

Podcast Used to Improving Speaking Skill in Offering Something Through : Classroom Action Research

Akhnis Khulaifah^{1, *}, Siti Musarokah², Niken Sitoresmi³

¹Pendidikan Bahasa Inggris, Pascasarjana, Universitas PGRI Semarang, Kota Semarang, 50232

²Pendidikan Bahasa Inggris, Pascasarjana, Universitas PGRI Semarang, Kota Semarang, 50232

³SMK Negeri 6 Semarang, Kota Semarang, 50124

E-mail: akhnis2@gmail.com

ABSTRAK

Perkembangan teknologi sangat dapat dimanfaatkan dalam dunia pendidikan. Pada penelitian ini peneliti mencoba memanfaatkan teknologi podcast yang dekat dengan peserta didik. Podcast sendiri adalah media berbagi cerita dalam bentuk suara dimana narasumber berbagi pengalaman ataupun pengetahuan pada pendengarnya. Pada penelitian ini peneliti memfokuskan materi pada "Offering Something". Penelitian ini dilakukan di kelas XI Boga 2 SMKN 6 Kota Semarang. Jumlah peserta didik dalam kelas tersebut adalah 35 peserta didik. Peneliti ini berbentuk Penelitian Tindakan Kelas atau PTK dalam penelitian ini sebagai metode yang digunakan adalah deskriptif. Penelitian ini terdiri dari dua siklus yang masing-masing siklusnya terdiri dari dua pertemuan. Pada siklus pertama difokuskan pada pemahaman awal peserta didik terhadap materi "Offering Something" melalui media podcast. Hasil siklus pertama menunjukkan adanya peningkatan pemahaman, akan tetapi masih terdapat hasil yang kurang memuaskan dalam kemampuan berbicara peserta didik. Hasil awal 60% peserta didik dalam kelas sudah mampu mendapatkan nilai diatas KKM (75) Melalui refleksi dan perbaikan, penelitian dilanjutkan ke siklus berikutnya. Hasil yang didapat pada siklus kedua ini cukup memuaskan dengan 80% mendapatkan nilai diatas KKM. Yang dapat disimpulkan pada penelitian ini penggunaan media podcast dalam materi "Offering Something" efektif dalam meningkatkan kemampuan berbicara peserta didik kelas Xi Boga 2 SMKN 6 Kota Semarang.

Kata Kunci: Podcast, Kemampuan berbicara Bahasa Inggris, Peserta didik, Penelitian tindakan kela.

ABSTRACT

Technology developed massively in society. It can be used in education to improve the study process. The researchers in this research try to utilize podcast in study English cuz its popularity among teenagers. Podcasts are a medium to share stories of life by voice to the audience. This research focused on "Offering Something" as a material. This research was done in Class XI Culinary 2 SMKN 6 Kota Semarang. There are 35 students in the class. This research is kind of classroom action research. In this research, researchers used a descriptive method. There were two cycles in this research. In every cycle, there were two meetings in class. In the first cycle researchers focused on student understanding in material "Offering Something" by using podcasts. The result of the first cycle showed the increase in students' understanding. But still there were results that were unsatisfactory in students' speaking skill. There were 60% students who got a good score above KKM (75 score minimum). Through reflection and correction research going to the next cycle. The result on the second cycle got better with 80% of students getting a score above KKM. The conclusion of this research was that using a podcast in study "Offering Something" can improve students in XI culinary 2 of SMKN 6 Kota Semarang speaking skill.

Keywords: Podcast, English speaking skills, Students, Classroom action research.

