

Developing Speaking Skill of Grade VIII Students through English Video

Hera Ismawati¹, Mawardin M. Said¹, Wahyudin¹, Zarkiani Hasyim¹

¹Universitas Tadulako, Indonesia

*Correspondence: ismawatihera123@gmail.com

ABSTRACT

This research aims to find out the effectiveness of English videos in developing students' speaking skills at the VIII grade of SMP Negeri 12 Palu. This research employed a quantitative approach with a quasi-experimental design. The research population consisted of 6 classes of SMP Negeri 12 Palu students. The samples were class VIII A as the experimental class and VIII B as the control class. This research utilized oral test as the research instrument to assess students' speaking skills. A pretest was given, followed by different treatments for both classes. The experimental class used English videos as learning media, while the control class did not. After giving the posttest, the researcher analyzed the results statistically to determine the significant difference between both classes. The results show that the mean score of the experimental class significantly developed from 36.30 to 56.54, while the mean score of the control class developed from 38.23 to 42.64. The hypothesis testing results also show that the t-counted value (3.188) was higher than the t-table value (1.688) at a significance level of 0.05, thus confirming that the use of English videos is effective in developing students' speaking skills of grade VIII of SMP Negeri 12 Palu.

ARTICLE HISTORY

Published June 23th 2025



KEYWORDS

Developing, English Video, Speaking Skill

ARTICLE LICENCE

© 2025 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

Speaking skills play a vital part in our daily interactions, especially in oral communication. As stated by Gusviyani et al. (2022), speaking is productive skills that we do to convey certain information that will construct an interaction for communicating to others. It can facilitate the exchange of ideas and information among individuals, which ultimately increases effective social interaction. In oral communication, English is recognized as a common international language. It means that individuals from diverse nations often use English as a common language to communicate. Putra (2020) states that in Indonesia, the use of English is not recognized as the national language, but when we are talking about the international field English is a reliable option to choose. It shows how much important it is for students in Indonesia to master English as a foreign language to communicate (Ritonga et al., 2020; Rahman & Widaystuti, 2023). One of the main goals of teaching and learning English speaking is to be able to communicate and speak fluently in English as the target language (Rahman, 2018.; Pihandoko et al., 2021; Youngsun et al., 2024).

Speaking skills is a particularly challenging aspect of the English language to master. According to Souisa & Gaité (2020), speaking can be seen as one of the skills that still have many problems constrained, especially in foreign languages. It cannot be denied that speaking is one of English language skills which is difficult for students to master for various reasons including because of the inappropriate teaching method or teaching media used by the teacher. According to Souisa & Gaité (2020) the problems of speaking skills can be derived from both teachers and students' sides, where teachers' issues relate to teaching methodology, materials, sources, and classroom management, while students' challenges always involve students' motivation, self-confidence, not brave, shy to make mistakes and etc. These problems have a major impact on preventing students from improving their speaking skills.

Similar issues also occur in Junior high school, particularly at SMP Negeri 12 Palu. It can be seen from the researcher's observations of the teaching-learning process and the interviews with the English teachers and the students at SMP Negeri 12 Palu. According to the English teacher, among four skills in English, mastering speaking skills is the biggest challenge for students. The students have low interest in developing their speaking skills because the method and media used by teachers cannot attract their attention. They tend to feel shy and not confident to speak English in front of people. Their shyness and lack of self-confidence become a problem in developing their speaking skills. To develop

students' speaking skills, these issues must be resolved, and media can play as crucial role in supporting the learning process.

Optimizing media use can offer a potential solution to the problems discussed above. There are multiple types of media can be employed in English teaching, so choosing the right one is very important for teachers to achieve success in their teaching process. As stated by Retno & Zainil (2020), kind of media that are usually used in teaching English are as follows:

“There are many kinds of media that can be used in teaching English. Basically, they are divided into three kinds: visual aids, audio aids, and audio-visual aids. The visual aids can be in the forms of boards, models, real objects, miniatures, puppets, clocks, time board, pictures, photos, wall charts, flannel boards, flash cards, poster and slides. The second one is audio aids such as radio and tape recorder. The last one is audio-visual aids such as television, video, and power point.”

