Video-Based Tasks in Strengthening Speaking Skills of EFL College Students

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Abstract:
All teachers, including speaking instructors, should be able to select the proper interactive media for students' speaking practice. Video-assisted learning tasks in the speaking class have not been explored extensively, despite the reality that video-based tasks are an appropriate choice for students to enhance their speaking ability. This study sought to examine the Effect of video-based tasks on students' speaking skills. In this study, a quasi-experimental design was employed, and the speaking scoring rubric served as the research instrument. Both the experimental group and the control group were comprised of participants. Researchers gave pre-and post-tests to identify the impact of the video-based tasks technique on students' speaking skills. Using a simple random sampling technique, 56 students from the English study program in the first grade at Universitas Katolik Indonesia Santu Paulus Ruteng comprised the research sample; then, the data were analyzed by using a t-test with the assistance of the SPSS 24.0 program. The data analysis of the average student score in the experimental and control groups revealed that the experimental group's average score (80,29) was higher than the control group's average score (67,57). This result demonstrates the significant effects of video-based tasks in teaching speaking. The researchers

concluded that video-based tasks were helpful for teaching speaking skills. Moreover, video-based tasks significantly impact students' ICT skills, learning independence, and self-evaluation development. The logical implication of this study's findings is that EFL teachers should use videos to teach English, particularly speaking skills, because it has been demonstrated to have a favorable effect on the respondents' speaking ability.

Keywords: *speaking skill, teaching, video-based tasks*

1. INTRODUCTION

Students should emphasize developing their speaking skills as part of a more comprehensive English communication needs. Speaking ability focuses on producing spoken words, phrases, and sentences in public spaces. By possessing excellent speaking skills, speakers may convey their ideas, thoughts, and opinions in a way that is functional and acceptable to the interlocutor in a practical situation. Speaking ability involves constructing meanings, creating utterances, and receiving and processing information in daily life (Ahmadi et al., 2012; Wijaya & Sari, 2017). In addition, speaking is the process of informing, persuading, and entertaining others through spoken words or sounds (Darmuki et al., 2017; Novianda, 2017). For this reason, speakers would have to be able to articulate words, phrases appropriately, and sentences, produce easily understandable sounds, and adhere to the correct articulation regulations of a language (Abugohar et al., 2019; Rao, 2019).

For communication purposes, speaking skills are mastered by EFL learners for the success of their various learning orientations (Iman, 2017; Wahyuningsih & Afandi, 2020). EFL learners can develop their speaking skills by imitating and reproducing what they have heard from various speaking learning videos (Menggo, 2021; Sari & Margana, 2019). Messages conveyed in spoken language differ from those conveyed in written language, and speaking plays a significant role in this context. There are various ways to convey this: vocal potentials (voices), facial expressions, gestures, tone, articulation, stress, rhythm, and pauses can all be performed. As a result, students should focus on strengthening their interpersonal communication skills. Through speaking classes, EFL learners can determine and evaluate their English proficiency (Fauzan, 2017; Sayuri, 2016).

Teaching speaking focuses on how to teach learners to produce English vocalizations and patterns, use words and sentence stress, intonation patterns, and the rhythm of language, and select appropriate words and sentences according to the appropriate social setting, audience, situation, and topic, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values (Hukom, 2019; Kirkova-Naskova, 2019). Since speaking relies on articulation correctness, teachers of English as a Foreign Language (EFL) are highly encouraged to teach speaking using

the most applicable technique, method, media, and assessment type (Krebt, 2017; Yakışık & Çakır, 2017).

