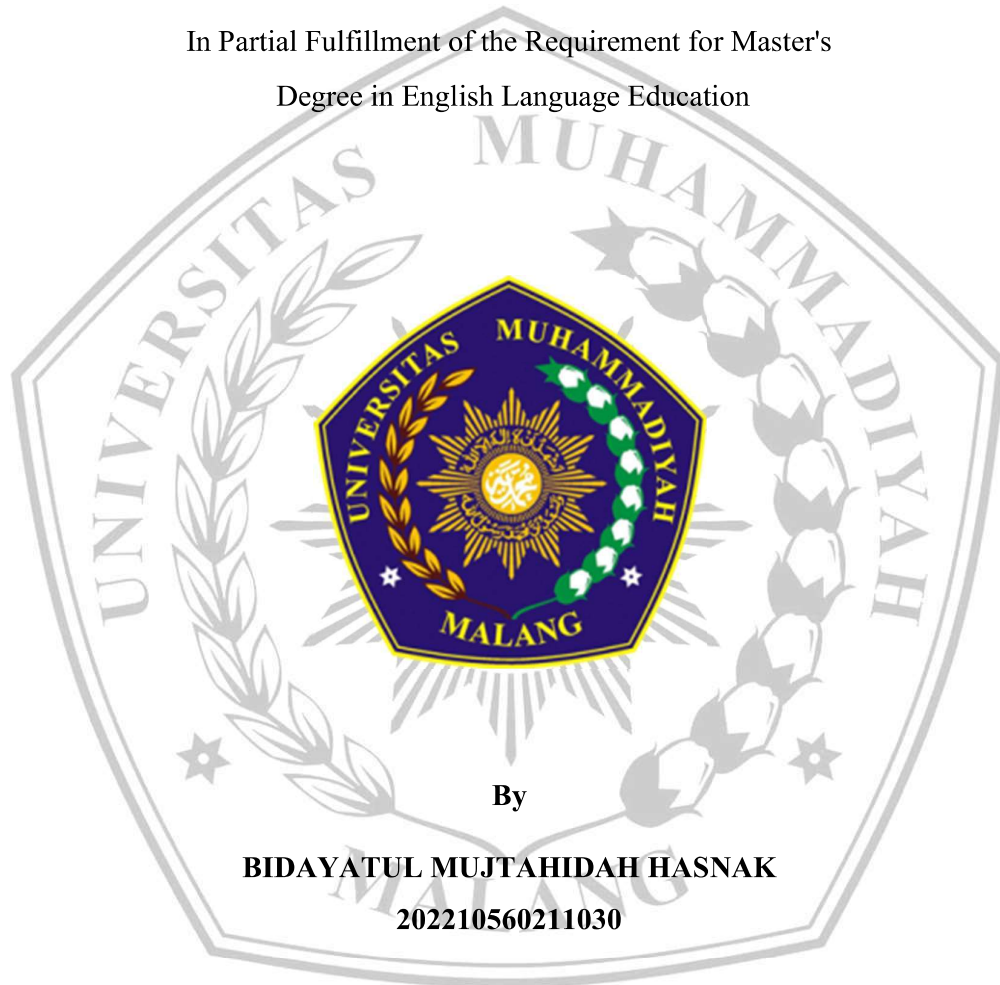


**THE USE OF VIDEO-RECORDED TASKS TO IMPROVE YOUNG
LEARNERS SPEAKING SKILL IN THE *STAR* ENGLISH COURSE
AT KAMPUNG INGGRIS PARE**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2024

THE USE OF VIDEO-RECORDED TASKS TO IMPROVE YOUNG
LEARNERS SPEAKING SKILL IN THE *STAR* ENGLISH COURSE
AT KAMPUNG INGGRIS PARE

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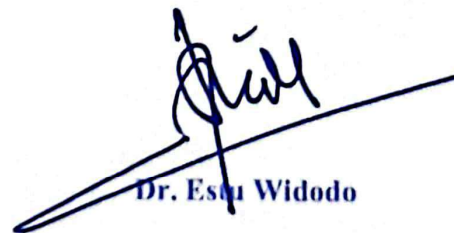
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Hereby, declare that :

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Thus, this statement is made truthfully to be used as appropriate.

Malang, 16th July 2024
The Writer,



BIDAYATUL M H

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All praises are due to Allah SWT, whose mercy and blessings have been a constant presence throughout my life, including my journey in pursuing this master's degree and completing my research titled "*The Use of Video-Recorded Tasks to Improve Young Learners Speaking Skill in the Star English Course at Kampung Inggris Pare*". Blessings and salutations are upon our Prophet Muhammad SAW, who continues to be an exemplary figure in our lives.

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The writer

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AT KAMPUNG INGGRIS PARE**

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ABSTRACT

This study explores the types, implementation, strengths, and weaknesses of video-recorded tasks for young learners to improve speaking skill. This research was applied using a qualitative approach, specifically a case study. The subjects of this study are three teachers of the Star English course, Kampung Inggris, Pare. Data were collected through in-depth interviews and document. Moreover, the findings revealed that the types of video-recorded tasks implemented are closed and open tasks, focused and unfocused tasks, pedagogic tasks, technology-mediated tasks, and output-based tasks. The implementation of video-recorded tasks involves choosing an appropriate topic, selecting suitable materials, formulating instructions, allocating the instruction of the task, guiding students in doing task, monitoring student's submission, evaluating student's performance, and organizing follow-up activities. The strengths of the task are improving students' confidence, giving them additional space to practice English, and being a medium to control student's competence. On the other hand, the weaknesses are time-consuming and challenging for students. Furthermore, this study concludes that utilizing video-recorded tasks can be beneficial in enhancing the speaking abilities of young learners. Practical insights are available for educators to improve students speaking skills by incorporating technology into task-based language teaching.

Keywords: Speaking task, Task-Based Language Teaching (TBLT), Video-recorded Task.

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ABSTRAK

Penelitian ini bertujuan untuk menemukan jenis, implementasi, kekuatan, dan kelemahan tugas yang direkam dengan video untuk pembelajar muda yang berbicara di kelas. Penelitian ini diterapkan dengan menggunakan pendekatan kualitatif, khususnya studi kasus. Subjek penelitian ini adalah tiga guru kursus Star di Kampung Inggris, Pare. Data dikumpulkan melalui *in-depth interview* dan dokumen. Temuan menunjukkan bahwa jenis penugasan yang diterapkan adalah *closed* dan *open tasks*, *focused* dan *unfocused tasks*, *pedagogic tasks*, *technology-mediated tasks*, and *output-based tasks*. Selain itu, implementasi tugas perekaman video melibatkan pemilihan topik yang tepat, pemilihan materi yang sesuai, perumusan instruksi, penetapan instruksi tugas, membimbing siswa dalam melaksanakan tugas, memantau pengumpulan tugas siswa, mengevaluasi kinerja siswa, dan mengorganisir kegiatan tindak lanjut. Kekuatan dari tugas ini adalah meningkatkan kepercayaan diri siswa, memberikan ruang tambahan untuk berlatih bahasa Inggris, dan menjadi media untuk mengontrol kompetensi siswa. Di sisi lain, kelemahannya adalah memakan waktu dan menjadi tantangan bagi siswa dalam pengerjaannya. Penelitian ini menyimpulkan bahwa penggunaan *video-recorded tasks* dapat bermanfaat dalam meningkatkan kemampuan berbicara pada pelajar muda, memberikan wawasan praktis bagi pendidik yang ingin meningkatkan kemampuan berbicara siswa dengan mengintegrasikan teknologi ke dalam pengajaran bahasa berbasis tugas.

Kata kunci: Pengajaran Bahasa Berbasis Tugas, Perekaman Video, Tugas Berbicara.

I. INTRODUCTION

This chapter outlines the background of the study and research questions.

1.1 Background of Study

Learning a foreign language would be better if it started in childhood. Research on young learners' states that children around preschool and early school years are experiencing rapid cognitive development, greater exploration, more limited prior experience, periods of neural plasticity, and ongoing brain development (Gualtieri & Finn, 2022; Klimova & Pikhart, 2020). Children's vocabulary, semantic, and phonological awareness develop along with their reading abilities (MacLeod et al., 2019; Pfost et al., 2019; Wagley & Booth, 2021). They create a more consistent, structured grammar, and their tendency to boost consistent forms aid their learning outcomes (Demuth, 2019). Those make them better learners than adults. However, one of the English skills that is very important to be learned is speaking.

However, many foreign language learners, including young learners, find developing their speaking skills more complex than other language skills. This difficulty arises from various factors, such as the multifaceted cognitive process involved in speaking, which are inherently challenging (Netelenbos et al., 2018). Psychological factors such as self-confidence and anxiety impact the ability to speak effectively in English as a foreign language (Herbein et al., 2018; Starke, 2018). Additionally, the limited opportunities to practice speaking outside the classroom can further hinder the development of this skill (Langeloo et al., 2020). Moreover, those studies align with the empirical problems for most young learners in The Star, pare, Kampung Inggris. Teachers confirm that young learners experienced significant stress related to speaking, which was linked to cognitive and psychological challenges and limited opportunities to practice, as described above.

To improve students' speaking skills, teachers can carry out a speaking task. A "task" is frequently used to describe a teaching approach in which students use the language they are learning to achieve a specific goal (Ellis et al., 2019). It can be an effective method to engage learners in using language for authentic,

relevant, and high-quality language learning experiences both in and out of the classroom (González-Lloret, 2019). Kopinska & Azkarai (2020) proposed that using repeated relevant tasks given to the students' interest might increase their motivation to learn English and decrease anxiety. Moreover, Aubrey et al. (2022) found that specific task characteristics, such as repeated, familiar, and simple task subjects, lead to successful engagement in class. These strategies collectively contribute to more effective language learning and improved speaking skills.

The researcher identified that there is a practical task used by an institution in Kampung Inggris, Pare, Kediri, to address students' speaking problems. This institution, the Star English Course, employs a video-recorded task for over three years. It is a task mediated by technology. Tasks and technology can form a mutually beneficial partnership in language learning. Kang (2022) argues that students can develop their cognitive, affective, and behavioral dimensions of the self-regulation cycle by engaging in planning, managing, and reflecting on task processes. It allows them to self-teach and self-train, utilizing advanced technology tools inside and outside the classroom. Additionally, using a video-recorded speaking task as part of language learning can extend the practice of speaking skills (Asfihana & Yansyah, 2022). By leveraging the camera features of mobile phones, teachers can implement a task-based language learning approach that involves students' specific tasks to develop their speaking skills (Encalada & Sarmiento, 2019).

There have been several previous research findings on video-recorded (Asfihana & Yansyah, 2022; Azkiyah & Rahayu, 2018; Kang, 2022; Widiastuti et al., 2022; Yeh et al., 2020). First of all, a study by Yeh et al., (2020) explores video-making's impact on students' writing skills in Central Taiwan. The results show that the students displayed significant progress in their writing proficiency, particularly in word usage, text structure, and content. Secondly, Widiastuti et al., (2022) study explores tasks and technology with video recording activities. The video recording activities enhanced the students' independency, self-reflection, and creativity in learning, developed the students' speaking performances, and created a meaningful interaction with the online audiences. Thirdly, Kang (2022)

promotes self-regulated learning using self-recorded video-speaking tasks. It develops cognitive, affective (emotional), and behavioral dimensions of the self-regulation cycle, students self-teach, and self-train in and out of the classroom. Fourthly, Asfihana & Yansyah (2022) integrates technological pedagogical content knowledge into Video-Making Activities (VMA). This study's findings demonstrate how VMA enables pre-service teachers to incorporate the TPACK idea into their practice of presenting grammar-related information. Lastly, Azkiyah & Rahayu (2018) examines the role of video-recorded speaking tasks in enhancing students' oral productive skills. The study found that students considered that this kind of practice gave them more opportunities to speak confidently, assisted them in delivering better speaking materials and ideas, and provided a unique and joyful experience in developing their speaking ability.

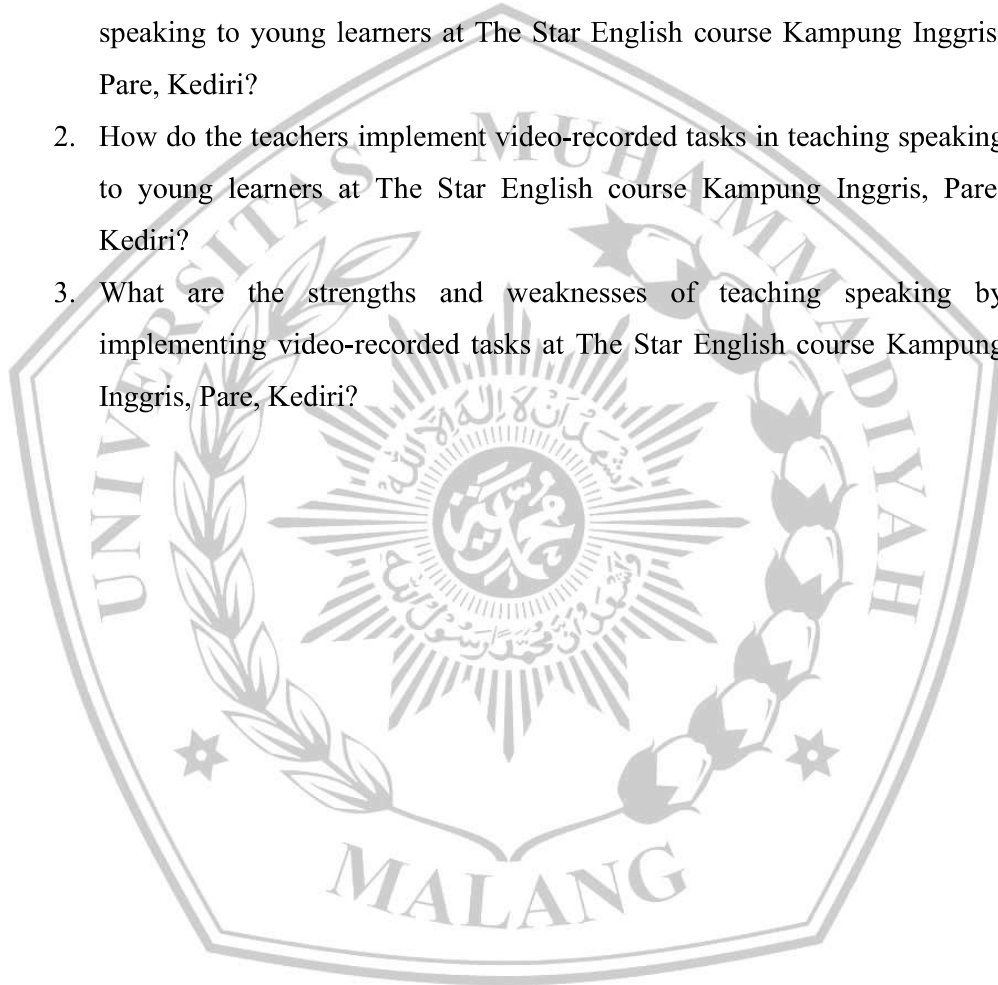
This current research differs from previous studies based on the following contexts. First, this study focuses on the teacher's point of view. It enriches the focus on how teachers use the video-recorded task in speaking class. While in the previous studies, Yeh et al. (2020) explored the impact on students' writing skills; Widiastuti et al. (2022) and Azkiyah & Rahayu (2018) examined the effectiveness in improving speaking; Asfihana & Yansyah (2022) observed students' participation and interaction in pedagogical content knowledge; Kang (2022) integrated to self-regulated learning. Second, this study concentrates on young learners (between seven to thirteen years old). While in the previous studies, Yeh et al. (2020), Widiastuti et al. (2022), Kang (2022), and Asfihana & Yansyah (2022) investigated university students; Azkiyah & Rahayu (2018) explored senior high school students.