1. INTRODUCTION

Technology and media are closely related to everyday life. With these facts, researchers try to utilize technology that can attract students' interest and enthusiasm in learning English. The use of technology or media that is popular among young people is expected to be a positive point for students. Based on initial observations by researchers. The use of technology in the English learning process is very popular. Students tend to be enthusiastic in carrying out learning if teachers use technology such as live worksheets, quizzes and so on. This is one of the reasons researchers use technology in learning English in the classroom so that students will be more enthusiastic and not get bored easily because they only focus on worksheets or books and notes. On this occasion the researcher used podcasts as a learning medium in the classroom. Podcast is a medium that allows sources to share knowledge, experiences and stories with listeners in audio format. The advantages of podcasts include flexible access, the ability to listen anywhere and anytime, and making learning more meaningful (Mayang Sari and Tiara, 2019). The choice of podcast as an educational medium in this research was based on the attractiveness of podcast media among the younger generation, such as students in the era of globalization. It is hoped that the use of podcasts will improve students' ability to speak English. Diagnostic tests show that the majority of students have difficulty expressing or speaking English. In this research, the material used is "Offering Something". This material was chosen because it takes into account students' majors which are closely related to the offerings in their future work lives and in their daily lives. Students in class This material has positive value if it is mastered by students as a provision for their career experience. This research uses Classroom Action Research (PTK) as a research approach that allows for studying learning changes in a sustainable manner and focusing on improvement (Chandra Asmaradhana and Churiyah, 2021). During these two research cycles, researchers attempted to monitor and evaluate the

perceived impact of using podcasts as a learning medium in the classroom.

Based on the background of the problem that has been described by the researcher, the problem identification are as follows. The use of podcast media is still not used in the process of English learning at SMKN 6 Kota Semarang. Lack of students' speaking skills using English at SMKN 6 Kota Semarang. Efforts to increase students' interest, understanding and enthusiasm in studying English at SMKN 6 Kota Semarang. The problem discussed is that the research focuses on students in class XI Culinary 2 of SMKN 6 Kota Semarang. This research focuses on improving language speaking skills of English students in class XI Culinary 2 SMKN 6 Kota Semarang. This research focuses on the project learning model with use of podcasts that have not been utilized optimally in the English learning process at SMKN 6 Kota Semarang. The problem formulation is as follows. What is the level of use of podcasts in language learning English by students of class XI Culinary 2 SMKN 6 Semarang? What is the influence of implementing the project learning model with Using podcasts to improve language speaking skills English students of class XI Culinary 2 SMKN Kota Semarang? The research objectives are as follows. To find out the use of the project learning model with using podcasts in learning English on material "Offering Something" by students of class XI culinary 2 SMKN 6 Kota Semarang. To determine the increase in the application of the project learning model by using podcasts in learning English at XI culinary 2 SMKN 6 Semarang. The benefits of this research are as follows. For students, to develop creativity and thinking power students in learning English, especially in the material "Offering Something" through the use of podcasts. For teachers, it is hoped that the results of this research can be an alternative for teachers in designing English learning strategies with media assistance that is attractive to students. For schools, it is hoped that the results of this research can become a reference to the school in improving learning facilities and infrastructure in School.

The ability to speak is one of the ultimate goals in learning a language. In learning English, students are trained to eventually be able to communicate in English (Hotmaria, 2021). To apply speaking skills to students, measurement is needed first. This is used as a reference to determine the ability to speak English by students in the class. General abilities to speak English include clear pronunciation, speaking fluency, mastery of vocabulary, understanding grammar and the ability to carry out dialogue (Suhaimi, 2021). This ability is important to communicate effectively in various situations, including in everyday life. By improving these communication skills, students can be more competent and confident in interacting using English. The main goal in improving students' speaking skills is to prepare them to become individuals who are able to communicate in English. This includes developing students' abilities to pronounce words clearly, speak fluently, use appropriate vocabulary, understand grammar, participate in conversations, express ideas clearly, and respond well to others (Hotmaria, 2021). By achieving these goals, students can communicate confidently in various contexts, whether in everyday life, at school or later in the world of work, thereby increasing their chances of success in their careers and personal lives.