Therefore, selecting the right type of media to be used in the teaching and learning process can help maximize learning outcomes and potentially provide an effective solution to students' speaking difficulties.

One type of media that might be effective in helping students to learn English is audio-visual media, specifically videos, which can be particularly beneficial for teaching speaking skills. According to Takahashi (2018), teaching speaking skills through English video involves the use of video materials to provide learners with authentic language input, opportunities for practice, and feedback on their speaking performance. Moreover, Harmer (2007) also states that deploying video in English language learning provides special points to the students; seeing language in use, cross-cultural awareness, the power of creation, and motivation. In this case, English videos can significantly enhance students' comprehension by conveying meaning, mood, and tone through visuals, expressions, and gestures in the videos. This demonstrates their value as a teaching media in the classroom. Hadijah (2016) also stated that video in English language learning can develop students' creativity and communicative competence. Through this way, the students' confidence and their interest in learning and developing speaking skills will also increase.

Based on the reasons above, the researcher assumes that the use of English videos can effectively develop students' speaking skills. Therefore, the researcher is motivated to conduct this research with VIII grade students at SMP Negeri 12 Palu, where many students still struggle with their speaking. She aims to investigate whether the use of English videos in the teaching and learning process will effectively develop the speaking skills of the VIII grade students of SMP Negeri 12 Palu or not.

This research is important in developing the speaking skills of VIII grade students at SMP Negeri 12 Palu through the use of English videos as a learning media. By investigating the effectiveness of English videos, we can identify students' challenges and difficulties in speaking English and provide valuable insights for teachers to develop more engaging and effective teaching methods. Therefore, by using English videos, this research offers a practical solution to students' speaking difficulties and contributes to language education.

2. Methodology

2.1 Design

This research employed a quasi-experimental, specifically non-equivalent control group design. It means that there were experimental class and control class as a comparison. The experimental class was taught by using English video, while the control class was not. The researcher used the research design proposed by Cohen et al., (2007) as follows:

Experimental	O1	X	O2
Control	O3	-	O4

There are two variables of this research, include English video as the independent variable and speaking skills as the dependent variable. The objective of this research design is to investigate the effect of using English videos on students' speaking skills. By comparing the pre-test and post-test scores of the experimental and control classes, the researcher can determine whether the use of English videos has a significant impact on students' speaking skills.

2.2 Participant

Population is the entire subject of the research. The population of this research was the students of SMP Negeri 12 Palu, consisting of 6 classes with a total of 130 students (65 females and 65 males). This research employed a purposive sampling technique to choose the samples. According to Prasetyo & Jannah (2005), purposive sampling is a sampling technique with certain considerations, for example by specifying specific criteria to be selected as samples. The researcher chose class VIII A that contained 21 students (10 females and 11 males) as the experimental class and class VIII B that contained 17 students (9 females and 8 males) as the control class. These classes were selected based on the results of observations conducted at the school, which revealed that both classes were experiencing similar difficulties in speaking, including their shyness, lack of self-confidence, infrequent speaking practice, and low interest in learning.

2.3 Instrument

The instruments used in this research were tools designed to collect data and support the research process. In this research, the instruments used to collect the data were selected to support the research process and ensure the accuracy and reliability of the results. The research instruments used consisted of observation sheets and tests. Specifically, the tests consisted of a pretest and a posttest, which enabled the researcher to conduct testing before and after the treatment. Observation sheets were used as a tool to gather data on various aspects, including teacher and student activities, as well as general information about the school condition. The types of data obtained can be in the form of preliminary data or data obtained during the research. Preliminary data in this research provided a foundation for collecting information and guiding the researcher. A test was one of the instruments used by the researcher. The researcher conducted two types of oral tests. They included an oral pretest and an oral posttest. The results of both tests were analyzed using a scoring scale proposed by Heaton (1988) that assessed the students' speaking skills, specifically in fluency and accuracy.

