

Watch me on YouTube: A concept of CALL-TBLT to promote Indonesian EFL students' communicative performance

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ABSTRACT

A pedagogical approach that enhances students' focus on language use for communication is Task-Based Language Teaching (TBLT). With the increasing significance of technology in educational environments, tasks mediated by computer-assisted language learning (CALL) present novel opportunities for acquiring foreign language skills and enhancing communicative performance. This study seeks to explore the application of cinematic speaking videos uploaded on YouTube within the framework of CALL enhanced-TBLT. This study employs a Research and Development model alongside a one-group pretest-posttest experimental design to detail the process students undergo in creating cinematic speaking videos and to assess the video's effectiveness in enhancing students' communicative performance. Data were collected using a questionnaire, an experts' validation sheet, and a group pretest-posttest design. This investigation demonstrated that cinematic speaking videos enhanced students' communicative performance. The t-test results revealed $t = 19.318$ and $p = 0.000$, indicating a significant effect of the CALL-TBLT implementation. It provided students with the chance to engage with a genuine online audience and experience real-life communication through the YouTube platform. The interplay between the task and technology fosters reciprocal advantages: the task can be augmented by the capabilities of web 2.0 technologies, while computer-assisted language learning (CALL) offers distinctive benefits for language acquisition. Considering the study's findings, it is strongly recommended that further exploration into students' perceptions regarding the use of tasks and digital learning platforms with an online audience be conducted.

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INTRODUCTION

Recently, task-based language teaching (TBLT) has been framed along a spectrum that ranges from communicative activities that can complement traditional form-focused methods (González-Lloret & Ortega, 2018) to more genuine everyday life tasks that mirror real-world activities and interactions (Tavaloki et al., 2019). A significant portion of the studies focusing on the enhanced-ELT tasks approach within the realm of CALL employs tasks like information gap tasks, narration tasks, and agreement tasks. It can be both genuine and pertinent for learners. Irrespective of the definition or variant of TBLT, there are multiple common characteristics that define a task. A task should prioritize meaning over linguistic structures and focus on outcomes; in essence, there must be a purpose for utilizing the language that transcends the action itself.

The development of a curriculum for computer-assisted language learning (CALL) in English language teaching (ELT) tasks commences with a needs analysis. This analysis enables instructors to identify and categorize target tasks into general task types (Ziegler, 2016; Tavaloki et al., 2019). It is essential to design these tasks in manners that are expected to encourage learner behaviors conducive to language acquisition, all while adhering to the TBLT standards concerning ecological validity and authenticity (Tavaloki et al., 2019). Ultimately, the nature of learner interaction is expected to vary based on the structure and complexity of the task (Teng & Zhang, 2021). In CALL-TBLT, it is essential for curriculum designers and practitioners to consider both language tasks and technology tasks, as both hold equal significance (González-Lloret, 2018). Consequently, it is essential to concentrate on the distinct affordances of a technological tool, the environment it occupies, and the types of tasks that facilitate language learning, along with the interactions among these elements (Lee, 2020; González-Lloret & Ortega, 2018).

Nonetheless, it is important to highlight the risks associated with technological determinism, which is the notion that the arrival of a new technology inevitably leads to specific outcomes (Widiastuti et al., 2022). Technologies vary in their effectiveness and impact. They possess distinct forms and anticipated outcomes, indicating that certain technologies excel in specific tasks while proving less effective in others. A software application typically adheres to a specific educational methodology, which significantly influences the actions and interactions of both educators and students. Moreover, there is often an assumption that technology operate as passive tools, wholly dependent on the user.

Keeping the non-neutrality of technology in mind, it is essential that a language learning technology's design, implementation, and evaluation be guided by curricular principles based on education research into instructed foreign language acquisition (González-Lloret, 2017). Although advantageous to the process, they are inadequate

for rendering new technology instruments successful in language acquisition. Consequently, the unverified application of CALL for FL learning is improbable to enhance learner outcomes and may yield suboptimal results, diminished student happiness, and heightened dissatisfaction as the program diverges from its original trajectory. It is essential to emphasize that when examining computer-mediated communication (CMC) technologies, educators and scholars must consider the variations across four key domains: temporality (synchronous vs. asynchronous), identity/anonymity, modality (oral vs. written), and spatiality (Ziegler, 2016).

