

EFL Young Learners' Perceptions About the Benefits and Challenges of Doing Individual Audio Recording Tasks in Their Oral Fluency

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Abstract

This study was conducted to investigate the EFL young learners' perceptions about the benefits of individual audio recording tasks in their oral fluency and find out their challenges on how to do individual audio recording tasks. Twenty young learners coming from an English center in Vinh Long province took part in the research. Quantitative and qualitative data were collected by using a questionnaire and semi-structured interviews. The findings implicate that young learners highly perceived the benefits of doing individual audio recording tasks in improving their oral fluency, attitude and motivation. However, they encountered some challenges while doing individual audio recording tasks as regards linguistic problems and personal background.

Keywords: Audio recording tasks, oral fluency, benefits and challenges of audio recording tasks

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1. Introduction

As English has become a global language, "this development has brought with it several changes in the principles and practice of English language teaching" (A course in language teaching, p.4, Cambridge University Press). Nowadays, the aim of English teaching increases not only vocabulary and grammar but also to develop their ability to communicate in real contexts. Richards (2008) claims, "the mastery of speaking skill in English is a priority for many second-language or foreign language learners". In addition, Baker and Westrup (2003, p.5) stated that "a student who can speak English well may have a greater chance for further education, finding employment and gaining promotion".

The ability of oral fluency plays an important role because it contributes to building up good communication. Fluency refers to "the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation" (Hedge, 2000). Hasselgren (1998, p.155) defined fluency as "the ability to contribute to what a listener, proficient in the language, would normally perceive as coherent speech. According to Lennon in Cucchiarini, Strik and Boves (2002) fluency is the ability of the speaker to produce speech at the same tempo as the native speakers without the problem such as silent pause, hesitation, filled pauses, self-correction, repetitions and false starts. Brigg (2016) stated that fluency should come first. EFL learners could develop their fluency of automaticity, speed and comprehension before accuracy. However, the speaking environment is limited in the English language learning context (Vo, Pham & Nguyen, 2018) so learners' fluency in speaking English is negatively affected. Therefore, speaking activities outside the classroom should be designed which provide the speaking environment for learners to achieve their oral fluency.

Doing individual audio recording tasks is considered one of the effective activities which fills the problem of "lack of speaking environment" in recent years. The term "audio recording tasks" refers to the combination of oral tasks and recording functions of mobile phones to young learners' oral fluency practice outside the classroom. Some previous studies showed that doing individual audio recordings have several benefits: (1) allow the learners to improve their oral fluency because they were able to listen to their speed, pronunciation, tone and voice, so it can help them to improve their oral fluency (Wilches, 2014); (2) increase learners' confidence (Widyawan & Hartati, 2016); (3) motivate young learners to be interested in their speaking (Hartati, 2016); (4)

provide more opportunities for young learners to practice their speaking outside the classroom Mei (2017).

This paper aims to investigate how EFL young learners perceive individual audio recording tasks in their oral fluency in the Mekong Delta contexts. To be more specific, it focuses on answering the following research questions.

1. What are young learners' perceptions about the benefits of individual recording tasks in their speaking classes?

2. What challenges do young learners encounter in doing individual audio recording tasks?

2. Literature review

2.1. *Young learners*

Young learners are classified into three groups (International Standard Classification of Education 2011). The first group is for those who are from six to eleven years old. The second group of young learners is that they are from eleven to fourteen years old. The last group is those who are from fifteen to seventeen years old. Also, the International TEFL and TESOL Training defined those young learners as those who are under the age of eighteen years old. Pinter and Annamia (2006) limited the age of young learners from five to fourteen years old. In this current study, the young learners are fourteen years old.

Teaching speaking to young learners is different from teaching adults. Young learners tend to learn languages faster and easier than adults (Staib, 2008). It is necessary to classify the age of young learners in teaching a language. In line with this issue, it also requires a teacher not only to have good socio- linguistics knowledge but also to understand their characteristics to achieve teaching and learning objectives. Young learners tend to learn languages easier because they “generally display an enthusiasm for learning and a curiosity about the world around them” (Harmer, 2007, p.123). Also, they can create their own learning engaging with their environment and they are active in their learning process by exploring immediate settings (Piaget, 1970).

