

Developing Speaking Learning Materials Through Video Blogging for 8th Grade Students

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ABSTRACT

This research and development study aimed to develop and evaluate speaking learning materials integrating video blogging (vlogging) within a project-based learning (PBL) framework for eighth-grade students at SMP Swasta IT Ad Durrah, Medan. The ADDIE model (Analysis, Design, Development, Implementation, Evaluation) guided the systematic design of a vlog-based speaking module targeting fluency, pronunciation, vocabulary, accuracy, and organization in oral presentations. Needs analysis through classroom observation, teacher interviews, and student questionnaires revealed that speaking instruction was dominated by textbook-based drills, limited authentic practice, and low learner confidence, despite high student interest in technology-mediated activities. The product development produced a multi-unit module including model vlogs, guided speaking tasks, scaffolded project stages, and performance rubrics aligned with the junior high school curriculum. Expert validation data indicated that the materials met the criteria of content validity, language clarity, presentation quality, and media feasibility, with an overall mean score of 4.65, categorized as “very feasible.” Implementation with 60 students showed substantial gains in speaking performance: the mean score increased from 66.8 (pre-test) to 82.9 (post-test), with a mean gain of 16.1 and a paired-sample t-observed value of 12.45 exceeding t-table 2.04 at the 0.05 significance level. Qualitative findings further indicated increased motivation, confidence, and engagement among the participants. These results suggest that vlog-based, PBL-oriented materials are valid, practical, and effective for enhancing lower secondary EFL learners’ speaking skills.

Keywords: Speaking, Developing, Teaching, Students

I. INTRODUCTION

English speaking skill is one of the most essential productive abilities that students are expected to master particularly at the junior high school level. In today’s educational landscape, the ability to speak English goes beyond mastering vocabulary and grammar, it also requires critical thinking, structured idea delivery, and creative oral expression. However, in many Indonesian schools, including possibly at SMP Swasta IT Ad Durrah, speaking skills often receive limited attention due to the dominance of traditional teaching approaches (Bekkouche & Carliner, 2026).

In the classroom, the teaching of speaking is frequently conducted through textbook based drills, rote memorization, and rigid dialogues. These methods may fail to provide students with sufficient opportunities to practice real-life communication. As a result, students tend to lack confidence, fluency, and creativity when asked to speak spontaneously or deliver presentations. This phenomenon is further compounded by the lack of engaging, student-centered materials that promote authentic speaking experiences (Nurul Aprilla et al., 2025). Furthermore, Based on interviews with an English teacher and one student, it was concluded that speaking remained one of the most challenging abilities in the English learning process. During the observation, the student displayed reluctance and lack of confidence when asked to speak in front of the class. The teacher remarked that students generally struggle with limited vocabulary, pronunciation challenges, and fear of making mistakes. From the students’ perspective, many reported feeling nervous and humiliated when speaking because they were terrified of being laughed at by their peers. The student also mentioned that she lacked practice opportunities and preferred to stay silent rather than take risks. These findings show that speaking challenges arise from both internal issues, such as low self-confidence, and external variables, such as insufficient assistance and practice in the school setting (Aguirre-Muñoz et al., 2024).

To address this gap, it is important to design innovative and relevant instructional materials that encourage students to actively use spoken English. This research aims to develop English speaking teaching materials through video blogging, utilizing the Project Based Learning approach. By engaging in vlog-based speaking projects, students are encouraged to express personal experiences, describe themselves, or tell narrative stories in a more meaningful and contextualized manner (Muhammad Arbain et al., 2025).

Additionally, current speaking resources may not adequately engage students or accommodate their varied learning preferences, which could result in a lack of confidence and drive when it comes to utilizing English in everyday situations. Even if technology is being incorporated more and more, it may not always be used to its full potential to improve productive abilities like speaking; it is frequently limited to passive consumption rather than active invention. As a result, students could find it difficult to provide grammatically correct spoken English phrases, use suitable terminology fluently, or create cohesive presentations. There is an urgent need for creative and captivating teaching resources that can close the gap between the intended speaking proficiency and the current teaching methods, equipping students for successful oral communication in the contemporary world (Nataliya, 2022).