The Star is an English course for young learners in Kampung Inggris, Pare, Kediri. Established in 2011, this course institution has received enormous enthusiasm from the community. It can be seen from the number of students. Over 150 students, aged seven until thirteen, study in this course monthly. In addition, the students have accomplished various achievements, such as competitions held at school, city, provincial, and even national levels. The students won in English subjects, especially in speaking contests, such as speech, storytelling, news reading, etc. Further, one interesting aspect to study is that The Star English

Course has applied a speaking task called video-recorded tasks, which other institutions do not apply. The task has been implemented for over three years, improving students' speaking skills. It is a practical task applied in the Star English course and becomes the best practice.

1.2 Research Questions

1. What types of video-recorded tasks do the teachers implement in teaching speaking to young learners at The Star English course Kampung Inggris, Pare, Kediri?
2. How do the teachers implement video-recorded tasks in teaching speaking to young learners at The Star English course Kampung Inggris, Pare, Kediri?
3. What are the strengths and weaknesses of teaching speaking by implementing video-recorded tasks at The Star English course Kampung Inggris, Pare, Kediri?



II. REVIEW OF RELATED LITERATURE

This chapter presents the literature review, which consists of teaching speaking for young learners, speaking tasks, and video-recorded tasks (types, implementation, and strengths and weaknesses).

2.1 Teaching Speaking for Young Learners

Speaking is a complex skill that involves the ability to produce fluent and accurate language and the capacity to interact effectively in various social and cultural contexts. Noirey et al. (2019) emphasizes the importance of developing these aspects, particularly in young children, who primarily acquire language through spoken interactions. Thus, speaking skills are fundamental for expressing themselves, understanding others, and engaging in effective communication. When teaching speaking to young learners, creating a supportive and interactive environment that fosters their confidence and motivation to speak, such as visual aids, real-life contexts, and hands-on activities, makes learning more engaging and relatable (Cameron, 2001). The rapid cognitive and metalinguistic development of children aged seven to eleven allows them to concentrate on and manipulate language forms, be treated as the object of scrutiny and analysis, and compare languages (Kos, 2023). Moreover, Luoma (2004) stresses the importance of feedback, self-reflection, and integrating technology and authentic materials in teaching.

For many reasons, speaking is often considered a challenging language skill. It requires simultaneous communication and thinking. Students are communicating and thinking at the same time in order to be able to talk appropriately (Wulandari, 2019). When students talk, they need to monitor the data and correct any errors as well as plan for what will be said next. It is also stressful for many students to talk in class or speak and interact with everyday conversations (Azkiyah & Rahayu, 2018). Also, there are psychological factors that can cause a student to be uncomfortable and prevent them from speaking out (Zheng et al., 2023). They are also working on their ability to answer the questions in a timely manner and give an account of their ideas. Consequently, the

type of appropriate activities for learning English as a language must be taken into account by teachers to facilitate oral communication in English (Shin & Crandall, 2013). In addition, some students' problems, such as their poor ability and misunderstanding of the intended delivery task in speaking tasks, have to be solved by the teacher (Aleksius et al., 2020; Garcia-Ponce et al., 2023; Xie, 2022). Furthermore, Ellis (2020) argues that task-based language teaching is appropriate and more effective for young learners. It encourages them to acquire new vocabulary and simple grammatical features.

2.2 Speaking Tasks

Since the 1980s, Task-based Language teaching (TBLT) has gained popularity due to the consensus that the primary goal of language teaching and learning is to enhance students' communicative competence in the target language (East, 2021). It is closely connected to communicative language teaching (CLT) and represents a communicative approach emphasizing fluency and accuracy. This approach aims to engage students in the authentic, practical and functional use of language for meaningful purposes by providing opportunities to experiment with and explore spoken and written language through learning activities (Nunan, 2004). Further, "task" refers to a specific classroom activity that requires learners to understand, manipulate, create, or interact using the target language (East, 2021). One focuses on developing accuracy and fluency through speaking tasks.

Speaking tasks may be classified as activities involving the use of a language to achieve one or more goals or objectives for which an individual speech situation is specific (Luoma, 2004). When giving students the task of speaking, it encourages them to use language at their command for various reasons that are conducive to rehearsing discussions outside the classroom and providing feedback from both teacher and pupils to inspire high student confidence and satisfaction (Noirey et al., 2019). The activity or action is carried out as the outcome of processing or understanding language through work plans. It aims to facilitate language learning (Nunan, 2004). This speaking task can be used for all educational levels, including young learners.

2.3 Video-Recorded Tasks

A video-recorded task in Task Based Language Teaching (TBLT) is a task that can offer concrete actions to develop students' speaking ability by asking students to produce video-recorded speaking tasks and providing individual feedback and meaningful communication (Dal, 2012). Video-recorded tasks involve using these video materials as prompts for language practice, analysis, or reflection in the language learning process. O'Malley and Chamot (1990) emphasize the interactive nature of video-recorded tasks, where learners engage with the recorded content through a range of activities, such as watching and analyzing scenes, responding to comprehension questions, engaging in discussions, role-playing dialogues, or creating their video projects. These tasks leverage the visual and contextual cues provided by the video recordings to enhance comprehension, stimulate language production, and promote authentic communication. Additionally, video recordings allow students to review and analyze language use, gestures, facial expressions, and non-verbal communication, which can further deepen their understanding of the target language (Ellis, 2003; González-Lloret, 2019).

The characteristics of video-recorded tasks are in line with the essential characteristics of a task in TBLT. They are real-world relationships, focusing on meaning, gap, and outcome (East, 2021). The real-world relationship is the extent of authenticity in the classroom, which has been transformed from real life. Focusing on meaning prioritizes meaningful communication over grammar accuracy to develop communicative intent (Yeh et al., 2020). Gap involves information opinion or reasoning tasks. Lastly, the outcome means that the task has completion as the target (González-Lloret, 2019). Further, this section discusses the types of video-recorded tasks, the implementation of video-recorded tasks, and the strengths and weaknesses of video-recorded tasks.

2.3.1 Types of Video-Recorded Tasks

According to East (2021), some task types exist. He outlines several theoretical definitions by theorists and practitioners based on task design, implementation, and use. There are closed versus open tasks, focused versus unfocused tasks, real-world versus pedagogic tasks, face-to-face versus technologically mediated tasks, and input-based versus output-based tasks.

2.3.1.1 Closed versus Open Tasks

Closed and Open tasks are about the goals or outcome of the task. Closed tasks are highly structured and have a single objective, with clear instructions, one way of doing it, and one result. Pica et al. (1993) stated that these tasks are convergent and interactant. Information gap tasks that transfer given information to another and jigsaw sometimes are considered to be closed. On the other hand, open tasks have a less defined aim and are more flexible. Opinion gaps, which express what students think could be identifying and articulating feelings, personal references or attitudes to a given situation, and reasoning gaps, which derive some information from given information, must be more open-ended (East, 2021; Nunan, 2004).

2.3.1.2 Focused versus Unfocused Tasks

These types concern the role of grammar in the task. It is a whole matter in TBLT. According to Ellis et al. (2019), focused tasks are designed to have a specific grammar feature or grammatical structure. These tasks are crafted to ensure that students must use the designated grammar point to successfully complete the activity. On the other hand, unfocused tasks have no particular grammar form. For instance, in unfocused task, students might engage in a group discussion on a given topic, where the emphasis is on communication and fluency rather than the use of particular grammatical forms. Students can apply any linguistic resources to complete the task (East, 2021; Nunan, 2004).

2.3.1.3 Real-World versus Pedagogic Tasks

The level of authenticity becomes a notion of a task designed for language learning. Nunan (2004) separates real-world tasks from pedagogical tasks. Real-world tasks, or target tasks, use language in the world outside the classroom. The real-world tasks refer to things people do in everyday life. Students gained real-world experience expressing their ideas and creativity in English through authentic practice (Huang, 2021). In turn, pedagogic tasks might emphasize the detached dimensions of a target task. It converted from the real world to the classroom. Thus, it lacks a level of authenticity (East, 2021; Nunan, 2004). Additionally, pedagogical implications for educators regarding the best ways to incorporate speaking tasks raise student engagement (Aubrey et al., 2022).

2.3.1.4 Face to Face versus Technology-Mediated Tasks

The considerable medium has implications for the situational and interactional aspects of a task. A face-to-face task occurs when students and teachers interact in real-time in the classroom. However, the growth of technology, such as computers, smartphones, cameras, etc., gives positive implications to a task. González-Lloret (2019) argues that technology-mediated tasks enable students to communicate and align with TBLT practice. It changes the nature of physical relations. The connection between technology and TBLT could be an optimal approach. It supports language teaching and learning (East, 2021; Nunan, 2004). Further, Asfihana & Yansyah (2022) and Kang (2022) studies confirm that technology is also helpful in assisting self-taught learning. Technology that can be used are computers, mobile phones, tablets, etc (Widiastuti, 2022 & Garcia-Ponce et al., 2023). Moreover, an app application on mobile phones, WhatsApp, can be used as media for learning (Garcia-Ponce et al., 2023).

2.3.1.5 Input-Based versus Output-Based Tasks

Tasks for TBLT purposes can be raised as output-based tasks and input-based tasks. In TBLT, both input-based and output-based tasks are designed to

provide learners with meaningful opportunities to learn language in an authentic context (Ellis, 2020). Input-based tasks focus on analyzing information input through listening and/or reading. The interaction may be the medium of the task itself. However, output-based tasks focus on producing language through speaking and/or writing. Xie (2022) stated that learning speaking skills is output-based and compatible using a task-based approach. Furthermore, repeating tasks will be beneficial in output-based tasks (East, 2021; Nunan, 2004).

2.3.2 Implementation of Video-Recorded Tasks

The following steps are to implement video-recorded tasks (Prabhu, 1987).

2.3.2.1 Pre-task Stage

The pre-task attempts to prepare the whole class activity under the teacher's guidance and control. It is a set of graded questions or instructions. It normally occupied half and two-thirds of the time and was given to teacher-directed, whole-class activity. At the same time, learners used the rest to work independently on an assignment related to what had gone before (East, 2021). At this stage, the teacher determines the learning objectives of a task, chooses the appropriate task for the learners' level, selects the authenticity, prepares the materials, and activates prior knowledge for students (Ellis, 2020). The teacher could prepare the keywords, pictures, or grammatical focus. Further, the teacher considers the learner, task, and lesson levels (Aubrey et al., 2022).

A teacher needs to consider the task difficulty since inappropriate task difficulty can hinder students' ability to absorb new knowledge. In this stage, the teacher must also ensure the task has clear instructions and demonstrations (Truong, 2021). Additionally, instruction can be in the form of verbal instructions (Prianty et al., 2022). Teachers must adjust students' proficiency, task type, and pre-task planning with the time needed to conduct a task (Chen, 2020; O'Grady, 2019). Teachers must ensure 'task engagement' to raise students' involvement and willingness to participate in the tasks to warrant the quality of learning experiences (Nakamura et al., 2021).

2.3.2.2 During-task Stage

During the task stage, each learner works independently or group on specific points of the task. This stage is crucial for teachers to be active and interactive during the task. It consisted of a pedagogic dialogue in which the teacher's questions were, as in other classrooms, invitations to learners to demonstrate their ability, not requests for enlightenment, and learner's responses arose from their role as learners, not from assumed roles in simulated situations or from their individual lives outside the classroom (Prabhu, 1987). According to Truong (2021), teacher guidance in this participatory classroom setting is essential. It empowers students and fosters greater autonomy in managing their tasks. Teachers provide scaffolding through timely feedback, hints, and support, helping students navigate challenges and stay focused on task objectives. This guidance ensures that students remain engaged and motivated, allowing them to take ownership of their learning process.

2.3.2.3 Post-task Stage

The activity in the post-task stage provides a crucial opportunity to reflect on their performance and consolidate their language skills. During this stage, students get input from teachers and/or other students. Students are encouraged to think critically about their performance, considering what they did well and the challenges they faced. This stage seeks to reinforce learning by highlighting successful strategies and addressing areas that require development. It also encourages self-evaluation and goal-setting for the next assignments (Prabhu, 1987). Additionally, post-task feedback should be given without interrupting students during the task (Truong, 2021). Additionally, Harmer (1998) states that teacher and peer feedback is provided to boost student confidence and satisfaction. Teachers can utilize the insights collected at this phase to modify their instructional approaches, thereby crafting a more adaptive and efficient educational setting.

