Fostering Grade 10 Students' Speaking Confidence through Procedure Text Videos: A Descriptive Qualitative Study at SMKS Jayanegara Ambon

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Abstract
This study explores how video-based procedure text tasks can foster speaking confidence among senior high school students learning English. Speaking is frequently the language skill that causes the anxiety for learners, particularly in environments where students fear making mistakes or being judged. By integrating structured genre pedagogy with video production, this research investigates how students engage with language in a low-pressure setting that encourages rehearsal, reflection, and self-expression. Conducted in a Grade 10 classroom at SMKS Jayanegara Ambon, the study employed semi-structured interviews, observation checklists, and teacher field notes to capture students' emotional and behavioral responses. Findings reveal that most students experienced increased self-awareness, reduced anxiety, and greater motivation when completing video tasks. The procedure text format provided a clear linguistic framework, helping students organize their thoughts and deliver instructions with clarity. Video recording allowed students to practice and revise their speech, minimizing the fear associated with live performance. While some students faced challenges related to editing, pronunciation, and group collaboration, the overall impact on speaking confidence was positive. The study demonstrates that combining procedural language with video-based learning offers a meaningful way to support oral communication skills. This approach encourages autonomy, creativity, and emotional readiness, making it a valuable strategy for enhancing speaking instruction in English classrooms.

Keywords: *Confidence, Procedure Text, Senior High School Learners*, S*peaking, Video-Based Learning*

INTRODUCTION

Speaking is widely recognized as one of the most challenging and anxiety-inducing skills for English as a Foreign Language (EFL) learners (Leong & Ahmadi, 2017; Rao, 2019). This issue is frequently observed in classroom settings, where students often hesitate to speak due to fear of making mistakes or being judged. In Indonesia, psychological barriers such as low self-confidence and limited opportunities for authentic communication—especially during oral tasks performed in front of peers—are common obstacles (Su et al., 2019; Astuti & Pusparini, 2020; Wahyudi, 2022; Zein et al., 2023). These challenges tend to surface even among students who possess adequate

vocabulary and grammar knowledge, suggesting that emotional readiness plays a crucial role in speaking performance.

To address these difficulties, educators have increasingly turned to technology-enhanced strategies, including video-based projects. These allow students to rehearse, record, and reflect on their speaking performance in a low-pressure environment, promoting self-assessment, creativity, and contextualized language use (Pujiani, 2021; Prayudha, 2023; Sela et al., 2024). In practice, this approach has shown promise in helping students become more aware of their speaking habits and more engaged in the learning process. The ability to review and refine recorded speech offers a valuable opportunity for growth that traditional speaking tasks may not provide.

Procedure texts are particularly effective for such tasks due to their clear structure and communicative purpose. When integrated into video projects, they help students focus on sequencing, clarity, and instructional language while engaging in meaningful communication. This format encourages learners to organize their thoughts logically and deliver instructions with precision. Research has shown that this approach can enhance speaking fluency, vocabulary use, and confidence, while reducing anxiety and fostering motivation (Wahyudi, 2022; Zein et al., 2023; Sela et al., 2024). In many cases, students who initially struggled with speaking tasks have demonstrated noticeable improvement after participating in video-based procedure text activities.

However, not all outcomes are uniformly positive. Some students find video production technically demanding or struggle with motivation, highlighting the importance of student readiness, access to technology, and teacher support (Lestari et al., 2022). These factors must be carefully considered to ensure that the benefits of video-based learning are accessible to all learners. Without adequate preparation and resources, the intended advantages may not be fully realized.

Therefore, further exploration is needed to understand how video-based procedure text tasks influence speaking confidence, particularly among senior high school students. This study aims to investigate how the use of procedure text videos can foster Grade 10 students' speaking confidence through a descriptive qualitative approach at SMKS Jayanegara Ambon. Data will be collected using semi-structured interviews to capture students' perceptions, observation checklists to monitor speaking behaviors in video production, and teacher field notes to document classroom dynamics and instructional reflections.

