

Using Self-Made Videos and Facebook Groups to Promote Motivation and Satisfaction on the Speaking Skills of International Program Students

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Abstract

Teaching speaking as a skill has been a challenge for EFL language instructors as most students struggle to use the spoken language. This study focused on the motivation and satisfaction of learners about their speaking skills using self-made videos and Facebook groups as a platform to go with online learning during pandemic times. The conceptual design comprises strategies carefully crafted toward achieving motivation and satisfaction. This quantitative research utilized a descriptive design aimed at using both factors mentioned to significantly affect motivation and achieving satisfaction in developing speaking skills. Yamane's formula and the fishbowl technique determined the 29 participants who were first-year English-Chinese Major students at a private university taking extra English course in the summer term of 2020. It utilized an instructor-made questionnaire on the four areas, intrinsic-extrinsic and instrumental-integrative motivation, tested for reliability and validity. Statistically, the Likert Scale analyzed the data using frequency and percentage. The study yielded the following: 1. Self-made videos and Facebook groups motivate students to a great extent to improve their speaking skills, with grammatical accuracy rated the highest, and 2. The students are generally satisfied with their speaking skills in fluency and grammatical accuracy. Based on these results, it is recommended that teachers focus more on speech drills and grammatical accuracy, backing up studies on using a student-centered approach with guided instruction employing real-life-based activities.

Keywords: Motivation, Satisfaction, Self-made Videos, Facebook group, Guided Speaking Tasks

Introduction

Teaching listening and speaking skills to EFL/ESL learners has always been a challenge to language teachers, and carefully approaching such learning situations should be of utmost care with insightful analysis and utilization of teaching methodologies. As speaking is one of the challenging skills to improve, two salient factors considered in English Language teaching are motivation and satisfaction. After years of teaching English at the university, exposed to different learners, cultures, and proficiencies, experimentation is vital in the design of the instruction ascertaining what methodologies, strategies, and techniques work to tailor-fit instruction. In this relation, Farrell (2018)

states that teachers do reflect on what is happening in the way they do things in classroom teaching usually upon consideration of their teaching practice grasping a sense of learning from the profession.

As to motivation, there are various theories known in second language acquisition from well-known proponents like Gardner, Dörnyei, Lambert, etc. with theories like intrinsic, extrinsic, integrative, instrumental, self-determination, and many other modern ones. Dörnyei and Ushioda (2019) define motivation as “the direction and magnitude of human behavior, that is the choice of a particular action, the persistence with it, and the effort expended on it.” Conceptually for Stipek (1996), a motivated student is someone who is actively engaged in the learning process. Hadfield & Dörnyei (2013) also present in their book a new theory of motivation centered around the notion of the “Ideal Future Language Self”, “arguing that if students have a rich and inspiring vision of themselves as successful language learners and users, they will be motivated to work hard and actualize the vision and become that learner”. In addition, Self-Determination Theory as an empirically based theory of human motivation, development, and wellness (Deci & Ryan, 2012), also examines people's life goals or aspirations, showing differential relations of intrinsic versus extrinsic life goals to performance and psychological health (Deci & Ryan, 2008).

Considering all these concepts, the researcher opines that to motivate learners, it is vital to identify factors affecting students’ motivation. This way, problems could be identified and addressed accordingly to the teaching strategies. As some studies in Thailand are considered, one study affirms that “one among many reasons to take into consideration might be a lack of confidence in terms of speaking (Boonkit, 2010, p. 1035). This poses a question of what needs to be done for students to achieve a certain level of confidence. The following studies also show the possible reasons and factors. Jindathai (2015) showed that teaching and learning management, language exposure, and personality are considered the main reasons moderately affecting learning. In the study of Hadi, Izzah and Masae, (2021), anxiety, caused by a variety of reasons, has been found to affect the communication and presentational skills of Thai students. From the results of these researches, this study has been provided with a strong anchor on two points: improving teaching and learning conditions in the classroom and finding ways to motivate students.

Addressing the aforementioned factors, it is also significant to state what has been done in the teaching-learning process. Khamkhien (2010) asked how teachers can improve learners’ English performance. He has made a great point in the conclusion of his study, as confirmed by mere observations of the researcher teaching Thai students for more than a decade. On the other hand, Bashir, Azeem, and Dogar (2011), who studied factors affecting speaking skills, provided six recommendations after sorting out the factors, three of which relate to this study: more emphasis on using English as a mode of instruction in the classroom; foster use of various communicative practices in teaching the English language; and lastly, using English in communicating not only with teachers but with their fellow students. All of which are included in the designed speaking tasks in this study.