2.3.3 The Strengths and Weaknesses of Video-Recorded Tasks

2.3.3.1 The Strengths

Some strengths of providing EFL students with video-recorded tasks can be described as follows.

1. The task improves students' confidence (Azkiyah & Rahayu, 2018; Dang et al., 2022; Encalada & Sarmiento, 2019; Widiastuti et al., 2022; Zheng et al., 2023).
2. The task provides additional space to practice English. It may contribute to the educational inclusion of persons with disabilities through integrated classrooms (Widiastuti, 2022).
3. The task provides rich ways to enhance learners' speaking performance. It focuses on real-world tasks that require learners to use language effectively for meaningful communication, which can develop their comprehension and oral production skills (Zhang, 2023).
4. The task might improve students' learning (retention, understanding, knowledge acquisition) and user interfaces' user-friendliness, thus improving man-machine interaction (Beatty, 2010; González-Lloret, 2019).
5. The task gives learners a wide range of tasks that can be adapted according to their needs and interests (Ellis, 2003; Nunan, 2004).

2.3.3.2. The Weaknesses

On the other hand, providing EFL students with video-recorded tasks has some weaknesses.

1. The task can be challenging for teachers with limited technical skills (Beatty, 2010).
2. The length of the audio components in the material was identified as a weakness. It needs to be appropriate for effective language learning, considering that there may be several appropriate replies or ways to complete

tasks. The task may consist of a seemingly unrelated set of tasks with a connection between them (Willis, 2007).

3. The tasks can be complex and require extensive preparation, which can be time-consuming for teachers (Aubrey et al., 2022).
4. Learners who require more detailed training in this area may be disadvantaged by not focusing sufficiently on the form of their language, such as grammar and vocabulary (Ellis, 2003).
5. Tasks can bring challenges for students (Butarbutar, 2021; Azkiyah, 2018).



III. RESEARCH METHOD

This chapter presents the research design and setting, research subjects, data collection technique and instruments, which consist of in-depth interviews and document, and data analysis.

3.1 Research Design & Setting

In this research, the qualitative research method was used to answer the research questions. It is a method to investigate and comprehend the significance of individuals or groups associated with a social human problem (Creswell, 2015). More specifically, the researcher applied a case study design. A 'case' may be drawn in the context of a social action concerning human beings, associations, and settings for which every person is likely to have a specific case according to their life (Heigham & Croker, 2009). The researcher chose a positive case based on the preliminary study results. It has been found that The Star English Course has applied video-recorded tasks that improve students' speaking skills, which other institutions do not apply. It was an effective task applied in the Star that became the best practice. By applying a case study, the researcher intended to describe the types, implementation, strengths, and weaknesses of video-recorded tasks applied in The Star English course, Kampung Inggris, Pare, Kediri.

The research setting was The Star English course, Kampung Inggris, Pare, Kediri. It was selected because of some reasons. Firstly, this course institution has received enormous enthusiasm from the community since 2011. It can be seen from the number of students. Over 150 students, aged seven until thirteen, study in this course monthly. Secondly, the students have accomplished various achievements in school, city, provincial, and even national competitions. Some students won in English subjects, especially in speaking contests, such as speech, storytelling, news reading, etc. Thirdly, the course institution has been using video-recorded tasks for over three years.

3.2 Research Subjects

The subjects of this research were three English tutors who teach at The Star English course, Kampung Inggris, Pare, Kediri. They were selected through a

purposive sampling technique. According to Ary et al (2019), the purposive sampling method was considered judgmental sampling since the sample elements were considered typical or representative and then selected from the population. They were selected based on the following considerations. Firstly, tutors who have taught for at least 1 year. Secondly, they taught young learners between the ages of 7 and 13. Thirdly, they who have got bachelor degree. Moreover, the researcher also used the snowball technique to collect the data. It was a sampling technique for qualitative studies that interviews the first participant to find the other participants who would be suitable as samples (Ary et al., 2019). The interview was stopped when the data had saturated, meaning no more novel data were obtained.

3.3 Data Collection Technique and Instruments

In order to collect the research data, two techniques (in-depth interview and document) and two instruments (interview guide and document checklist) were applied in this current research.

3.3.1 In-Depth Interview

Interviews were conducted semi-structured with the teachers in a real setting to explore the types, implementation, strengths, and weaknesses of video-recorded tasks. This format was chosen to give the interviewees more opportunities to express themselves. The researcher created the interview guide as the instrument, and during the interview, the questions could develop further based on the interviewees' answers. It aimed to get more in-depth data. Moreover, the researcher applied open-ended explanatory questions to collect the data related to the strengths and weaknesses of video-recorded tasks. The interviews were conducted on March 23, 2024, at The Star English Course Kampung Ingggris, Pare, Kediri. Each subject took around forty minutes. In addition, the instrument of this technique was the researcher herself (human instrument) equipped with a sense of hearing to interpret the data using a recorder and interview guide.

The steps in conducting the interview with the subjects were as follows:

1. Developing the interview guide.

2. Validating the interview guide through consultation with the experts.
3. Conducting the interview with the subjects in the institution.
4. Collecting and transcribing the results of the interview.

3.3.2 Document

Document in this research was a technique used in order to obtain the data based on the focus of the research. The data obtained from the document was aimed to answer the first and second research questions; in this case, the types and the way the teachers implement video-recorded tasks. The instrument of this technique was a checklist of the document or the task plans. Furthermore, the task plans were attached in appendix 2.

The steps in examining the document were as follows:

1. Reading the task plans.
2. Coding the way the teachers implement video-recorded tasks.
3. Collecting the data concerning the types and the way the teachers implement video-recorded tasks.

2.3 Data Analysis

In analyzing the data, the researcher followed the steps of data analysis described by Miles et al., (2014).

2.3.2 Data Condensation

Data condensation was the process of selecting, concentrating, simplifying, abstracting, and decrypting the research data. In this step, the researcher simplified the data from the interview and document obtained by the researcher. The first step in analyzing the interview results was that the researcher transformed the data appearing in an entire database of interview transcripts. In the second step, the researcher summarized all data from interview transcripts. In the third step, the researcher selected the relevant data based on the need to answer research questions, including the types, implementation, strengths, and weaknesses of video-recorded tasks at The Star English course Kampung Inggris,

Pare, Kediri. In the fourth step, the researcher eliminated the data that were not relevant to this research.

Meanwhile, after collecting the document data from the task plan, the researcher applied several data analysis steps to the document. In the first step, the researcher categorized the types and implementation of video-recorded tasks at The Star English course Kampung Inggris, Pare, Kediri. Then, irrelevant and unrelated data to the research questions were discarded.

2.3.3 Data Display

In this step, the researcher presented the complete database obtained through interviews and documentation. The data were not only general but also specific and unambiguous. Firstly, the researcher summarized data about video-recorded task types, implementation, strengths, and weaknesses in the Star English course Kampung Inggris, Pare, Kediri based on the interview results and documents. In the second step, the researcher classified the information collected through interviews and documents into types, implementation, strengths and weaknesses of video-recorded tasks. The researcher employs a system of symbols to reference the interview results, designating "R" for respondent, with "R1" representing Respondent 1, and so forth. Additionally, "Appx.1A" denotes data obtained from the interview in appendices, and the accompanying number specifies the line numbering. For instance, R1, Appx.1A, Ln.6 indicates that the data is sourced from Respondent 1 ("R1"), extracted from the interview transcript ("1A"), and pertains to line number 6.

2.3.4 Conclusion Drawing

In this step, the researcher verified the research by making conclusions from the data findings. In this part, the data presented in the data display is discussed in depth to lead to a research conclusion. The researcher interpreted the data, and then the interpretation process was completed by summarizing and drawing conclusions about the types, implementation, strengths, and weaknesses of video-recorded tasks in the Star English course Kampung Inggris, Pare, Kediri.

Table 3.1 Summary of Research Questions, Data, and Instruments

No	Research Questions	Forms of Data	Source of Data	Instrument
1	What types of video-recorded tasks do the teachers implement in teaching speaking to young learners at The Star English course Kampung Inggris, Pare, kediri?	Qualitative data about types of video-recorded tasks that the teachers use.	Teachers, document (task plans)	Researcher (human instrument), interview guide, and document checklist
2	How do the teachers implement video-recorded tasks in teaching speaking to young learners at the Star English course kampung Inggris, Pare, kediri?	Qualitative data about the way teachers implement video-recorded tasks.	Teachers, document (task plans)	Researcher (human instrument), interview guide, and document checklist
3	What are the strengths and weaknesses of teaching speaking by implementing video-recorded tasks at The Star English course Kampung Inggris, Pare, kediri?	Qualitative data about the strengths and weaknesses of teaching speaking by implementing video-recorded tasks.	Teachers	Researcher (human instrument), interview guide



IV. FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of video-recorded tasks for young learners speaking class in The Star English Course, Kampung Inggris, Pare. The first section presents the data findings, while the second centralizes the discussion and establishes some aspects that can be deliberated.

4.1 Findings

The findings covered the research questions in the first chapter. In this study, the researcher attempted to include three teachers for the interview and some document checklists. The data include types, implementation, strengths, and weaknesses of video-recorded tasks in the Star English course Kampung Inggris, Pare, Kediri.

4.1.1 Types of Video-Recorded Tasks in Teaching Speaking to Young Learners at The Star English Course Kampung Inggris, Pare, Kediri

The data analysis results are based on the types of tasks outlined by East (2021). The results showed that the teachers in The Star English Course Kampung Inggris, Pare, Kediri used seven types of video-recorded tasks.

Table 4.1 Types of Video-Recorded Task

No.	Types of Video-Recorded Tasks
1.	Closed tasks
2.	Open tasks
3.	Focused Tasks
4.	Unfocused Tasks
5.	Pedagogic Tasks
6.	Technology-Mediated Tasks
7.	Output-Based Tasks

4.1.1.1 Closed Tasks

The closed task was used for the basic and intermediate levels. The task plans showed that the task has clear instructions, a single objective, and specific correct answers. For example, the goal was for the student to use daily expression.

Thus, the expected correct answers were ‘I’m in a very good mood, I’m feeling pretty good right now, I find it very exciting, etc.’ (Appx. 2A). The fact that it had a specific answer is the characteristic of a closed task. This was strengthened in the following excerpt data.

“I will give a video example for students. Thus, the students will understand the templates and how to make good video recordings. It includes the way to explain, such as starting with an introduction, then talking about what topic they will talk about, and the materials” (R2, Appx.1B, Ln.6-9).

The R2 statement showed that this task has a clear structure and predictable performance. Along with the instruction, the teachers also provide students with a video. It was a demonstration of a video-recorded starting with an opening in the video, how to introduce themselves. Then, the way to explain the topic students would talk about and the materials. They specified that this task would help students achieve high accuracy and proficiency in English.

4.1.1.2 Open Tasks

For students with adequate English competence, the teacher tended to give video-recorded tasks with open tasks as the goal. The teacher reported these data.

“I also check the grammar for beginners continuing (re: advanced) classes because they tend to describe things like things or toys and why they like it” (R1, Appx.1A, Ln.30-32).

It was obvious that this task had flexible outcomes for the students. It gave students chances to have multiple correct answers. There was no single correct way to complete the task. It also had real-world relevance, where the students could give their opinions. They identified their personal references, feelings, or attitudes to a given situation. Moreover, the task plan (Appx. 2C) showed that students are asked to give their personal references about their favorite place for a holiday. Thus, students’ answers were flexible.

“This task is for them to communicate English better” (R1, Appx.1A, Ln.48; R3. Appx.1C, Ln.48-49).

“The main point is that they can communicate and deliver English” (R1, Appx.1B, Ln.35-36).

Based on the data, all the teachers above agreed they were clearly focused on the communication goals of this video-recorded task. By concentrating on the communication goals, the teachers aimed to facilitate better understanding and engagement among the students, enhancing the overall learning experience. The data underscores the importance of clear communication as a critical component of successful educational practices.

4.1.1.3 Focused Tasks

The researcher found that the teachers' target language learning in video-recorded tasks used focused tasks for the basic and intermediate levels. The teachers implemented focused tasks with a specific language focus, such as vocabulary tasks or expressions. Students must mention some vocabulary, such as animals, and memorize some expressions (Appx. 2B & 2C). This could be seen in the following excerpt data.

“For beginner class, I usually check the vocabulary instead of the structure of a sentence” (R1, Appx.1A, Ln. 29-30).

The teacher targeted specific vocabulary in each of the tasks, with the goal of reinforcing a particular language point. This enhanced the accuracy of employing vocabulary and how students practice pronunciation. Students could learn word usage, collocations, and idiomatic expressions.

4.1.1.4 Unfocused Tasks

On the other hand, the unfocused task was implemented for advanced-level students who already have at least basic English-speaking skills and can use broad language.

“...the focus remains on how they can deliver and communicate the idea through the video” (R1, Appx.1A, Ln. 32-33).

Based on the excerpt data above, the primary emphasis was on communication in English, which reflects the students' real-life situations. The document (Appx. 2C) showed that the task had no specific grammar focus and required a particular structure to be completed. Instead, it required students to adhere to the natural use of the language and encourage creativity and fluency in their communication.

4.1.1.5 Pedagogic Tasks

The video-recorded task was designed to promote linguistic competence and communicative skills. The pedagogic task was converted from the real world to the classroom. In fact, the task plan document (Appx. 2) showed that the teachers design the tasks as opportunities to use the language in authentic contexts. The students did a video recording, which aligns with lesson plans but reflects the real world. It was shown in the interviews with the teachers below.

“The materials could be everyday themes or the objects around them. However, it still follows the learning objectives of the institution. I usually also take material that is currently happening now” (R1, Appx. 1A, Ln. 14-17).

Other teachers added that:

“When choosing the topic, I followed the lesson plans. It suits the material that was studied in the previous meeting. Students have two meetings in one week, so they know the materials from the previous meeting” (R2, Appx.1B, Ln. 14-15).

