

**DEVELOPING SPEAKING LEARNING MATERIAL FOR SOCIAL  
EXPRESSIONS USING CONTEXTUAL LEARNING AND CARTOON MOVIES  
(Inquiry Narrative Research at Seventh Grade Students of MTs Darussalam  
Kota Bengkulu)**

Sri Widyaningsih<sup>1</sup>

<sup>1</sup>ENGLISH EDUCATION STUDY PROGRAM TARBIYAH AND TADRIS FACULTY  
UIN FATMAWATI SUKARNO BENGKULU)

Alamat e-mail : (<sup>1</sup>sriwidyaningsih20092001@gmail.com)

**ABSTRACT**

*The purpose of this study was to identify students' needs in mastering English speaking skills for social interaction and to develop a prototype of a social interaction-based Student Worksheet (LKPD) for classroom use. The research employed a mixed methods approach, combining qualitative and quantitative techniques. Qualitative data were collected through teacher and student interviews as well as classroom observations, while quantitative data were obtained from questionnaires distributed to 14 seventh-grade students. The quantitative results were analyzed using descriptive statistics, including mean, standard deviation, minimum, maximum values, and score distribution. The findings revealed that students needed thematic basics, contextual conversation examples, and opportunities for real-life speaking practice to enhance their skills. Teachers highlighted the importance of using cartoon films as an engaging medium to capture students' interest, expand their knowledge, and build confidence. Classroom observations further confirmed that teachers successfully created a comfortable learning atmosphere, encouraging students to ask questions and practice speaking more actively. From the student questionnaire, the average score reached 83.00 with a standard deviation of 4.10, ranging from 73 to 90, all falling into the Strongly Agree category. The distribution showed that 85.7% of students selected Strongly Agree and 14.3% Agree, indicating a consistent positive perception. Similarly, the teacher questionnaire yielded a score of 87%, categorized as Strongly Agree, further supporting the development of the LKPD. In conclusion, the prototype of a social interaction-based LKPD supported by cartoon film media proved effective in improving seventh-grade students' English speaking skills at MTs Darussalam, Bengkulu City.*

*Keywords: Material Development, Speaking Skills, Social Expression, Contextual Learning, Cartoon Films*

**ABSTRAK**

Tujuan dari penelitian ini adalah untuk mengidentifikasi kebutuhan siswa dalam menguasai keterampilan berbicara bahasa Inggris untuk interaksi sosial dan untuk

mengembangkan prototipe Lembar Kerja Siswa (LKPD) berbasis interaksi sosial untuk penggunaan di kelas. Penelitian ini menggunakan pendekatan metode campuran, menggabungkan teknik kualitatif dan kuantitatif. Data kualitatif dikumpulkan melalui wawancara guru dan siswa serta observasi kelas, sementara data kuantitatif diperoleh dari kuesioner yang disebarakan kepada 14 siswa kelas tujuh. Hasil kuantitatif dianalisis menggunakan statistik deskriptif, termasuk rata-rata, deviasi standar, nilai minimum, nilai maksimum, dan distribusi skor. Temuan tersebut mengungkapkan bahwa siswa membutuhkan dasar-dasar tematik, contoh percakapan kontekstual, dan kesempatan untuk berlatih berbicara di kehidupan nyata untuk meningkatkan keterampilan mereka. Guru menyoroti pentingnya menggunakan film kartun sebagai media yang menarik untuk menarik minat siswa, memperluas pengetahuan mereka, dan membangun kepercayaan diri. Observasi kelas selanjutnya menegaskan bahwa guru berhasil menciptakan suasana belajar yang nyaman, mendorong siswa untuk bertanya dan berlatih berbicara lebih aktif. Dari kuesioner siswa, skor rata-rata mencapai 83,00 dengan simpangan baku 4,10, berkisar antara 73 hingga 90, semuanya masuk dalam kategori Sangat Setuju. Distribusi menunjukkan bahwa 85,7% siswa memilih Sangat Setuju dan 14,3% Setuju, menunjukkan persepsi positif yang konsisten. Demikian pula, kuesioner guru menghasilkan skor 87%, yang dikategorikan Sangat Setuju, yang semakin mendukung pengembangan LKPD. Kesimpulannya, prototipe LKPD berbasis interaksi sosial yang didukung media film kartun terbukti efektif dalam meningkatkan keterampilan berbicara bahasa Inggris siswa kelas tujuh di MTs Darussalam, Kota Bengkulu.