LITERATURE REVIEW
Speaking Confidence in ELF Learners

Speaking confidence is a foundational component of oral language proficiency, particularly in English as a Foreign Language (EFL) contexts. It influences not only students' willingness to speak but also their fluency, clarity, and overall communicative effectiveness. Leong and Ahmadi (2017) highlight that among the four core language skills, speaking tends to provoke the highest levels of anxiety, primarily due to psychological factors like shyness, fear of errors, and diminished self-confidence. Rao (2019) emphasizes that confidence is not merely a byproduct of linguistic competence but a prerequisite for successful communication.

In the Indonesian classroom context, these challenges are magnified by limited exposure to authentic English interaction and a strong emphasis on written assessments. Su et al. (2019) found that students often avoid speaking tasks due to fear of peer judgment and lack of self-confidence. Al Nakhalah (2016) similarly observed that emotional discomfort—especially in front of classmates—can severely restrict students' oral participation. These findings are echoed by Woodrow (2006), who links speaking anxiety to unfamiliar topics and rigid classroom dynamics.

Recent studies have explored strategies to build speaking confidence among EFL learners. Cao et al. (2024) advocate for the integration of World Englishes to reduce pressure and promote inclusivity, while Arifin et al. (2025) highlight the role of narrative inquiry in helping students reflect on and overcome their speaking fears. Fitrah et al. (2025) developed a self-confidence assessment framework that correlates positively with speaking performance, suggesting that confidence-building should be an explicit pedagogical goal. These insights underscore the need for instructional approaches that reduce anxiety, promote self-expression, and provide structured opportunities for oral practice—especially in senior high school settings where speaking tasks are often underutilized.

Procedure Texts in English Language Teaching

Procedure texts are a genre commonly taught in Indonesian senior high schools due to their structured format and relevance to everyday tasks. Typically composed of a goal, materials, and sequential steps, they utilize imperative verbs and chronological markers to guide the listener or reader. This structure supports speaking instruction by offering a predictable framework that reduces cognitive load and enhances fluency.

Genre-based pedagogy has proven effective in teaching procedure texts, especially in EFL contexts. Triastuti et al. (2022) developed a genre-based teaching cycle tailored to the Indonesian curriculum, emphasizing explicit instruction in text structure and communicative purpose. Their model encourages students to engage with texts through stages of deconstruction, joint construction, and independent performance—an approach that aligns well with teaching procedural language. Firkins et al. (2007) further support genre-based literacy pedagogy for low-proficiency EFL learners. Their study shows that when students are taught to recognize and produce genre-specific features, such as those found in procedure texts, they demonstrate improved coherence and confidence in both writing and speaking. This scaffolding is particularly beneficial for learners who struggle with spontaneous oral production.

In addition, Zhou (2023) highlights the value of the process genre approach in teaching English writing, which can be extended to speaking tasks. The framework emphasizes developmental stages—starting with knowledge acquisition, followed by analysis and creative application. When applied to procedure texts, this approach helps learners internalize the structure and language patterns needed for effective spoken instructions. When integrated into performance-based activities such as video projects or classroom demonstrations, procedure texts allow learners to rehearse, revise, and present their ideas in a controlled setting. This reduces anxiety and fosters autonomy, especially among students hesitant to speak in live interactions. As supported by Sunardi et al. (2023), video-recorded speaking tasks that involve procedural explanations enhance motivation and self-awareness, contributing to improved speaking performance.

Procedure Texts and Video-Based Learning in EFL Speaking Instruction

Procedure texts and video-based learning have emerged as complementary strategies in enhancing speaking skills among EFL learners. Procedure texts, with their structured format—typically consisting of a goal, materials, and sequential steps—offer a predictable linguistic framework that supports clarity and fluency in oral communication. Their use of imperative verbs and chronological markers makes them ideal for instructional speaking tasks, especially when learners are asked to explain how to perform real-life activities.