“I use the material that has been studied in the previous meeting based on the lesson plans. I like to do tasks that involve short descriptions or memorizing sentences if the students' level is still low” (R3, Appx.1c, Ln. 12-14).

Typically, teachers adhered to detailed lesson plans. This approach was given since students only have meetings twice a week. Before conducting the task, the teacher introduced the lesson based on previously covered material. Students were given some clues and had to give their opinions or information about the given topic using the target language. Furthermore, the task matched students' varying proficiency levels. The task could be in the form of short descriptions or

memorizing some expressions for lower-level students, while for advanced-level students, it was more like opinion-gap activities.

4.1.1.6 Technology-Mediated Tasks

Video-recorded tasks applied to technology-mediated tasks. The teachers integrated digital tools to enhance their effectiveness in formulating instructions and conducting the video-recorded task in the Star English course. Additionally, both students and teachers incorporated technology as a medium for task completion. Further, the teachers used two devices: mobile phones and computers. The teachers stated as shown below.

“The mobile phone is used for taking videos, accessing WhatsApp groups, and showing a clip to students” (R2, Appx.1B, Ln.28-29).

“I formulate the instructions, which are formed in text, pictures, and video. Then, it is shared in the WhatsApp group, where 4-5 students are in one group” (R1, Appx.1A, Ln.6-8).

“...I will construct the instructions to be shared in the WhatsApp group through text and pictures” (R2, Appx.1B, Ln.5-6).

The teachers used mobile phones as the main device for the video-recorded task. The camera of the mobile phone was used to record videos. Then, the videos were shared with students as a guide to the task. It also used to construct instructions for tasks in the form of text or pictures. Hence, teachers also used WhatsApp as the main application to be a learning medium. WhatsApp facilitated communication among teachers, students, and parents within WhatsApp groups. The instruction, the teacher’s demonstration video, and the student’s video-task results were uploaded all in WhatsApp groups. Further, it could lead to discussions and show a clip to students.

“I will use an audio recording in WhatsApp to show them the correct pronunciation” (R2, Appx.1B, Ln.38-39).

“I will give the correct pronunciation by giving an example through WhatsApp voice note” (R3, Appx.1C, Ln.29-30).

According to the excerpt above, WhatsApp supported the teacher in giving feedback and support to students. When teachers found mispronunciations in

students' video-recorded task results, they used WhatsApp audio recording, commonly known as WhatsApp voice notes, to show students the correct pronunciation. This would give students a clear way of speaking English fluently. Further, it gave opportunities for students to replay the audio multiple times to practice pronunciation.

“...I usually use a computer to create images. Considering they are still kids, I usually use Canva to shorten the instruction and make it more interesting for students...” (R2, Appx.1B, Ln.22-24).

“I use a computer to make pictures for the instruction, using Canva” (R3, Appx.1C, Ln.20).

Moreover, teachers used a computer to create images as the media to instruct the video-recorded task. They used an online graphic tool called Canva. Teachers utilized it to make an image, shorten the instruction, and provide some interesting pictures. They managed to produce the instruction more engaging, visually appealing, and interactive (Appx. 2). It would be easier for young learners to understand.

4.1.1.7 Output-Based Tasks

A video-recorded task focused on improving students' speaking skills. The students processed information input through speaking. This task focused on the production of language input. The primary objective was for students to use English as the target language. The focus was on fluency in language use. By practicing the video-recorded task, students enhanced their communicative competence. It developed productive skills and boosts confidence in using the target language.

“The students have no limited video duration” (R1, Appx.1A, Ln. 25-26).

“I don't limit the students' speaking time” (R3, Appx.1C, Ln. 24).

The students were given chances to speak English outside the classroom by conducting video-recorded tasks. The duration for students to record themselves practicing speaking English was unlimited. The main point was that students could communicate and deliver English. By giving students more

chances to speak English, students would remember how to build and make a sentence unconsciously. Furthermore, the teachers also found that video-recorded tasks improved students' speaking. Thus, they were categorized into output-based tasks.

In conclusion, the researcher summarized the findings of the type of video-recorded tasks conducted in the Star, Kampung Inggris, Pare based on students' proficiency level. It can be shown in the table below:

Table 4.2 Summary of the Types of Video-Recorded Tasks Based on Students' Proficiency Level in the Star, Kampung Inggris, Pare

Types	Basic (R3)	Intermediate (R2)	Advanced (R1)
Closed Tasks	✓	✓	
Open Tasks			✓
Focused Tasks	✓	✓	
Unfocused Tasks			✓
Pedagogic Tasks	✓	✓	✓
Technology-Mediated Tasks	✓	✓	✓
Output-Based Tasks	✓	✓	✓

The data showed that the types of video-recorded tasks implemented in the institution were closed and open tasks, focused and unfocused tasks, pedagogic tasks, technology-mediated tasks, and output-based tasks. First, based on the goals/outcome of the tasks, the students with lower proficiency in English levels (basic and intermediate classes) were categorized into closed tasks. However, the higher proficiency levels or advanced classes implemented open tasks. Second, considering the characteristics of the tasks, the students with lower proficiency in English levels (basic and intermediate classes) were categorized into focused tasks. However, the higher proficiency levels or advanced classes implemented unfocused tasks. Third, examining authenticity, the teachers conducted pedagogic tasks that converted from the real world to the classroom. Fourth, technology-mediated tasks were implemented as the medium of the tasks. Fifth, since speaking was the focus, these video-recorded tasks were considered to be output-based tasks.

4.1.2 The Implementation of Video-Recorded Tasks in Teaching Speaking to Young Learners at The Star English Course Kampung Inggris, Pare, Kediri

Implementing video-recorded tasks to teach speaking to young learners at The Star English course Kampung Inggris, Pare, Kediri had three stages: pre-task, during-task, and post-task. This section includes a practice design to demonstrate the implementation of video-recorded tasks.

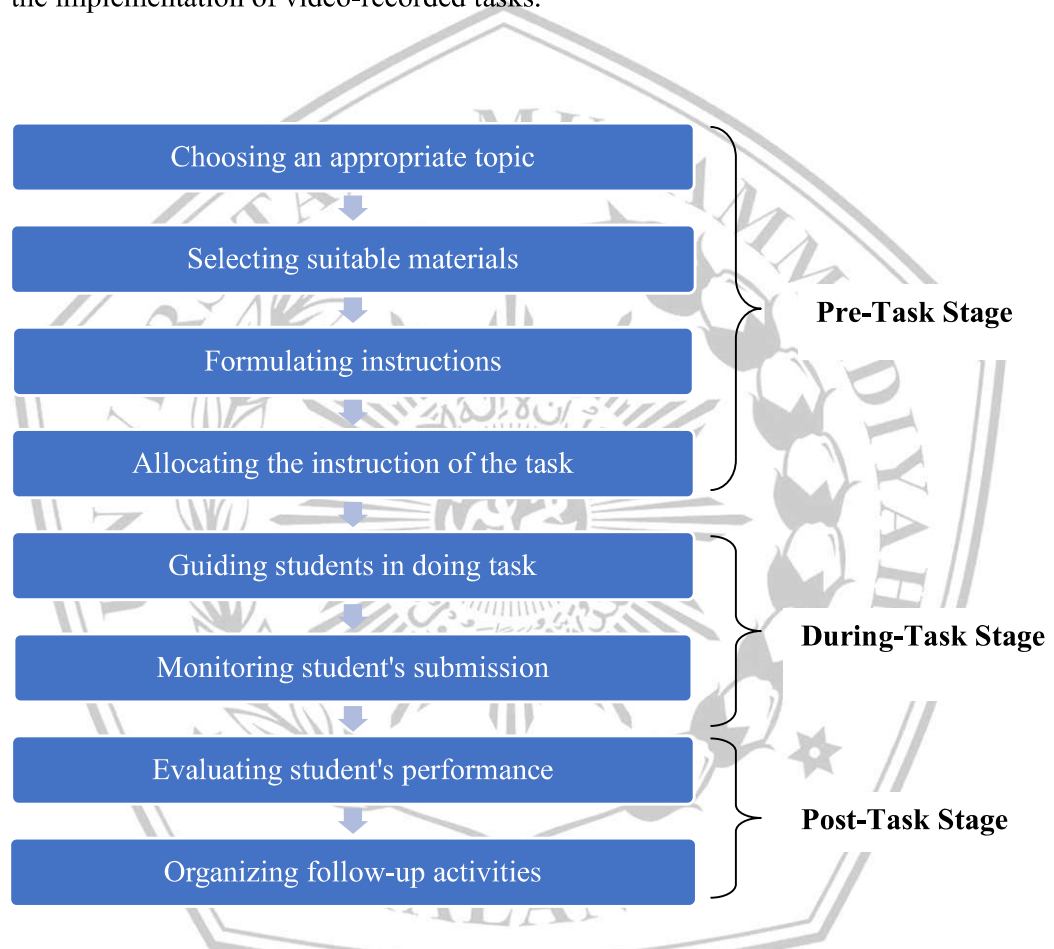


Figure 4.1. Diagram of Procedures in Implementing the Video-Recorded Task

4.1.2.1 Pre-task Stage

1. Choosing an Appropriate Topic

In the pre-task stage of the video-recorded task implemented in The Star English Course, kampung Inggris, Kediri, the teachers began by choosing an appropriate topic. As shown in the task plans, the teachers followed the topics related to the lesson plans. Some teachers use the topic in the next meeting materials, and others use the previous ones. The interview results down below supported this finding.

“We usually discuss the material that will be studied at the next meeting” (R1, Appx.1A, Ln.12).

However, other teachers stated as in the excerpts below.

“...I followed the lesson plans. It suits the material that was studied in the previous meeting” (R2, Appx.1B, Ln.14-15).

“I use the material that has been studied in the previous meeting based on the lesson plans” (R3, Appx.1C, Ln.12-13).

The data above showed that all the teachers followed the lesson plans when choosing the topic for the video-recorded task. R1 highlighted that the topic was taken from the material that students would be studying in the next on-site meeting. It was a central topic of discussion ahead of meetings. Also, it could make it easier for them to prepare the next material before coming to class. However, R2 and R3 maintained this task as a review of the previous materials that students have learned in class. It helped students reinforce the content covered during the class. Students could clarify, solidify, and consolidate the concept in their memory. Further, in order to choose the appropriate topic, teachers also considered the difficulty level as stated below.

“I choose a material that matches the students' knowledge” (R1, Appx.1A, Ln.5).

The teachers also conscientiously considered the difficulty level while choosing the topic to ensure an appropriate task for students. In this step, they aligned students' tasks with their English proficiency level and assessed for appropriateness regarding language level, engagement potential, and materials.

Getting students to engage meaningfully with the task was crucial by offering topics that align with their capabilities without overwhelming them. Ultimately, students could optimize their learning outcomes by choosing the appropriate topics that are neither easy nor difficult.

2. Selecting Suitable Materials

After choosing an appropriate topic, teachers selected suitable materials for the video-recorded task. It is stated in the interviews.

“The materials could be everyday themes or the objects around them...” (R1, Appx.1A, Ln.14-15).

“...I usually also take material that is currently happening now” (R1, Appx.1A, Ln.16-17).

Based on the data above, teachers selected suitable materials in the next step of the pre-task stage. The materials for the task reflected the students' daily lives. These might include the students' routines, familiar environments, or experiences. Additionally, teachers usually also took the task material based on current events. Still, it concerned the topic by examining the lesson plans to identify learning objectives and key language skills to be developed. Then, it considered themes that are familiar and interesting to students. Teachers integrated the chosen material into the lesson plan, designing video-recorded tasks. Furthermore, they formulated the instructions for students for the next step.

3. Formulating Instructions

Instruction was a vital component in the learning context. The instructions for video-recorded tasks were formed into three types. There are texts, pictures, and videos. As stated by the teachers:

“After selecting the material, I formulate the instructions, which are formed in text, pictures, and video” (R1, Appx.1A, Ln.6-7).

“...Then, make the instructions in the form of pictures and text, and take a record to give an example...” (R3, Appx.1C, Ln.6.-7).

Formulating the instructions was crucial in this step. The main instruction was first created in text form. The task plans (Appx. 2) showed that the text contains greetings, an introduction to the task, the task details, encouragement for students, and a closing. However, the writing styles of the text were friendly, informal, and motivational. The friendly note could be seen by the use of lots of warmth and care emojis. It helped build a sense of affection for students. The informal language could be seen in how the teachers create a casual manner of communication. The motivational note included some phrases that encouraged students to stay enthusiastic about doing the task. Moreover, the details of the instructions were delivered directly and clearly. Thus, students could understand the task easily and reduce the possibility of misunderstanding the task. However, the teachers also equipped the picture instructions based on the text.

“...Considering they are still kids, I usually use Canva to shorten the instruction and make it more interesting for students. For example, last time, the task was about animals. Students do not easily understand if I only instruct in text form. It is formed in full English instructions. In the image, I shorten the sentences and give some animal pictures. Also, it will be easier for students to describe the animals shown in pictures” (R2, Appx.1B, Ln.23-27).

Since students were still young learners, it was significant to adapt the instructions to be engaging and easily understandable by students. The teachers shortened the instruction, making it more interesting for young learners through pictures. They recognized that children often struggle with the length of text instructions. R2 explained that students do not easily grasp the text-form content since the text instructions are given in full English sentences. Thus, they used a graphic design platform called ‘Canva’. Canva enhanced the instructions to be more appealing and engaging. Through this platform, with their creativity, the teachers might customize the templates and designs on their computers. The quick and free access saved teachers time in creating effective instructions. Further, teachers also equipped the instructions with a video. As stated by the teachers below.

“... I will give a video example for students. Thus, the students will understand the templates and how to make good video

recordings. It includes the way to explain, such as starting with an introduction, then talking about what topic they will talk about, and the materials” (R2, Appx.1B, Ln.6-9).

