



Comparative Analysis of Student's Perceptions in Accounting and Software Engineering Classes on Using Video Projects for Speaking

Dwi Prasetyo¹, Nunung Nurjati², Agung Pramujiono³

^{1,2,3}Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana Surabaya

Article Info	Abstract
Received: 2026-02-13 Revised: 2026-05-11 Accepted: 2026-06-03 Keywords: speaking assessment, speaking anxiety, confidence, video project, vocational high school students DOI: 10.24256/ideas.v14i1.9682 Corresponding Author: Dwi Prasetyo dwiprasetyo097@gmail.com Pendidikan Bahasa Inggris, Universitas PGRI Adi Buana Surabaya	<i>Speaking anxiety and lack of confidence remain major obstacles for Indonesian vocational high school students, particularly when they are required to perform English orally in front of the class. To address this issue, many teachers have begun to adopt video projects as an alternative assessment tool for speaking. This study investigates Grade XII Accounting and Software Engineering students' perceptions of video projects as speaking assessment and examines how such projects help reduce speaking anxiety and increase confidence. Employing a comparative descriptive mixed-methods design, data were collected from 60 students at a private vocational high school in Surabaya through a Likert-scale questionnaire and semi-structured interviews with eight selected participants. The findings indicate that most students feel less anxious and more confident when completing video projects than when giving live presentations, mainly because they can rehearse, re-record, and control their performance before submission. Students also perceive video projects as an effective, engaging, and motivating assessment format that allows greater creativity and self-expression. However, some students still experience pressure related to pronunciation, video quality, and self-image, and they face practical challenges such as technical problems, limited devices, and difficulty finding a quiet place to record. Overall, the study concludes that video projects are a promising, student-centered alternative for assessing speaking in vocational contexts, provided that teachers offer sufficient pedagogical and technical support and balance video-based tasks with opportunities for spontaneous speaking.</i>

1. Introduction

Speaking ability has long been recognized as a core aspect of English language proficiency, particularly in educational settings where English is taught as a foreign language (EFL). For Indonesian learners, speaking English is not just an academic obligation but a valuable skill that can support future careers, enable participation in global contexts, and facilitate communication in professional environments. However, despite its importance, speaking is still one of the most difficult skills to master. Learners often face problems such as finding the right words, constructing sentences, pronouncing sounds accurately, and responding quickly in real-time interactions.

These challenges are further intensified by psychological factors like anxiety and low self-confidence, which heavily affect students' speaking performance (Leong & Ahmadi, 2017). Recent studies show that foreign language speaking anxiety can negatively affect participation, performance, and willingness to communicate, even when technology is integrated into blended or online learning environments (Yaşar, 2025; Yuruk & Yilmaz, 2025).

In response to these challenges, many teachers have adopted student-generated video projects and digital storytelling as alternative speaking tasks and assessment tools. Research across different educational levels and contexts shows that creating videos or digital stories can improve EFL students' speaking skills, motivation, and confidence (Baron, 2021; Mar et al., 2022; Murad et al., 2023; Rizky Fadillah, 2020; Sulistianingsih et al., 2025; Tatli et al., 2022).

These studies report gains in fluency, pronunciation, vocabulary, and overall speaking performance, together with higher levels of engagement and enjoyment. Digital storytelling in particular has been described as a multimodal, technology-rich approach that enables learners to combine images, audio, text, and narration to tell personal or academic stories, thereby providing meaningful contexts for oral practice and encouraging learners to speak more (Nair & Md Yunus, 2022).

A growing body of research in Indonesia also supports the use of video-based projects and vlogs for speaking. Classroom-based studies report that video projects can create a more exciting learning atmosphere, motivate students to speak English, and enhance speaking scores in senior high school and tertiary settings (Baron, 2021; Menggo et al., 2022; Rizky Fadillah, 2020; Rohmiyati et al., 2025). Vlog assignments and other video-based tasks have been found to foster practice, reduce anxiety, and improve overall English proficiency among Indonesian EFL learners (Solikhah et al., 2025). At the same time, reviews of student-generated video in higher education highlight its potential to transform assessment into a more authentic, student-centered process that promotes ownership, self-efficacy, and deeper learning (Hawley & Allen, 2018; Lam & Yunus, 2023).