Further reviewing previous studies on motivation, satisfaction, and intervening components, six factors were identified: videos, cooperative learning, role-play, performance-based tasks,

independent learning, and social media. Generally, studies focused only on using these videos either as a model or student-made but with no inclusion of these videos to be shown for evaluation aside from the teachers. Thus, it was presumed that having a platform for posting the videos, the Facebook group, was highly considered a factor in motivation. Also, with the task done collaboratively in groups with individual and group preparations guided by the checklist, these tasks will further motivate them. In addition, an understanding that the videos posted on a Facebook group give them a setting similar to a classroom setting and thus, may positively affect their preparation. Moreover, the techniques listed are considered a great help in readying students for the tasks.

In consideration of all these studies backing up the teaching and learning approaches, it could be said that there is a need to address students' motivation levels to develop confidence and achieve satisfaction. The central thing is how to make the students speak well with confidence, as asserted by the material used. Moreover, from these standpoints, this study touches on "what" motivates students to learn a language, in this case, English. Is it to better themselves in speaking for self-development or do they need to do so because they aim for better employment opportunities? What would make them satisfied with their improvement should there be? Is using social media as a platform effective in motivating students in speech development? Will guided preparation with assessment work to these aims? And finally, will all these strategies combined work towards achieving the aims of the study? These essential questions are of great consideration. Thus, course design, speaking task schemes, and various strategies were carefully crafted to achieve motivation and satisfaction.

Objectives of the Study

In terms of teaching goals, considering the recent scenario of online learning, speaking and listening skills, together with reading and writing proficiencies, are utilized. Students, expected to have independence, learned alone, yet, for them to cope, assistance was provided especially for those with low proficiency levels. Thus, one way to cater to this was enabling students to do things independently, somehow limiting learners' stress brought about by the pandemic setting. Self-made videos and group collaboration guided by Task and Self-assessment Checklist are the ways to meet this need. Moreover, the use of a couple of platforms in education has been of utmost consideration as they offer avenues for collaboration. Facebook groups, in particular, provide a small group and direct feedback from both the teacher, in the form of comments, and the students, in the form of reactions and comments.

Generally, this study was conducted as affected by the needs of the times and the evolution of learning and instruction against the backdrop of the worldwide crises changing education. Specifically, the study aimed to identify the extent of learners' motivation and how self-made videos and the Facebook group help improve their speaking skills as well as to ascertain the extent of satisfaction with pronunciation and intonation, grammatical accuracy, lexical control or vocabulary use, and fluency.

Research Methodology

In conducting this descriptive study, these major steps were utilized: 1. designing course instruction, 2. preparing teaching tools, 3. organizing speaking tasks for self-made videos, 4. preparing, conducting reliability and validation of research instrument, 5. identifying the sampling process and the sample size, 6. gathering data, and 8. analyzing data. The course instruction design of this study employs some teaching strategies, approaches, methods, and technology, especially during the onset of online learning due to the pandemic. In particular, it uses student-centered teaching, a high-technology-based approach coupled with collaborative learning strategies, self-assessment, and monitoring through group work. Students prepared from the learning platforms to the classroom learning activities through drills and exercises in the online classes for speaking skills, goal setting, and self-regulation.

The participants in this study were students learning two majors, English and Chinese, taking extra English and Chinese subjects purely online. Considering factors like proficiency level, online learning, majors studied, the nature of the study focused on speaking, and the entry-level of students, generally, the course design adapted into the 100% online learning process the student-centered, task-based, and collaborative learning approaches alongside social media facility.

Specifically in terms of speaking and listening, the main objective of the teaching plan is to improve students' speaking skills in pronunciation and intonation, lexical control, grammatical accuracy, and fluency using eight (8) topics on functional English. A short review of the related literature and studies regarded as foundational concepts and considerations in the course instruction design was conducted on the following areas: *self-made videos, guided preparation, student-centered teaching, high-tech approaches, scaffolding, collaborative learning/cooperative learning, social media inclusion, drills, and speech exercises, independent study, and feedback.*

The use of self-made videos in improving the speaking skills of learners, through guided learning is considered to be a motivating factor just like what Meinawati et al. (2024) found, each video assignment can enrich the learner's engagement in speaking tasks. On the other hand, even in the field of engineering, the use of video-creation tasks is key to the success of improving the skills and learning motivation of students. (May et al. 2024, April).

As to the guided preparation for the self-made videos, all other learning techniques and strategies were utilized in combination, functional course design, speech and vocabulary drills, online resources, scriptwriting, independent learning, etc. Similarly, another study states that learning strategies that work include the use of digital means, systematized speech exercises, and involvement in hands-on events (Rahmayana et al, 2024). In employing student-centered activities, it is assumed that there will be an increased level of motivation. Making the students understand how these activities help improve their speaking skills makes it a good tool for intrinsic motivation. The key is linking the present to the future tasks as speakers of English and later as future professionals, as confirmed by the results of Ihsan's study (2016), generating the student's motivation as the second point in the framework for motivational strategies. With the high-tech approach that goes well with the present pandemic times, as summer is June and July for students, innovating activities from onsite learning to online learning fits well with the maximum use of online applications ranging from the main to the minor platforms. Therefore, in this study, one objective is to identify if this affects their level of motivation.

