

THE EFFECTIVENESS OF VIDEO-MAKING TASK IN INCREASING STUDENTS' SPEAKING SKILL

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ABSTRACT

This study used quasi-experimental research design to investigate the effectiveness of video-making task in students speaking skill. The study conducted in UPT Bahasa IAIDA Blokagung Banyuwangi during corona virus pandemic on April 2020. The sample was second semester students of Arabic department. There were 45 students involved the study; 22 students of experiment class and 23 students of control class. In pre-test, students' speaking skill in experiment and control class was revealed on the same level. The treatment was held online in four meetings. Experiment class was given video-making task and control group was drilled by using audio-lingual method. In experimental class, tutor gave the theme and asked students to make video about the theme and upload it on social media. In post-test, students were called via WhatsApp video and asked to explain about themselves in 5 minutes. The data of pre-test and post-test was analyzed by using independent sample t-test SPSS 2.0. The result showed that video-making task significantly effective in increasing students' speaking score.

Key words: video-making task, speaking skill

INTRODUCTION

Studying languages is necessary for humans because language is a media for communication. By mastering languages, it reduces miss-understanding during the interaction. People as a social creation use language as a vital tool which can not be separated from their life.

Speaking plays an important meaning in mastering a language. Pandey & Pandey (2014) stated "enhanced-speaking skill in English can result in improved social life and better job opportunities in the future". Students of university need to master speaking for preparing their future in the world of job.

The common problem that occurs in teaching speaking is that teachers find it difficult to conduct the active class which is centered to the students. Ur (1996: 121) states that many English Foreign Language learners have personal problems, such as inhibition, nothing to say, low or uneven participant, and mother-tongue use. Inhibition appears because students worried about making a mistake and fear of critic. Nothing to say happens when students have fewer ideas and vocabulary. A low or uneven participant is often seen in many

schools because the students' competence and characters in one class are different. Thus, some students are dominant in the class and other students talk less and sometimes silent.

Since 17th March 2020, schools in Indonesia have closed students for 14 days in an effort to mitigate the spread of the corona virus. Because the virus is still widespread and fierce, the east java government issued an East Java Governor Circular Letter Number 420/2438 / 101.1 / 2020 regarding the extension of the implementation of educational policies in the emergency spreading of the corona virus. In the Corona Pandemic holiday, teachers and students still have to do the process of teaching and learning from home, based on calendar academic. The majority of teachers use social media as a medium for teaching from home.

English and technology are essential tools to support language learning and encourage the social-participation of non-native speakers (Jung, 2006). Nevertheless, technology cannot improve language learning on its own; instead, it should be utilised as a complement to conventional instruction methods. The actual enhancement of learning is dependent on how technology is used by students in their process of acquiring skills.

By getting the task, students will have more time in using the English language. Willis (1996:53) characterizes a task as "an objective arranged action wherein students use language to accomplish a genuine result". Long and Crookes (1993) note that just as being importance situated, study classroom task must have an away from with certifiable settings of language use and language-need.

Video-making task is Task-Based-Learning which a student-centered learning-model. Here, the teacher in charge of being a-facilitator or coach. Video-making task may use technology and social media in the-process of teaching and learning. Thus, teacher and students do not need to-have a real face-to-face in the classroom.

Audio-lingual method is a behaviorism which is teacher centered. Students are drilled to repeat after the teacher's speech. Nagaraj (1996: 79) expressed that the audio-lingual technique center was around the student's capacity to pick up the open aptitudes required in regular talk, especially the abilities to tune in and communicating in the target language.

Study about using video has done by Putri (2019) entitled "students-perception on using-video recording to improve their speaking-accuracy and fluency". The consequences of her investigation uncovered a critical increment in students' talking capacities, especially in their exactness and familiarity. The understudies additionally show a decent discernment in the utilization of video recording in talking classes. Students expressed that video recording is an intriguing thing that can be utilized to prepare their talking aptitudes.

The effects of peer-video recording on students' speaking performance studied by Pham & Nguyen in 2019 uncovered that students in the gathering rewarded with peer video recording task-based methodology fundamentally outflanked those in the control bunch as far as fluency, grammar, pronunciation, and interactive communication while students' accuracy score stayed after the treatment. Likewise, the information acquired from the survey showed the experimental students had inspirational perspectives towards the companion video task-based approach.

