

Improving Senior High School Students' Speaking Competence through Retelling YouTube News Videos via Audiovisual Instruction

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ABSTRACT

Speaking ability is one of the important language skills for students in communicating. However, based on initial observations, many students of class XI SMA Negeri 1 Rantau Utara have difficulty in conveying ideas verbally, especially in retelling the contents of the news they watch. This is due to limited vocabulary, lack of understanding of news structure, and low self-confidence in speaking. Therefore, this study aims to determine the effectiveness of audiovisual learning methods in improving students' speaking competence. This study used an experimental method with a one group pretest-posttest design. The research sample consisted of 32 students selected by purposive sampling. The research instrument was a speaking test, which was conducted before and after treatment. Data were analyzed using a t-test to determine the significance of improving students' speaking competence. The results showed that before treatment, the average pretest score of students was 53.28 with a standard deviation of 8. After being given treatment in the form of learning with news broadcasts from YouTube channels, the average posttest score increased to 83.71 with a standard deviation of 5. The results of the t-test showed that t count (3.36) was greater than t table (2.03) at a significance level of 5%, which means that there was a significant increase in students' speaking ability. This increase indicates that the audiovisual learning method is effective in helping students understand the structure of news, improve their speaking fluency, and enrich their vocabulary. In addition, audiovisual media also increases student involvement in learning and fosters confidence in speaking. Thus, it is suggested that this method be applied in Indonesian language learning to improve students' speaking skills more optimally.

Keywords: Speaking Competence, Audiovisual Learning Methods, Pretest, Posttest, News Broadcasts

I. INTRODUCTION

Speaking is a fundamental productive skill that enables learners to express ideas, negotiate meaning, and actively participate in social and academic interactions. In the Indonesian senior high school curriculum, speaking is a key component of the Bahasa Indonesia subject, where students are expected to understand texts and communicate information, arguments, and opinions orally in a clear and systematic manner. Within this framework, the ability to retell information from media texts, such as news reports, is particularly important as it integrates comprehension, organization of ideas, and oral expression (Rosyid et al., 2024).

Despite this curricular emphasis, classroom realities frequently show that students' speaking competence remains below the expectations. Preliminary observations in Grade XI of SMA Negeri 1 Rantau Utara, Labuhan Batu Regency, revealed several recurring challenges. Many students experienced difficulty in organizing ideas when asked to retell a news item they had watched. Their speech was often fragmented, with frequent pauses, repetitions, and incomplete sentences due to their symptoms. Vocabulary limitations constrained their ability to convey key details, while a weak understanding of news structure (e.g., orientation, key events, background information) led to disorganized retellings. Furthermore, affective factors such as anxiety and low self-confidence reduce students' willingness to speak in front of peers (Sidabutar & Manihuruk, 2022).

Traditional teacher-centered approaches to language teaching contribute to these problems. Lessons often focus heavily on reading and writing or on decontextualized grammar and vocabulary exercises, leaving limited time for structured oral practice. When speaking activities are included, they tend to rely on scripted dialogues or short individual responses rather than on extended discourse tasks, such as retelling or summarizing authentic texts. Consequently, students have few opportunities to practice sustained speech in meaningful contexts (Zhao & Zhang, 2022).

In contrast, contemporary language pedagogy emphasizes communicative, student-centered approaches and the integration of multimodal resources into the learning process. Audiovisual media, particularly videos, can provide rich contextual support and authentic language input that facilitate comprehension and stimulate meaningful oral production. In the Indonesian context, television news and online video platforms such as YouTube are highly familiar to students and provide abundant authentic material that can be re-purposed for instructional use (Prihantoro et al., 2022).

From a theoretical perspective, the use of audiovisual materials is supported by multimedia learning theory, which posits that learners process information more effectively when presented through both verbal and visual channels. Dual coding of information strengthens memory traces and can improve both comprehension and recall. In the case of news videos, learners receive information through spoken language, on-screen text, and visual representations of events, which together scaffold their understanding and support later retelling. Similarly, Edgar Dale's "cone of experience" suggests that learning experiences that approach direct, concrete experience—such as watching moving images with sound—are more likely to be retained and internalized than purely verbal explanations (Rohmat & Qosim, 2025).

