

Effectiveness Project Based Learning Through Making English Video Project to Improve Speaking Ability and Creativity

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ARTICLE INFO	ABSTRACT
Keywords: Project Based Learning (PjBL), video project, speaking, creativity	<i>Learning English as foreign language (EFL) is not easy. This paper explores the potential of Project Based Learning (PjBL) to make English video as a pedagogical strategy to enhance students' speaking ability and creativity to support 21-st century skill. The digital nature of video creation necessitates digital literacy, as students learn to use various tools and technologies effectively. The purpose of this study is to examine effectiveness Project Based Learning (PjBL) by making English video project to improve speaking ability and creativity. The researcher took sample of 8th grade students by choosing one class of the highest-grade average from the others. The sample contains of 35 students. This study conducts quantitative method to find effectiveness of implementing Project Based Learning (PjBL) to make English video project and examine how it gives effect to improve students' speaking ability and creativity. This study used questionnaires, observation, project assessment and speaking pretest posttest to collect the data. Questionnaires were used for collecting data of speaking and development 21-st century skills. Observation was focused on students' involvement in the learning process. Project assessment was to measure students' creativity in making English video project. Additionally, speaking tests were used to examine the effectiveness of PjBL in making English video project to improve speaking ability. The result of study presented the effect of process of Project Based Learning (PjBL) to</i>

improve students' speaking ability and creativity through English video.

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1. Introduction

Learning English as second language is important subject that relates to daily life at present. The global development requires human to be able to communicate globally use international language which is English. Meanwhile, the factors in learning EFL may come from the subjects, objects, and environment. One of influential factor is student's interest. Students' interest becomes an essential thing in the learning process (Nupus, 2022). Interest can be inner support or passion of the leaners. Students' interest may come from how the way teacher treat students in delivering the lesson. To build up this condition, teacher needs to conduct appropriate methods in the process. So, students get knowledge and good learning experience.

One of teaching method is Project based learning (PjBL) which is applying the existing knowledge, train thinking skills, attitudes and concrete skills. The Project Based Learning (PjBL) includes the learning method that emphasizes project-centered learning activities (Hanifah & Fikri Zulfikar, 2024). Project-Based Learning can provide more meaningful learning that means students will make a sense what they learn may give benefit for them and surrounding environment (Alhayat et al., 2023). In this case when students get lesson through project based learning they do not only create a project, but they also understand what they are learning personally or in group.

Project based learning stimulates learners to gain knowledge and skills by working for a period of time, engage how to find problem solving, and encounter the challenge. Project Based Learning (PjBL) is a learning model focuses on the cultivation of concepts, principles, and emphasizes in completing a project (Asnur et al., 2025). One way to make fun learning is by implementing the use of technology in the learning process. Students can utilize technology to enhance their learning (Zubaidah, 2022). The use of video learning media through the PjBL learning model aims to encourage students to participate more actively in learning (Meirina et al., 2025).

There are some skills in learning EFL (English as Foreign Language) which are listening, speaking, reading and writing. Speaking is a process of conveying ideas or ideas from the speaker to the listener (Laoli, 2021). Speaking deals with how to deliver message or information orally. According to Harris cited in (Agri Busman & Bte Abdul, 2019) there are some aspects in speaking EFL which are pronunciation, grammar, vocabulary, fluency, comprehension. Speaking skill would be higher if the atmosphere or genuine content promotes it as schemas for the students (Mohammad Ulin Nuha & Saputri, 2021).

There are some factors become obstacles in speaking English ability such as lack of vocabulary, grammar mistakes, miss pronunciation, nervousness and also embarrassment (Umasangadji et al., 2023). In Indonesia country, English is as a foreign language in schools to introduce students in using one of international language within certain limitations by

developing basic communication skills and proficiency of four languages skills which are listening, reading, writing, and speaking (Rusli et al., 2024). Most of students in junior high school get difficulties how to pronounce correctly. As a teacher in Junior high school it is necessary to treat students how to pronounce English vocabulary correctly. For the reason students often pronounce English likely reading Indonesia letters or words. Speaking is part of listening skill as speaking is the productive skill of listening.

One impactful medium that can effectively promote and enhance these skills is through the creative video project. When students create English video project surely they will have more effort how to speak and pronounce well at the time they are in frame. The digital nature of videos also promotes digital literacy by requiring creators and viewers alike to navigate and utilize technology effectively. Dealing with the context of contemporary education, fostering 21st-century skills among students has become imperative to prepare them for the challenges of a rapidly evolving global landscape. The cognitively and emotionally learning challenge can be applied through video projects (Sari et al., 2020). In addition, our life cannot be separated with technology. Furthermore, the junior high school students include Z generation that is familiar to gadget generation.