In conclusion, classifying the specific affordances of CALL for language learning holds significant importance. This classification allows us to systematically evaluate whether the affordances of a technology remain effective and aligned with their intended purpose when that technology evolves or is replaced by newer alternatives (González-Lloret & Ortega, 2018; Hsu, 2015). Consistent with the specific affordance domains detailed in Lee (2020), Hsu (2015) put forth a comprehensive perspective on CALL that encompasses wide-ranging principles related to technology and language use, as well as language teaching and learning. This perspective necessitates recognizing that our learners interact with digital technologies in manners that frequently surpass the variety and complexity of their school experiences (Alharthi, 2020).

Since nowadays' people lifestyles depend on social media, audience feedback and online participation (Veletsianos et al., 2018), this study focused on other language aspects including learners' confidence in their language knowledge and skills, communicative opportunities, and communicative performance (Widiastuti et al., 2022). Even though many learners have the linguistic knowledge and opportunities to use the target language for communicative purposes, having a spontaneous and sustained communication in foreign language is more challenging. Many learners prefer to avoid these opportunities (Lin & Lan, 2019) for reasons including embarrassment, anxiety, and lack of confidence in language skills (Gonzalez-Lloret & Ortega, 2018).

Highlighting to explore the potential of using social media tools for language learning and literacy. The writer utilized YouTube as one of the most popular social media in ELT. Widiastuti et al. (2022), Baralt & Gómez. (2017) shared the findings from investigations conducted on the application of YouTube videos to improve students' educational experiences. The evaluation of the student's performance in an introduction to computers course for students enrolled in the English study program has been conducted. The results demonstrate that students comprehend and recall intricate concepts more efficiently when provided with a visual explanatory film. YouTube videos enhance pupils' learning performance.

In contrast, Veletsianos et al. (2018) state that using sentiment to moderate offensive content would have a significant effect on non-offensive content. These findings

possess significant implications for social media platforms and for individuals who facilitate or educate students and academics for online participation. They indicate that regulating comment threads has a complex impact on participation and that such moderation does not inherently mitigate future hostility.

Studies which focused on investigating the effects that integrating authentic audience for real-life task-based purposes in a computer-mediated communication (CMC)-infused curriculum, have on FL learners' motivation and perceptions on EFL speaking are still lacking (Mulyadi & Puspitasari, 2021; Boonma & Swatevacharkul, 2020). Even though research in FL speaking has shown that FL learners who develop an awareness of audience can improve their communicative skill and become more confident in their speaking abilities (Widiastuti et al., 2022), the audience is usually the instructor and students' peers, and the purpose is commonly dictated by the teacher in an academic EFL setting. For those reasons, it is crucial to conduct this study, considering that ELT area which focus on preparing students to have real audience and face online interactions is scarce (Veletsianos et al, 2018). This field of study has not been extensively explored in the Indonesian setting. In light of the identified knowledge gaps, the current study was designed to examine whether Computer-Assisted Language Learning (CALL) speaking activities can boost the communicative performance of English as a Foreign Language (EFL) students when engaging with an online audience.

The present study tries to describe the process of developing CALL-speaking tasks that are suitable for use in language learning, with the aim of promoting EFL students' communicative performance with online audience. Computer-Assisted Language Learning (CALL) and Task-Based Language Teaching (TBLT) have increasingly become important approaches in language education, especially as online learning environments offer new opportunities and challenges for students. By focusing on CALL-TBLT, this study seeks to bridge the gap between traditional classroom speaking activities and the demands of authentic communication in digital contexts. Based on this purpose, the research questions are formulated as follows: How do EFL students prepare their communicative performance in CALL-TBLT with online audience? And How do EFL students perform CALL-TBLT with online audience? Addressing these questions will provide insights into the strategies students use during preparation and execution, as well as the effectiveness of CALL-speaking tasks in enhancing real-world communicative competence.

RESEARCH METHODOLOGY

This study utilized a Research and Development (R & D) approach along with a one group pretest-posttest experimental design. The process of research and development involves a systematic approach to creating a new product through field testing, ensuring that it meets established criteria for quality and effectiveness (Gall

et al, 2021). The research and development model utilized in this study was modified from the Recursive, Reflective Design, and Development model proposed by Gall et al. (2021) and the Research-Development-Research model to illustrate the process students undergo in producing cinematic speaking videos for an online audience. The implementation of both models resulted in a design comprising five key activities: (1) conducting a preliminary study, (2) preliminary field testing, (3) developing a product, (4) final product revision, and (5) final product publication on YouTube.