However, video projects are not free from challenges. Studies on YouTube video projects in EFL classrooms reveal that some learners still feel anxious due to low self-perception, fear of peers' negative judgment, and intimidating learning environments, even when they prefer video tasks over traditional oral presentations (Sari & Iswahyuni, 2019). Other research notes technical problems, lack of equipment, difficulties in finding a quiet place to record, and pressure to produce high-quality videos (Menggo et al., 2022; Safei et al., 2025; Sofyan & Aeni, 2024). This suggests that the effectiveness of video projects in reducing anxiety and building confidence depends not only on the task design, but also on the level of teacher support, available resources, and the classroom climate.

Indonesian students especially those in vocational high schools with diverse academic orientations and varying levels of English exposure continue to face critical issues with speaking anxiety and low confidence (Dwi, 2025). Many students fear making mistakes, receiving criticism, or being judged by peers, leading to avoidance behaviors, silence, and

low participation. These observations are consistent with the claims of Littlewood (2007) and Baker and Westrup (2003), who argue that negative evaluation, linguistic insecurity, and classroom pressure amplify students' reluctance to communicate. Consequently, speaking anxiety becomes a barrier that not only affects performance but also reduces learning opportunities.

Given these persistent challenges, the integration of technology-based assessments, especially video projects, has gained attention as an alternative method to support speaking development. Previous studies have shown that video projects provide a flexible, less intimidating, and more autonomous environment for learners to practice speaking (Sari & Iswahyuni, 2019). Students can rehearse, edit, and re-record their speech, reducing the pressure of real-time performance and enabling them to produce more accurate and confident spoken output (Aydin et al., 2025). Moreover, digital video tasks allow learners to shift from high-stakes, live performance assessments to controlled environments where they have greater agency over the speaking process.

Empirical findings also demonstrate that video production tasks contribute to improved self-confidence and reduced speaking anxiety. Qomaruddin (2023) reported a significant increase in students' self-confidence after completing digital video-recorded speaking tasks, it also helps reduce anxiety during speaking practice and enhance overall oral performance. These findings align with the theoretical framework of self-efficacy theory proposed by Bandura (1997), which states that mastery experiences, self-regulation, and reduced affective filters contribute to confidence development. In other words, when students feel more in control of the speaking task and have opportunities for revision, they experience less fear of failure and more willingness to speak.

Notably, Dwi (2025) emphasizes that many vocational high school students perceive video projects positively because these assessments allow them to practice independently and reduce the fear associated with speaking in front of a live audience. However, despite these benefits, vocational students still face technical challenges, time-management issues, and worries about pronunciation, appearance, or background when recording their videos. These challenges show that while video projects offer psychological advantages, they also introduce new forms of stress, which must be addressed in their implementation.

While the existing literature focuses heavily on reducing anxiety, building confidence, and improving speaking outcomes, a gap remains regarding comparative perceptions among students from different academic tracks, particularly vocational tracks such as Accounting and Software Engineering. Most studies treat students as a homogeneous group without considering differences in academic specialization, technological familiarity, learning styles, or communication needs. Vocational students in Software Engineering, for example, may be more technologically literate and thus more comfortable with editing, recording, and producing digital content, whereas accounting students may approach video assignments more cautiously due to lesser exposure to multimedia tools. These differences may influence how each group perceives video projects as a speaking assessment.

Thus, a study comparing Accounting and Software Engineering students' perceptions becomes crucial, particularly in vocational school environments where speaking skill development is often overshadowed by technical or job-specific content. Understanding these differences can contribute to more tailored pedagogical strategies, assessment designs, and technological integration based on students' academic backgrounds and learning preferences.

Another rationale for this study lies in the shift toward technology-mediated instruction in post-pandemic educational contexts. Asynchronous and digital assessments are no longer supplementary but integral components of language pedagogy. Video-based tasks align with 21st-century learning demands, promoting not only linguistic competence but also digital literacy, creativity, and multimodal communication (Hafner & Miller, 2011).

Therefore, identifying students' perceptions toward such assessments helps educators refine their teaching approaches, ensuring that video projects are both pedagogically meaningful and socially inclusive.