It is impossible to negate a strategy's efficacy by utilizing the appropriate media to support that technique. The capacity of learners to communicate verbally can be improved by the usage of a variety of interactive media, including video recording. Video recording is one of the acceptable interactive media that may be used to strengthen the speaking skills of students since they can see their reflection just as if they were generally speaking in front of a mirror but to a better standard (Putri & Rahmani, 2019; Salam et al., 2020). When students watch their videos in the hereafter, it is simple for them to recognize and comprehend the errors that they have made (Fadillah, 2020; Wicaksono, 2017). Video recording enables learners to strengthen their communication skills, such as articulating their thoughts clearly, generating their ideas, and increasing their sense of responsibility and learning independence (Menggo, 2017; Menggo et al., 2019). Based on the remark mentioned above, the researchers argued that video provides essential audio and visual information that can assist learners in reflecting on and enhancing their communication skills.

Research into the effectiveness of video-based tasks in teaching speaking skills has been done in several ways (Baidawi, 2016; Menggo et al., 2019; Suadi, 2021; Syafitri, 2017). However, there has not been much research on how video-based tasks can assist students in enhancing their speaking skills and academic achievement-related affective factors. The results of these new findings should help fill in this gap.

Video-based tasks positively impact students' speaking ability and affective aspects, such as rational thought, learning independence, self-assessment, and additional input on students' digital skills (Fadila et al., 2021; Nova, 2017; Sumardi et al., 2020). Therefore, this study aims to explore video-based tasks as interactive media for enhancing students' speaking skills. Video facilitates EFL learners with communicating effectively, including understandable speech, speech production, and the ability to send and receive messages in everyday communication. This idea is consistent with the notion that speaking involves utilizing language to convey meaning to others (Al- Eiadeh et al., 2016; Namaziandost & Shatalebi, 2019).

The researchers develop one pertinent study question based on the abovementioned gap and theoretical description, namely, do video-based tasks significantly affect EFL college students' speaking ability? This research seeks to address that question based on the research question.

2. LITERATURE REVIEW

2.1 Speaking Competence for EFL Learners

Speaking skill is distinct from reading, writing, and listening skills. Speaking requires interaction between at least two individuals; the participants, who might be either listeners or speakers, are expected to respond to what they are presented. Speaking indicates that there can be speaking activity despite the presence of several speakers as

well as listeners. Speaking is an essential productive skill in English learning, and there are two basic types of speaking components: micro and macro. Micro-components aim to produce smaller pieces of language, such as phonemes, morphemes, words, collocations, fluency, and phrase components. Macro components, on the other hand, indicate a speaker's concentration on broader factors like clarity, argumentation, manner, cohesiveness, non-verbal communication, and strategic communication (Menggo et al., 2022; Menggo et al., 2019).

Speaking serves three primary functions in interactions: speaking as an interaction, speaking as a transaction, and speaking as a language performance (Namaziandost et al., 2019; Rahmawati & Ertin, 2014; Syafryadin, 2020). These researchers further affirmed the concept of each speaking type. First, speaking as interaction is any interaction that brings two or more speakers together in a single place to exchange experiences, thoughts, perspectives, or other forms of information. This idea frequently applies to what speakers call "talk," which explains why speakers initiate social space interaction. Second, in speaking as a transaction, the emphasis is on what is stated. The key point is the meaning, which becomes obvious. Instead of the participants and how they socially communicate with one another, speakers will use a consistent and straightforward way. Thirdly, speaking as a language performance results in speech being the term for the third type of usefully distinguishable discourse. This concept includes public discourse, which is data-transmitting interaction such as morning talks, official announcements, and remarks.

Students need to acquire specific components in speaking to have a strong speaking competence, and these components are necessary for EFL learners to have. Fluency, accuracy, grammar, pronunciation, vocabulary, and comprehension are the six elements that makeup speaking accuracy. First, fluency is the ability to respond coherently by linking words and sentences efficiently, pronouncing the sounds, utilizing emphasis and intonation, and performing all of these things precisely (Trang & Hong, 2021). Second, accuracy is the ability to produce proper terms, phrases, clauses, and sentences in human dialogue using correct grammar and vocabulary (Menggo et al., 2019; Rahmawati & Ertin, 2014).