The application of project based learning (PBL) in English classes is an approach that emphasizes learning through projects that require group work, problem solving, and communication in English (Lestari and Sutrisna, 2022). The main steps in PBL include identifying learning objectives, selecting relevant topics, group formation, project introduction, project implementation, presentation, peer review, and reflection. With PBL, students can develop the ability to speak English actively by connecting learning and the context of everyday life. The application of Project Based Learning in English classes allows students to be involved in more active and meaningful learning (Seftika et al., 2021). Students learn through real experiences involving collaboration and communication in English, so they can develop their speaking

skills naturally. By focusing on relevant and interesting projects, PBL encourages students to integrate English speaking skills.

Podcasts are a popular and effective learning medium. Podcasts provide easy access and extensive content and can help the English learning process. Podcasts allow listeners to improve listening skills, develop understanding of grammar, and increase vocabulary (Prasetya, 2023). Classroom action research or PTK which will be carried out in class XI Culinary 2 SMKN 6 Kota Semarang will focus on English. This research emerged from students' needs to improve the quality of English learning in the classroom. The use of podcasts will be the main focus in efforts to improve English language skills, especially in the material. In this context, researchers will identify the positive impact of using podcast media on students' ability to understand and use the expression "Something" in podcasts. Thus, it is hoped that this research can make a significant contribution in developing more innovative and effective English learning methods at SMKN 6 Semarang, especially class XI culinary 2 SMKN 6 Semarang will experience an increase in their understanding and abilities in the classroom action research or PTK which will be carried out in class XI culinary 2 SMKN 6 Semarang will focus on the use of podcasts in learning English. This research emerged from students' needs to improve the quality of English learning in the classroom. The use of podcasts will be the main focus in efforts to improve English skills, especially in the 'Offering Something' material of students in this class. In this context, researchers will identify the positive impact of using podcast media on students' ability to understand and use expressions in podcasts. Thus, it is hoped that this research can make a significant contribution in developing more innovative and effective English learning methods at SMKN 6 Semarang, especially class XI culinary 2. Through the use of podcast media which focuses on material in English, students in class Xi culinary 2 SMKN 6 Semarang will experience an increase in their understanding and

abilities in classroom action research or PTK which will be carried out in class XI Culinary 2 SMKN 6 on the use of podcasts in learning English. This research emerged from students' needs to improve the quality of English learning in the classroom. The use of podcasts will be the main focus in efforts to improve language skills.

2. METHOD

The research will be carried out in SMKN 6 Kota Semarang, with research subjects of 35 students in class XI Culinary 2 SMKN 6 Kota Semarang. This research lasted for three weeks and was divided into two cycles. The material that will be tested in this research is the use of the expression "Offering Something" in English. Moreover, the tutor teacher was also involved in this research to guide the researchers in the process of carrying out this research. The material taught is about how to offer something in English and the media that will be used is a podcast that is relevant to the material. Each research cycle will involve planning, implementation, observation and reflection through tests of student understanding and observation. Data analysis will measure students' progress in understanding and applying "Offering Something" in English after using podcast media. Through this research setting, it is hoped that the positive impact or progress made by students in learning "Offering Something" in class XI Culinary 2 at SMKN 6 Semarang can be seen.

In the first two cycles of classroom action research (PTK) regarding the use of podcast media in learning the material "Offering Something" in class XI Boga 2 at SMKN 6 Semarang City, where each cycle consists of 2 meetings, the procedure or research cycle can be structured as follows :

Cycle 1: Planning and Implementation (2 Meetings)

Meeting 1:

The process of transferring information to students regarding the material to be taught is "Offering Something". Next, identify students' learning problems

related to the material "Offering Something" in English. Next, group formation, students are formed into groups in pairs. Where the project task given was to create a dialogue podcast "Offering Something" in English.

Meeting 2:

Implement learning using podcast media. Ensure students are actively involved in listening to podcasts from other groups and participating in activities to provide constructive suggestions for each group. Next, observe students' interactions during learning with podcast media. Record students' progress, obstacles that arise, and their responses to using podcasts.