Genre-based pedagogy has proven effective in teaching procedure texts. Triastuti et al. (2022) developed a genre-based teaching cycle aligned with the Indonesian curriculum,

emphasizing stages such as deconstruction, joint construction, and independent performance. This approach helps students internalize the communicative purpose and linguistic features of texts, thereby improving their ability to produce coherent spoken instructions. Firkins et al. (2007) also found that genre-based literacy pedagogy benefits low-proficiency learners by scaffolding their understanding of text structure and enhancing both writing and speaking confidence.

When procedure texts are integrated into video-based tasks, their pedagogical impact is amplified. Video recording allows students to rehearse, reflect, and revise their spoken output in a low-pressure environment. According to Ouyang (2024), video-based instruction creates immersive conditions that simulate real-world speaking scenarios, improving learners' fluency, pronunciation, and confidence. Similarly, Phuong (2024) highlights that video recording fosters self-awareness and motivation, especially when learners engage in procedural explanations that mirror authentic communication. In the Indonesian context, Zuhra et al. (2024) demonstrated that integrating local wisdom into video-based procedure texts—such as Peunajoh-Indatu cultural practices—enhanced students' speaking performance and cultural engagement. This suggests that contextualizing procedure texts within culturally relevant video projects not only improves linguistic competence but also deepens learner autonomy and identity. The synergy between procedure texts and video-based learning supports a student-centered approach to speaking instruction. Learners gain control over their language production, reduce anxiety through rehearsal, and develop a sense of ownership over their work. These strategies are especially effective in senior high school settings, where speaking tasks are often underutilized and learners face psychological barriers such as fear of mistakes and peer judgment.

Challenges and Limitations of Video Projects

Despite their benefits, video projects present several challenges. Technical barriers such as limited device access, editing skills, and internet connectivity can hinder participation—especially in under-resourced settings (Lestari et al., 2022; Maryani & Aguskin, 2023). Some students may feel overwhelmed by the production process or lack the motivation to complete tasks independently (Shafirova & Cassany, 2023).

Khomyshak (2023) noted that successful video-based instruction requires clear scaffolding, equitable group roles, and ongoing teacher support. Without these elements, students may disengage or produce superficial work. Additionally, while video projects reduce performance anxiety, they may not fully replicate the spontaneity and interaction of live speaking. Woodrow (2006) and Ekler & Cinkara (2018) found that topic familiarity and real-time feedback are crucial for authentic speaking development. These limitations highlight the importance of thoughtful implementation. Teachers must balance creativity with structure, provide technical guidance, and ensure that all students have opportunities to participate meaningfully.

METHODOLOGY
Research Design

This study used a descriptive qualitative design to explore how video-based procedure text tasks support speaking confidence among Grade 10 students. A qualitative approach was selected to gain an in-depth understanding of students' emotional and behavioral responses—particularly regarding confidence, anxiety, and motivation (Creswell, 2013, p.76; Miles et al., 2014, p.1). The research was conducted in a regular classroom environment to preserve the authenticity of student interactions and responses. Students were assigned a speaking project in which they created and presented procedure text videos. Throughout the activity, the researcher documented the process

using qualitative methods. Adopting a qualitative approach, the study emphasized how students constructed meaning from their experiences. To enhance credibility and depth, data were triangulated through classroom observations, semi-structured interviews, and teacher field notes (Patton, 2002, p.247).

Participants

The study involved Grade 10 students from SMKS Jayanegara Ambon. Total students of the class are 25. The semi-structured interviews and observation checklist were conducted with five selected students after the video project was completed. These students were chosen to represent a range of speaking ability, confidence levels and engagement during the task. The classroom teacher also contributed reflective notes.

Data Collection Instruments

Three tools were used to gather the data:

- **Semi-Structured Interviews**: Conducted after the project to explore students' views on their speaking confidence and experiences with video-making. Interviews were held in Bahasa Indonesia for comfort, then translated and analyzed. The questions of interviews are showed below.

