

A SYSTEMATIC LITERATURE REVIEW ON THE ROLE OF ENGLISH EXPOSURE IN DEVELOPING JUNIOR HIGH SCHOOL STUDENTS' SPEAKING SKILLS

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ABSTRACT

Speaking is considered one of the most important language skills in English as a Foreign Language (EFL) learning because it enables students to express ideas and communicate effectively. However, many junior high school students still experience difficulties in developing speaking skills due to limited opportunities to use English in their learning environment. One important factor that supports language development is exposure to the target language. Therefore, this study aims to identify the types of English exposure used in speaking learning and examine how English exposure contributes to the development of junior high school students' speaking skills. This study employed a Systematic Literature Review (SLR) to analyze relevant previous studies related to English exposure and speaking skills. A total of 10 studies published between 2017 and 2026 were selected and analyzed based on specific inclusion criteria. The findings reveal that English exposure in speaking learning occurs through several instructional approaches, including role-play activities, technology-based learning media, and interactive classroom activities such as picture-based tasks and problem-based learning. These forms of exposure provide students with meaningful opportunities to practice speaking, increase their confidence, and improve their communication performance. Overall, the results indicate that English exposure plays a significant role in supporting the development of junior high school students' speaking skills. Providing varied and meaningful exposure to English can help students develop greater confidence, fluency, and communicative competence in speaking.

Keywords: *English exposure, speaking skills, junior high school students, EFL*

ABSTRAK

Berbicara dianggap sebagai salah satu keterampilan bahasa terpenting dalam pembelajaran bahasa Inggris sebagai Bahasa Asing (EFL) karena memungkinkan siswa untuk mengekspresikan ide dan berkomunikasi secara efektif. Namun, banyak siswa SMP yang masih mengalami kesulitan dalam mengembangkan keterampilan berbicara karena terbatasnya kesempatan untuk menggunakan bahasa Inggris di lingkungan belajar mereka. Salah satu faktor penting yang

mendukung pengembangan bahasa adalah paparan bahasa target. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi jenis paparan bahasa Inggris yang digunakan dalam pembelajaran berbicara dan mengkaji bagaimana paparan bahasa Inggris berkontribusi pada pengembangan keterampilan berbicara siswa SMP. Penelitian ini menggunakan Systematic Literature Review (SLR) untuk menganalisis studi sebelumnya yang relevan terkait paparan bahasa Inggris dan keterampilan berbicara. Sebanyak 10 studi yang diterbitkan antara tahun 2017 dan 2026 dipilih dan dianalisis berdasarkan kriteria inklusi tertentu. Temuan tersebut mengungkapkan bahwa paparan bahasa Inggris dalam pembelajaran berbicara terjadi melalui beberapa pendekatan instruksional, termasuk kegiatan bermain peran, media pembelajaran berbasis teknologi, dan kegiatan kelas interaktif seperti tugas berbasis gambar dan pembelajaran berbasis masalah. Bentuk-bentuk paparan ini memberikan siswa kesempatan yang bermakna untuk berlatih berbicara, meningkatkan kepercayaan diri mereka, dan meningkatkan kinerja komunikasi mereka. Secara keseluruhan, hasil menunjukkan bahwa paparan bahasa Inggris memainkan peran penting dalam mendukung pengembangan keterampilan berbicara siswa SMP. Memberikan paparan bahasa Inggris yang bervariasi dan bermakna dapat membantu siswa mengembangkan kepercayaan diri, kefasihan, dan kompetensi komunikatif yang lebih besar dalam berbicara.

Kata kunci: *Paparan bahasa Inggris, keterampilan berbicara, siswa SMP, EFL*

A. Introduction

English is the most widely used international language in education, communication, and global interaction. In the context of English as Foreign Language (EFL), students are expected to develop communicative competencies in order to interact effectively in academic and social contexts. Among the four English skills, speaking skills are considered the most important because they allow learners to express ideas, exchange information, and participate in real-life communication (Gres et al., 2024). However, developing speaking skills in the context of EFL remains a

challenge for many learners, especially in a context where English is rarely used in everyday communication, as a result of which most of them find it difficult to use English, particularly in speaking skills.

