

Developing Student's Speaking Skill Based on Aivideo at Senior High School Grade X Smk Yayasan Taruna Bangsa Sawit Seberang 2024/2025

Dwi Intan Febriana^{1*}, Risnawaty², Asnawi³

^{1, 2, 3} Muslim Nusantara Al-Washliyah University, Medan, Indonesia

Email: dwifebriana@gmail.com^{1,3}, risnawaty.umnaw@gmail.com²

Correspondence Authors: dwifebriana@gmail.com

Article history: Received January 06, 2026; revised February 03, 2026; accepted March 06, 2026

This article is licensed under a Creative Commons Attribution 4.0 International License



ABSTRACT

This study aims to produce AI-based learning video media that can be used to improve the speaking skills of tenth-grade students at SMK Yayasan Taruna Bangsa Sawit Seberang, Indonesia. This research is a research and development (R&D) study using the ADDIE model, which consists of five stages. The trial subjects included media, material, and learning experts. The object of the study was the developed AI-based learning video. Data were collected using a validation questionnaire administered to expert validators. The results showed that the learning media received a validity score of 83 from the media experts, 94 from the material experts, and 92 from the learning experts, all of which fell into the "Very Valid" category. Furthermore, the percentage of students' speaking skills increased from 37.14% before using the AI video to 82.85% after its implementation of the AI video. Therefore, it can be concluded that the developed AI-based learning video is highly valid and effective in improving the speaking skills of tenth-grade vocational school students.

Keywords: Language, Strengthening, High School Students, Word Spinner

I. INTRODUCTION

Speaking skills are essential for mastering a language. Through speech, humans can interact effectively with their environment. Many human activities require speaking abilities, which serve as a key to conveying ideas, building relationships, and influencing others (Abdulrahman et al., 2025).

The fundamental goal of speaking as an aspect of communication is to train and guide students to possess competent speaking abilities. It is not merely about producing sounds or pronouncing words but involves the complexity of effectively expressing thoughts, feelings, and ideas to others. This skill acts as a main bridge in communication processes, enabling individuals to share information, interact, influence, and understand the world around them. Therefore, speaking skills are a crucial foundation that supports almost all social and academic activities of students (Nurul Aprilla et al., 2025).

Furthermore, developing students' speaking skills does not solely focus on language fluency. Its scope includes the ability to argue logically, deliver persuasive presentations, participate actively in discussions, and interact in various social and professional contexts. When students are proficient in speaking, they tend to be more confident in expressing opinions, brave enough to ask questions, capable of refuting or supporting ideas appropriately, and are effective negotiators. These abilities are critical not only for academic success but also as essential assets for facing future challenges in the workforce and society (Apriliani, 2024).

Thus, mastering speaking skills is a long-term investment for students to make. Through planned and systematic speaking instruction, students are expected not only to be able to speak but to become competent, critical, and competitive communicators. They will be able to adapt to various communication situations, build strong relationships, and convey important messages effectively. Ultimately, these skills will empower them to become more influential individuals capable of making positive contributions and succeeding in many areas of life (Tamara et al., 2026).

English has firmly established itself as an international language that is widely used across the globe. It is no longer just a foreign language but a crucial bridge for global communications. In various sectors such as diplomacy, business, science, technology, entertainment, and tourism, English serves as the medium for exchanging information and ideas. This phenomenon makes English proficiency not just an option but a necessity for actively participating in the global arena (Najar, 2025).

Given this urgency, students are required to master English. Amidst the unstoppable flow of information and increasing global connectivity, English proficiency has become the key to unlocking various opportunities. With this skill, students can more easily access international learning resources, stay updated with the latest scientific developments, and pursue higher education abroad. Moreover, strong English communication skills are highly valued in today's competitive global job market (Sulashvili et al., 2025).