In brief, learning a language is a long process. Attitude and motivation play an important role in the construction of learners' knowledge. They only learn effectively when they find their interests. Hence, teachers have to understand the learners' characteristics in order to encourage them to do individual audio recording tasks effectively. In this activity, learners have some benefits. Firstly, they may practice speaking outside the classroom. Secondly, they may do the tasks individually, so this activity avoids comparing with other people. Also, it encourages them to finish the tasks on time. Finally, they have opportunities to encourage their prediction and problem-solving.

2.2. *Oral tasks*

One of the important aspects of learning a language is that learners can use the language in real contexts. Hence, teachers play an important role in motivating them in speaking by using meaningful tasks. Bygate, Skehan & Swan (2001, p. 11) defined “a task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective”. According to Byrne (1991), oral tasks involve the productive skill of speaking and the receptive skill of understanding. Oral tasks are considered as the convenient environment to raise speaking. The tasks should include three stages: preparation, core activity and follow up (Cameron, 2001).

2.3. *Audio recording tasks and their benefits*

The 21st century is the moment of growing all fields in society, education, for example. Integrating technology in teaching and learning is a trend in order to provide convenience to teachers and learners. In recent years, the mobile phone is considered an up-to-date device that enables learners to access their learning because it is portable and spontaneous (Traxler, 2007). In addition, Lan & Sie (2010) stated that using technology in learning enables learners to use it flexibly. Clements & Sarama (2003) stated that the use of suitable technological devices can be useful for learners. There are many useful functions on mobile phones that learners can use for learning. Audio recording is one of the popular functions that is used in an interview, speaking test. Also, it is used for learners to practice speaking. In this study, the term “audio recording tasks” refers to the combination of oral tasks and recording function of mobile phones to young learners' oral fluency practice outside the classroom. Pop, Tomuletiu and David (2011) stated that it provided opportunities for learners in oral performance.

Doing individual audio recording tasks provides benefits to EFL young learners in some aspects. Firstly, doing individual audio recordings allowed the learners to improve their oral fluency (Wilches 2014; Widyawan & Hartat 2016; Mei 2017; Ismayanti 2017; Alokaily 2021). Thanks to the voice tool-based task, learners have opportunities to work on self-awareness and self-correction of language features. These tasks motivate learners to focus on their speech by listening to themselves. Then, they can evaluate it and make some necessary changes in their speech (Wilches, 2014). Secondly, doing audio recording tasks increases learners' confidence (Widyawan & Hartati, 2016) In fact, after being taught by their spoken learners not only improved their oral fluency but also became confident in speaking. Thirdly, doing individual audio recording tasks helps learners to be interested in speaking (Widyawan & Hartati, 2016). The audio recording tasks provide a good opportunity to

listen and produce learner’s ideas. Thus, they can know their strengths in speaking in detail. Finally, the voice recording making individual audio recording tasks provide more opportunities for young learners to practice their speaking fluently (Mei 2007; Alokaily, 2021).

2.4. Oral fluency

Oral fluency is defined as the ability to fill time with talk (Fillmore, 1979). According to Hartmann and Stork (1976), a person can be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed. Brown (2004) stated that oral fluency is a productive sub-skill that focuses on content rather than form. Also, fluency is “the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation (Ellis, 2003). Fluency “is an impression on the listener’s part that the psycholinguistic processes of speech planning and speech production are functioning easily and efficiently” Lennon (1990, p. 391). Fluency is clustered into three aspects: Speech rate, breakdown and repair (Skehan, 2003; Tavakoli & Skehan, 2005)

3. Methodology

3.1 Research design

This study was descriptive, mixed-method research- the combination of quantitative and qualitative approaches using questionnaires and semi-structured interviews to collect data. First, the questionnaire was designed in order to investigate EFL young learner’s perceptions about the benefits and challenges of doing audio recording tasks in their oral fluency. Second, semi-structured was conducted in order to triangulate and clarify the information collected from the questionnaires.

