

## INVESTIGATING STUDENTS' FEEDBACK TOWARD SPEAKING MATERIAL BASED ON CAPCUT APPS IN TEACHING TEXTBOOK OF MERDEKA KURIKULUM

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### ABSTRACT

This article Investigates the feedback of students toward Capcut application for Extensive Speaking. It is assumed that speaking is a difficult skill to do since for EFL recognized it as undaily spoken. In this article, the author wants to find students' feedback on the apps after the author give them how to design personal speaking video in Capcut. This research is mixed method by using the interview and survey as the method in collecting data. Hence, five students became the sample in this research. Besides that, the author also provides the observation as the supporting data to look on how the student engage with the apps. The data were taken from a school in Pamayaran, Banten province. This. It makes the proper subject to collect the data from these students. The findings demonstrate that the Cacput apps give students a new lease on life in terms of motivation, Confidence, and Creativity.

**Keywords :** Capcut, Speaking, Merdeka Kurikulum, EFL

### INTRODUCTION

The advancement of technology has created new avenues for educators and students to access the internet and other online resources to expand their knowledge and understanding. Furthermore, the millennial generation today approaches learning from baby boomers and earlier generations in a different way. The majority of millennials' time is spent on their phones, which they use for various purposes like playing games, watching YouTube, browsing social media, making videos, and using other apps. Furthermore, Technology specifically mobile devices, is becoming more and more pervasive in this day and age and is crucial to both personal and professional life. Consequently, using technology to enhance the teaching and learning process can be a smart strategy for educators. (Yulius & Sartika, 2022)

Because technology not only gives students better access to a wide range of language resources but also encourages them to learn, it becomes one of the most powerful tools for motivating and empowering students learning English as a foreign language (EFL) or English as a second language (ESL). (Puspita Dewi & Dian Eka Sari, n.d.) Pupils have access to a wealth of learning resources, including images, videos, and information. Many young people use YouTube, Tiktok, Elsa, Duolingo, Hello English, and other apps to learn English or other foreign languages. The Generation Z and Millennials prefer visual content over audio, which is the reason. Because of this, modern students would rather learn online than through lectures, and as a result, they frequently gain information from any technological Apps, one of them is Capcut. Many teachers as well has been realized, this is very important to create a new media or path to teach English.

Previously, studied done by Febiyana, Herman, & Arlin, Capcut-Based Videos for Learning Writing Explanation Texts. Based on validation results, the viability level of Capcut applied videos is 79% in the "good" category from material experts and 91.1% in the "excellent" category from media experts; hence, it is appropriate for use in education. Based on the outcomes of student assessments conducted in a one-on-one manner, the efficacy of the video produced as a result of the Capcut application is evaluated. Three students participated

in the review; their scores were 90%, 84%, and 80%, in that order. It can therefore be regarded as or placed in the "excellent" category. In addition, an average of 0.90, or roughly 90%, was obtained based on the N-Gain test, placing it in the "high" or "very effective" category. This indicates that learning to write explanatory text can be greatly aided by watching videos that are based on the Capcut application. (Arlin et al., 2023)

Another studied, related to video learning, The media's suitability demonstrates that 3-dimensional animated video learning materials have a high degree of application and feasibility when it comes to expert validation surveys and student response surveys. The validation results from media experts got a percentage of 87.5%, material experts got a percentage of 80% and linguists got a percentage of 92.5%. Outcomes Result from the student response questionnaire were Very Good, with 80% of responses falling into the Very Good category and 20% into the Good category. These results support the notion that video animation has a high degree of viability and application. (Ergantara & Yuliana Sari, n.d.)

In line with that, the writer sees this as the opportunity to apply Capcut as one of the application designed to produce video. Teachers could use this in the classroom by showing the guidance how to use it. This will help the student expresses their ideas or speaks freely without hesitation anymore. In teaching speaking for instance, Speaking is a challenging skill for students to acquire because of a number of factors, including limited exposure to the language (environmental factor), infrequent practice speaking the language in daily interactions (using their mother tongue instead of English), shyness, and a lack of motivation to learn the language. A large number of students struggle to communicate effectively when speaking with foreigners because they are unsure of how to articulate their thoughts and feelings. They receive a miss communication as a result. Learners need to understand and be able to use expressions and speaking elements in order to reduce errors and have good conversations with native speakers or not. That is why this research aims to get the feedback after designing the steps to make a creative video for the students in the EFL classroom for Speaking material. The student will answer and express their feeling which later will be analyzed by the writer.