2.4 Data Collecting Technique

The researcher employed two data collection techniques, which were observation and testing. Observation was the first procedure that the researcher conducted before starting the research. The observation was conducted at SMP Negeri 12 Palu to identify the problem faced by students and the existing issues within the school. The observation was also conducted to collect the necessary data for the research process. In this case, the researcher collected data related to the activities of teachers and students in the teaching and learning process, data about problems faced by students, and the students' population at the school. The second procedure was testing, which was used as the main technique for data collection in this research. The purpose of testing was to measure students' speaking skills, specifically in terms of fluency and accuracy. The researcher conducted a pretesting before the treatment and a posttesting after the treatment. This enabled the researcher to see how the treatment affected the students' speaking skills.

Pretesting was conducted to determine if there would be a change in the students after they received the treatment. The type and level of the test administered to both the experimental and control classes were similar. Students were asked to choose a topic from the provided options and describe it to the researcher. Each student spoke in front of the researcher one by one and briefly described the topic they had chosen. Before the posttesting, the researcher provides treatment first. In the treatment, she employs repetition and role-play techniques to present English videos as the learning media. According to Kamelia (2019), repetition and role-play involve replaying a scene from a video with certain pauses for repetition, either individually or in chorus, and when students have a clear understanding of the presentation, they are asked to portray the scene using the original version as much as they remember. Posttesting was administered after the treatment had been conducted. The purpose of posttesting was to assess the students' speaking skills after the treatment. The post testing question model given to the students was similar to the question model given during the pretesting. The students presented their ideas and described something based on the topic they chose. Both tests were in the form of an oral test.

2.5 Data Analysis Technique

In the data analysis technique, there are several steps and formulas proposed by Arikunto (2013) that were used by the researcher to analyze the data. First, the researcher calculated the students' individual scores in pretest and posttest in both the experimental and control classes.

$$\sum = \frac{x}{N} \times 100$$

After obtaining the individual scores of each student, the researcher calculated the mean score of the pretest and posttest in both the experimental and control classes.

$$M = \frac{\sum x}{N}$$

The researcher then proceeded to calculate the squared deviations to determine the difference in scores between the pretest and posttest results in both the experimental and control classes.

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N} \quad \sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

The researcher then used the t-test formula to compare the results of the experimental and control classes and examined whether the treatment had a significant impact.

$$t = \frac{MX - MY}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

2.6 Hypothesis Testing

The hypothesis of this research is: The use of English videos is effective in developing students' speaking skills of grade VIII of SMP Negeri 12 Palu. The researcher verifies the hypothesis by comparing the calculated t-value with the t-table value at a significance level of 0.05 and 36 degrees of freedom. If the calculated t-value is higher than the t-table value, the hypothesis is accepted, indicating that using English videos as a learning media is effective in developing students' speaking skills. However, if the calculated t-value is lower than the t-table value, the hypothesis is rejected, meaning that developing students' speaking skill through English video as learning media is not effective.

3. Result and Discussion

3.1 Result

In the data collection process, the researcher administered pretest and posttest to 21 students in the experimental class and 17 students in the control class. The researcher then calculated students' individual score based on the scoring rubric proposed by Heaton (1988), specifically for fluency and accuracy. From these results, the researcher then calculated the mean scores of the tests for each class.

Table 1. Pretest Mean Scores for the Experimental and Control Classes

Class	Number of Students	Total Individual Score	Mean Score
Experimental	21	762.5	36.30
Control	17	650	38.23

Based on Table 1 above, it can be seen that the total individual score in the pretest of the experimental class is 762.2 with 21 students. This is slightly higher than the total individual score in the control class, which is 650 with 17 students. However, the mean score of the control class (38.23) is higher compared to the experimental class's mean score (36.30).

Table 2. Posttest Mean Scores for the Experimental and Control Classes

Class	Number of Students	Total Individual Score	Mean Score
Experimental	21	1187.5	56.54
Control	17	725	42.64

The table 2 above shows the results of the test after treatment. From this, it can be seen that the mean scores of both classes increased. The difference from the pretest results before the treatment is that the mean score of the control

class was previously higher than the experimental class, but now after the treatment, the mean score of the experimental class (56.54) is higher than the mean score of the control class (42.64).

