



The Implementation of Think Pair Share in Improving Students' Speaking Ability in Giving Opinions Toward Videos or Podcasts Characters

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Abstract

This research aims to describe the implementation of the Think Pair Share (TPS) learning model in improving students' speaking skills, particularly in expressing opinions about English videos or podcasts that the students have watched or listened in learning process. This research method was a descriptive qualitative with participants consisting of 42 students from first-semester students of the English management Study Program at Putra Indonesia University in Padang. Data were collected through observation, interviews, and documentation of classroom activities. The results revealed that the systematic application of the three stages of TPS—think, pair, and share—significantly improved students' participation in giving opinion in the class. They use variation vocabulary and confidence in expressing opinions. Moreover, the model fostered a collaborative and communicative learning environment among students. Furthermore, TPS created a collaborative and communicative learning atmosphere that encouraged students to support each other and reduce anxiety in speaking English. The integration of digital media, such as videos and podcasts, also increased students' interest and motivation in learning. Thus, implementing Think Pair Share (TPS) in speaking class proved that it is an effective and relevant strategy to enhance students' speaking ability.

1. INTRODUCTION

English speaking skill is one important competence in digital era. When students have ability to speak English, they have opportunity to express ideas, feelings, and opinions orally in an appropriate and fluent manner in wide range of context. Speaking is a productive skill involving the use of speech to express meaning. It requires fluency, accuracy, vocabulary, pronunciation, and comprehension.

However, in the classroom context, many students still difficult and need hard struggle to speak English spontaneously when they are asked to give opinions about audiovisual materials such as videos or podcasts that the lecturer show on the learning activities in the class . These difficulties come from because of limited vocabulary, less practice, and less confidence [1]. Giving opinion toward video or podcast is different with commenting in text- based media. In text-based media, students can read repeatedly, highlight important vocabulary, and gradually understand sentence structures. Therefore the students can create concept based on the text. Meanwhile, in audio-visual media such as podcasts and videos, information is delivered rapidly, is temporal and often involves a wide variety of accents, intonation patterns, and native speakers' speech rates. This variation makes it more difficult for students to capture the main ideas, important informations. Moreover, podcasts and videos usually contain idiomatic expressions, cultural contexts, and features of spoken language that are not always found in textbooks. As a result, many students experience cognitive unlink with, video and podcastcontent while

simultaneously preparing their opinions within a limited time. This situation leads to low self-confidence, and reduced students' participation in expressing their ideas.

To solve these problems, lecturers need to implement student-centered learning approach that encourage students' active interaction. One effective approach in learning is *Think Pair Share* (TPS). It developed by Frank Lyman (1981). TPS is as part of the cooperative learning strategy. It provides opportunities for students to think individually about idea, vocabulary; then the students can discuss ideas in pairs when they have problems, and share their results of discussion with the whole class (*share*). Besides, this approach gives the students to practice to speak each other in pair. Frequent and meaningful speaking practice has become a crucial for the students to improve speaking ability. Think Pair Share is a cooperative learning strategy that enhances students' participation through three stages; Think, the students are given time to think individually about a question or topic, Pair, Students discuss their ideas with a partner, Share, the students and pair share their responses with the larger group [2]. Then, cooperative learning frameworks such as *Think-Pair-Share* or *Jigsaw* significantly increase speaking time, lower anxiety, and stimulate communicative negotiation among learners [3] When students repeatedly practice speaking within small peer groups, they build both fluency and communicative confidence. This social dimension of practice is especially important in contexts where classroom interaction is the main source of English exposure.

TPS is a method where learners listen and immediately repeat spoken text—significantly improved learners' fluency and intonation patterns, confirming the effectiveness of repeated oral practice [4]. Similarly, reported that repetition, imitation, and sustained oral engagement from practice English in pair can improve students' speaking competence [5]. Besides, the relationship between practice frequency and speaking improvement can also be explained through the based on Communicative Language Teaching (CLT) and Skill Acquisition Theory. The former emphasizes meaningful communication through real-life language use, while the latter posits that repeated practice transitions learners from declarative (knowing) to procedural (doing) knowledge. In essence, sustained speaking practice enables learners to internalize grammatical and lexical patterns until they can produce them spontaneously [6][3].