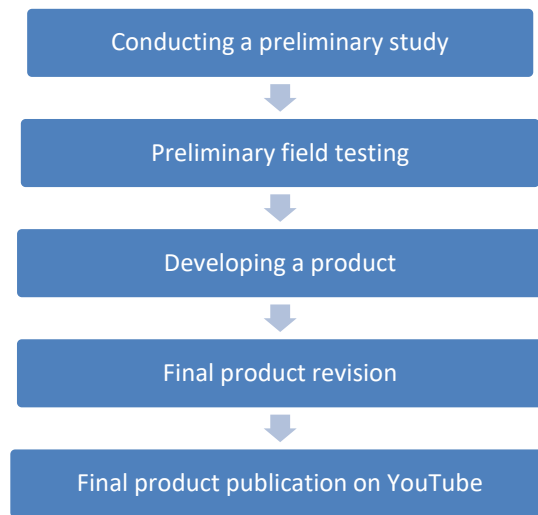


Figure 1. *R & D process in this study*

The investigation commenced with an initial study aimed at gathering data to inform the product development process. A preliminary study was conducted through the analysis of theories and field observations to gather data on students' communicative performance. The product received validation from three experts and one practitioner in the field of cinematic speaking video. The validators were tasked with assessing the accuracy and conformity of the public speaking topics and video content, offering comments, critiques, and suggestions for revision. The validation results served as a reference to enhance the final output of the cinematic speaking video.

A one-group pretest-posttest experimental design was utilized to assess the effectiveness of the product in enhancing students' communicative performance with an online audience. The design was chosen based on the aim of the present study, which was to examine variations in students' communicative performance prior to and following the field test (Sato & Ballinger, 2016). This design is typically employed to assess a novel learning approach or innovation (Wang & Chen, 2019) or to measure the advancement of an individual's knowledge or skills (Zwaard & Bannink, 2019). The evaluation of the product's effectiveness was conducted over the course of 12

meetings. Learning activities were carried out through the use of cinematic speaking videos aimed at an online audience on YouTube.

The writer engaged forty participants (22 females and 18 males) in the fourth semester from the English Education Study Program at a university in Malang, Indonesia. During the period in which this study was conducted, participants were enrolled in a course focused on public speaking. Before participating in the course, these individuals possessed minimal experience in Public English communication, particularly with an online audience. Consequently, the course was structured to facilitate their ability to articulate thoughts and ideas through their communicative performance to an online audience on YouTube.

The data collection involved utilizing a questionnaire, an experts' validation sheet, and a test. The questionnaire was employed to collect data concerning the students' perceptions of the product, offering two response options: yes or no. The validation sheet was created using a Likert scale format featuring four options (scored 1–4) to assess the quality (accuracy and appropriateness) of the product. The assessment was developed in accordance with the speaking performance indicators (fluency, vocabulary, grammar, pronunciation, and comprehension) outlined by Widiastuti et al (2022). The test's validity and reliability were assessed prior to this. The experts in speaking performance confirmed the validity of the test. The findings from the reliability test indicated that all components of the test satisfied the standards set by Cronbach's alpha internal consistency coefficients (.70).

Data consisted of scores derived from expert validation and pretest-posttest assessments. The data gathered from experts and practitioners was analyzed utilizing Aiken's V formula (Aiken, 2015). The established criteria for categorizing the results are as follows: High (>0.80), Average (0.40–0.80), Low (<0.40). The pretest and posttest scores were examined utilizing the t-test in IBM SPSS Statistics 23. The significance level was established at $\alpha = 0.05$. A normality test was performed prior to data analysis. The One-Sample Kolmogorov-Smirnov Test yielded a significant value of .052 for the pretest and .294 for the posttest, indicating the results of the normality assessment. The results suggested that both pretest and posttest data exhibited a normal distribution; hence, a t-test could subsequently be performed.

RESULTS

Our study attempts to reveal students' process in creating cinematic speaking video and measures the effectiveness of cinematic speaking video with online audience on

YouTube in improving the students' communicative performance. Findings of this study documented the stages of Research and Development process, One group pretest-posttest analysis, and the students' response on cinematic speaking video. They will be discussed in more detail in the following sections.