The comparative lens makes this study distinct from the thesis it is derived from, which focused solely on exploring anxiety and confidence without comparing academic disciplines. With this comparative approach, the study offers a more nuanced understanding of learners' experiences, revealing how academic specialization shapes attitudes toward technology-based speaking assessments. Therefore, these research questions are proposed:

1. How do Accounting and Software Engineering students differ in their perceptions of using video projects as a speaking assessment?
2. How do video projects influence speaking confidence and anxiety among students in both majors?

2. Method

This study employed a comparative descriptive mixed-methods design, which, according to Creswell and Poth (2016) is appropriate for exploring a phenomenon through both numerical trends and in-depth experiential data, allowing researchers to compare perceptions across groups while strengthening validity through triangulation. The participants were Grade XII students from the Accounting and Software Engineering majors at a private vocational high school in Surabaya, selected using purposive sampling. Purposive sampling was chosen because it enables researchers to intentionally select individuals who can provide rich information relevant to the research focus (Ary et al., 2009; Creswell, 2013), in this case, students who had completed at least one video project as a speaking assessment.

A total of 60 students (30 from each major) completed a 20-item Likert-scale questionnaire measuring anxiety, confidence, and perceptions of video-based speaking assessment, while eight students (four from each major) participated in semi-structured interviews to gain deeper insight into their emotional and cognitive experiences. Data were collected through questionnaires, interviews, and documentation of students' video project submissions, following Cohen et al. (2002) emphasis on using multiple instruments to enhance reliability. To check the internal consistency of the questionnaire, a pilot test with a small group of students was conducted to check the clarity of the items and the consistency of responses.

Feedback from the pilot led to minor revisions in wording, and the final questionnaire was judged to be suitable for the main data collection. Quantitative data were analyzed using descriptive statistical techniques to compare perception patterns between majors, while qualitative interview data were analyzed using Creswell and Poth (2016) thematic analysis steps—reading, coding, categorizing, and interpreting meaning—to identify recurring themes and differences in students' perceptions. This methodological approach enabled a comprehensive understanding of how students from two different vocational backgrounds perceived the use of video projects as an alternative speaking assessment.

3. Result

Research Question 1.

The questionnaire data show that video projects generally help students feel less anxious when speaking English. For the item "I feel less anxious about speaking English when I record a video compared to speaking in front of the class," 40% of students agreed and 26% strongly agreed, while none strongly disagreed or disagreed. This indicates that

the majority of students experience lower anxiety when speaking through recorded video than in live classroom presentations. Students explained in interviews that being able to practice and retake their recordings reduced nervousness, as one student stated:

"I feel less anxious making a video because I can practice and retake if I need to. Speaking in front of people make me a little nervous since it's live, but I still try to stay confident and do my best."

However, the perception of pressure is more mixed. For the statement

"I feel less pressure when recording a video compared to live presentations,"

53% of students disagreed, 6% were neutral, and only 20% agreed and 20% strongly agreed. This suggests that although many students feel less anxious overall, some still experience pressure in the video-making process, possibly because they are concerned about performance quality or technical aspects. Regarding a safe environment for self-expression, 40% of students agreed and 30% strongly agreed that video projects allow them to express themselves in English without fear of judgment, while 13% disagreed and 16% were neutral. This means most students feel more comfortable making mistakes and trying to speak in English when using video.

In terms of confidence, the findings also show a positive pattern. For the statement

"Creating video projects allows me to practice and improve my speaking skill at my own pace"

60% of students agreed and 33% strongly agreed, with only 6% choosing neutral. Likewise, for

"Video projects help me feel more confident in my ability to speak English fluently"

46% agreed and 23% strongly agreed. Interview data support this result; one student described the experience as

"Like talking in front of a mirror"

which made them feel more relaxed and confident when speaking in English.

Overall, the findings indicate that video projects reduce speaking anxiety for most students and simultaneously increase their confidence, mainly because they can control the process, practice repeatedly, and edit their work before submission.

When the data are viewed by major, Accounting and Software Engineering students show broadly similar patterns regarding anxiety and confidence. In both groups, the majority of students indicated that they felt less anxious when recording videos than when giving live presentations, and both groups reported that the possibility to rehearse and re-record increased their confidence. Minor differences appeared only at the item level. For example, Software Engineering students tended to mention the technical aspects of recording as less intimidating, whereas accounting students more frequently reported worries about editing and device availability.