3.2 Participants

20 EFL young learners were invited to participate in the current study for the questionnaire. Among 20 learners, five of them were asked to attend the interview. Their information is given in the following table.

Table 1: Summary of the participants’ personal information

Personal information	Number (N=20)	
Gender	Male	6
	Female	14
Age		14
Years of learning English	More than 7	20
Time of starting to do individual audio recording tasks	Under 1 year	20
	1 year	
Times of doing individual audio recording tasks until now	More than four times	20

3.3 Research instruments

A questionnaire and a semi-structured interview were employed to collect data in the study.

3.3.1 Questionnaire

In this study, the questionnaire is classified into two sections: Section A includes items designed in order to collect data about participants’ gender, age, years of learning English, times of starting to make individual recording tasks. In addition, the items in section B were used to collect the data for the two research questions. Five-point Likert scales which were ranged from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree to (5) strongly agree were used.

The following table described the questionnaires to collect data for two research questions:

Table 2: Summary of the clusters and items in the questionnaire

Clusters	Items
1. Perceptions in terms of speech rate (adapted from Thornbury, 2008)	1-3
2. Perceptions in terms of breakdown (adapted from Thornbury, 2008)	4- 6
3. Perceptions in terms of repair (adapted from Strik & Boves 2002)	7-9
4. Perceptions in terms of attitude and motivation (adapted from Gokturk (2006); Pop, Tomuletiu, & David (2011)	10-13
5. Perceptions in terms of linguistic problems (adapted from Marie- Nolle, 1999)	14-16
6. Perceptions in terms of personal background (adapted from Marie- Nolle, 1999)	17-20

3.3.2. Semi-structured interview

In this study, the purpose of the interviews is to triangulate the results from the questionnaire. The interviews were conducted in Vietnamese because of two reasons. Firstly, using Vietnamese helps interviewees to avoid misunderstanding the questions. Secondly, the Vietnamese semi-structured interview provides opportunities for

interviewees to give deeper information. Each interview lasted 10 minutes. Each interview was voice-recorded during the interviews so that the researcher could collect enough information. Then, the interview contents were transcribed and used for the analysis. Four main questions were used to investigate EFL young learners' perceptions and their challenges in doing individual audio recording tasks:

1. What are the benefits of individual recording tasks in your speaking?
2. What challenges did you face in doing individual audio recording tasks?
3. What did you do to solve the problems in doing the tasks?
4. What are your suggestions on how to do the audio recording task effectively?

4. Findings

4.1. EFL young learners' perceptions about the benefits of doing individual audio recording tasks in their oral fluency

A *Descriptive Statistics Test* was run to measure the mean score, maximum, minimum, and standard deviation of students' perceptions about the benefits of doing audio recording tasks in their oral fluency. The results are described in Table 3

Table 3: The mean score of the benefits of doing individual audio recording tasks

	N	Min	Max	Mean	SD
BenefitsMean	20	3.85	4.85	4.29	.26
Valid N (listwise)	20				

Table 3 shows that the overall mean score of EFL young learners' perceptions about the benefits of doing audio recording tasks in their oral fluency was 4.29 (M= 4.29) and the standard deviation between the Minimum and Maximum score was .260 (SD= .260). The mean score is at a high level. A *One-Sample t-Test* was run to check whether EFL young learners' perceptions about the benefits of doing audio recording tasks in their oral fluency (M= 4.29; SD= .260) are statistically different from the test value of 4.5, a very high level. The results show the difference between the mean score (M= 4.29; SD= .260) and the test value of 4.5 ($t=-3.494$, $df=19$, $p=.002<.05$). It shows the conclusion that EFL young learners' perceptions about the benefits of doing audio recording tasks in their oral fluency were at a high level.

A *Descriptive Statistics Test* was conducted to examine the mean scores of four clusters including speech rate, breakdown, repair, attitude, and motivation in doing audio recording tasks. The result is showed in table 4.