Conducting a preliminary study

The preliminary study was carried out by analysing theories and doing field-observation to obtain data on students' communicative performance. The result of preliminary study showed that the students enrolled in the public speaking course are English language learners at the intermediate (CEFR Level B1) and upper-intermediate (CEFR Level B2) levels. At these proficiency levels, students generally possess a solid foundation in English and are capable of engaging in extended conversations on familiar topics. However, they may still struggle with more complex structures and spontaneous speaking situations. One noteworthy characteristic of these students is their high level of interest in speaking activities, particularly those that incorporate multimedia and creativity. They were especially engaged in a task that involved producing cinematic speaking videos, an approach aligned with CALL-enhanced task-based language teaching. This kind of activity not only allowed students to practice English in a meaningful context but also tapped into their creativity and personal expression.

Furthermore, the students demonstrated strong motivation to perform well in their speaking tasks. Their enthusiasm was evident in their willingness to publish their speaking videos on platforms such as YouTube, indicating a readiness to engage with real audiences beyond the classroom. This suggests that they are not only motivated by grades or classroom performance but also by the authentic experience of sharing their work publicly, receiving feedback, and building confidence in a real-world context.

In terms of their learning needs, students expressed a preference for speaking topics that are relevant to their daily lives. When the content is relatable and applicable, they are more likely to engage in the learning process and find personal meaning in their communication. In addition, they benefit from creative and interactive speaking activities that go beyond traditional classroom tasks. Such activities foster a sense of enjoyment and reduce the pressure often associated with public speaking. The students also require access to up-to-date media tools and devices to support their performance. Given that the speaking tasks often involve video production, having

the appropriate technology is crucial for planning, recording, and editing their projects effectively.

Despite their motivation and interest, the students still face notable difficulties. A common challenge is a lack of confidence when speaking in front of others, which can hinder fluency and result in hesitation or anxiety. This is a typical issue among language learners, especially when performing in a public or recorded setting. Additionally, they encounter problems related to vocabulary, grammar, and pronunciation. These linguistic limitations can disrupt communication and reduce the overall quality of their spoken output. Therefore, targeted support in these areas such as vocabulary-building exercises, grammar reviews, and pronunciation practice is essential to help them overcome these obstacles and perform more confidently and accurately.

Preliminary field testing

During preliminary field testing, the cinematic speaking videos were assessed by multiple professionals, including a cinematographer from Singhasari Imaging Photography and two instructors from the English study program. Verification was crucial to evaluate the appropriateness of cinematic speaking films for the goals of the public speaking course.

This study included questionnaires to gather comments from the experts. They were anticipated to provide their comments or recommendations on cinematic speaking videos. The extent of concordance is illustrated in Table 1.

Table 1. Degree of Agreement

Degree of agreement	Meaning
1	Strongly disagree with the statements
2	Disagree with the statements
3	Doubt the statements
4	Agree with the statements
5	Strongly agree with the statements

The evaluation of the data obtained is presented in table 2.

Table 2. The result of preliminary field testing

No.	The Experts' Evaluation	Degree of Agreement					Central Tendency			
		1	2	3	4	5	N	Mn	Mdn	Md
1.	The Cinematic speaking videos are relevant to the basic competences and indicators of communicative performance.				2	1	3	4.3	4	4
2.	The Cinematic speaking videos are match with the students' knowledge and skill level.			1	1	1	3	4	4	-
3.	The Cinematic speaking videos are appropriate with students' proficiency level.				2	1	3	4.3	4	4
4.	The speaking task of Cinematic speaking video is well elaborated.				3		3	4	4	4
5.	The speaking task of Cinematic speaking video is relevant to the topic.				3		3	4	4	4
6.	The tasks or activities are related to the students' daily life.			1	2		3	3.7	4	4
7.	The instruction of task is clear enough to be understood by students.			2	1		3	3.3	3	3
8.	The speaking task of Cinematic speaking video is interesting and various enough to encourage students to promote their communicative performance.				3		3	4	4	4
9.	The speaking task of Cinematic speaking video can facilitate students to understand the topics.			1	2		3	3.7	4	4
10.	The video layout and pictures are interesting and clear enough.				3		3	4	4	4

Note:

N : Number of Participant

Mdn : Median

Mn : Mean

Md : Mode

The descriptive data suggested that the mean degree of agreement for the evaluation ranged from 3.3 to 4.3. It can be stated that cinematic speaking films were sufficiently effective and suitable for public speaking pupils. Nevertheless, certain segments of the cinematic speaking video recordings required revision and enhancement.