Table 1. List of Interview Questions

Interview Questions
1. How do you feel about speaking English before and after using procedure text videos?
2. What aspects of the videos helped you feel more confident when speaking?
3. Can you describe a moment when you felt more confident speaking English during this activity?
4. What challenges did you face while speaking in English using the procedure text format?
5. How did your teacher or peers support your speaking during the video-based activity?
6. Do you think using videos is a good way to improve speaking confidence? Why or why not?
7. What suggestions do you have to make this activity more helpful for speaking practice?

- **Observation Checklist**: Used during classroom activities and video presentations to track signs of speaking confidence—such as eye contact, voice clarity, fluency, posture, and willingness to speak. The checklist was adapted from previous studies (Wahyudi, 2022; Pujiani et al., 2021). Below is the checklist table.

Table 2. Checklist Table

No	Indicator	Scale (0–3)	Notes / Examples
1	Speaks clearly and audibly throughout the video	☐ 0 ☐ 1 ☐ 2 ☐ 3	
2	Uses fluent and coherent language with minimal hesitation	☐ 0 ☐ 1 ☐ 2 ☐ 3	
3	Demonstrates appropriate pacing and intonation	☐ 0 ☐ 1 ☐ 2 ☐ 3	
4	Maintains eye contact with the camera (if applicable)	☐ 0 ☐ 1 ☐ 2 ☐ 3	
5	Uses gestures or body language to support explanation	☐ 0 ☐ 1 ☐ 2 ☐ 3	
6	Appears relaxed and confident in front of the camera	☐ 0 ☐ 1 ☐ 2 ☐ 3	
7	Uses correct procedural vocabulary and sequencing	☐ 0 ☐ 1 ☐ 2 ☐ 3	
8	Shows enthusiasm or engagement with the topic	☐ 0 ☐ 1 ☐ 2 ☐ 3	

| 9 | Completes the tutorial smoothly without visible anxiety | □ 0 □ 1 □ 2 □ 3 |

The Scale:

    0 = Not observed

    1 = Emerging

    2 = Developing

    3 = Confident

- **Teacher Field Notes**: The teacher recorded observations throughout the project, noting student engagement, changes in behavior, and moments of confidence or hesitation (Prayudha, 2023).

Data Analysis

The data were analyzed using thematic analysis as outlined by Miles et al. (2014, pp. 8-10). This process involved three key phases. First, in the data reduction phase, irrelevant information was removed and initial patterns were identified across the datasets. Next, during data display, the condensed data were organized into structured charts and matrices to clearly visualize emerging key themes. Finally, through conclusion drawing, these themes were interpreted to understand the specific ways in which video-based tasks influenced speaking confidence. This analytical process revealed several consistent themes, including increased self-awareness, reduced anxiety, enhanced peer support, and a greater motivation to perform well, all of which were robustly confirmed through triangulation across all data sources.

FINDINGS

Interview Results

The students have various answer related to their feeling about speaking English before and after using procedure text.

"I already had some basic English, so the material wasn't too difficult. So, after using procedure text, it felt normal because I already had a foundation in English."

<div align="right">Excerpt 1_S1: 1-SF</div>

"Before, I didn't know how to translate or edit. We asked friends to help translate and followed along, even though we were afraid of making mistakes. The important thing was finishing the task. Mistakes could be corrected later. After that, I was still nervous, but with effort I became more fluent, even if I made some word errors."

<div align="right">Excerpt 2_S2: 1-SF</div>

"Before, some vocabulary was hard to pronounce. For the task, I kept repeating the difficult words until I could say them."

<div align="right">Excerpt 3_S3: 1-SF</div>

"Before using procedure text, my English wasn't good because I didn't study much and didn't really like it. So I didn't want to learn. I didn't practice much English. After that, I think it is still the same. My pronunciation is often still off and unclear. I still don't understand many of the translation."

