

## CALL-mediated task-based language teaching: A speaking project with online audiences in Indonesia

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### ABSTRACT

Tasks and technology are reciprocally related since the integration of technology can benefit task-based language teaching (TBLT) implementation. This study investigates students' speaking performance, learning experiences, and perceptions in a speaking course specially designed with video recording activities involving online audiences based on the principles of TBLT. Thirty-eight undergraduate students majoring in English and enrolled in the speaking class served as the respondents. The data were collected through speaking tests, Likert scale questionnaires, and interviews. The findings indicated that the students developed their speaking performance after experiencing speaking class through a computer-assisted language learning (CALL)-mediated TBLT with video recording activities. They were also able to find their strengths and weaknesses by watching their own video recordings on YouTube. The findings also showed that the students had positive learning experiences and perceptions of video recording activities with online audiences on YouTube. Nevertheless, a further investigation of the online interactions toward the use of tasks and digital learning platforms with online audiences is highly advised.

**Keywords:** Computer-assisted language learning; online audiences; speaking class; task-based language teaching

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### INTRODUCTION

New ideas for technology-mediated TBLT seem to have been highlighted by researchers, in which tasks and task-based curricula utilize the integration of technology as a medium and opportunity for learners to conduct learning by doing to improve their digital literacy and real-world technology performances. González-Lloret (2015) found that TBLT and task-based language learning (TBLL) are ideal approaches to fully manifest the potential of technology advancements to engage learners in using language, which results in authentic, relevant,

and high-quality language learning inside and outside the language classroom. González-Lloret (2015) added that TBLT-guided innovative combination of tasks and technology can create novel affordances for learning by connecting language learners with native speakers of the target language; increasing their drive to take chances and be inventive when it comes to making sense of language; reducing their fear of failure and embarrassment; and encouraging their active participation in learning. Tasks and technology are great companions in a mutually beneficial

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partnership. It provides opportunities for researchers to examine how technology integration can boost the benefits of TBLT and how task-based learning and teaching can serve as a framework for conducting research in computer-assisted language learning (CALL) contexts (Ziegler, 2016).

Calls for a theoretically grounded, structured CALL approach and the development of TBLT and CALL studies push researchers to explore the synthesis of TBLT and CALL to advance the development of both fields (Baralt & Gómez, 2017). Payant and Bright (2017) elaborated that students' perceptions toward TBLT in technology-mediated contexts are still under-researched. Their study compared students' perceptions of technology-mediated TBLT and traditional paper-and-pencil tasks. Payant and Bright (2017) found that learners preferred the weak form of technology-mediated TBLT over the task and most saw benefits of doing the technology-based TBLT task, regardless of preference, including developing keyboarding performances and searching performances. Payant and Bright (2017) suggested that using a technology-mediated task and developing computer-related performances may result in different language performances (i.e., skimming and scanning). Research on pedagogical implications has proposed the benefits of incorporating technology into traditional paper-and-pencil-based classrooms, but further studies are needed. Payant and Bright's (2017) findings also show that although most participants prefer the technology-mediated tasks, five participants articulated a preference for paper-mediated tasks. In fact, some participants reported very negative views toward using computers. Therefore, future research should examine additional TBLT tasks under the different modalities to study student perceptions of tasks and the specifically targeted language performances during the tasks.

Hsu (2015) explained that fewer studies investigated the under-researched task-based synchronous computer-mediated communication (SCMC). Previous studies supported the need for planning in computer-mediated environments to improve L2 output quality and facilitate L2 development. Task-based SCMC instructors who wish to create a favorable environment for L2 development and production may wish to provide their students with opportunities to plan and rehearse before engaging them in computer-mediated language tasks.

Many students fail to acquire the appropriate degree of competency in the target language when it comes to speaking performance for various reasons (Yamada, 2009). These may include building speaking classes on traditional viewpoints that emphasize linguistic aspects at the expense of meaning and failing to provide opportunities for students to speak on issues relevant to their current

and future needs. As a consequence, students may have oral communication problems and feel hesitant to speak English (González-Lloret & Ortega, 2014; Yamada, 2009).