Table 3. Score Improvement in the Experimental and Control Classes

Class	Number of Students	Mean Score of the Pretest	Mean Score of the Posttest	Improvement
Experimental	21	36.30	56.54	20.24
Control	17	38.23	42.64	4.21

Based on the data above, it can be seen that both the experimental class and the control class showed an increase in their mean scores from the pretest to the posttest. In the experimental class, the mean score increased from 36.30 to 56.54. Similarly, the control class also showed an increase in mean score from 38.23 to 42.64. Both students in the experimental class and the control class showed an improvement in their speaking skills. However, the improvement in the control class was not as significant as in the experimental class, with the experimental class showing a gain of 20.24, significantly higher than the 4.21 gain in the control class.

After calculating the mean scores for the pretest and posttest, the researcher proceeded to calculate the deviation and squared deviation to determine whether a significant difference existed between the results of the pretest and posttest in both classes. The deviation score is presented in the following table:

Table 4. Deviation Score in Experimental and Control Classes

Class	Students Score		Deviation ($X_2 - X_1$)	Mean Deviation	Squared Deviation
	Pretest (X_1)	Posttest (X_2)			
Experimental	762.5	1187.5	437.5	20.87	16893.75
Control	650	725	75	4.41	1562.5

After getting the deviation, the researcher calculated the number of squared deviations by using formula proposed by Arikunto (2013), which is as follows:

a. Experimental Class

$$\begin{aligned} \sum x^2 &= \sum X^2 - \frac{(\sum X)^2}{N} \\ &= 16893.75 - \frac{(437.5)^2}{21} \\ &= 16893.75 - \frac{(191406.25)}{21} \\ &= 16893.75 - 9114.58 \\ &= 7779.17 \end{aligned}$$

b. Control Class

$$\begin{aligned} \sum y^2 &= \sum Y^2 - \frac{(\sum Y)^2}{N} \\ &= 1562.5 - \frac{(75)^2}{17} \\ &= 1562.5 - \frac{(5625)}{17} \\ &= 1562.5 - 330.88 \\ &= 1232.62 \end{aligned}$$

By looking at the result above, it can be seen that the squared deviation score of the experimental class is 7779.17 and the squared deviation score of the control class is 1232.62. After obtaining the square deviation of the two classes, the researcher then applied the t-count formula to get the t-counted value. It used to analyze if there were differences between the results of the experimental class and the control class. It showed us how effective the treatment was.

$$t = \frac{MX - MY}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{20.83 - 4.41}{\sqrt{\left[\frac{7779.17 + 1232.62}{21 + 17 - 2} \right] \left[\frac{1}{21} + \frac{1}{17} \right]}}$$

$$t = \frac{16.42}{\sqrt{\left[\frac{9011.79}{36} \right] \left[\frac{38}{357} \right]}}$$

$$t = \frac{16.42}{\sqrt{[250.32][0.106]}}$$

$$t = \frac{16.42}{\sqrt{26,53}}$$

$$t = \frac{16.42}{5.15}$$

$$t = 3.188$$

So, based on the result, the t-counted value of this research is 3.188.

3.2 Hypothesis Testing

To determine whether the use of English videos in developing students' speaking skills is effective or not, hypothesis testing was conducted. If the t-counted value is higher than the t-table value, the research hypothesis is accepted. Meanwhile, if the t-counted value is lower than the t-table value, the research hypothesis of this research is rejected. Here is the calculation of the t-table value:

Total variable (k)	= 2
Degree of freedom (df)	= Nx + Ny - 2
	= 21 + 17 - 2
	= 36
Level of significance	= 5%
	= 0,05
t-table	= 1.688

Based on the results above, the t-counted value (3.188) is higher than the t-table value (1.688), which means the research hypothesis is accepted. This indicates that the use of English videos is effective in developing the speaking skills of grade VIII students at SMP Negeri 12 Palu.

3.4 Discussion

Based on the results of the tests, there are several points that need to be discussed. The objective of this research is intended to find out whether or not the use of English videos in the teaching and learning process effectively develop the students' speaking skills at the VIII grade of SMP Negeri 12 Palu. This objective was based on the results of the observation sheets, which showed that the students' speaking skills at the VIII grade of SMP Negeri 12 Palu were still low. Furthermore, a pretest was administered to both the experimental and control classes on May 28th to assess their speaking skill before the treatment. The results showed that the pretest mean scores of both classes were almost the same, which were 36.30 for the experimental class and 38.23 for the control class. This indicates that both classes had similarly low

speaking skill. Therefore, treatment was conducted to examine the effectiveness of using English videos as a learning media in developing students' speaking skills.