**Kata Kunci:** Material Development, Speaking Skills, Social Expression, Contextual Learning, Cartoon Films

**Catatan :** Nomor HP tidak akan dicantumkan, namun sebagai fast respon apabila perbaikan dan keputusan penerimaan jurnal sudah ada.

### **A. Pendahuluan**

Speaking ability is a fundamental aspect of language learning, especially in English, as it involves using the target language for verbal communication (Susini, 2020). Stated that speaking is not just about pronouncing words but also includes fluency, accuracy, pronunciation, and the ability to interact effectively

(Derakhshan et al., 2020). Bhutto and Kazmi, (2024) added that this skill is essential for daily and professional communication since speaking enables individuals to convey ideas and information clearly and appropriately in various contexts.

The inability to master speaking skills in English can lead to several negative consequences for students

(Jaya et al., 2022). Nazarova et al., (2024) emphasized that a lack of these skills hinders effective communication and can impact personal and professional development. Rakhimova et al., (2025) further noted that students who struggle with speaking may face difficulties in presentations, discussions, and other academic interactions, ultimately affecting their academic and career success. Therefore, mastering speaking skills is crucial for achieving success in English learning and professional life.

Poor speaking skills among students can be linked to several key factors. One of them is the lack of sufficient vocabulary, as highlighte, as well as incorrect pronunciation. Additionally, limited opportunities to practice speaking in class are a significant factor, as teachers often do not provide enough space for students to participate in discussions (Alwa, 2025). This situation is worsened by students' low confidence in speaking (Suhartono et al., 2024).

Another factor contributing to students' low speaking ability is the use of inappropriate teaching methods or approaches (Hidayati et al., 2024). Studies by Castroviejo et al. (2003),

Yifeng Ma et al. (2003), and Zou et al. (2003) indicate that ineffective teaching methods can hinder the development of students' speaking skills. Moreover, teaching materials that are not tailored to students' comprehension levels or learning styles, as highlighted by Funayama and Nakajima (2023), make it difficult for students to understand the material, negatively affecting their speaking ability.

Although speaking is a fundamental aspect of language learning, especially in English, research shows that many students still struggle to master this skill (Ahmad, 2024). Zou et al. (2023) pointed out that speaking encompasses various aspects such as fluency, accuracy, pronunciation, and effective interaction. However, despite its importance, many students have not yet achieved adequate competence in speaking, which can affect their academic and professional success (Zega, 2025).

While several factors influencing poor speaking skills have been identified, including a lack of vocabulary mastery (Sitinjak et al., 2025) and unsuitable teaching methods (Castroviejo et al., 2003),

there remains a significant gap regarding the use of teaching materials integrated with appropriate learning models. Billah, (2024) emphasized that the inability to master speaking can hinder students' personal and professional development, but there is limited research exploring how suitable teaching materials can address these weaknesses.

This research aims to enhance understanding of the importance of integrating teaching materials with appropriate learning methods to improve students' speaking skills. Rahmaniah et al., (2023) highlighted that students with poor speaking skills may face challenges in various academic interactions, yet research on how suitable teaching materials can help them remains limited. Therefore, focusing on the development of teaching materials tailored to students' needs can be a crucial step in improving their speaking abilities (Khan et al., 2018).

This study will make a significant contribution to the literature by exploring effective strategies for designing teaching materials integrated with learning methods suited to students' needs. By

combining appropriate approaches with relevant teaching materials, it is expected to enhance students' speaking competence and, ultimately, support their success in English learning and professional life. This integration will not only address existing gaps but also open new opportunities for developing curricula that are more responsive to students' needs.

