



Investigating the Use of Video-Based Activities in Teaching Speaking Skills

Aprilia; Sukarno

English Language Education Study Program, Faculty of Languages, Arts, and Culture, Yogyakarta State University,
Yogyakarta, Indonesia

<http://dx.doi.org/10.18415/ijmmu.v11i8.6267>

Abstract

This study explores the use of video-based activities in improving students' speaking skills and examines students' perceptions of video as a learning tool. Employing a mixed-methods approach, the research involved 30 Grade XI students at SMA Negeri 3 Yogyakarta. Data were collected through a one-group pretest-posttest design, interviews, and documentation. Pretests and posttests measured the effect of video-based activities on students' speaking abilities, while interviews provided insights into students' attitudes toward using videos to develop speaking skills. The findings revealed a significant improvement in students' speaking abilities, with average scores increasing from 67.73 to 78.13. Statistical analysis further confirmed the positive impact, as the hypothesis test result of 0.00 was lower than the 0.05 threshold, supporting the efficacy of video-based activities in teaching speaking skills. Qualitative data reinforced these findings, showing that video tasks were engaging, enhanced students' motivation and confidence, and provided valuable practice opportunities. Students also reported that using videos allowed them to express creativity, improve pronunciation, and gain confidence in class discussions. In conclusion, video-based activities proved to be an effective tool for enhancing speaking skills, providing both educational and motivational benefits.

Keywords: *Video-Based Activities; Speaking Class; Students Perceptions*

Introduction

Education is a learning and development process in every country because it can increase the human condition through better knowledge, health, living conditions, social equality, and productivity. Mlachila et al. (2017) found that education plays a vital role in advancing a country's development, and every country strives to develop the quality of teaching to increase society's welfare. Quality education is expected to produce human resources capable of managing natural resources effectively. Akdeniz (2017) argues that mastering and using English is crucial nowadays. It is generally assumed that foreign language speaking skills are challenging to master; thus, acquiring communication skills is considered necessary for individuals as social beings, as it enables the exchange and collection of information through interpersonal interactions. Most students encounter challenges when applying English.

Pelenkahu (2017) says that seven points make speaking more difficult for students, and there are

still many teachers who think that English is not necessary, some of whom are not practicing English directly, lack vocabulary, do not use learning resources and media optimally, and do not apply varied teaching. Yang (2014) asserts that speaking fluency is fundamental to effective student communication. The acquisition of speaking ability is relevant because everyone typically uses oral communication to express their ideas, emotions, and perspectives on specific issues. However, (Balyer & Öz, 2018) argue that technology or media can support classroom activities, especially if it offers a different approach to learning to face-to-face teaching. It is introduced gradually, thus preparing students to learn more independently later.

A practical method to address this issue is to provide students with the right learning approach to teach speaking skills. In other words, the right learning approach can encourage students to engage in creative collaboration and communication. This approach emphasizes using texts in various forms, including oral, written, visual, video, audio, and multimedia. The genre-based approach is one specific method that can enhance speaking skills in English language learning. The genre-based approach is a communicative method for teaching language (Tzer & Lin, 2018). According to Pham and Bui (2021), this strategy aids teachers and students in comprehending how language functions in daily life—mainly emphasizing the relationship between language use and its contextual environment. Many studies have shown that genre-based approaches increase students' motivation and deliver tangible results for their learning. (Reza Atai and Bagher Khatibi, 2010) conducted a study examining the effects of the Genre-Based Approach on students' speaking and listening abilities. Their findings indicate that this approach significantly enhances students' speaking skills, leading to notable improvements in their oral proficiency. However, it is not undeniable that the effective implementation of this approach in teaching requires the support of media or technological aids; one of the media or technologies that can be used to carry out this learning process is Video-based activities.