In addition, audio-visual materials can model effective speaking behavior. News anchors typically use clear articulation, appropriate intonation, and a formal yet accessible vocabulary. By observing these models, students can implicitly acquire features of effective oral delivery, including prosody, discourse markers, and rhetorical organization. When students are subsequently asked to retell what they have watched, they may draw on these models to organize their own speech.

The rise of YouTube as a widely used platform offers particular pedagogical opportunities for language learning. Unlike traditional broadcast television, YouTube allows flexible access; learners and teachers can pause, replay, and select segments according to their instructional needs. Verified news channels (e.g., national broadcasters) provide up-to-date fact-based content with clear narrative structures. For high school students, such content is not only linguistically rich but also cognitively challenging because it exposes them to current social, political, and cultural issues. This aligns with broader educational goals of developing critical thinking and media literacy.

Empirical studies in Indonesian classrooms have increasingly documented the benefits of using audiovisual media to develop speaking skills. Research at the elementary and junior high levels has shown that integrating audio-visual resources into speaking lessons can increase students' motivation, participation, and oral performance, as indicated by improvements in fluency, accuracy, and coherence. Other studies combining storytelling with video-based prompts have reported substantial gains from one assessment cycle to the next, demonstrating that visual support helps students structure narratives and recall details more effectively than audio support. However, many of these studies have focused on younger learners or fictional narratives rather than expository or informational texts such as news reports (Sunarya & Atmazaki, 2024).

Research specifically examining the use of YouTube-based news videos to improve speaking competence at the senior high school level, particularly in Bahasa Indonesia, remains relatively scarce. This gap is important because senior high school students are expected to handle more complex discourses, including factual reporting, argumentation, and critical responses to current events. Retelling news content requires not only language skills but also the ability to identify key elements of a report, such as the ADIKSIMBA components (Apa/What, Di mana/Where, Kapan/When, Siapa/Who, Mengapa/Why, Bagaimana/How), and reorganize these elements into a coherent oral text.

The present study responds to this gap by investigating the use of YouTube news broadcasts within an audiovisual instructional method to improve Grade XI students' speaking competence in retelling news. In the intervention, students watched selected news videos from credible YouTube channels, identified the key informational components, and then orally retold the content using their own words. This approach aims to enhance multiple dimensions of speaking competence: clarity of articulation and intonation, fluency and continuity of speech, accuracy and completeness of content, and the use of appropriate vocabulary and expressions.

The study was conducted at SMA Negeri 1 Rantau Utara during the 2025–2026 academic year in Indonesia. The school has adequate technological facilities (e.g., projectors, internet access) and students who are generally familiar with YouTube as part of their daily media consumption habits. Simultaneously, baseline observations showed that many students underutilized this familiarity for academic purposes, relying mainly on YouTube for entertainment rather than learning. Thus, integrating YouTube news into formal instruction has the potential to bridge students' everyday digital practices and their academic language learning.

II. METHODS

A. Research Design

This study employed a quasi-experimental design using a one-group pretest–posttest model (Creswell, 2021). In this design, a single intact class was observed before and after the intervention without including a separate control group. The notation for the design is expressed as

$O_1 X O_2$

where O_1 represents the pre-test, X denotes the instructional treatment (audiovisual learning using YouTube news), and O_2 represents the post-test.

This design was chosen for pragmatic reasons as follows. The school's administrative and scheduling constraints did not permit the random assignment of students to experimental and control conditions. However, by administering the same speaking test before and after the intervention to the same group of students, it was possible to estimate the extent of change attributable to the treatment while holding participant characteristics relatively constant.

Although the absence of a control group limits the strength of causal claims, the design remains appropriate for classroom-based research, where the primary objective is to determine whether a specific instructional innovation leads to measurable improvements in learner outcomes (Sugiyono, 2019).

B. *Setting and Participants*

The research was conducted at SMA Negeri 1 Rantau Utara, a public senior high school in Labuhan Batu Regency, during the first semester of the 2025–2026 academic year. The school implements the national curriculum and offers six Grade XI classes.

The study population comprised all 191 students enrolled in Grade XI across the six classes. From this population, a sample of 32 students was selected using purposive sampling. The selected class met the following criteria.

The class had relatively stable attendance and was accessible for repeated intervention sessions.

The classroom was equipped with basic audio-visual facilities (a projector and speakers) and had reasonably reliable internet access.

The subject teacher expressed willingness to collaborate in implementing the experimental procedure.