Developing a product

This section outlines the procedures for producing cinematic speaking videos within the context of the CALL-TBLT language teaching framework. The public speaking task utilizing cinematic video uploaded on YouTube represents an excellent integration of CALL-TBLT. Regarding the design of CALLTBLT, we categorized the students' activities into three distinct stages: the pre-speaking task stage, the during-speaking task stage, and the post-speaking task stage. The initial phase of the teaching procedure focused on engaging students' prior knowledge, stimulating their interest in the speaking theme, shaping their expectations regarding the topic, generating relevant vocabulary and language, and establishing a clear purpose for their participation in speaking activities. The aim was to enable students to engage their pre-existing schematic speaking knowledge. This phase functioned as the preparatory stage.

The speaking task stage was developed to offer students cinematic speaking video activities aimed at enhancing their fluency and accuracy in English. Tasks were created to enhance students' communication skills, including pronunciation, fluency, accuracy, and speaking for comprehensive understanding. Post-speaking activities were primarily intended for pupils to enhance their communication output. The exercises at this stage were intended to provide students with communicative opportunities to utilize the language points and relate the information to real-life situations. The students were tasked with submitting their cinematic speaking videos by posting and sharing them on YouTube, thereby gaining an online audience.

Final product revision

In this section, details the revisions and enhancements made to the cinematic speaking videos recorded by the students. Their Cinematic speaking videos are edited using the Adobe Premiere Pro application to refine various technical aspects such as musical instruments, video layout, and transitions.

The experts, including two lecturers from the English study program, a lecturer in visual communication design, and a cinematography practitioner, conducted an

evaluation of the content in the cinematic speaking videos. Given the necessity for additional suggestions and evaluations, input from experts and practitioners is crucial. The feedback will indicate the areas of the students' cinematic speaking videos that require enhancement prior to their publication and sharing on YouTube.

The cinematic speaking videos under development received validation from experts and practitioners in public speaking courses, communicative performance, and cinematography. The cinematic speaking videos underwent assessment from both theoretical and practical perspectives. Table 3 presents the results of the validation conducted by the experts.

Table 3. The results of expert validation

No	Aspects of Evaluation	R1	R2	R3	R4	s1	s2	s3	s4	Σs	V	Category
A Video Content												
1.	The video content conforms to Students' communicative performance	4	4	4	3	3	3	3	2	11	0.92	High
2.	The video concepts presented conform to the students' needs	4	3	2	3	3	2	1	2	8	0.67	Average
3.	The video content covers a whole set of speaking activities	4	4	3	4	3	3	2	3	11	0.92	High
4.	The video content contains sophisticated information	4	3	3	3	3	2	2	2	9	0.75	Average
5.	The video content arouses the students' speaking motivation	3	3	4	4	2	2	3	3	10	0.83	High
6.	The video concepts are accurate	4	3	4	3	3	2	3	2	10	0.83	High

B Language												
1.	The language used is accurate	3	4	4	4	2	3	3	3	11	0.92	High
2.	The language used is communi- cative	4	4	4	3	3	3	3	2	11	0.92	High
3.	The language used refers to the cognitive and socio-emotional development of the students	4	4	4	4	3	3	3	3	12	1.00	High
C Video Topics												
No	Aspects of Evaluation	R1	R2	R3	R4	s1	s2	s3	s4	$\sum s$	V	Category
1.	The Cinematic speaking videos are relevant to the basic competences and indicators of communicative performance	4	4	4	4	3	3	3	3	12	1.00	High
2.	The Cinematic speaking videos are appropriate with students' proficiency level	4	4	4	4	3	3	3	3	12	1.00	High
3.	The speaking task of Cinematic speaking video is relevant to the topic	4	4	4	3	3	3	3	2	11	0.92	High
4.	The speaking task of Cinematic speaking video is interesting and various enough to encourage students to promote their communicative performance	4	4	4	4	3	3	3	3	12	1.00	High
5.	The speaking task of Cinematic speaking video can facilitate students to understand the topics	4	4	4	3	3	3	3	2	11	0.92	High
D Video Quality												
1.	The video layout and pictures are interesting and clear enough	4	4	4	4	3	3	3	3	12	1.00	High
2.	The recording quality is clear enough	3	3	4	4	2	2	3	3	10	0.83	High
3.	The music instrument is suitable and interesting	4	4	4	3	3	3	3	2	11	0.92	High
4.	The video transition is smooth enough	4	4	3	4	3	3	2	3	11	0.92	High
5.	The Cinematic speaking videos are qualified to be	3	3	3	4	2	2	2	3	9	0.75	Average