Teaching Thai students taking two majors with different proficiency levels would be challenging when the teacher values students' performance, adapting the "leave no one behind" principle, innovation, and creativity to tailor-fit instruction are of utmost importance. So, to scaffold learning at all levels, collaborative groups were employed consisting of learners with both high-and-low-level proficiencies. Individually, the students first prepared to write their scripts, checking grammatical construction and pronunciation. Then, the leader collated all the written scripts to check the overall writing through the MS Team editor. After that, each group practiced, using the corrected and improved script. Students also recorded more than once and, according to their liking, chose one for posting. This way, the number of practices is deemed a possible factor in improving fluency in speaking. In this study, students were grouped with 4 to 5 members, each according to the introductory videos, grouping them with high-to-low proficiency levels. This way, those with high-level speaking proficiency became leaders, serving as models for each group. The teacher mentored leaders and thus, in turn, cascaded to members whatever suggestions or corrections were made.

Some studies showing collaborative learning and cooperative education to have significant effects on motivation, and are beneficial in improving speaking skills are those of Kleanthous & Cardoso (2016) on Computer-assisted Computer Learning (CALL). Researchers recommended a collaborative environment that is learner-centered and teacher-facilitated. Ehsan et al., (2019) also endorsed the use of Cooperative Learning in English classes as beneficial in developing students' speaking skills and motivation. Lastly, the study of Bosworth (1994) considered collaborative learning of great importance since the instruction is limited to several factors such as online learning, varied levels of English proficiency, and number of languages learned. Students working in groups that are well-balanced as to members' proficiency levels are therefore deemed vital in learning. Furthermore, Bosworth listed five instructional strategies for improving the collaborative skills of learners: identification, demonstration, modeling, performance feedback, and reflection. The

study's teaching and learning design lays out all these five strategies.

As for social media inclusion in the course design, the study of Kleanthous and Cardoso (2016) study emphasized the value of using social media and collaborative learning in upholding language learning- specifically, the use of CALL or Computer-assisted Computer Learning. Lastly, McNulty & Lazarevic's (2012) study showed that the most prominent observations of this project were that the video-based ESL activities contributed to the overall learning motivation and the enhancement of pronunciation skills. Recent studies by Ding and Nurhasmiza Sazalli (2024), recommended social media integration into language acquisition training. Also, social media offers huge promise in expediting collaborative learning and boosting motivation (Fini Widya Fransiska, 2024). On a specific term in using social media, researchers considered YouTube an operative instrument for EFL learners about confidence in speaking (Musdayanti, Sudewi, & Nurhaeni, 2024). Also, a study on using TikTok videos found social media's appropriateness in terms of foreign language education touching on its major essentials. (Pantagakis, Promoteur, Renson, & Linden, 2024).

Moreover, drills and speech exercises have always been incorporated into teaching a language, be it word pronunciation, stress, intonation patterns, or imitative drills. One study on this is that of Ihsan (2016), stating six categories of oral production: imitative, intensive, responsive, transactional, interpersonal, and extensive, which are involved in teaching and developing speaking skills. In this study, the researcher utilized the teaching packet audios as the models for imitative speech drills, followed by the intensive and repetitive speech drills from class, groups down to individuals. The last three categories as employed in the teaching plan, show transactional, interpersonal, and extensive speech drills.

In the independent study, interestingly, Alokaily (2015) in her paper *Designing Online Speaking Assignments*, identified that between the two phases in his approach and OSA design, the "articulating and recording" and "evaluating and identifying errors" is the cycle identified as the most beneficial by the students before posting or sharing their output.

One last factor considered in the design of the teaching plan is feedback, one of the contributing factors affecting motivation. Sallang and Ling's (2019) research on the value of constructive feedback in building up instrumental motivation concerning the use of English as a language, backs this up.

The teaching tools used were the "Speak now 2: Communicate with Confidence" packets by Oxford, eight (8) units with student self-made videos by groups using functional speaking skills. In brief, the following are the six stages in the instruction design: 1. Vocabulary, Pronunciation, and Conversation Drills, 2. Laying Down the Speaking Task, 3. Self-and-Group-Write, Assess and Practice, 4. Self-Assessment, Class and Teacher's Feedback, 5. Learn, Set Goals, and Repeat, and 5. Setting Targets for Final Speaking Test.

The guided preparation sheets were used to prepare the eight self-made videos that were initially designed based on the speaking tasks stated in the teaching materials on topics like family and friends, food and restaurants, health, free time activities, and the like. Then they were adjusted

to accommodate the use of different strategies. After laying down the vocabulary and sample or model language structure/conversation during class lectures, later each group is required to use the vocabulary set given for the unit in writing their script patterned after the model conversation.