Table 4: The mean score of the four clusters of the benefits of doing individual audio recording tasks

Clusters	N	Min	Max	Mean	SD
Perceptions in terms of speech rate	20	3.67	5.00	4.43	.43
Perceptions in terms of breakdown	20	3.33	5.00	4.18	.41
Perceptions in terms of repair	20	3.67	5.00	4.25	.35
Perceptions in terms of attitude and motivation	20	3.75	4.75	4.31	.32

The results described in Table 4 show the mean scores of clusters of EFL young learners' perceptions about the benefits of doing individual audio recording tasks in their oral fluency ranged from 4.18 to 4.43. In general, the mean score is at a high level. It indicates that the learners tended to agree with the clusters about the benefits of doing the individual audio recording tasks.

4.1.1. EFL young learners' perceptions about the benefits of doing individual audio recording tasks in their oral fluency in terms of speed rate

To examine how the FFL young learners, perceive the aspects of doing individual audio recording tasks in their oral fluency in terms of speech rate, a *Frequency Test* was conducted. The results are illustrated in Table 5

Table 5: The summary of young learners' responses to each item in cluster 1

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
1. Doing audio recording tasks helps me adjust my information production speed suitably.	0	10.0	5.0	35.0	50.0
2. Doing audio recording tasks helps me to adjust my intonation in speaking	0	5.0	0	35.0	60.0
3. Doing audio recording tasks helps me to how to stress main ideas while speaking	0	0	0	45.0	55.0

Table 5 highlights that 100% of the learners agreed that doing individual audio recording tasks to help them how to stress main ideas while speaking. The learners who agreed that doing individual audio recording tasks could help them to adjust their intonation were (95%). This is comparable with the data obtained from the interviews. Three of five young learners found that doing individual recording tasks helped them adjust their intonation. They said,

When doing an audio recording, I will hear the stress and intonation and correct them (respondent 3).

... and correct my intonation. (Respondent 4)

..... I can also correct my intonation and word stress. (Respondent 5)

Besides, 85% of the learners agreed that doing individual audio recording tasks helped them adjust their information production speed. This is consistent with the data obtained from the interviews. Four out of five young learners found that doing individual recording tasks helped them identify whether their information production speed was fast or slow. Then, they could adjust their speed to make it listeners easy to understand what they produce. They said,

The benefits of recording are that it helps me to know my speaking speed (Respondent 1)

I think the benefit of the first recording is speed rate awareness. Also, I can identify whether my speed is fast or slow. (Respondent 3).

It helps me identify how my oral speed is fast or slow, so I can adjust it (Respondent 4)

It helps me realize how fast or slow I speak. (Respondent 5)

4.1.2. EFL young learners' perceptions about the benefits of doing individual audio recording tasks in terms of breakdown.

A *Frequency Test* was conducted to test how the FFL young learners perceive the aspects of doing individual audio recording tasks in their oral fluency in terms of breakdown. The results are illustrated in Table 6

Table 6: The summary of young learners' responses to each item in cluster 2

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
4. Doing audio recording tasks helps me to disguise pauses by using "Uhm", "you know", "I mean" ...while speaking.	0	0	5.0	80.0	15.0
5. Doing audio recording tasks helps me adjust the frequency of pauses.	0	0	5.0	75.0	20.0
6. Doing audio recording tasks helps adjust the duration of their pauses while speaking suitably.	0	0	5.0	60.0	30.0

As shown in Table 6, the cluster perceptions about the benefits of individual audio recording tasks in terms of breakdown received very high appreciation. Specifically, 95% of the learners agreed that doing individual audio recording tasks could help them adjust the frequency of pauses. Besides, 90% of the students found that doing individual audio recording tasks could help them adjust the duration of their pauses while speaking suitably.

Additionally, 95% of the learners found that doing individual audio recording tasks help them to disguise pauses while speaking. This is comparable with data obtained from interviews. Two out of five young learners perceived that doing individual audio recording tasks helped them to disguise pauses while speaking. They stated,

I know how to use "Uhm," you know, "you know", I mean" to have time to think ideas (Respondent 1)

It helps me avoid pausing while speaking (Respondent 4)

4.1.3. EFL young learners' perceptions about the benefits of doing individual audio recording tasks in terms of repair.

A *Frequency Test* was to examine how the FFL young learners perceive the aspects of doing individual audio recording tasks in their oral fluency in terms of repair. The results are shown in Table 7.