Moreover, grammar works with linguistic form; grammar can provide well-formed syntactic structures of a language and fail to generate the correct sentence (Bataineh et al., 2019; Qindah, 2018). Students should perfect pronunciation as one of the essential aspects of the language component. Students must know the different sounds, where words should be emphasized, and when to use rising and falling intonation in producing sentences. These factors assist learners in speaking successfully (Sherine et al., 2020; Syafitri et al., 2018). These researchers further stated that pronunciation is how language is spoken. The proper use of words in communication refers to one's vocabulary. To communicate and express ideas effectively, a speaker must have a vast sufficient vocabulary (Harkio & Pietilä, 2016; Radzuan et al., 2018).

Furthermore, comprehension is the capacity to understand the message conveyed in conversation. Since speaking functions to convey information or a message to the interlocutor, comprehension is essential in speaking contexts (Krebt, 2017). Successful speaking is determined by how effectively a speaker communicates information or a message

2.2 Video-based Tasks in Speaking Class

Video-based tasks are one of the many techniques recommended to improve EFL learners' speaking ability. Self-recorded videos are one form of video-based tasks. Self-recording is the process of automatically creating an audio recording. Self-recording video typically refers to material recorded through self-working or self-practice with a video that allows learners to record the videos they generate from any perspective (Amirnejad, 2015; Fitriyani et al., 2018). According to Amirnejad (2015) and Fitriyani et al. (2018), Self-recorded video is the recording of student work or practical videos created in any venue preferred by the learners. Self-recorded video is essential for students to analyze previously completed work as an alternative assessment and for sharing with classmates.

Typically, students record themselves as models using a cell phone, camera, or selfie stick; however, there are also recordings made with the assistance of other classmates. This practice of learners' self-recording does not necessitate any production equipment; a webcam computer, cell telephone, touchscreen, iPad, or webcam is adequate. Learners frequently use self-recorded videos since not all highly edited videos can give viewers a complete comprehension of the subject matter. Video-based tasks done through self-recorded videos are more effective for improving EFL learners' speaking ability (Bajrami & Ismaili, 2016; Hakim, 2016).

Video recording is the technique used to teach learners how to communicate by recording their performances. Video recording's capacity for self-reflection is widely acknowledged as a desirable learner characteristic that can generate profound learning (Epstein et al., 2020; Roslee et al., 2019). These researchers have found that self-recorded video is a well-received technique, particularly for providing feedback. There are several advantages to utilizing video recordings of learners' speech in language teaching: Firstly, learners can view their own and their classmates' performances. Secondly, instructors could use videos to assist learners' English proficiency. Additionally, students can view the video recording multiple times.

Video recording has helped the teaching and learning process in classroom contexts. It is evident how challenging it is for performer-students to evaluate themselves. One possible solution is to record themselves on video when they made mistakes in their pronunciation, grammatical, comprehension, vocabulary, facial expression, posture, and gestures. In addition, the advantages of using video were: First, video production can involve communicative activity, such as problem-solving and Role play. Second, it provides an opportunity to use the target language in an authentic and meaningful setting. Third, it lets students express their ideas and opinions. Fourth, video making

will enable students to activate their target language without excessive anxiety because they will have enough rehearsal and do it outside the class to develop their critical thinking and organization of ideas. Fifth, it also provides more time to expose speaking, which is limited in the classroom. The video will improve students' pronunciation accuracy by listening, watching, and imitating the native speaker's language (Irawati, 2016; Kavoshian et al., 2016).

After recording the student's activity, the following stage, which also serves as an assessment activity, is to listen to the audio recording. The instructors could focus on each student more simply after reviewing their speaking performances. After the viewing stage, the teacher should take time to reflect and integrate the discussion marks, integrate recommendations from the first stage, write a letter to the speaker, and ask other classmates to provide comments on their classmates' appearances. Finally, the instructor should highlight as well as provide constructive criticism on the learners' performance. Video adds variety to the teaching and learning process so that students find it fun, stimulating, and highly motivating. It can make the learning experience successful and thus develop positive attitudes and confidence in the target language and language learning (Atmazaki et al., 2021; Kurniawan, 2016).