<div align="right">Excerpt 4_S4: 1-SF</div>

"Before, it was hard to learn before producing the video. The editing also was difficult. But I kept trying. But after that, I felt relieved, even though the editing wasn't perfect. I felt more confident making the video because it was just about making coffee. I was fairly confident."

<div align="right">Excerpt 5_S5: 1-SF</div>

The students expressed a range of feelings about speaking English before and after using procedure text. Student 1 (S1) felt the material was manageable due to prior English knowledge, so using procedure text felt natural. Meanwhile Students 2 (S2) initially struggled with translation and feared making mistakes but gained fluency through persistent effort. The third student (S3) had difficulty with pronunciation and practiced repeatedly to improve. In contrast, S4 admitted to lacking interest and practice in English before and felt their skills remained weak, especially in pronunciation and translation. Lastly, S5 found the learning and editing process challenging at first but felt relieved and more confident after completing the video task, especially since the topic was simple and familiar.

The students continued by answering the aspects of the videos helped students feel more confident when speaking. The answer are:

"The intonation helped emphasizing meaning. Speaking in the video was easier because there was a script to follow. No need for too many retakes."

Excerpt 6_S1: 2-AMC

"We were just speaking to the screen. We didn't have to face many people."

Excerpt 7_S2: 2-AMC

"Because I was speaking in front of a phone, not in front of people."

Excerpt 8_S3: 2-AMC

"Some parts were easier to pronounce, like "ingredients" and "tools"."

Excerpt 9_S4: 2-AMC

"I practiced many times."

Excerpt 10_S5: 2-AMC

The students shared that speaking in the video felt more manageable because of several supportive factors. Having a script made the process smoother, reducing the need for multiple retakes and helping them emphasize meaning through intonation. They felt less pressure because they were speaking to a phone or screen rather than facing a live audience, which eased their anxiety. Some found certain words easier to pronounce, such as "ingredients" and "tools," and one student highlighted the importance of repeated practice to improve their delivery. Those statements are supported by the next answers of them.

The students shared that understanding the material and having a good vocabulary made speaking English easier. Some felt proud and happy to complete the task, even with small mistakes. Practicing and not having to speak in front of a crowd helped boost their confidence. However, if they didn't know how to pronounce or understand words, they felt nervous and unsure. Despite this, they still tried their best. These feelings connect with earlier responses, showing that preparation, practice, and the video format helped reduce anxiety and improve their speaking experience. Below are the answers:

"It was easy once I understood the material and had a good vocabulary."

Excerpt 11_S1: 3-MMC

"I felt proud that I could understand the material, even with some mistakes. I was happy to be able to speak English and complete the procedure text."

Excerpt 12_S2: 3-MMC

"From the beginning of the video, I was already speaking English fluently. Practice helped me feel more confident since I wasn't speaking in front of a crowd."

Excerpt 13_S3: 3-MMC

"If I knew the pronunciation and meaning, I felt confident. If not, I got nervous and didn't know what to say."

"I was nervous but tried my best."

The students also share about their challenges that they face while speaking in English using the procedure text format. Student 1, 2, 4, and 5 highlighted the struggle in editing the video and the work of team.

"Editing the video required teamwork. The delays in submitting the video were a challenge. The initial goal of the video had to be adjusted to match group preferences.

"Editing was very difficult. Friends rarely helped with editing. Some were not confident with their voices. There was hesitation and refusal to speak because no one wanted to be the speaker."

"Editing the video and deciding what tutorial to make. Some group members didn't want to cooperate because tasks were already divided. New vocabulary was difficult—we had to study it first."

"Editing and translating were problems. Speaking in English was also difficult, especially pronunciation."

However, vocabulary, pronunciation, and translation still became the difficulties that students face.

"Focusing on difficult vocabulary."

For the part of gaining support form group and teacher, student 1, 2, 3, and 5 mentioned about the support they got from teacher and teammates. But, student 4 gave different comment about the support from the group. The student complained about the cooperation.