Interactive media can be used to invite students giving idea; feeling or opinion in the class is video or podcast. These are is kind of authentic digital media. Integrating digital media such as videos and podcasts into speaking classes offers an engaging platform for students to practice critical thinking and express opinions. Through these media, students gain contextual exposure to authentic language use, making the speaking activity more interactive, meaningful, and enjoyable. Besides, using videos and podcasts can provide authentic contexts for communication. Students can observe real-life language use, pronunciation, and cultural expressions [7]. The visual and audio media can stimulate learners' interest and provide meaningful input for speaking practice [8]. The positive impact of using authentic digital media for speaking improvement is motivating the students to speak spontaneously. Online talk projects fostered greater fluency and interactional competence due to frequent verbal communication in authentic digital contexts [9]. Then, in a comprehensive review, concluded that the integration of authentic digital materials, including video, podcast and social media content, enhances oral proficiency when embedded within structured speaking tasks [10]. These studies confirm that frequent speaking practice supported by authentic materials can effectively elevate students' speaking performance in modern EFL settings.

In summary, consistent and contextual speaking practice—particularly through cooperative and digital-based activities—has proven to improve EFL learners' oral fluency, pronunciation, and motivation. Authentic media from digital learning materials provide meaningful input that mirrors real-world communication, allowing learners to engage, imitate, and perform language authentically. Therefore, designing pedagogical models that integrate frequent speaking practice with authentic digital content represents a strategic approach to fostering communicative competence among university students in the 21st century.

Previous studies have demonstrated that TPS can improve students' confidence and interaction in speaking classes. However, few studies have focused on using TPS in the context of students giving opinions on digital content such as videos or podcasts [11].

Specifically, from the previous explanation, it would be important to analyze how implementation of Think Pair Share has affect to the students' learning speaking skill in giving opinion toward video or podcast when they were watched in the class. Therefore, this study is conducted to observe "How are the effects of implementation of Think Pair Share at the second semester of Management students of UPI YPTK Padang year 2024/ 2025 toward students' speaking Skill?"

2. METHOD

This study used a descriptive qualitative approach to explore how TPS improves students' speaking ability. The focus was on describing the process, student participation, and outcomes. The instruments used were observation checklist, questionnaire and speaking rubric. The participant of this research was 42 students from the 10th class of management students at the semester 2 of University of Putra Indonesia (UPI) YPTK Padang on the year of 2024/ 2025. The data collection procedure done consisted of selected short videos or podcasts on educational and social topics, Students were asked to think individually about the topic or issue presented, students paired up to discuss their opinions, Each pair shared their ideas with the class in English. Then Data were collected from observation notes, student interviews, and recorded speaking activities [11]. The classroom observation notes was conducted during the implementation of the Think Pair Share (TPS) strategy in speaking classes. The researcher and a collaborator observed the teaching–learning process using an observation checklist focusing on students' participation, confidence, vocabulary use, interaction patterns, and fluency. Each TPS stage (*think, pair, share*) was observed separately to identify how students responded at every phase. The researcher also took field notes to record important classroom events, students' spontaneous reactions, and difficulties encountered when expressing opinions toward videos or podcasts. Then, in doing semi-structured interviews, the researcher were conducted with selected students after the implementation the strategy in the class to explore their perceptions of students toward *TPS* and the challenges students' experienced when giving opinions. The interview data were transcribed verbalized and analyzed through several qualitative stages: data managing, reading and memoing, describing, classifying, and interpreting. The researcher performed data reduction by selecting only relevant statements related to speaking improvement, confidence, vocabulary development, and collaborative learning. Then, the researcher compared the information with the collaborator In analyzing the data. Then the data was processed and presented descriptively in qualitative terms. The data analysis is the process of organizing data sequences, categorizing them into patterns, categories, and basic units of description. The researcher did data reduction [12].The collections of data were consisted of observation sheets, questionnaire sheets, and students' speaking score. To ensure data credibility, triangulation was applied by comparing observation results, interview findings, questionnaire responses, and students' speaking scores. The researcher also discussed the data interpretation with a collaborator to minimize subjectivity. The convergence of findings—such as increased participation, improved speaking performance, and positive student perceptions—formed the basis for concluding that the TPS strategy was effective in improving students' speaking ability when responding to audio-visual learning media.