Notes: R1 = Rater 1, R2 = Rater 2, R3 = Rater 3, R4 = Rater 4, s1 = score R1-1, s2 = score R2-1, s3 = score R3-1, s4 = score R4-1, V = Aiken coefficient

Table 3 indicates that the indicators of the four validated aspects have met the criteria for product merit. Among the assessed items, merely three indicators achieved average scores, whereas the remainder were classified as high. The evaluation conducted by experts and practitioners revealed that the cinematic speaking videos created in this study were deemed qualified and reliable for implementation.

Final product publication on YouTube

The students demonstrated strong motivation to perform well in their speaking tasks. Their enthusiasm was evident in their willingness to publish their cinematic speaking videos on public platforms, particularly YouTube. This decision reflects not only their interest in the activity but also their growing confidence in using English in authentic, real-world contexts. Publishing their videos on YouTube transformed the classroom assignment into a meaningful public performance, giving students a sense of ownership and accomplishment. It also provided them with a broader audience beyond their teachers and peers, which contributed to an increased sense of purpose and accountability in their work.

As of now, several of these videos have been uploaded and collectively viewed by more than two thousand viewers, receiving hundreds of likes and positive comments. This level of engagement from real audiences highlights the effectiveness of integrating digital media and performance-based tasks in language learning. The public nature of YouTube also allows students to receive feedback not only from their classmates and instructors but also from a wider online community, which can further enhance their learning experience. Moreover, by participating in a digital publication, students develop additional 21st-century skills such as digital literacy, video editing, and online communication. All of which are increasingly relevant in academic and professional settings. The YouTube project thus serves as both a motivational tool and a platform for authentic language use, bridging the gap between classroom learning and real-world application.

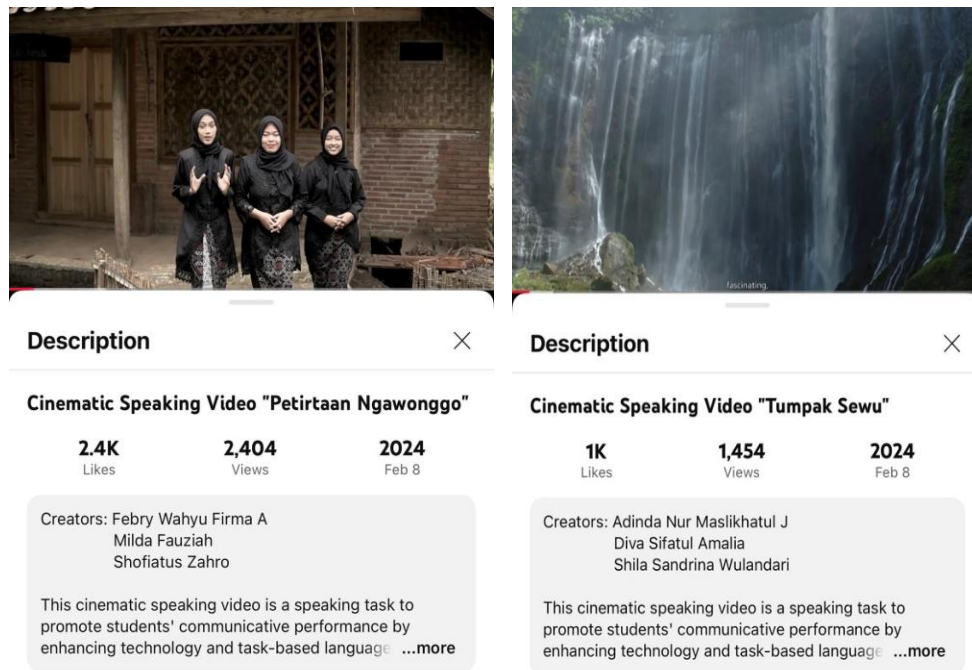


Figure 2. Students' cinematic speaking video on YouTube

The effectiveness of cinematic speaking video

The efficacy test was implemented to evaluate the impact of cinematic speaking videos on the communicative abilities of students. The t-test results suggest that $t = 19.318$ and $p = 0.000$ (refer to Table 4). The results indicate that the impact was substantial. In summary, the students' overall communicative performance has been improved by the implementation of cinematic speaking videos.