One of the factors that plays an important role in language learning is exposure to the target language. According to Al-Zoubi (2018), language exposure refers to the contact that learners have with language through listening, reading, interaction, and other forms of engagement in various contexts. Through exposure, learners become familiar with vocabulary,

pronunciation, and language structures that support language acquisition. Previous research has consistently highlighted the importance of exposure in second language acquisition, showing that learners who receive more frequent language exposure to the target language tend to develop stronger language proficiency and communication skills (Arfah and Zamzam 2017; Gres et al. 2024). Therefore, exposure to English is considered important in the process of language acquisition. Repeated exposure allows learners to recognize language patterns, enrich vocabulary, and improve the ability to produce language more naturally. Thus, the more often learners are exposed to English, the greater their chances of developing language skills effectively.

In the context of EFL, exposure to English can occur both inside and outside the classroom (Muñoz & Cadierno, 2021). In the classroom, teachers provide linguistic input through teaching, interaction, and learning materials. Outside of the classroom, students can discover English through a variety of media such as songs, movies, podcasts, digital platforms, and social media.

These forms of exposure can provide learners with authentic language input and the opportunity to become more familiar with the use of natural language. Previous studies have shown that exposure to English through different media can significantly contribute to improving students' speaking skills and overall language development (Gres et al., 2024; Sundqvist, 2024). However, the level of exposure to English that students receive can vary, and this factor that affects the development of their language skills, especially in speaking skills.

The role of English exposure has become very important at the junior high school level. At this stage, students begin to move from learning a basic language to more active communication in English. However, according to research by Suryanto et al. (2025) many junior high school students in the EFL context still experience limited opportunities to practice speaking due to limited exposure to English in their daily environment. This results in students feeling less confident in using English in an oral context. Therefore, speaking skills require practice and continuous interaction with language, exposure to

English is considered a key factor that supports students' speaking development (Muñoz & Cadierno, 2021).

Several studies have investigated the relationship between English exposure and language learning outcomes, particularly speaking skills. Many of these studies report that exposure through media, classroom activities, and interaction can positively influence students' speaking performance and language development (Aji and Irawan 2023; Haryanto et al. 2019). However, the existing studies are often conducted in different contexts, involve various types of exposure, and focus on different educational levels. As a result, the findings remain scattered across the literature and lack a comprehensive synthesis, particularly in relation to junior high school learners.

In addition, although previous research has highlighted the benefits of English language exposure, relatively few studies have systematically reviewed how exposure contributes specifically to the development of speaking skills among junior high school students. Most studies tend to focus on general

language acquisition or on specific instructional interventions rather than examining the role of broader exposure in a variety of learning contexts. Therefore, a comprehensive synthesis of existing studies is needed to better understand how English exposure contributes to the development of speaking skills, especially at the junior high school level. To address this gap, this study used the Systematic Literature Review (SLR) to analyze previous research related to students' English exposure and speaking skills. By systematically reviewing the relevant literature, this study aims to identify patterns, findings, and trends regarding the role of English exposure in improving the speaking skills of junior high school students in the context of EFL. Based on the research gaps discussed above, this study aims to investigate the role of English exposure in supporting students' speaking development. Specifically, this study addresses the following research questions:

1. What types of English exposure are used to support the development of speaking skills among junior high school students?

2. How does English exposure contribute to improvement of speaking skills among junior high school students?

B. Research Method

Research Design

This study employed a Systematic Literature Review (SLR) to analyze previous research related to English exposure in developing junior high school students' speaking skills. A systematic literature review is a research method that aims to identify, evaluate, and synthesize relevant studies on a particular topic in a structured and transparent manner (Snyder 2019). Through this approach, the researcher can obtain a comprehensive understanding of how English exposure contributes to the development of students' speaking abilities in English as a Foreign Language (EFL) contexts. The SLR method was chosen because it allows researchers to systematically collect and analyze findings from multiple studies, thereby providing a broader perspective on the role of English exposure in improving speaking skills among junior high school students. Besides that, this study following the PRISMA (Preferred Reporting Items

for Systematic Reviews and Meta-Analyses) is a guideline developed to help authors report systematic reviews transparently by clearly describing why the review was conducted, how the studies were identified and selected, and what results were obtained (Page et al. 2021). The review aimed to synthesize empirical studies examining English exposure and speaking skills. The flow of study selection is illustrated in figure 1. The initial search yielded 20 articles from google scholar, ERIC, and DOAJ. After removing duplicates, 13 articles remained. During the screening stage, 13 articles were excluded based on title and abstract relevance. In the eligibility stage, 12 full-text articles were assessed, and 2 were excluded due to not focusing on speaking skills and involving junior high school students. Finally, 10 studies were included in this review.