Back to the class lectures, speech drills, and exercises are employed to develop vocabulary, pronunciation, and intonation for meaning. During the classes, a time is given for groups to be in collaborative mode through the “break-out group” feature of MS Team where the teacher could join or be invited from one group meeting to another. Then the assigned leader planned with the members as to how they would present the topic by deciding either through group discussion/sharing, interviews, role-play, simulated mini-talk shows, and others. The teacher served only as the facilitator. Each member was then given a role, in which he/she wrote his/her script for independent learning aided by using online tools like MS Team Editor and Grammarly for grammatical accuracy. Then, it progressed from individual to group collation of script with which the leader did the grammatical check again but the final check was done by the teacher. So given a week to prepare with the final check of the script by the teacher before the self-practice and group practice, the self-made videos were posted on the Facebook group. During the next online class, all the videos were watched and given peer and teacher feedback and ratings. The cycle was repeated for the next unit covering a total of 8 lessons.

Also, as recent times require technological proficiency both for teachers and learners, high-tech approaches offer a variety of choices when it comes to online learning from using various smartphone applications not limited only to paid computer-based programs for e-learning which poses some limitations. As to learner-centered teaching approaches, Wright (2011) states that, generally, these were found to produce positive results. Specifically, Overby (2011) enumerated the proven effects of student-centered learning: increased levels of critical thinking and problem-solving, improved learning attitude, and increased attendance. Lastly, contrasting teacher-centered and student-centered learning environments, Gelisli's (2009) study revealed that success was significantly higher among those students exposed to the student-centered methods when compared to those exposed to the teacher-centered approach. As to the teacher's role, Teach.com states, “the teacher's primary job is to coach and facilitate student learning and overall comprehension of materials and to measure student learning through both formal and informal forms of assessment, like group projects, student portfolios, and class participation.” (Teach.com, 2020)

This research is quantitative using a descriptive research design with a researcher-made questionnaire. In selecting the respondents, Yamane's formula was used to determine the total number of respondents. Random sampling used specifically was the fishbowl technique. The participants of this study were 29 first-year English-Chinese major students at a private university taking IGE004, term 3 of 2020. They were then divided into 6 groups, 5 of which had 5 members and 1 having only 4 members. The grouping was based on their introductory video ratings with the top 5 highest leading the groups of well-balanced members based on the ratings. The classes were done 100% online. The main outputs required were eight (8) self-made videos with guided preparations for posting on a Facebook group for evaluation.

The research instrument used in this study is a two-part survey questionnaire, a 60-item instrument on motivation (intrinsic-extrinsic and integrative-instrumental) utilizing self-made videos and Facebook groups, and satisfaction on speaking skills.

It also has the Thai translation to secure the complete understanding on the part of the respondents, thus eliciting valid, reliable, and in-depth collection of data. It was first reviewed by experts, as to content and concepts; revisions were made based on the corrections and suggestions for improvement. Then, five experts validated the survey questionnaire using the IOC or Item Objective Congruence.

The questionnaire's reliability was determined to ensure that the responses gathered through the instrument were reliable and consistent. It was pilot-tested using another class section of the same level and majors not in the sample group. To secure the reliability of the questionnaire, Cronbach's Alpha was used in the internal consistency within the items. George and Mallery (2010) illustrated the value of the Coefficient Cronbach's Alpha as the following: ≥ 0.9 = Excellent, ≥ 0.8 = Good, ≥ 0.7 = Acceptable, ≥ 0.6 = Questionable, ≥ 0.5 = Poor, and ≤ 0.5 =Unacceptable. Thus, for the questionnaire of this study to be reliable, the value of the Coefficient Cronbach's Alpha is set to at least 0.7. The final value of the Coefficient Cronbach's Alpha is .88.

The two-part questionnaire gathered data mainly on areas of motivation and satisfaction using the 5-point Likert scale, ranging from "strongly disagree", "disagree", "neither agree nor disagree", "agree" to "strongly agree". Data collection took place at the end of the third semester of the academic year 2020. The 60-hour classes were done with eight self-made videos completed for all units. The study continued to the first semester of the academic year 2021. Regarding data analysis, students' responses ranged from "strongly disagree" to "strongly agree" and "very dissatisfied" to "very satisfied" on a Likert scale expressed in frequency and percentage. The following tables show the scales for verbal interpretation of motivation and satisfaction.

Table 1 Scale Guide for Motivational Level

For the scaling to be used for the motivation level of the students, it is presented as follows:

Mean Score	Verbal Interpretation
4.50 – 5.00	Very great extent
3.50 – 4.50	Great extent
2.50 – 3.49	Some extent
1.50 – 2.49	Very little Extent
1.00 – 1.49	Not at all

Table 2 Scale Guide for Satisfaction Level

For the scaling to be used for the satisfaction level of the students, it is presented as follows:

Mean Score	Verbal Interpretation
4.50 – 5.00	Very Satisfied

3.50 – 4.50	Satisfied
2.50 – 3.49	Neither Satisfied nor Dissatisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

The participants' responses were tabulated, analyzed, and graphed into sections and parts of the questionnaire to measure the level of motivation and satisfaction. A computer-generated software was utilized in generating the results. For research questions 1 and 2, respectively, first to determine the extent of how self-made videos and the Facebook group motivate students in improving their speaking skills; and second, student satisfaction in terms of pronunciation and intonation, grammatical accuracy, lexical control or vocabulary use, fluency, mean, and standard deviation were used.