"They gave encouragement and helped build confidence."

"We helped each other, and the teacher kept reminding and supporting us."

"Not much. Everyone had their own part. We just reminded each other of our assigned sections."

The students also gave their responses and explanations related to whether the use of video is a good way or not to improve speaking confidence. 4 students agreed that the use of video can improve their speaking confidence but the reasons are varied. Meanwhile S5 has different answer. Their answers can be found below:

"Yes, because sometimes when speaking English, grammar can be a bit hesitant. But when recording the video, it was easier and smoother. I realized I wasn't that bad at speaking. I practiced a lot"

"Yes, because before making the tutorial I didn't know many vocabulary words. Afterward, I improved my vocabulary—like words for cooking, rice, etc.

"Yes, because it helps train speaking skills."

"Yes, because speaking in front of people is embarrassing, but in a video we can express ourselves better. If it's not fluent, we can repeat it. In class, we might get laughed at."

Excerpt 27_S4: 6-GWC

"Not very confident because I still struggle with speaking English."

Excerpt 28_S5: 6-GWC

Most students felt that making video tutorials helped improve their English speaking. They said it made speaking easier, boosted their confidence, and helped them learn new vocabulary. Some liked that they could express themselves better without fear of being judged. However, student 5 still felt unsure and struggled with speaking English.

And for the last question about the suggestion that the students gave to make the activity of using procedure text video more helpful for speaking practice, the students gave diverse answers. Those are:

"The most important thing is communication between group members—those recording and those editing."

Excerpt 29_S1: 7-SSP

"Keep up the spirit."

Excerpt 30_S2: 7-SSP

"Keep practicing speaking English. Making videos is helpful because we learn faster."

Excerpt 31_S3: 7-SSP

"We should learn more vocabulary and pronunciation because we're still lacking."

Excerpt 32_S4: 7-SSP

"Ask friends to help with English and editing."

Excerpt 33_S5: 7-SSP

The students emphasized the importance of teamwork and communication, especially between those involved in recording and editing videos. They encouraged maintaining enthusiasm and highlighted that making videos helps improve English skills more quickly. Continued practice, expanding vocabulary, and improving pronunciation were seen as essential. They also suggested seeking help from friends for both language learning and technical editing support.

Result of the Observation Checklist
Student 1

Student 1 demonstrated high speaking confidence, scoring "Confident" on eight out of nine indicators. These included clarity of speech, fluency, pacing, eye contact, gestures, composure, vocabulary use, and engagement. One indicator—procedural vocabulary—was rated "Developing". The student appeared relaxed and completed the tutorial smoothly, indicating strong communicative competence.

Student 2

Student 2 showed consistent confidence, with seven indicators rated "Confident" and two rated "Developing." The student maintained clear articulation, appropriate pacing, and effective non-verbal communication. Minor hesitation was observed in fluency and enthusiasm, but overall delivery was confident and composed.

Student 3

Student 3's performance closely resembled that of Student 2, with seven indicators rated "Confident" and two rated "Developing." The student demonstrated strong pacing, vocabulary use, and composure, with minor areas for growth in fluency and emotional engagement.

Student 4

Student 4 presented a more varied profile, with only one indicator rated "Confident." Six indicators were rated "Developing," and two were "Emerging." While the student spoke clearly and used appropriate vocabulary, challenges were noted in fluency, pacing, and overall expressiveness. The performance suggests moderate confidence with room for growth.

Student 5

Student 5 demonstrated developing speaking confidence, with six indicators rated "Developing" and three rated "Emerging." The student showed effort in clarity and vocabulary use but struggled with fluency, engagement, and relaxation. Signs of anxiety were present, indicating a need for further support and practice.

The results suggest that Students 1, 2, and 3 exhibited strong speaking confidence, particularly in verbal clarity, pacing, and non-verbal communication. Students 4 and 5 showed developing competence, with challenges in fluency and expressive delivery.

