

The Students' Perceptions on Making Digital Video Project to Develop Their Speaking Skills

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Abstract. *This study aims to explore students' perceptions of creating digital video projects as a tool for teaching and improving speaking abilities. A descriptive qualitative research design was applied, involving 50 students enrolled in the Intermediate English course during the second semester of the Machine Automotive Study Programme at Politeknik Negeri Jember. Data collection techniques included questionnaires distributed via Google Forms, consisting of multiple-choice and open-ended questions, complemented by semi-structured interviews to gain deeper insights. The focus was on understanding how students perceive the effectiveness of digital video projects in enhancing their speaking skills and overall language learning experience. The findings revealed that most students had a positive attitude toward creating digital video projects, stating that such activities significantly enhanced their confidence, fluency, and pronunciation in English. Many participants emphasized that digital video projects encouraged them to practice speaking repeatedly, which contributed to reducing anxiety and improving their performance. The study also found a clear connection between students' intrinsic motivation to improve their speaking skills and the perceived benefits of completing digital video tasks. Additionally, students highlighted the creative aspect of video-making, which fostered collaboration, critical thinking, and self-expression. The role of the lecturer was identified as crucial in guiding students throughout the project, particularly in overcoming technical and linguistic challenges. The study concludes that integrating digital video projects into speaking lessons not only improves speaking ability but also motivates learners to take active participation in language learning.*

Keywords: Ability, Learning, Motivation, Perception, Speaking.

1. INTRODUCTION

English is considered the primary medium of communication worldwide and the 4 language skills, listening, writing, speaking, and reading are referred to as "language skills" (Faiza, et al 2022). In the context of language teaching and learning, reading and listening are usually categorized as receptive skills, whereas speaking and writing are categorized as productive skills (Harmer 2007, in Zuhro & Setia Budi, 2024). Speaking is one of the most important skills that students to master while they are learning language. Harmer also stated that speaking fluently requires understanding of linguistic features and the ability to process information and language in the moment (Pravitasari, 2021). Speaking is the most essential ability that people use to interact with one another, so it is important to become proficient in it (Musfirah, 2019). Speaking is the process of creating linguistic exposure that expresses ideas, feelings, and thoughts (Meika et al., 2019). Speaking fluently and effectively allows students to express themselves, which is important for effective communication (Nurhasanah, et al, 2019). Based on those statements, having good speaking skills is necessary, and teaching speaking is equally important.

Moreover, speaking skill is important for more than just verbal communication; it also includes the quick articulation of messages using appropriate language features (Harmer, 2007 in Zuhro & Setia Budi, 2024). Mastering these abilities enable the students to communicate smoothly in English, improving their language abilities and allowing for better connection with others. Developing good speaking abilities is especially important for English as a Foreign Language (EFL) and English as a Second Language (ESL) learners to advance their careers in various sectors (Brown et al., 2014 in Zuhro & Setia Budi, 2024). Hadfield (1999, in Zuhro & Setia Budi, 2024) highlights how speaking can help close the gap between the classroom and the broader social and cultural environment. To strengthen this connection, speaking exercises should include relevant events, deliberate communication, and a diversity of speaking occasions.

In spite of the importance of speaking in language teaching and learning, many students are hesitant to engage in spoken English due to a variety of internal and external influences. Internal reasons include the students' unwillingness to express themselves, fear of making mistakes, low motivation, limited vocabulary, and grammatical problems (Brown, 2014 in Zuhro & Setia Budi, 2024). External factors, such as the classroom setting, social interactions, and instructional strategies, all contribute to students' anxiety in speaking circumstances. In this occasion, the researcher discovers certain challenges that students frequently encountered while learning to speak in speaking class.