Overcoming the above problems, this present study investigated the potential of social media for language acquisition and literacy. It utilized YouTube as one of the most popular social media in ELT. Chen and Brown (2012) presented the results of a study done on the use of YouTube videos to enhance students' learning. They have evaluated the student's performance in an introduction to computers course for English study program students. The results of the study showed that students understood and remembered the complex concepts better when they were exposed to a visual explanation video. YouTube videos have a positive impact on students' learning performance with an authentic audience.

Few studies examine the benefits of incorporating the authentic audience for real-world task-based goals inside a computer-mediated communication (CMC)-infused curriculum on the motivation and perceptions of EFL speaking learners (Payne & Whitney, 2002). Even though research on FL speaking showed that FL learners who develop an awareness of the audience can improve their communicative skills and become more confident in their speaking abilities (Reinders & Wattana, 2015), the audience is typically the teacher and other students in an academic EFL setting, and the purpose is typically determined by the teacher.

For those reasons, it is crucial to conduct this study, considering that ELT areas focusing on preparing students to have an audience and face online interactions are scarce (Veletsianos et al., 2018). Given the knowledge gaps, the present study was designed to describe and investigate whether CALL-mediated TBLT could enhance students' speaking performance, and motivate their learning experiences and perceptions with the online audience on YouTube in an Indonesian context. Thus, this present study addresses three research questions:

1. How is the students' speaking performance during the implementation of CALL-mediated TBLT with video recording activity?
2. What are the students' learning experiences toward the implementation of CALL-mediated TBLT with video recording activity uploaded on YouTube?
3. What are the students' speaking perceptions on CALL-mediated TBLT with video recording activity uploaded on YouTube?

**METHOD**

**Research Design**

A mixed quantitative and qualitative method was implemented in this study. We employed a pre-experimental design with a one-group pre-test-post-test design to answer the first research question. The research results are expected to indicate the effects of video recording activities with online audiences on students' speaking performance. For the second and third research questions, we utilized two close-ended questionnaires, one questionnaire to investigate the students' learning experiences, and one questionnaire to examine their perceptions. To examine the perceptions of the students, semi-structured interviews were conducted to gain students' speaking perceptions on the implementation of video recording activities with the online audiences on YouTube.

**Research Site and Participants**

Thirty-eight students (20 females and 18 males) in the fourth semester from the English Education Study Program at one university in Malang, Indonesia were involved in this study. The participants voluntarily agreed to join this research while attending the speaking class. At the time this study was carried out, they were attending a course on Survival speaking. Prior to attending the course, these participants had very little experience in real-life English communication, especially with an online audience. Thus, the course was designed to enable them to express thoughts and ideas through

their speaking performance with the online audiences on YouTube.

The research participants were taken using the intact class technique, which is commonly used in research for convenience (Mackey & Gass, 2005). We checked the students' scores obtained from four classes in Basic Speaking Course (the pre-requisite course for Survival Speaking Course) and counted the average scores of each class.

The results showed that one class got the highest score, two classes got high scores, and one class got the lowest score. Regarding the results, we selected the lowest score class. It is expected that the lowest score class in Basic Speaking Course will improve their speaking performance after implementing video recording activities with the online audiences, and the results will be shown in Survival Speaking Course.

**Instructional Treatment**

The survival speaking class (one-group pre-test-post-test) was treated using video recording activities with the online audiences on YouTube. It involved the independent and dependent variables. Our independent variable comprises the treatment consisting of one category: the treatment of video recording activities uploaded on YouTube. Temporarily, the dependent variable was the students' speaking performance. Overall, the treatment was elaborated in twelve meetings, as seen in Table 1.