Table 7: The summary of young learners' responses to each item in cluster 3

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
7. Doing audio recording tasks helps me avoid word repetition.	0	0	10.0	60.0	30.0
8. Doing audio recording tasks helps me to avoid correcting pronunciation while speaking	0	0	5.0	60.0	35.0
9. Doing audio recording tasks helps to avoid correcting intonation while speaking.	0	10.0	5.0	35.0	50.0

As shown in Table 7, the cluster perceptions about the benefits of individual audio recording tasks in terms of repair also received very high appreciation. Particularly, the learners agreed that doing individual audio recording tasks help avoid correcting pronunciation while speaking (95%). In addition, 85% of the young learners agreed that doing individual audio recording tasks correcting intonation while speaking.

Besides, they agreed that doing individual audio recording tasks could help them avoid word repetition (90%). It is consistent with data obtained from the interviewed. Two out of five EFL young learners perceived that doing individual audio recording tasks helped them to avoid word repetition while speaking. For instance, they said,

I also avoid word repetition in speaking (Respondent 2)

In addition, I can avoid my word repetition (Respondent 3)

4.1.4. EFL young learners' perceptions about the benefits of doing individual audio recording tasks in terms of attitude and motivation.

To examine how the FFL young learners perceive the aspects of doing individual audio recording tasks in their oral fluency in terms of attitude and motivation, a *Frequency Test* was conducted. The results are illustrated in Table 8

Table 8: The summary of young learners' responses to each item in cluster 4

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
10. Doing audio recording tasks helps me to improve speaking.	0	0	0	90.0	10.0
11. Doing audio recording tasks helps me to be interested in speaking	0	0	5.0	45.0	50.0
12. Doing audio recording tasks helps more confident in speaking	0	0	15.0	35.0	50.0
13. Doing audio recording tasks increases many opportunities for me to speak English	0	0	0	65.0	35.0

The results in table 8 highlight that all of the items about the benefits of doing individual audio recording tasks in terms of attitude and motivation were appreciated. Particularly, the learners agreed that doing individual audio recording tasks encourage them to improve their oral fluency (100%). Besides, 95% of the learners agreed that doing individual audio recording tasks helped them to be interested in speaking.

Moreover, 95% of the learners agreed that doing individual audio recordings could help them to be more confident in speaking. This is comparable with data obtained from interviews. Two out of five young learners believed that individual audio recording tasks increased their confidence. They clarified,

Doing audio recording helps me to be more confident (Respondent 2, line 27)

The next benefit is helping me practice speaking.....and be more confident (Respondent 3).

Additionally, learners perceived that doing individual audio recording tasks increases more opportunities for them to speak English (100%). It is consistent with data gained from interviews that three out of five young learners believed that individual audio recording tasks provided opportunities to practice speaking. They said,

The next benefit is that it helps me to practice speaking more. (Respondent 3)

...It helps me to have more opportunities to practice speaking. (Respondent 4)

It helps me to have more opportunities to practice English after school (Respondent 5)

In common, the quantitative and qualitative data indicated that most learners perceived the benefits of doing individual audio recordings. Through the results, learners could develop the strengths of doing individual audio recording tasks in improving their fluency.

4.2. EFL young learners' perceptions about the challenges of doing individual audio recording tasks in their oral fluency

A *Descriptive Statistics Test* was run to measure the mean score, maximum, minimum, and standard deviation of students' perceptions about the challenges of doing audio recording tasks. The results are described in Table 9.

Table 9: The mean score of the challenges of doing individual audio recording tasks

	N	Min	Max	Mean	SD
Challengesmean	20	1.86	3.86	2.92	.553
Valid N (listwise)	20				

As shown in table 9, the overall mean score of EFL young learners' perceptions about the challenges of doing individual audio recording tasks in their oral fluency was 2.92 (M= 2.92) and the standard deviation between the Minimum and Maximum score was .553 (SD= .553).

A *Descriptive Statistics Test* was run to check the mean scores of two clusters (linguistic problems and personal background) in doing individual audio recording tasks. The result is showed in table 10.