In the interviews, some accounting students described themselves as

"kurang terbiasa dengan editing"

and felt that this contributed to pressure during the video-making process, while several Software Engineering students stated that they were already familiar with basic recording and editing tools, so their anxiety was focused more on language performance than on

technology. These patterns suggest that, although video projects reduce speaking anxiety and support confidence for both majors, students' academic backgrounds shape the specific sources of stress they experience.

Research Question 2.

The questionnaire results indicate that students generally have a positive perception of video projects as a speaking assessment tool. For the item

"I find video projects to be an effective way to assess my speaking skills,"

67% of students agreed and 16% strongly agreed, while only 10% disagreed and 6% were neutral. This means that most students see video projects as a valid method to measure their English-speaking ability.

In terms of engagement, 56% agreed and 10% strongly agreed that video projects are more engaging than traditional speaking assessments, while 16% disagreed and 16% were neutral. Many students expressed that they enjoy the format and find it more interesting than conventional oral tests. One student commented that video projects feel

"fun and less stress" and allow them to show their real speaking skills.

Students also commented on the accuracy of video projects in representing their speaking ability. About 50% agreed and 13% strongly agreed that video projects accurately reflect their speaking performance, but 20% disagreed and 5% remained neutral. This shows that while many students trust video projects as a fair assessment, a notable minority feel that the format still does not fully capture their "real" speaking, possibly due to nervousness, technical issues, or the non-spontaneous nature of recording.

Regarding creative freedom, 40% agreed and 20% strongly agreed that they enjoy the creative components of video projects, such as using visuals, settings, and role-plays. However, 16% disagreed and 23% were neutral. Some students find creativity motivating and feel that it helps them express their ideas better, while others prefer more structured, traditional tasks. Students mentioned that creative components can attract the audience's attention and make the message clearer.

In terms of motivation, the responses are strongly positive. For the item

"Video projects motivate me to put more effort into improving my speaking skills,"

40% agreed and 40% strongly agreed, while only 16% disagreed and 3% were neutral. This suggests that video-based assessment plays an important role in encouraging students to practice more seriously and try to be more fluent in English.

Although the focus of this research question is perception, it is important to note that some students' perceptions are influenced by challenges they face. Many students reported that managing the technical aspects of recording and editing videos was difficult, with 36% agreeing and 20% strongly agreeing with this statement. They also experienced stress from meeting quality expectations, struggled to find a quiet recording environment, and worried about being judged based on their appearance, pronunciation, and accent. These difficulties shape how some students perceive the overall assessment experience.

In terms of overall perception, Accounting and Software Engineering students again displayed more similarities than differences. Both groups agreed that video projects are effective for assessing speaking, more engaging than traditional oral tests, and motivating because they encourage them to put more effort into their English. However, the qualitative data point to some nuanced contrasts. Software Engineering students often highlighted the creative and technical aspects of video projects—such as editing, background selection, and

visual design—as enjoyable challenges that made the tasks feel authentic and relevant to their field.

In contrast, several accounting students emphasized that they appreciated the opportunity to practice privately and avoid direct exposure in front of the class, but they sometimes saw editing and production requirements as an additional burden. These differences suggest that while the general perception of video projects is positive in both majors, students' academic specializations and levels of digital literacy influence which features of the assessment they value most and which aspects they find most demanding.

4. Discussion

Research Question 1.

The results for Research Question 1 indicate that video projects provide a less intimidating alternative to traditional live speaking assessments. Most students in this study reported feeling less anxious when recording videos than when speaking in front of the class, mainly because they could rehearse, re-record, and submit their performance only after they felt ready. This pattern is consistent with previous findings that student-generated video tasks can lower foreign language speaking anxiety and foster a safer environment for oral production (Solikhah et al., 2025; Sari & Iswahyuni, 2019; Yuruk & Yilmaz, 2025). YouTube video project study, for example, many non-English majors still experienced some anxiety, but the majority preferred video projects over other speaking tasks because the atmosphere was perceived as fun, less intimidating, and encouraging (Sari & Iswahyuni, 2019).

