

## USING VIDEO RECORDINGS FOR REFLECTIVE FEEDBACK IN SPEAKING LEARNING: STUDENTS' PROGRESS AND PARENTS' INSIGHTS

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### ABSTRACT

Video recording is used as a reflective tool to support students' speaking development, yet limited research has examined how parents interpret these recordings and how their perceptions relate to students' actual progress. This study investigated how video recordings serve as reflective feedback that connects parental perceptions with students' speaking improvement. A mixed-methods design was employed involving 30 elementary-level EFL students and their parents. Students completed monthly video-based speaking tasks, while parents observed the recordings at home and provided reflective feedback. Data were collected through a perception questionnaire, pretest–post-test speaking assessments, and semi-structured interviews. Quantitative data were analyzed using descriptive statistics, paired-sample t-tests, and Spearman's rho correlation, while qualitative data were analyzed thematically. Findings indicated that parents held positive perceptions of video recordings as a tool for monitoring progress and supporting learning. Students' speaking performance improved significantly from pretest to post-test ( $t = -12.138$ ,  $p < 0.001$ ), particularly in fluency, pronunciation, vocabulary, accuracy, and confidence. Parents also reported clearer progress observations and increased motivation at home. However, the correlation between parental perceptions and students' speaking scores was weak and non-significant ( $\rho = -0.050$ ,  $p = 0.791$ ), suggesting that improvement was driven more by learning activities, especially repeated video reflection, than by parental attitudes alone. Overall, video recordings effectively enhance speaking performance and provide parents with valuable insight into their children's development, even though parental perceptions did not directly predict learning outcomes.

**Keywords:** Parents' Insights, Reflective Feedback, Speaking Development, Video Recordings.

## INTRODUCTION

In the digital learning era, speaking proficiency is one of the essential skills students need to master. This skill often becomes a challenge for both teachers and students, especially in English as a Foreign Language (EFL) contexts. English communication requires authentic practice opportunities, and speaking needs to be practiced to enhance students' linguistic accuracy, confidence, fluency, and self-awareness. Reflective learning becomes essential in this process, a concept strongly grounded in Experiential Learning Theory, which positions reflective observation as a critical stage in transforming experience into deeper learning (Kolb, 1984).

In recent years, video recording has proved to improve students' speaking skills and increase engagement (Dzakiah, 2020; Tukan, 2024). As a supplementary tool, video recording helps students reflect on their performance, monitor their progress, and gradually develop their speaking abilities. Although recording may be challenging for some learners, it remains an effective way for monitoring speaking progress and pronunciation. Improvements in intonation, the provision of targeted feedback, and the development of learners' awareness have been widely documented

in video-based reflective practices (Tseng and Yeh, 2019; Ha and Murray, 2023; Park, 2023). The ability to rewatch recorded performances allows both teachers and students to identify strengths and weaknesses more clearly, facilitating more focused guidance and corrective feedback. This process aligns with Schön's (1983) concept of reflection-on-action, in which learners review their performance through reflection. It also supports Hattie and Timperley's (2007) feedback model, emphasizing learners' awareness of their current performance and areas for improvement. Through repeated review of recorded tasks, students can improve pronunciation, fluency, accuracy, and speaking confidence.

Previous studies have also shown that video-based reflection supports professionals' development and reflective teaching practices among teachers (See Gobel et al., 2022; Hamel & Viau-Guay, 2019). These studies reported that teachers' professional development can also be strengthened through video-based reflective practice, especially when collaboration is involved. Moreover, the diverse patterns of feedback that emerge during video-based reflection, complementary, collaborative, or mentor-

centred, highlight its multifaceted benefits for teaching practice (Liesa et al., 2023).

Reflective practice is essential in EFL learning because it helps learners monitor progress, develop self-awareness, and improve language performance through guided support and interaction (Hattie & Timperley, 2007; Carles & Boud, 2018). Vygotsky's sociocultural theory emphasizes that learning develops through interaction and guided support, particularly within the Zone of Proximal Development (ZPD), where learners can achieve higher levels of performance with assistance from more capable individuals (Hattie & Timperley, 2007). In teaching practice, pre-service teachers have employed teaching methods under the sociocultural principles, such as teacher feedback, peer feedback, and self-reflection (Erdemir & Yeşilçınar, 2021). However, this practice is insufficient without providing meaningful reflection (Cavanagh, 2021), whereas reflective feedback promotes learners' awareness, self-regulation, and continuous language development (Carless & Boud, 2018).