The sample of 32 students represented approximately 25% of the total Grade XI population. Students in the class displayed a range of speaking abilities; however, based on initial observation and informal assessment, the overall level of speaking competence in retelling tasks was low to moderate.

C. *Variables*

The study involved two main variables:

Independent variable (X): The audiovisual learning method, operationalized as a structured sequence of lessons in which students watched selected YouTube news broadcasts and engaged in guided activities culminating in oral retelling tasks.

Dependent variable (Y): Students' speaking competence in retelling news content, operationalized as scores on a speaking test that required students to retell a news item they had watched and assessed using a standardized rubric.

D. *Indicators of Speaking Competence*

The assessment of speaking competence focused on key performance indicators aligned with the goals of the curriculum and the nature of the retelling tasks. The rubric covered the following dimensions.

Clarity of articulation and intonation: The extent to which students pronounced words clearly and used appropriate stress and intonation.

Fluency: The continuity and smoothness of speech, including the frequency and length of pauses, repetitions, and self-corrections, is assessed.

Content accuracy and completeness: The degree to which the retelling captured the main ideas and essential details of the original news, particularly the ADIKSIMBA elements (what, where, when, who, why, and how).

Language appropriateness: The use of appropriate vocabulary and grammatical structures suitable for formal news retelling in Bahasa Indonesia.

Expressiveness and non-verbal support: The use of facial expressions, gestures, and voice modulation to support meaning and maintain listener engagement.

Based on the total scores, students' performance was categorized as Very High (90–100), High (80–89), Fair (70–79), Low (60–69), and Very Low (< 60).

E. *Instruments*

Three main instruments were used:

Speaking Test (Pretest and Posttest).

The core instrument was an oral test in which the students were asked to retell a news item that they had just watched. For the pre- and post-tests, comparable news videos of similar length, topic complexity, and linguistic difficulty were selected. After watching the video, each student had a brief preparation period and then delivered an oral retelling, which was recorded and scored using the rubric described earlier.

Observation Sheet.

During the intervention sessions, the researcher (or collaborating teacher) used an observation sheet to document students' engagement, participation, and observable changes in their confidence and interaction patterns.

Questionnaire (Optional/Supporting).

A brief questionnaire was administered to gather students' perceptions of the audio-visual learning method, particularly regarding its attractiveness, perceived usefulness, and challenges. Although this information was not central to the quantitative analysis, it informed the interpretation of the results.

The speaking test rubric and categories were developed and refined in prior work by the researcher and were reviewed by subject-matter experts to ensure content validity. Reliability was enhanced through consistent scoring criteria and rater training; the same rater assessed all pre- and post-test performances using the same rubric.

F. *Procedure*

The study proceeded in several stages:

Preliminary Observation and Preparation.

Before formal data collection, the researcher observed regular lessons to identify existing speaking practices and confirm the need for an intervention. Appropriate YouTube news videos were selected from reputable channels, ensuring that the content was suitable for school use, linguistically appropriate, and aligned with curricular themes.

Pretest (O_1).

At the beginning of the intervention, the students completed a pretest. They watched a selected news video once or twice, depending on the teacher's judgment, and were then asked to retell the content orally. The performances were recorded and later scored.

Instructional Treatment (X): Audiovisual Learning with YouTube News.

Over a series of lessons, the following instructional cycle was implemented:

Exposure: Students watched a news broadcast from a YouTube channel in class, projected on a screen with an audio.

Comprehension and Analysis: With teacher guidance, students identified key information (ADIKSIMBA elements), discussed the structure of the news (lead, main events, background, conclusion), and clarified unknown vocabulary.

Guided Practice: Students worked in pairs or small groups to outline the news content, rehearse retelling, and receive peer and teacher feedback on clarity, organization, and language.

Individual Retelling: Selected students performed their retelling in front of the class while others listened and provided constructive comments.

Reflection: The class discussed what made certain retellings effective and how features such as intonation, emphasis, and coherence contributed to the listener's understanding.

This cycle was repeated with different news videos across several sessions, allowing students to gradually build familiarity with the task and internalize both the content and delivery strategies.

Posttest (O_2).

After the instructional sequence, the students took the post-test. The procedure mirrored that of the pretest, using a new but comparable video. Again, the individual retellings were recorded and scored using the same rubric.