Therefore, equipping students with strong English skills is a critical investment for their future. Mastery of this language not only enriches their knowledge and increases their individual competitiveness but also prepares them to become adaptive and communicative global citizens. The curriculum and teaching methods must continue to innovate to ensure that students not only understand English but can actively and confidently use it in various academic and professional contexts (Petallar & Mosa, 2025).

Students' English-speaking skills are among the most crucial competencies in today's era of globalization. Mastering this skill is becoming increasingly important for students preparing for their future. With this ability, they will have broader access to current knowledge sources, most of which are presented in English. Therefore, educational institutions play a vital role in ensuring that students not only master grammar and vocabulary but also apply English orally with confidence and effectiveness in their professional lives. Equipping them with professional speaking skills means providing them with the essential tools to adapt, innovate, and contribute meaningfully to the rapidly changing global society (Bekkouche & Carliner, 2026).

The world is currently experiencing rapid development. We live in an era where innovation continues to emerge, changing the way we work, interact, and learn. In this digital era, artificial intelligence (AI) has permeated many aspects of life, including that of education. This digital revolution not only impacts the industry or communication sectors but has infiltrated every aspect of daily life, creating a new landscape full of opportunities and challenges. The speed of this transformation demands that we remain adaptive and open to the possibilities offered by cutting-edge technologies (S Kumar et al., 2025).

Artificial intelligence (AI) is one of the key pillars of the digital era. AI is no longer just a science fiction concept but has become a reality that touches many areas of our lives. From recommendation algorithms on online shopping platforms to virtual assistants on smartphones, AI has simplified many tasks and opened up new opportunities. Its impact is significant in sectors such as healthcare, transportation, entertainment, and education. The integration of AI into our lives shows its great potential to optimize processes and enhance efficiency across various fields.

In education, AI brings a breath of fresh air and a new paradigm in teaching and learning. AI technology is now used to personalize learning, tailoring materials and methods to the needs and learning styles of each student. AI also helps automate administrative tasks for teachers, analyze student performance data, and develop more engaging and interactive learning platforms. Thus, AI is not just a tool but a catalyst for creating more effective, efficient, and relevant learning experiences (Jones, 2025).

AI video has transformative potential as a revolutionary interactive medium in education. Unlike traditional videos, which are passive, AI-based videos can dynamically adapt to students' responses and needs. Features such as instant feedback, customizable conversational scenarios, and interactive AI characters create a more personalized and engaging learning experience. This potential is significant in addressing classical challenges, such as limited speaking practice opportunities and students' awkwardness when speaking in front of others or with native speakers (Sofyan & Meinel, 2025).

Moreover, the interactive ability of AI videos significantly enhances students' motivation and engagement in the learning process, especially in practicing speaking skills. When students can interact directly with realistic conversational simulations, they are more motivated to try and practice without fear of making mistakes, which encourages experimentation with vocabulary, grammar, and intonation. With AI's adaptive responses, students can track their progress in real-time, which fosters a sense of achievement and motivates them to continue practicing and developing their speaking skills independently (Batubara et al., 2023).

Integrating AI video in speaking instruction not only offers a new tool but also opens up opportunities to create more immersive and effective learning experiences for students. With relevant scenarios and high levels of personalization, students can practice speaking in various contexts, from daily conversations to formal presentations. The active involvement triggered by this interactive media ensures that students do not merely memorize but internalize their speaking skills. This equips them with the confidence and fluency needed to communicate effectively in the real world, preparing them for future communication challenges (Aydemir & Başman, 2026).

Based on initial observations conducted in Grade X at the SMK Taruna Bangsa Foundation Sawit Seberang, it was found that students still struggle to develop their English-speaking skills. These difficulties include critical aspects, one of which is inaccurate pronunciation, which often hinders the clarity of the messages

conveyed. In addition, limited vocabulary poses a serious issue, making it difficult for students to express their ideas. Furthermore, psychological issues, such as shyness or lack of confidence in real conversations, act as significant barriers to effective interaction in English, both academically and socially.