3. FINDING AND DISCUSSION

Based on the results of observations and evaluations the implementation of the TPS strategy could create the comfortable class environment for speaking. It could facilitate the students by different style in learning. Diffidence students can try to think individually and discuss some problems with a friend as partner in group. It would be form the students be confidence. The students try practice to speak English in the group. Therefore, the students had learned how to create sentences from the simple one; nominal, verbal sentences, simple present, past, future and perfect tense. Think Pair Share support the students to be active speaking in group. TPR facilitate the student by partner. The students can discuss to answer the questions, difficult vocabulary and practice in small group to speak in English. After students sit in pair, the lecturer guides them by writing some expressions how to give opinion about something. Then the lecturer asked them to practice in pair to memorize the expressions. Then the students were asked to give opinions about video or podcast were showed on the white board used in focus tool. TPS approach had implemented during 8 meeting. Some videos or podcasts title were ; *Success because of your parent, Keep Clean, Keep smile and greet, Helping people around you, Save from My Self, , Keep your time, Don't eat too much.*

Based on the data from observation checklist, the implementation of TPS in class showed significant improvement to students' speaking performance, the students' organization idea, Improved students' fluency and vocabulary and students active participation. The improvement can be seen in the table below:

Table 1. Improvement of Students' speaking performance

| No. | Meeting and Title | Students' Speaking Improvement | Students' participant |
|-----|---------------------------------------|----------------------------------|-----------------------|
| 1. | <i>Success because of your parent</i> | students' confidence | 4 |
| | | organize better idea | 3 |
| | | students' fluency and vocabulary | 2 |
| | | students 'active participation | 4 |
| 2. | <i>Keep Clean</i> | students' confidence | 10 |
| | | organize better idea | 8 |
| | | students' fluency and vocabulary | 6 |
| | | students 'active participation | 10 |
| 3. | <i>Keep smile and greet</i> | students' confidence | 18 |
| | | organize better idea | 14 |
| | | students' fluency and vocabulary | 10 |
| | | students 'active participation | 14 |
| 4. | <i>Helping people around you</i> | students' confidence | 18 |
| | | organize better idea | 14 |
| | | students' fluency and vocabulary | 10 |
| | | students 'active participation | 14 |
| 5. | <i>Save from My Self,</i> | students' confidence | 22 |
| | | organize better idea | 16 |
| | | students' fluency and vocabulary | 18 |
| | | students 'active participation | 20 |
| 6. | <i>Don't be a proud person</i> | students' confidence | 28 |
| | | organize better idea | 20 |
| | | students' fluency and vocabulary | 18 |
| | | students 'active participation | 24 |
| 7. | <i>Keep your time</i> | students' confidence | 34 |
| | | organize better idea | 28 |
| | | students' fluency and vocabulary | 26 |
| | | students 'active participation | 30 |
| 8. | <i>Don't eat too much.</i> | students' confidence | 40 |
| | | organize better idea | 36 |
| | | students' fluency and vocabulary | 34 |
| | | students 'active participation | 36 |

From the table above, we can be seen the students speaking performance were increased from the first to the next meeting. TPS is one of approach in collaborative teaching supports learning promotes by higher interaction and reduces speaking anxiety [13]. Moreover the students who have high self-confidence will dare to convey ideas, and can have effective conversations, can imagine and visualize the current sequence of events from the developed story and speak without relying too much on notes [14]. By doing practice speaking in English, students can generate idea and speak spontaneously.

By implementing TPS approach in class activities, the students are supported to speak regularly. Regular speaking practice significantly improves learners' oral fluency, pronunciation accuracy, and self-confidence [4]. Frequent verbal communication allows students to automatize language patterns, expand their lexical repertoire, and enhance pronunciation through repetition and corrective feedback [15]. Then, consistently practice speaking and listening in learning process, when the students speak and listen and immediately, significantly improved students' fluency and intonation patterns, confirming the effectiveness of repeated oral practice [16]. These results demonstrate that repetition, imitation, and sustained oral engagement form improved speaking competence.

Moreover, digital technology has expanded opportunities for authentic and engaging speaking practice. Platforms such as YouTube video, TikTok, and Instagram offer abundant authentic English materials that mirror real-life language use. Students exposed to such content can imitate pronunciation, observe intonation, and internalize discourse patterns naturally [4]. When the students can practice a "One-Minute Speaking Challenge" which required learners to speak regularly about selected topics, resulted in measurable improvement in fluency, vocabulary use, and pronunciation [1]. The findings highlight that frequency, engagement, and context authenticity are crucial factors in improving oral performance.