G. *Data Analysis*

The quantitative data from the pretest and posttest were analyzed in several steps:

Descriptive Statistics.

For both pre- and post-tests, the mean, standard deviation, and distribution of scores across performance categories (Very Low to Very High) were calculated to describe overall trends and shifts in speaking competence.

Assumption Checking (Normality).

A normality test (e.g., Lilliefors) was applied to determine whether the distribution of scores approximated a normal curve, as required for parametric inferences.

Inferential Statistics (t-test).

To test whether the improvement in scores from the pre-to post-test was statistically significant, a paired-samples t-test was conducted. The observed t-value (t_o) was compared with the critical t-value (t_i) at the 5% significance level with 31 degrees of freedom ($N - 1$). If $t_o > t_i$, the null hypothesis (that there is no difference between pre-test and post-test scores) would be rejected in favor of the alternative hypothesis (that audiovisual instruction leads to improved speaking competence).

Through this analytic procedure, this study aimed to provide empirical evidence regarding the effectiveness of the audiovisual method using YouTube news in enhancing students' speaking performance.

III. RESULTS AND DISCUSSION**A. Descriptive Results: Pretest Performance**

Table 1. Pretest Performance Categories

Category	Frequency	Percentage	Interpretation
Very High (90–100)	—	—	No students achieved this level
High (80–89)	—	—	No students achieved this level
Fair (70–79)	8 students	22.85%	Minority demonstrated acceptable baseline competence
Low (60–69)	9 students	25.71%	Quarter of students showed limited ability
Very Low (<60)	15 students	50.42%	Majority struggled with speaking tasks

The pretest results provided a baseline picture of students' speaking competence in retelling news before the introduction of the audiovisual instructional method. The individual pretest scores for the 32 students ranged across the lower and mid-segments of the scoring scale, with a total sum of scores that yielded a mean of 59.37. This mean score placed the group as a whole in the "Low" category according to the predefined performance bands.

The distribution analysis revealed a concerning concentration of students at the lower end of the scale. When grouped into categories, approximately half of the students (about 50%) fell into the "Very Low" category (scores below 60), around a quarter (about 25%) were in the "Low" category (60–69), and only roughly 23% reached the "Fair" category (70–79). No students achieved "High" (80–89) or "Very High" (90–100) scores at this stage.

Qualitative observations of the pretest performances corroborated these quantitative patterns. Many students struggled to accurately recall and sequence the main events of the news. Their retellings often omitted essential information, such as the causes or consequences of the reported events, and the ADIKSIMBA elements were frequently incomplete or disorganized. Linguistically, students' speech was marked by frequent hesitations, fillers, and long pauses. Vocabulary limitations led to the repeated use of general, non-specific words, and grammatical errors sometimes obscured the meaning. Pronunciation issues and monotonous intonation further reduce the overall clarity and listener engagement.

These baseline findings validated the initial problem identification: without targeted intervention, students' competence in retelling news was insufficient to meet curriculum expectations, and they were unlikely to improve through conventional text-based instruction alone.

B. Descriptive Results: Posttest Performance

Table 2. Posttest Performance Categories

Category	Frequency	Percentage	Interpretation
Very High (90–100)	22 students	67.57%	Substantial majority achieved superior performance

Category	Frequency	Percentage	Interpretation
High (80–89)	10 students	29.43%	Significant proportion attained proficient level
Fair (70–79)	—	—	No students remained at this level
Low (60–69)	—	—	No students fell below this threshold
Very Low (<60)	—	—	Complete elimination of this category

Following a series of lessons implementing the audiovisual learning method with YouTube news, students took the post-test under conditions parallel to the pre-test. The post-test data showed marked improvement. The mean score increased to 83.71, indicating a gain of more than 24 points on the 100-point scale. This post-intervention mean fell within the “High” performance category, a notable shift from the “Low” category in the pretest.

Although the detailed percentages for each performance band in the posttest are not reproduced here, the overall distribution shifted upward. A clear majority of students moved into the “High” and “Very High” categories, while only a small minority remained in the “Fair” band, and virtually no students stayed in the “Low” or “Very Low” categories. In other words, almost all students showed a substantive improvement in their speaking performance.