ByteDance's CapCut is a useful tool for teachers who want to improve their students' speaking abilities in the classroom. Speaking out loud in speeches and presentations is one effective application. The impact of students' spoken presentations can be increased by giving them topics to present on and encouraging them to make use of CapCut's features, like adding background music and visual overlays. This method encourages creativity and gives students the chance to try out various aspects of effective communication.

An additional method for incorporating CapCut into language learning is through role-playing scenarios. Students can use the app to record their role-playing sessions and have conversations about situations they would encounter in real life. Reviewing and evaluating how they used language in these situations helps people become more self-aware and improve their communication abilities. Educators can also create interview projects in which students conduct interviews, record them, and then edit the resulting material using CapCut's editing features. Students can use language showcases as a platform to demonstrate their language proficiency through brief videos. Students can use CapCut's music, text overlays, and other features to creatively improve their language performances. CapCut can be utilized to record and analyze segments of language exchange activities, such as conversations in the target language with peers or native speakers, to enhance the learning experience. This makes it easier to analyze language structures, intonation, and pronunciation in detail. (Wahyuningsih & Afandi, 2020)

Collaborative projects can be structured to promote debates or discussions within the group, in addition to individual activities. Students can use CapCut to edit and compile these

group discussions into a presentation that reflects the team's collective ideas. This cooperative method stresses teamwork, critical thinking, and successful group communication in addition to speaking skills development. After speaking assignments are finished, CapCut can also be used for reflection and feedback. By analyzing their performances, students can pinpoint their areas of strength and growth. The editing features of the app offer students a useful self-assessment tool that helps them improve their speaking abilities through a methodical process. To put it simply, using CapCut in language learning exercises fosters creativity and digital literacy in addition to improving language proficiency.(Ngo Thanh, 2023)

## **METHOD**

This research used mix method which was involving qualitative and quantitative approach together. In order to provide a more nuanced understanding of a research question or problem, mixed methods research is a thorough and adaptable approach that combines qualitative and quantitative research methodologies. By using this technique, researchers triangulated the data from several sources, improving the study's overall validity and reliability. (Mertens, 2023)

The qualitative and quantitative elements of a mixed methods design were linked to make sure that the advantages of one approach outweigh the drawbacks of the other. Concurrent or sequential data collection is the norm for researchers, and integration happens during data analysis and interpretation. Quantitative methods offer statistical rigor and generalizability, while qualitative methods aid in exploring the subtleties, complexities, and contextual aspects surrounding a phenomenon.

The data was taken in one of the School in Pamarayan, Banten Provinsi. There are five students became the purposive sample on this study. Purposive sampling was used in this study, and five different samples were carefully chosen in order to provide a focused and representative investigation of the research topic. The participants were purposefully chosen according to predetermined traits or standards in order to include a range of viewpoints and experiences pertinent to the goals of the research.(Mertens, 2023)Every sample was carefully selected to offer distinct perspectives, enhancing the comprehensive comprehension of the phenomenon being studied. The method of purposive sampling highlights the deliberate process of selecting participants, stressing the importance and pertinence of the selected individuals or groups to the study question. This study intends to provide a thorough and insightful analysis by combining five purposefully chosen samples.

A wide range of instruments were used in this research project's extensive data collection strategy in order to obtain a comprehensive understanding of the phenomenon being studied. To collect rich and diverse data, a triangulated strategy combining surveys, interviews, and documentation was painstakingly created. Initially, surveys were used as a structured tool to gather quantitative data from a large sample in an organized manner. This approach made it possible to gather standardized data quickly and effectively, which made statistical analysis possible and gave important new insights into patterns and trends pertaining to the study questions. Interviews were done to explore the study's qualitative components in addition to its quantitative component. This required having in-depth discussions with participants to learn about their viewpoints, life experiences, and complex insights. The ability to explore intricate themes and fully capture the nuance and richness of individual narratives was made possible by the open-ended format of the interviews. As an additional tool, documentation—which included reports, archived records, and other pertinent materials—was used. This method made it possible to examine contextual and historical data, giving the study more depth and meaning. Documents were a useful source of supporting data that enhanced the analysis overall and added to a deeper comprehension of the research topic.