Research Results

The results are presented and discussed in two parts: first, the overall outcome on motivation in improving speaking through preparations for speaking assignments through video group presentation and self-made video posted on Facebook group as a presentation; and second, the overall satisfaction of students of their speaking skills. Based on the statistical results using mean and standard deviation on measuring motivation in the Likert Scale, the use of both self-made videos and Facebook groups as a learning motivation in developing speaking skills are at the level of "great extent" in motivating students with means of 4.27 and 3.98 respectively.

In terms of the two factors considered to be motivating, the use of self-made videos and Facebook groups as a platform for presentation, especially during the pandemic times, it can be noted that both have quite a big gap when it comes to results. Respectively, from 4.27 to 3.98, there is a matter of .29 in difference- and this is the only area that was rated below 4. It can be deduced therefore that of the two, self-made videos matter more than using social media as a platform. To support this point from the results, the item on using Facebook groups as a communication platform for activities in English yielded the lowest extent of all as rated by the students. So, it seems that onsite learning is more meaningful and relevant to students, as supported by items 2, 5, and 6 on the Facebook group as a platform, for more interactions in the classroom setting. This is one major point highly considered in the next study.

While in the area of satisfaction, students had a high satisfaction level with their grammatical accuracy. It could be well noted that the activities geared towards the improvement of this area highly motivated students, thus a point of major consideration in the process of teaching and learning.

Table 3 Overall Results on Motivation and Satisfaction

Extent of How Self-Made Videos and Facebook Groups Motivate Students in Improving their Speaking Skills

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Self-made Videos	29	2.30	5.0	4.2724	.59456
Facebook Groups	29	2.60	5.0	3.9759	.60866
Pronunciation and Intonation	29	2.20	5.0	4.1345	.65480
Grammatical Accuracy	29	2.00	5.0	4.4862	.62262
Lexical Control or Vocabulary Use	29	2.00	5.0	4.4069	.63860
Fluency	29	2.40	5.0	4.1103	.71930
<i>Valid N (listwise)</i>	29				

Groups	Mean	Verbal Interpretation	SD
Self-Made Video	4.27	Great Extent	0.59
Facebook Group	3.98	Great Extent	0.61

Note:

Mean Scale	Verbal Interpretation
4.50 – 5.00	Very Great Extent
3.50 – 4.49	Great Extent
2.50 – 3.49	Some Extent
1.50 – 2.49	Very Little Extent
1.0 – 1.49	Not at all

Table 3 shows results supporting several studies in the field of motivation about the speaking skills of students using speaking tasks for videos and social media as a platform. The following are studies on these areas: Taqwa and Sandi (2019) and Anil (2016) on technology-based learning; Mazrida (2019) and Hsu (2015), on self-made videos; Angkananon and Wald (2018) on YouTube and online media; AlOkaily (2015) on various speaking tasks; and Wongsu and Son (2022), and Duong and Pham (2021) on Facebook as an adjunct platform for learning. All of these studies prove that self-made videos and Facebook groups as a platform motivate students to develop their general skills in English.

Table 4 Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation

1.	Motivation on How to Improve Speaking: Preparations for Speaking Assignments through Video Group Presentation	Mean Results
1.5.	I am inclined to know the corrections and suggestions of the teacher on the group scripts submitted so that we will know what to improve grammatically before recording our self-made videos.	4.5
1.6	I am happy to acquire study habits to improve my speaking skills as they prepare me as a student and a professional someday.	4.4
1.7	I am motivated to apply the skills I learned in real-life situations like learning in class, talking to native speakers and preparing for my future career.	4.4
1.9	I am confident that can the different learning strategies are integrated into me as an ESL learner and a future professional English speaker.	4.0

Table 4 shows the extent of motivation of students in terms of improving speaking skills through preparations for speaking assignments. As to the details, items 5, 6, and 7 got the means of 4.5, 4.4, and 4.4, respectively, at the “great extent” level. Therefore, as interpreted, correcting grammatical mistakes, acquiring effective study habits, and applying skills in real-life situations are the top three ways self-made videos help motivate students. All other six factors have a mean range between 4.1 and 4.3, still all, to a great extent, with students concerned about their grammatical construction as the top reason.