Video-based activities have been proven to engage students and enhance their language learning experience, making them an essential tool for language teachers. According to Kulsiri (2018), using media or technology facilitates authentic learning methods, encouraging students to think and reason independently. Video is one type of technology and media that can help students learn speaking skills. The use of videos facilitates creative and active learning in the acquisition of speaking skills. Video-based teaching and learning activities can help students engage in learning and encourage social interaction between students, which may not occur in traditional classrooms. Incorporating a laptop, speakers, and an LCD in the classroom allows the teaching-learning process to deliver video as an audio-visual medium to present speaking materials to students.

Additionally, videos serve as authentic materials, providing students with genuine language models essential for developing their speaking skills. Furthermore, videos can also benefit effective and joyful learning and enhance students' comprehension of the material. Harmer (2008) highlights several benefits of using video as a teaching tool, including visual language use with expressions and gestures, increased cross-cultural awareness through authentic content, and enhanced student motivation.

Furthermore, Aksel and Karahman (2014) contend that collaboratively producing innovative video creations will motivate students. Making videos allows students to gain further learning experiences and utilize both written and spoken language (scripting conversations and recording videos). Erlangga (2021) asserts that videos have recently become an innovative medium in English language teaching. Videos can increase students' interest and motivation in learning English while also helping to develop their speaking skills. Videos provide students with significant context for the language they are learning. Demonstrating comprehension through videos allows students to develop their speaking skills and improve their performance simultaneously. A previous study by Ardiansyah (2020) demonstrated that incorporating videos based on a scientific approach to teaching speaking significantly improved students' vocabulary, pronunciation, grammar, fluency, and comprehension skills.

Additionally, students exhibited increased enthusiasm for learning to speak. Similarly, a study by Arianti and Pratiwi (2018) found that using YouTube videos enhances student talking time through speaking activities like role-playing, discussions, and problem-solving tasks. Furthermore, Sunardi et al. (2023) research concluded that a task-based video recording effectively improves students' speaking skills in management programs. According to the studies cited above, learning videos positively and significantly impact students' speaking ability and development in the classroom. Although many studies have highlighted the benefits of video-based activities in language teaching, this study differs from previous research. Although genre-based and task-based approaches have been implemented, the relationship between genre-based approaches and video-based activities has yet to be thoroughly explored. In addition, few studies have examined how videos used in the teaching process and assigned as student tasks can improve students' speaking ability. Therefore, this study investigates how video-based learning can motivate students and foster their creativity in developing speaking skills.

Method

This research utilizes a mixed methods design, which combines qualitative and quantitative approaches. Creswell (2013) describes mixed methods research as integrating these two methodologies to understand the research problem comprehensively. The qualitative component focuses on open-ended questions, while the quantitative uses numerical data and structured questions. A one-group pretest-posttest pre-experimental design was used (Ridwan, 2010; Sugiyono, 2014) to assess the effectiveness of video-based activities in improving students' speaking ability.

A pretest measured students' initial speaking ability, followed by video-based instruction, and a posttest to evaluate improvement. Although this design lacks randomized sampling and a control group, it allows for a structured analysis of the impact of the intervention. The main instrument for data collection in this study was an oral test administered in the pretest and posttest phases. The pretest measured students' speaking ability before the intervention, while the posttest assessed their speaking improvement after completing the video-based tasks. The pretest involved answering questions and giving presentations on various topics, while the posttest required students to complete video-based speaking tasks.

In addition to the oral tests, interviews were conducted to gather insights into students' perceptions of using videos to improve their speaking skills. Each interview lasted 10 to 20 minutes, with participants providing informed consent. Interviews were recorded for further analysis. Documentation, including photographs and classroom activities, was also used to support and validate the research findings, providing additional context and transparency to the study.

Data Analysis

The researcher used a rubric from Brown and Abeywickrama (2019) to assess students' speaking skills across six criteria: pronunciation, grammar, vocabulary, fluency, comprehension, and task performance. Pre-tests and post-tests were administered before and after the intervention. The speaking scores were analyzed using SPSS v26 to compare the pre-test and post-test results, with the total scores calculated by the researcher and the school teacher based on the rubric.