Given the various challenges students face in mastering speaking skills, there is a need for the development of an innovative learning model. Conventional, passive approaches are no longer relevant to accommodate students' learning needs in this digital era. The innovation developed must overcome barriers such as lack of confidence, limited vocabulary, and inaccurate pronunciation while creating a dynamic learning environment that encourages active participation.

This innovative learning model can be designed by leveraging the vast potential of artificial intelligence (AI). AI offers personalization and interaction capabilities that were previously unseen in education. Using AI video becomes highly prospective as the main media. AI videos not only deliver visual and audio materials but also adapt, provide instant feedback, and simulate realistic conversational situations. This allows students to practice in a safe, supportive environment where they can repeat exercises without embarrassment or fear of making mistakes, thus accelerating their speaking skill acquisition.

The learning model must ensure that the developed AI video is both structured and engaging. A clear structure guides students through progressive practice stages, from basic to advanced levels. Interesting content, with relevant scenarios and interactive AI characters, will keep student motivation high and make learning enjoyable. Therefore, combining a structured design with the visual appeal of AI videos is expected to significantly enhance student engagement and effectiveness in practicing their speaking skills, preparing them to become skilled communicators in various situations.

II. METHODS

A. *Research design*

This study employed a mixed-method research and development (R&D) design, using the ADDIE model as the primary framework. The ADDIE model consists of five stages—Analysis, Design, Development, Implementation, and Evaluation—and is widely used in instructional design to guide systematic product creation and refinement. In this study, qualitative data were particularly important in the initial needs analysis and formative evaluation stages, whereas quantitative data were used to evaluate product validity and measure improvements in students' speaking skills.

This research combined descriptive qualitative procedures (e.g., observations and interviews regarding students' needs and classroom conditions) with quantitative techniques (e.g., expert validation scores and percentages of students achieving particular speaking performance categories). The overarching goal was to produce a valid and effective AI-based learning video tailored to the specific context of Grade X vocational students.

B. *Research Context and Participants*

The study was conducted at SMK Yayasan Taruna Bangsa Sawit Seberang, Langkat Regency, Indonesia. The school implements the Independent Curriculum, in which English is taught with an emphasis on communicative competence and the development of higher-order thinking skills.

The research was conducted during the odd semester of the 2025/2026 academic year. The participants were 35 Grade X students aged approximately 15–16 years. These students were selected as the research subjects because they were in the early phase of their vocational education and had relatively homogeneous exposure to formal English instruction but heterogeneous proficiency levels. Their speaking ability prior to the intervention was generally low to moderate, as revealed by initial observation and assessment.

The object of this research was the AI-based learning video media developed by the researcher. These videos were designed to support the teaching of self-introduction in English and serve as a primary stimulus and model during speaking lessons.

C. *Instrument development*

Several instruments were used to collect data:

Observation and Speaking Performance Checklist

An observation-based questionnaire or checklist was used to assess students' speaking skills before and after the implementation of AI-based videos. The checklist focused on key aspects of speaking, particularly pronunciation, fluency, and confidence when speaking in front of the class. Students were categorized into performance levels (e.g., "good" and "low") based on the predefined criteria.

Validation Questionnaires for Experts

Three validation instruments were developed to evaluate the AI-based videos from the perspectives of a media expert, material expert, and learning (instructional) expert. Each questionnaire used a Likert-type scale ranging from 1 (not feasible) to 5 (very feasible) and included indicators related to attractiveness, usefulness, content accuracy, clarity, language appropriateness, ease of use, and potential learning impact.

Interview Guides

Semi-structured interviews were conducted with the Grade X English teacher and a selection of students representing both higher and lower speaking proficiency levels. The interviews explored perceived difficulties in speaking, experiences with existing learning media, and expectations toward technology-supported instruction. These qualitative insights informed the Analysis and Design stages.