In terms of intrinsic motivation, item 5 on correcting grammatical mistakes, shows that learners put utmost importance to grammatical accuracy. It is then good to know that in this study, the guided preparation using grammatical tools catered to this need of students which motivated intrinsically them to a great extent. It suffices to say then that as students learn grammar, they know that this will finally assist them in developing their speaking skills. On the other hand, Items 6 and 7, on integrative motivation. In this relation, students also see that acquiring good study habits as the second motivating factor and being taught how to be resourceful and independent are habits they have positively attained to be part of the English-speaking working environment someday. Studies and concepts backing this up are those of Barak (2010), on the notion of metacognition dealing with students’ awareness and utilization of their ideas concerning goal-setting and problem-solving skills; and Boekaerts (1996) on self-regulated learning enabling the transfer of knowledge and skills to actual life settings resulting in independence.

Table 5 Motivation on Improving Speaking Skills Using Self-Made Video Posts on Facebook Group as a Presentation

2.	Motivation on How to Improve Speaking: Using Self-Made Video Posts on Facebook Group as a Presentation	Mean Results
2.2.	I am persuaded that recording myself first before I practice with my group is highly important to speak well in the videos.	4.2
2.5.	The feedback reactions and comments given to the video posts encourage me to know if we are doing things right.	4.4
2.6.	I love the freedom the self-made videos provide in choosing my language, situation, and delivery.	4.2
2.8	I like using the Facebook group as a communication platform for any personal or professional activities in English.	3.6

Table 5 shows the extent of motivation of students in terms of using Facebook groups as a platform to post their self-made videos. Items 2, 5, and 6 got the mean of 4.2, 4.4, and 4.2, respectively, to a great extent, with item number 5, on feedback, reaction, and comments, topping the list of factors motivating students with a mean of 4.4. Therefore, as interpreted, preparing for the Facebook post feedback, reactions, and comments motivates students the most, followed by practicing with the group and the freedom in choosing language, situation, and delivery. As inferred, the students are aware of the top factor being whatever is said about their performance, made them motivated to prepare for the task. Also, group preparations and the freedom to write and deliver their scripts based on their personal experiences motivate students to a great extent. It could be said that learning the language becomes both engaging and instrumentally motivating as the learners can assimilate their own experiences and linguistic competence into their scriptwriting, knowing that these could be their future linguistic functions as English majors.

It can be inferred that with the top factor, extrinsic motivation, students are aware and wary of whatever is said (feedback) about their performance so they are motivated to prepare for such tasks. They engaged in the task to improve. Also, group preparations and the freedom to write and deliver their scripts based on their personal experiences are motivating both extrinsically (item 2), and instrumentally (item 6) to a great extent. It could be said that learning the language becomes both engaging and instrumentally motivating as the learners can assimilate their own experiences and linguistic competence into their scriptwriting knowing that these could be their future linguistic functions as English majors.

In the area of feedback, having the highest mean as a factor motivating students, it is interesting to know that as students prepared for the tasks, they also anticipated how well they would perform through the feedback given. Moreover, with this feedback from one task to another, students were also advised to work on both their strengths and weaknesses if given. The researcher thinks that constant monitoring of their performance and achievement affects their motivation to

learn. This shows an active learner.

As to teaching, this study also provides teachers a view on providing the right and motivating feedback to learners as this is an integral part of their improvement of students. Thus, in this study, one recommendation made is for teachers to be trained in this area, as confirmed by the other studies.

Table 6 Satisfaction of the Students of their Speaking Skills in terms of Pronunciation or Intonation, Grammatical Accuracy, Lexical Control or Vocabulary Use, and Fluency

Areas	Mean	Verbal Interpretation	SD
Pronunciation or Intonation	4.13	Satisfied	0.65
Grammatical accuracy	4.49	Satisfied	0.62
Lexical Control or Vocabulary Use	4.41	Satisfied	0.64
Fluency	4.11	Satisfied	0.72

Note:

Mean Scale	Verbal Interpretation
4.50 – 5.00	Very Satisfied
3.50 – 4.49	Satisfied
2.50 – 3.49	Neither Satisfied nor Dissatisfied
1.50 – 2.49	Dissatisfied
1.00 – 1.49	Very Dissatisfied

Table 6 generally shows that the students are satisfied with their speaking skills in terms of the four major areas of speaking: their pronunciation or intonation ($m = 4.13$, $SD = 0.65$), grammatical accuracy, ($m = 4.49$, $SD = 0.62$), lexical control or vocabulary ($m = 4.41$, $SD = 0.64$), and fluency ($m = 4.11$, $SD = 0.72$). There is homogeneity in the respondents' responses, as shown by the small values of standard deviations ranging from 0.62 to 0.72. From these results, it could be inferred that as students were only satisfied in these four areas, there is a need to review teaching strategies and reassess them to achieve the highest level of satisfaction, focusing more on fluency, pronunciation, and intonation in particular. On the other hand, it can be said that students would have a high level of satisfaction if they improved more in grammatical accuracy.