Despite the growing interest in video recording as a feedback tool, prior studies have predominantly focused on writing skills and teachers' reflective practices rather than students' speaking development. Research in writing contexts

has consistently shown positive effects of self-regulated learning and video-supported instruction on students' proficiency (Karagul & Seker, 2021; Yeh et al., 2020).

Likewise, video recordings can serve both as documentation for reflection and as a learning task to improve speaking skills, making reflective teaching highly relevant for speaking development. Research on oral corrective feedback highlights its critical role in improving language accuracy, as the absence of such feedback has been associated with slower progress in areas such as grammar and retention. At the same time, the effectiveness of feedback is influenced by factors including teachers' educational background, teaching experience, and professional training (Yilmaz et al., 2024; Soruç et al., 2024). Additionally, motivational theories such as Ryan and Deci's (2000) Self-Determination Theory suggest that supportive feedback environments foster competence and engagement, which further reinforces the value of reflective video-based tasks.

In many English education institutions, parents play an important role in supporting their children's motivation to learn English. Previous studies have shown that parental involvement motivates students to improve their English skills and their interest in learning about English,

even to complete their tasks at school (Wahyuni & Tin, 2024; Lena & Nikolov, 2025; Nauvianti, 2025). Some research has reported that parental involvement supports the students' pronunciation, fluency, learning needs, and collaboration with educational institutions (Alrosanty et al., 2021; Rowiyah et al., 2024; Hanif et al., 2024; Putri & Perdhani, 2022). These findings suggest that parents' involvement is vital in learning to speak English, which serves as collaboration and evaluation for students' performance ( Afira et al, 2024; Santoso & Ciptaningrum, 2025).

However, limited studies have examined how parents perceived video-based reflective feedback and how these perceptions relate to students' speaking development in EFL contexts (Vicontine & Santosa, 2023). Parents' supportive feedback may reduce students' anxiety and encourage greater confidence in communication (Krashen, 1982). Therefore, investigating the relationship between parental perceptions and students' speaking progress through reflective video feedback remains important.

Although several previous studies have explored reflective learning through video recordings, the link between students' speaking development, parental perspectives, and reflective feedback has not been widely discussed. Therefore, this

study contributes to the existing literature by connecting three dimensions that are rarely examined together: video-based reflective feedback, parental perceptions, and students' speaking achievement. The study addresses the following research questions:

1. What are parents' perceptions of the use of video recordings as reflective feedback in English language learning?
2. To what extent do students improve their speaking ability after receiving video-based reflective feedback?
3. Is there a relationship between parents' perceptions and students' speaking achievement?

This study examines how parents view the use of video recordings as a form of reflective feedback in English learning. It also observes how students' speaking skills develop after using video-based reflection. In addition, the study seeks to determine whether parents' perspectives relate to students' progress in speaking. By linking parental observations with students' speaking development, this present study provides a more comprehensive understanding of how collaboration between English courses and families can support oral English improvement through reflective video feedback.

## METHOD

### Research Design

To explore the research questions, a mixed-method design was employed. The rationale for choosing this design was to examine the topic from two perspectives: numbers and experiences (Creswell, 2018). Quantitative data showed patterns in students' speaking results, while qualitative data provided a clearer picture of parents' views on using video recordings as reflective feedback for their children.

### Research Setting

This study took place at an English course in Pagar Alam, South Sumatra. It is one of the private institutions which gives service on English courses to elementary students. In this course, teachers recorded students' monthly speaking practices, and the videos were usually shown to their parents, who gave comments or suggestions. Before taking part in the study, every participant gave informed consent.

### Participants of the Study

The participants in this study were elementary school students (aged 12 to 16) and their respective parents (30 parents; each student was paired with one parent).