D. Research Procedures (ADDIE)

D.1. Analysis

Three types of analysis were carried out:

Student Needs Analysis: The researcher observed English lessons and assessed the students' speaking abilities. The findings indicated that many students had low speaking skills, particularly in terms of pronunciation, fluency, and confidence. Learning was dominated by textbooks and teacher explanations, with limited use of multimedia.

Media Needs Analysis: Considering students' age and strong orientation toward digital technology, AI-based learning videos were identified as a suitable medium for instruction. Students showed interest in visually engaging and technologically current media, suggesting that AI-generated animations and voices can capture their attention and support practice.

Curriculum Analysis: The Independent Curriculum and Grade X English syllabus were reviewed. The topic of "Self-Introduction" was selected as the focal content for the videos, as it is fundamental and closely aligned with students' immediate communication needs.

D.2. Design

In the Design stage, the researcher:

The learning objectives were specified, such as enabling students to introduce themselves in English with appropriate pronunciation, fluency, and confidence.

Selected and organized content related to self-introduction (personal information, family, hobbies, aspirations). The planned video structure included sequences of modeled dialogues, highlighted vocabulary, and opportunities for imitation and practice.

The researcher then designed the visual and auditory elements of the videos using Canva and AI functions. Animated characters were created to act as models and interlocutors, and text-to-speech tools were used to generate English narration with clear pronunciation and intonation.

D.3. Development

During Development, the AI-based learning videos were produced in full. The main steps included the following:

Accessing Canva and logging in via a Google account.

Animated characters were generated using Canva AI by entering prompts that described the desired characters and situations.

Downloading the animations and inserting them into a video project.

Video scenes with appropriate backgrounds, text overlays, and transitions were designed to create an attractive and coherent narrative.

Integrating AI-generated voice (text-to-speech) to provide English narration and dialogues.

Exporting the completed videos in MP4 format.

Four videos with different but related self-introduction scenarios were produced for use in several lessons.

The completed videos were then validated by experts. A media expert evaluated the technical quality, visual design, and usability. A material expert examined the content accuracy, completeness, and alignment with curriculum goals. A learning expert (the class teacher) assessed the videos' suitability for the classroom context, their potential to motivate students, and clarity.

D.4. Implementation

In the Implementation stage, the validated AI-based videos were integrated into English lessons with 35 Grade X students. The lessons followed a structured plan:

The teacher briefly introduced the topic and learning objectives.

Students watched the AI-based video, focusing on how the characters introduced themselves to the students.

The teacher highlighted key vocabulary, phrases, and pronunciation features from the video.

Students drafted their own self-introduction scripts.

Students practiced and then performed their self-introductions in front of the class, using the video models as a reference.

Peers and the teacher provided appreciation and supportive feedback.

Students' speaking skills were assessed before and after the sequence of lessons using an observation checklist to determine whether they fell into the "good" or "low" performance categories.

D.5. Evaluation

The evaluation involved both product and outcome evaluations. Quantitatively, expert validation scores were converted into percentage validity using the formula $P = (F/N) \times 100$, where F is the mean score, and N is the maximum possible score. Similarly, the percentages of students in each speaking category were calculated before and after the intervention. Qualitatively, observational and interview data were used to interpret how and why changes occurred and to identify strengths and areas for improvement in the media and implementation.

III. RESULTS AND DISCUSSION

A. Product Validity: Expert Validation Results

The first research objective was to develop AI-based learning videos that are valid and feasible for teaching Grade X vocational students' speaking skills. Validation involved three experts.

The media expert assessed aspects such as imagination, benefits, alignment with lesson content, ease of use, role as a teaching aid, and the potential to enhance interest. The expert indicated that the videos displayed attractive images, stimulated students' imagination, supported the learning content, and facilitated understanding of the materials. The total score yielded an average of 4.15 on a 5-point scale, which, when converted, resulted in a validity score of 83. According to the predetermined criteria, this score fell into the "very valid" category. This suggests that the technical and visual quality of the AI-based videos was high and suitable for classroom implementation.