The researcher collected qualitative data through student interviews and analyzed it using thematic analysis, following Braun and Clarke's (2006) method. This approach helped identify and interpret critical themes in the data, providing a detailed and systematic understanding of students' perceptions. The thematic analysis addressed the second research question by organizing and analyzing patterns within the interview responses.

Result and Discussion

Result

The quantitative results of this study reveal significant improvements in students' speaking skills after the intervention. The assessments focused on six key areas: pronunciation, grammar, vocabulary, fluency, comprehension, and task performance. Pre-tests and post-tests were conducted to measure the progress made in these areas, with the data showing notable gains in students' speaking proficiency following video-based activities.

The average pronunciation score increased by 16.41%, indicating that students could better articulate words clearly after the intervention. Similarly, grammar scores saw a 12.98% improvement, showing that students enhanced their ability to construct sentences correctly. These findings suggest that video-based tasks contributed to a deeper understanding of pronunciation and grammatical structures.

Vocabulary and fluency also showed significant progress, with vocabulary scores increasing by 14.49% and fluency by 14.70%. These results demonstrate that students were learning new words and becoming more confident and fluid in their speech. Incorporating video-based activities allowed students to engage with language dynamically and interactively, leading to these improvements.

Comprehension skills saw the highest gain, with a 16.17% increase, highlighting the effectiveness of using visual aids in enhancing students' understanding. Additionally, task performance improved by 14.92%, reflecting the positive impact of video tasks on students' ability to complete speaking assignments more effectively. These gains underscore the role of multimedia resources in fostering better comprehension and performance in speaking tasks.

In conclusion, the intervention significantly and positively impacted students' overall speaking abilities. The marked improvements across all six dimensions indicate that video-based activities effectively enhance speaking skills. These findings suggest that integrating multimedia into language learning can provide students with valuable opportunities to practice and refine their speaking proficiency, leading to measurable gains in performance.

The findings regarding students' perceptions of video-based activities in the speaking class positively impact their speaking ability. Despite some challenges, such as time constraints, technical issues, and environmental distractions, the students appreciated the opportunity to use videos for language learning. The ability to re-record, edit, and enhance their videos helped them overcome challenges and improve their performance in pronunciation, fluency, and grammar. The students' perceptions were analyzed using interview thematic analysis.

Table 1. The Themes on the Integration Challenges and Opportunities Video Activities

No	Participant	Code	Theme
1.	P1: <i>The most challenging aspect of taking videos is managing time and availability, as I have to juggle many assignments and responsibilities.</i>	Time constraints	Time management
2.	P2: <i>Maybe when I can't practice—like I remember some words but not all—I'll start recording again. Oh, so that is the difficulty or the challenge. Yeah, to have to record again and again</i>	Re-recording due to dissatisfaction over gaps in speech.	Dissatisfaction

3.	P3: <i>There is a problem with the memory in the camera, or the device cannot support the video.</i>	Memory/device issues.	Technical challenges
4.	P4: The difficulty is relatively trivial and quite common. <i>The first one is the device.</i> Sometimes, there are some problems with it. <i>The second one is the environment.</i> Sometimes, when we are going to take our video, our surroundings usually have weird sounds or are crowded.	Device issues and environmental noise.	Technical challenges and environmental challenges

Some of the participants stated that they experienced difficulties or challenges using video-based tasks. These challenges were mainly related to time constraints, as students were required to complete other schedules, activities, and tasks simultaneously. Technical issues with the devices and environmental factors such as noise made it difficult for students to record the video.