**Table 1**  
*Schedule of Treatment*

Meetings	Students' Activities
1.	Pre-test
2.	Having topic discussions in small groups
3.	Watching examples of speaking videos on YouTube and discussing the strengths and weaknesses of the videos
4.	Drafting the speaking script
5.	Discussing the speaking script
6.	Speaking practice based on the script
7.	Speaking practice based on the lecturer's feedback (fluency, accuracy, pronunciation, grammar, vocabulary)
8.	Speaking practice by video recording activities
9.	Conducting reflection of video recording results based on the lecturer's feedback
10.	Final recording of video recording activities
11.	Uploading and sharing video recording activities on YouTube
12.	Post-test

The combined lesson design of task-based and CALL as the treatment of this study can be summarized in the following task stages: pre-speaking, during-speaking, and post-speaking task stages. Firstly, the pre-speaking task stage was the stage of the teaching procedure, to activate students' background knowledge, attract their interest in the speaking topic, develop expectations about the topic, generate vocabulary and related language, and establish a reason for them to speak up. It was

designed to let students practice their present schematic speaking skills. As a preparatory stage, this stage typically permitted students to engage in active, deliberate conversation, which piqued their interest in speaking up. Students were divided into groups, engaged in topic discussions, viewed examples of speaking videos on YouTube, and wrote and discussed their own speaking scripts. Activities related to the pre-speaking task were arranged for meetings 2-5. The stage encouraged

students to prepare their speaking tasks more thoroughly, ensuring that they understood the speaking themes better.

Secondly, the during-speaking task stage was designed and assigned to students with speaking tasks with video recording activities to make students speak English fluently and accurately. Tasks were designed to drill the students' speaking performances using pronunciation, fluency, accuracy, and speaking for thorough comprehension tasks. The during-speaking task stage was scheduled in meetings 6-9.

Lastly, the post-speaking task stage was primarily intended to allow students to practice producing communicative output. The activities were designed to help students communicate using the language points and connect the subject to real-life situations. The stage activities could take on various forms, including role-playing, discussion, giving suggestions, and report writing. In this study, the students were assigned to report their video recording activities for speaking tasks by uploading and sharing their videos on YouTube (meetings 10-11).

These task stages encouraged students to experiment with various functionalities (e.g., recording, repetition, and sharing) and aided them in resolving technological difficulties, such as recording video and uploading it on YouTube. In each session, students chose what they wanted to concentrate on and how they wanted to work. Following that, students were required to share their reflections and post weekly learning logs via a WhatsApp group. The reflections elaborated on various aspects of the students' learning process, including the content they learned, the method they used to learn it, the specific software functions they used, problems or insights, self-evaluation of their speaking progress, or noticeable changes from previous sessions, significant events in the learning process, and inner thoughts. Here are some students' works on video recording activities with CALL-mediated TBLT format, which have been uploaded on YouTube. The videos have been watched by thousands of viewers and got hundreds of likes, as seen in Figure 1.

**Figure 1**

*The example of students' video recording activity on YouTube*



**Data collection procedure and analysis**

The students' speaking scores in pre-test and post-test were assessed by two raters using a speaking scoring rubric proposed by Madsen (2004), as seen in Appendix 1. The data were collected and computed using a paired samples t-test to compare students' pre-test and post-test scores. The first research question was answered using the results of quantitative data analysis.

The 5 Likert Scale close-ended questionnaires covering students' experiences and perceptions

adapted from Missoum (2018) were delivered through an online Google Form questionnaire to collect the qualitative data. The semi-structured interviews using WhatsApp voice calls were conducted to collect the information from the interviewees. The recordings were transcribed by repeatedly listening to the recorded files to obtain relevant points that supported this study.

We read the questionnaire responses and classified each statement to analyze the data qualitatively. After categorizing all of the responses, the

percentages were calculated. The results were then shown in tables and analyzed in terms of the questionnaire blueprint's categories. Students who viewed video recording activities with the online audiences favorably tended to select "agree" or "strongly agree." Students who were unfamiliar with the statements tended to select "neutral," while students with negative perceptions were more likely to select "disagree" or "strongly disagree." We calculated the total agreement. The total agreed-upon amount was divided by the number of participants and multiplied by 100. After tallying all responses, the results were summarized in paragraphs. The listening transcription was used to examine the semi-structured interview. Finally, we summarized the key points from the interviews that supported the research. The second and third research questions were addressed using the questionnaires and interview findings. To assist

readers in comprehending the facts, it was given in the form of a description.