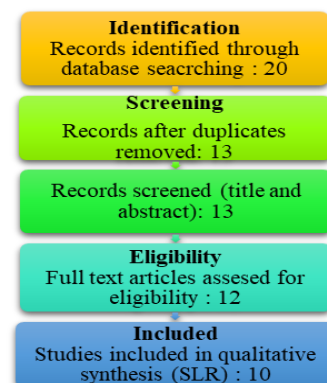


Figure 1 PRISMA Flow Diagram of the Study Selection Process

Data Sources and Search Strategy

The data for this study were obtained from several open-access academic databases, including Google Scholar, ERIC, and DOAJ. These databases were selected because they provide a wide range of scholarly articles related to language education and English language teaching.

The article search was conducted using several keywords related to the research topic. The keywords used in this study included:

English exposure, speaking skills, EFL speaking, junior high school students, speaking activities. These keywords were combined in different ways to identify relevant studies that focus on the relationship between English exposure and the development of speaking skills among junior high school EFL learners.

Inclusion and Exclusion Criteria

To ensure the relevance and quality of the selected studies, specific inclusion and exclusion criteria were applied in this review.

The inclusion criteria were as follows:

1. studies published between 2017-2026

2. studies focusing on English exposure and its role in developing speaking skills
3. studies involving junior high school students
4. studies conducted in the context of English as a foreign Language (EFL)

The exclusion criteria Included:

1. studies that did not focus on English Exposure or Speaking skills, and
2. Studies that were not conducted in EFL contexts.

C. Results and Discussion

Based on the results of a *systematic literature review* of 10 relevant articles, various findings related to English language learning were obtained, especially in the development of *speaking skills*. The articles analyzed showed variations in the research method, the research subject, and the focus of the study used. In general, most studies use qualitative and quantitative approaches with the aim of examining the effectiveness of learning strategies, *language exposure*, and factors that affect students' speaking skills.

A summary of the analysis results of each article is presented systematically in Table 1

Table 1 Synthesis of Findings from 11 Studies on the Development of Speaking Skills in English Language Learning

Author	Method	Sample	Findings
Arfah and Zamzam (2017)	ex-post facto	Junior high school students	English exposure significantly correlated with students' speaking performance
Maulana (2024)	Pre-exp	Junior high school students	Video-based activities significantly improved students' speaking proficiency
Suparlan & Rosyidi (2022)	CAR	Junior high school students	Pictures-based speaking activity can improve students' speaking ability
Abuzo and Idul (2025)	CCR	Junior high school students	Formal exposure had a positive relationship with students' speaking skills.
Aji and Irawan (2023)	CAR	Junior high school students	Role-play and peer feedback increased students' speaking achievement and participation
Lestari, Nurwahyuni, and Arfan (2026)	CAR	Junior High School students	PBL improved students' speaking performance and confidence

Fauziah, Kusrin, and Ahmad (2025)	Qual	Junior High School Students	Role-play improved students' speaking self-efficacy and confidence
Kurniasih, Musiman, and Assegaff (2025)	Qual	Junior high school students	Role-play increased speaking confidence and communicative interaction
Rahayu, Ambarwati, and Fitriyana (2023)	Qual	Junior high school students	Digital storytelling helped improve students' speaking engagement and performance
Dwiyaniti and Lolita (2023)	Quasi-Exp.	Junior high school students	Role-play significantly improved students' speaking scores compared to conventional methods

Based on Table 1, it can be seen that most studies show an improvement in students' speaking skills through the use of interactive and communicative learning strategies. Strategies such as discussions, direct speaking practices, and communication-based activities have been proven to be able to increase students' fluency and confidence in using English. In addition, English language *exposure* both inside and outside the classroom is also an important factor in

supporting the development of students' speaking skills.