Table 2. The Themes on the Integration Challenges and Opportunities Video Activities

No	Participant	Code	Theme
1.	P1: <i>Video-based activities allow for multiple attempts, making mistakes easier to correct. Moreover, emphasize the ability to retake videos until perfection is achieved, which is impossible in live presentations.</i>	Independent Learning	Improve performance.
2.	P4: The flexibility of video in teaching-learning is beneficial, as <i>we can take as many tries as necessary</i> , preparing them better before presenting them in real-life situations.	Flexible	Improve performance.
3.	P5: <i>Video activities offer the opportunity to explore learning beyond the curriculum using technology to edit and refine presentations.</i> We can learn how videos connect with modern technological advancements.	Technological advancements	Improve performance.
4.	P8: Using video activities in the teaching and learning process allows us to revise and improve our work without the pressure of a live audience. <i>My friends and I also enjoyed being able to improvise in the video.</i>	Independent Learning	Improve performance.
5.	P3: <i>Video-based tasks build confidence because they allow me to work at my own pace and take multiple takes</i> , alleviating the nerves associated with speaking in front of an audience.	Build confidence	Improve performance.

From the interviews, five participants revealed that they had the opportunity to learn and motivate students when using video-based activities in speaking classes. The integration of technology into the teaching and learning process allows students to gain practical experience with software and video editing for their learning. Research has shown that effectively incorporating technology into language teaching through video-based activities can enhance the delivery of information by engaging the senses of sight and hearing. It allows students to gain knowledge through the videos they work on, including speech and sound, and provides opportunities to demonstrate pronunciation.

Table 3. The Influence of Video on Student's Learning Speaking Skill

No	Participant	Code	Theme
1.	P1: <i>It feels more confident speaking in front of a camera than in-person presentations, as video-based activities allow us multiple takes and corrections.</i>	Confidence	Confidence and Comfort
2.	P2: <i>For me, video-based activities like this give us more motivation as they allow for preparation and retakes, reducing anxiety and increasing interest.</i>	Motivation	Motivation and Engagement
3.	P3: <i>Video-based activities are more comfortable because they can be practised and recorded multiple times.</i>	Comfortable	Confidence and Comfort
4.	P4: <i>I prefer video presentations over in-person ones due to their flexibility and ability to correct mistakes, though I still enjoy live presentations more.</i>	Comfortable	Confidence and Comfort
5.	P5: <i>I noted a boost in confidence from being able to retake videos and avoid the immediate pressure of presenting in front of a class.</i>	Confidence	Confidence and Comfort
6	P6: <i>The process of creating and presenting videos encouraged me and my friends to think critically and research topics in-depth.</i>	Critical Thinking	Learning experience
7	P7: <i>I found video activities engaging and motivating compared to traditional classroom activities, and I felt more excited and interested in learning when using modern tools like videos.</i>	Increased Interest	Motivation and Engagement
8	P8: <i>Video-based activities helped us to improve vocabulary and pronunciation as they could review their recordings and make corrections.</i>	Vocabulary and Pronunciation	Learning experience

The participants identified the influences of video-based activities in the teaching and learning process on students' speaking skills in the classroom. The students emphasized the importance of this integration in fostering active participation, motivating, and instilling confidence in speaking classes. This approach promotes effective teaching and learning, enhancing motivation and critical thinking skills. The videos facilitate deeper analysis by allowing students to improve their speaking skills, such as pronunciation, vocabulary, and learning experience.

Table 4. The Impact of Video-Based Activities on Actual Implementation

No	Participant	Code	Theme
1.	P1: <i>The video-based class activities helped us speak English more fluently and confidently to other people.</i>	Confidence	Improving
2.	P2: <i>We use technology when we do video-based tasks, like editing. We use software that helps us make our videos better, and we learn how to edit videos well.</i>	Opportunities for Learning	Motivation Linked to Technology