Cycle 2: Evaluation and Reflection (2 Meetings)

Meeting 3:

Data Collection Cycle two, collecting data from the podcast results after being given input and responses by the teacher and other students. Students present their learning results in podcast form. Next, data analysis by researchers. Analyzing initial data and second cycle data to evaluate the impact of using podcast media in learning the material "Offering Something."

Meeting 4:

At the second meeting in cycle two, researchers and students reflected together on learning experiences using podcast media. Discussing the results of data analysis and comparison between the initial cycle and cycle two.

Data collection steps and techniques used:

Researchers gave instructions to students regarding their assignment to create a podcast containing dialogues about "Offering Something" in English.

1. Podcast Guide

Researchers provide guidance to students on how to record podcasts, including the use of necessary software and equipment. Next, provide examples of "Offering Something" dialogue that they can use as a guide.

2. Podcast recording

Researchers let students work in groups to record podcasts. Researchers ensure they understand the "Offering Something" dialogue material and create relevant dialogue.

3. Podcast Submission

The researcher determined a deadline for podcast submission. Students can submit their podcasts in digital format, such as audio files in the link provided.

4. Podcast Ratings

Listen to the collected podcasts and rate them based on scoring criteria or rubrics, such as speaking fluency, correct use of grammar, and appropriateness of the context of "Offering Something." Researchers provide written or verbal feedback to students about the quality of their podcasts.

5. Collective Reflection

After using podcasts in learning, researchers reflected together with the students. Researchers discuss what they learned and how the use of podcasts aided their understanding of the dialogue "Offering Something."

6. Progress Monitoring

Over the next few meetings, it becomes time to monitor students' progress in understanding and applying the "Offering Something" dialogue in their activities and interactions. Collecting podcast results from these students will provide valuable insight into their ability to produce content that fits the subject of "Offering Something." Apart from that, the resulting podcast can also be used as an audio source in the learning process, allowing students to listen and practice dialogue actively.

This research uses observations and podcast recordings. Observations are used to describe how the project process takes place, while podcast recordings have the aim of evaluating students' speaking skills. Apart from that, to strengthen additional data, this research used a questionnaire. The following are the instruments used during the research.

1. Observation

Observing the "Offer Something" podcast project is an important step in assessing the quality and impact of students' efforts in creating and distributing podcasts related to the "Offer Something" dialogue material in English. When making observations, you need to pay attention to several important aspects. First, the extent to which the podcast content reflects students' understanding of the material and whether the dialogue presented is appropriate to the context of the material being studied. In addition, evaluate the audio quality of the podcast, including audio clarity and any interference or noise that could disturb listeners. Observe how fluent students are and how well they use correct grammar. Ensure all team members participate actively and make equal contributions.

2. Podcast recording

Podcast recording aims to evaluate students' speaking skills through the Podcast that has been created. The aim of podcasts in English learning is to provide an interactive and engaging platform for learners to improve their understanding. By presenting material in audio or video form, podcasts make it possible to listen and feel the pronunciation, intonation and style of speaking in English. In addition, podcasts can provide varied content, ranging from daily cultural conversations, thereby helping to expand students' English skills. Through a more relaxed approach and high accessibility, podcasts aim to make English learning more interesting, efficient and accessible to a wide range of people.

2023).

After the data is obtained, then carry out analysis of the data. The data analysis technique used in this research uses student result score which is analyzed descriptively (Wiaris, 2021). cycle one and learning outcomes in cycle two of students in class XI Culinary 2 SMKN 6 Semarang. However, researchers took steps 1, tabulated the data and steps 2, calculation of percentages with formulas.