2. Literature Review

2.1 Project Based Learning Through English Video Project

Project-based learning, specifically creating video tutorials, is an effective method for improving students' English speaking skills (Tyas & Fitriani, 2021). They examined that students were more enthusiastic while completing the project. In addition, students gained new challenges and experiences in creating the video project. The development of technology following industrial revolution 5.0 that refers to the integration of advanced technologies with human-centric approaches. Adjusting the condition, students need English skill in every aspect of life.

By applying video projects, the students can practice to improve speaking ability, confidence, collaboration, projects, the students can practice to improve speaking ability, confidence, collaboration, and creativity with their group. that video projects are one of the best methods that can be implemented in teaching (lin, 2022).

Project Based Learning methods can be applied through making English vlogs to improve students' speaking ability (Jusmaya, 2022). The study states that Learning using vlogs video project has influence to improve the speaking ability. The researcher suggested by applying learner-centered learning method that called project based learning the teachers needs to prepare and conduct topic for deeply investigation first because the real goal is for students to be able to solve problems that are actually encountered in the field.

2.2 Improving Speaking Ability and Creativity to Support 21st Century Skills

Speaking is one of skills in learning EFL (English as Foreign Language). Speaking means the product of learning language in oral. In the other hand, speaking is a crucial skill to communicate, express and give reactions when the students have a discussion and dialogue with others (Nugroho & Anugerahwati, 2019). In order to improve students' speaking skills, teachers need to implement appropriate learning methods that actively engage students to enhance their speaking skills (Pat, 2021).

The use of digital video is able to enhance students' skills due to video involves audio and visual elements (lin, 2022). In this era, it is important to utilize technology for supporting the technology development. As we know, students' activities cannot be separated from the use of mobile phones. Almost all students have their own mobile phone. They are possible more expert in using some applications than the teacher. This opportunity surely can be useful to support the learning activity. The digital nature of video creation necessitates digital literacy, as students learn to use various tools and technologies effectively. Applications on smartphones became extremely popular as global technology brands raced to produce products to compete in the market (Syahfitra & Satria, 2021). The students can utilize their mobile phone features, improve ability in learning English and capability to improve soft-skills in doing project.

Creativity, critical thinking, decision-making, problem-solving and learning are all forms of thinking in 21st-century education (Hamzah et al., 2023). These skills are considered essential because they help individuals succeed in the dynamic and globalized modern workplace, preparing them to face unforeseen challenges in the future. 21st-century learning is not just about focusing on academic knowledge but also about developing relevant skills necessary for success in both personal and professional life in the future. The process of making video engaging the students as the designer, programmer, editor is being explored to adapt 21st century learning.

This study aims to examine how project based learning by making English video projects can improve students' speaking ability and creativity to support 21st century skills. As the demonstration that it is not just focus on the effectiveness, but in order to create good teamwork, contribute critical thinking, communication, and creativity of using gadget in making video. For the result, it can be expected that making English video projects will improve students' speaking ability and also the implementation of Project based learning by utilizing technology or gadget relate to development of 21st century skills.

3. Research Methodology

3.1 Research Design

This study uses a quantitative method with data obtained in the form of numbers and analyzed statistically through prepared instruments. The approach in this study is a quasi-experimental quantitative approach (quasi-experiment). The study uses a quasi-experimental approach because the process of appointing research subjects is not done randomly, and this study will apply a project-based learning model. The research participants which are not randomly assigned, and the research is conducted by applying models, methods, strategies and learning approaches is called as quasi-experiment (Isnawan, 2020).

Table 1: Research design

Group	Pre-test	Treatment	Post-test
Experiment	Measuring speaking ability before treatment	Implementing PjBL through video project	Measuring speaking ability after treatment

3.2 Participants

The researcher will conduct study in SMP Texmaco Semarang that consists of five classes totally in 8th grade. The 8th students have different genders, ages, abilities, and skills. The participants or students will be divided into group consist of 3 - 4 students to conduct Project Based Learning (PjBL). Population is all subjects or objects that have certain characteristics (Waruwu et al., 2025). The populations are 8th grade students of SMP Texmaco Semarang that contains 174 students.

The researcher chooses purposive sampling. Purposive sampling is done by selecting individuals chosen by the researcher based on specific characteristics of own samples (Nasution, 2019). The research will choose one class of the total population. The chosen sample is determined by the highest average mark in English lesson among the other eighth-grade classes. The sample will get treatment of PjBL for 6 meetings in 3 weeks.

3.3 Instruments

The data analysis techniques are used to analyze research data that has been obtained using research instruments. The research data are in the form of quantitative results from speaking ability pre-test and posttest to examine the effect of making English video project. Project assessments to measure the creativity of utilize technology to make video. Questionnaire sheets to collect students' response of experience in implementing PjBL. Additionally, observation sheets to gather students' participants in implementing PjBL. The data analysis techniques that will be carried out in this study are inferential statistical tests and descriptive statistical test.