**FINDINGS**

Following the proposed research questions, the following section first discusses students' speaking performance and then moves to students' learning experiences and speaking perceptions.

**Students' speaking performance**

We distributed the normality test and compared the students' pre-test and post-test scores to answer the first research question concerning students' speaking performance after getting the treatment.

A normality testing was employed using SPSS software to evaluate whether or not the data distribution was normal. SPSS was utilized by the researchers (using a one-sample Kolmogorov-Smirnov test by the value of significance ( $\alpha$ ) = 0.050). The result is displayed in Table 2.

**Table 2**  
*Normality Testing*

		pretest	posttest	Unstandardized Residual
N		38	38	38
Normal Parameters <sup>a</sup>	Mean	65.0526	75.4474	.0000000
	Std. Deviation	5.75607	7.40233	4.67447753
	Absolute	.120	.176	.098
	Positive	.120	.114	.064
Most Extreme Differences	Negative	-.118	-.176	-.098
Kolmogorov-Smirnov Z		.659	.965	.536
Asymp. Sig. (2-tailed)		.778	.309	.936

Table 2 indicates that the pre-test sig/p value is 0.659, which is greater than 0.05 ( $0.659 > 0.05$ ). While, for the post-test, the sig/p value is 0.965, which is greater than 0.05 ( $0.965 > 0.05$ ) indicating that the data is normally distributed. It shows that  $H_0$  is accepted while  $H_a$  is rejected. Thus, both pre-test and post-test scores can be regarded as having a normal distribution.

The pre-test and post-test results showed that students performed better on their post-test, as demonstrated by the increase in their mean scores, from 65.05 (pre-test) to 75.45 (post-test). The result

of students' pre-test and post-test is shown in Table 3. Table 3 shows the significance level of .000 ( $p = .000$ ). It demonstrates that the implementation of video recording activities with the online audiences on YouTube had a substantial impact on learning and was effective in enhancing the students' speaking performance. The activities of recording their own speaking performance led them to work harder before posting them on YouTube. They could detect their weaknesses in speaking activities, specifically grammar, vocabulary, and pronunciation.

**Table 3**  
*The Results of the T-Test*

		Paired Samples Test							
		Paired Differences							
		Std. Deviation	95% Confidence Interval of the Difference						
		Mean	Lower	Upper	t	df	Sig. (2-tailed)		
Pair 1	Pretest - posttest	-10.39474	-11.26451	-9.52497	-24.215	37	.000		

Moreover, students were able to be more autonomous, creative, and self-reflective because they had an online audience on YouTube. This finding is in harmony with that of research by (Ghavifekr et al., 2015) that ICT integration has proven to be effective for teachers and students, and teachers' well-preparedness with ICT tools and facilities is a significant component to succeed in technology-based teaching and learning environments.

**Students' learning experiences**

Regarding the second research question on students' learning experiences, the participants were asked about their experiences with the implementation of video recording activities uploaded on YouTube and having online audiences. The students' learning experiences were elaborated in a close-ended questionnaire, as seen in Table 4.