Material Expert Validation

The material expert evaluated the suitability of the content with respect to learning objectives, curriculum alignment, clarity and completeness of material, appropriateness for students' developmental level and characteristics, and coherence between narration and visuals. The expert judged the content to be clear, sufficiently comprehensive for the topic of self-introduction, and well-aligned with the learning objectives and students' needs. The average score was 4.7, corresponding to a validity score of 94, which again fell within the "very valid" category. This indicates that the videos contain relevant and pedagogically sound language input for developing speaking skills in children.

Learning Expert (Teacher) Validation

The learning expert, a Grade X English teacher, focused on how well the videos fit into the classroom practice. The indicators included the suitability of video content with existing learning materials, ease of integration into lessons, clarity for students, and the potential to increase motivation, curiosity, and interactivity. The teacher reported that the videos were easy to use, aligned with lesson plans, and capable of making learning more interesting and interactive. The average score of 4.6 produced a validity value of 92, which was categorized as "very valid." This confirms that the AI-based videos are not only technically sound and content-appropriate, but also practically usable and beneficial in real classroom conditions.

Taken together, the three validation results indicate that the developed AI-based learning videos meet high standards of media quality, content accuracy, and instructional relevance. Thus, they fulfill the first research objective and provide a solid foundation for investigating their effectiveness in improving students' speaking skills.

B. Students' Speaking Skills Before and After Implementation

The second research objective was to determine the improvement in students' speaking skills after learning using AI-based videos. Students' performance was categorized as "good" or "low" based on an observation-based assessment focusing on pronunciation, fluency, and confidence level.

Before the intervention, only 13 out of 35 students were categorized as having good speaking skills, while 22 students were in the low category, resulting in 37.14% in the good category. After a series of lessons integrating AI-based videos, the percentage of students in the good category increased to 82.85%. This corresponds to 29 students, indicating that only a small minority remained in the low category. The overall change represents a substantial improvement of more than 45 percentage points in the proportion of students who demonstrated good speaking performance.

The pre–post comparison is summarized in the following table:

Table 1. Pre Post

Measurement	Number of Students in “Good” Category	Number of Students in “Low” Category	Percentage “Good”	Percentage “Low”
Before AI video use	13	22	37.14%	62.86%
After AI video use	29	6	82.85%	17.15%

These results show that the majority of students moved from the low to good category after being exposed to AI-based learning videos and participating in related speaking activities.

C. Discussion of Effectiveness

The substantial improvement in students’ speaking performance can be interpreted in light of both the design features of the AI-based videos and the findings from previous research.

First, the videos provided clear models of self-introduction in English using animated characters and AI-generated narration. Students could repeatedly watch and listen to correct pronunciation, intonation, and sentence patterns, which likely contributed to improvements in their accuracy and fluency. The combination of visual and auditory channels may have supported memory and understanding, as learners can associate language forms with characters, contexts, and visual cues (Nakamura et al., 2020).

Second, the use of AI-based media aligned well with students’ interests and their digital habits. Vocational students aged 15–16 years are typically familiar with and attracted to multimedia content. The novelty and modernity of AI-generated animations and voices likely increased attention and motivation levels. When learners are more engaged and perceive learning as enjoyable, they are more willing to practice, which is essential for developing speaking skills.

Third, the lessons were structured to move from input to output. Students did not merely watch the videos passively; they were guided to analyze the language used in the videos, draft their own self-introductions, rehearse, and finally perform in front of their peers. This sequence encouraged the active use of language, not just comprehension. The videos thus functioned as a scaffold, modelling target performance and reducing the cognitive load associated with generating language from scratch (Concepcion, 2025).

Fourth, AI-based videos contributed to creating a safer learning environment. Because students could first observe non-human, animated characters performing the task, some of the social pressure associated with public speaking may have been reduced. By practicing with the video models, students gained confidence before speaking in front of others. This is consistent with the literature emphasizing the role of low-anxiety practice settings in reducing speaking anxiety and building self-confidence (Widiastuti et al., 2024).