Observation of the posttest performances offered insights into the nature of this improvement. Compared with their pre-test retellings, students’ post-test speech was typically more fluent and coherent. They were able to recount the sequence of events in the news with fewer omissions, better use of temporal and causal connectors, and a clearer structure. The ADIKSIMBA elements were more consistently identified and incorporated into the retelling, suggesting that the students had internalized a schematic understanding of news discourse.

From a linguistic standpoint, students displayed an expanded vocabulary relevant to current events, more accurate use of formal expressions appropriate for news reporting, and somewhat improved grammatical control. Pronunciation was clearer, and intonation patterns were more varied, contributing to a more natural and engaging delivery. Importantly, students projected greater confidence; they maintained eye contact more frequently, used gestures to support their messages, and spoke with more stable volume and pace.

C. Inferential Analysis: Effectiveness of the Audiovisual Method

Table 3. Standard Error Analysis

Statistic	Pretest Value	Posttest Value
Mean	59.37	83.71
Standard Deviation	8.00	5.00
Standard Error of Mean	1.43	0.84
Difference in Means	24.34 points	(Posttest – Pretest)
Standard Error of Difference	0.48	(Combined estimate)

Table 4. Hypothesis Testing Results (t-test)

Parameter	Value
Mean Difference (MD)	24.34
Standard Error of Mean Difference (SEMD)	1.84
t-statistic (t~hitung~)	3.36
Degrees of Freedom (df)	30 (N – 2 = 32 – 2)
Critical t-value (t~tabel~) at $\alpha = 0.05$	2.03

Parameter	Value
Critical t-value (t _{tabel}) at $\alpha = 0.01$	2.75
Statistical Decision	Reject H ₀ ; Accept H _a
Significance Level	$p < 0.05$

To determine whether the observed improvement in speaking scores was statistically significant, a paired-samples t-test was conducted, comparing the mean pretest (59.37) and mean posttest scores (83.71). The analysis yielded an observed t-value of 3.36. At the 5% significance level with 31 degrees of freedom, the critical t-value was 2.03. Since $3.36 > 2.03$, the null hypothesis of no difference between the pretest and posttest means was rejected. This indicates that the increase in speaking scores after treatment was statistically significant and is unlikely to be due to chance alone.

This statistical finding confirms quantitatively what was evident qualitatively: the audiovisual learning method using YouTube news videos had a substantial positive impact on students' ability to orally retell news content. While the design does not completely rule out alternative explanations (e.g., maturation or exposure to other language activities), the magnitude and consistency of the gains strongly support the conclusion that the instructional intervention was the primary driver of the improvement.

D. Discussion: Pedagogical and Theoretical Interpretation

The results can be interpreted in light of both pedagogical practices and relevant learning theories.

First, the significant improvement in speaking competence aligns with multimedia learning theory, which posits that learning is enhanced when information is presented through multiple channels (visual and auditory) and when learners actively process and integrate this information. In this study, students were exposed to spoken language, visual depictions of events, and on-screen textual cues in news videos. This multimodal input likely reinforced comprehension, making it easier for students to retrieve and reorganize information when retelling (Storck et al., 2025).

Second, the use of authentic YouTube news as a teaching material provided meaningful real-world content. Authenticity is known to increase relevance and motivation, particularly among older learners. Students reported greater interest in lessons when they dealt with current events rather than with decontextualized textbook passages. This heightened engagement may have encouraged more attentive listening and deeper processing, which, in turn, supported improved recall and expression (Baron et al., 2022).

Third, the instructional cycle embedded in the audiovisual method systematically scaffolded students' speaking skills development. The sequence of watching, analyzing, outlining, rehearsing, and retelling provides multiple opportunities to process the same content at increasing levels of production. Early stages emphasized comprehension and identification of news structure (ADIKSIMBA), while later stages required students to transform this understanding into their own oral texts. Peer and teacher feedback during practice helped students adjust their delivery, refine their language choices, and build confidence.

The explicit focus on the news structure appears to have been particularly beneficial. Before the intervention, many students' retellings lacked coherence and omitted key information. After repeated practice in identifying and using ADIKSIMBA elements, the students were better able to organize their retellings logically. This suggests that explicitly teaching discourse structures in conjunction with audiovisual input can effectively support the development of extended speaking abilities.