Furthermore, video recording has become one of the media modes that can enhance students' speaking skills because they can witness their speaking performance to self-reflect (Oktavia et al., 2020; Pramerta, 2018). In line with that, Menggo, Suastra, and Padmadewi (2019) stated that video recordings would boost learners' computer skills. Students will have self-teach themselves how to create videos, which is consistent with the video-based tasks technique. The students will learn how to record, edit, modify, post, and share video recordings. Furthermore, the self-recorded video will enhance the students' speaking exercises.

3. RESEARCH METHODOLOGY

This research used a quasi-experimental study with a pre-test and post-test design. The purpose of an experimental design is to examine the Effect of a treatment (or intervention) on a particular result while controlling for any other variables that may influence that outcome (Creswell, 2014). This design was chosen in this current research context since the researchers intended to compare the findings of two groups' speaking ability, namely the experimental and control groups. Video-based tasks with self-recorded video were applied in the experimental group; meanwhile, the control group used classroom personal presentation.

The population was 150 students from five first-grade classes enrolled in an English-speaking course at the English Education Program of Universitas Katolik Indonesia Santu Paulus Ruteng in East Nusa Tenggara province, Indonesia. However, only two from the five classes showed homogeneity test results, that was 0.064, with the criteria value of (5% significance level), the difference of variance 1 (experimental group) and variance 2 (control group) = 2.06. In this study, the researchers got the homogeneity variance lower than the criteria of 5%, so the initial abilities of these two classes were

comparable or homogeneous. Thus, the researchers sampled the total population using two groups (56 students), one as the treatment group (28 students) and the other as the control group (28 students).

The instrument used in this study was test. The test instrument, in the form of a speaking scoring rubric, measures the respondents' speaking ability. The speaking scoring rubric used in the study was adapted from the speaking scoring rubric developed by Brown (2004) regarding language assessment.

There were some steps that researchers used to collect the data. First, the researchers found information about first-grade English Language Education, Universitas Katolik Indonesia Santu Paulus Ruteng. Second, coordination syllabus lessons and teaching material with speaking lecturers. Third, the researchers conducted the lesson plans for experimental and control groups of this research. Fourth, the researchers applied video-based tasks self-recorded in the experimental group and classroom personal presentations in the control group. The total video-based tasks with self-recorded are eight videos, all of which are self-recorded for eight different speaking topics. The eight topics follow the speaking topics given by the speaking lecturer. In the control group, eight topics are given, but they are not video-based tasks with self-recording but rather classroom personal presentation techniques.

The data were analyzed by using t-test with the assistance of the SPSS 24.0 program. Besides that, the Microsoft Excel program also was used to analyze data on measuring speaking ability quantitatively and gain score charts. The experimental and control classes were then provided with a qualitative interpretation or narrative of the results of the average quantitative data pertaining to speaking ability. The same thing applies to the perception data of the responses concerning other impacts of video-based tasks self-recorded, beginning with quantitative analysis and then expanding on to qualitative narratives.

4. FINDINGS

The researchers initially presented the pre-and post-test results for the experimental and control groups. Both the control and experimental groups were administered different treatments. Before the pre-test for two groups was undertaken, a homogeneity test was conducted, and the result indicated that the homogeneity variance was 0.064; the criterion value of (5% significant level), the difference of variance 1 (experimental group), and variance 2 (control group) = 2.06. The homogeneity variance of this result was below the 5% criteria, indicating that the data was homogeneous and the speaking abilities of the two groups' samples were homogeneous. The researchers then administered the pre-test to the experimental and control groups during the first meeting to determine the speaking ability of the respondents. The pre-test consisted of an oral examination without any previous information or preparation to evaluate the students' speaking ability.