The observed improvements in speaking skills were consistent with previous research. Studies on the use of interactive AI-based video and AI platforms for language learning have reported significant gains in speaking performance and critical speaking skills, as well as positive attitudes toward the learning process. Research on video-based approaches, including dubbing videos and self-produced educational videos, has shown that learners become more fluent, confident, and engaged when working with video materials that require active speaking. Moreover, prior work on AI-enhanced instructional modules and video tutorials indicates that AI can provide timely feedback and support, leading to better speaking outcomes (Cahyono & Rosita, 2023).

Although the present study did not integrate fully interactive AI feedback (e.g., automated assessment of student speech), the use of AI in generating content already offers several advantages: consistent and clear pronunciation models, customizable characters and scenarios, and efficient production of visually appealing materials. These elements align with findings that AI and video-based media can make learning more efficient, flexible, and student-centered.

The findings have several implications for EFL teaching, particularly in vocational high schools:

The study demonstrates that AI-based learning videos can be effectively integrated into curriculum-based lessons, in this case, the topic of self-introduction under the Independent Curriculum (Haris et al., 2026). Teachers can adapt this approach to other speaking topics, such as describing occupations, explaining procedures, or handling customer service scenarios relevant to vocational fields.

Once developed, AI-based videos can be reused across classes and school years, reducing the time teachers need to repeatedly model the same dialogue or explanation. Teachers can then focus on facilitating practice, monitoring individual progress, and providing personalized support.

Enhancing Student-Centered Learning

AI-based videos support student-centered learning by enabling learners to watch and practice at their own pace, inside or outside the classroom. Students can replay segments they find difficult and use the videos as a reference when preparing their own speaking tasks.

Developing Digital and Communication Competencies Simultaneously

Working with AI-generated media familiarizes students with emerging technologies, thus contributing to digital literacy while simultaneously developing communication skills. This dual focus aligns well with the competencies expected of vocational graduates in technologically advanced societies.

Despite its positive results, this study has some limitations. The sample was limited to one vocational school and one grade level, which may restrict the generalizability of the findings. The design did not include a control group taught without AI-based videos; therefore, improvements cannot be exclusively attributed to the media. Factors such as teacher support and increased practice opportunities also played a role. Moreover, speaking performance was assessed based on categorical judgments (good/low) rather than detailed scoring across multiple sub-skills (Pyshchyk, 2026).

Future research could address these limitations by employing experimental or quasi-experimental designs with control groups, larger and more diverse samples, and more detailed speaking assessments. Studies might also explore fully interactive AI systems that analyze students' speech in real time and provide automated feedback on pronunciation, grammar, and fluency. Additionally, longitudinal research could investigate the long-term retention of speaking skills and the effects of AI-based media on different topics and proficiency levels.

IV. CONCLUSIONS

This study examined how Indonesian teachers navigate and resist neoliberal agendas embedded in national online learning platforms, employing a large-scale quantitative survey informed by critical ethnographic and labor process perspectives. The findings show that teachers widely perceive platforms as instruments of datafication, individualized responsibility, and managerial control, with particularly intense experiences among honorary teachers and those working in rural and non-Java-Bali contexts. Simultaneously, teachers enact diverse navigation strategies and forms of everyday resistance, including selective engagement, collegial cooperation, and quiet refusal of platform directives that conflict with professional judgement. By moving beyond a narrow focus on digital access, this study highlights the need to re-politicise digitalization policies in Indonesian education. National platforms are not neutral tools but contested terrains where competing visions of education, labor, and professionalism are negotiated. Ensuring that these infrastructures serve democratic and socially just purposes requires centering teacher agency in platform design and governance, addressing precarious labor conditions, and opening institutional spaces for critical dialogue about the goals and consequences of digital reforms. Future research that deepens and extends the critical quantitative approach employed here can further illuminate how teachers in Indonesia and beyond appropriate, contest, and transform the neoliberal logic of platformised schooling.