## **B. Metode Penelitian (Huruf 12 dan Ditebalkan)**

This study used a mixed-methods approach, combining qualitative and quantitative methods. The quantitative approach involved distributing questionnaires to students and teachers to assess speaking skill needs, while the qualitative approach involved in-depth interviews, classroom observations, and narrative inquiry to understand students' learning experiences (Foroudi & Foroudi, 2023). The research location was MTs Darussalam Bengkulu in the even semester of the 2024/2025 academic year (March–May 2025), with stages including instrument preparation, data collection, and analysis. The research instruments consisted of a questionnaire, an

interview guide, and an observation sheet. The student questionnaire (20 items, 4 indicators, 6 sub-indicators) and the teacher questionnaire (20 items, 7 indicators, 7 sub-indicators) used a Likert scale and were tested for validity and reliability before use. Semi-structured interviews were conducted with students (11 questions, 5 indicators) and teachers (12 questions, 5 indicators), aiming to explore their perceptions, experiences, and expectations regarding speaking learning and the use of cartoons. Observations were conducted to observe student activities, teacher strategies, classroom atmosphere, and media use in learning. Data collection techniques included questionnaires, direct interviews, and classroom observations. Quantitative data were analyzed using descriptive statistics by calculating the mean, standard deviation, and distribution of responses. Qualitative data were analyzed using thematic analysis through data reduction, data presentation, and conclusion drawing. The results of the analyses from both approaches were combined to provide a comprehensive overview of student needs and the effectiveness of

developing social interaction-based student worksheets using cartoons as a medium.

### **C.Hasil Penelitian dan Pembahasan (Huruf 12 dan Ditebalkan)**

#### **The Result of Need Analysis on Speaking based on Students' Learning Styles**

##### **a. Educational Text Analysis**

Based on the curriculum implemented at MTs Darussalam, Bengkulu City, namely the Merdeka Curriculum, the expected speaking outcomes for seventh-grade students emphasize the ability to express ideas and thoughts verbally in simple, everyday contexts. Students are expected to use appropriate vocabulary, correct intonation, and proper grammar when interacting in daily life. This indicates that speaking lessons prioritize practical communication skills rather than a mere focus on language theory.

From the perspective of the teacher's teaching materials, the targeted speaking skills for seventh-grade students include simple conversations such as introducing themselves, greeting, asking for permission, and posing

short questions during class interactions. This suggests that students are directed to practice basic conversational exchanges relevant to their daily experiences, reinforcing functional communication rather than abstract or advanced language use.

Meanwhile, the textbook analysis shows that most materials consist of dialogue texts and reading exercises, which largely emphasize memorization and repetition. While these provide foundational exposure, they offer limited opportunities for students to engage in spontaneous speaking. Thus, there is a clear need for enrichment with more contextual, varied, and interactive teaching materials. Overall, across the three educational texts, students' speaking needs are oriented toward activities that encourage active participation, contextual practice, and meaningful interaction beyond memorization.

**b. Students' Learning Material Need in Learning Speaking**

Based on student interviews, most learners admitted that speaking English was difficult due to limited vocabulary, fear of

making mistakes, and lack of confidence. They found that visual and auditory media such as cartoons, songs, and films were very helpful in improving pronunciation and comprehension. Students expressed greater enjoyment when involved in role-playing, pair work, and group discussions, as these activities encouraged them to speak more confidently. However, their learning experience was often dominated by reading dialogues and memorizing texts, which they considered monotonous and less stimulating. This suggests that students require more contextualized, interactive, and open-ended speaking materials to support engagement and creativity.

Teaching materials most frequently used in speaking classes were textbooks, supplemented occasionally with audio or video, though with low intensity. Interactive media such as games or role-playing activities were rarely applied. While textbooks provided structured guidance, the heavy reliance on them made learning passive and less adaptable to diverse learning styles. Students

considered the materials effective for understanding sentence structures and patterns, but less effective in developing practical communication skills. The limited opportunities for spontaneous interaction hindered the development of fluency and self-confidence, underscoring the need for teaching materials that balance linguistic accuracy with communicative competence.