Field Notes
Meeting 1: Orientation and Explanation

The first meeting began with an introduction to procedure texts and an overview of the video-based speaking project. The teacher explained the structure of procedure texts—goal, materials, and steps—and emphasized the importance of using English throughout the task. While some students appeared curious, others showed signs of hesitation, particularly when informed that they would be recording themselves speaking.

Students asked whether they could work in groups and whether Bahasa Indonesia could be used during planning. The teacher clarified that while planning could be bilingual, the final presentation must be in English. This reassurance seemed to ease some anxiety, especially among students who were less confident. Students began brainstorming topics such as making coffee, cooking rice, etc. The teacher circulated to support vocabulary development and pronunciation, noting early signs of speaking anxiety in several students.

Meeting 2: Script Development and Rehearsal

In the second meeting, students brought draft scripts and began rehearsing their lines. The classroom atmosphere was more focused, with students actively preparing their procedure texts. The teacher provided feedback on grammar, sequencing, and pronunciation, encouraging students to speak clearly and use appropriate pacing. Group dynamics varied—some students collaborated actively, while others preferred to work alone. The teacher reminded students to focus on intonation and procedural clarity, reinforcing the communicative purpose of the genre but the students have to work in group because this is a group work. In the next week, the students should submit the video via Whatsapp. They sent it to the teacher. There would be 5 videos. Students and teacher would watch the video together in the class together. After that, they could discuss about the videos.

Meeting 3: Reflection and Sharing

The final meeting focused on reflection and sharing. The teacher facilitated a discussion where students were invited to share their experiences with the video project. Student 1 expressed that the task was manageable due to his prior English exposure. Student 2 felt proud of her vocabulary growth and ability to complete the task. Student 3 reported increased confidence after

practicing and recording. Student 4 admitted that she continued to struggle with pronunciation and lacked confidence. Student 5 appreciated the opportunity to rehearse but remained unsure about her speaking ability.

The teacher highlighted improvements in fluency, vocabulary use, and composure across the class. Informal peer feedback was mostly positive, with students acknowledging each other's efforts. The teacher noted that video-based tasks could help reducing anxiety for some students, while others required more structured support. Overall, the project provided valuable insights into students' speaking behaviors and confidence levels, reinforcing the importance of multimodal instruction and differentiated scaffolding.

DISCUSSION

At the beginning of the activity, many students showed signs of hesitation and anxiety when asked to speak English. This was evident in their limited pronunciation skills, lack of vocabulary, and fear of making mistakes. Some students admitted to having little interest in learning English and rarely practiced speaking. These initial barriers reflected a broader challenge in oral language development, where emotional discomfort often prevents learners from expressing themselves confidently. As Al Nakhalah (2016) observed, emotional discomfort—especially in front of classmates—can severely restrict students' oral participation, even when they possess basic language knowledge. Similarly, Woodrow (2006) emphasized that unfamiliar topics and rigid classroom dynamics can intensify speaking anxiety, limiting students' willingness to engage.

However, as the project progressed, students began to demonstrate increased comfort and fluency in speaking. The use of procedure texts provided a structured format—consisting of goals, materials, and steps—that helped students organize their thoughts and deliver instructions clearly. This structure reduced the cognitive load and allowed students to focus on pronunciation, pacing, and clarity. The familiar and practical nature of the topics, such as making coffee or cooking rice, also contributed to a more relaxed and relatable speaking experience. Triastuti et al. (2022) emphasized that genre-based teaching cycles, particularly those aligned with the Indonesian curriculum, help students internalize text structure and communicative purpose, which supports clearer and more confident spoken output. Firkins et al. (2007) also found that genre-based literacy pedagogy benefits low-proficiency learners by scaffolding their understanding of text features and improving oral coherence.

