higher education, where students are expected to become autonomous learners capable of managing their own academic development.

METHODS

This study employed a qualitative case study design to explore the role of video creation tasks in developing EFL students' speaking skills. The qualitative case study design was chosen because it allowed an in-depth investigation of students' experiences, perceptions, and learning processes within a real classroom context (Creswell & Poth, 2018; Yin, 2018). This study focused on how students experienced and responded to video creation tasks and how these tasks influenced their speaking development. The participants in this study were 37 second-semester students of the English Education Study Program at Catholic University of Saint Thomas Medan. They were selected through purposive sampling (Patton, 2015), because they actively participated

in a series of video creation tasks integrated into their speaking class activities. The study was conducted over a two-month period, from February to March 2026. To obtain comprehensive data, multiple instruments were employed, includes: (1) classroom observation to examine students' participation, engagement, and speaking performance during video creation activities, (2) semi-structured interviews to explore students' perceptions, experiences, and challenges in using video creation tasks, and (3) documentation of students' video projects as supporting data to understand their speaking performance. This instrument allowed flexibility while still focusing on key research questions (Kallio et al., 2016). The data that has been collected were analyzed using thematic analysis to identify patterns and meanings emerging from students' experiences, perceptions and challenges as proposed by Braun & Clarke (2006). This method involved several steps: familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

RESULTS AND DISCUSSION

Results

This study revealed two main findings based on students' semi-structured interviews and classroom observations regarding the role of video creation tasks in supporting EFL students' speaking skill development. First, video creation tasks contributed to the improvement of students' speaking development, particularly in terms of fluency, accuracy, and confidence. Second, the tasks provided meaningful learning experiences by enhancing student engagement and promoting learner autonomy, although students also encountered technical and linguistic challenges during the implementation of the tasks.

The Role of Video Creation Task in Supporting Students' Speaking Skills Development

In this study, students' perception on the role of video creation task in English Speaking activities was discovered as the beneficial aspect of enhancing their English-speaking development. Regarding the result of observation, and semi-structured interview, all of the students experienced positive attitude on using video creation in speaking. These positive experiences describe the role of video creation tasks on students' speaking skill development. To answer this Research Question 1, three subthemes emerged from the data: (1) improvement of fluency, (2) enhancement of pronunciation and accuracy, and (3) increased speaking confidence.

1. Improvement of Fluency

Based on the research findings, students demonstrated improvement in fluency through repeated practice during video production. Observation data showed that students frequently rehearsed their speaking scripts before recording. This repetition reduced pauses, fillers, and hesitation. Students reported that they felt more prepared because they were allowed to re-record their speech until satisfied with the result. The students' statement excerpts are further discussed below, as follows:

> *"Making the video actually forced me to rehearse my script out loud over and over again before I even dared to hit record. All that repetition made a massive difference; it really cut down on my awkward pauses that I usually do when I'm hesitant. I felt so much more prepared because there was no pressure to be perfect on the first try. I could just delete a bad take and re-record my speech until I was completely satisfied with it." (S8)*
> *"When I started, I was constantly practicing and going over my lines beforehand because I wanted the video to look good. I noticed that repeating the script so many times naturally smoothed out my delivery, and I wasn't hesitating or tripping over my words nearly as much. It made me feel way more prepared for the final version because the assignment allowed us to keep re-recording until we were genuinely happy with the result." (S20)*
> *"I spent a lot of time doing practice runs with my script before doing any real recording. That extra repetition really helped eliminate my usual speech fillers and gaps. Honestly, I felt much more prepared and confident because we had the freedom to just stop, wipe the tape, and re-record the speech. Knowing I could keep trying until I was 100% satisfied with how I sounded took all the anxiety out of speaking." (S15)*

The findings reveals that repeated practice on video creation task as supportive medium facilitated fluency development. This result in line with Brown (2004) and Menggo et al. (2022) that speaking proficiency is strengthened through controlled practice like video-based task that leads to gradual fluency development through continuous rehearsal and self-monitoring. Therefore, repeated rehearsal opportunities on video creation task enabled students to become more fluent speakers by reducing hesitation and increasing familiarity with the language used in their speaking tasks.

