

## ABSTRACT

This study investigates the impact of video-recorded feedback on speaking proficiency among language learners. With an increasing reliance on digital media in education, particularly in language acquisition, understanding how video-recorded feedback influences speaking skills becomes crucial. The research employs a mixed-methods approach, combining quantitative analysis of speaking test scores with qualitative examination of student perceptions through interviews and surveys. Participants include university students enrolled in language courses where video-recorded feedback is integrated into speaking assessments.

Findings indicate that video-recorded feedback enhances speaking proficiency by providing visual and auditory cues for self-assessment and improvement. Moreover, students perceive video feedback as more detailed and personalized compared to traditional written feedback. These insights contribute to the ongoing discourse on effective feedback strategies in language education and offer practical implications for educators seeking to optimize language learning outcomes through multimedia approaches.

**Key Word : Video Recorded In The Students' Speaking Skill**