Aksel and Kahraman (2013) respects to the impression of the students on the effect of the VPAs' on their foreign language learning process, the consequences of the review indicated that the doled out recordings influenced the members' foreign language instruction decidedly. It inferred that the utilization of innovation while learning a foreign language was valued by the students.

The gap between this research and previous researches are; first, this research using quantitative' design to find the effectiveness of video-making task in students' speaking skill. Secondly, the task of this research will collaborate between technology and social media. Third, the sample of this research are students of university those living in Islamic boarding school (santri) who had limited access in gadget during in boarding house and forced to master it during study from home due to corona pandemic.

Based on the background of the study, researcher formulated the research question as “Do students’ who are given video-making task achieve better score on speaking skill than those who are given audio-lingual method?”

This research aimed to study about video-making task on students’ speaking skill. The researcher hopes that this research gives contribution theoretically and practically. Puspa (2016) studied about student-made video project to enhance students’ learning experience. In that study, 31 students of Management class were given close-ended questionnaire to obtain quantitative data while the qualitative data were gathered from group observation, group reports, and semi-structured interviews. The results revealed that in the preparatory phase the students stated that they develop their writing the most, in the production phase speaking skill was trained the most, and in the video presentation phase the students’ reading and listening were the two English skills that developed the most. In production phase, students speaking skill was trained 75%, writing 0%, reading 8%, and listening 8%.

In line with previous research, this study used students-video making as a treatment. The treatment in this study was not as a class project but as an individual task. This research also enriched the using the video-making task in students speaking skill by combining technology and social media. Teacher as a facilitator in this method have to motivate and advise students to implement the learning activities (Khotimah, 2019).

In this research, subject of the study is limited on the second semester students of IAIDA who obligated to join English language intensive in UPTB IAIDA. The object of the study also limited on video-making task in teaching English speaking to students of English intensive UPTB IAIDA.

The other limitation is that researcher given 4 meetings by the institution to conduct the research. It is because the institution has its own programs those need to be fulfilled in one year of academic.

Due to the pandemic and government advice about physical distancing, the research was focused on using social media as a platform of collecting the data. Raters and students were using WhatsApp as a group class for collecting the link of materials and video tasks and using Face Book, Instagram, or YouTube for uploading the video task.

Speaking is the verbal utilization of language to speak with others. Speaking is concerning articulating the thoughts regarding observation, feeling, and aim to cause the others to get the message that is passed on. It can likewise be said that talking is individuals capacity to communicate their plan to others. Individuals participate in representing having decent communication. As indicated by Ladouse (in Nunan, 1991: 23), speaking is depicted as the activity as the capacity to communicate in the circumstance or the action to report acts or circumstances in exact words or the capacity to chat or to communicate a grouping of thoughts fluently.

Syakur (1987: 5) stated speaking ability is perplexing expertise on the grounds that at any rate, it worried about pronunciation, grammar, vocabulary, and fluency. Pronunciation is the students’ approach to absolute English well. Grammar implies the proper lingual authority, which utilized in discussion. Vocabulary worries with how to organize right sentences in a discussion. Fluency is the capacity to talk familiarity and precisely fit with proficient need.

The definition’ of fluency comes from Latin origin meaning as “flow”. Speaking fluency is the ability to communicate the thoughts and not have to stop smoothly. When people speaking not fluently, they regularly translate, repeat themselves, pause a lot, and correct their grammar mistakes. Richards (2009: 14) expressed

that fluency is natural language use happening when a speaker takes part in significant connection and looks after fathomable and continuous correspondence in spite of confinements in their informative fitness.

Torres (1997: 98) pointed out that there are four elements to test fluency: Communicative competence language form, mechanical skills, language use, and judgment skills. Being fluency can be characterized as the normal capacity to talk unexpectedly as fast, easily, precisely, clear, productive and fathomable with barely any number of blunders that may occupy the audience from the speaker's message under the transient limitations of online processing (Iswara, 2012 :5). According to Lennon (1990) in Hughes (2002: 113) there are three main factors which seemed affect judgments of fluency are: (1) Words per minute (excluding repetitions), (2) Filled pauses, (3) Percentage of thought unit followed by a pause.

Pause is crucial in speaking because it influences the value of fluency. There are four features of pauses proposed by Thornbury (2005: 8); (1) Long pauses but not frequent, (2) Pauses are normally filled, (3) Pauses happen at important change focuses, (4) Long runs of syllables and words between pauses.