As to the level of satisfaction, specifically in terms of pronunciation and intonation, the top two items, with the other three a tie, 5, 6, 8, and 9 have the means of 4.3, 4.3, 4.6, and 4.3 respectively, at both levels of "Satisfied" and "Very Satisfied". Item number 8 on "the importance of stress in pronunciation for meaning" tops the list with a mean of 4.6 at the "Very Satisfied" level. This means that students focus non-verbally on conveying the right meaning when they speak entailing their knowledge of intonation and are satisfied with the improvement. It could also be interpreted that "checking pronunciation", "knowing the IPA", "considering stress for meaning", and "intonation related to meaning" are the top areas students are satisfied with. This means that as they speak, they are motivated to improve in these areas. This reinforces the idea of guided learning

encouraging students to be self-directed and independent knowing that they do the tasks for their future work and personal benefits as English language majors. On the other hand, item number 1 on “pronouncing well most of the vocabulary words” got the lowest mean of 3.6 though still at a satisfactory level. Also, item 2, “following the pronunciation models during the drills”, with a mean of 3.8, and item 3, “following intonation models during drills” with a mean of 3.9 got the lowest score though still at a “satisfied level. This implies that in the conduct of the study, there might be a lower level of attention given to this area or it could be the level of students’ proficiency, thus it is considered more emphasis must be given to this area in language teaching.

Lastly, all the other areas have a mean range between 3.6 and 4.1, still all at the “Satisfied” level. Though student satisfaction in these areas is the lowest, as well as considering their satisfaction level as “satisfied”, implies that teachers need to focus more on pronunciation drills to improve their skills thus making the “Satisfied” level possibly “Very Satisfied” when aptly applied.

As to the level of satisfaction of students in terms of grammatical accuracy, the top 2 items are 4 and 5 as tie and 9 with the means of 4.7, 4.7, and 4.6 respectively, at the level “Very Satisfied”. Grammatical accuracy is the only area where students rated themselves “Very satisfied” as an area of their speaking skills. These are the following: “pleased to improve knowing and understanding their errors after their self-assessment” and “willing and glad to correct mistakes”, “concerned about their grammatical accuracy knowing their mistakes and correcting them” have been the students’ utmost concerns. So, the question here is: what made them know their errors and how to correct them? It could be inferred that the key is preparation when students are adequately prepared, they become highly satisfied with the speaking skills improvement, though this could have been countered by qualitative research questions through interviews. Moreover, it can be inferred that when students know that they speak correctly as they have been guided and aided well in terms of grammatical construction, they have high satisfaction with their learning. On the other hand, item numbers 1, 3, and 8, are lowest yet still at the “Satisfied” level, all with the means of 4.3. These are items on “confidence using the online application”, “asking teacher’s assistance in terms of mistakes and speaking correctly”, and “feedback of the online editor or the teacher on simple and complex sentences”, with which they need the help of the teacher or any grammar applications.

In terms of the level of satisfaction of students in lexical accuracy or vocabulary use, items 4, 5, and 6, with the means of 4.7, 4.6, and 4.6 respectively, are all at the “Very Satisfied” level. Therefore, it could be said that vocabulary drills, pronunciation, and word use for the task in each unit, as motivating to a great extent to the students, are also specific areas in which they have high satisfaction with their improvement. Items 1 and 3 obtained the lowest mean of 4.2, though still on a satisfied level, respectively on “using the right words in the vocabulary learned in each unit in writing the script” and “using synonyms when one forgets words when speaking because he can rephrase” could mean that students might not able to highly maximize using the number of words and synonyms functionally in their tasks for each unit.

Lastly, in terms of fluency, items 2 and 4, both with the means of 4.3, are at a “Satisfied” level while item, 10, the lowest at 3.7, still at “Satisfied level”. Doing the speech drills through the sample scripts in the book and paraphrasing /rephrasing and “ad libs” as taught to be used when talking seem to be the factors in terms of fluency in which they are satisfied as to their improvement in speaking. This means that addressing this more in language learning will further motivate students and make them achieve satisfaction with their speaking skills. As to the item that got the lowest mean of 3.7 though still at a “Satisfied” level, it is on being satisfied with their “speaking skills in the Final Speaking Test answering fluently most of the questions”. So far, this is of the highest consideration of all the areas and items overall since it is the culmination of the goal, in which the students have to apply everything they have learned and prepared for. Thus, in the future, there will be considerations for modification in the teaching practice with more focus on this area.

Discussion

Generally, it was found that there is a great extent to how self-made videos and Facebook groups motivate students to improve their speaking skills. It can be said that if students are given the freedom to work on their own under guided learning in producing these self-made videos, the students are motivated to improve their speaking skills. Meinawati et al. (2024) back this up in their study with each video task enriching the learner’s engagement. There could be that sense of fulfillment from independent learning and collaboration. When one is assisted as he learns, just like in the study, as assistance comes in the form of group script writing and practice, he becomes ready to engage in the task of making videos entailing his speaking skills. Surprisingly even with engineering students, video-creating tasks impacted their learning motivation as stated in the study of May et al. (2024, April).