This phenomenon shows that students are more exposed to casual digital communication platforms like Instagram, TikTok, and WhatsApp in the contemporary digital era, which has significantly increased their use of spoken and written language. However, more communication does not always result in better formal language or academic performance outcomes. Indeed, a notable disparity still exists between students' proficiency in controlled, academic settings and their capacity for informal self-expression, particularly in productive language abilities such as speaking and writing. In the spoken arena, this discrepancy is also noticeable, especially when students are required to provide structured spoken text in an informal classroom context, such as self-introductions or personal tales. In SMP Swasta IT Ad Durrah, for instance, students frequently show fluency in informal oral exchanges or the development of social media content but struggle when asked to create grammatically correct, coherent, and well-structured spoken presentations. According to Godwin Andriani et al. (2025), these difficulties reflect a larger problem in English language instruction. Although students have access to and use digital resources extensively, their promise to aid in the development of formal language skills is not fully realized. Speaking education in many schools today is still restricted to rote memorization and textbook-based assignments, neither of which effectively capture students' digital literacy or their real-world communication patterns (Andriani et al., 2025).

This phenomenon highlights the necessity for creative teaching strategies that include students' digital habits in formal language instruction, especially when it comes to speaking. When paired with video blogging (vlogging), Project Based Learning offers a potentially effective educational approach. According to Puspitaloka et al. (2026), project-based learning gives students the opportunity to work on relevant, contextualized assignments that improve their language and topic mastery. By allowing students to use real digital media to organize, practice, and perform spoken texts, video blogging, when combined with Project Based Learning, helps students bridge the gap between structured academic speaking and informal digital expression. This technique fosters confidence, creativity, and critical thinking in English speaking while leveraging students' existing familiarity with digital tools to enhance their ability to produce structured oral presentations (Puspitaloka et al., 2026).

Innovative and captivating teaching strategies are becoming increasingly necessary in language education, especially when it comes to enhancing students' productive language abilities, such as speaking. Conventional approaches frequently fall short in terms of effectively engaging students, particularly when it comes to formal presentation requirements or abstract language structures. Media technology has become a powerful instrument for encouraging engagement, motivation, and creativity. There is a gap in the incorporation of these tools into formal learning systems because most studies have not expanded their development into scientifically validated digital teaching materials. This flaw is indicative of a larger problem in language instruction: the inability to convert students' innate inventiveness and familiarity with technology into organized learning objectives, particularly in speaking abilities (Muhtadi'in, 2025).

Video blogging assignments can help students practice language in context, create cohesive spoken narratives, and build self-confidence while utilizing digital media. While the digital medium of vlogging speaks to students' comfort level with technology and their desire for creative expression, project-based learning integration guarantees that students are engaged in meaningful, collaborative assignments with real-world significance (Ishaq et al., 2025). This method works best in settings like SMP Swasta IT Ad Durrah, where students may be digitally literate but do not have the organized opportunity to translate that into formal, effective English speaking performances.

In particular, the development of speaking abilities requires a change in English language instruction from passive, textbook-centered methods to more interactive, learner-centered approaches in the age of the digital

revolution. Project-based learning, which enables students to work on worthwhile projects, solve real-world issues, and communicate their findings in a cooperative and thoughtful way, is one of the best models for doing this. Project-based learning facilitates deeper learning by placing students in active positions where they investigate real-world material and use what they have learned to generate observable outcomes, as argued by Larmer, Mergendoller, and Boss (2015). This study uses video blogging (vlogging) connected with the project-based learning approach to help students improve their English speaking skills through organized oral presentations. Vlogging gives students a fun way to use multimedia technologies they are already accustomed to in their everyday lives while planning, practicing, and presenting their thoughts in spoken English. In addition to developing communication skills, students' digital media projects, such as vlogs, also boost confidence, independence, and digital fluency, all of which are essential elements of education in the twenty-first century (Arofah et al., 2025). It has been observed at SMP Swasta IT Ad Durrah that when students are expected to speak in front of others, especially in formal English, they frequently exhibit hesitation and lack preparation. This is because the existing teaching materials are not relevant to their interests or reality, in addition to their weak command of grammar and vocabulary. Rather than incorporating local knowledge, culture, or environment, all of which could be potent tools for meaningful communication, the materials are typically generic. Effective speaking training should provide students with realistic, real-world circumstances that reflect communication in everyday situations. The creation of PBL based speaking materials in the form of video blogging assignments that describe local culture, individual experiences, or societal issues encourages students to develop spoken English proficiency rooted in their local context. In addition to strengthening language proficiency and structure, this method assists students in connecting their education with their sense of self and community (Arofah et al., 2025).