**Table 4**  
*The Result of the Questionnaire on the Students' Learning Experiences*

Statements	SA	A	N	D	SD
1. The first time I created a video recording for a speaking task and uploaded it on YouTube	0 (0%)	16 (42.10%)	8 (21.05%)	14 (36.84%)	0 (0%)
2. The process of video recording activities and YouTube shared makes me understand the topic of speaking task discussed	20 (52.63%)	15 (39.47%)	3 (11.40%)	0 (0%)	0 (0%)
3. I write and read my outline in a piece of paper before recording my video	10 (26.32%)	24 (63.16%)	4 (10.53%)	0 (0%)	0 (0%)
4. I record my speaking task of video recording more than once	28 (73.68%)	10 (26.32%)	0 (0%)	0 (0%)	0 (0%)
5. I ask others' helps in the process of video recording activities for speaking task	28 (73.68%)	10 (26.32%)	0 (0%)	0 (0%)	0 (0%)
6. I get some difficulties in the process of completing my video recording activities for speaking task	0 (0%)	0 (0%)	2 (5.26%)	36 (94.74%)	0 (0%)
7. I watch my video recording to make sure that there is no mistake in completing the speaking task	10 (26.32%)	25 (65.79%)	3 (7.89%)	0 (0%)	0 (0%)
8. I find some mistakes (grammatical and pronunciation) in my video recording activities for speaking task	14 (36.84%)	20 (52.63%)	4 (10.53%)	0 (0%)	0 (0%)
9. I record my speaking video task again until I convince that I do not do any mistakes before uploading it on YouTube	15 (39.47%)	20 (52.63%)	3 (7.89%)	0 (0%)	0 (0%)

Table 4 indicates that the nine items of students' learning experiences analyzed dealt with the students' positive learning experiences. Eight of the items evaluated received a high percentage (strongly agree and agree), and but one item (item no. 6) shows disagreement. This item confirms that most of the students did not find difficulties in the process of completing their video recording activities for the speaking task.

It was found that the students had good learning experiences in their speaking class through CALL-mediated TBLT with video recording activities and online audiences on YouTube. This finding indicated that students could identify their strengths and weaknesses after viewing their own YouTube videos. It also demonstrated that the students were eager to develop the characteristics of an effective English speaker. Harmer (2007) stated that English speakers required more than fluency; they also needed to be capable of delivering an English-speaking context. The students in this study developed into proficient English speakers due to their online audiences on YouTube. They also attempted to overcome their speaking problems, minimized the occurrence of their weaknesses, and

developed their strengths when providing English-speaking contexts.

**Students' Perceptions of Speaking Tasks**

Regarding the students' speaking perceptions, a close-ended questionnaire was distributed to the students to discover their perceptions of video recording activities with online audiences on YouTube. The students' speaking perceptions can be seen in Table 5. Table 5 illustrates that all items of students' speaking perceptions that were investigated were rated as a high percentage (strongly agree and agree).

The result implied that the use of video recording activities with online audiences and the activities which required students to video record, view, and analyze their own performance on YouTube were effective and suitable for use in a speaking class. As McKinnon (2000) argued, video provided engaging activities and real-world situations, making it an excellent medium for teaching and learning. Thus, with the utilization of video recording activities with online audiences, students could increase their learning, interaction, personal behavior, communication, and capacity to perform tasks relevant to the subject.

**Table 5**  
The result of the questionnaire on students' speaking perceptions

Statements	SA	A	N	D	SD
1. Through video recording activities, I am motivated to speak English better	15 (39.47%)	22 (57.89%)	1 (2.63%)	0 (0%)	0 (0%)
2. Through video recording activities, I find my strengths and weaknesses in my speaking performance	15 (39.74%)	23 (60.53%)	0 (0%)	0 (0%)	0 (0%)
3. Through video recording activities, I find a new method to improve my speaking performance	15 (39.74%)	22 (22.89%)	1 (2.63%)	0 (0%)	0 (0%)
4. Through video recording activities, I improve my speaking performance	15 (39.74%)	23 (60.53%)	0 (0%)	0 (0%)	0 (0%)
5. Through this speaking task, I learn to use gadget and to share video on YouTube for the beneficial activities	10 (26.32%)	19 (50.0%)	9 (23.68%)	0 (0%)	0 (0%)
6. Through video recording activities, it helps me to raise my speaking confidence	15 (39.74%)	23 (60.53%)	3 (7.89%)	0 (0%)	0 (0%)
7. This video recording task helps me to be more confident sharing my video on YouTube	10 (26.32%)	25 (65.79%)	3 (7.89%)	0 (0%)	0 (0%)
8. I am motivated to give my best effort in this task	10 (26.32%)	25 (65.79%)	3 (7.89%)	0 (0%)	0 (0%)

This is consistent with Boonma and Swatevacharkul's (2020) findings, who discovered that as students have a more positive attitude toward their learning, their level of learner autonomy increases. Mutual motivation is also fostered, and students developed a greater sense of satisfaction and pride in their study. Additionally, the process through which students developed their identities increased learners' autonomy. Let alone, they realized that their performance would be uploaded on YouTube and watched by online audiences, so they made their best efforts in producing their speaking project.