The option to practice at one's own pace and to repeat recordings until satisfied seems crucial for reducing anxiety and strengthening confidence. This aligns with studies showing that digital storytelling and video projects improve speaking skills while also enhancing learners' motivation and willingness to communicate (Mar et al., 2022; Murad et al., 2023; Sulistianingsih et al., 2025). In these studies, students reported that the process of planning, scripting, and narrating their own videos gave them more control over language use and allowed them to build confidence gradually. Similar evidence is reported in Indonesian contexts where video-project models significantly increased students' speaking scores and classroom engagement (Baron, 2021; Menggo et al., 2022; Rohmiyati et al., 2025).

Interpreted through Bandura's notion of self-efficacy, video projects in this study appear to provide repeated mastery experiences: students can see themselves succeed in speaking English on video, which then strengthens their belief that they are capable speakers. Recent research on video-based and vlog assignments similarly reports increased self-confidence and perceived speaking competence after repeated video production cycles (Solikhah et al., 2025; Sofyan & Aeni, 2024). When learners experience small, cumulative successes, their anxiety tends to decrease and they are more willing to take risks in speaking.

At the same time, the mixed responses on the item about "less pressure" suggest that video projects do not completely eliminate anxiety. Some students still feel pressured by high expectations regarding pronunciation, fluency, and video quality, or worry about how they look and sound on camera. Similar concerns are documented in studies where students are anxious about technical problems, limited access to devices, or the fear of being judged based on their performance in recorded tasks (Lam & Yunus, 2023; Menggo et al., 2022; Safei et al., 2025). These findings reinforce the idea that technology-mediated tasks can shift the focus of anxiety from immediate live performance to issues of self-presentation and production quality rather than removing it completely.

Overall, the findings of this study add to the growing evidence that video projects can effectively reduce speaking anxiety and enhance confidence, especially when students are given time to practice, clear guidelines, and supportive feedback. However, they also

confirm that video projects work best when teachers actively address technical and psychological barriers for example by providing basic training in video recording, flexible deadlines, and assessment rubrics that value communicative effort over perfection. In this sense, our results support recent calls to design video-based speaking assessments as scaffolded, learner-centered tasks that are sensitive to students' emotional needs as well as their linguistic development (Sofyan & Aeni, 2024; Yaşar, 2025).

Research Question 2

For Research Question 2, students in this study generally perceived video projects as a useful, engaging, and motivating assessment tool for English speaking. The strong agreement on items related to effectiveness and motivation mirrors findings from earlier research showing that student-generated videos promote active learning, engagement, and deeper involvement in the learning process (Hawley & Allen, 2018; Lam & Yunus, 2023; Sofyan & Aeni, 2024). Speaking classroom, for instance, video projects were reported to enhance student participation and cater to diverse learner needs by allowing flexible modes of contribution (Sofyan & Aeni, 2024).

The students' positive perceptions of creativity and enjoyment are consistent with research on digital storytelling and video-based tasks, which emphasizes that such projects provide authentic, multimodal opportunities for learners to express themselves (Mar et al., 2022; Amaliah et al., 2022; Sulistianingsih et al., 2025; Tatli et al., 2022). When learners design their own stories, choose settings, and integrate visuals, they tend to perceive speaking tasks as more meaningful and enjoyable, which in turn strengthens their willingness to speak. The present study confirms this pattern: many students described video projects as "fun" and more interesting than traditional tests, and they felt that creativity helped them communicate their ideas more clearly.

Nevertheless, the finding that a subset of students questioned whether video projects accurately represent their "real" speaking ability reflects concerns raised in previous literature. Several authors argue that recorded tasks may not fully capture spontaneous interaction, turn-taking, or the ability to respond to unpredictable situations, which are important components of communicative competence (Lam & Yunus, 2023; Menggo et al., 2022). These results therefore support the suggestion that video projects should be used as a complement rather than a complete replacement for live speaking assessments, so that both prepared and spontaneous aspects of speaking can be assessed fairly.

Students' perceptions in this study were also shaped by practical challenges, such as technical difficulties, limited access to devices, unstable internet connection, and problems finding a quiet place to record. Similar challenges are reported in other Indonesian and international studies on video-based assignments, where students point out that technical constraints and production demands can make video projects feel burdensome or even unfair (Hawley & Allen, 2018; Fadillah, 2020; Rohmiyati et al., 2025; Safei et al., 2025). In some cases, these obstacles reduce students' enthusiasm and may lead them to perceive video-based assessment as more about "editing skills" than about speaking competence.