This study aims to show that students' inventiveness, speaking fluency, and digital communication abilities may be greatly improved by including video blogging into English speaking education. Students can organize material, engage with classmates, study themes, and express their thoughts verbally through structured digital media through video blogging, which is a component of the Project Based Learning approach. Because today's students are accustomed to digital tools and visual platforms from an early age, this paradigm is particularly pertinent to them. In addition to improving student engagement and breaking up classroom monotony, video blogging promotes active participation and the use of language in natural settings. Despite its numerous benefits, there are still some barriers to the use of video blogging in formal education, including restricted access to editing software, a lack of training for teachers in multimedia-based instruction, and the potential for excessive emphasis on visuals at the expense of linguistic accuracy (Kholodniak, 2026). To guarantee that learning goals are met without sacrificing academic depth, a methodical instructional model that combines organized language development with digital creativity must be created. To improve students' presentation skills and encourage confident, grammatically correct spoken English among junior high school students at SMP Swasta IT Ad Durrah, this study intends to create and test speaking teaching materials based on video blogging within a project-based learning framework.

II. METHODS

This study employed a Research and Development (R&D) design to produce, validate, and evaluate speaking learning materials through video blogging for eighth-grade students at SMP Swasta IT Ad Durrah, Medan. The R&D approach was chosen because it combines empirical inquiry with systematic product development, enabling the creation of contextually appropriate instructional materials supported by iterative testing and refinement of the product. The ADDIE model—Analysis, Design, Development, Implementation, Evaluation served as the overarching framework guiding all stages of the study.

A. Research Design

In the Analysis phase, the researcher conducted classroom observations, teacher interviews, and student needs questionnaires to identify gaps between existing speaking practices and desired competencies. Observations revealed that speaking lessons were dominated by question-answer sessions and brief textbook dialogues, with limited opportunities for learners to produce extended and meaningful spoken texts. Interviews with the English teacher indicated that while various methods were known, technology such as video blogging had not yet been systematically integrated into speaking instruction in the classroom. The teacher expressed strong support for incorporating vlogging, believing it would expand practice opportunities and help students diagnose their strengths and weaknesses in their speaking performance.

Student questionnaires further illuminated the learners' needs and perceptions. A large proportion of students reported difficulty and discomfort with speaking English: 81% found speaking challenging and unpleasant,

and 78% said they often lacked ideas and confidence when speaking in class. Simultaneously, students expressed high interest in technology-rich tasks; 89% indicated that video-based speaking activities would increase their confidence, and 92% were very interested in using vlogs as a learning medium. These data confirmed an urgent need for innovative, student-centred materials that integrate digital media into speaking instruction.

During the Design phase, the results of the needs analysis were translated into a conceptual blueprint for vlog-based speaking materials. The learning objectives were specified to target students' ability to produce coherent descriptive and narrative spoken texts, express personal experiences and future plans, and deliver structured presentations with improved fluency, vocabulary, grammar, pronunciation, and organization. The design adopted a PBL approach, structuring activities into pre-activity (model exposure and language focus), whilst activity (guided practice and collaborative planning), and post-activity (vlog production and reflection) stages. Communicative Language Teaching principles underpinned the design, emphasizing meaningful communication, learner autonomy, and interactive tasks. Assessment rubrics were developed to evaluate students' speaking performances in terms of vocabulary, grammar, pronunciation, fluency, and organization. The Development phase focuses on transforming the design into concrete instructional products. The main output was a vlog-based speaking module comprising several units, each centered on a specific text type or communicative function, such as self-description, personal experiences, "how to" procedures, and future dreams. Each unit included an introduction to the learning objectives, model vlogs or video scenarios, vocabulary and expression lists, guided speaking tasks, detailed vlogging guidelines (covering conceptualizing, brainstorming, articulation, monitoring, and evaluation), and reflection prompts. The materials were designed to be visually appealing, linguistically accessible, and technically feasible within the school's infrastructure.