These findings are in line with *the Input Hypothesis* put forward by Krashen (Krashen, 1985, as cited in Sundqvist, 2024), which states that language skills develop when students are exposed to meaningful and *comprehensible language*. In this context, the more exposed students are exposed to English, the greater their chances of improving their speaking skills.

In addition, the results of the study also support *Long's Interaction Hypothesis* (Long, 1983, as cited in Jia & Stapa, 2024), which emphasizes the importance of interaction in the language learning process. Activities such as discussions and speaking practice provide opportunities for students to interact directly, so they can correct mistakes and improve language understanding more effectively.

Furthermore, these findings are also relevant to *the Output Hypothesis* (Swain, 1985, as cited in Sundqvist, 2024), which states that language production (*output*) such as speaking helps students in developing their linguistic abilities. Through the practice of speaking, students not only

use language, but also become aware of their shortcomings and seek to improve them.

However, some studies also show that there are inhibiting factors, such as low student motivation, lack of confidence, and environmental limitations that do not support the use of English. Therefore, it is necessary for teachers to play an active role in creating a conducive learning environment and providing wider opportunities for students to practice speaking.

Discussion

To answer the research questions, the findings are discussed as follows:

Types of English Exposure Used in Speaking Learning

The first research question aims to identify the types of English exposure used to support the development of speaking skills among junior high school students. Based on the analysis of the reviewed studies presented in Table 1, several forms of English exposure were identified. These exposures mainly occurred through communicative classroom activities, technology-based learning media, and structured classroom interaction. However, it is important to

note that not all forms of exposure automatically lead to effective speaking development, as the quality and intensity of exposure also play a crucial role.

One of the most frequently reported forms of English exposure is role-play activities. Several studies highlight the effectiveness of role-play in encouraging students to actively use English in simulated communication situations. A classroom action research conducted by Aji & Irawan, (2023) found that the implementation of role-play combined with peer feedback significantly improved students' speaking performance. Similarly, Fauziah et al. (2025) reported that role-play activities enhanced students' self-efficacy in speaking English, as students gradually became more confident when practicing dialogues in classroom interaction. In addition Kurniasih et al. (2025) found that role-play strategies helped reduce students' speaking anxiety and encouraged more active participation in speaking activities. These findings indicate that role-play provides meaningful opportunities for students to practice speaking and interact with peers using the target language.

Nevertheless, the effectiveness of role-play may be limited if students are not provided with sufficient linguistics input or guidance, which can result in repetitive or shallow language use.

Another type of English exposure identified in the reviewed studies is technology-based exposure. Technology can provide learners with authentic language input and interactive learning environments. For example, Maulana (2024), examined the use of video-based listening activities in improving students' speaking proficiency and found that students' speaking scores improved significantly after being exposed to video materials. Similarly, Rahayu et al. (2023), explored the use of digital storytelling as a learning strategy to support speaking practice. The results indicated that digital storytelling allowed students to express their ideas more creatively while increasing their motivation to speak English. However, technology-based exposure may not be equally effective for all students, particularly when there is limited access to digital resources or when learners lack the autonomy to engage actively with the materials.

In addition to role-play and technology-based exposure, several

studies also highlight the importance of classroom learning activities as sources of English exposure. These activities include picture-based speaking tasks, problem-based learning, and outdoor speaking practice. For instance, Suparlan & Rosyidi (2022) found that the use of pictures in speaking activities helped students develop their communication skills and improved their speaking ability. Similarly, Lestari et al. (2026) reported that the implementation of problem-based learning (PBL) encouraged students to participate actively in classroom discussions and improved their speaking performance. Despite these positive findings, such activities require careful facilitation by teachers to ensure that all students are actively involved, as passive participation may reduce the potential benefits of exposure.

Overall, the reviewed studies indicate that English exposure can occur through various instructional approaches, including communicative activities, multimedia learning resources, and interactive classroom tasks. These forms of exposure create opportunities for students to interact with the language more frequently and meaningfully. This suggests that

effective English exposure is not merely about frequency, but also about creating meaningful, engaging, and contextually relevant learning experiences.