2. Enhancement of Pronunciation and Accuracy

Based on the findings, the video creation tasks contributed to better pronunciation and accuracy. Students actively checked vocabulary and pronunciation before recording their videos. Some students used dictionaries and pronunciation tools to ensure correctness. This preparation resulted in more accurate speech production compared to spontaneous classroom speaking. The students' statement excerpts are further discussed below, as follows:

> *"Because I knew this was going into a final video, I actually took the time to check the vocabulary and look up words in a dictionary before recording. I even used online pronunciation tools to make sure I was saying everything correctly. That extra preparation made a huge difference. My speech was way more accurate in the video than it usually is when I'm just put on the spot to speak spontaneously in class." (S1)*
>
> *"Usually, when I speak spontaneously in class, I make a lot of random mistakes because I'm rushing. But for this project, I was actively checking my vocabulary and pronunciation beforehand to ensure everything was correct. Having that time to look up dictionary and prepare before recording meant my final speech production was much cleaner and more accurate than normal." (S5)*
>
> *"I didn't want to get any words wrong on camera, so I was really proactive about checking my script beforehand. I used pronunciation tools and dictionaries to guarantee correctness before I started recording. That deliberate preparation allowed me to produce much more accurate and precise speech compared to how I usually talk when called on unexpectedly in the classroom." (S22)*

These findings showed that the improvement in accuracy reflects the role of technology-enhanced learning in promoting attention to language form. As Robinson (2011) stated that technology can facilitate focused language learning by accessing resources and feedback during production. In this study, students actively engaged in self-correction, which contributed to improved linguistic accuracy. Therefore, video creation task enhances students' attentiveness to language form during the video creation process, resulting in greater pronunciation awareness and speaking accuracy.

3. Increased Speaking Confidence

The findings revealed that video creation tasks significantly increased students' speaking confidence. Many students stated that recording videos reduced their anxiety because they did not speak directly in front of the class. Instead, they could record privately and edit their performance. This created a low-pressure environment that supported confidence building. The students' statement excerpts are further discussed below, as follows:

> "*Honestly, making these videos boosted my speaking confidence so much, mostly because I didn't have to stand up and speak directly in front of the whole class. That usually gives me major anxiety. Instead, I could just record privately in a low-pressure environment and edit my performance until it looked better. It took away all that public pressure and actually made me feel good about my speaking." (S3)*
> *"Recording the videos privately was beneficial for my confidence. When I was put on the spot in front of everyone, it's hard to focus, but doing this task in a quiet space allowed me to relax. I could record on my own terms and edit things together, which created such a low-pressure way for me to build up my confidence before sharing my work." (S6)*
> *"The video task definitely increased my confidence because it felt like a safe environment to practice. Being able to record privately and edit my performance meant I wasn't constantly worrying about making a mistake in front of my peers. That shift from a high-pressure classroom setting to a private recording session is exactly what helped me build up my speaking confidence." (S17)*

These responses indicate that video creation tasks created a supportive and low-pressure learning environment that encouraged students to practice speaking more confidently. These findings also indicate that the increase in confidence is closely related to affective factors in language learning. This confirms previous findings by Tukan (2023), who reported that video recording helps students overcome speaking anxiety and improve performance. Hence, video creation reduces communication anxiety by providing a private rehearsal space, that gradually build students' oral competence.

Students' Experiences, Perception and Challenges in Using Video Creation Task

In this study, students' experiences and perceptions regarding the use of video creation tasks in English speaking activities were found to be generally positive. Based on classroom

observations, semi-structured interviews and documentation of students' video creation, students perceived that video creation tasks provided an engaging and meaningful learning experience in speaking practice. Although students generally viewed video creation tasks positively, they also encountered several challenges during the video creation process. To answer this Research Question 2, three sub-themes emerged from the data: (1) positive learning experience and engagement, (2) development of learner autonomy, and (3) technical and linguistic challenges.

1. Positive Learning Experience and Engagement

Based on the findings, students expressed a positive learning experience. They described video creation tasks as interesting, fun, and less stressful compared to traditional speaking activities. Many students enjoyed the creative aspect of designing their videos, including choosing topics, settings, and expressions. The students' statement excerpts are further discussed below, as follows:

> *"Honestly, making these videos was such a positive experience for me. Traditional speaking activities usually feel so rigid and boring, but this was actually really interesting and fun. It felt way less stressful than standard assignments. I think my favorite part was just having the creative freedom to design the video. I got to choose my own topic, figure out the setting, and experiment with different expressions to make it my own." (S4)*
> *"I really enjoyed this project because I didn't feel any stressful speaking test. It was just a really fun and interesting way to learn. I loved the creative side of designing the whole video from scratch. Being able to pick our own topics, decide on the background settings, and match our facial expressions to the script made the whole learning process feel alive and engaging instead of giving high pressure." (S23)*
> *"This task gave me a completely different, positive perspective on practicing my speaking. It was incredibly fun and far less stressful than standing up to do a traditional presentation. What made it so interesting was the creative control we had. Getting to design the layout, select the topics we actually cared about, and play around with our expressions made me want to put more effort into the final product." (S30)*

This positive perception suggests that video creation tasks create a more motivating and supportive learning environment for speaking practice. Moreover, these finding also showed that

video creation tasks can reduce speaking anxiety by providing a more flexible and meaningful learning experience. This result is consistent with Khumaeroh & Dwiniasih (2024) and Nguyen (2024) who emphasized that video-based learning increases student engagement and supports active participation in speaking development.