Expert validation was conducted prior to the implementation of the program in the classroom. A material expert with expertise in language education and a media expert specializing in instructional technology evaluated the module using structured validation sheets. The instruments employed Likert-scale items to assess content relevance, language clarity, organization and presentation, and visual/media design, alongside open-ended comment sections for qualitative feedback. Validation results showed that the average score across all aspects was 4.65, placing the materials in the "very feasible" category. Experts recommended minor revisions, such as clarifying some instructions and adding model vlogs to illustrate target tasks; these suggestions were incorporated into the final version.

B. Population and Sample

The study involved eighth grade students at SMP Swasta IT Ad Durrah during the odd semester of the 2025/2026 academic year. A purposive sampling technique was employed to select two classes, each consisting of approximately 30 students, yielding a total sample of 60 learners. One class (Crystal) was used for limited trials to examine material readability and practicality, while the second class (Diamond) participated in the main implementation to evaluate the effectiveness of regular instruction. This sample size was considered sufficient to conduct descriptive and inferential statistical analyses of the learning outcomes.

C. Instruments

Three primary instruments were used for data collection.

Expert Validation Sheets

These instruments assessed the feasibility of the materials in terms of content accuracy and alignment with the curriculum, language appropriateness, logical organization and presentation, and media/visual quality. Items were rated on a four-point Likert scale ranging from "poor" to "very good," with spaces for qualitative comments and suggestions.

Student Response Questionnaire

A questionnaire comprising 10–15 Likert-scale statements was administered after implementation to capture students' perceptions of the materials' attractiveness, clarity, ease of use, motivational value, and contribution to their speaking skills and creativity. The response options ranged from "strongly agree" to "disagree."

Student Evaluation Sheet (Speaking Test and Rubric)

Pre-test and post-test speaking tasks were administered to measure students' speaking performance before and after using the developed materials. Students were asked to produce spoken texts based on specified prompts, and their performances were assessed using an analytic rubric covering vocabulary, grammar, pronunciation, fluency, and comprehension/organization skills. Scores were recorded for the statistical analysis of learning gains.

Procedures

The implementation followed the ADDIE sequence. After analysis, design, development, and expert validation, the revised materials were piloted in a limited trial to identify practical issues related to usability and classroom management. Adjustments were made based on observations and student feedback, including simplifying tasks and providing clearer technical guidance for recording and uploading vlogs.

During the main implementation, the students engaged in a series of lessons using the vlog-based module. Each unit began with exposure to model vlogs and guided analysis of language features, followed by controlled and semi-controlled speaking exercises. Learners then planned, scripted, rehearsed, and recorded their own vlogs, which were shared for peer and teacher feedback. Throughout the process, the teacher acted as a facilitator, providing linguistic support, monitoring progress, and guiding reflection.

D. Data Analysis

Qualitative data from expert comments, classroom observations, and open-ended student responses were analyzed descriptively to identify strengths, weaknesses, and suggestions for improvement. Themes such as increased motivation, reduced anxiety, and challenges with technology were extracted and used to refine the interpretations of the materials' practicality. Quantitative data from expert validation ratings and student questionnaires were analyzed using descriptive statistics (means and percentages) to determine feasibility and learner acceptance of the program.

Pre- and post-test speaking scores were analyzed using paired-sample t-tests to examine the significance of differences in students' performance before and after using the materials. Statistical analysis was conducted using SPSS, with a significance level of 0.05 adopted as the criterion; a p-value below 0.05 and an observed t-value greater than the t-table value were interpreted as evidence of a statistically significant improvement in speaking ability.

III. RESULTS AND DISCUSSION

A. Needs Analysis and Rationale for Material Development

The findings from the analysis stage confirmed that the existing speaking instruction at SMP Swasta IT Ad Durrah did not adequately support students in developing fluent, confident, and organized oral communication. Classroom observations revealed teacher-centered patterns, where speaking activities mainly consisted of short question-answer exchanges or memorized dialogues based on textbook prompts. Such activities provide minimal opportunities for extended monologic speech or creative language use, limiting students' exposure to authentic communicative tasks.