Authentic digital materials, such as video and podcast, provide particularly rich linguistic and cultural input. Video and podcast combine persuasive language, visual imagery, and cultural messages that encourage students to analyze and imitate natural expressions [17]. When students practice speaking through discussing or recreating video and podcast, they not only develop language skills but also cultural awareness and pragmatic competence. The video and podcast serve as motivational and communicative resources for language classrooms, promoting both analytical thinking and verbal creativity (Gowenlock et al., 2024). Furthermore, video-based materials reinforces learners' comprehension of prosodic features (intonation, stress, rhythm), which are critical for fluent speaking [14], [17]. Thus, combining frequent speaking practice with authentic local advertisements not only develops linguistic ability but also preserves cultural relevance.

Another, TPS is one effective approach to maximizing practice opportunities is through cooperative learning, which encourages peer interaction and mutual feedback during speaking tasks. *Think-Pair-Share* or *Jigsaw* as one of cooperative learning frameworks significantly increase speaking time, lower anxiety, and stimulate communicative negotiation among learners [18]. When students repeatedly practice speaking within small peer groups, they build both fluency and communicative confidence. This social dimension of practice is especially important in contexts where classroom interaction is the main source of English exposure.

The relationship between practice frequency and speaking improvement can also be explained through the lens of Communicative Language Teaching (CLT) and Skill Acquisition Theory. The former emphasizes meaningful communication through real-life language use, while the latter posits that repeated practice transitions learners from declarative (knowing) to procedural (doing) knowledge [19]. In essence, sustained speaking practice enables learners to internalize grammatical and lexical patterns until they can produce them spontaneously.

The positive impact of using authentic digital media for speaking improvement is motivating the students to produce and use the language spontaneously. Then, online talk projects fostered greater fluency and interactional competence due to frequent verbal communication in authentic digital contexts [17], [14]. Then, Amalia (2025) reported significant improvement in high school students' fluency, pronunciation, and idea organization after engaging in podcast-based speaking activities. Line with this, [20] Sulaeman (2025) observed that internet-based media such as YouTube, social media platforms, and online games enrich learners' exposure to authentic content and contribute positively to vocabulary development, pronunciation accuracy, and speaking fluency. However, they also noted that limited speaking partners and low self-confidence remain significant challenges for learners in maximizing the benefits of these digital resources. This finding is consistent with Harmer (2015), who states that video can enhance learners' engagement because it presents authentic contexts, non-verbal expressions, and real communicative situations that cannot be obtained from text-based materials alone.

However, in the context of first-semester management students at UPI YPTK Padang, this study reveals unique challenges that are not widely discussed in Harmer's work, particularly the students' limited vocabulary related to management terminology and their low self-confidence in delivering ideas orally. Unlike the general EFL contexts examined by Harmer, the students in this study were required to understand management-specific terms presented in podcasts and videos, which increased their cognitive load.

The students' problem in speaking, can be solved by giving challenge to the students to discuss the students ideas' with pair. This study also supports Kayi's (2006) finding that pair-based discussion activities can improve learners' willingness to speak. Nevertheless, the results of this research show that the *pair* stage in TPS does not merely increase students' confidence, but also serves as a space for "meaning negotiation" among management students who have different levels of English proficiency. The students helped each other translate technical terms, simplify ideas, and correct sentence structures before speaking in front of the class.

It can be concluded that the integration of authentic digital materials, including advertisements and social media content, enhances oral proficiency when embedded within structured speaking tasks. These studies confirm that frequent speaking practice supported by authentic materials can effectively elevate students' speaking performance in modern EFL settings.

The second data was questionnaire which was distributed to the students. The questionnaires were distributed consisted 5 items. The recapitulation can be seen in the table below:

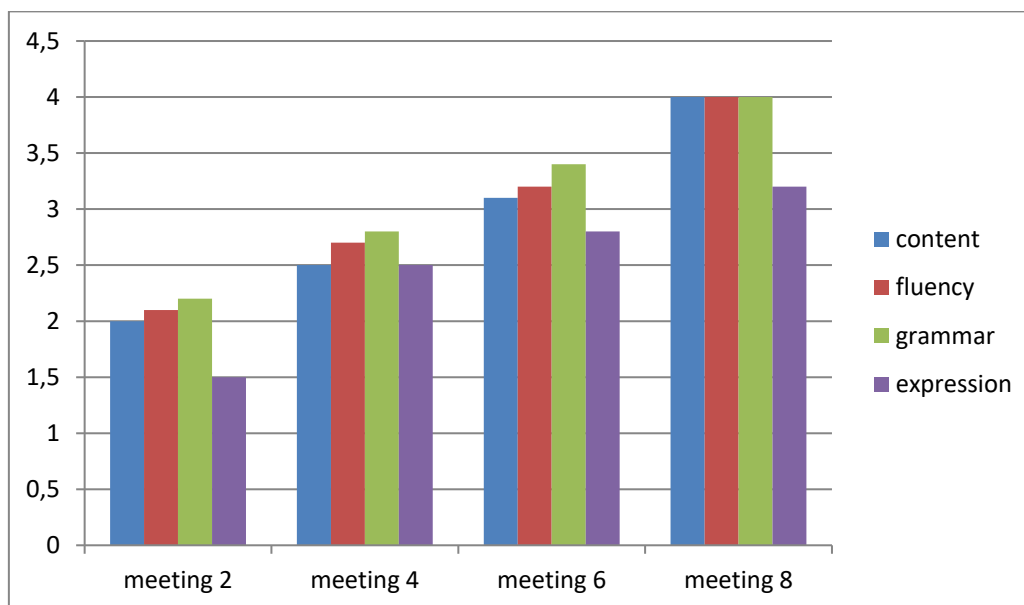
Table 2: Recapitulation of students' Perception and Motivation

| No | Statement | 1 | 2 | 3 | 4 | 5 |
|----|--|---|---|---|----|----|
| 1. | The TPS technique helps me improve my speaking skills. | - | - | - | 15 | 27 |
| 2. | I feel more confident speaking English after using TPS. | - | - | - | 16 | 26 |
| 3. | I prefer using TPS compared to traditional speaking activities. | - | - | - | 14 | 18 |
| 4. | The TPS technique increases my motivation to participate in English class. | - | - | - | 14 | 18 |
| 5. | I would like my lecturer to continue using TPS in speaking lessons. | - | - | - | 4 | 38 |

By linkert Scle:1: strongly disagree, 2: disagree, 3:neutral, 4: agree, 5:strongly agree

From the table above, It can be seen that, Most of students were chosen agree and strongly agree to apply the TPS in speaking class activities. TPS help the students improve speaking skill, the students feel more confident, the students were motivated to speak English in the class and the students hope the lecturer continue used.

Then, the progress of students' performance in speaking can be seen on the chart below:



Overall, TPS helps transform a traditional teacher-centered classroom into a more interactive and communicative learning environment where every student has a voice. Then, Using videos and podcasts as authentic materials made the learning process more engaging and relevant to real-life communication. This aligns with Harmer ,who emphasized that multimedia resources stimulate interest and contextual understanding [8].

In summary, consistent and contextual speaking practice—particularly through cooperative and digital-based activities has proven to improve EFL learners' oral fluency, pronunciation, and motivation. Authentic advertisements, as part of digital learning materials, provide meaningful input that mirrors real-world communication, allowing learners to engage, imitate, and perform language authentically. Therefore, designing pedagogical models that integrate frequent speaking practice with authentic digital content represents a strategic approach to fostering communicative competence among university students in the 21st century.

4. CONCLUSION

In summary, based on the finding, implemented TPS in class activities integrated by using digital media could improve English Speaking. Some students speaking progress are:

1. The students can organize better idea: It helped students plan their opinions more logically.
2. Improved students' fluency and vocabulary: Through pair discussions, the students learned new expressions and practiced sentence structures.
3. Increase students' active participation: Almost all students contributed during the "Share" session.

Therefore, consistent and contextual speaking practice—particularly through cooperative and digital-based activities—has proven to improve EFL learners’ oral fluency, pronunciation, and motivation. Authentic advertisements, as part of digital learning materials, provide meaningful input that mirrors real-world communication, allowing learners to engage, imitate, and perform language authentically. Therefore, designing pedagogical models that integrate frequent speaking practice with authentic digital content represents a strategic approach to fostering communicative competence among university students in the 21st century. It can be concluded that The implementation of Think Pair Share successfully improved students’ speaking ability in giving opinions about videos or podcasts. Students became more confident, fluent, and active during discussions.

Suggestions: Future studies can combine TPS with other digital platforms such as Padlet or Flipgrid to further enhance students’ engagement and assessment.

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