First, the students participated in the study by recording monthly video presentations as part of their regular learning routine. These recordings served as the primary data for evaluating students' speaking performance. Next, the parents were involved in observing and evaluating their children's video recordings. They provided reflective feedback focusing on two main aspects: motivational feedback and constructive feedback. Finally, the parents' reflections were collected through a short questionnaire and followed up with an interview to gain deeper insights into their feedback and perspectives on their children's speaking development. All parents actively participated in monitoring and reflecting on their children's speaking performance throughout the video-based learning process.

### Data Collection Techniques

Three instruments were used to obtain the data for this study. First, a questionnaire with a five-point Likert scale aimed to determine parents' perceptions of video recordings as reflective feedback. This questionnaire was developed based on theories of Tseng and Yeh (2019), Vicontie

and Santosa (2023), and Lena and Nikolov (2025). This questionnaire consisted of 14 items focusing on usefulness, engagement, and observed progress. All items were written in Indonesian because the participants speak Indonesian in their daily conversation. The content was validated by

two experts in English and Indonesian language education to assess the accuracy between theories and items, as well as translation versions of the questionnaire items. The results of the content validity are shown in Table 1.

Table 1. Questionnaire Theme

Section	Indicators	Item Numbers	Number of Items
A	Perceived usefulness of video recordings	104	4
B	Parental engagement and reflection	5-8	4
C	Perceived student progress	9-12	4
D	Overall satisfaction	13-14	2

To establish reliability, a pilot test was conducted. The internal consistency of the questionnaire was measured using Cronbach's alpha, which yielded a coefficient of 0.973. It indicates acceptable internal consistency reliability.

The second instrument was Semi-structured interview guidelines. The interviews were conducted with three parents to explore their experiences and reflections on using video recordings

during the learning process. Kvale (1996) and others' suggestions regarding sample sizes of homogeneous purposive samples and expected data saturation in interview studies (3–10, Creswell 2013; 6–8, Kuzel 1992; 10±3; Francis et al. 2010; 15±10, Kvale 1996), a cluster sample (n=3) was selected. The themes in the semi-structured interviews were developed using theories of Schön (1983), Farrell (2019), and Tripp and Rich (2012).

Table 2. Interview Theme

Themes	Indicator
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Clear Instructional Input Helps Students Understand Better	Clear and structured video input supports comprehension
Videos Build Students' Confidence	Improved confidence through modeling of speaking performance
Videos make feedback easier for parents	Easier parental feedback based on observable performance
Observable progress in pronunciation, vocabulary, and accuracy	Noticeable improvement in pronunciation, vocabulary, fluency, and accuracy
Strong parental involvement	Increase parental involvement in monitoring and supporting learning

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The semi-structured interview protocol was validated through expert judgment before data collection. An expert in English language education and qualitative research was invited to review the interview questions. The evaluation focused on the clarity, relevance, and alignment of the questions with the research objectives. Based on the experts' feedback, several revisions were made, including simplifying ambiguous wording, refining question prompts to elicit deeper responses, and ensuring that each question corresponded to the intended themes of parental perception and reflective feedback. After revision, the interview protocol was considered appropriate and valid for use with the participants.

The interviews were conducted face-to-face with a duration of 20–30 minutes. The interviews were conducted in Bahasa Indonesia to ensure participants' comfort and clarity in expressing their views. All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis.

The last instrument used in this study was the Speaking Test Performance. Students' speaking performance was assessed using an analytic rubric measuring fluency, accuracy, pronunciation, vocabulary, and confidence, adapted from standard speaking assessment descriptors (Brown, 2004). The rubric used a 1–5 rating scale for each criterion. Students' scores were obtained from monthly video-based speaking tasks in which learners

delivered a short monologue on the class topic for 1–2 minutes.

To ensure scoring reliability, two independent raters evaluated all video recordings using the same rubric. Prior to the main scoring process, the raters underwent a calibration session to align their understanding of the scoring criteria. Interrater reliability was assessed using the Intraclass Correlation Coefficient (ICC) with a two-way random effects model and absolute agreement. The results showed an ICC value of 0.780 for average measures, indicating good agreement between raters. The reliability was statistically significant ( $p < .001$ ), suggesting that the scoring was consistent across raters.