**The interview results on students' speaking perceptions**

We interviewed students to support the data of students' speaking perceptions. The findings elaborated on the strengths of video recording activities with online audiences on YouTube. Students responded positively to integrating video recording activities with online audiences into speaking class.

They especially valued the inherent benefits of using video-enhanced tasks, as well as the opportunity for collaboration and interaction with other students. and online audiences on YouTube sharing, which they perceived as facilitating learning, as expressed in the following statements:

*We used a video to record our speaking and self-evaluation, and it was our first time sharing our video recording activities on YouTube. It's a fascinating activity to learn to speak in this manner. The use of video recording enhanced the learning experience and brought the teachings closer to real-world situations.*

From the interview description, the students tended to prepare better when they realized that they had to record their speaking performance,

shared it on YouTube, and had it watched by online audiences. On the whole, students indicated that they enjoyed seeing their recorded videos since it allowed them to identify their own shortcomings and show their progress. As a result of this procedure, they claim that they were able to keep track of their improvement. In the following excerpt, a student expresses the collective view of the entire class:

*We have become more conscious of our own abilities and limitations. When I look at my first and last speaking tasks, I can see significant gains in my pronunciation, vocabulary, and grammar, which is encouraging. I can definitely see a significant improvement in my speaking performance.*

The supportive environment that was generated throughout video recording activities and YouTube sharing was well received by students, particularly during the evaluation of their video-recorded speaking tasks. It was noted that the comments they received assisted them in developing effective initiatives:

*This video recording activity has been quite beneficial in numerous ways: To begin, our lecturer's sympathetic demeanor put us at ease. She clarified the issues we were unsure about. Additionally, we were able to devise a variety of speaking activities. We are currently making incremental progress toward speaking like a native speaker. This is not a fantasy; it is simply a matter of focusing on the appropriate speaking skills.*

The effect of CALL-TBLT integration, particularly on students' video recording activities of their speaking task while working independently and at their own pace, has been proved substantial in assisting the students in overcoming their fears of speaking. It is

illustrated in the following excerpt how students can put aside their fear of making mistakes and approach speaking as a process of constant practice.

*At first, we were a little nervous because we had been taught to be quiet in the past. It was, however, a good idea for us to speak English in this speaking class. It took us only a short time to get over the silence thing. We were a little nervous at the start of this class, but after a while, we felt more at ease and confident about ourselves. This is because we have learned new things. This method helped us learn more words. Our new expressions came to life as we did the tasks. All of these things helped us get better at English and our speaking performance.*

All of our findings discovered that the speaking project using video recording activities with an online audience on YouTube represented an excellent combination of CALL-mediated TBLT. It improved students' speaking performance and led to the students' positive learning experiences and speaking perceptions.

## **DISCUSSION**

### **Students' speaking performance**

The findings revealed that the speaking class using video recording with online audiences on YouTube required the students to be independent learners. It is believed that the majority of students' self-improvement is governed by their capacity to self-assess. They can have a more in-depth understanding of their performance by watching and evaluating their own speaking performance. Self-performance or self-taped recording exercises help students better grasp areas in which they need to develop.

The study affirmed that of Stark (2005), who designed task-based specialist business English courses. Stark (2005) discovered that pair/group work can facilitate collaborative learning by allowing students to gain benefits from one another. Additionally, like with the current study, while the primary objective was to enhance students' communication abilities, Stark observes that students improved a variety of other abilities, such as writing. Students considered the exercises interesting and motivating, and most importantly, they felt as though their language abilities, presentation abilities, and vocabulary had increased. Finally, as was the case in this study, creating similar tasks may increase the students' accuracy and complexity of task performance.