Another teacher also added:

“...I also give the students a template to make a video-recording task by self-introduction followed by their speaking as instructions...” (R3, Appx.1C, Ln.7-9)

Based on the data above, teachers could ensure students' comprehension of the task by providing them with a video example. Teachers facilitated by giving demonstrations of each step in speaking for video-recorded tasks from beginning to end. This practical demonstration video served as a sample video for students to do the task. Teachers model how to start the video by introducing the student's name, stating the topic, and coherently maintaining the main task. Thus, the students could create their video recordings replicating the example provided. It is expected that students will have a good quality of video recording and can efficiently enhance their speaking skills.

4. Allocating the Instruction of the Task

After ensuring text, pictures, and video instructions are organized, teachers allocate the instructions to students.

“... I share it in the WhatsApp group” (R3, Appx.1C, Ln.7)

“... It is shared in the WhatsApp group, where 4-5 students are in one group” (R1, Appx.1A, Ln.7).

The last step in the pre-task stage was when teachers allocated the instructions. In this part, mobile technologies were employed to maximize the effectiveness of the task. The data showed that they use WhatsApp to build the learning environment. WhatsApp is a widely used application for communication nowadays. It helps maintain an effective interactive learning environment. This platform facilitates convenient communication between students, teachers, and parents. Additionally, the teachers shared all the instructions of a video-recorded task through a WhatsApp group. The group was organized into small units, which

contained four to five students in each group. There, students could easily access the instructions in text, pictures, and video.

4.1.2.2 During-task Stage

1. Guiding Students in Doing Task

The teacher's guidance was crucial in ensuring students completed the video-recorded task with all the necessary elements. Students were encouraged to work independently, practicing their language skills by speaking in English. Even though it was an individual task, students gained from a collaborative group setting in the WhatsApp group. Every student uploaded their work to the WhatsApp group so classmates could watch and learn. It enhanced their communication skills. They could review each other's tasks since they are all uploaded to the group. The findings were supported by the data below.

“...It could be a medium to monitor students’ English proficiency” (R2, Appx.1B, Ln.63-64).

“...I monitor them and provide help if needed. I often give feedback via personal chat. It is held to maintain their confidence” (R3, Appx.1B, Ln.53-55).

2. Monitoring Student's Submission

The teachers closely monitored every video-recorded submission made by students in the WhatsApp group. They could actively monitor student submissions in the WhatsApp group during task completion, providing real-time feedback and support. This continuous monitoring was critical, as it allowed teachers to track student submissions in real time. They ensured that students were not just finishing the task but also making significant progress in their speaking skills. Sometimes, the teacher also gave feedback so that they could revise the task result through personal chat. It was held to maintain their confidence. Further, the WhatsApp group not only was an effective platform for monitoring students' processes but also facilitated transparency and involvement from parents. As the teacher stated in the interview:

“... parents can monitor their children’s improvement through WhatsApp groups” (R1, Appx.1A. Ln.11-12).

Along with the teachers, the parent's role was decisive in this stage because students were young learners who frequently needed additional support and encouragement. Parents could assist by supporting and motivating their child to do the task at home. During the task stage, parents played an active role in ensuring the submission. Also, they could engage during the task stage by providing guidance and discussing the task when needed. In fact, most of the parents were becoming members of the group. Frequently, parents became the one who uploads their child’s videos to WhatsApp groups. Most importantly, they could monitor the improvement of their child’ speaking skills there.

4.1.2.3 Post-task Stage

1. Evaluating Student's Performance

In the post-task stage, the emphasis of the video-recorded task shifted significantly. The focus changed to evaluating students’ performance and comprehension through their submitted tasks. Carefully analyzing the video recordings was a key to apprehending student progress and guiding future learning. Teachers began this process by reviewing the students’ submissions in the WhatsApp group. They watched the video carefully, assess the performance, and provide feedback to each student. The teachers implied the value of providing young learners with a supportive and nurturing learning environment by appreciating and giving positive reinforcement. As stated by the teacher below:

“Since they are still kids, I’d like to show them more appreciation by giving them lots of love emoticons. If there is an incorrect pronunciation, I will give the correct pronunciation by giving an example through WhatsApp voice note... However, I still gave the students correct grammar in the text form. For example, the student said, ‘I don’t hungry’. Thus, I wrote an X next to ‘I don’t hungry’ and wrote ‘I am not hungry’ followed by a checkmark” (R3, Appx.1C, Ln.28-34).

When it comes to correcting mistakes, the teacher provided them with constructive criticism. It was conducted by giving appreciation in an informal writing style and emojis. For pronunciation errors, the teachers delivered the correct pronunciation through a WhatsApp voice note. The teachers made sure that students could listen and mimic the accurate sound. It allowed students to correct their pronunciation by listening and repeating the correct version by themselves. Moreover, grammar errors were addressed to keep students' English communication skills intact. Even though the teachers did not stress perfect grammar, they offered corrections to help students use language correctly. The findings were in line with the data below.

“Grammar is not really a problem as long as they can deliver and communicate English” (R3, Appx.1C, Ln.31-32).

“... I focus more on pronunciation than grammar...” (R2, Appx.1B, Ln.35).

The teachers also added:

“If there is a mistake in the grammar, such as the words has and have, I correct them and show them in the form of text. However, we still appreciate everything to motivate them. As teachers, especially children, we can't only point out their mistakes” (R2, Appx.1B, Ln.39-42).

The data above showed that the evaluation focuses on pronunciation rather than grammar. Understanding the importance of clear and accurate speech for good communication, the teacher carefully went over each student's word and phrase pronunciation. Feedback focused on what students can improve. However, for students who are at the advanced level, the teachers also evaluated grammar. The feedback was delivered in a text form showing the correct structure. It ensured that students could visually see the correct implementation and comprehend the grammatical rules. The teachers pointed to their mistakes and greatly appreciated their work. They placed a strong emphasis on appreciation to motivate students. It was essential to balance between correcting mistakes and encouraging a positive learning environment.

2. Organizing Follow-up Activities

Following the evaluation, the last step in the post-task stage was that teachers organize follow-up activities. These activities might include discussing the task, a monologue presentation, and an activity called “skill improvement”. The teachers tended to discuss the task in the next meeting. It assessed students' difficulties in doing the task or gives them clearer feedback rather than just texting them on WhatsApp. Also, the teachers asked students to do a monologue presentation in class. Students were asked to speak in front of the class. This time, the teacher records with proper lighting, audio, and background. Further, teachers also organized an activity called “skill improvement”. These findings were supported by the data below.

“...there is a follow-up activity in the skill improvement program. It is a kind of review of the materials the students have learned, including those that have been conducted as the task in video-recorded tasks.... One of the games in speaking is that the teacher will show a different picture for the groups, and students have to describe as much as they can. One point for one sentence. Then there will be followed by the evaluation” (R3, Appx.1C, 37-43).

It could be seen that the follow-up activity in the skill improvement program helps students review and reinforce the material they have learned, especially the topics covered in the video-recorded tasks. This task was designed to be both entertaining and educational, encouraging students to learn in a way that was pleasurable and reinforced their knowledge and abilities. One of the key activities was the “skill improvement”. It was an activity held at the end of the semester. The activity was reviewing the materials, including those in the video-recorded task. The students will be grouped with those students with similar English proficiency levels. Also, the teacher added:

“It is in the form of a fun way of learning. The students will be grouped based on their level” (R3, Appx.1C, Ln.39-40).

“...The students will be grouped with the other same-level class to improve all four skills including speaking. Thus, they will have fun making new friends from other classes...” (R1, Appx.1A, Ln.39-41).

This program strongly emphasized reviewing previous materials through interactive and engaging games. The aim was to enhance all four language skills, including speaking. For example, students described photographs related to the prior theme, such as animals. They had to compete to be the first group to ring the bell and describe the photographs in detail. Each student contributed at least a word and progressed to full sentences. Moreover, it added a competitive element that can motivate students to participate enthusiastically. After the game, there was an assessment phase of each student's performance. It helped identify areas where students have improved and areas that still require more work. Thus, students understood their progress for their future learning.

In conclusion, there were three stages in implementing the video-recorded tasks for young learners in The Star, Kampung Inggris, Pare: Pre-task, during-task, and post-task stage. First, in the pre-task stage, the teachers chose an appropriate topic by considering students' English proficiency level. Then teachers selected the suitable materials for the task, followed by formulating the instructions. There were three kinds of instructions. Those were text, pictures, and videos. Lastly, teachers allocated the instructions for the task in the WhatsApp group. Second, in the during-task stage, teachers guided students in doing video-recorded tasks and monitored students' submissions. Third, in the post-task stage, the teachers evaluated students' performance by analyzing the submitted video-recorded task and giving them feedback. Additionally, they also organized some follow-up activities, including discussing the task, a monologue presentation, and an activity called "skill improvement".

4.1.3 The Strengths and Weaknesses of Teaching Speaking by Implementing Video-Recorded Tasks at the Star English Course Kampung Inggris, Pare, Kediri

Referring to data collected from interviews, the researcher obtained several strengths and weaknesses of teaching speaking by implementing video-recorded tasks at The Star English Course Kampung Inggris, Pare, Kediri. The interview was conducted on March 23, 2024.

4.1.3.1 The Strengths of Video-Recorded Tasks

The strengths results are shown in the table below:

Table 4.3 The Strengths of Video-Recorded Tasks

The Strengths of Video-Recorded Tasks
Improving students' confidence
Giving additional space to practice English
Being a medium to control student's competence

1. Improving Students' Confidence

First, the use of Video-recorded tasks in The Star English Course offered significant on students' confidence, especially when it comes to language learning. One of the primary strengths of the tasks was that allowed students to practice speaking English without feeling overwhelmed. Through practice and repetition of the task, it could boost students' confidence significantly. As stated by the teachers below:

"Improving students' confidence" (R1, Appx.1D, Ln.4).

"It boosts their confidence" (R2, Appx.1E, Ln.4).

Another teacher also stated:

"This video-recorded task can help students become more confident and comfortable speaking English" (R3, Appx.1F, Ln.4-5).

The data showed that the first thing teachers highlighted when explaining the strength of video-recorded tasks was that these tasks can improve students' confidence. These tasks were beneficial for students who struggle with confidence or shyness in class, as they created a comfortable and low-pressure environment for practicing speaking in English. Students became more comfortable in speaking English. They tended to be more expressive in recording themselves on their phone. Initially, many students were reluctant to speak in English, often remaining silent or responding with very few words during class. Over time, the video-recorded task made students consistent and enjoy practicing English. It could be seen based on the data below:

"...Some students tend to be shy in the classroom. They keep silent. One of my students even looked more cheerful in the video."

So that I know that it is not because they can't" (R1, Appx.1D, Ln.5-7).

R1 highlighted how students behave and how confident they were in different learning environments. The teacher observed that certain students tended to be quiet which was frequently misinterpreted as a sign of incapacity in speaking English. However, teachers experienced that video-recorded tasks reveal different aspects of these students. Students were likely more engaged. It indicated that the student's silence in the classroom was not due to the lack of capacity or understanding of the materials, but rather a result of a conventional classroom setting. The less threatening environment. It was crucial to give students a variety of opportunities to demonstrate their knowledge and skills. By incorporating the video-recorded task into the learning process, teachers could gain a deeper understanding of students' actual skills. Furthermore, Students had to do the task regularly to enhance their confidence in their speaking skills as described by the teacher below:

"...This task influences the speaking skills of the students who do the task regularly and are enthusiastic. Even though the students basically have the same level of competence, I can see the difference between students who like to do it regularly and those who do not. I like to ask my students to use English in the classroom. Those who regularly do the task tend to speak in the classroom fluently. However, those who seldom do the task are more afraid to speak up. They are afraid to make a mistake..." (R2, Appx.1E, Ln.4-10).

Teachers noticed a distinct difference between students who consistently complete the task and those who rarely do. Students who participated in these video-recorded tasks regularly and enthusiastically were more comfortable speaking in front of the class. They could speak the English language more fluently. Thus, regular practice helped students decrease hesitation and increase their communication skills. During class activities, these students were more likely to speak up and demonstrate a readiness to use English naturally and spontaneously. On the other hand, Students who often participate in the task activities showed greater anxiety and hesitation to use English in the classroom. This finding emphasized the need for teachers to encourage and support all students in engaging with the tasks.

2. Giving Additional Space to Practice English

The second strength that the researcher found was that the video-recorded tasks gave additional space to practice English. The findings demonstrated how adaptable and practical video-recorded tasks were in enhancing students' speaking skills. Through these tasks, students could practice speaking English outside of the classroom in various settings. By allowing students to record videos everywhere, they effectively added more language practice areas. The teachers also explained that:

“They can take the video everywhere. It’s like having additional space to speak English” (R1, Appx.1D, Ln.10-11).

“It is also flexible. Students can do the task anywhere with any device. Students can practice speaking English anytime, not only in the classroom” (R3, Appx.1F, Ln.5-7).

The data above emphasized that video-recorded tasks provided additional space to practice speaking English. Students had become more flexible in speaking English everywhere and anytime. They could record their own speaking without the immediate pressure of an audience. Moreover, students could use any device they have. This showed how convenient and approachable these tasks are. Students may more easily fit practice into their schedules when they can utilize any devices. This flexibility maximized the amount of practice opportunities available for students.

3. Being a Medium to Control Student’s Competence

The third strength was that this task can be a medium to control student’s competence. It was beneficial for both teachers and parents to monitor students’ progress. As it was stated down below:

“Parents can monitor their children’s improvement through WhatsApp groups” (R1, Appx.1D, Ln.11-12).

“This task can be a medium for me to monitor students’ improvement” (R2, Appx.1E, Ln.10-11).

The use of a WhatsApp group was a medium to control students' competence. There were student numbers, teachers, and parents in one group. Thus, it could be used by teachers to monitor students' performance and by

parents to monitor their children’s development in speaking English. Parents who had access to the WhatsApp group can watch the videos that their kids have submitted and follow their development over time. This transparency enabled parents to actively participate in their kid's learning process, recognize areas where their child may need more support, and witness firsthand the gains in their child's speaking abilities. As a result of knowing that their families were also keeping an eye on and appreciating their accomplishments. Furthermore, these findings suggested a collaborative and comprehensive monitoring system for both teachers and parents.