Moreover, the internal problem comes from the students themselves; first, they lack a strong motivation to practice their speaking skills, resulting in incorrect language use. Second, they face some difficulties in speaking English. They admitted that they had no idea what they were going to say, lacked preparation, were uncomfortable and worried about making mistakes, or lacked confidence (Mustika & Dashela, 2025). To overcome this problem, language teachers must be innovative and creative in order to motivate the students speak in the classroom. Recently, language teaching technology has a significant influence on education, particularly the teaching and learning process. Maslin (2021) revealed that technology has a significant role in education by promoting interactive learning. Furthermore, Lestari (2019) also stated that In the twenty-first century, the use of technology is vital in the learning and teaching process.

Students can now learn English more quickly thanks to technological advancements. The use of technology can provide exciting learning experiences for the students, increasing their enthusiasm in learning it can be concluded that the students require technology to help them to speak. According to Susanto et al. (2023), integrating technology in education can

assist to inspire and motivate students to learn while also overcoming the learning barrier. As it is known, digital video is one of the most commonly used technology in language learning classes. It is well acknowledged that assigning students to create digital videos can be an engaging and authentic learning task (Zein, Sofyan, and Tarigan, 2023). This might be because it is low-budget, entertaining, and increases students' motivation during the learning process. Creating video projects can help students improve their listening and speaking skills while also making it easier for teachers to assess their language skills. The project could be a recording file in which students record themselves while giving a presentation, etc.

The digital video has a good impact on the students. Their language abilities, particularly speaking and listening, have improved. They can appreciate their project because it allows them to practice outside of the formal context and learn to collaborate with their peers while also creating a creative video (Khawa, 2020). Furthermore, Sumardi (2020) argues that the video project helps students improve their skills to construct a suitable introduction, maintain voice volume and emotion, and encourages creativity in order to create amazing videos. Ferdian (2019) also proposes that producing videos in language class provided students with the opportunity to express their creativity, work in a team, and be a part of a motivating experience by allowing them to practice communication skills, cooperation skills, and personality skills that will be required in their future careers. However, despite of their benefits, video projects also have certain weaknesses. According to Turayeva and Kholmurodova (2022), there are several disadvantages to executing a video project: cheating is unavoidable, face-to-face communication is declining, and it focuses on theory rather than experimentation, moreover, time management and self-motivation are required.

Student perspectives are the views and experiences of students in different educational settings problem (Martono 2010 in Sujarwo et, all, 2020). This involves gathering students' perspectives on themes including online learning, problem-based learning, game-based learning, and leadership development. Students' opinions provide vital insights into the effectiveness of different learning methodologies, skill development, and the impact of educational events on their learning. The writer used interviews and surveys to better understand students' experiences, attitudes, and perceptions. This can impact educational practice and policy.

To distinguish the current research from the previous ones, the writer focuses on the students' perceptions on making digital video projects and it's influence on their ability to speak in Intermediate English course. This study is only concerned with students' perceptions of the video project as one of the speaking tasks. It is critical to research students' perspectives of the

use of technology, notably video projects as assignments, because this activity is now routinely used as part of instruction. Furthermore, this study limits the investigation to the benefits and drawbacks of using video projects for speaking assignments in order to provide information that can assist lecturers or teachers in evaluating and deciding whether it can be used as a speaking assignment to make class more interesting and easier to assess student work.

2. METHOD

In this study, the writer used a descriptive qualitative research approach. The purpose of this study is to acquire students' perception. Qualitative research entails collecting verbal data from a small number of participant in order to know their viewpoints, followed by interpreting the data to develop descriptive summaries. This study was an excellent fit for qualitative research since the writer wanted to explore the phenomenon through the eyes of the participants. The purpose of this method is to collect participant perspectives. This activity is offered in a Intermediate English class. The writer employed a questionnaire list as an instrument to collect data from participants and perform an interview in addition to a speaking lesson. The participant of study is 50 students of Automotive Machine Study Program at Politeknik Negeri Jember. They are the second semester students in the Academic year of 2024-2025. The writer used Class A and Class B students as the subject of this research.

To collect data, students were asked to fill out questionnaires based on their own experiences during making video digital project. Following the completion of the questionnaires, several students were chosen for interviews to acquire a better knowledge of the current situation. Some elements of the interviews included questions concerning students' experiences speaking English and their perceptions about making digital video project to help them overcome their speaking phobia. The responses were carefully gathered and transcribed by the writer. The interviews were evaluated using Creswell's 2015 methodology (Zuhro & Setia Budi, 2024).