The treatment was implemented in six meetings. In each meeting, students would learn by watching English dialogue videos related to the material they were studying. They would then try to imitate the speakers while understanding the meaning of each word and how it was supposed to be pronounced. Then, the researcher would ask the students to perform role play in pairs based on the video in front of the class. This process was repeated until the last meeting in the experimental class.

Similarly, the control class was also received treatment, but without the use of English videos as a learning media. Instead, they were taught by using conventional methods. The posttest was administered after the treatment to measure the improvement in their speaking skills. The results showed that both classes experienced an increase in mean scores, but the improvement in the experimental class was higher than in the control class. Based on the pretest and posttest results, the gain in mean score for the experimental class was 20.24, while for the control class it was 4.21. This indicates that using English videos as a learning media was more effective than conventional teaching methods using textbooks.

To ensure the effectiveness of English videos as a learning media in developing students' speaking skills, the researcher conducted hypothesis testing for this research. The hypothesis testing aimed to determine whether the hypothesis of this research is accepted or rejected. If it is accepted, then it means that English videos are effective in developing students' speaking skills, but if it is rejected, it means that the use of English videos are not effective. After the hypothesis testing, the results showed that the t-counted value (3.188) was higher than the t-table value (1.688). It means the hypothesis is accepted, and English videos are proven to be effective in developing students' speaking skills of grade VIII of SMP Negeri 12 Palu.

The result above also supported by several relevant studies that have been conducted in relation to this research. The first is a study written by Asriani (2025) entitled "Improving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School". This study also used quasi-experimental design involved two classes as the experimental and control class. The result of this study shows that the use of audio-visual media, such as YouTube video, effectively enhanced students' speaking abilities. The similarity between these two studies lies in the use of audio-visual as a learning media and the design of the research. In contrast, the difference only lies in the research subjects.

The second is a study written by Sarlotan (2023) entitled "Developing Speaking Skill of Grade XI Students at SMA Negeri 8 Palu through English Cartoon Film". This study also used quantitative research and applied quasi experimental research as the research design. The result of this study shows that the application of English cartoon film can be used to develop speaking skill of the grade XI students at SMA Negeri 8 Palu. The similarity between these two studies lies in the use of audio-visual media/ film and video as a learning media to develop speaking skill and the design of the research. In contrast, the difference only lies in the research subjects.

From the several previous studies above, it can be concluded that English videos have proven to be an effective learning media for developing the students' speaking skills of grade VIII of SMP Negeri 12 Palu. This is because English videos are able to facilitate both students with visual and auditory learning styles. As stated by Mayer & Pilegard (2014), people learn better from a multimedia message when the words are spoken rather than written. It means that using spoken words in multimedia learning materials can be more effective than using written text. This is known as the modality principle, which suggests that learners benefit from a combination of visual and auditory information. English videos also encourage students to be more active by directly practicing English dialogues in the video through imitation of the speaker. Most importantly, the use of English videos as a learning media significantly increases students' motivation to learn. As a result, their speaking skill are also developed.

4. Conclusion

The use of English videos as a learning media can effectively develop the students' speaking skills of grade VIII of SMP Negeri 12 Palu. This can be seen from the increase in mean scores from the pretest (36.30) to the posttest (56.54), with a gain of 20.24 after treatment using English videos as a learning media. In contrast, the control class shows a smaller increase, from a pretest mean score (38.23) to a posttest mean score (42.64), with a gain of only 4.21 without treatment using English videos. This indicates that English videos as a learning media have a significant impact on developing the students' speaking skills of grade VIII of SMP Negeri 12 Palu. It is also supported by the t-count value (3.188), which is higher than the t-table value (1.688), indicating that the researcher's hypothesis is accepted. Furthermore, the students

seem to become more motivated and enjoy the learning process. The feeling of enthusiasm and joy in learning encourages them to further improve their English skills, particularly in speaking.