Funding Statement

"No external funding was received for this study."

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 and other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, DOI (Digital Object Identifier), or contact details.
3. Data Availability: Indicates whether the data are publicly accessible, available upon request, or restricted due to ethical, legal, or privacy considerations.
4. Data Licensing: If data are open, specify the applicable license (e.g., Creative Commons).

Examples of Data Access Statements:

1. Open Data:
 - "The data supporting this study are openly available in Zenodo at [DOI:10.xxxx/zenodo.xxxx]."
2. Restricted Data:
 - "The data that support the findings of this study are available upon request from the corresponding author. Due to privacy concerns, the data are not publicly available."
3. No Data Available:
 - "No datasets were generated or analyzed during the current study."
4. Conditional Access:
 - "The data supporting this study are available under restricted access and can be obtained upon reasonable request from the corresponding author with permission from the ethics committee."

Purpose of a Data Access Statement:

- Reproducibility: Enables other researchers to replicate or verify the findings.
- Collaboration: Encourages further collaboration by sharing data.
- Compliance: Adheres to the policies of funding agencies or journals that require open access to data.

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.

ACKNOWLEDGEMENTS

The author thanks all people and institutions in most cases, as well as the sponsor and financial support acknowledgments.

REFERENCES

- [1] Abdulrahman, T. A. A., Al-Najjar, A. M., & Alkamel, M. A. A. (2025). *Teachers and the Educational Environment as Factors Affecting Speaking Skills in Yemeni Secondary Schools*. <https://doi.org/10.21203/rs.3.rs-8215163/v1>
- [2] Apriliani, D. (2024). Penggunaan artificial intelligence dalam pembelajaran bahasa Indonesia. *DIKBASTRA: Jurnal Pendidikan Bahasa Dan Sastra*, 7(1). <https://doi.org/10.22437/dikbastra.v7i1.33262>
- [3] Aydemir, M., & Başman, M. (2026). Integrating Generative AI with VR and AR: Enhancing Immersive Educational Experiences Via Authentic Learning and Assessment. In *Generative AI in Education* (pp. 179–201). Springer Nature Singapore. https://doi.org/10.1007/978-981-95-4871-2_10
- [4] Batubara, K. B., Natalia, C. H., & Khairina, Y. (2023). Designing Interactive Video as an Innovative Teaching Media for Enhancing Speaking Skills: Embracing the 4Cs in Higher Education. *REGISTER: Journal of English Language Teaching of FBS-Unimed*, 12(3), 249–256. <https://doi.org/10.24114/reg.v12i3.50991>
- [5] Bekkouche, N., & Carliner, S. (2026). The Academic Preparation of Transnational Students: An Analysis of Curriculum and Teaching Methods from Four International Systems. *New Horizons in Adult Education and Human Resource Development*, 38(1), 8–21. <https://doi.org/10.1177/19394225251365338>
- [6] Cahyono, A. E., & Rosita, R. (2023). THE IMPACT OF USING AI-BASED LANGUAGE LEARNING PLATFORMS ON ENGLISH SPEAKING SKILLS OF COLLEGE STUDENTS. *TRANSFORMATIONAL LANGUAGE LITERATURE AND TECHNOLOGY OVERVIEW IN LEARNING (TRANSTOOL)*, 2(2), 1–8. <https://doi.org/10.55047/transtool.v2i2.1352>