3.	P3: When I do it with the video-based task, <i>my confidence fills up; I am not shy and am free to speak confidently.</i>	Confidence	Confidence and Comfort
4.	P4: Talking to others in English is nervous, but video recording makes people feel less nervous. <i>Using this kind of activity makes it easier for us to learn.</i>	Opportunities for Learning	Confidence and Comfort
5.	P5: <i>Using video in teaching learning was fun for me and my friends. We can learn using different teaching styles, so it made me excited to learn it.</i>	Excitement/Motivation	Motivation and Engagement
6.	P6: This implementation was good for me as it <i>helped my speaking skills regarding my vocabulary.</i>	Skill Development	Improving
7.	P7: Using video in our teaching-learning process, especially when a video is task-based, <i>encouraged me to prepare many things before taking the video.</i>	Opportunities for Learning	Improving
8.	P8: Using technology in that activities is essential for me as a student. <i>It makes us want to think and try improvising how to edit video.</i>	Technology use, and creativity	Improving

The interviewees confirmed that the implementation of the videos greatly impacted their learning outcomes, significantly improving their English language skills and boosting their confidence in real-life communication. The students further argued that being involved in creating and editing videos can develop their fluency in correct English pronunciation and gain valuable experience in digital literacy. These skills are essential in today's digital or technological education era. Additionally, the students expressed that creating videos allowed them to practice their public speaking skills and enhance their ability to convey information effectively.

Table 5. The Student's perceptions of the Use of Video-Based Activities

No	Participant	Code	Theme
1.	P3: Overall, using video in the teaching and learning process is very good for me; <i>I can learn many things and improve my skills when I watch videos.</i>	Enhance the performance	Improving
2.	P5: <i>The learning process so far has been fun for me. I am more motivated</i> because starting a video activities means being more modern, and we can do more than that.	Learning opportunities	Motivation
3.	P6: Learning to use video activities in class and also video-based tasks <i>triggered my interest in practising my critical thinking</i> and being able to research specific topics.	Critical thinking	Motivation
4.	P8: So, <i>making the video made me feel confident</i> because no friends were seeing me, and I could improvise everything.	Building confidence	Improve performance.

Interviews with students showed that video-based activities successfully stimulated creativity by combining language and technology. In addition, using the videos has boosted their confidence and increased their desire to communicate in English. Students may experience significant levels of anxiety and apprehension when learning English but engaging them in video-based tasks provides a less challenging learning environment. As a result, it boosts their confidence as the videos they create are exciting and entertaining.

Discussion

The interviews revealed that students also noted the benefits of video activities, particularly in providing flexibility and enhancing their learning experience. They highlighted the opportunity to learn technology-related skills, such as video editing, and how these activities fostered independent learning. The ability to review their performance and make corrections boosted their confidence, while the flexibility of video-based tasks allowed them to practice until they achieved better results.

In terms of real-life application, students found that video-based tasks helped them develop confidence and fluency in speaking English. They expressed that these activities improved their language skills and equipped them with digital literacy, which is valuable in today's educational landscape. The opportunity to edit and refine their videos made students feel more comfortable and less anxious about speaking, resulting in increased participation and enthusiasm for learning.

The discussion highlights the positive outcomes of integrating video-based activities in speaking classes. In Indonesia, leveraging technology and media in education has proven effective in improving the quality of learning. By incorporating videos to teach speaking skills, students have enhanced their creativity and engagement, which aligns with research showing that media-based learning improves students' language proficiency (Sunardi & Lutfi, 2022). The study's mixed-method approach, including pretests and posttests, confirmed that students showed significant improvement in speaking skills after implementing video-based activities, supporting findings from previous studies (Puspa, 2016; Sari, 2016).

The results also align with Huang (2015) and Khairissa and Syafei (2018), who observed that video activities increase students' motivation, engagement, and self-confidence. Videos provide students with flexibility, allowing multiple takes, which reduces anxiety and facilitates active learning. This study corroborates these findings, demonstrating that students gained confidence, enhanced pronunciation, and learned practical technological skills through video-based tasks. Additionally, Soraya et al. (2022) emphasize that students perceive video as a valuable and flexible tool, further supported by this study's evidence of improved speaking and listening skills.