The current study also had parallels with Kiernan's (2006) work, which entailed the application of narratives with low-level adult Japanese EFL learners to produce general conversational performances to improve general communication skills. The Japanese learners had

previously learned English at school, they had little practical experience speaking English in a professional setting before taking part in the study. Implementing TBLT with these students enhanced their confidence in their conversational performances. Furthermore, the present study's findings are consistent with Muller (2005) in that adopting TBLT with beginners proved to be a difficult task, since the students, who initially had very limited spoken English proficiency, were able to improve their spoken English by using TBLT.

In general, this study corroborated the findings of several researchers who discovered that TBLT is highly effective at improving students' language performances. The current study verified Loumpourdi's (2005) findings that incorporating tasks into a grammar curriculum raised students' self-esteem and confidence, and students who previously felt frightened by grammatical rules were more inclined to express themselves. Additionally, students subconsciously developed a sense of familiarity with L2 grammatical features due to the researcher directing their attention to such features.

The results of this study gave benefits to the speaking instructors or those who are interested in teaching speaking. The study informed them of the benefits of technology-enhanced-TBLT used in teaching speaking especially to arouse students' speaking performance so that they were able to make informed pedagogical adjustments by establishing a proper context for effective speaking teaching and learning strategy. Moreover, this study prepared students to have a real audience and face online interactions. Thus, the teachers will be able to use the best strategy in teaching speaking to improve students' speaking skills in a digital context.

### **Students' learning experiences**

Based upon the students' feedback on their learning experiences in a close-ended questionnaire, this present study reported the students' optimistic learning experiences. The positive attitude was inextricably linked to the lecturer's roles and participation in implementing video recording activities with an online audience on YouTube in their speaking class. The lecturer's participation was effective and relevant in promoting positive learning experiences, perceptions, and improvements in students' speaking performances. Students were able to follow up with the video recording activities with an online audience in speaking class by highlighting the need of judging their speaking performances using video because they had already done so with the lecturer.

According to Engeström (2009), students were able to evaluate and perceive the information they received due to the clarity and familiarity of the stimuli, requirements, knowledge, and prior experience. Since the beginning, the lecturer has



introduced the use of video to assist students in delivering their speaking performances by providing videos related to the speaking topics and requesting that students conduct video recording activities with an online audience on YouTube while delivering their speaking performances. According to Bakhurst's (2009) theory, the video recording activities in the speaking class resulted in good learning experiences and perceptions for the students.

This study is also consistent with Alhadiah's (2020) findings which revealed that the students had positive learning attitudes toward the use of Quizlet technology in vocabulary learning. Participants suggested that Quizlet was a user-friendly tool that was straightforward, well-designed, and simple to use when learning new vocabulary words. Furthermore, some participants stated that utilizing Quizlet technology to learn English vocabulary was far more pleasant and convenient than using books to learn the language in the first place.

#### **Students' perceptions of speaking tasks**

This present study also investigated the students' perceptions of the activities of CALL-mediated TBLT in the speaking class. The students had positive perceptions toward video recording activities with online audiences on their speaking tasks. Students' positive perceptions of a learning action resulted in a successful learning process because they were connected (Bakhurst, 2009). Students who demonstrated successful learning reported interest in having exercises with video recordings uploaded on YouTube to improve their speaking performances. This is consistent with Bakhurst's (2009) theory of perception, which stated that perception referred to students' subjective experiences, needs, and interests, as well as how students perceived reality in their context.