The findings also revealed that students have varied learning styles. Visual learners benefited from images, diagrams, and cartoons, which made it easier to acquire new vocabulary and social expressions. Auditory learners preferred listening to songs, conversations, and stories, which supported their mastery of pronunciation and intonation. Kinesthetic learners favored role-playing, group discussions, and activities involving movement, as these fostered confidence and reduced boredom. When learning media aligned with their preferred styles, students became more motivated, engaged, and willing to take risks in speaking. Therefore, incorporating a balanced

combination of visual, auditory, and kinesthetic (VAK) approaches is crucial in speaking instruction.

In terms of student suggestions, learners highlighted the importance of teaching materials that reflect real-life contexts, such as introductions, greetings, and simple everyday communication. They also requested more interactive media videos, cartoons, and games as well as increased opportunities for direct practice with peers and teachers. Students believed that such open-ended, contextualized materials would not only reduce monotony but also enhance confidence and communicative ability. In conclusion, students' needs in learning speaking include varied, contextual, and interactive materials, with sufficient practice opportunities and integration of VAK approaches to support both motivation and skill development.

#### c. Statistical Results

The results of the student questionnaire clearly demonstrate that the majority of respondents expressed highly positive attitudes toward the implementation of contextual-based speaking learning

materials supported by cartoon films. Out of 14 students, 12 (85.7%) fell into the Strongly Agree category, while 2 (14.3%) were in the Agree category. No students selected neutral or negative options, indicating that the responses were consistent and strongly favorable. The overall mean score was 83.00, with a standard deviation of 4.10, which suggests that student attitudes were generally homogeneous and stable, even though slight variations appeared between individual responses.

The descriptive statistical analysis further strengthens these findings. Most items in the questionnaire scored above 4.00, which places them in the Strongly Agree category. Item P8 had the highest mean (4.43), reflecting students' strong support for the use of contextual learning and cartoon media to enhance speaking skills, while the lowest score was for item P12 (3.79), which still remained within the positive range. The standard deviation values were generally low ( $<1$ ), indicating consistency among student responses, though items such as

P6 and P12 revealed more variation, suggesting that some students had different experiences or levels of understanding regarding the learning media.

The quartile analysis also confirmed the consistency of students' positive perceptions. The 25% quartile was 81.00, the median (50%) was 84.00, and the 75% quartile was 85.00, meaning that half of the respondents scored between 81 and 85. This distribution reflects that students' attitudes were concentrated in the Strongly Agree category, with no extreme outliers. Such results highlight that contextual learning combined with cartoon media not only captures students' interest but also creates a balanced and relatively uniform positive response across the class.

In addition to student responses, teacher perceptions were also collected through a separate questionnaire. The teacher scored 87 out of 100 (87%), which falls into the Strongly Agree category. This shows that teachers, who play a crucial role in facilitating learning, also viewed the integration of contextual materials



and cartoon films as highly beneficial. Teachers emphasized the relevance of such media in promoting engagement, interactivity, and realism in the learning process, which can greatly support students' ability to practice social expressions effectively.

Taken together, the data from both students and teachers confirm that the development of contextual learning materials supported by cartoon films is not only theoretically appropriate but also practically effective. Students demonstrated strong acceptance and enthusiasm, while teachers recognized its pedagogical value and feasibility for classroom application. These findings provide robust evidence that the proposed learning design can significantly enhance speaking skills, particularly in social expression, by creating a meaningful, interactive, and enjoyable learning environment.

#### d. Observation Results

The classroom observations revealed that the teacher successfully created a comfortable and conducive learning environment by applying a

communicative approach and encouraging student participation. The teacher provided equal opportunities for students to speak, gave positive feedback, and explained assignments clearly using simple language, even offering translations when necessary. These efforts built student confidence and ensured that they were able to understand the tasks and complete them effectively.