4.1.3.2 The Weaknesses of Video-Recorded Tasks

On the other hand, the researcher also found the data about the weakness of video-recorded tasks. They are shown in the table below:

Table 4.4. The Weaknesses of Video-Recorded Tasks

The Weaknesses of Video-Recorded Tasks
Time-consuming
Challenging for students

1. Time-Consuming

First, teachers stated that this video-recorded task was time-consuming.

“...it takes time to prepare and evaluate it. Apart from giving instructions, we also give examples, and maybe we need to put more effort into the topic, aligning it with the children's abilities” (R1, Appx.1D, Ln.26-28).

“...it takes time to prepare. Some preparation is needed in the technical area, such as making the video and instructions. However, it is not time-consuming if the teacher manages their time well. They can construct the idea while in class and then apply it” (R2, Appx.1E, Ln.35-38).

“... it needs more time to prepare for the task. Especially the instructions and evaluation” (R3, Appx.1F, Ln.25-26).

The data above showed that these video-recorded tasks require a lot of time and effort in preparing and evaluating. The teachers highlighted the

importance of careful planning to guarantee that the assignments are appropriate for the student's skill levels. This involved creating clear instructions, providing examples, and modifying the content to match the students' capabilities. In addition to providing the instructions, teachers also needed to set examples and modify the topics to suit the skill levels of their students. Also, it required technical preparation, such as creating the video and comprehensive instructions. However, with effective time management, this procedure could be expedited. Teachers could develop ideas in class and put them into practice afterward. In short, the teachers had to be aware of the extra time and work required to prepare and assess the video-recorded tasks. Since these tasks helped students learn and gain confidence, it was thought that the extra time invested was worth it.

2. Challenging for students

Second, the next finding of the weakness of this task was that it had challenges for students. It potentially brought technical problems. It can be seen from the interview results below:

"...Since they are still children, they need their parents' help to monitor and remind them to do this task. They do not know their responsibility yet. However, some parents are really busy, and some are too old to understand the use of mobile phones for video recording..." (R2, Appx.1E, Ln.21-25).

The teacher also added:

"...This video-recorded task needs a big storage memory phone." (R2, Appx.1E, Ln.31-32).

It has been found that this video-recorded task had potentially had technical problems. Since students were still young learners, they frequently required their parent's help to monitor and remind them to finish the video-recorded task. This needed for parental assistance, though, might present issues. Young learners sometimes were not aware of their responsibility yet. However, this could be challenging as some parents are too busy with their work or unfamiliar with modern technology. Furthermore, the task required a mobile phone with a significant storage capacity, which not all students may have easily accessible.

“...it can be a challenge for the students who attend full-day school. They already have a school burden, so they need more time to do this task” (R2, Appx.1E, Ln.20-21).

“The teacher has considered the difficulty level because it is a daily task. Thus, hard tasks will make students lazy. Also, teachers have to motivate students regularly, such as by giving them rewards” (R3, Appx.1F, Ln.14-16).

The data also showed that full-day school students already have a lot on their academic burdens. It was difficult to find extra time to do the tasks. Furthermore, the teachers should carefully consider the degree of difficulty. Instructions that are too complicated could make students less motivated. Thus, the teachers needed to be mindful of students' overall workload and provide simple tasks to accommodate these students. Teachers should offer regular encouragement and rewards to keep students motivated and engaged. Furthermore, providing motivation and support was crucial to help all students.

In short, there were several strengths and weaknesses of teaching speaking by implementing video-recorded tasks at The Star English Course Kampung Inggris, Pare, Kediri. The strengths were improving students' confidence, giving them additional space to practice English, and being a medium to control student's competence. However, the weaknesses were time-consuming and challenging for students.

4.2 Discussion

4.2.1 Types of Video-Recorded Tasks

In general, the findings of the pedagogic tasks used in this institution strengthen some relevant previous studies, such as those carried out by Aubrey et al. (2022). Their research emphasized pedagogical implications for educators regarding the best ways to incorporate speaking tasks to raise student engagement. Additionally, a study by Huang (2021) showed that students gained real-world experience in expressing their ideas and creativity in English through authentic

practice. This combination of studies highlights the effectiveness of practical, communicative tasks in improving language skills and student participation.

The use of technology as a medium is verified by Asfihana & Yansyah (2022) and Kang (2022) studies, which confirm that technology is also useful in assisting self-taught learning. Moreover, the use of WhatsApp as a platform to support language learning is in line with another similar study by Garcia-Ponce et al. (2023) that conducted a study of WhatsApp to promote English oral fluency with a task repetition design. Yet, there is a difference in the task type. This current study uses video-recorded tasks, while the study of Garcia-Ponce et al., (2023) completed a monologue narrative task. Further, the same findings were found that task repetition and technology can help promote speaking skills. On the other hand, the study by Widiastuti (2022) found that it uses computer-assisted language learning using Zoom, and the video-recorded task is uploaded on YouTube.

This current study shows that video-recorded tasks used in the star are output-based. As argued by Xie (2022), learning speaking skills is considered output-based and compatible using a task-based approach. That study found that the key learning results pertained to enhancements in motivation, study techniques, self-assurance, and collaboration. The most improved competency was learner independence which is in line with the current study. This underscores the effectiveness of output-based, task-oriented methods in fostering autonomous learning and personal development among students.

4.2.2 Implementation of Video-Recorded Tasks

This study found that teachers divided the implementation of video-recorded tasks into three parts: pre-task, during the task, and post-task. In the pre-task stage, the primary focus is on ensuring that the task materials are appropriately aligned with the student's levels of competence. This step is crucial, as it sets the foundation for effective learning. This aligns with the idea offered by Truong (2021), who argued that inappropriate task difficulty can hinder students'

ability to absorb new knowledge. Teachers can establish an ideal learning environment by adjusting the difficulty of tasks thoughtfully, which encourages the development of skills and retention of knowledge.

The findings show that after selecting suitable materials, the teacher must construct clear instructions with a sample video task in the pre-task stage. This study affirms the study by Truong (2021) that effective motivation generators are clear task instructions and demonstrations. Moreover, the data findings of this current study found that teachers focus more on how students can communicate in English. It corroborated the findings of Yeh et al. (2020) that video-making projects develop communicative intent. Thus, this current study highlights the improvement of pronunciation. It is different from Kang (2022), who found that a study of video-recorded speaking proficiency was positive, but the pronunciation was insufficient.

There are differences in how teachers allocate the instructions in this current study and in another study. Prianty et al., (2022) found that teachers only provided verbal instructions at the start of the speaking class. Instructions were also repeated during the lesson while students were engaged in the task. On the other hand, this current study found that teachers provide instruction through text, images, and video. This helps students grasp the instructions more easily and enhances overall comprehension and effectiveness in task execution. Furthermore, during the task phase, this current study is consistent with Truong's (2021) findings, which revealed that teachers' guidance is essential in a participatory classroom because it empowers students and allows them greater autonomy in managing their assignments.

This study found that teachers provide evaluations that contain feedback for students' video-recorded task results in the post-task stage. As Truong (2021) has argued, post-task feedback should be given without interrupting students during the task. This approach allows teachers to better understand the student's strengths and weaknesses throughout the task cycle, enabling more accurate assessment and constructive evaluation. This is in line with Noirey et al. (2019),

which states that teacher and peer feedback is also provided to boost student confidence and satisfaction.

Overall, the findings of the implementation of this study are different from some previous studies. Asfihana & Yansyah (2022) study found that video making follows four steps: 1) building the students' content knowledge, 2) creating the video, 3) presenting the video, and 4) providing feedback. In another study, Kang (2022) found that the self-recorded video is implemented by students who chose and researched topics, recorded three-to-five-minute speaking videos, and shared them through a learning management system (LMS) with asynchronous peer Q&A interactions. In addition, Wulandari (2019) found the implementation of the task is that students were tasked with uploading Instagram posts featuring their English-speaking videos on given topics, ranging from 1 to 3 minutes each. Then, students received written feedback from both their peers and the speaking instructor.

4.2.3 The Strengths and Weaknesses of Video-Recorded Tasks

The primary strength of video-recorded tasks is improving students' confidence. This study is consistent with Azkiyah & Rahayu (2018), Dang et al. (2022), Encalada & Sarmiento (2019), Widiastuti et al. (2022), and Zheng et al. (2023) findings, which revealed that the tasks could promote students' self-confidence and become less fearful when speaking English. The tasks make learning more enjoyable. Additionally, other similar studies by Cherrez (2022) and Putri (2023) revealed that technology-mediated tasks can enhance the development of confidence in using foreign and second languages more spontaneously since they provide students with a safe space to fail without being judged. Furthermore, it shows that this video-recorded task in The Star English course solves the students' speaking skills problems with psychological factors such as self-confidence and anxiety.

The use of video-recorded tasks then gives additional space to practice English, which is in line with Widiastuti (2022), who found that students had positive learning experiences and perceptions of video-recording activities

because of the use of digital learning platforms as the medium for learning. Also, Zhang (2023) stated that the task provides rich ways to enhance learners' speaking performance. Further, this task is a medium to control students' competence, which agrees with Al-Jarf (2022), who stated that adapting mobile phones to engage students using WhatsApp creates a distance learning environment and student-instructor interactions. Furthermore, it shows that this video-recorded task in The Star English course solves the problem of limited opportunities to practice speaking outside the classroom.

In contrast, the weakness of these tasks is that they are time-consuming. This is consistent with Aubrey et al. (2022), who noted that activities such as group planning for tasks, cooperative learning, defined task roles, and group post-task debriefings need early efforts to implement. However, this current study revealed that some teachers might consider the task to be time-consuming, while others believe that it is time-consuming but still can be handled with good time management. Moreover, when taking into account the advantages of video-recorded tasks, it is worth the effort.

This current study also found that these tasks bring challenges for students. Butarbutar (2021) stated that it brings some challenges for students, such as understanding the meaning of the task and applying new technology to explore profound tasks further. Other similar studies by Azkiyah (2018) revealed that some learners also felt that this task was challenging to complete, required a considerable amount of time for both preparation and revision, and was sometimes confusing. However, they appreciated having enough time to analyze and correct their mistakes. Balancing these tasks with heavy school assignments added to the difficulty. Thus, this current study found that teachers handle this weakness by giving the students motivation and guidance.

Apart from the similarities and differences, this study has some novelty findings related to implementing video-recorded tasks. First, this research found forms of instruction that engage young learners in conducting video-recorded speaking classes. The teachers provide instruction in the form of text, images, and video, while the other research only found normative instruction in the classroom.

Second, these current research findings reveal the new practical steps of video-recorded tasks, especially for young learners speaking in class. No single implementation step of video-recorded tasks for young learners was found in other research. The eight steps in implementing video-recorded tasks for young learners are choosing an appropriate topic, selecting suitable materials, formulating instructions, Allocating the instruction of the task, guiding students in doing a task, monitoring students' submissions, evaluating students' performance, and organizing follow-up activities. Third, this research finding reveals that video-recorded tasks in The Star English course have strength as a medium to control students' competence, while others do not find it.



V. CONCLUSIONS AND SUGGESTIONS

The following section summarizes the findings based on the research questions outlined in Chapter I. Also, it provides suggestions for English teachers and future researchers interested in pursuing similar studies.

5.1 Conclusions

In conclusion, this study found the type, implementation, and strengths and weaknesses of video-recorded tasks for young learners speaking class in The Star English Course, Kampung Inggris, Pare. The findings show that the types of video-recorded tasks implemented in the institution are closed and open tasks, focused and unfocused tasks, pedagogic tasks, technology-mediated tasks, and output-based tasks. First, based on the goals or outcome of the tasks, the students with lower proficiency in English levels (basic and intermediate classes) are categorized into closed tasks. However, the higher proficiency levels or advanced classes implement open tasks. Second, considering the characteristics of the tasks, the students with lower proficiency in English levels (basic and intermediate classes) are categorized into focused tasks. However, the higher proficiency levels or advanced classes implement unfocused tasks. Third, examining authenticity, the teachers conduct pedagogic tasks that convert from the real world to the classroom. Fourth, technology-mediated tasks are implemented as the medium of the tasks. Fifth, since speaking is the focus, these video-recorded tasks are considered to be output-based tasks.

Second, there are three stages in implementing the video-recorded tasks for young learners in The Star, Kampung Inggris, Pare: Pre-task, during-task, and post-task stage. First, in the pre-task stage, the teachers choose an appropriate topic by considering students' English proficiency level. Then, teachers select suitable materials for the task and formulate the instructions. There are three kinds of instructions. Those are text, pictures, and videos. Lastly, teachers allocate the instructions for the task in the WhatsApp group. Second, in the during-task stage, teachers guide students in doing video-recorded tasks and monitor students' submissions. Third, in the post-task stage, the teachers evaluate students' performance by analyzing the submitted video-recorded task and giving them

feedback. Additionally, they also organize some follow-up activities, such as discussing the task, a monologue presentation, and an activity called “skill improvement”.

Lastly, several strengths and weaknesses of teaching speaking by implementing video-recorded tasks at The Star English Course Kampung Inggris, Pare, Kediri. The strengths are improving students’ confidence, giving additional space to practice English, and being a medium to control student’s competence. However, the weaknesses are time-consuming and challenging for students. Furthermore, this study reckons that utilizing video-recorded tasks can be beneficial in enhancing the speaking abilities of young learners. Practical insights are available for educators to improve students speaking skills by incorporating technology into task-based language teaching.

5.2 Suggestions

Based on the conclusion above, some suggestions are intended for teachers, students, and other researchers. For teachers, the researcher hopes that this research provides practical insight for teachers, especially those who teach speaking to young learners. It gives information about the implementation, strengths, and weaknesses of video-recorded tasks to improve speaking skill, especially for young learners in an English course context. Further, implementing video-recorded tasks hopefully can guide teachers in achieving similar success. For students, the result of this research is expected to enrich students' knowledge of the use of video-recorded tasks. For other researchers, it is intended to contribute to those interested in conducting similar research on related topics, such as using video-recorded tasks in assessing student performance.