Taking these perspectives together, our findings suggest that students tend to perceive video projects positively when the pedagogical design and support are adequate. They value video projects as an opportunity to demonstrate speaking skills in a more flexible, creative, and less threatening format, but they also expect clear instructions, manageable workload, and equitable access to resources.

This supports recommendations from recent research that teachers should provide scaffolding in the form of sample videos, explicit rubrics, and technical guidance, and should negotiate realistic expectations about production quality so that students focus on language use rather than purely aesthetic aspects (Baron, 2021; Sofyan & Aeni, 2024; Sulistianingsih

et al., 2025). In short, students' generally positive perceptions of video projects as speaking assessment are closely tied to how these projects are implemented in practice.

5. Conclusion

This study investigated Grade XII Accounting and Software Engineering students' perceptions of video projects as a speaking assessment tool in a private vocational high school in Surabaya. Using a comparative descriptive mixed-methods design, the research examined how video projects influence speaking anxiety and confidence (RQ1) and how students from both majors perceive the use of video projects as an assessment format (RQ2). Sixty students completed a questionnaire and eight participated in semi-structured interviews, allowing the researcher to combine numerical patterns with in-depth accounts of their experiences.

In relation to the first research question, the findings show that video projects contribute substantially to reducing speaking anxiety and increasing students' confidence. Most participants felt less anxious when recording videos than when delivering live presentations in front of the class, because they could rehearse, re-record, and submit their work only when they were satisfied with the result. Students also perceived video tasks as providing a safer environment for self-expression; many reported that they could speak more freely without fear of immediate judgment from peers or teachers. These conditions enabled them to gradually improve their performance and develop mastery experiences, which are central to the growth of self-efficacy in Bandura's framework. At the same time, the results indicate that anxiety does not disappear completely. A proportion of students still felt pressured by expectations of good pronunciation, fluency, and video quality, and some remained worried about how they would appear on camera.

With regard to the second research question, students from both Accounting and Software Engineering majors expressed generally positive perceptions of video projects as a speaking assessment. The majority agreed that video assignments are effective for evaluating speaking skills, more engaging than traditional oral examinations, and motivating because they encourage students to put more effort into their speaking. Many also valued the creative freedom offered by video projects, noting that the opportunity to design scenarios, choose settings, and organize content helped them convey their ideas more clearly.

However, some students questioned whether video projects fully represent their "real" speaking ability, particularly in spontaneous interaction, and several felt that technical demands, environmental constraints, and time-consuming editing processes introduced new forms of stress. Overall, the comparative design suggests that, despite individual differences, students in both majors share similar views: video projects are a promising, student-centered alternative to conventional speaking tests, but they must be implemented carefully to avoid creating additional burdens.

Taken together, the findings reinforce the argument that video projects can function as an effective technology-based assessment that supports the development of speaking proficiency, lowers certain kinds of anxiety, and strengthens confidence, while also revealing the practical and emotional challenges that need to be addressed so that all vocational students can benefit equally from this assessment innovation.