3.4 Data Analysis Procedures

This study aims to determine the effectiveness of using the Project-Based Learning (PJBL) learning model in enhancing speaking ability and creativity by making English video project. The video project will encourage effective collaboration and communication among students, enabling them to practice working together in teams. The use of technology in making videos can also motivate students to learn and provide confidence in speaking. The use of gadgets to create videos can enhance students' creativity during the Project-Based Learning (PjBL) process.

The quantitative research method is chosen due to it is appropriate for this study, it emphasizes to collect information students' experience through Project Based Learning (PjBL) activities, analyze the effectiveness of making English project videos in improving creativity and speaking skills, and students' responses to make project videos in Project Based Learning (PjBL) in supporting 21-st century skills and improving speaking ability.

Table 2: Experimental procedure

Session	Activity
Meeting 1	- Pre-test (Speaking test before implementing PjBL)
	- Process of PjBL : step 1 and 2
	(Preparing question and Designing the project)

Session	Activity
Meeting 2	- Process of PjBL : step 3 (Arranging schedule) - Beginning the process - Observation
Meeting 3	- Process of PjBL : step 4 (Monitoring the project) - Observation
Meeting 4	- Process of PjBL : step 5 (Presenting and assessing the result)
Meeting 5	- Process of PjBL : (Conducting evaluation)
	Post test (speaking test after implementing PjBL).
Meeting 6	- Questionnaire student's response after following PjBL)

4. Findings

4.1. Result of students' response

In the Findings section, summarize the collected data and the analysis performed on those data relevant to the issue that is to follow. The Findings should be clear and concise. It should be written objectively and factually, and without expressing personal opinion. It includes numbers, tables, and figures (e.g., charts and graphs). Number tables and figures consecutively in accordance with their appearance in the text.

Student responses of implementing PjBL (Project Based learning) to make English video in order to explore student experiences during the learning process and as evaluation material for improving the quality of further learning. These responses are also used to measure effectiveness of English video project to improve speaking and develop 21-st century skills. The results of student responses can be seen in table below.

Table 3 : Result students' response of implementing PjBL to make English video project

Assessment Aspects	Percentage (%)	Criteria
Part 1. Speaking Ability		
1 Speaking confidence	74,76	Good
2 Fluency	75,71	Good
3 Pronunciation	77,93	Very good
Average	76,13	Very good

Part 2. 21-st century skill			
1	Communication skill	75,95	Good
2	Collaboration	80,95	Very good
3	Creativity	77,14	Very good
4	Critical thinking	75,71	Good
Average		77,44	Very good
Average students' response		76,12	Very good

Table 3 shows that the average almost student responses have percentage 76.12% with very good criteria. The results of student responses on the speaking competence aspect are 74.80% with good criteria, while the 21-st century skills aspect showed very good criteria with a percentage of 77.44%.

4.2. Result of Observation sheet

The effectiveness of project-based learning is supported by the results of student observations during learning activities. Observation sheet that aims to gather information of how implementing PjBL influence students or participants in the process of making English video project. The result can be seen in table 4 below:

Table 4 : Result observation sheet of implementing PjBL to make English video project

No	Assessment Aspects	Percentage (%)	Criteria
1	Participation	87,14	Very good
2	Task in group	78,57	Very good
3	Enthusiasm in making project	85,71	Very good
4	Adaptation	83,57	Very good
Average		83,75	Very good

The results of student observations in Table 4.2 shows that class activity when students began the video making project is 83.75% with very good criteria. Based on the 4 (four) aspects of the assessment, it is found that the aspect of group assignments presents the lowest score of 78.58%, while other aspects have scores of more than 80%.

4.3 Result of Project assessment

The other instrument is project assessment. It deals with some aspects which are speaking quality, video structure, creativity, and student collaboration. This project assessment is used

as the basis for assessing students' creativity and speaking ability in English. The complete results of the project assessment can be seen in Table 5 below:

Table 5: Result of project assessment to make English video project

Assessment Aspects	Assessment points	Percentage (%)	Criteria
Speaking in video	1 Intonation	90,63	Very good
	2 Fluency	84,38	Very good
	3 Pronunciation	81,25	Very good
Video structure and organization	4 Video setting	100,00	Very good
	5 Video content	93,75	Very good
Video concept and creativity	6 Using of media	100,00	Very good
	7 Visual effect	100,00	Very good
	8 Innovation	78,13	Very good
Collaboration team	9 Task division in group	96,88	Very good
	10 Group Communication	87,50	Very good
Average		91,25	Very good

Based on table 5, it is found that the average value of students' video projects is 91.25% with very good criteria. The results of the project assessment show high values in all aspects, it means that students are not only able to produce quality videos but also experience a collaborative, communicative and creative learning process.