3. FINDINGS

In this research, the writer concentrated on Students' perception in making digital video project in speaking skills. The writer reviewed the findings of the study conducted utilizing a questionnaire and interviews.

The Result of Questionnaire

This study used a qualitative research approach, with data collected using questions asked to 50 students in the Automotive Machine Study Program at Politeknik Negeri Jember. The

purpose of using a Google Form poll using multiple-choice questions is to solicit feedback from participant on their thoughts on making digital video project and its prospect influence on developing their speaking skills. The questionnaire consists of five multiple-choice questions, each of which addresses a distinct aspect. The questions are as follows.

1. Do you think making digital video project is an effective way to help your speaking practice?
2. Do you think making digital video project can help you to improve your speaking skill?
3. Do you think your speaking motivation increased after making digital video project?
4. Do you think making digital video project help you to speak more confidently?
5. Do you think making digital video production encourage your critical thinking?

The answers to every question are displayed in the following tables. Beginning with the result for question number 1 "Do you think making digital video project is an effective way to help your speaking practice?" In the table, it is shown that 84% of students find that making digital video project is an effective way to help their speaking practice, while 16% perceive them as so so.

Table 1. The Result of Questionnaire Number 1

Students' Answers	Amount	Percentage
Yes	42	84%
So so	8	16%
Total	50	100%

Moving on to question number 2: "Do you think making digital video project can help you to improve your speaking skill?". Based on the research, 92% of students admitted that making digital video project will help them increase their speaking abilities, 8% said "so-so," and 0% said "no."

Table 2. The Result of Questionnaire Number 2

Students' Answers	Amount	Percentage
Yes	46	92%
So so	4	8%
No	0	0%
Total	50	100%

The response to question 3: "Do you think your speaking motivation increased after making digital video project?" According to the table, 84% of students answered positively, claiming that making digital video project inspired them to speak, while 16% expressed a neutral view ("so-so") and 0% responded negatively.

Table 3. *The Result of Questionnaire Number 3*

Students' Answers	Amount	Percentage
Yes	42	84%
So so	8	16%
No	0	0%
Total	50	100%

In response to question 4, "Do you think making digital video project helps you to speak confidently?" Table 4 shows that 92% of students said that making digital video project helped them speak more confidently, with 8% saying "so-so," and no further comments.

Table 4. *The Result of Questionnaire Number 4*

Students' Answers	Amount	Percentage
Yes	46	92%
So so	4	8%
No	0	0%
Total	50	100%

Let's go on to question number five.: "Do you think making digital video project encourage your critical thinking?" Based on the table, 92% of students agreed that making digital video project boosted their critical thinking skills, 8% said "so-so," and 0% said no.

Table 5. *The Result of Questionnaire Number 5*

Students' Answers	Amount	Percentage
Yes	46	92%
So so	4	8%
No	0	0%
Total	50	100%

The Interview Result

The writer analysed the data collection methods of this study, which included interviews. In interview step, the 50 students were asked 5 questions, and they responded directly. The interview questions are: 1. Do you think making digital video project is a good way to learn how to speak? Why or why not. The second question, do you making digital video project may improve your speaking abilities? Why or why not? The third question is. do you think that making digital video project is a motivational way to learn how to speak? Why, and why not? The fourth question is what challenges do you have while learning how to speak through making digital video project? and the fifth is does your ability to speak better impact how the lecturer guides in making digital video project? The writer took out five answers as samples for each question, which are shown in the tables below.

The answer to the first question focal points on the efficacy of making digital video project for acquiring speaking abilities. The purpose of this question is to assess students' impressions of the effectiveness of making digital video project to improve speaking abilities. All students responded positively to the question, and then the writer choose 5 answers as samples, which are shown in Table 6.