### Data Analysis

The collected data were analysed quantitatively and qualitatively. Quantitative data obtained from the questionnaire responses from parents were analyzed using descriptive statistics to examine the general trend in their perceptions. In addition, Spearman's rho correlation was used to examine the relationship between parents' perceptions and students' speaking achievement. Moreover, for the students' speaking

All videos were evaluated by an interrater, and scoring consistency was ensured through repeated reference to the rubric to maintain rating reliability. The questionnaire underwent a validity review by two experts in language assessment and was tested for reliability using Cronbach's alpha ( $\alpha = 0.973$ ), indicating acceptable internal consistency. Moreover, semi-structured interviews were guided by five themes based on Farrell (2019), Schön (1983), and Tripp and Rich (2012). It had been validated by expert judgment.

performance, a paired-samples *t*-test was used.

Students' speaking performance was assessed using three video-recorded speaking tasks collected over three months. Each student produced one speaking video per month on different classroom topics. The first month's recording was used as the baseline (pretest), while the third month's recording was used as the post-test to measure students' improvement in speaking over time. The second-month

recording was used as supporting progress data but was not included in the inferential statistical comparison.

All speaking performances were assessed using an analytic rubric measuring fluency, accuracy, pronunciation, vocabulary, and confidence. A paired-samples t-test was conducted to compare students' baseline and post-test speaking scores to determine whether there was a statistically significant improvement after the intervention period. This test was appropriate because the same participants were measured at two different points in time.

## RESULT AND DISCUSSION

### RESULT

The data were collected through speaking tests (pretest and posttest) and a parental perception questionnaire, and were supported by semi-structured interviews.

#### *Parents' Perceptions of Video Recording as Reflective Feedback*

Parents' perceptions were collected using a Likert-scale questionnaire comprising 14 items. A total of 30 parents

For the qualitative data, the semi-structured interview data were analyzed thematically following Braun and Clarke's (2006) six-phase approach. The analysis focused on identifying recurring themes related to students' motivation, reflection, engagement, and learning development, which were aligned with the conceptual framework of reflective learning.

To ensure clarity and relevance, the questionnaire and interview guide were reviewed by language education experts. The consistency between questionnaire results and interview responses was examined to ensure the data's trustworthiness

participated in the survey. As presented in Table 4, 23 out of 30 parents (76.7%) scored between 65–70, categorized as strongly positive perception; 6 parents (20%) scored between 55–64, indicating a positive perception; and only 1 parent (3.3%) scored below 55, categorized as moderately positive. These findings show consistently positive perceptions of video-based reflective feedback.

Table 3. Parents' Perception of Video Recording as Reflective Feedback

Score Range	Category	Frequency	Percentage
65-70	Strongly positive	23	76.7%
55-64	Positive	6	20.0%
<55	Moderately positive	1	3.3%
Total		30	100%

As summarized in Table 3, parents had strong views of the usefulness of video-based feedback. The video recordings helped them observe their child's speaking performance more accurately, monitor progress month to month, identify areas needing improvement, and provide appropriate feedback at home.

Moreover, the qualitative data show that parents perceive video recordings as a transparent, accessible, and effective tool for supporting their children's oral English development. Parents appreciated being able to see performance directly through video rather than relying solely on teacher reports. The thematic analysis revealed five consistent themes: 1) clear instructional input helps students' understandings better, 2) videos build students' confidence, 3) videos make feedback easier for parents, 4) observable progress in pronunciation, vocabulary, and accuracy, and 5) strong parental involvement. These indicated that parents were not only observers but also became active facilitators in supporting

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their children's speaking development at home.

### ***Theme 1: Clear Instructional Input Helps Students Understand Better***

Parents highlighted specific elements of the videos that supported their children's comprehension. Structured features such as sub-explanations, interactive stories, and real-life scenarios helped them in speaking performances. This is reflected in the following excerpts:

P1: "*Sub-explanations dalam setiap video memudahkan anaknya memahami gagasan utama sehingga proses mendengarkan menjadi lebih jelas.*" (Sub-explanations in each video made it easier for my child to understand the main ideas, making the listening process clearer)

P3: "*cerita interaktif dan skenario kehidupan sehari-hari membantu anak menghubungkan materi dengan konteks nyata, sehingga pemahaman meningkat.*" (Interactive stories and daily-life scenarios helped my child

connect the material with real-life contexts, which improved understanding).