According to BBC (<https://bit.ly/31LUkkD>, accessed on Saturday, July 4, 2020 at 1 pm), accuracy alludes to how to address students utilization of the language framework is including their utilization of grammar, punctuation, and vocabulary. Accuracy is regularly contrasted with fluency when we talk about students' degree of speaking or writing.

Torres (1997: 98) stated that there are four elements to test accuracy in speaking; linguistic competence, pronunciation, vocabulary, and grammar. Richards and Rodgers (2001:157) expressed that similarity and worthy language are the essential objectives: Accuracy is judged not in the theoretical, however in the setting. Speaking exactness execution is the utilization of language by controlling' the language concentrating on their elocution, jargon, and punctuation. In comparison, speaking familiarity alludes to the utilization of language by talking less in stop or significant pauses.

Brumfit in Nunan (2005: 56) stated that accuracy and fluency are not opposites, but are complementary. However, materials and exercises are regularly conceived as though the two were in strife and educators unquestionably modify their conduct contingent on which one is essential to them at a specific point.

According to Lambert and Cuper in Puspa (2006), increasing the utilization of video by students is bringing them closer to media and ICT advances, these innovations putting them in possession of students and making them apparatuses for content creation. Video is a useful application to record the students' performance and review the video with unlimited time. Teachers and students may review the video again and again.

In video-making task, students are given the theme and asked to make a video about the theme. The theme is selected based on the syllabus from government or institutions. Students are asked to write a script about the theme and they are allowed to edit the video by using editing application. In editing the video, students may find or notice any mistake from their speaking performance. Thus, students are able to correct their mistake and they alert to try not doing the same mistake in advance.

EFL teachers should always consider the use of technology in the classroom along with their traditional pedagogy because such current tools can change the classroom environment and allow the imparted instruction to become more aligned with the extracurricular interests of the learners (Mishra & Koehler, 2006). Nowadays, technology and social media exert an immense influence on education and have introduced major changes to teaching methodologies (Ahmadi & Reza, 2018). Video-making task uses gadget and social media to submit students' videos. Students are asked to copy paste the link of their video on WhatsApp class group which is

made by the teacher to facilitate the collection of the link because WhatsApp in Indonesia is a user-friendly application that used by most of smartphone users.

In audio-lingual method, the students hear the language and then they speak the language and in the end they read and write in the language. In this method, teacher drills speaking and grammar and students repeat after the teacher. Audio-lingual method is not focuses on the vocabulary. The characteristic of this technique are: drills are utilized to show structural patterns, set expressions are retained with an emphasis on intonation, minim of grammatical explanation, grammar in context, uses audio-lingual ads, focus on pronunciation, and correct response. The advantages of this research are; students are able to speak in target language communicatively, while the disadvantages of this method are; students only repeat after the teacher, no spontaneous creativity, and few attentions on communication and content.

Video-making task is a student-centered method which uses gadget (e.i mobile, laptop, PC) and social media (e.i. WA, FB, YouTube, and IG). Students may use their creativity in making the video based on the theme which is ruled by the teacher. Students have a longer duration in making the video because they may make it at home. So, students are able to write, read, recite the script and edit it before the submission. In addition, students and teacher may review and correct the mistake of students' speaking performance in video in unlimited time.

In corona pandemic day, students asked to use gadget in following the classroom. Thus, this research observed the effectiveness of video-making task in students' speaking skill.

METHOD

The objective' of this research is to examine the effectiveness of video-making task on students' speaking skill by using quasi-experimental research design. The researcher used pre-test to determine the method of data analysis for the post test scores. Control group in this research was given audio-lingual method while experimental group was given video-making task.

The subject of this research was second semester students of Arabic education department in IAIDA Blokagung Banyuwangi. The control group contains of 23 students and the experimental group contains of 22 students.

Students of experimental class were given video-making task as a treatment while students of control group were given audio-lingual method. Students were given the treatment in four meetings based on the syllabus of UPT Bahasa IAIDA. The theme of the tasks is written on table 1 below.