2. Development of Learner Autonomy

The findings further revealed that video creation tasks promoted learner autonomy. Students reported that they independently planned, practiced, and evaluated their speaking performance. They were responsible for correcting mistakes and improving their speech before submission. This process encouraged self-directed learning and reflection. The students' statement excerpts are further discussed below, as follows:

> *"This project really pushed me to take charge of my own learning. I had to independently plan the video, practice the lines, and evaluate how I sounded on my own. I was completely responsible for catching my own mistakes and improving my speech before turning it in. It really made me reflect on my skills and realize I can manage my own progress." (S2)*
> *"Usually, the lecturer is the one pointing out every grammar or pronunciation error, but with the video task, that job fell on me. I had to watch my own takes, evaluate my performance, and correct my mistakes before submission. That entire process of planning and self-directing my work made me much more reflective about how I speak and helped me learn how to improve on my own." (S9)*
> *"What I liked about creating the video was I had to map out the plan, do the practice runs, and critically judge my own speaking performance. Because I wanted to submit the best version, I was constantly self-correcting and refining my speech. It was a great exercise because it forced me to think about my own strengths and weaknesses." (S26)*

These findings suggest that video creation tasks encouraged students to become more reflective and self-directed learners to become an autonomous learner. Students taking responsibility for planning and evaluating their speaking tasks reflects Andriani & Sujarwati (2025) research on autonomous learning in speaking skill, where learners control their own learning process. Thus, video creation tasks functioned as a learning medium and foster autonomy by encouraging students to make decisions about content, language use, and performance quality independently.

3. Technical and Linguistic Challenges

Despite the positive experiences, students also faced several challenges during the implementation of video creation tasks. The main difficulties were related to technical issues such as video editing applications, audio quality, and recording tools. In addition, students also experienced linguistic challenges, including vocabulary selection and pronunciation accuracy. These challenges sometimes caused frustration, although most students overcame them through peer-assistance or repeated practice. The students' statement excerpts are further discussed below, as follows:

> *"I'm not going to lie; it wasn't all smooth sailing. I ran into a lot of difficulties with the editing apps, and trying to get the audio clarity and recording quality right was super frustrating. On top of that, I still struggled with choosing the right vocabulary words and pronouncing them correctly. There were moments where I felt stuck, but I ended up overcoming it by asking my classmates for help and just doing repeated practice until it worked." (S17)*
>
> *"I faced a double challenge with this project. For me, the hardest part was dealing with the video editing software and making sure my mic quality was clear. At the same time, I was doubting my vocabulary selection and tripping over pronunciation. It was pretty overwhelming at first, but going through the practice loops over and over, and getting some tips from friends, helped me get past those roadblocks." (S18)*
>
> *"The video task definitely tested my patience at times. I had a really hard time navigating the editing tools, and getting a clean recording without background noise was a struggle. Then linguistically, I kept guessing my word choices and pronunciation accuracy during the video production. It caused some real frustration during the process, but honestly, just sticking with it, repeating the takes, and leaning on my peers for advice is how I managed to pull it off." (S28)*

These findings revealed that the challenges identified highlight that technology-based tasks are not without limitations. Technical difficulties suggest that digital literacy plays an important role in successful implementation. Meanwhile, linguistic challenges indicate that

students still need guidance to develop vocabulary and pronunciation skills effectively. These findings support Ardiansyah (2020), who noted that although video-based learning is effective, it requires proper instructional scaffolding to maximize outcomes. Thus, it suggests that successful implementation of video creation tasks requires both digital literacy skills and sufficient linguistic support from lecturers.

DISCUSSION

The findings of this study indicate that video creation tasks play a significant role in supporting EFL students' speaking skill development while also shaping their learning experiences. Regarding speaking development (RQ1), the results show that video creation tasks enhance fluency, pronunciation, accuracy, and confidence. This occurs because students are given opportunities for repeated rehearsal, self-monitoring, and performance revision during the video creation. This supports Menggo et al., (2022) who emphasizes that video-based activities enable learners to evaluate their own oral production and gradually improve their fluency, pronunciation, and overall speaking performance. However, unlike previous studies that mainly measured fluency improvement through test scores or quantitative performance indicators, this study provides deeper qualitative evidence showing how fluency is developed through students' experiences of repetition, self-correction, and re-recording processes from the documentation of video creation. This highlights the procedural role of video creation tasks in shaping fluency development in authentic learning contexts.