4.4 Result of speaking test

The effectiveness PjBL through making English video project to improve speaking ability can be seen from the pretest and posttest of speaking, then confirmed by the results of the t-test using the Paired Sample Test technique. This test is used to examine the significant effect of implementation Project-based learning (PjBL). The complete pretest and posttest results are below:

Table 6: Result of speaking pre-test and post test

No	Assessment Aspects	Pre-Test	Note	Post-Test	Note
1	Fluency	67,14	Under grade	92,14	Passing grade
2	Vocabulary	69,29	Under grade	82,14	Passing grade

No	Assessment Aspects	Pre-Test	Note	Post-Test	Note
3	Grammar	66,43	Under grade	78,57	Passing grade
4	Pronunciation	56,43	Under grade	77,14	Passing grade
5	Comprehension	70,00	Under grade	79,29	Passing grade
Average		65,86	Under grade	81,86	Passing grade

Table 6 presents the results of the assessment of speaking ability through the pretest and posttest, respectively 65.86 with under grade criteria and 81.86 with complete criteria. In addition, the results of each aspect assessment increase. The highest progress is in the aspect of fluency (language fluency) gets 25 points.

5. Discussion

The response' sheets contain of two parts which are speaking ability and 21-st century skill. The result of four aspects in part 1 show that the percentage means speaking ability has good progress particularly in pronunciation. In this point, some students state that they foster to pronounce English words more clearly and pronounce every vocabulary with correct intonation when speaking. Indirectly, through making English video project, students' try more how to pronounce words correctly when they take video. Video project helped students to independently identify their own weakness and find solution for the problem during the process of making the project (Wulandari, 2019).

In addition, in part 2 of students' response questionnaire shows that through making English video project support the development 21-st century skill in learning. Students are recognized to improve their 21-st century skills which are communication skill, collaboration, creativity, critical thinking. The percentage of each aspect is more than limit scale.

From the observation sheets show most of students have good role and responsibility in the team work when making video projects. Group discussion and brainstorming are able to stimulate the students to identify a range of creative solutions to the challenges encountered in the project (Roy, 2024). Almost all students are responsible to have good participation, task, enthusiasm, and adaptability when collaborating and communicating with their teammates. It can be said that 21-st century skills of student collaboration and communication are already presented optimally in project-based learning through making English video project. Project-based learning gives impacts to improvement for students' collaboration skills. PjBL encourages students' progress to discuss, listen to opinions, and provide constructive feedback to group members (Roy, 2024). The research from Sarjani et al., (2023) stated that students are treated by project model has impact for collaboration skills and higher learning outcomes compared to students who conduct the conventional model.

The project assessment results show high scores for all aspects, it means students are not only able to create videos but they also encourage to be collaborative, communicative and

conduct creative learning process. It can be summarizing through English video project deals with 21-st century skills aspects effectively stimulate students to improve English speaking ability. The video project is able to train students to be innovative in which they can create own video in terms of the best contents, filters, audio based on their creativity (Iin, 2022).

From the speaking pretest and posttest present that before students have implementing PjBL to make English video project they have low speaking test score. The lowest score is on pronunciation aspect. Although this aspect does not increase as high as fluency aspect, the lowest score becomes passing grade means any significant improvement before and after implementing PjBL of English video project. Using video projects effectively improves students' speaking skills. The data result of implementing video project shows the development of each student's English speaking skills before and after treatment (Meinawati et al., 2024). Every student has experienced significantly increase in tests cores.

Through English video project there is an increase in speaking ability for all aspects. This learning activity is able to improve students' ability in terms of language fluency, vocabulary usage, grammar, pronunciation, and coherence of ideas. Fluency is how students speak fluently and no doubt. Vocabulary is about how to arrange and use the right words to convey ideas or messages. Grammar is able to use of correct structure grammatically. Pronunciation means ability to pronounce words correctly. In addition, comprehension defines how speaker are understanding of the topic being discussed.

6. Conclusion

Based on the results of this research and the discussions above, the result study of implementing Project Based learning (PjBL) to make English video project, it can be concluded that Project Based Learning (PjBL) through English video project is effective can improve students' speaking ability. There are significant outcomes before and after process of PjBL to make video. Through PjBL students are work in group that encourage them to be responsible and collaborative for their teams. The result of research shows implementing Project Based Learning is able to train students' creativity. They learn how to utilize technology and create good video to support development 21-st century skills.

This research can be adapted and become literature for other researcher that attend to find out or explore about implementing Project Based Learning (PjBL) deal with improving speaking ability and creativity. It is necessary to advice for the other researcher to be able to improve deeper aspects of learning to gain upgrade result.

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