However, the study also revealed challenges, such as time constraints, technological issues, and environmental distractions, that hindered the implementation of video tasks. These challenges are consistent with findings from previous research, such as Greene & Crespi (2012), which highlighted difficulties in managing deadlines and using technology. Despite these obstacles, the benefits of video-based activities in fostering creativity, critical thinking, and language proficiency outweigh the challenges. The study demonstrates that video-based learning can significantly impact students' speaking abilities, promoting linguistic and cognitive development.

Furthermore, this study's novelty lies in its comprehensive evaluation of video-based learning, which not only improved students' speaking and listening skills but also fostered technological literacy and creativity. By actively engaging students in creating and editing videos, the study highlighted how these tasks promote broader cognitive benefits and build confidence, aligning with Atmazaki et al. (2021) and Irawati (2016). The repetitive nature of video recording helped students perfect their pronunciation and vocabulary, demonstrating the effectiveness of video as a language-learning tool.

Finally, the study acknowledges its limitations, including small sample size, time constraints, and environmental factors that may have impacted the results. These factors should be considered when applying the findings to other educational contexts. However, the overall success of video-based activities in improving students' speaking skills suggests that this approach is a valuable addition to language learning in classrooms.

Conclusion

The study concludes that video-based activities significantly improve students' speaking abilities and perceptions of language learning. The pre-test and post-test results demonstrate a substantial increase in speaking proficiency, with students benefiting from the structured, independent, and creative nature of video tasks. These tasks, such as planning, scripting, filming, and editing videos, allow students to engage deeply with the language, improving their pronunciation, fluency, and confidence.

In addition to improved speaking ability, students responded positively to the use of videos, reporting increased motivation, confidence, and creativity. The collaborative nature of video production fostered peer learning and a supportive classroom environment, enhancing students' ability to express themselves and refine their speaking skills. Despite the overall positive impact, the study noted that some students required more guidance in video production and speaking activities, emphasizing the importance of structured teacher support in maximizing the benefits of video-based learning. In conclusion, video-based learning enhances speaking skills and promotes a collaborative, engaging, and self-directed learning environment. With proper guidance, this method can be an effective tool in improving language proficiency and fostering creativity in students.

References

- Akdeniz. (2017) Use of student-produced videos to develop oral skill in EFL classroom. *LLOE*, 4(1). ISSN 2435-7101 DOI: 10.1515/lce-2017-0003.
- Akdon dan Ridwan. (2010). *Rumus dan Data Dalam Analisis Statistika*. Bandung: Alfabeta.
- Aksel, A., & Gürman-Kahraman, F. (2014). Video Project Assignments and their Effectiveness on Foreign Language Learning. *Procedia - Social and Behavioral Sciences*, 141, 319–324. <https://doi.org/10.1016/j.sbspro.2014.05.055>.
- Ardiansyah. (2020). IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE USE OF VIDEO-BASED SCIENTIFIC APPROACH. *Journal of Languages and Language Teaching*, 8(3). <https://doi.org/10.33394/jollt.v%vi%i.2734>.
- Arianti, A., & Pratiwi, V. U. (2018). A Media For Teaching Speaking Using Youtube Video.
- Atmazaki, Ramadhan, S., Indriyani, V., & Nabila, J. (2021). Dialogic-Interactive Media Design for Language Learning to Improve Speaking Activities and Skills. *Journal of Physics: Conference Series*, 1779(1). <https://doi.org/10.1088/1742-6596/1779/1/012029>.
- Balyer, A., & Öz, Ö. (2018). Academicians' views on digital transformation in education. *In International Online Journal of Education and Teaching (IOJET)* (Vol. 5, Issue 4). <http://iojet.org/index.php/IOJET/article/view/441/295>.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>.
- Brown, H. D., & Abeywickrama, P. (2019). *Language Assessment - Principles and Classroom Practices* 3rd.
- Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE. *English Language Speaking Skills of Secondary Stage Students. Arab World English*.