P1 stated that sub-explanations in each theme made it easier for the child to understand the main ideas. P3 reported that interactive stories and daily-life scenarios helped contextual understanding. These findings suggest that structured video design supports effective processing of linguistic input.

### ***Theme 2: Videos Build Students' Confidence***

The results of interviews revealed that parents believed that video-based activities contributed to the development of their children's speaking confidence and prepared them better for their best performance. Their statements are stated as follows.

P1: "*Anak saya menjadi lebih percaya diri karena dapat meniru cara pengucapan dan gerak tubuh dari model dalam video.*" (My child became more confident because they could imitate the pronunciation and body movements modeled in the video).

P2: "*Video melatih mental anak sehingga keberanian berbicara*

*meningkat.*" (The videos helped train my child's confidence, so their willingness to speak increased).

P3: "*Paparan intonasi yang benar membuat anaknya berani mencoba kata-kata baru yang sebelumnya ragu untuk diucapkan.*" (Exposure to correct intonation made my child more willing to try new words they were previously hesitant to pronounce).

The excerpts indicated that all parents' confidence in their children increased. P1 mentioned that their child mimicked the pronunciation and gestures modeled in the videos, while P2 noted that the videos helped their children in improving speaking skill and confidence. P3 added that exposure to correct intonation encouraged their child to try new words they previously hesitated to pronounce.

### ***Theme 3: Videos Make Feedback Easier for Parents***

Parents felt easier observe their children's speaking performance using video recording and they could give feedback directly. The visual and auditory elements of the videos enabled parents to identify strengths and areas for

improvement more clearly. This is reflected in the following excerpts:

P1: “*Konten video mudah diamati sehingga memudahkan pemberian komentar secara langsung.*” (The video content is easy to observe, making it easier to give direct comments).

P2: “*video berfungsi sebagai alat pembanding sehingga perkembangan bulanan anak dapat dilihat secara jelas*”. (The videos function as a comparison tool, so my child’s progress can be seen clearly).

P3:” *ekspresi wajah dan intonasi dalam video mempermudah identifikasi kesalahan, sehingga feedback dapat diberikan secara tepat*”. (Facial expressions and intonation in the videos make it easier to identify mistakes, so feedback can be given more accurately).

P1 found that video content significantly facilitated feedback by making student performance easy to observe and comment on. Building on this, P2 used the videos for monthly progress comparisons, while P3 noted that visual

cues—such as facial expressions and intonation—made mispronunciations much easier to identify. These insights typically led to regular discussions immediately following the review of monthly submissions over three months, with one recording produced each month.

#### ***Theme 4: Observable Progress in Pronunciation, Vocabulary, and Accuracy***

Parents agreed that improvements in their children’s speaking abilities in pronunciation, vocabulary development, and grammatical accuracy. Parents also observed that students’ motivation and willingness increased after engaging using video-based activities. This is reflected in the following excerpts:

P1: “*Saya dapat melihat peningkatan pengucapan dan kemampuan percakapan setelah anak mengikuti penjelasan dalam video.*” (I can see improvement in pronunciation and speaking ability after my child followed the explanations in the videos.)

P2:” *Saya dapat mengamati perkembangan kosakata dan kemampuan menerjemahkan dari Bahasa Indonesia ke Bahasa Inggris*”. (I observed development in vocabulary

and improved ability to translate from Indonesian into English.)

P3:” *Saya menyatakan bahwa kosakata anak bertambah dan penggunaan grammar menjadi lebih akurat*”. (My child’s vocabulary increased, and their use of grammar became more accurate).

Parents recognized noticeable progress with their children. P1 observed improvement in pronunciation and conversational skills, while P2 noted vocabulary growth and improved translation ability. Additionally, P3 reported gains in vocabulary and grammatical accuracy, and children responded positively to feedback, showing enthusiasm, motivation, and willingness to improve.