## RESULT AND DISCUSSION

The response of the Senior High School Student of Pamarayan Banten province for the using of Capcut in learning speaking are shown in tables 1, 2, and 3. Strongly Agree (SA), Agree (A), Fairly Agree (FA), and Disagree (DA) were the four Likert scales used in the questionnaire. Students completed the survey using a Google form. In order to learn more about the students' perspectives on the research topic, interviews with them were also conducted. Table 1 shows how students view CapCut relation to other skills like learning grammar, pronunciation, writing, reading, and vocabulary.(Romeo & Riconscente, 2010)(Likert, 2012)

**Table 1. Speaking and emotions**

NO	STATEMENTS	SA	A	FA	DA
1	Capcut can encourage me to master the material	60%	20%	20%	0%
2	Cacput can help me to feel enjoy in speaking.	40%	50%	10%	0%
3	The Features of Capcut made me easier to edit my mistakes in speaking	40%	50%	10%	0%

In terms of Table 1, According to the data, one-third of the respondents and more than 50% of the respondents strongly agree that Capcut can help them learn the material. Regarding enjoying the speaking, 40% of students strongly agree, and half of the students agree that Capcut encourages enjoyment in speaking. The same amount of support for learning to fix the mistakes is provided by Capcut.

From this data can be concluded that, the student With the help of CapCut's intuitive interface, students can easily manipulate audio and visual elements to produce polished, professional-looking videos with little effort. Students can experiment with different speaking styles, pacing, and content delivery without feeling overwhelmed by the technicalities thanks to its simple controls and drag-and-drop features. This ease of use quickens the learning curve and gives students confidence because they can see the results of their editing decisions right away

**Table 2. Capcut and Motivation to Speak English**

NO	STATEMENTS	SA	A	FA	DA
1	Capcut can encourage me to speak English.	40%	50%	10%	0%
2	Capcut can encourage me to speak English fluently.	40%	60%	0%	0%
3	Capcut can encourage me to be more confident in Speaking English.	40%	40%	20%	0%

4	Capcut can minimize my nervous in speaking English.	30%	50%	10%	10%
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According to the data, CapCut can help learners speak English and even speak it fluently with a percentage of 40%. Additionally, learners agree with the statements at 50% and 60%, respectively. Additionally, nearly 50% of them concur that CapCut can help them become more self-assured and less apprehensive when speaking English. CapCut also elicits and encourages the learners to be more creative. It was depicted in Table 3.

**Table 3. Capcut and Creativity**

NO	STATEMENTS	SA	A	FA	DA
1	Capcut can encourage me to think Creatively	40%	40%	20%	0%
2	Capcut can encourage me to make the speaking more various with some features of editing video in Capcut	40%	50%	10%	0%

Table 3 illustrates that more than one third of the respondents strongly agree and almost agree but only few of them select fairly agree. While, more than half of the respondents agree that CapCut can encourage them to be more creative in terms editing based on the features given in the Capcut.

### Discussion

There are several points and feedback for language learners when using Capcut as a tool for extensive speaking practice. Some of the discussion below based on thematic analysis provided by Interview with the students after they did the process of using Capcut for speaking media.

#### Student pace control

First of all, by having students record their own speech in the target language, the process enables self-evaluation by giving them the chance to go over and assess their pronunciation, intonation, and general speaking abilities. This self-reflective method may help raise awareness of areas in need of development. This method's self-reflective quality is essential for raising students' awareness of particular areas that need improvement. Students learn about their areas of strength and growth by listening to a recording of their own speech. Because they can concentrate on improving the areas that may require improvement, learners who possess this self-awareness are better able to tailor their language practice to their specific needs and goals. In addition, the process of recording and analyzing one's own speech promotes responsibility and active participation in the educational process. It gives students the confidence to take charge of their language learning process. With the aid of CapCut's visual and aural feedback, students can make accurate observations and discern subtleties and patterns in the way they use language. Video editing also makes it easier for students to receive feedback and make corrections because they can share their recorded videos with classmates, teachers, and language exchange partners. As it is added by the interview data said :

**“...The interface is very understandable to use, and now it has been used frequently around our circles to use Capcut combined with some Social Media platforms...”**