References

- Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktek*. Jakarta: PT. Rineka Cipta.
- Asriani, F. (2025). Improving Students' Speaking Ability by Using Audio Visual at Darul 'Ulum Islamic Boarding School (Thesis). Ar-Raniry State Islamic University. <https://repository.ar-raniry.ac.id/id/eprint/42600>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th Edition). London: Routledge.
- Gusviyani, V., Tarihoran, N., Ibrahim, B., Heryatun, Y., & Humaeroh, S. (2022). An Analysis the Factors of Students' Difficulties in Speaking English Faced by Non-English Department Students. *English Education, Linguistics, and Literature Journal*, 1(2): 64–74. <https://doi.org/10.32678/ell.v1i1.5662>
- Hadijah, S. (2016). Teaching by using video: Ways to make it more meaningful in EFL classrooms. *Proceedings of ISELT FBS Universitas Negeri Padang*, 4(2), 307–315.
- Harmer, J. (2007). *The Practice of English Language Teaching*. Edinburg: Pearson Education Ltd.
- Heaton, J. B. (1988). *Writing English Language Tests* (Logman Handbooks for Language Teachers). New York: Longman inc.
- Kamelia, K. (2019). Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes. *Journal of Ultimate Research and Trends in Education*, 1(1): 34–38. <https://doi.org/10.31849/utamax.v1i1.2742>
- Long, O. A. H. O., Halim, N. D. A., & Hanid, M. F. A. (2023). A Review on The Use of Video in Education: Advantages and Disadvantages. *Innovative Teaching and Learning Journal*, 7(2): 25–40. <https://doi.org/10.11113/itlj.v7.132>
- Mayer, R. E., & Pilegard, C. (2014). Principles for managing essential processing in multimedia learning: Segmenting, pre-training, and modality principles. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (2nd ed., pp. 316–344). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.016>
- Prasetyo, B., Jannah, L. M. (2005). *Metode Penelitian Kuantitatif*. Jakarta: PT Raja Grafindo Persada.
- Prihandoko, L. A., Anggawirya, A. M., & Rahman, F. (2021, December). Students' perceptions towards autonomous learners concept in academic writing classes: Sequential mixed-method. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 487-491). Atlantis Press.
- Putra, E. (2020). The Importance of Learning English Nowaday. Sepuluh Nopember Institute of Technology (ITS). Research Gate. https://www.researchgate.net/publication/346400434_The_Importance_of_Learning_English_Nowadays
- Rahman, F. (2018). The constraints of foreign learners in reading English literary works: A case study at Hasanuddin University. *Journal of Arts and Humanities*, 7(2), 01-12.
- Rahman, F., & Widyastuti, W. (2023). Academic Self-Efficacy and Math Learning in Sidoarjo's High School Elementary Students. *Academia Open*, 8(1), 10-21070.
- Retno, R. D., & Zainil, Y. (2020). The Techniques of Using Videos in Teaching Implemented by English Teacher at SMKN 1 Padang Panjang. *Journal of English Language Teaching*, 9(2). 400-404. <http://ejournal.unp.ac.id/index.php/jelt>
- Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The effect of motivation and anxiety on students' speaking performance: a study at Dayanu Ikhsanuddin university. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198-213.

- Sarlotan. (2023). Developing Speaking Skill of Grade XI Students of SMA Negeri 8 Palu through English Cartoon Film (Thesis). Tadulako University. <https://lib.fkip.untad.ac.id/index.php?p=fstream-pdf&fid=4892&bid=10119>
- Souisa, T. R. & Gaité, C. (2020). Study on Speaking Problems and Psychological Factors Encountered by Students in Developing Their Speaking Skill at SMA Kristen Dobo, Aru District. *MATAI: International Journal of Language Education*, 1(1): 10–22. <https://doi.org/10.30598/matail.v1i1.2769>
- Takahashi, S. (2018). Using video to teach speaking. *Language Teaching Research*, 22(1), 3-20. <https://doi.org/10.1177/1362168816674736>
- Youngsun, K., Sosrohadi, S., Andini, C., Jung, S., Yookyung, K., & Jae, P. K. (2024). Cultivating Gratitude: Essential Korean Thankfulness Phrases for Indonesian Learners. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(2), 248-253.