#### ***Theme 5: Strong Parental Involvement***

Parents reported a very useful video recording at speaking practices. They could check how far their children have progressed in speaking English and their confidence. Overall, the use of video recordings strengthens collaboration between parents and their children’s speaking development. This is reflected in the following excerpts:

P1: “*Saya menunjukkan keterlibatan dengan menemani anak menonton video, berlatih pengucapan bersama, dan berdiskusi setelah menonton*.” (I accompanied my child while watching the videos, practiced pronunciation together, and discussed the content afterward).

P2:” *Saya secara konsisten memantau perkembangan melalui video, memberikan feedback, dan berkomunikasi dengan guru mengenai perkembangan anak*”. (I consistently monitored my child’s progress through the videos, provided feedback, and communicated with the teacher about their development).

P3: “*Saya terlibat melalui pengawasan kebiasaan belajar, membantu tugas, membimbing pengucapan, dan memberi motivasi setiap hari*.” (I was involved in supervising study habits, helping with tasks, guiding pronunciation, and giving daily motivation).

#### ***Students’ Speaking Performance Before and After Video Recording as Reflective Feedback***

The speaking scores from both raters were averaged to obtain a single pretest and

post-test score for each student. Descriptive statistics indicated a substantial improvement in students' speaking abilities

after receiving video-based reflective feedback, as presented in Table 4.

Table 4. The result of the paired sample *t*-test

	Paired Differences					t	df	Sig. (2-tailed)
	95% Confidence Interval							
	Mean	Std. Deviation	Std. Error	Lower	Upper			
Pair 1 Pretest - Posttest	-6.933	3.129	.571	-8.102	-5.765	-12.138	29	.000

A paired-samples *t*-test was conducted to examine differences in students' speaking performance before and after the implementation of video-based reflective feedback. The results revealed a statistically significant improvement in posttest scores compared to pretest scores ( $t(29) = -12.138, p < 0.001$ ). The mean difference was -6.933 with a standard deviation of 3.129, indicating a consistent increase in students' speaking performance across participants. The 95% confidence interval ranged from -8.102 to -5.765, confirming that the improvement was statistically reliable and did not include zero. To further describe score variability, the standard deviation was 3.129.

#### ***Relationship Between Parents' Perceptions and Students' Speaking Achievement***

The Spearman correlation analysis revealed a very weak and negative relationship between parents' perceptions and students' speaking performance ( $r = -0.050, p = 0.791$ ). The result indicates that there was no statistically significant relationship between the two variables. This indicates that parents' perceptions of video-based reflective feedback were not directly associated with students' speaking.

Table 5. Correlation Between Parents' Perception of Students' Speaking Achievement

		Frequency	Questionnaire	Speaking
Spearman's rho	Questionnaire	Correlation Coefficient	1.000	-.050
		(Sig. (2-tailed))	-	-.791
		N	30	30
	Speaking	Correlation Coefficient	-.050	1.000
		Sig. (2-tailed)	.791	-
		N	30	30

## DISCUSSION

This section presents the discussion of each finding as formulated in the research questions. The discussion interprets each finding, connects it with existing literature, and discusses its contributions to the field. Thus, this study will provide novel insights into how video-based reflective feedback contributed to students' speaking improvement and increased parental involvement in the English learning process.

### *Parents' Positive Perceptions Toward Video Recording as Reflective Feedback*

The results showed that parents valued video recordings as an effective tool for monitoring their children's learning. They could clearly observe the progress of their children's English

language competence and confidence after they gave feedback on the video recording at home. This finding highlights that video-based learning potentially strengthens school-home collaboration in EFL contexts. This finding is consistent with previous studies, which revealed that parental support not only facilitates students' learning needs and interests but also strengthens collaboration with educational institutions (Hanif et al., 2024; Christina, 2025; Putri and Perdhani, 2022). These positive findings show that video-based reflective feedback serves as a bridge that connects parents with classroom learning. This might be because these strategies enable more active parental participation in monitoring and evaluating their children's learning progress. They are also able to encourage continuous communication between

teachers and parents regarding students' academic development.