In terms of student satisfaction, this study revealed that the students are satisfied with their speaking skills in terms of the four major areas of speaking, their pronunciation or intonation, grammatical accuracy, lexical control or vocabulary, and fluency. As students were motivated in preparing the self-made videos knowing their aims as to why they learn resulted in their satisfaction. Probably, it is with the understanding that improvement in these areas as stated above will help them speak more- and even with confidence should things be acquired as steady learning habits. This hypothesis of the author is subject to further descriptive research through interviews and journaling in the future.

The results of the following studies support findings in the field of motivation and satisfaction about the speaking skills of students using speaking tasks for videos, Facebook, YouTube, and other social media as a platform. To list, Taqwa and Sandi (2019) and Anil (2016) on technology-based learning; Mazrida (2019) and Hsu (2015), and on self-made videos; Angkananon and Wald (2018) on YouTube and online media; and Wongsu and Son (2022) and Duong and Pham (2021) on Facebook as an adjunct platform for learning. On collaborative learning, Rai (2024) states that it has a constructive role in developing students’ language, social, and personal skills. All of these studies prove that self-made videos and Facebook or Facebook groups as a platform motivate students to

develop their general skills in English, specifically speaking skills. Moreover, the studies of Ehsan et al., (2019) and Bosworth (1994) also endorse collaborative learning being considered of great importance in affecting motivation.

Moving on to improving speaking skills via preparations for speaking assignments through video group presentation, the top three factors affecting motivation, rated “very satisfied” are improving grammatical accuracy, acquiring study habits for speaking skills improvement and professional preparation, and skills application in real life communication. The studies of ALOkaily (n.d.) on specified steps in doing assigned tasks and Liu (2010) on speaking tasks, specifically role play, support these. It is interesting to know that learners put emphasis on acquiring grammatical competence and rated it as the top area with which learners are satisfied. Reasons seen behind this satisfaction probably is the scaffolding of the guided preparations that involves writing their script and checking the accuracy through online applications like MS Team Editor or Grammarly as required.

In terms of motivation using self-made videos and the Facebook group as a platform for posting, “feedback, reaction, and comments”, “individual and group practice”, and “the freedom in choosing language, situation, and delivery” are the top three motivating factors ranked accordingly. Since the study was conducted during the pandemic times, individual live video presentations could have been difficult for students to deal with the given layers of the new learning setting they had to contend with. Thus, in the study, learners were made amply ready within a week time-frame to prepare. This is seen to have readied the learners through practice and the freedom of choice in language use and techniques, thus deriving student motivation.

Lastly and interestingly, in the area of satisfaction, grammatical accuracy tops the four areas with which students are highly satisfied, specifically on the improvement due to the knowledge of errors upon self-assessment, and their willingness to address mistakes. In the area of pronunciation and intonation, “stress in pronunciation for meaning” tops the list with which the students are very satisfied. In terms of vocabulary use or lexical control, “identifying the errors” tops the list of factors. Lastly, on the level of satisfaction of students in the area of fluency, the top two items are “reading fluently”, and “rephrasing ideas”.

Finally, the researcher would like to note that this study, with the inclusion of social media, online sources, and technology, is a combination of all known ELT strategies deemed important and effective in eliciting motivation and achieving satisfaction among the learners in terms of language acquisition and development, and found to be indeed effective towards achieving the stated aims.

Summary, Conclusions, and Recommendations

Summing up, both the use of social media and the Facebook group, in times of the pandemic when students had to study online, along with the guided preparations for the self-made videos are indeed motivating factors in language development. As to satisfaction, grammatical accuracy, specifically error correction through self-assessment and feedback, came out to be the top area among others where students are satisfied.

Therefore, based on these results, it is concluded that self-made videos and Facebook groups motivate students to a great extent in improving their speaking skills and that students are generally satisfied with the improvement in their speaking skills in terms of pronunciation and intonation, grammatical accuracy, lexical control or vocabulary, and fluency.

The following are the recommendations of this study: 1. as part of the preparations for the video-making tasks, more speech drills, individual and group, with emphasis on pronunciation, fluency, and vocabulary use should be major parts of the course; 2. more emphasis should be put in grammatical accuracy as the most motivating factor; 3. equip students with the various available online resources for the self-made video tasks to develop self-regulated learners; and lastly for education managers and curriculum developers, a student-centered approach with guided instruction, coupled with autonomous learning and activities requiring actual use of the language, linking real-life situations for experiential learning, are highly suggested in designing instruction and developing curriculum.

Thus, this study as instigated by the need to improve the speaking skills of EFL learners in Thailand has delved deeper into motivating factors and learning strategies to achieve satisfaction in learning, especially during the pandemic times when technology use was maximized at the most yielding the abovementioned results and recommendations.

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