The study's findings also resonate with previous research demonstrating the positive impact of audio-visual media on speaking skills. Prior classroom-based studies at the primary and junior secondary levels have shown that video-supported storytelling and audio-visual prompts lead to significant gains in speaking performance across multiple cycles of action research. The present study extends this evidence to the senior high school context and the specific genre of news retelling, confirming that audiovisual methods are versatile and effective across educational levels and text types (Suryani & Sit, 2025).

Furthermore, the observed increase in students' confidence and willingness to speak underscores the affective dimension of audio-visual instruction. Many students initially felt anxious about speaking in front of their peers, fearing judgment or error. The presence of a concrete visual stimulus (the news video) and the shared classroom experience of watching and discussing it reduced the burden of generating ideas from scratch. Students can focus their efforts on how to say things rather than on what to say. Over time, repeated successful performances likely contributed to more positive self-perceptions as they became speakers.

However, it is important to recognize that the intervention also encountered challenges. Technical issues, such as occasional Internet instability, sometimes disrupted video streaming. This required contingency planning, such as pre-downloading videos or preparing backup materials. Additionally, not all students improved at the same rate; those with very low initial proficiency still needed more intensive support to reach higher-performance bands. Some students continued to struggle with certain aspects of pronunciation or with managing anxiety when speaking individually before the class.

From a methodological standpoint, the absence of a control group and the relatively small sample size limit the generalizability of these findings. It cannot be ruled out that some of the observed improvements could be attributed to natural maturation, increased familiarity with the testing format, or exposure to other language activities during the semester. However, the magnitude of the gain, alignment between instructional focus and observed improvements, and statistical significance of the results all support the conclusion that the audiovisual method was the key factor driving change.

E. Implications for Classroom Practice

The study yields several practical implications for teachers and schools:

Systematic Integration of Video in Speaking Lessons.

Teachers should not treat videos merely as an occasional supplement but can design recurring lesson sequences where news videos serve as the core stimulus for structured speaking tasks, such as retelling, summarizing, or expressing opinions.

Explicit Teaching of Discourse Structures.

Activities that train students to identify and use news structures (e.g., ADIKSIMBA) can greatly enhance the coherence of their oral production. Graphic organizers and guided questions can support this process in two ways.

Balanced Emphasis on Content and Delivery.

Feedback should address both what students say (completeness and accuracy of information) and how they say it (pronunciation, intonation, fluency, and non-verbal support), as both dimensions contribute to effective speaking.

Addressing Affective Factors.

Group rehearsals, peer support, and a culture of constructive feedback help reduce anxiety and encourage participation. Gradually increasing task difficulty and performance stakes can help students build their resilience and confidence.

Optimizing Technological Infrastructure.

Schools should ensure reliable access to audiovisual equipment and Internet connectivity, as technical disruptions can undermine the continuity and impact of such methods.

In sum, the results support the view that an audiovisual learning method grounded in authentic YouTube news can be a powerful tool for improving senior high school students' speaking competence, provided that it is implemented systematically and supported by appropriate pedagogy and infrastructure.

IV. CONCLUSIONS

This study investigated the effectiveness of an audiovisual learning method using YouTube news broadcasts to improve Grade XI students' speaking competence in retelling news at SMA Negeri 1 Rantau Utara. Employing a one-group pretest–posttest design with 32 students, the research found that students' oral retelling performance improved substantially after the intervention. The mean speaking score increased from 59.37 on the pretest to 83.71 on the posttest, and a paired-samples t-test confirmed that this gain was statistically significant at the 5% level. Descriptive and observational data revealed that students became more fluent, better organized, and more accurate in their retellings. They increasingly demonstrated mastery of the ADIKSIMBA elements of news, used more appropriate vocabulary and structures, and displayed greater confidence in speaking before peers. These outcomes align with theoretical expectations from multimedia learning and previous empirical findings on audiovisual instruction. The results suggest that integrating authentic YouTube news videos into speaking lessons, within a structured pedagogical framework that includes comprehension, analysis, guided practice, and feedback, is an effective way to enhance speaking competence in the senior high school context. However, the study's limitations—including the absence of a control group and the relatively small, context-bound sample—indicate the need for further research with more rigorous experimental designs and larger populations. Despite these limitations, the findings offer strong practical support for the broader use of audiovisual methods in Bahasa Indonesia instruction and highlight the potential of digital media to enrich

language learning and better prepare students for communicative demands in academic, social, and professional domains.

Funding Statement

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Ethical Compliance

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

Data Access Statement

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

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Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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