Moreover, the results of interviews revealed several consistent patterns, including parents watching videos immediately after they were shared, discussions taking place monthly, practising pronunciation together, and feeling more involved in the learning process. These findings expand previous literature by demonstrating that video-based reflection was not only a pedagogical tool but also an effective communication bridge between teachers and parents (Dzakiah, 2020; Ha & Murray, 2023; Tukan, 2024; Tseng & Yeh, 2019; Park, 2023). Through this process, parents became more aware of their children's learning progress and were encouraged to provide direct support at home, thereby strengthening collaboration between families and schools in EFL learning contexts.

Although all parents provided feedback, the correlation analysis showed that parental perceptions did not correlate significantly with speaking scores. Interviews revealed three possible explanations: (1) Parents interpret scoring criteria differently. Some even searched for vocabulary on Google to better understand the task. (2) Quality of

feedback varied, as not all parents had strong English proficiency, and (3) Students' improvement was driven mainly by teacher-led feedback, not parental perceptions. This aligns with Soruc et al. (2024), who found that the quality of corrective feedback plays a more critical role in outcomes than emotional support.

### *Improvement of Students' Speaking Skills*

The significant increase in students' speaking scores indicates that video recording as reflective feedback effectively enhanced students' speaking performance. This might be due to video recording allowing students to observe themselves, identify errors, and apply corrections in subsequent recordings. Moreover, video recordings enable parents to participate more actively in evaluating and guiding their children's performance. The progress reported by parents demonstrates the value of repeated reflection in accelerating speaking development. This finding supports previous research indicating that parental involvement contributes to students' speaking development, particularly in pronunciation and fluency (Alrosanty et al., 2021; Rowiyah et al., 2024). Thus, active parental engagement can enhance

students' motivation, interest, and task completion in English learning (Wahyuni and Tin, 2024; Lena and Nikolov, 2025; Nauvianti, 2025), and video-based reflective feedback appears to facilitate such involvement by providing parents with direct access to students' performance.

### ***The Relationship between Parents' Perceptions and Students' Speaking Development***

The correlation analysis showed that parents' perception of video-based reflective feedback did not have a meaningful relationship with students' speaking achievement. Although parents generally expressed highly positive perceptions of video recordings, these perceptions did not statistically influence or correspond to students' performance outcomes.

This finding suggested that students' improvement in speaking ability may be more strongly shaped by internal learning factors, such as motivation, self-reflection, and structured teacher feedback in class, rather than parental attitudes

alone. This aligns with previous studies showing that while parental support is important for emotional encouragement, academic achievement, especially in performance-based skills like speaking, tends to rely more on practice, feedback quality, and learner autonomy.

The increased motivation and willingness to improve may also be influenced by supportive parental involvement. This aligns with the Affective Filter Hypothesis, which suggests that supportive environments can reduce anxiety and enhance learners' willingness to communicate (Krashen, 1982).

Additionally, the absence of a significant correlation indicated that parents' understanding of the speaking scoring criteria varies, making their perceptions less directly linked to the measurable components of speaking assessment, such as fluency, accuracy, pronunciation, and confidence. Therefore, despite strong parental approval of video recording as reflective feedback, their perceptions did not necessarily translate into students' performance results

## **CONCLUSIONS**

This study concluded that parents held highly positive perceptions of video-

based reflective feedback, and students demonstrated clear improvement in their

speaking performance after repeatedly recording, reviewing, and revising their work. However, parental perceptions did not correlate significantly with students' speaking scores, suggesting that students' progress may be more strongly influenced by other factors, such as teacher feedback and the reflective learning cycle, than by parents' attitudes.

The findings highlight the importance of providing parents with clear guidance on how to give constructive feedback to support their children's learning. Additionally, teachers should continuously reflect on students' performance to support their speaking skills. At the institutional level, it is recommended to strengthen the implementation of video-based learning by

using technological support and offering professional development for teachers.

Although this study offers several useful insights, it also has some limitations. The relatively small sample size, taken from a single English course, limits the extent to which the findings can be generalized. In addition, the use of self-reported data from parents may have been influenced by social desirability bias. Furthermore, other potentially influential factors, such as student motivation and learning habits, were not included in the analysis, and parental perceptions were measured at a single point in time. Future studies are therefore recommended to involve larger and more diverse samples, include additional variables related to students' learning and examine parental perceptions longitudinally.

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