The test was taken by 56 students, namely 28 for the experimental and 28 for the control groups. To collect data, the researchers administered a test consisting of a pre-test and a post-test to experimental and control groups. The following are the pre-and post-test scores for the experimental and control groups:

Table 1. The Results of the Average Score in the Pre Test

Group	N	Mean	Median	Modus	Stand. Dev.	Variance	Range	Min	Max
Experimental	28	62.85	60	60	4.60	21.16	10	60	76
Control	28	62.15	60	60	4.56	20.73	10	60	76

Table 2. The Results of the Average Score in the Post Test

Group	N	Mean	Median	Modus	Stand. Dev.	Variance	Range	Min	Max
Experimental	28	80.29	78	76	7.92	62.73	24	72	96
Control	28	67.57	64	60	10.46	109.43	32	60	92

Hypothesis test: t-test
The experimental class is positively influenced by the implementation of video-based tasks in the speaking class. This Effect might be observed in the two classes' average post-test scores (Table 2). Furthermore, the average gain scores could be determined based on the results of the pre-test and post-test, as shown in Table 3 below.

Table 3. Gain Score Average

Group	N	Score				Category
		Ideal score	Minimum score	Maximum score	Average	
Experimental	28	100	0.43	0.92	0.61	Intermediate
Control	28	100	0.00	0.72	0.19	Low

It was hypothesized that the experimental group had higher scores than the control group, and this hypothesis was supported by the fact that the experimental group had greater scores on average than the control group. Figure 1 provides an additional illustration of the contrasts that exist between the two groups.
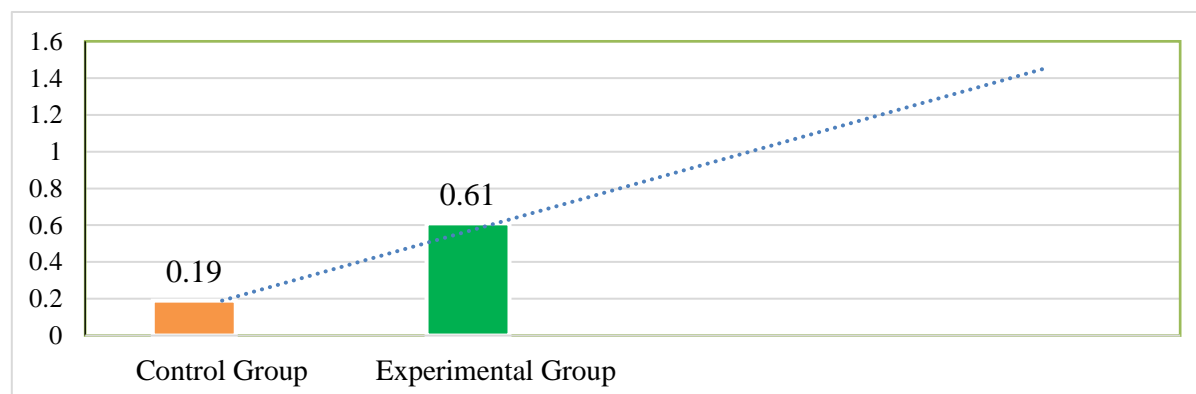

Figure 1. Gain Score

According to the findings presented in Figure 1, it appears that the experimental group was able to accumulate more significant gains than the control group. T-tests are also used to validate the results of the average gain score. The findings of the t-test indicate that the value of t_{ob} = 3.24, whereas the value of t_{cv} = 2.00. This score reflects that there is a notable change in the speaking abilities of students who were given video-based tasks and those who were not; hence, the intervention administered to the experimental group was effective.

Table 4. Comparison of Average Score between Pre-Test and Post-Test of Experimental and Control Groups

No	Group	Average Score	
		Pre-test	Post-test
1.	Experimental Class	62,85	80,29
2.	Control Class	62,15	67,57

Data in the Table 4 demonstrates that the average score of the experimental group was better than those of the control group.