Table 6. *Students' Perception on Making Digital Video Project*

No	Question	Answers
1	Do you think making digital video project a good way to learn how to speak? Why or why not?	Student1: I think yes, Videos are more entertaining than text, and they can help me stay focused and engaged while learning.
		Student 2: Yes, we can speak more and videos provide context for new vocabulary, allowing us to better understand and recall new words.
		Student 3: Yes, we have motivation to offer our opinions and ideas on the topic that we have discussed.
		Student 4: Yes, Due to the emphasis on thinking and speaking, I've improved my vocabulary, grammar, and pronunciation skills.
		Student 5: Yes, we have to force ourselves to learn more about the topic and try to speak in voice over as well as about the given task.

The outcomes of second question in Table 7 are related to the improvement of speaking abilities. In this part, the writer examined the results of the second question, which investigate the students' thoughts on whether making digital video project might help them to enhance the ability of speaking. Fifty students as the participant have to answer this question, with the goal of understanding how students see the growth of their ability in speaking through making digital video project. All of the students gave good answers to the topic, and the writer chose five responses as examples, as shown in Table 7.

Table 7. Students' Perception on Speaking Skill Development

No	Question	Answers
2	Do you think making digital video project may improve your speaking abilities? Why or why not?	Student1: Yes of course, because we have to express our opinions and speak a lot, which I really enjoy in the process of making digital video project. I must focus on creating the video, I write the script and my pronunciation must be good
		Student 2: Certainly, I have to be able to speak confidently and smoothly to what I have written in the text and try to be more bravely to speak
		Student 3: I wrote and researched a large number of vocabulary words for my video. I also viewed numerous English videos as a reference when creating a video, so I learnt new terminology to explain myself. It inspired me to learn more about sentences and vocabulary.
		Student 4: I'm mostly concerned about my speaking, particularly my pronunciation. That is why I practiced extensively before making my video. I practiced repeating the same pronunciation in front of the mirror.
		Student 5: Yes, By expanding our vocabulary and practicing proper grammar and pronunciation, we may gain confidence in our video content.

This section examines the outcomes of Question 3, which focuses on the impact of making digital video project on students' motivation. The writer studied the replies to question 3 to determine whether students believe that making digital video project motivates them to speak. 50 students as the participants to address this question. Through making digital video project, the writer hopes to learn more about how students' perceptions to the improvement of their speaking skills. All students responded positively to the question, and the writer picked 5 answers, which are shown in Table 8.

Table 8. Students' Perception on Their Motivation

No	Question	Answers
3	Do you think that making digital video project is a motivational way to learn how to speak? Why, and why not?	Student 1: Yes, we can convey our expertise we can speak and have motivation, so we have to communicate clearly. we have to enlarge our vocabularies, we have to be good on pronunciation also.
		Student 2: Yes, I am motivated, when I watched some English videos, I tried to be good as the speaker in the video, and I strive to talk clearly and convincingly.
		Student 3: Yes, we need to comprehend the topic, the topic should be interesting and make the viewer get benefit after watching my video and We have to convey our opinions and speak clearly.
		Student 4: It inspired me to improve my vocabulary, grammar, pronunciation, and communication skills.
		Student 5: My vocabulary is limited, so I used a dictionary frequently. I also viewed various videos on social media, such as Facebook and Instagram, to learn more about the vocabulary they use. I'm intrigued about those.

The answers to question number 4 are on the difficulties encountered when making digital video project to improve speaking abilities. The writer studied the results to question number four, that concerned to the obstacles students confront when strengthening their speaking skills for a digital video project. 50 students had to answer this question, with the goal of better understanding the problems they confront when improving their speaking skills through making digital video project. All students responded positively to the question, and the author selected five replies to serve as samples, as shown in Table 9.