Contribution of English Exposure to Students' Speaking Skills

The second research question examines how English exposure contributes to the development of speaking skills among junior high school students. The findings from the reviewed studies consistently indicate that increased exposure to English plays a significant role in improving students' speaking performance. However, the relationship between exposure and speaking development is not always linear, as other factors such as motivation, confidence, and learning environment also influence the outcomes.

Several studies reported improvements in students' speaking skills after implementing learning activities that increased English exposure. For example, Dwiyanti & Lolita (2023) found that students who participated in role-play activities achieved higher speaking scores compared to those who learned through conventional teaching

methods. The study suggests that providing opportunities for students to actively practice speaking can significantly enhance their speaking competence. This implies that exposure is most effective when it is accompanied by active language production rather than passive reception.

In addition, Arfah & Zamzam (2017) conducted a correlational study examining the relationship between English exposure and speaking performance. Their findings revealed that the frequency of English exposure significantly contributed to students' speaking ability. Students who experienced higher levels of English exposure tended to demonstrate better speaking performance. Nevertheless, high exposure alone does not guarantee improvement if learners do not engage cognitively and interactively with the language.

Similarly, Abuzo & Idul (2025) reported that formal exposure to English in educational settings had a positive relationship with students' speaking proficiency. Their study highlights the importance of classroom interaction as a source of consistent language exposure that supports speaking development. This finding

reinforces the idea that structured and guided exposure in informal settings may be more effective than unstructured exposure without clear learning objectives.

Across the reviewed studies, several common benefits of English exposure were identified. First, exposure increases students' speaking confidence, as students become more familiar with using English in communication. Second, exposure provides opportunities for frequent speaking practice, which is essential for developing fluency. Third, exposure allows students to receive authentic language input, which supports vocabulary development and pronunciation improvement. However, without sufficient feedback and corrective input, students may develop persistent errors despite frequent exposure. Overall, the findings of the reviewed studies demonstrate that English exposure plays a crucial role in supporting the development of speaking skills among junior high school students. By providing learners with meaningful opportunities to interact with English through various learning activities, teachers can help students develop greater confidence and competence in speaking.

Therefore, effective exposure should be designed not only to increase quantity but also to ensure quality, interaction, and feedback in the learning process.

D. Conclusion

This study aimed to investigate the types of English exposure used in speaking learning and to examine how English exposure contributes to the development of speaking skills among junior high school students. Based on the analysis of the reviewed studies, several forms of English exposure were identified, including role-play activities, technology-based learning media, and interactive classroom activities such as picture-based tasks, problem-based learning, and outdoor speaking practice. These instructional approaches provide meaningful opportunities for students to interact with English in communicative contexts and support more active participation in speaking activities.

The findings of the reviewed studies consistently demonstrate that English exposure plays a significant role in improving students' speaking skills. Increased exposure to English enables students to practice speaking more frequently, become more

confident in using the language, and develop better fluency and pronunciation. In addition, exposure through authentic materials and communicative activities helps students become more familiar with vocabulary and natural language use. Overall, the results indicate that providing sufficient and varied English exposure is an important factor in supporting the development of speaking skills among junior high school students in EFL contexts.

The findings of this study have several implications for English language teaching, particularly at the junior high school level. Teachers are encouraged to provide more opportunities for students to experience English exposure through communicative learning activities such as role-play, interactive classroom discussions, and technology-based learning media. These strategies can help create a more engaging learning environment and encourage students to practice speaking more actively.

In addition, integrating multimedia resources such as videos, digital storytelling, and other digital platforms may enhance students' motivation and provide authentic language input that supports speaking

development. Schools and educators should therefore consider incorporating various forms of English exposure into classroom instruction in order to promote students' communicative competence.

For future research, further studies may explore other forms of English exposure outside the classroom, such as exposure through social media, online platforms, or informal language interaction. Expanding the scope of research may provide a deeper understanding of how different types of exposure contribute to the development of students' speaking skills in various EFL contexts.

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