Table 10: The mean score of two clusters about the challenges of doing individual audio recording tasks

Clusters	N	Min	Max	Mean	SD
Perceptions in terms of linguistic problems	20	2.00	3.67	2.70	.53
Perceptions in terms of personal background	20	1.75	4.25	3.10	.65

The results described in Table 10 show the mean scores of clusters of EFL young learners' perceptions about the challenges of doing individual audio recording tasks in their oral fluency ranged from 2.7 to 3.1. It indicates that the learners tended to disagree with the clusters about the challenges of doing the individual audio recording tasks.

4.2.2. EFL young learners' perceptions about the challenges of doing individual audio recording tasks in terms of linguistic problems

To examine how the FFL young learners, perceive the challenges of doing individual audio recording tasks in their oral fluency in terms of linguistic problems, a *Frequency Test* was conducted. The results are illustrated in Table 11.

Table 11: The summary of young learners' responses to each item in cluster 5

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
14. I found it is hard to speak grammatically.	45.0	50.0	5.0	0	0
15. I always make mistakes in pronunciation.	5.0	20.0	20.0	20.0	55.0
16. I don't have enough vocabulary while speaking.	5.0	30.0	10.0	45.0	10.0

Table 11 highlights the results of the specific items about the benefits of doing individual audio recording tasks in terms of linguistic problems. Particularly, all of the learners disagreed that it was hard to speak grammatically (100%). In addition, the learners agreed that they always made mistakes in pronunciation (75%).

In addition, 55% of young learners agreed that they take time to think vocabulary while speaking because they didn't have enough vocabulary. The finding is consistent with data gained from interviews that two out of five respondents believed that the lack of vocabulary and grammar made her not express their ideas effectively. They stated,

... I also face a lack of vocabulary while recording. (Respondent 1)

The challenge I think is that I don't have much vocabulary and grammar to speak well. Besides, it is difficult for me because I don't have much time to practice English to my study at school (Respondent 3)

4.2.3. EFL young learners' perceptions about the challenges of doing individual audio recording tasks in terms of personal background

To examine how the FFL young learners, perceive the challenges of doing individual audio recording tasks in their oral fluency in terms of personal background, a *Frequency Test* was conducted. The results are illustrated in Table 12.

Table 12: The summary of young learners' responses to each item in cluster 5

Items	SD (%)	D (%)	Neu (%)	A (%)	SA (%)
17. I am very nervous before doing the audio recording.	5.0	25.0	15.0	45.0	10.0
18. I'm embarrassed while listening to my mistakes	0	15.0	30.0	35.0	20.0
19. I always take time to record.	10.0	10.0	35.0	40.0	5.0
20. I forget what I want to say when there is some noise outside.	25.0	40.0	15.0	20.0	0

Table 12 highlights some challenges that young learners perceived while doing individual audio recording tasks. Specifically, only 45% of the students agreed that they took time to repeat the recording. Otherwise, only 20% agreed that they didn't remember what they want to say when there was some noise outside.

Additionally, 55% of the learners found that felt nervous before doing individual audio recording tasks. It is compatible with data gained from interviews that two out of five respondents perceived that doing individual audio recording tasks made them nervous. They said,

I'm often nervous before recording, so often forget what I want to record (Respondent 2, line 30)

Doing individual audio recording tasks make me pressured (Respondent 4, line 75)

Also, 55% of the learners believed that they were embarrassed while listening to the mistakes. It is consistent with data gained from interviews two out of five respondents don't feel confident after listening to their voice again.

In my opinion, the difficulty is that when I do audio recording, I listen to it again, I found that my voice is changed. I don't feel confident with my voice (Respondent 1, lines 9,10)

I don't feel confident with my voice. (Respondent 4, line 75).

Besides, through a semi-structured interview, respondents had opportunities to share their thoughts about some suggestions on how to do individual audio recording tasks effectively. The common suggestions were that having a good preparation for ideas and spending more time to practice speaking. They said,

In my opinion, I prepare important ideas, so when I speak I can speak fluently and express my ideas. (Respondent 1).