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APPENDICES

Appendix 1

Interview Transcripts

Appendix 1A. Types and Implementation of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R1= Respondent 1

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 11.30 End: 12.15

- 1 I: Do you consent to participate in this tape-recorded interview?
- 2 R1: Yes, I consent freely.
- 3 **(Question 1)**
- 4 I: Can you explain the steps in the video assignment, Miss?
- 5 R1: First, I choose a material that matches the students' knowledge. After
- 6 selecting the material, I formulate the instructions, which are formed in text,
- 7 pictures, and video. Then, it is shared in the WhatsApp group, where 4-5 students
- 8 are in one group. Later, the students will have to send the video. Lastly, it will be
- 9 evaluated.
- 10 **(Question 2)**
- 11 I: What do you need regarding the materials?
- 12 R1: We usually discuss the material that will be studied at the next meeting. Thus,
- 13 it makes it easier for them to learn the next material in class. We try to make them
- 14 use at least 50:50 Indonesian English. They can mix languages in class. The
- 15 materials could be everyday themes or the objects around them. However, it still
- 16 follows the learning objectives of the institution. I usually also take material that
- 17 is currently happening now. For example, the material is about seasons. Later, the
- 18 students were asked to describe the seasons. Then, they will discuss their favourite
- 19 season and the reason why they like it.
- 20 **(Question 3)**
- 21 I: What devices do you use to implement video-recorded tasks?

22 R1: Mobile phone and Laptop.

23 **(Question 4)**

24 I: Is there a minimum duration for making a video?

25 R1: No, the students have no limited video duration. It depends on the theme and
26 the student's ability level.

27 **(Question 5)**

28 I: What do you evaluate in the video-recording task?

29 R1: This is a daily task. Usually, the students send the video in the afternoon. I
30 evaluate at night, focusing on pronunciation. However, for beginner classes, I
31 usually check the vocabulary instead of the structure of a sentence. I also check
32 the grammar for beginners' continuing classes because they tend to describe things
33 like things or toys and why they like them. However, the focus remains on how
34 they can deliver and communicate the idea through the video.

35 **(Question 6)**

36 I: Is there any follow-up activities in class?

37 R1: Yes, the students have to do a monologue presentation. I usually asked them
38 to explain the topic related to the task. Moreover, the eighth meeting has an
39 activity called skill optimacy. The students will be grouped with the other same-
40 level class to improve all four skills including speaking. Thus, they will have fun
41 making new friends from other classes. The students will play some fun games
42 related to the previous theme. For example, for speaking skill, they will be
43 grouped in small numbers and have to describe pictures. As a teacher, I will
44 prepare a picture to show the group, such as five pictures of animals. Then they
45 have to get the answers as fast as they can. Then, they have to describe everything
46 about the picture.

47 **(Question 7)**

48 I: What is the purpose of this task?

49 R1: Most importantly, this task is for them to communicate English better.

50 **(Question 8)**

51 I: Do you find these video-recorded tasks improving their speaking?

52 R1: Yes. In their early classes, most students speak little English, and some don't
53 want to speak English at all. They are shy. As time passes, they try to say three or
54 four words until they become a sentence. They seem to enjoy English.

Appendix 1B. Types and Implementation of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R2=Respondent 2

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 13.00 End: 13.45

- 1 I: Do you consent to participate in this tape-recorded interview?
- 2 R2: Yes, I consent freely.
- 3 **(Question 1)**
- 4 I: Can you explain the steps in the video assignment, Miss?
- 5 R2: First, I chose the topic. Then, I will construct the instructions to be shared in
- 6 the WhatsApp group through text and pictures. Also, I will give a video example
- 7 for students. Thus, the students will understand the templates and how to make
- 8 good video recordings. It includes the way to explain, such as starting with an
- 9 introduction, then talking about what topic they will talk about, and the materials.
- 10 After sending the instructions to the WhatsApp group and students sending their
- 11 videos, I evaluate them.
- 12 **(Question 2)**
- 13 I: What do you need regarding the materials?
- 14 R2: When choosing the topic, I followed the lesson plans. It suits the material that
- 15 was studied in the previous meeting. Students have two meetings in one week, so
- 16 they know the materials from the previous meeting. For example, the last meeting
- 17 was about animals. The task will be describing animals. As a teacher, I will
- 18 choose which animals each day for them to describe. Also, if there are some extra
- 19 occasions, I will use it to apply the topic related to what is happening now.
- 20 **(Question 3)**
- 21 I: What devices do you use to implement video-recorded tasks?
- 22 R2: Only computer and mobile phone. I usually use a computer to create images.
- 23 Considering they are still kids, I usually use Canva to shorten the instruction and
- 24 make it more interesting for students. For example, last time, the task was about
- 25 animals. Students do not easily understand if I only instruct in text form. It is
- 26 formed in full English instructions. In the image, I shorten the sentences and give
- 27 some animal pictures. Also, it will be easier for students to describe the animals

28 shown in pictures. However, the mobile phone is used for taking videos, accessing
29 WhatsApp groups, and showing a clip to students.

30 **(Question 4)**

31 I: Is there a minimum duration for making a video?

32 R2: No, but it is usually almost the same as the example video the teachers sent.

33 **(Question 5)**

34 I: What do you evaluate in the video-recording task?

35 R2: I focus more on pronunciation than grammar and video content. The main
36 point is that they can communicate and deliver English. If students do not follow
37 the instructions, I usually give advice. I try to find what the students need to
38 improve. If there is a mistake in the pronunciation, I will use an audio recording in
39 WhatsApp to show them the correct pronunciation. If there is a mistake in the
40 grammar, such as the words has and have, I correct them and show them in the
41 form of text. However, we still appreciate everything to motivate them. As
42 teachers, especially children, we can't only point out their mistakes.

43 **(Question 6)**

44 I: Is there any follow-up activities in class?

45 R2: Yes, I usually discuss the task before proceeding to the next material.
46 Moreover, usually once a month, I ask the students to speak in class, and I will
47 record it as properly as possible. They have to do a monologue, speaking one by
48 one. Almost the same as the daily video-recorded task students usually do.
49 However, I prepare the lighting, microphone, and a good background. Thus, the
50 output will be better. Moreover, since it is conducted in class, the students can
51 learn from their friends directly how they usually do speaking. Also, there is a
52 program called Skill Improvement. It is reviewing the previous material in class in
53 a fun way. We make a game. Actually, it can be different in each session. I will
54 take the example from the previous session. We had animals as the materials.
55 Thus, the students will be grouped according to their English level. Then, they
56 will be divided into several groups. They will get a picture and instructions to
57 describe the animal in the picture. The group that rang the bell first got a chance
58 to describe. Each student had to say at least a word. In the end, they can speak in
59 full sentences.

60 **(Question 7)**

61 I: What is the purpose of this task?

62 R2: I believe it allows students to practice speaking in English because we only
63 meet twice weekly. Moreover, it could be a medium to monitor students' English
64 proficiency.

65 **(Question 8)**

66 I: Do you find these video-recorded tasks improving their speaking?

67 R2: Yes, it boosts students' confidence, thus improving their speaking skills. This
68 task is for them to communicate English better. By giving students more chances
69 to speak English, students will remember how to use the sentences. When we
70 evaluate, we can see that students who do the task regularly get better
71 memorization than students who seldom do the task. Also, this task can be more
72 interesting for students in the supporting environment class. In my case, I have
73 two classes. They have different characteristics of students. The first class has
74 students who are really enthusiastic and diligent in doing the tasks. They end up
75 competing to do it. On the other hand, the second class has students who lack
76 enthusiasm for doing the task. It affects the rest of the students who become lazy,
77 too. In fact, students who diligently do the task tend to use English in class.



Appendix 1C. Types and Implementation of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R3= Respondent 3

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 15.30 End: 16.10

- 1 I: Do you consent to participate in this tape-recorded interview?
- 2 R3: Yes, I consent freely.
- 3 **(Question 1)**
- 4 I: Can you explain the steps in the video assignment, Miss?
- 5 R3: First, I consider the topic based on the previous meeting and also their level.
- 6 Then, make the instructions in the form of pictures and text, and take a record to
- 7 give an example. Then, I share it in the WhatsApp group. I also give the students
- 8 a template for a video-recording task by self-introduction followed by their
- 9 speaking as instructions. After the students send their videos, I evaluate them.
- 10 **(Question 2)**
- 11 I: What do you need regarding the materials?
- 12 R3: I use the material that has been studied in the previous meeting based on the
- 13 lesson plans. I like to do tasks that involve short descriptions or memorizing
- 14 sentences if the students' level is still low. For example, some expressions like sit
- 15 down please, stand up please, can I help you? I like to make the instruction as
- 16 close as can be to the student's real world. For example, the topic is house. Thus, I
- 17 ask them to mention the rooms in their house.
- 18 **(Question 3)**
- 19 I: What devices do you use to implement video-recorded tasks?
- 20 R3: I use a computer to make pictures for the instruction, using Canva. I also use
- 21 mobile phones to make videos as an example for the students.
- 22 **(Question 4)**
- 23 I: Is there a minimum duration for making a video?
- 24 R3: No, I don't limit the students' speaking time. Moreover, they like to do it for
- 25 around one minute.

26 **(Question 5)**

27 I: What do you evaluate in the video-recording task?

28 R3: Since they are still kids, I'd like to show them more appreciation by giving
29 them lots of love emoticons. If there is an incorrect pronunciation, I will give the
30 correct pronunciation by giving an example through WhatsApp voice note.
31 Grammar is not really a problem as long as they can deliver and communicate
32 English. However, I still gave the students correct grammar in the text form. For
33 example, the student said, 'I don't hungry'. Thus, I wrote an X next to 'I don't
34 hungry' and wrote 'I am not hungry' followed by a check mark.

35 **(Question 6)**

36 I: Is there any follow-up activities in class?

37 R3: Yes, there is a follow-up activity in the skill improvement program. It is a
38 kind of review of the materials the students have learned, including those that
39 have been conducted as the task in video-recorded tasks. It is in the form of a fun
40 way of learning. The students will be grouped based on their level. One of the
41 games in speaking is that the teacher will show a different picture for the groups,
42 and students have to describe as much as possible. One point for one sentence.
43 Then, there will be followed by the evaluation.

44 **(Question 7)**

45 I: What is the purpose of this task?

46 R3: Students will be brave and used to speaking in English outside the classroom,
47 which they can then apply in the classroom. This can change their perception of
48 English, and it is not difficult. Moreover, this task is for them to communicate in
49 English better.

50 **(Question 8)**

51 I: Do you find these video-recorded tasks improving their speaking?

52 R3: Yes, I find that it positively impacts those who do the task regularly than
53 those who don't. They tend to be more confident in speaking English. Usually, I
54 monitor them and provide help if needed. I often give feedback via personal chat.
55 It is held to maintain their confidence.

Appendix 1D. Strengths and Weaknesses of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R1= Respondent 1

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 11.30

End: 12.15

1 **(Question 1)**

2 I: In your opinion, what are the strengths of teaching speaking by implementing
3 video-recorded tasks?

4 R1: Improving students' confidence. This task can help students who are not
5 confident in class be more expressive. Some students tend to be shy in the
6 classroom. They keep silent. One of my students even looked more cheerful in the
7 video. So that I know that it is not because they can't.

8 **(Question 2)**

9 I: Does this task give them space to talk more outside class?

10 R1: Yes. They can take the video everywhere. It's like having additional space to
11 speak English. Moreover, parents can monitor their children's improvement
12 through WhatsApp groups.

13 **(Question 3)**

14 I: In your opinion, what are the weaknesses of teaching speaking by implementing
15 video-recorded tasks?

16 R1: This task can be difficult for beginner basic students lacking vocabulary and
17 accents.

18 **(Question 4)**

19 I: Is there any technical problem?

20 R: No.

21 **(Question 5)**

22 I: Is there any problem with the video duration?

23 R1: No, I think it is because there is no time limitation.

24 **(Question 6)**

25 I: Do you think the preparation is time-consuming?

26 R1: Yes, it takes time to prepare and evaluate it. Apart from giving instructions,
27 we also give examples, and maybe we need to put more effort into the topic,
28 aligning it with the children's abilities.



Appendix 1E. Strengths and Weaknesses of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R2=Respondent 2

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 13.00

End: 13.45

1 **(Question 1)**

2 I: In your opinion, what are the strengths of teaching speaking by implementing
3 video-recorded tasks?

4 R2: Most importantly, it boosts their confidence. This task influences the speaking
5 skills of the students who do the task regularly and are enthusiastic. Even though
6 the students basically have the same level of competence, I can see the difference
7 between students who like to do it regularly and those who do not. I like to ask my
8 students to use English in the classroom. Those who regularly do the task tend to
9 speak in the classroom fluently. However, those who seldom do the task are more
10 afraid to speak up. They are afraid to make a mistake. Moreover, this task can be a
11 medium for me to monitor students' improvement.

12 **(Question 2)**

13 I: Does this task give them space to talk more outside class?

14 R2: Yes. Since we only have two weekly meetings, Friday and Saturday, students
15 can practice speaking outside the classroom. They can do it anywhere and
16 anytime.

17 **(Question 3)**

18 I: In your opinion, what are the weaknesses of teaching speaking by implementing
19 video-recorded tasks?

20 R2: First, it can be a challenge for the students who attend full-day school. They
21 already have a school burden and need more time in doing this task. Second, since
22 they are still children, they need their parents' help to monitor and remind them to
23 do this task. They do not know their responsibility yet. However, some parents are
24 really busy, and some are too old to understand the use of mobile phones for video
25 recording. Third, this video-recorded task needs a big storage memory phone.

26 **(Question 4)**

27 I: Is there any technical problem?

28 R2: No.

29 **(Question 5)**

30 I: Is there any problem with the video duration?

31 R2: No, the students have no limited video duration. However, they have to spare
32 some storage memory phones.

33 **(Question 6)**

34 I: Do you think the preparation is time-consuming?

35 R2: Of course, it takes time to prepare. Some preparation is needed in the
36 technical area, such as making the video and instructions. However, it is not time-
37 consuming if the teacher manages their time well. They can construct the idea
38 while in class and then apply it.