5. DISCUSSION

After conducting the research, the researchers found that video-based tasks and self-recorded had substantial effects on the speaking skills of first-grade students enrolled in the English education study program of Universitas Katolik Indonesia Santu Paulus Ruteng. Video, especially self-recorded video, is a suitable exciting activity for fostering an atmosphere of interactive, engaging, and enjoyable speaking practice (Marzuki & Nurpahmi, 2020; Masruddin, 2018).

Using merely the speaking scoring rubric, the effectiveness of the implementation of video-based tasks self-recorded in the speaking class is measured. In the speaking scoring rubric intended, vocabulary, pronunciation, fluency, grammar, and comprehension are the five criteria used to measure the respondents' speaking ability. When evaluating students' speaking skills, these five dimensions are interdependent. This idea is in line with (Brown, 2004), who stated that in measuring someone speaking performance, the speaking rater should apply the appropriate speaking assessment. Brown (2004) reaffirmed that for students' speaking measurement, speaking raters need to update specific criteria in measuring students' speaking ability. These criteria include taking into account test takers, their requirements, the kinds of information speaking raters need from their speaking skills, and the most appropriate ways to arouse and evaluate those speaking skills so that the test can be appropriately and accurately scored. Brown (2004) also stated that speaking raters need to consider the kinds of information speaking raters need from their speaking skills. English learners must know those five evaluation aspects: fluency, vocabulary, grammar, pronunciation, and comprehension. Each of these could be explained below:

Fluency and Accuracy

Fluency means the ability to speak a foreign language efficiently and accurately. This notion suggests that the English speakers have to perform their peaking fluency as a) the ability to talk at length with few pauses; b) being able to produce sentences coherently, reasoned, and semantically; c) having appropriate expressions in a wide range of contexts; d) being creative and imaginative in language use. This idea means that fluency is the ability to speak accurately.

Based on FGD's result in the pre-treatment atmosphere, the researchers found that most students could not speak fluently because of some factors, such as the class situation being too formal and making some students nervous and shy at the same time, being unprepared related to the topic, and having less time to deliver all their ideas. However, in the post-test, after the researchers gave the treatment and applied the video-based tasks with a self-recorded technique, most students performed better and increased their speaking fluency and accuracy. Respondents did so for several reasons, including the ability to evaluate their own mistakes, more time to prepare topic-related materials, and because it was exciting and enjoyable to record themselves.

This fluency improvement occurs because each student must reflect or do a self-speaking evaluation for each self-video record submitted to the speaking lecturer. Moreover, students did their self-evaluation in line with the inputs provided by the speaking lecturer or instructor. Video as an interactive media enables learners to achieve English fluency. This idea is supported by findings conducted by (Lopez et al., 2021; Putri & Rahmani, 2019), who claimed that video is the ideal platform for fostering fluency and speaking accuracy. Respondents utilized these video-based tasks to reflect on their speaking accuracy and fluency errors, including utterance speed, tone, stress, pauses, repetitions, and corrections. Fluency and accuracy are essential parts that respondents should achieve in terms of speaking ability. The fluency and accuracy components are not obstacles for EFL learners when the video is employed. Video facilitates the development of speaking skills, particularly in terms of fluency and accuracy (Fu & Yang, 2019; Saed et al., 2021).

Pronunciation

Pronunciation is the act or manner of pronouncing words, an utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially in an accepted or generally understood (Gilakjani, 2016; Syafitri et al., 2018). This study had an issue when students pronounced the word in the pre-test. They were lacking and failed to produce the words correctly. In the post-test, the way students pronounced the word was much better than in the pre-test. The words they pronounced become clear and make the audience understand the argument they were making. It was because they had enough time to pronounce one word correctly and could repeat it if they made a mistake.