Table 9. *Students' Perception on the Challenges of Making Digital Video Project*

No	Question	Answers
4	What obstacles do you have while learning how to speak through making digital video project?	Student1: Due to limited vocabulary and poor pronunciation, I am hesitant to talk and lack drive to do so.
		Student 2: Despite my lack of expertise and fear of speaking in front class, the lecture helped me overcome these obstacles.
		Student 3: Despite a lack of enthusiasm and anxiety of making mistakes, the lecturer and buddy encouraged me to speak and do my best.
		Student 4: My speech is not very good; Speaking English makes me feel ashamed, because of my grammar and accent, but working on a digital video project has inspired me to study more and improve.
		Student 5: I am not confident to speak in front of my friends because of my lack of vocabulary, pronunciation, and terrible language, yet the lecturer assists me and corrects me whenever I am incorrect or make mistakes.

The writer studied the outcomes of Question no 5, that concerned on the students' thoughts on the lecturer's approach to making digital video project. It can be seen on the responses question number 5, which focused on students' impressions of how the lecturer's approach affects their improvement of speaking. 50 students had to answer question no 5, which investigated if the lecturer's project management practices had an effect on the students' development as speakers. Every student gave a positive response to the question, and Table 10 displays the five responses that the writer selected as a sample.

Table 10. Students' Perception on the Teacher's Approach in Making Digital Video Project

No	Question	Answers
5	Does your skill to speak better impact how the lecturer conducts in making digital video project?	Student 1: Yes, she prepares the topics, she guides the steps how to make the video and she encourages us to be brave enough to speak up and share our opinions, thus I believe she provides us with an opportunity to improve our speaking skills.
		Student 2: Yes, the lecturer inspires confidence, courage, and motivates me to learn more.
		Student 3: Yes, the lecturer's guidelines and strategies push us to learn and prepare for our video content.
		Student 4: Yes, the lecturer helped me overcome my fear of speaking in front of friends and encouraged me to improve my pronunciation and grammar skills.
		Student 5: Yes, the lecturer encourages students to speak out, even if they make mistakes. The lecturer corrects and provides feedback to help them learn from their mistakes.

4. DISCUSSION

The result of data extracted from students' questionnaire which confirmed the effectiveness of making digital video project in improving students' ability to speak. In answering to the question, "do you think making digital video project is an effective way to help your speaking practice?". 84% of students found that making digital video project is entertaining, while 16% considered neutral. This response shows that students generally concur that making digital video project can greatly improve their speaking skills, proving the effectiveness of making digital video project in teaching and learning speaking. Moreover it is supported by other research such as in (Nurhasanah, et all, 2019) and by Meinawati (2024) The use of video projects enhances the learning environment and increases students' excitement for studying.

Moving on to the question: " Do you think making digital video project can help you to improve your speaking skill?". 92% of participant admitted that making digital video project could improve their speaking skills, none disagreed, while 8% had a neutral position. This implies an acceptance among the participants that the practice does contribute to the enhancement of their speaking skills. (Nurhasanah, et all, 2019). Similarly, when asked if making digital video project 84% of respondents said "inspiring them to speak," 16% said "neutral," and none said "no. The fact that most students are motivated, means that making digital video project play an important role in motivating students to actively participate in speaking exercises. (Khumaeroh & Dwiniasih 2024) and it also has been proven as research by Paiman (2022) Technology encourages student participation and facilitates the effective construction of meaning.

The evaluation of data acquired from the questionnaire completed by the respondents offers useful insights into the efficacy of making digital video projects. in improving students' ability to speak. Regarding the question on the questionnaire, "do you think making digital video project is an effective way to help your speaking practice?" a staggering 84% of students found making digital video project is pleasurable, while only 16% contemplated neutral responses. This response shows a general agreement among students about the significant impact of making digital video project on their speaking abilities, demonstrating the efficacy of this method in the speaking class, as confirmed by comparable research. (Nurhasanah, et all, 2019).

Continuing to question, "Do you think making digital video project will help you improve your speaking skills?" A solid 92% of participant agreed that making digital video project could help them improve their ability in speaking, with 8% remaining neutral and none disagreeing. This implies agreement among students that the strategy does actually contribute to the growth of their speaking talents, which is consistent with earlier research findings. (Nurhasanah, et all, 2019). Similarly, when asked if working on a digital video project inspired them to speak, 84% said yes, 16% said no, and none said no. The majority's suggestion of motivation indicates that making digital video project plays a crucial function in inspiring students to actively participate in speaking activities. (Khumaeroh & Dwiniasih 2024).