The findings also reveal that video creation tasks contribute to improved pronunciation and grammatical accuracy. Students actively used dictionaries, pronunciation tools, and peer assistance before recording their videos, which resulted in more careful language production. However, unlike Nguyen (2024) research that frames accuracy improvement as an outcome of technology use, this study shows a more nuanced process: accuracy improvement is driven by students' self-initiated monitoring behavior during preparation stages. This suggests that video creation tasks do not automatically improve accuracy, but rather activate learner-driven language regulation processes.

Another key finding is the role in supporting students' speaking confidence. Participants reported that video creation tasks reduced anxiety because they were able to record privately, repeat recordings, and avoid immediate public evaluation. This finding aligns with Tukan (2023), who found that video recording tasks reduce speaking anxiety and increase confidence in EFL learners. However, unlike Khumaeroh & Dwiniasih (2024) research that highlights technology-

enhanced environments treat confidence as an immediate effect. This study extends previous findings by showing that confidence is not only a psychological outcome but also a gradual process built through repeated exposure to self-recording and self-review. This research demonstrates that confidence develops alongside fluency and accuracy improvement through iterative video production cycles. Through scripting, rehearsing, and recording, students actively engaged in communicative language use that supported their speaking development.

For students' experiences, perceptions and challenges in using Video Creation task (RQ2), the findings show that students experienced positive engagement and increased autonomy. The enjoyment and creative freedom reported by students indicate that video creation tasks can transform speaking practice into a more meaningful and motivating activity. Furthermore, learner autonomy emerged as an important outcome, as students took responsibility for planning, monitoring, and evaluating their own learning process. Although, previous research noted that increased autonomy in video-based speaking tasks (Bao et al., 2024; Menggo et al., 2022). However, a gap identified in previous studies is that learner autonomy is often discussed as a general learning outcome without explaining its mechanism. This study fills that gap by showing that autonomy emerges specifically through three concrete actions: self-recording, self-evaluation, and iterative revision. Thus, autonomy in this context is not abstract, but operational and task-driven. This is particularly important in higher education contexts where independent learning is considered an essential academic skill.

Despite these benefits, the study also identified several technical and linguistic challenges that affect the overall learning process. One of the main challenges faced by students is related to technical issues, particularly in operating video editing applications, managing audio quality, and ensuring stable recording conditions. These technical constraints often caused frustration and required additional time to complete the task. This finding is in line with Ardiansyah (2020), highlight that without technical competence, students may experience difficulties that hinder the effectiveness of digital learning tasks. However, this study extends previous findings by showing that technical challenges are not merely obstacles but also function as learning triggers that encourage peer collaboration and problem-solving behavior. Students often overcame these difficulties by seeking help from classmates or experimenting with repeated trials, which indirectly contributed to collaborative learning development. In addition to technical issues, students also experienced linguistic challenges, particularly in vocabulary selection and pronunciation accuracy. Some students expressed uncertainty when choosing appropriate words and frequently checked dictionaries or online tools before recording their videos. Nevertheless, unlike previous studies

that mainly position linguistic difficulties as barriers to performance and produce accurate spoken output (Siahaan & Sitorus, 2025), this study shows that such challenges also function as motivating factors that push students to engage in more preparation, repetition, and self-correction. As a result, linguistic challenges become part of the learning process rather than merely obstacles to performance.

Overall, the challenges identified in this study highlight that the effectiveness of video creation tasks depends not only on task design but also on students' digital literacy and language proficiency. Therefore, appropriate scaffolding from lecturers is still necessary to maximize the benefits of video-based speaking activities. Therefore, integrating video creation tasks into speaking courses may provide meaningful opportunities for students to develop both their language competence and independent learning skills.

CONCLUSION

This study explored the role of video creation tasks on EFL students' speaking skill among second-semester English Education students. The findings indicated that video creation tasks play a significant role to the development of speaking skill by improving fluency, pronunciation accuracy and speaking confidence. The improvement is achieved through iterative processes of scripting, repeated rehearsal, self-recording, and self-evaluation, which allow students to develop their speaking skills more systematically and reflectively. In addition, the study found that video creation tasks foster learner autonomy by encouraging students to take responsibility for planning, monitoring, and evaluating their own speaking performance. Beyond improving speaking outcomes, the tasks also enhance students' engagement and motivation by providing a more interactive and less anxiety-inducing learning environment. However, the implementation of video creation tasks also presents challenges, particularly in terms of technical skills related to video editing and linguistic limitations such as vocabulary selection and pronunciation accuracy. These challenges indicate that while video creation tasks are effective, they require appropriate scaffolding and digital literacy support from instructors to maximize their effectiveness. Overall, this study contributes to the understanding of how speaking skills are developed in technology-mediated learning environments by highlighting not only the outcomes but also the learning processes involved in video creation tasks.

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