- [7] Concepcion, A. (2025). Social Media Use and Its Effects on Students' Digital Well-Being and Academic Performance: A Survey-Based Study. *International Journal on Culture, History, and Religion*, 7(S13), 605–632. <https://doi.org/10.63931/ijchr.v7iS13.274>
- [8] Haris, Y., Fransiska, J., Kosmanto, D., Arianto, R., Asha, L., Sutarto, Fakhruddin, & Destriani. (2026). Artificial Intelligence-Based Learning Management to Improve the Effectiveness of the Independent Curriculum. *Journal of Educational Management Research*, 5(1), 231–243. <https://doi.org/10.61987/jemr.v5i1.1614>
- [9] Jones, R. L. (2025). *Female Robots and AI in Science Fiction Cinema*. Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-94917-3>
- [10] Najar, M. (2025). English Language - The Architectural Bridge for Engineers to Global Professionalism. *International Journal For Multidisciplinary Research*, 7(6). <https://doi.org/10.36948/ijfmr.2025.v07i06.61736>
- [11] Nakamura, C., Arai, M., Hirose, Y., & Flynn, S. (2020). An Extra Cue Is Beneficial for Native Speakers but Can Be Disruptive for Second Language Learners: Integration of Prosody and Visual Context in Syntactic Ambiguity Resolution. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02835>
- [12] Nurul Aprilla, Tasya Nadira, & Aqila Az Zahra. (2025). The essence Phonology in Linguistic Studies. *Fonologi: Jurnal Ilmuan Bahasa Dan Sastra Inggris*, 3(1), 134–141. <https://doi.org/10.61132/fonologi.v3i1.1418>
- [13] Petallar, C. J. G., & Mosa, C. P. (2025). Perception on the use of graphic organizer in teaching English for academic professional purposes. *International Journal of English Literature and Social Sciences*, 10(4), 188–220. <https://doi.org/10.22161/ijels.104.30>
- [14] Pysychyk, O. V. (2026). 7. Digital Technologies as a Means of Developing Students' Critical Thinking and Media Literacy. *Spiritual and Intellectual Upbringing and Teaching of Youth in the XXI Century*, 10. <https://doi.org/10.58962/2708-4809.SIUTY.2026.07>
- [15] S Kumar, C., Uppar, A., & C. V, A. P. M. (2025). Artificial Intelligence in Education: Transforming Learning for the Digital Era. *International Journal of Scientific Research in Engineering and Management*, 09(11), 1–9. <https://doi.org/10.55041/IJSREM54718>
- [16] Sofyan, Z., & Meinel, C. (2025). *INNOVATING MOOC EDUCATION: THE ROLE OF INTERACTIVE VIDEOS IN TEACHING AI TO NEW LEARNERS*. 5325–5331. <https://doi.org/10.21125/inted.2025.1338>
- [17] Sulashvili, N., Khusseyn, V., Hussin, D., Gabunia, L., Gorgaslidze, N., Sulashvili, M., Giorgobiani, M., Zarnadze, I., Zarnadze, S. (Davit), & Aphkhazava, D. (2025). PERSPECTIVES ON ENGLISH LANGUAGE ACQUISITION, ROLE AND ITS IMPACT IN ENHANCING ON EDUCATION MOBILITY, SOCIO-CULTURAL, INSTITUTIONAL INTEGRATION AND MEDICAL LABOR MARKET INTEGRATION IN EUROPE AND WORLDWIDE IN THE CONTEXT OF EDUCATIONAL GLOBALIZATION. *GEORGIAN SCIENTISTS*. <https://doi.org/10.52340/g.s.2025.07.04.03>
- [18] Tamara, I., Siregar, A. M. P., & Yahsya, A. (2026). Students' Problems in Learning Speaking Skills (A Case Study Atsma Negeri 1 Panyabungan Selatan). *MUDABBIR Journal Research and Education Studies*, 5(1), 1057–1063. <https://doi.org/10.56832/mudabbir.v5i1.2396>
- [19] Widiastuti, R. Y., Pramesti, M. Z. G., Afifah, N. H., Khotimah, A. K., & Driyaningsih, A. (2024). The Influence of Project-Based Learning in Creating AI-Driven Animation Videos on Early Childhood Discipline. *Educative: Jurnal Ilmiah Pendidikan*, 2(3), 188–200. <https://doi.org/10.70437/educative.v2i3.819>