Consider the questionnaire question: "Does making digital video project help you speak confidently?" 92% of students said it does, and 8% neutral and none of them responses disagree. This emphasizes the favourable influence of creating video projects on students' dependence in speaking, as supported by other research. (Mustika & Dashela, 2025). Exploring the questionnaire question, "Does making digital video project encourage your critical thinking?". 92% of students agreed that it did, 8% were neutral, and none of them said disagree This emphasizes the significance using technology in developing critical thinking skills among students. (Anggito et all, 2021).

In addition to quantitative data, qualitative insights were acquired through interviews. to have a better understanding of students' opinions. Interview Question 1 centered on students' perspectives on the effectiveness making digital video project for the speaking learning process. According to the findings, students believed that making digital video project was successful in strengthening their speaking abilities, increasing motivation, and stimulating critical thinking (Nurhasanah et al., 2019; Khumaeroh & Dwiniasih 2024). Students loved the opportunity to practice speaking, discuss perspectives, this activity will help them build build self-confidence

Interview Question 2 asked about the impact of making digital video project on speaking skills. All participants agreed that making digital video project improved their speaking skills by giving them enough time to express ideas, add arguments, and examine word choices, grammatical standards, and pronunciation. (Nurhasanah, et all, 2019; Khumaeroh & Dwiniasih 2024) Interview Question 3 explored whether making digital video project motivated students to speak. All interviewed students agreed that making digital video project was motivating, because it provided counsel and understanding that addressed concerns about weak speaking skills. Interview Question 4 indicated the problems students had while making digital video production. The majority of students identified problems such as a lack of knowledge, motivation, self-confidence, vocabulary restrictions, pronunciation concerns, and grammar difficulties. These issues exacerbated feelings of timidity and prevented active engagement. (Nurhasanah, et all, 2019; Khumaeroh & Dwiniasih 2024; Anggito et all, 2021).

Finally, Interview Question 5 assessed the lecturer's role in making digital video project activities and the impact on students' ability in speaking. Students recognized the important contribution made by the lecturer, emphasizing their support, inspiration, and encouragement to use proper language. The lecturer's constructive critique, error correction, and student encouragement were all commended as important contributions to the educational process.

Quantitative and qualitative analysis show that completing a digital video project has a positive impact on students' ability in speaking. The high level of acceptance among students, combined using qualitative findings from interviews, demonstrates the efficacy of creating digital videos in improving motivation, general speaking skill, and critical thinking. The results indicate that making digital video projects into the speaking learning process can be an effective educational method.

5. CONCLUSION

This study's detailed review of quantitative and qualitative data shows that making digital video project have a significant impact on students' speaking skills. The questionnaire results were extremely positive, and qualitative insights from interviews confirmed the effectiveness of making digital video project in promoting student motivation, general speaking skill, and critical thinking.

Despite the advantages, students acknowledged the problems they encountered during making digital video project, for examples including knowledge gaps, motivation challenges, and language barriers. Realizing these obstacles allows lecturers to personalize interventions

to individual needs, maximizing the effectiveness of making digital video project in overcoming speaking competency barriers. Students emphasized the importance of lecturers in fostering making digital video project, citing their aid, motivation, and valuable comments. This recognition emphasizes the significance of teacher training programs in providing educators by using practical ways for increasing the influence of making digital video project on students' speaking skills.

In closing, the statistics show that including making digital video project due to the proses of learning speaking is an effective strategy. Educators are required to capitalize on successful outcomes, handle student obstacles, and accommodate a variety of learning styles. The ramifications for future procedures highlight the significance of continued research, targeted treatments, and tailored strategies in ensuring that students' speaking competency increases over time in language teaching and learning circumstances. By combining these results, educators must be able to help to provide a dynamic and interesting language teaching and learning circumstance that meets the different needs of their students.

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