6. References

- Amalia Solikhah, N., Galuhwardani, C., Rejeki, S., & Sari, A. B. P. (2025). Enhancing English Proficiency Through Vlog Assignments: A Case Study of Information Systems Students'. *Journal Corner of Education, Linguistics, and Literature*, 4(4), 450–458. <https://doi.org/10.54012/jcell.v4i4.460>
- Baker, J., & Westrup, H. (2003). *Essential Speaking Skills*. Bloomsbury Academic. https://books.google.co.id/books?id=1ZHX_kgswP8C
- Baron, R. (2021). Video Project Model for Increasing English Speaking Skills in Covid-19 Pandemic. *Al-Ishlah: Jurnal Pendidikan*, 13(1), 590–596.
- Dwi, P. (2025). *EXPLORING ANXIETY AND LACK CONFIDENCE IN ENGLISH SPEAKING: STUDENTS' PERCEPTIONS OF VIDEO PROJECTS AS ASSESSMENT TOOL*.
- Hawley, R., & Allen, C. (2018). Student-generated video creation for assessment: can it transform assessment within Higher Education? *International Journal for Transformative Research*, 5, 1–11. <https://doi.org/10.2478/ijtr-2018-0001>
- Lam, J., & Yunus, M. (2023). Student-Produced Video for Learning: A Systematic Review. *Journal of Language Teaching and Research*, 14, 386–395. <https://doi.org/10.17507/jltr.1402.14>
- Leong, Lai-M., & Ahmadi, SeyedehMasoumeh. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(0), 34–41. <https://www.noormags.ir/view/en/articlepage/1188730>
- Littlewood, W. (2007). Communicative and task-based teaching in East Asian classrooms. *Language Teaching*, 40, 243–249. <https://doi.org/10.1017/S0261444807004363>
- Mar, L., Khotimah, atul, Setya Budhi Ningrum, A., & Kediri, I. (2022). The Effectiveness of Using Digital Storytelling Towards Students' Speaking Ability Based on Gender Classification. *ENGLISH EDUCATION*, 7, 138–150.
- Menggo, S., Basir, A., & Halum, Y. (2022). Video-Based Tasks in Strengthening Speaking Skills of EFL College Students. *Indonesian Journal of EFL and Linguistics*, 7, 279–297. <https://doi.org/10.21462/ijefl.v7i2.510>
- Murad, T., Assadi, J., & Badarni, H. (2023). Digital Storytelling and EFL Speaking Skill Improvement. *Journal of Language Teaching and Research*, 14(5), 1189–1198. <https://doi.org/10.17507/jltr.1405.06>
- Nair, V., & Md Yunus, M. (2022). Using Digital Storytelling to Improve Pupils' Speaking Skills in the Age of COVID 19. *Sustainability (Switzerland)*, 14(15). <https://doi.org/10.3390/su14159215>
- Rizky Fadillah, M. (2020). *FACILITATING STUDENTS' SPEAKING SKILLS USING VIDEO-BASED PROJECT*.
- Rohmiyati, Y., Imron, A., & Asiah, N. (2025). Enhancing English Speaking Proficiency through Video Assignments: Addressing Linguistic and Psychological Challenges among Indonesian EFL Students. *JETLEE: Journal of English Language Teaching, Linguistics, and Literature*, 5(1), 121–134. <https://doi.org/10.47766/jetlee.v5i1.3873>
- Safei, N. H., Yusdiawati, N. R., & Syukri, S. (2025). EFL Students' Experiences of Video Project Making in Teaching English for Young Learner Class. *AL LUGHAWIYAAT*, 6, 10–17.
- Sari, A., & Iswahyuni, D. (2019). THE STUDENTS' SPEAKING ANXIETY ON THE YOUTUBE VIDEO PROJECT IN EFL LEARNING IN INDONESIA. *Premise: Journal of English Education*, 8, 176–192. <https://doi.org/10.24127/pj.v8i2.2179>
- Sofyan, R. R., & Aeni, N. (2024). Leveraging video projects to promote active learning in a HyFlex speaking classroom. *Diksi*, 32, 169–188.
- Sulistianingsih, E., Fitriati, S., & Mujiyanto, Y. (2025). Perceived Benefits of Digital Storytelling for Speaking Development Among Motivated Indonesian EFL Learners. *Register Journal*, 18, 76–101. <https://doi.org/10.18326/register.v18i1.76-101>

- Tatli, Z., Saylan, E., & KOKOÇ, M. (2022). Digital Storytelling in an Online EFL Course: Influences on Speaking, Vocabulary, and Cognitive Load. *Participatory Educational Research*, 9, 89–112. <https://doi.org/10.17275/per.22.130.9.6>
- Yaşar, M. (2025). Developing Self-Regulated Learning in ELT Through a Video-Based Pedagogical Framework (VIDPEF): A Conceptual Model for EFL Learners. *Studies in Self-Access Learning Journal*, 16, 76–99. <https://doi.org/10.37237/160105>
- Yuruk, S. E., & Yilmaz, R. M. (2025). The Effect of Video Content Generation on Pre-Service English Teachers' Speaking Anxiety, Self-Efficacy, and Willingness to Communicate. *Participatory Educational Research*, 12(6), 169–193. <https://doi.org/10.17275/per.25.84.12.6>