Table 1 Theme of the tasks in experimental class

Meeting	Theme/language function	English content	Experimental class	Control class
1 st	Self-introduction	<ul style="list-style-type: none"> Greeting Give self-identification and personal information 	<ul style="list-style-type: none"> Make a video in minimum 3 minutes explaining about the theme. Upload the video on students social media Send the videos' link on WhatsApp class group. Teacher give feedback to students' video 	<ul style="list-style-type: none"> Teaching and learning process uses Skype and Whatsapp application Students repeat after the teacher.
2 nd	Expression (sorrow and attention)	<ul style="list-style-type: none"> Expressing the sorrow and giving attention 		
3 rd	Procedure text	<ul style="list-style-type: none"> The use of imperative sentence in giving the instruction 		
4 th	Tourism place	<ul style="list-style-type: none"> The use of descriptive 		

		text in describing the place.		
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This study used speaking test as instrument for collecting data. The pre-test was held before pandemic by real life face-to-face. While post-test was held during pandemic by using an oral interview by using WhatsApp application. Raters called the students from experiment and control group one by one and asked them to tell about self-introduction in 5 minutes.

To get a reliable data, this research used inter-rater reliability in scoring students' test. To make the same vision between two raters in scoring the speaking skill, researcher made a scoring rubric.

Table 2. Table of scoring rubric

Aspect	Score	Distribution
Fluency	5	No hesitation in delivering the speech with a proper pauses, punctuation, speed, rhythm, and sentence length
	4	No hesitation in delivering the speech with a good punctuation, rhythm, and sentence length but too much pauses.
	3	Hesitate in delivering the speech with too much pauses but still using a good punctuation and sentence length
	2	Hesitate in delivering the speech with too much pauses but still using a good punctuation
	1	Hesitate in delivering the speech with too much pauses without punctuation, rhythm and sentence length
Accuracy	5	Speech including vocabulary, pronouncation and grammar without any mistake.
	4	Speech including vocabulary, pronouncation and grammar with little mistakes.
	3	Errors in vocabulary, pronouncation and grammar are quite rare.
	2	Errors in vocabulary, pronouncation and grammar are frequent.
	1	Speech with errors in vocabulary, pronouncation and grammar.

The raters in this research are; one English tutor and researcher herself. The tutor is English lecturer of IAIDA Blokagung who qualified based on his experiences as participant and judge in debate and speech challenge. Raters were also systematically trained and monitored as to compliance with scoring guidelines. To get the reliability value, researcher conducted a try out test to 10 students for rater. Then, the scores observed and calculated by using Interclass Correlation Coefficients (ICC) in SPSS 2.0. Portney (2000) stated that ICC values greater than 0.90 indicate excellent reliability, between 0.75 and 0.9 good reliability, between 0.5 and 0.75 moderate reliability, and less than 0.5 poor reliability. The maximum split scores between two raters is 0.05. The score of two raters in try out is shown on table 3.

Table 3. Score of students' speaking skill in try out

NO	NIM	RATER1		RATER2	
		fluency	accuracy	fluency	accuracy
1	19112110020	1	1	1	1
2	19112110021	1	1	1	1
3	19112110024	1	1	1	1
4	19112110025	1	1	1	1
5	19112110027	1	1	1	1
6	19112110001	2	1	2	1
7	19112110003	2	1	2	1

8	19112110004	2	1	1	1
9	19112110007	2	2	2	2
10	19112110008	1	1	1	1

The table showed that there is one different score between two raters. To check the index of inter-rater reliability, researcher used ICC and found that the result was 0.889 and indicated good reliability

RESULTS AND DISCUSSION

The pre-test was conducted on Thursday, 12th March 2020. Students were given an oral test in 3 minutes of duration. There were 45 students of experiment and control class involved the test. The data of pre-test are calculated by SPSS 2.0. The data of pre-test in experimental and control group showed on table 4.

Table 4. Statistic data pre-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
pretest_experiment	22	6	4	10	6.55	1.683	2.831
Valid N (listwise)	22						
pretest_control	23	6	4	10	6.78	1.622	2.632
Valid N (listwise)	23						

The table above showed students' speaking score in experiment class was 6.55 and in control class was 6.78. To check whether the students' speaking score in two classes were significantly different or not, researcher checked the data by using independent sample t-test. The result of pre-test independent sample t-test of fluency is shown on table 5.

Table 5 Independent sample t-test in pretest

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pretest_speaking	Equal Variances assumed	.107	.745	-.481	43	.633	-.237	.493	-1.231	.756
	Equal variances not assumed			-.481	42.714	.633	-.237	.493	-1.232	.757

The table shows the significant value of Levene's Test for Equality of Variances is 0.745 or higher than 0.05. Thus the variance data of experiment and control group is homogeneous (Sujarweni, 2014:99). While the significant of two tailed was 0.633 or higher than 0.05 so there is no significant different between students' speaking score in experimental and control group. Therefore, can be concluded that students from experiment and control group were having the same basic ability in speaking.