Teacher interviews indicated recognition of these limitations and a positive attitude toward integrating technology, particularly video blogging, into the speaking lessons. The teacher believed that vlogs could offer learners more time to rehearse and reflect, reduce immediate performance anxiety, and provide tangible records of their progress. The student questionnaire results corroborated this potential: 81% of respondents reported that speaking English in class was difficult and uncomfortable, and 78% indicated that they often lacked ideas and confidence when asked to speak spontaneously. In contrast, 89% believed that practising through video-based tasks would increase their confidence, and 92% expressed strong interest in using vlogs as a learning medium. These findings provide a strong empirical and pedagogical rationale for developing vlog-based speaking materials.

B. Development Outcomes and Expert Validation

The development process produced a structured vlog-based speaking module comprising multiple units organized around meaningful communicative tasks and text types. Each unit followed a consistent structure: (1) introduction and objectives, (2) model vlogs and language focus, (3) guided speaking activities, (4) project guidelines for vlog production, and (5) reflection and self-assessment. The materials were designed to scaffold learners' progression from observation and controlled practice to the autonomous production of spoken texts within PBL-type projects.

The expert validation results indicated high levels of feasibility across all assessed components. The overall mean score of 4.65 on a four-point Likert scale placed the materials in the "very feasible" category for content, language, presentation, and media. The content was judged to be relevant to curriculum standards and appropriate for eighth-grade learners' cognitive and linguistic levels, while language explanations and instructions were considered clear and accessible. Presentation and visual design were found to be engaging and supportive of comprehension, and video blogging was deemed technically feasible within the school's infrastructure.

C. Effectiveness of Vlog-Based Materials on Speaking Performance

Quantitative analysis of pre- and post-test data demonstrated that the developed materials had a significant positive impact on students' speaking performance. The mean pre-test score was 66.8, indicating that students' initial speaking ability was in the "fair" range, characterized by hesitations, restricted vocabulary, and limited idea organization. After the implementation of the vlog-based module, the mean post-test score increased to 82.9, representing an improvement of 16.1 points. A paired-sample t-test revealed that the t-observed value was 12.45, exceeding the t-table value of 2.04 at the 0.05 significance level, thereby confirming that the improvement was statistically significant.

The key quantitative findings are summarized in Table 1.

Table 1. Summary of Speaking Test Results

Measure	Pre-test	Post-test	Difference / Note
Mean speaking score	66.8	82.9	Gain = 16.1
Statistical test	–	–	Paired t-test
t-observed vs t-table	–	–	12.45 > 2.04

Improvements were observed across the rubric dimensions, including vocabulary, grammar, pronunciation, fluency, and organization. Students who previously hesitated and produced fragmented utterances began to speak more continuously, with greater lexical variety and clearer sentence structures. Pronunciation errors became less frequent and disruptive, enabling more comprehensible speech. The opportunity to rehearse and re-record vlogs contributed to this progress, as learners could self-monitor and adjust their performance before they submitted their work.

D. Learner Engagement, Confidence, and Autonomy

Qualitative data from classroom observations and student responses highlighted notable changes in learners' affective engagement and attitudes toward speaking. During implementation, students were visibly more enthusiastic and active when working on vlog projects compared with traditional textbook-based tasks. They showed interest in planning content, selecting locations, and incorporating visual elements that reflected their personal interests and local environments. This alignment with their digital habits and everyday experiences made the speaking tasks more meaningful and enjoyable.

Students also reported reduced anxiety and increased confidence in speaking English. The asynchronous nature of vlog production allowed them to rehearse multiple times, seek peer support, and consult teacher feedback before finalizing their recordings, which helped alleviate their fear of making mistakes in front of the whole class. Vlog sharing and peer feedback sessions further fostered a supportive community, encouraging learners to appreciate each other's efforts and to learn collaboratively. These findings resonate with previous research indicating that vlogging can enhance self-presentation, talk time, and autonomous learning in EFL contexts (Wu & Xu, 2025).