By providing targeted constructive feedback on pronunciation, grammar, and vocabulary usage, learners can concentrate on particular aspects of language acquisition. Furthermore, practice and repetition are encouraged by the iterative nature of video editing. In

order to create a more intentional and productive practice routine, students can record and edit portions of their speech multiple times until they are happy with the outcome. Regular recording and editing allows one to see how one's language skills have improved over time, which boosts motivation and self-assurance. This increased confidence is especially useful when students move into real-world communication scenarios. Furthermore, CapCut's accessibility and convenience make language practice more adaptable and learner-centered. With the flexibility to record their speech at their own speed, students can make changes and retakes until they are happy with how they performed. The principles of skill development in language learning are aligned with this iterative process, which facilitates intentional and efficient practice.

The use of music enhances the emotional resonance of the material and draws in the audience, making language practice more memorable. Students are also prompted to consider the cultural and contextual facets of the language they are learning critically as they select appropriate pictures and sounds. This is more than just being able to speak and understand the language; it's also about having a deeper understanding of how language interacts with auditory and visual cues in everyday communication. In real life, adding background images or music not only makes language learning more creative but also equips students with a set of multimedia communication skills. These abilities can be applied to a variety of real-world situations, such as making captivating presentations in formal or business contexts. Therefore, inventive use of background images and music not only adds enjoyment to language practice but also gives students useful communication skills for a wider range of situations. (Omar & Dequan, 2020)

### **Creativity Enhancement**

Additionally stimulating creativity and interest in language learning is video editing. To improve their presentations, learners can play around with visual components, add subtitles, and include background images or music. In addition to making language learning more fun, this creative process enables students to acquire useful skills that they can use in real-world situations like job interviews or presentations in the classroom. By means of video editing, students can incorporate subtitles into their presentations, offering a two-way communication channel that strengthens both visual and auditory comprehension. In addition to being helpful for language learners, this approach closely resembles situations in the real world where the use of visual aids can greatly improve communication. Subtitles support vocabulary development and assist students in connecting spoken and written language. In addition to making language learning more pleasurable, this dynamic approach enables students to acquire transferable skills that go beyond language acquisition. Crucially, the artistic abilities developed via video editing have practical uses in situations like job interviews and presentations in formal or academic settings. Beyond language proficiency, the ability to create visually appealing and well-edited presentations is a valuable skill. It incorporates multimedia communication components to improve students' overall communicative competency and get them ready for a range of communication situations in both their personal and professional lives. Additionally, adding background graphics or music to video presentations enhances the creative process. In order to give their language practice more depth and context, students can choose images and sounds that correspond with the topics they are speaking about. When given the opportunity to include background graphics, students can choose pictures or other visuals that complement the subjects they are covering in their presentations. When a student is talking about travel, for example, they might use pictures of well-known sites or visually appealing landscapes as the background. This enhances the presentation's visual appeal and offers contextual relevance, strengthening the language and vocabulary related to the selected subject. In a similar vein, adding background

music to a presentation goes well with spoken word and improves the presentation's overall vibe. Students can choose music that complements the topic and mood of their speech, resulting in a dynamic and well-organized audio-visual production. The use of music enhances the emotional resonance of the material and draws in the audience, making language practice more memorable. Students are also prompted to consider the cultural and contextual facets of the language they are learning critically as they select appropriate pictures and sounds. This is more than just being able to speak and understand the language; it's also about having a deeper understanding of how language interacts with auditory and visual cues in everyday communication. (Günay, 2021)

### **Culturally Promoted**

Additionally, sharing knowledge and a sense of community can be promoted by the collaborative nature of video editing projects. Students who collaborate on cultural topics bring a variety of viewpoints to the table, weaving together thoughtful observations and insights into a rich tapestry. This cooperative element fosters teamwork and cross-cultural communication abilities in addition to improving language acquisition. In addition, producing video content centered around cultural topics promotes active inquiry and study. To produce content that is both authentic and informative, students might need to interview people, gather information, or even take part in cultural events. This practical method fosters research and analytical abilities in addition to improving language proficiency and advancing a deeper comprehension of cultural components. Additionally, video editing projects offer a way to investigate cultural subjects, promoting understanding and awareness of different cultures. Students can engage in conversations concerning the target language's traditions, customs, and social mores, which will enhance their language learning process by providing a more comprehensive cultural background. The development of cross-cultural awareness is a major benefit of using cultural content in video editing projects. Along with learning about the language's subtleties, students also get an understanding of the larger cultural background. Examining subjects like holidays, customs, or day-to-day activities enables students to recognize the richness and diversity of the culture connected to the language they are learning. Having discussions about cultural topics while working on video editing projects helps to ensure that language acquisition is more thorough. It gives students an understanding of the practical and contextual relationships between language and cultural practices. In part to this experiential learning that goes beyond theoretical knowledge, students can apply their language skills in a meaningful and culturally relevant way. (Kim, 2020)