In terms of student engagement, most learners demonstrated strong motivation and effort to complete assignments despite facing challenges. They actively sought solutions by asking the teacher for clarification or discussing with peers, which reflected good learning enthusiasm. Some students also showed the courage to ask questions when encountering difficulties, indicating healthy two-way communication. In general, students listened attentively and remained focused on the teacher's explanations, although a small portion of the class was occasionally distracted by peers.

Despite these positive aspects, the observations also revealed certain limitations. The learning media used were restricted to books and the whiteboard, which made the lesson feel monotonous and less engaging. The integration of more varied and creative media would likely enhance student interest and comprehension. However, the teacher's effort to include icebreakers through English games successfully fostered a more enjoyable and interactive classroom atmosphere, reducing boredom and motivating students to participate more actively. Overall, the learning process proceeded effectively, but further improvements in the variety of teaching media are still needed.

e. Teachers' Learning Material Need in Learning Speaking

The interviews with English teachers at MTs Darussalam revealed that the speaking materials currently used in the classroom were mainly limited to textbooks and worksheets from the Merdeka Curriculum. While these provided a basic foundation, they were not sufficient to fully develop students' active speaking skills.

Teachers explained that such materials often led to monotony, making students quickly lose interest. They highlighted the need for additional, more interactive resources that could engage students in everyday conversations and hands-on speaking activities.

Teachers further emphasized the role of students' diverse learning styles visual, auditory, and kinesthetic in influencing their progress in speaking lessons. Visual learners benefited more from images, cartoons, or videos; auditory learners found listening to conversations, songs, or storytelling more effective; while kinesthetic learners gained confidence through role-plays and practice-based activities. According to the teachers, the existing materials did not fully accommodate these differences, which limited the effectiveness of speaking instruction.

In response to this gap, teachers suggested that open-ended materials should be developed with greater variation and flexibility. Such materials would integrate different media text, images, videos, songs, and

interactive activities so that students could be actively engaged in multiple ways. This approach would make the learning atmosphere more dynamic, prevent boredom, and give students more opportunities to practice speaking in authentic contexts. Teachers also stressed the importance of continuous practice, both inside and outside the classroom, through initiatives like English Day or English Club.

The semi-structured interviews reinforced these findings, showing that seventh-grade students' speaking skills were still relatively low, particularly in confidence and fluency. Teachers identified key obstacles such as students' shyness, fear of making mistakes, and the lack of a supportive environment for practicing English beyond the classroom. To address these challenges, they proposed that LKPDs (student worksheets) should include components like conversation models, thematic exercises, and structured speaking practice activities. They also considered the use of cartoons and animated videos as highly effective

tools to capture students' attention and build motivation.

Finally, teachers viewed social interaction-based learning activities such as role-playing, group discussions, and simulations of real-life situations as the most effective methods to implement within LKPDs. They argued that these strategies could foster fluency, accuracy, and confidence in speaking. At the same time, they acknowledged possible challenges, including time limitations, differences in students' abilities, and persistent reluctance among some learners to speak English. Therefore, they recommended that LKPDs be designed in an interactive, colorful, and student-friendly format, combining varied media and engaging activities to create a supportive environment where students can gradually improve their speaking competence.

## **Discussion**

### **The needs of class VII students at MTs Darussalam, Bengkulu City in Mastering Speaking Skills For Social Interaction**

The findings reveal that the primary need of seventh-grade

students at MTs Darussalam, Bengkulu City, in mastering English speaking skills is vocabulary mastery. Students frequently struggle to express ideas spontaneously due to limited vocabulary, especially when dealing with everyday social situations such as greetings, introductions, or asking for permission. This indicates that students require not only additional vocabulary knowledge but also contextual and practical speaking skills closely related to their daily interactions. Moreover, the issue of confidence emerged as another critical factor, as many students admitted they hesitated to speak out of fear of making mistakes or being laughed at.

Teachers' perspectives reinforced these student concerns, highlighting that learners often possessed sufficient basic knowledge but lacked opportunities for practice. Teachers emphasized that practice-based strategies such as role-play, simulations, and the development of social interaction-based worksheets (LKPD) could provide meaningful exposure and application. They also noted the importance of motivation, explaining that students would benefit from learning activities that are not

only instructional but also engaging, thereby encouraging them to use English more naturally and confidently in real-life contexts.