Table 4. Paired samples test on students' communicative performance in general

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. deviation	Std. error mean	95% Confidence interval of the difference				
				Lower	Upper			
Posttest -Pretest	28.42683	13.32503	1.47150	25.49900	31.35466	19.318	41	.000

A statistical analysis was performed to evaluate the effectiveness of cinematic speaking videos in a detailed manner for each aspect. The comprehensive results of the statistical analysis are illustrated in Table 5.

Table 5. Paired samples test on every aspect of students' communicative performance

	Paired differences					t	df	Sig. (2-tailed)
	Mean	Std. De- viation	Std. error mean	95% Confidenc intervael of diffe the rence				
				Lower	Upper			
Fluency	2.43902	1.73630	.19174	2.05752	2.82053	12.720	41	.000
Vocabulary	2.70732	2.62696	.29010	2.13011	3.28452	9.332	81	.000
Grammar	1.30488	1.83040	.20213	.90270	1.70706	6.456	41	.000
Pronunciation	5.79878	4.02757	.44477	4.91383	6.68374	13.038	41	.000
Comprehension	9.07317	11.07163	1.22266	6.64047	11.50587	7.421	41	.000
Video Content	7.10366	9.61215	1.06148	4.99164	9.21568	6.692	41	.000

The significance level for all skills is .000, as shown in Table 3 ($p = .000$). The results suggest that the implementation of cinematic speaking videos had a significant impact on learning, significantly improving students' communicative performance, particularly in the areas of fluency, vocabulary, grammar, pronunciation, comprehension, and video content.

Students' responses to cinematic speaking video

The students needed to analyze the cinematic speaking video by considering its practicality, the functions it serves, the chosen topics, and their overall attitude towards the learning process. The analysis revealed that the students' responses were favorable. The comprehensive findings are documented in Table 6.

Table 6. Students' responses on cinematic speaking videos

No	Aspects	Students' responses			
		Yes		No	
		f	%	f	%
1.	The process of creating Cinematic speaking video makes me understand the topic which are discussed.	37	90.24	3	9.76
2.	Through this Cinematic speaking video, I am motivated to be able to speak English better.	38	93.90	2	6.10
3.	Through this Cinematic speaking video, I find my weaknesses in my communicative performance and speaking skill.	38	93.90	2	6.10
4.	Through this Cinematic speaking video, I find my strengths in my communicative performance and speaking skill	37	90.24	3	9.76
5.	Through this Cinematic speaking video, I find a new method to improve my communicative performance and speaking skill.	39	96.34	1	3.66
6.	Through this Cinematic speaking video, it helps me to improve my confidence in English speaking	38	93.90	2	6.10
7.	I am motivated to give my best effort in this speaking task of Cinematic speaking video uploaded in YouTube.	38	93.90	2	6.10
8.	By realizing that I have online audience, I am aware of my communicative performance.	39	96.34	1	3.66
9.	I am confidence to face the online interactions (viewers, likes, dislikes, positive and negative comments) on YouTube.	39	96.34	1	3.66
10.	This Cinematic speaking video uploaded on YouTube helps me to promote my communicative performance	38	93.90	2	6.10

DISCUSSION

Experts and practitioners have verified the product substantiation (cinematic speaking video). The students' communicative performance was significantly influenced by the cinematic speaking video with an online audience, as evidenced by the t-test results. It suggests that the cinematic speaking videos have been created in accordance with principles that are intended to enhance the communicative abilities of students and the educational materials used in public speaking. The positive feedback from students indicates that the cinematic speaking videos shared on YouTube are appropriate, effective, and consistent with the students' needs and attributes.

The findings indicate that the speaking task involving cinematic speaking videos with an online audience on YouTube exemplifies a highly effective integration of technology-mediated task-based language teaching. The enhancement of students' communicative performance resulted in favorable perceptions among the students. The results indicated that the public speaking course utilizing cinematic speaking videos with an online audience on YouTube necessitated that students become

independent learners. The prevailing notion is that students' ability to enhance themselves is largely determined by their skill in self-assessment. By observing and assessing their own communicative performance, individuals can gain a deeper insight into their performance levels. Engaging in self-performance or self-video recording tasks enables students to identify specific areas for improvement more effectively.