This pronunciation improvement occurs because each student must reflect or do the self-speaking evaluation for each self-video record they submit to the speaking lecturer. Moreover, students did their self-evaluation in line with the inputs provided by the speaking lecturer. This notion affirms that video-based tasks encourage EFL college students are more aware of their weaknesses in pronunciation features, such as intonation (falling intonation, rising intonation, and fall-rise intonation) of each word said, stress (word, phrase, clause, and sentence stress), rhythm, connected speech and accent, accuracy, and weak sounds and linking words (Mcnulty & Lazarevic, 2012; Saito & Akiyama, 2017).

Vocabulary

When speakers come to learning a language, one of the essential aspects for speakers or learners to focus on is expanding their vocabulary, as this is one of the fields of language learning. Since having a restricted vocabulary in a second language makes it more challenging to communicate with others successfully, vocabulary knowledge is frequently seen as an essential component for second language learners, including speaking ability (Alharthi, 2019; Radzuan et al., 2018). In this study, respondents had a limited vocabulary when presenting their thoughts, ideas, or opinions in the pre-treatment stage. Vocabulary was complex for respondents to find acceptable terms for the topic they discussed. Due to a lack of vocabulary, it is difficult for the listeners to comprehend the topic's meaning.

Respondents' vocabulary development differed after receiving treatment with video-based with self-recorded tasks. The respondents themselves recorded and uploaded eight videos. As a result, it is surprising that the vocabulary aspects of the respondents have developed and expanded. Respondents preferred the appropriate term for the topic, and the message or meaning they conveyed to the listeners was acceptable. This vocabulary improvement is because each student was required to reflect on or evaluate their speaking abilities for each self-video recording they submitted to a speaking lecturer. Since vocabulary knowledge is tightly associated with speaking performance, mastery of a good vocabulary enhances the achievement of optimal speaking performance (Alharthi, 2019; Husnu, 2018). Moreover, respondents did their self-evaluation in line with the inputs provided by the speaking lecturer. This idea indicates that the use of the video-based tasks encourages EFL college students to be more aware of vocabulary features, such as meaning, spelling, pronunciation, part of speech, word family, frequency, register, usage, and collocation (Miyliyeva, 2022; Ridha et al., 2022; Somjai & Soontornwipast, 2020).

Grammar

Correct grammar is essential because it is the main feature in spoken and written communication that allows someone to have their messages clearly understood. Correct grammar is the key to speaking English fluently and confidently (Askhatova, 2020; Syvak, 2018). Moreover, grammar encourages the speaker and listener to get the appropriate message/ interpretation of grammatical expressions.

However, in this research, students made many mistakes in the pre-treatment stage. They did not have good grammar, making it difficult for them to express themselves. After the researchers applied the video-based with self-recorded tasks, most of the respondents used correct grammar and could express themselves as they wanted to. They prepared themselves well and could deliver their argument fluently and efficiently. This idea implies that video-based tasks enhance learners' grammar skills (Cabrera-Solano, 2020; Pereira et al., 2018).

This grammar improvement occurred because each student was required to reflect or do a self-speaking evaluation for each self-video record submitted to the speaking lecturer. Moreover, students did their self-evaluation in line with the inputs provided by the speaking lecturer.

Comprehension

The comprehension part of an exercise is the power of comprehending the practice designed to improve and examine one's understanding of spoken or written language. The comprehension dimension measures the understanding of the conversation. Comprehension also facilitates the speaker's ability to summarize their speaking content appropriately and acceptably. Then, comprehension allows the speaker to have good turn-taking in the conversation, which means a speaker knows when to start, stresses the keywords in conversation, and maintains and provides appropriate connectors in ending the conversation (Astorga-Cabezas, 2015).