Appendix 1F. Strengths and Weaknesses of Video-Recorded Tasks Interview

Site: The Star English Course

I= Interviewer

Interviewer: Bidayatul Mujtahidah

R3= Respondent 3

Transcriber: Bidayatul Mujtahidah

Translator: Bidayatul Mujtahidah

Typist: Bidayatul Mujtahidah

Date: March 23, 2024

Start: 15.30

End: 16.10

1 **(Question 1)**

2 I: In your opinion, what are the strengths of teaching speaking by implementing
3 video-recorded tasks?

4 R: This video-recorded task can help students become more confident and
5 comfortable speaking English. It is also flexible. Students can do the task
6 anywhere with any device. Students can practice speaking English anytime, not
7 only in the classroom.

8 **(Question 2)**

9 I: Does this task give them space to talk more outside class?

10 R: Yes.

11 **(Question 3)**

12 I: In your opinion, what are the weaknesses of teaching speaking by implementing
13 video-recorded tasks?

14 R: The teacher has considered the difficulty level because it is a daily task. Thus,
15 hard tasks will make students lazy. Also, teachers have to motivate students
16 regularly, such as by giving them rewards.

17 **(Question 4)**

18 I: Is there any technical problem?

19 R: No.

20 **(Question 5)**

21 I: Is there any problem with the video duration?

22 R: No.

23 **(Question 6)**

24 I: Do you think the preparation is time-consuming?

25 R: Yes, it needs more time to prepare for the task. Especially the instructions and
26 evaluation.

Appendix 2. Document checklists

Appendix 2A. The Types and Implementation of Video-Recorded Tasks

Document Checklist 1

1 **TASK PLAN 1 (R3)**

2 **(Basic Level)**

Grade: Basic Level

Date: 4/6/2024

Topic: Daily expression

Lesson Focus and Goals: Students can use daily expression.

Materials Needed: Picture of daily expression list.

Task description (to share in WA group):

Assalamualaikum wr wb.

Good morning my beloved members 🌸

How's life today?

I hope , you're a great, fighting, and happy every day 😊

Anyway, I will share your assignment for today. Let me tell it 📢

Today, your assignment is Memorizing about "Daily expression"

Please take a video and share it in this group.

I'm waiting for it guys 🙏

Keep on fire, do the best ✨

-Have a nice day 🌈🌈

Thanks and keep learning 😊

Media:

1. *I'm so stoked*: Aku sangat bersemangat.

2. *I feel like I'm in paradise*: Aku merasa seperti ada di surga.

3. *I'm on cloud nine right now*: Aku sangat senang.

4. *I'm in a very good mood*: Suasana hatiku lagi baik.

5. *I'm feeling pretty good right now*: Aku merasa cukup baik sekarang.

6. *I find it very exciting*: Aku merasa itu sangat menarik.

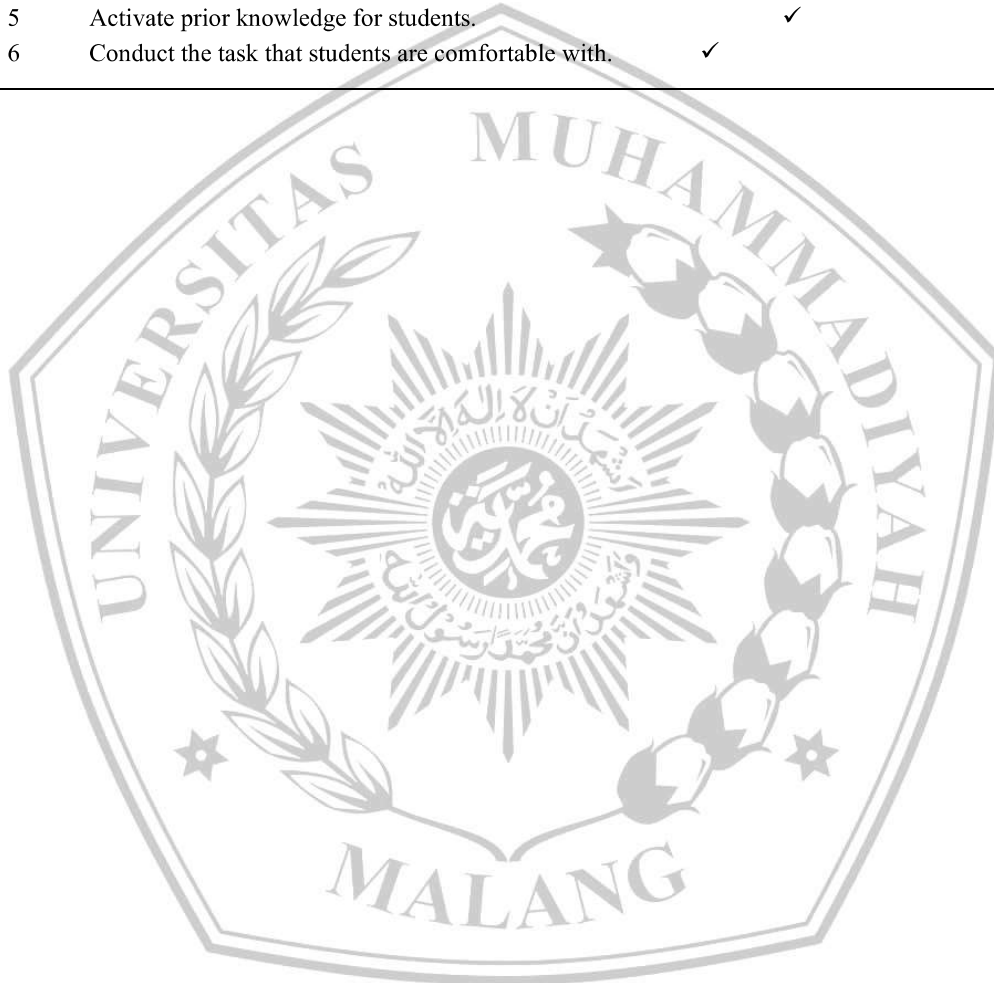
3

4 THE TYPES OF VIDEO-RECORDED TASK

NO	TYPES	DESCRIPTIONS	YES	NO
	CLOSED TASKS	The task is structured.	✓	
		The task has a single objective. There is a specific, correct answer or a limited set of correct answers.	✓	
1	GOALS/OUTCOME	The task has predictable language use.	✓	
		OPEN TASKS	The task is flexible. There is no single correct answer. The tasks are opinion gaps (identifying and articulating a personal reference, feeling, or attitude in response to a given situation, problem-solving, and expressing what you think), and reasoning (deriving some new information from given information).	
2	CHARACTERISTICS	FOCUSED TASKS	The task has a specific grammar focus.	✓
		UNFOCUSED TASKS	A particular structure is required in order for a task to be completed. The tasks have no particular grammar form. Students can apply any linguistic resources to complete the task.	✓
3	AUTHENTICITY	REAL-WORLD TASKS	The tasks use language in the world outside the classroom (everyday life).	
		PEDAGOGIC TASKS	The tasks converted from real world to the classroom.	✓
4	MEDIUM	FACE TO FACE TASKS	Students and teachers interact in real-time in the classroom	
		TECHNOLOGY MEDIATED TASKS	Students and teachers interact through technology such as computers or mobile phones (no physical relations).	✓
5	FOCUS	INPUT-BASED TASKS	The students process information input through listening and/or reading. It focuses on comprehension and understanding of language input.	
		OUTPUT-BASED TASKS	The students process information input through speaking and/or writing, focusing on the production of language output.	✓

5 THE IMPLEMENTATION OF VIDEO-RECORDING TASK

No	Steps For Conducting a Video-Recorded Task (Pre-Task)	Yes	No
1	Determine the learning objectives.	✓	
2	Choose the appropriate task for the learners' proficiency level.	✓	Transferring language.
3	Select the authenticity of the task (real-world/pedagogic rationale).	✓	Real-world
4	Prepare the materials used in the task.	✓	Picture
5	Activate prior knowledge for students.		✓
6	Conduct the task that students are comfortable with.	✓	



**Appendix 2B. The Types and Implementation of Video-Recorded Tasks
Document Checklist 2**

- 1 **TASK PLAN 2 (R2)**
- 2 **(Intermediate level)**
- 3

Grade: Intermediate Level	Date: 26/2/2024
Topic: Animals	Lesson #second month
Lesson Focus and Goals: Students will be able to identify the characteristics of animals.	
Materials Needed: Picture & Video	
Task description (to share in WA group):	

Hello 🌞 good afternoon, friends 🌞
How are you today??
I hope all of you are always well.

So, for today, I have an assignment for you 🌞 ✨ ✨
The assignment is please mention the characteristics of the animals in the picture.
🌞 🌞

So I'm waiting for your video 🌞 🌞 🌞

Have a nice day for you all 🌞 🌞

Media:



- 4

5 THE TYPES OF VIDEO-RECORDED TASK

NO	TYPES	DESCRIPTIONS	YES	NO	
	CLOSED TASKS	The task is structured.	✓		
		The task has a single objective.	✓		
		There is a specific, correct answer or limited set of correct answers.	✓		
		The task has predictable language use.	✓		
1	GOALS/OUTCOME	OPEN TASKS			
		<p>The task is flexible.</p> <p>There is no single correct answer.</p> <p>The tasks are opinion gaps (identifying and articulating a personal reference, feeling, or attitude in response to a given situation, problem-solving, and expressing what you think), and reasoning (deriving some new information from given information).</p>			
2	CHARACTERISTICS	FOCUSED TASKS	✓		
			<p>The task has a specific grammar focus.</p> <p>A particular structure is required in order for a task to be completed.</p>	✓	
		UNFOCUSED TASKS		<p>The tasks have no particular grammar form.</p> <p>Students can apply any linguistic resources to complete the task.</p>	
3	AUTHENTICITY	REAL-WORLD TASKS			
			<p>The tasks use language in the world outside the classroom (everyday life).</p>		
		PEDAGOGIC TASKS		✓	
4	MEDIUM	FACE TO FACE TASKS			
			<p>Students and teachers interact in real-time in the classroom</p>		
		TECHNOLOGY MEDIATED TASKS		✓	
			<p>Students and teachers interact through technology such as computers or mobile phones (no physical relations).</p>		
5	FOCUS	INPUT-BASED TASKS			
			<p>The students process information input through listening and/or reading. It focus on comprehension and understanding of language input.</p>	✓	
		OUTPUT-BASED TASKS			
			<p>The students process information input through speaking and/or writing. It focus on the production of language output.</p>		

7 THE IMPLEMENTATION OF VIDEO-RECORDING TASK

No	Steps For Conducting a Video-Recorded Task (Pre-Task)	Yes	No
1	Determine the learning objectives.	✓	
2	Choose the appropriate task for the learners' proficiency level.	✓	
3	Select the authenticity of the task (real-world/pedagogic rationale).	✓	pedagogic
4	Prepare the materials used in the task.	✓	Picture & video
5	Activate prior knowledge for students.		✓
6	Conduct the task that students are comfortable with.	✓	



Appendix 2C. The Types and Implementation of Video-Recorded Tasks Document Checklist 3

1 TASK PLAN 3 (R1)

2 (Advance level)

Grade: Advanced Level

Date: 13/5/2024

Topic: holiday

Lesson

Lesson Focus and Goals:

Materials Needed:

Task description (to share in WA group):

Assalamualaikum wr wb.

Good morning my beloved members 🌸

How's life today?

I hope , you're a great, fighting, and happy every day 😊

Anyway, I will share your assignment for today. Let me tell it 📌

Today, your assignment is "what's your favorite place for holiday?" (Beach, Zoo, mall, park etc)

Tell me please, why do you like it?

Please take a video and share it in this group.

I'm waiting for it guys 🙏

Keep on fire, do the best ✨

-Have a nice day 🌈🌈

Thanks and keep learning 🙏

Media:

3

4 THE TYPES OF VIDEO-RECORDED TASK

NO	TYPES	DESCRIPTIONS	YES	NO	
1	GOALS/OUTCOME	CLOSED TASKS	<p>The task is structured.</p> <p>The task has a single objective.</p> <p>There is a specific, correct answer or limited set of correct answers.</p>		
		OPEN TASKS	<p>The task has predictable language use.</p> <p>The task is flexible.</p> <p>There is no single correct answer.</p> <p>The tasks are opinion gaps (identifying and articulating a personal reference, feeling, or attitude in response to a given situation, problem-solving, and expressing what you think), and reasoning (deriving some new information from given information).</p>	✓	✓
2	CHARACTERISTICS	FOCUSED TASKS	<p>The task has a specific grammar focus.</p> <p>A particular structure is required in order for a task to be completed.</p>		
		UNFOCUSED TASKS	<p>The tasks have no particular grammar form.</p> <p>Students can apply any linguistic resources to complete the task.</p>	✓	✓
3	AUTHENTICITY	REAL-WORLD TASKS	<p>The tasks use language in the world outside the classroom (everyday life).</p>		
		PEDAGOGIC TASKS	<p>The tasks converted from real world to the classroom.</p>	✓	
4	MEDIUM	FACE TO FACE TASKS	<p>Students and teachers interact in real-time in the classroom</p>		
		TECHNOLOGY MEDIATED TASKS	<p>Students and teachers interact through technology such as computers or mobile phones (no physical relations).</p>	✓	
5	FOCUS	INPUT-BASED TASKS	<p>The students process information input through listening and/or reading. It focus on comprehension and understanding of language input.</p>		
		OUTPUT-BASED TASKS	<p>The students process information input through speaking and/or writing. It focus on the production of language output.</p>	✓	

5 **THE IMPLEMENTATION OF VIDEO-RECORDING TASK**

No	Steps For Conducting a Video-Recorded Task (Pre-Task)	Yes	No
1	Determine the learning objectives.	✓	
2	Choose the appropriate task for the learners' proficiency level.	✓	
3	Select the authenticity of the task (real-world/pedagogic rationale).	✓	pedagogic
4	Prepare the materials used in the task.	✓	
5	Activate prior knowledge for students.		✓
6	Conduct the task that students are comfortable with.	✓	

6