However, this study was different from the previous research findings (e.g., Ayres, 2002; Beauvois, 1994, 1998; Felix, 2003; Rashid et al., 2017; Tavakolii et al., 2019; Zwaard & Bannink, 2019) in terms of the framework of TBLT with CALL. The previous research focused on the use of downloaded videos on YouTube as the materials to be discussed in speaking classes. This present study, however, conducted a post-speaking task stage by asking students to share and upload their video recording activities on YouTube. YouTube sharing in the post-speaking task stage was a self-assessing of students' speaking performance through video recording activities with online audiences on YouTube. As Luoma (2005) indicated, this activity is useful because judging speaking performance might be done via watching the videos. When students were requested to video record and post their speaking performances on YouTube, this type of activity prompted them to explore their creativity. More importantly, they used video recordings that

they had uploaded on YouTube to examine and evaluate their speaking performance.

As a result, students can have a thorough understanding of their speaking performance and improve their speaking performance since they are solely responsible for whether or not their performance achieves or fails to meet a specified degree of speaking achievement. YouTube sharing indeed triggers students' confidence and hard work since they knew that their performance will be watched by online audiences, and it becomes an important point for students to deliver better English-speaking performances.

#### **CONCLUSION**

The present study was intended to investigate whether the integration of CALL-mediated TBLT with video recording activities and online audiences on YouTube affects the students' speaking performances. It also examined the students' learning experiences and speaking perceptions of these activities. As the findings showed, the video recording activities with online audiences on YouTube in speaking class enhanced the students' independency, self-reflection, and creativity in learning developed the students' speaking performances, and created a meaningful interaction with the online audiences. Realizing that their speaking performances were going to be shared and watched by others motivated them to work harder.

The lecturer's contribution determined the students' positive learning experiences, perceptions, and speaking performance. Students can follow activities prepared in speaking class, which emphasizes their speaking performance using video recording activities with online audiences on YouTube because the students have already experienced it. These stages of learning are in line with the CALL-TBLT framework. It implied that the primary determinant of students' self-improvement in speaking is their ability to evaluate their own speaking performance. They can better understand themselves by observing and evaluating their speaking performance. In speaking class, the usage of video recording activities with online audiences was relevant and meaningful. It fostered a positive teaching and learning atmosphere.

Finally, the present study was a small-scale study conducted with few students. Thus, further research on CALL-TBLT incorporating the video recording activities with online audiences and the online interactions need to be conducted with a larger number of students to further explore its full potential in EFL/ESL teaching and learning in digital contexts.

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## APPENDICES

### Appendix 1

*Speaking scoring rubric proposed by Madsen (2004)*

No	Score	Indicator
<b>Fluency</b>	17-20	Speech as fluently of a native speaker
	13-16	Speed of speech seems to be slightly affected by language problems
	9-12	Speech and fluently are strongly affected by language problems
	5-8	Often hesitant and forced silence by language limitation
	1-4	Speech is so halting and fragmentally that makes communication impossible.
<b>Vocabulary</b>	17-20	Almost no inadequate or inaccuracy
	13-16	Few times no inadequate or inaccuracy
	9-12	Sometimes inadequate or inaccuracy
	5-8	Inaccurate or adequate that affect the understanding
	1-4	Inadequate for communication
<b>Grammar</b>	17-20	No grammatical inaccuracy
	13-16	Few grammatical inaccuracy
	9-12	Grammatical inaccuracy does not impede understanding
	5-8	Grammatical inaccuracy does not seriously impede understanding
	1-4	Grammatical inaccuracy makes understanding almost impossible
<b>Pronunciation</b>	17-20	Accurate pronunciation
	13-16	Few inaccurate pronunciation
	9-12	Inaccuracy of pronunciation does not impede understanding
	5-8	Inaccuracy of pronunciation does not seriously impede understanding
	1-4	Inaccuracy of pronunciation makes understanding almost impossible
<b>Comprehension</b>	17-20	Understands everything in normal educated conversation
	13-16	Understands quite well the normal educated speech/dialogue, but sometimes need repetition or rephrasing
	9-12	Understands simplified speech/dialogue but need repetition and rephrasing
	5-8	Understand only slow, very simple speech, require repetition and rephrasing
	1-4	Understand too little for simplest type conversation