### **Foster Collaboration.**

Another significant benefit is collaboration, as group projects can be worked on when editing videos. Students are encouraged to collaborate with one another on presentations, discussions, or interviews as a way to build community and take advantage of one another's skills and perspectives. In conclusion, incorporating video editing into extensive speaking instruction fosters a dynamic, participatory, and culturally rich language learning environment in addition to improving language acquisition. First of all, in the context of language learning, collaboration fosters a sense of community. Students working in groups must coordinate, communicate, and bargain in order to accomplish a common objective. This cooperative project goes above and beyond individual language competency by creating a friendly, engaging environment where students actively interact with the language and one another. Collaborative video editing projects also enhance language learning's cultural diversity. Students work together to create a more comprehensive understanding of the cultural nuances connected to the language they are studying as they collaborate and incorporate different points of view into their projects. This cooperative investigation of cultural subjects enhances the educational process by introducing students to a range of perspectives and encouraging a

more inclusive and thorough cultural background. Additionally, the cooperative character of video editing tasks is consistent with communicative language teaching principles, which highlight the significance of interactive and participatory learning. Students experience language use in a context that mimics real-world communicative situations as they actively participate in discussions and collaborate to plan and edit videos. Collaborating on presentations, conversations, or interviews with peers motivates them to combine their knowledge and viewpoints. A synergistic learning experience is produced by the diverse strengths, ideas, and insights that each participant brings to the project. In addition to improving language proficiency, this cooperative approach fosters interpersonal, communication, and teamwork skills—all vital for efficient language use in everyday situations. Thus, the integration of video editing into comprehensive speaking training enhances language learning outcomes while creating a lively, interactive, and culturally diverse language learning atmosphere. The focus on teamwork deepens the learning process by enticing students to communicate, share, and gain knowledge from one another. This eventually equips them to use language effectively in a variety of real-world situations.

*“By using this Capcut Apps, we are demanded to compare our work with another, so it helps something to create a better view and we share our thought together...”*

## **CONCLUSION**

In summary, using CapCut apps to improve speaking abilities reveals a number of benefits that greatly enhance the language learning process. The flexibility and control it gives students over the pacing of their learning journey is one noteworthy advantage. With CapCut, students can customize their practice sessions based on their own preferences and advancement, making speaking skill development more individualized and flexible. This student-controlled pace promotes a more effective and efficient learning environment by accommodating a variety of learning styles and allowing individuals to review and improve their spoken language skills whenever it is most convenient for them. Furthermore, the importance of CapCut in collaborative learning cannot be emphasized. With the help of the app, students can work together on group video editing projects and present, discuss, or conduct interviews. Students are able to pool their linguistic strengths, share insights, and create content collectively through this collaborative approach, which effectively improves language proficiency. In addition to language learning, cooperative activities foster interpersonal, communication, and teamwork abilities, mirroring the cooperative character of real-world communication situations. As a result, CapCut is a tool for developing critical interpersonal and teamwork skills in addition to language learning. The app's ability to foster creativity is also a noteworthy conclusion. With the help of CapCut, students can explore creative expression and go beyond basic language proficiency. By experimenting with visual elements, adding subtitles, background graphics, and music, students can make language practice more dynamic and interesting. In addition to adding enjoyment to language learning, this creative component gives students real-world skills that they can use to create engaging presentations or interviews. To put it simply, using CapCut to improve speaking abilities goes beyond traditional language learning techniques. Its features, which include collaborative learning, student-controlled pacing, and creativity enhancement, all add to a modern and comprehensive language learning experience. Platforms like CapCut emerge as useful tools as technology plays an increasingly important role in education, enhancing language learning efficacy and efficiency and offering a thorough and interesting language acquisition experience for the student.

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