However, in this research, most students did not understand each other when they delivered an idea. Because they cannot pronounce the sentence or word it clearly, they lack vocabulary and do not speak fluently. After researchers applied the video-based with self-recorded tasks, they efficiently responded and connected through their speech. It is because they have good pronunciation, the most vocabulary, and speak fluently. This comprehension improvement occurred because each student was required to reflect or do a self-speaking evaluation for each self-video record submitted to the speaking lecturer. Moreover, students did their self-evaluation in line with the inputs provided by the speaking lecturer.

As inferred from the description, a speaking rater must assess learners' five interconnected speaking elements, including fluency, pronunciation, grammar, vocabulary, and comprehension. Students cannot speak fluently without a sufficient vocabulary. Students cannot communicate with one another if they cannot pronounce words or sentences accurately. They cannot communicate and be understood if they do not use correct grammar when expressing themselves. It signifies that these five factors should be evaluated holistically, and video-based tasks have made this process more efficient. Through the video-based with self-recorded tasks, students can develop their five speaking aspects, making them interested, motivated, and fun in the learning process.

According to the data collected, the experimental group performed better speaking ability than the control group. The video-based with self-recorded tasks technique is one of the techniques in teaching and learning language, particularly in speaking class. Through this technique, the students were more active in the speaking course and well-prepared to speak more fluently.

Moreover, from the FGD results, it could be concluded that students' ICT skills increase during video-based tasks in uploading, downloading, and sharing something through appropriate social media, especially on YouTube. ICT literacy is essential and relevant to the development of today's academic requirements (Menggo et al., 2021; Menggo & Darong, 2022).

Moreover, the technique of video-based tasks fosters the development of students' learning flexibility. Students can learn to speak at home and utilize other media to enhance their English skills, particularly their speaking ability. Thirdly, learners' self-evaluation increased as a result of this technique. Students could reflect on and evaluate their speaking, particularly concerning five aspects: fluency, grammar, pronunciation, description, and vocabulary use. The data align with previous research results, which argued that video-based tasks positively impact students' speaking ability. Menggo, Suastra, and Padmadewi (2019) found that self-recording videos significantly impact students' speaking competence, as measured by grammatical accuracy, vocabulary, paraphrasing, fluency, pronunciation, and comprehension. Suadi (2019) reported that video-based tasks helped students enhance their speaking skills because they were brave, motivated, and interested in expressing themselves in English in the way they wished.

From what has been addressed so far, it is clear that the research results have limits and differ from those of previous studies. This research is only limited to video-based tasks with self-recorded, only limited to speaking skills, which may have different results if this technique is applied to other language skills or language components. However, the study confirms earlier research findings indicating that video-based tasks have improved students' speaking skills. Nevertheless, only the effectiveness of the video-based tasks technique in the English study program for first-year students is explored in this research. This limitation distinguishes the research from earlier findings. Additionally, video-based tasks have other favourable effects if college students have adequate digital literacy, particularly ICT skills.

In terms of ICT skills, each college student is encouraged to independently explore relevant features to be able to record, edit, download and upload videos with excellent standards. Equally important is the collaboration skills of fellow college students to complete all speaking assignments on time, share data packets, and look for a place with a stable internet connection network. This additional note distinguishes this study from prior research that focuses on using video-based assignments to meet five speaking criteria, including fluency and accuracy, pronunciation, vocabulary, grammar, and comprehension.

6. CONCLUSION

Based on the previous findings, the researchers conclude that the video-based tasks technique effectively improves vocabulary, pronunciation, fluency, grammar, and comprehension of students' speaking abilities. The class taught by the video-based tasks technique had better improvement than the class taught by the non-video-based tasks technique. This conclusion is strengthened by comparing the two groups' two classical average scores, both pre-test and post-test. The average score of the experimental group was 80,3, while the control group's average score was 67,6. This average score means that the experimental group was higher than the control group. Besides, the video-based tasks technique has encouraged students' learning flexibility, self-evaluation, and ICT capabilities. This research finding suggests that EFL teachers, mainly speaking instructors use the video-based tasks technique in teaching and learning, particularly in speaking class.

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