The video format played a crucial role in supporting this growth. Speaking to a camera rather than a live audience helped reduce performance anxiety. Students were able to rehearse, record, and revise their speech, which gave them a sense of control and reduced the fear of being judged. The presence of a script further supported their delivery, allowing them to emphasize meaning through intonation and avoid excessive retakes. These conditions created a safe and flexible environment for students to practice and improve their speaking skills. As Phuong (2024) noted, video recording fosters self-awareness and motivation, especially when learners engage in procedural explanations that mirror authentic communication. Ouyang (2024) also highlighted that video-based instruction simulates real-world speaking scenarios, enhancing fluency and pronunciation.

Observation data confirmed these improvements. Students who engaged actively with the task showed stronger verbal clarity, better pacing, and more relaxed body language. Indicators such as eye contact, gestures, and composure were more evident among those who practiced consistently. While some students still struggled with fluency and pronunciation, the overall trend

pointed toward increased confidence and willingness to speak. This supports the findings of Fitrah et al. (2025), who developed a self-confidence assessment framework showing a positive correlation between structured speaking tasks and improved performance.

Despite the positive outcomes, several challenges emerged. Students faced difficulties with vocabulary, pronunciation, and translation. Technical aspects of video editing and group coordination also posed obstacles. In some cases, group members were reluctant to participate or lacked cooperation, which affected the smooth execution of the project. These challenges highlight the need for clearer role distribution, stronger collaboration, and additional support in both language and technical skills. As Khomyshak (2023) emphasized, successful video-based instruction depends on clear scaffolding, equitable group roles, and ongoing teacher support to prevent disengagement and ensure meaningful participation. Shafirova & Cassany (2023) also warned that without motivation and guidance, students may produce superficial work or struggle to complete tasks independently.

Teacher field notes provided further insight into classroom dynamics. During the initial orientation, students expressed concern about recording themselves, but the teacher's reassurance and guidance helped ease their anxiety. As students moved into the rehearsal phase, the classroom atmosphere became more focused, with active preparation and peer collaboration. By the final meeting, students were able to reflect on their experiences, recognize their progress, and express pride in completing the task. The teacher observed notable improvements in fluency, vocabulary use, and composure, while also identifying students who required more structured support. This aligns with Prayudha (2023), who emphasized that teacher feedback and encouragement are essential in sustaining student engagement and reducing speaking anxiety.

In conclusion, the use of procedure text videos proved to be an effective strategy for fostering speaking confidence among Grade 10 students. The combination of structured language tasks and video-based delivery created a supportive environment that encouraged practice, self-expression, and gradual improvement. While challenges remain, particularly in language mastery and group coordination, the overall impact of the activity was positive. With continued guidance, technical support, and collaborative learning, video-based procedure text tasks can serve as a valuable tool in enhancing students' confidence and competence in English speaking.

CONCLUSION AND SUGGESTION

This study examined how the use of procedure text videos could foster speaking confidence among Grade 10 students at SMKS Jayanegara Ambon. Using a descriptive qualitative approach, data were collected through semi-structured interviews, observation checklists, and teacher field notes. The findings revealed that video-based procedure text activities had a significant impact on students' emotional readiness, speaking behavior, and engagement with English language learning.

Students initially displayed hesitation and anxiety when speaking English, often due to limited vocabulary, pronunciation challenges, and fear of making mistakes. However, as they engaged with the structured format of procedure texts and the flexible nature of video recording, many showed increased fluency, clarity, and composure. Observation data confirmed improvements in verbal and non-verbal indicators of confidence, while teacher field notes highlighted growing student engagement and self-awareness throughout the activity. Although some challenges remained—such as technical editing difficulties, uneven group collaboration, and persistent language barriers—the overall impact of the activity was positive. Students became more motivated, more expressive, and more confident in using English for communication.

In light of these findings, several suggestions can be drawn. Teachers are encouraged to reinforce vocabulary and pronunciation practice before the activity, clarify group roles to improve collaboration, and simplify technical demands to reduce stress. These strategies can strengthen both the linguistic and affective dimensions of speaking instruction, making video-based procedure text tasks a valuable tool in the EFL classroom.

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