After giving the treatment to experimental group and control group, researcher held the post test on Thursday, 18th May 2020. The data of post-test are showed on the table 6.

Table 6 Table of statistic data post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Post.test_experiment	22	8	8	16	12.50	2.325	5.405

Valid N (listwise)	22						
posttest_control	23	8	4	12	8.04	1.965	3.862
Valid N (listwise)	23						

The mean of students speaking score in experimental group was 12.50 which are increasing from the mean in the pre-test score. The minimum score also increasing from 4 to 8. While in control class, the mean score was 8.4 which are also increasing. To check whether the score in post-test was significantly different, researcher used independent sample t-test.

Researcher checked the normality of the data of post-test to know whether the data was distributed normally or not. Researcher used Shapiro-Wilk because the sample is lower than 50. The result of test of normality showed on table 7 below.

Table 7 Test of Normality

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Posttest	Experiment	.132	22	.200	.954	22	.384
	Control	.124	23	.200	.973	23	.762

From the data above we can see that the result is 0.384 in experimental class and 0.762 in control class which is higher than 0.05. Therefore, the data in experiment and control group were distributed normally.

To compare two groups those means are not dependent on one another, researcher used independent sample t-test. The result in post-test of speaking is shown on table 8.

Table 8 Independent sample t-test in post-test.

Independent Samples Test										
		Levenes Test for Equality of Variances		t-test for Equality of Means						
				F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
		Lower	Upper							
posttest_speaking	Equal variances assumed	1.452	.235	6.956	43	.000	4.457	.641	3.165	5.749
	Equal variances not assumed			6.930	41.161	.000	4.457	.643	3.158	5.755

Based on the table above, the significant value of Levenes Test was 0.235 which is higher than 0.05. So the variance data of experiment and control group is homogeneous. While the significant of two tailed was 0.00 or less than 0.05 so null hypotheses is rejected and it is concluded that video-making task has significant effect on students' speaking score in experimental class.

The result of students' speaking score those given video-making task was higher than students those given audio-lingual method. It was because the students who were given video-making task were have more time in practicing the language because they need to prepare the script and practice it before performing by recording the video. Moreover, they were able to explore their creativity during making the video and they were also able to edit and retake the video.

In video-making task, the video those are submitted also got feedback from raters. Effendi (1984: 14) stated that feedback holds an important role because it determines the continuation or cessation of communication launched by communicators. Students stated that they noticed some errors after getting the feedback and they tried to avoid the errors in advance.

The students stated that they liked doing the task. In fact, students made video outside the tasks of school for their own social media content needs, such as Youtube, IG, FB, and TikTok. They do not feel pressured when making videos because they find comfort in the video-making process. The use of camera in videoing their task also increased their self-confidence in delivering the speech. Furthermore, students are sometimes able to proofread their videos when reviewing videos they have made. Their ability to find fault is evidence of their increasing ability in English field.

Before the students given the video-making task, they were confused and shy in delivering the speech. The main reason is their lack of vocabulary, so they do not know what to say. They also do not use rhythm in speaking and are too much pauses while thinking to interpret a word from their native language into English.

Students speaking score those are given audio-lingual method was not significantly increasing because they were only repeating the teacher in the class and they do not repeat the speech after the class. Some students easy forgot what they had learnt in the class just when the online class ends. Teacher centered class needs a perfect teacher to make sure that the lesson is delivered correctly without any mistake or error, otherwise students will follow the mistake.

Based on the result above, video-making task gave a positive impact on students speaking skill. Statistically, students those are given video-making task achieved better score than students those are taught by audio-lingual method. Thus, video-making task is significantly effective in increasing students speaking skill toward students of Arabic department of IAIDA.

CONCLUSION

Based on the result of data analysis and discussion can be concluded that there is significant effect of giving video-making task on students' speaking skill. Moreover, students of Arabic education department in IAIDA Blokagung Banyuwangi those given video-making task achieve better score on speaking test than those are given audio-lingual method.

The students are suggested to tape their video by using English language often. Millennial students are multi-tasked with a lot of social media opportunities, they may use it as the environment of learning English as foreign language. The students have to be more confidence during life performance as if they were taped themselves on the video.

The English teachers are suggested to give video-making task to the students, because as shown in the previous chapter that video-making task is significantly effective in increasing students speaking skill. They also suggested being enthusiastic and active in giving the feedback to students.

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