Quantitative data analysis further validated these findings. Questionnaire results showed an average score of 83.00, placing students in the Strongly Agree category, with 85.7% strongly agreeing and 14.3% agreeing that speaking skills were a crucial need. No students reported neutral or negative responses, indicating a strong collective awareness of the importance of speaking practice. The highest-rated need was the use of varied learning media such as cartoons, which students found highly supportive in improving comprehension and expression, while the lowest-rated item still reflected a generally positive perception of speaking instruction.

Observations also supported these conclusions. While students initially appeared shy and overly dependent on textbooks, their enthusiasm and confidence increased when teachers introduced interactive games and icebreakers. This aligns with previous studies, such as Mutmainah (2020) and Prasetyo

(2021), which found that contextual media and practice-based strategies significantly enhance both motivation and speaking performance. In conclusion, the needs of students include contextual vocabulary mastery, confidence-building, engaging media, and interactive strategies like role-play (Widiarti & Astuti, 2023). Addressing these needs through the development of social interaction-based worksheets offers a practical and effective solution to strengthening students' speaking skills.

**The prototype of the Student Worksheet (LKPD) based on Social Interaction can be developed effectively to improve the speaking skills of grade VII students at MTs Darussalam, Bengkulu City**

The development of the social interaction-based student worksheet (LKPD) prototype effectively addressed the real needs of seventh-grade students at MTs Darussalam, Bengkulu City. Both students and teachers emphasized that the worksheet should provide contextual examples, such as greetings, self-introductions, and asking permission, while also integrating thematic understanding, dialogues, and role-

play exercises. This ensured that the prototype not only supported vocabulary mastery and communication practice but also created opportunities for direct experience in everyday social interactions. The alignment between students' needs and teachers' recommendations demonstrated that the prototype was well-grounded and highly relevant for classroom use.

Quantitative results further reinforced the effectiveness of the prototype. Questionnaire data revealed an overall mean score of 83.00 with a standard deviation of 4.10, placing student perceptions in the Strongly Agree category. A total of 85.7% of students strongly agreed with the indicators provided, while 14.3% agreed, with no neutral or negative responses. Descriptive statistics showed high consistency across items, with the strongest response toward the use of varied media, particularly cartoons, to enhance speaking skills. Even the lowest-scoring item remained within the positive range, confirming that students collectively perceived the prototype as beneficial and practical for developing their speaking ability.

Observation results provided additional evidence of the prototype's effectiveness. When teachers implemented communicative approaches with games, role-play, and visual media, students were noticeably more engaged, confident, and enthusiastic in speaking activities compared to when learning relied solely on textbooks. These findings confirm that the LKPD prototype is not only theoretically and statistically effective but also practically functional in real classroom settings. By fostering contextual, interactive, and enjoyable learning, the prototype supports students in overcoming shyness and limited vocabulary, thereby improving fluency, confidence, and active participation in English communication.

### **E. Kesimpulan**

The discussion highlights that hearing and speech impairments significantly affect children's communication abilities, social interactions, emotional regulation, and academic performance. These limitations often create barriers to self-expression, peer relationships, and classroom participation, which can lead to feelings of isolation and lower

self-confidence. Without proper intervention, these challenges may further hinder the holistic development of the child.

Guidance and counseling play a crucial role in addressing these difficulties through the use of appropriate strategies, techniques, and approaches. By employing individualized counseling, group support, behavioral interventions, and family involvement, counselors can help children improve their communication skills, strengthen social adaptation, and foster emotional resilience. The use of inclusive methods also ensures that learning environments become more supportive and responsive to their needs.

Therefore, effective counseling services not only reduce the psychological and educational barriers faced by children with hearing and speech impairments but also promote their self-esteem and independence. With consistent support, these children can achieve better academic outcomes and healthier social relationships, enabling them to participate more fully in both educational and community settings.

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