I try to prepare my ideas before the record (Respondent 2)

I usually go on the internet to search vocabulary for the topics, then I write it down and read it again. (Respondent 3)

I suggest that I record once a week to remember it better (Respondent 1)

I should record it many times (Respondents 4,5)

In general, the quantitative and qualitative data indicated that most learners perceived some challenges of doing individual audio recording tasks in their oral fluency. Through the results, teachers found some solutions to solve young learners' challenges.

5. Discussion and conclusions

5.1. Discussion

Young learners perceived that doing individual audio recording tasks provided benefits in their fluency. This finding supports the studies by Wilches (2014), Widyawan & Hartat (2016), Mei (2017), Ismayanti (2017), Alokaily (2021) who found that learners improved their oral fluency through voice recording. The possible reason for young learners' oral fluency might be having opportunities to work on self-awareness and self-correction of language features. This activity motivates learners to focus on their speech by listening to themselves. Particularly, all of them perceived that doing individual audio recording tasks to help them adjust my information production speed suitably. In addition, they perceived that doing individual audio recording tasks also helped them to disguise pauses while speaking. Furthermore, their frequency of pauses and the length of pauses were adjusted more effectively. Individual audio recording tasks were recognized to provide positive attitudes and motivation among them. It is consistent with the studies of Widyawan and Hartati, (2016); Mei (2017) who claimed that learners felt confident in their speaking. First, the tasks helped learners to be interested in speaking. Second, they helped motivate learners' confidence in their speaking. Finally, they also helped increase opportunities for learners to speak English.

Although the learners admitted the benefits of doing individual audio recording tasks, they pointed out some challenges. Concerning personal background, the learners found that they felt nervous before doing individual audio recording tasks. They also expressed that it was time-consuming because they had to repeat many times as they always made pronunciation mistakes while recording. It is consistent with Alokaily (2021) who found that learners took time to repeat many times. In terms of linguistic problems, the lack of vocabulary made them take time to express their ideas.

5.2. Conclusions

Based on the data collected, it can be concluded that doing individual audio recording tasks helps make learners improve their information production speed, intonation and stress. It also helps young learners to disguise pauses, adjust the frequency of pauses and duration of pauses while speaking. In addition, word repetition, pronunciation correction and intonation correction are avoided and young learners feel interested and confident as doing individual audio recording tasks provides them with positive attitude and motivation.

On the other hand, young learners face challenges while doing individual audio recording tasks. One of the challenges is that it takes them a lot of time to get the recording. Moreover, embarrassment of the pronunciation and vocabulary use mistakes while listening to the recording back is also claimed a challenge for them. Another important challenge is that they forget what they want to say when they start to record themselves.

5.3. Implications

To help learners overcome the challenges to make the most for individual audio recording tasks, teachers should focus on pronunciation especially stress and intonation. Moreover, repetition practice should be chosen for learners to familiarize themselves with their voice being recorded. Another important point is that the topics for the recording tasks should match the topics and vocabulary taught for learners.

For learners, to maximize the benefits of individual audio recording learners should practice pronunciation in English and familiarize themselves with voice recording. The more they practice recording their voice, the less nervous they feel. In addition, listening back to the recording is necessary as it helps learners much in justifying their voice, intonation as well as helping them correct the mistakes they make during doing audio recording.

5.4. Suggestions for further research

This research was conducted with the participation of only 20 learners and it explored learners' perceptions about the benefits and challenges of individual audio recording. Therefore, research with bigger number of participants and experiment is needed to make the results more reliable and more able to generalize. This kind of research also helps measure the effect of individual audio recording on learners' speaking performance. Further studies can also be conducted to explore how teachers perceive the benefits and challenges of doing individual audio recording tasks in teaching speaking to learners. Additionally, further studies may employ experimental research that stresses teachers' teaching practices of employing individual audio recording in the classroom to improve learners' fluency. This would shed a light on how teachers adapt the teaching practices and adapt tasks to maximize the benefits of individual audio recordings in the classroom. Moreover, further studies can be conducted to investigate young learners' perceptions about the benefits and challenges in doing pair work audio

recording tasks in their oral fluency.

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