The current investigation confirmed the findings of the research carried out by Payant & Bright (2017), who developed task-oriented specialist business English courses. Rashid et al. (2017) found that pair or group work can enhance collaborative learning by enabling students to leverage each other's strengths. Furthermore, similar to the present investigation, although the main goal was to improve students' communication skills, Stark notes that students also developed a range of additional skills, including writing. The exercises were perceived by students as engaging and inspiring, and notably, they reported an enhancement in their language skills, presentation capabilities, and vocabulary. Ultimately, as demonstrated in this study, the development of comparable tasks could enhance the accuracy and complexity of students' performance on these tasks.

The present investigation also drew similarities to Alhadiah's (2020) research, which involved the use of narratives with low-level adult Japanese EFL learners to enhance general conversational performances aimed at improving overall communication skills. The Japanese learners had earlier acquired English in an academic environment; however, they had only a limited amount of practical experience using English in a professional setting before participating in the study. With these students, the implementation of TBLT significantly increased their confidence in their conversational performances. Additionally, the results of the present investigation are consistent with Lee (2020), suggesting that the implementation of TBLT with novices was difficult. Initially, the students exhibited a very limited level of spoken English proficiency; however, they exhibited a development in their spoken English skills using TBLT.

This study supports the findings of multiple investigations that indicate TBLT significantly enhances students' communicative performance. The present investigation confirmed Ziegler's (2016) conclusions that the integration of tasks within a grammar curriculum enhanced students' self-esteem and confidence, leading those who had previously experienced apprehension towards grammatical rules to be more willing to articulate their thoughts. Furthermore, students unknowingly cultivated a sense of familiarity with L2 grammatical features because of the guidance provided in directing their attention to these aspects.

The results of this study offer benefits to speaking instructors and individuals who are interested in imparting speaking skills. The study emphasized the benefits of technology-enhanced TBLT in the teaching of speaking, particularly in terms of enhancing students' communicative performance. This enables educators to make

informed pedagogical adjustments by creating an appropriate context for effective speaking teaching and learning strategies (Sun & Yang, 2022). Furthermore, this study equips students to engage with a genuine audience and navigate online interactions. Consequently, educators will have the opportunity to implement the most effective strategies for teaching speaking, aimed at enhancing students' speaking skills and communicative performance within a digital context.

This study, however, diverged from earlier research findings (e.g., Missoum, 2018) regarding the framework of CALL-TBLT. This investigation was carried out during the post-speaking task phase, where students were encouraged to upload and share their cinematic speaking recordings on YouTube. During the post-speaking task stage, students were able to evaluate their own communicative performance through the publication and sharing on YouTube. According to Alharthi (2020), this activity proves beneficial as it allows for the assessment of communicative performance through video observation. The assignment for students to produce a cinematic speaking video and share their performance on YouTube encouraged them to delve into their creative potential. Significantly, they utilized the cinematic speaking video uploaded on YouTube to analyze and assess their own communicative performance.

Consequently, students can gain a comprehensive insight into their communicative performance and enhance their skills, as they hold full accountability for whether their performance meets or falls short of a defined level of speaking achievement and communicative effectiveness. The publication and sharing of content on YouTube significantly enhance students' confidence and motivation, as they are aware that their performances will be viewed by an online audience. This awareness serves as a crucial factor in encouraging students to improve their English communication skills.

CONCLUSION

This study presents findings on the impact of cinematic speaking videos with an online audience as a public speaking task, highlighting improvements in students' communicative performance and their positive learning experiences and perceptions regarding these activities. The findings indicated that using cinematic speaking videos with an online audience on YouTube in public speaking classes improved students' independence, self-reflection, and creativity in learning. It also enhanced their communicative performance and fostered meaningful interactions through the publication and sharing on YouTube. The fact that their performance was shared on YouTube and viewed by an online audience inspired them to put in more effort and strive for excellence. Nonetheless, the findings of the study strongly advocate for additional exploration into students' perceptions regarding the utilization of tasks and digital learning platforms with an online audience.

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CONFLICT OF INTEREST

The authors affirm that there is no conflict of interest associated with the publication of this paper.

AUTHOR (S) CONTRIBUTION

Widiastuti, O.: The author contributed significantly to the development of this manuscript. conceptualized the study design, conducted the data collection and data analysis, interpret the research results and led the manuscript writing and revision process. The author has read and approved the final version of the manuscript.

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