E. Alignment with Project-Based Learning Principles

The structure and implementation of the materials closely reflected PBL principles, contributing to the observed gains in both linguistic and non-linguistic outcomes. Students engaged in extended projects that required them to conceptualize topics, brainstorm ideas, design scripts, rehearse, record, and evaluate their vlogs, mirroring the stages of conceptualizing, brainstorming, articulation, monitoring, and evaluation described in the vlogging literature. These projects demand collaboration, time management, critical thinking, and creative decision-making, thereby supporting broader twenty-first-century competencies alongside language development (Sagimin, 2025).

The integration of PBL and vlogging also facilitated alignment between learning objectives, instructional activities, and assessment. Speaking targets such as fluency, coherence, and accurate use of vocabulary and grammar were embedded in tasks that culminated in concrete digital products, which were assessed using clearly defined rubrics. This coherence enhances transparency and allows learners to understand the criteria for success, contributing to more focused practice and reflection.

F. Practicality and Challenges

Student response questionnaires indicated that the developed materials were perceived as interesting, understandable, and helpful for improving speaking skills. Most learners agreed that the module's layout and instructions were clear, the tasks were engaging, and the vlog activities motivated them to practice speaking. From the teacher's perspective, the materials were practical to implement within regular lesson time, although they required initial orientation to basic video recording and simple editing skills.

Some challenges were identified, including limited access to devices for a small number of students and varying levels of technical proficiency among students. These issues were mitigated through peer collaboration, device sharing, and teacher guidance in using simple recording tools. Additionally, there is a need to balance attention between visual creativity and linguistic accuracy, as some students initially focused more on visual effects than on language quality. Through explicit rubric use and feedback, the teacher gradually redirected emphasis toward both content and language criteria. Overall, these challenges were manageable and did not detract from the overall practicality and effectiveness of the materials.

Taken together, the results demonstrate that the vlog-based speaking materials developed through the ADDIE-guided R&D process are valid, practical, and effective for enhancing junior high school students' speaking ability, motivation, and digital literacy. The integration of PBL and vlogging successfully bridged the gap between students' digital lives and formal academic speaking tasks, offering an innovative model for EFL speaking instruction in similar contexts.

IV. CONCLUSIONS

This study set out to develop and evaluate speaking learning materials that integrate video blogging within a project-based learning framework for eighth-grade students at SMP Swasta IT Ad Durrah. Guided by the ADDIE model, the research systematically progressed through analysis, design, development, implementation, and evaluation to produce a contextually relevant vlogging-based speaking module. Needs analysis revealed significant problems in existing speaking instruction, including low confidence, limited practice opportunities, and the dominance of traditional, textbook-based methods, alongside strong student interest in technology-mediated learning tasks. The development process yielded materials that were judged "very feasible" by subject matter and media experts, with an average validation score of 4.65 across content, language, presentation, and media aspects. Implementation in two eighth-grade classes demonstrated high levels of practicality and learner acceptance, as students actively engaged in model-based analysis, guided practice, and vlog projects that connected language learning to their digital realities. Quantitative findings showed a statistically significant increase in speaking performance, with the mean score improving from 66.8 to 82.9, and a paired-sample t-observed value of 12.45 exceeding the t-table of 2.04 at the 0.05 significance level. Qualitative data further indicated enhanced motivation, confidence, and autonomy, as well as the development of collaborative and digital literacy skills. Overall, the study concludes that speaking learning materials developed through video blogging based on a PBL approach are valid, practical, and effective in improving junior high school students' speaking skills. Vlog-based projects provide authentic, multimodal contexts in which learners can plan, rehearse, and present spoken texts that reflect their personal experiences and local culture, thereby bridging the gap between informal digital communication and formal academic speaking skills. It is recommended that English teachers and curriculum developers consider adopting and adapting similar materials in other schools, while future research may explore long-term impacts, adaptations for different proficiency levels, and integration with other language skills within the Kurikulum Merdeka framework. Acknowledgements

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

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2. Access Instructions: Provides information on how to access the data, such as direct links, DOI (Digital Object Identifier), or contact details.
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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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