- Erlangga, R. A. (2021). Students' Motivation in Learning English Through English Learning Through English Learning. *Social Science Studies*.
- Greene, H., & Crespi, C. (2012). *The value of student created videos in the college classroom-an exploratory study in marketing and accounting*. <https://www.researchgate.net/publication/266587463>.
- Harmer, J. (2008). *The practice of English language teaching: (4th ed.)*. Longman: Pearson Education Limited.
- Huang, H. C. (2015). The Effects of Video Projects on EFL Learners' Language Learning and Motivation: An Evaluative Study. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 5(1), 53-70. <https://doi.org/10.4018/IJCALLT.2015010104>.
- Irawati, D. (2016). Supporting student's English speaking achievement using video. *International Journal of EFL*, 1(1), 45-60. <https://doi.org/10.21462/ijefl.v1i1.5>.
- Khairissa, S., Fauzia, A., & Syafei, R. (n.d.). CREATING A VIDEO PROJECT FOR TEACHING SPEAKING AT SENIOR HIGH SCHOOL. *Journal of English Language Teaching*, 7(2). <http://ejournal.unp.ac.id/index.php/jelt>.
- Kulsiri, S. (2018). Students' Perceptions of a Student-Produced Video Project in the General English Language Course at Srinakharinwirot University, Thailand. *Arab World English Journal*, 4(4), 40-54. <https://dx.doi.org/10.24093/awej/call4.4>.
- Mlachila, M., Tapsoba, R., & Tapsoba, S. J. (2017). A quality of growth index for developing countries: A proposal. *Social Indicators Research*, 134(2), 675-710.
- Pelenkahu, N. (2017). Improving Speaking Skill Through Joyful, Active, Creative, Effective Approach (JACEA): Classroom Action Research at Fourth Grade Student. *World Journal of English Language*, 7(4), 31. <https://doi.org/10.5430/wjel.v7n4p31>.
- Pham, V. P. H., & Bui, T. K. L. (2021). Genre-based approach to writing in EFL contexts. *World Journal of English Language*, 11(2), 95-106. <https://doi.org/10.5430/WJEL.V11N2P95>.
- Puspa, A. (n.d.). *STUDENT-MADE VIDEO PROJECT TO ENHANCE STUDENTS' LEARNING EXPERIENCE*.
- Reza Atai, M., & Bagher Khatibi, M. (2010). The Effect of Genre Consciousness-raising Tasks on Iranian EFL Learners' Listening Comprehension Performance (Vol. 7, Issue 3).
- Soraya, R., & Sugianto, A. (2022). *STUDENTS' PERCEPTIONS OF THE USE OF VIDEO AS A MEDIUM OF LEARNING IN SPEAKING CLASS*. 5(2).
- Sugiyono. (2014) *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung.
- Sunardi, A. I., Eko, A. N., Utami, W., Wahyu, H., Maelana, D., & Id Ama Yogyakarta, A. A. (2023). USING VIDEO RECORDING TASK TO IMPROVE ENGLISH SPEAKING SKILLS OF STUDENTS AT MANAGEMENT PROGRAM. 7(1). <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Sunardi, A. I., Eko, A. N., Utami, W., Wahyu, H., Maelana, D., & Id Ama Yogyakarta, A. A. (2023). USING VIDEO RECORDING TASK TO IMPROVE ENGLISH SPEAKING SKILLS OF STUDENTS AT MANAGEMENT PROGRAM. 7(1). <http://jurnal.unsil.ac.id/index.php/tlemc/index>.
- Tzer, B., & Lin, L. (2018). Vygotskian Principles in a Genre-based Approach to Teaching Writing. <https://www.researchgate.net/publication/237830159>.

Yang, Y. I. (2014). The Implementation of Speaking Fluency in Communicative Language Teaching: An Observation of Adopting the 4/3/2 Activity in High Schools in China. *International Journal of English Language Education*, 2, 193-214. <https://doi.org/10.5296/ijele.v2i1.5136>.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).