From the obtained percentage results, then determine the qualitative criteria. Determining the maximum score is 100%. Determining the minimum score is 20%. Determine the range (maximum score – minimum score) = 100%- 20% = 80%

3. FINDING AND DISCUSSION

The initial condition of class XI Culinary 2 at SMKN 6 Kota Semarang shows that there are challenges in the ability to speak English. Of the 35 students, some of them got scores below the KKM. This shows that the students in class XI culinary 2 need guidance. This challenge includes several aspects, such as incorrect pronunciation of words, inaccurate word selection, and limitations in English vocabulary. These students may also experience a lack of confidence in speaking a foreign language, which affects their expression when speaking English. To overcome this challenge, integrated efforts need to be made in learning, with the right support. It is hoped that students will be able to improve their English speaking skills over time (Suhaimi, 2021). Following are the students' initial scores displayed in a chart.

Table 1. Student's early Speaking skill score in percent (%)

Penafsiran	Rentan nilai	Jumlah peserta didik	presentase	ket
Sangat baik	91-100	1 dari 35	3%	
Baik	81-90	17 dari 35	51%	
Cukup	71-80	16 dari 35	46%	Perlu bimbingan utamanya nilai dibawah KKM 75
Kurang	<60	0 dari 35	0	

In two cycles of Classroom Action Research (PTK) meetings regarding the use of podcast media in learning the material "Offering Something" in class XI Boga 2 at SMKN 6 Semarang City, the procedure or research cycle can be explained as follows:

Cycle 1: Planning and Implementation(2 Meetings)

At the first meeting, the initial step is to transfer information to students regarding the material to be taught, namely "Offering Something" in English. Next, identification of learning problems that students may face regarding the material is carried out. After that, the students were divided into pairs, and the project task given was to create a dialogue podcast in English that focused on "Offering Something." At the second meeting in this cycle, learning was carried out using podcast media. Students are expected to be active in listening to podcasts made by other groups, as well as participating in providing constructive suggestions for each group. Next, observations were made of students' interactions during learning with podcast media. The data obtained includes students' progress, obstacles that arise, and their responses to using podcasts.

Cycle 2: Evaluation and Reflection (2 Meetings)

At the third meeting, data from the podcast results was collected after input and responses were provided by the teacher and other students. Students then present their learning results in podcast form. Researchers conducted data analysis by comparing initial data with second cycle data to evaluate the impact of using podcast media in learning the material "Offering Something." At the fourth meeting in cycle two, researchers and students reflected together on learning experiences using podcast media. They discussed the results of data analysis and comparisons between the initial cycle and cycle two to gain deeper insight into the effectiveness of using podcasts in learning the material "Offering Something."

In classroom action research (PTK) regarding the use of podcast media in learning the material "Offering Something," data and analysis play an important role in understanding the effectiveness of this method. At the start of the research, initial data was obtained through a pre-test to measure students' initial understanding of the material and

show that there were students who needed guidance to improve their speaking skills. During the implementation of learning in the first cycle, the data collected included observations of students' participation, their responses to the podcast, and the dynamics of interactions in the class. In addition, obstacles or challenges that arise are also noted.

The following are the results of the recapitulation of values in the first cycle:

Table 2
Students' First Cycle Speaking Skills score in percent (%)

Penafsiran	Rentan nilai	Jumlah peserta didik	presentase	ket
Sangat baik	91-100	3 dari 35	8%	
Baik	81-90	18 dari 35	52%	
Cukup	71-80	14 dari 35	40%	Perlu bimbingan utamanya nilai dibawah KKM 75
Kurang	<60	0 dari 35	0	

In the second cycle, data from podcasts created by students becomes the main focus, either in the form of audio or video recordings or text transcripts. Input and responses from teachers and other students to the podcast are also an integral part of the analysis. After the data is collected, analysis is carried out to explore key findings, such as increased understanding of the material or changes in student participation during the research cycle. Initial data was compared with second cycle data to evaluate the impact of using podcast media. The results of data analysis are presented in various forms, including tables, graphs and narratives, to provide a clear and easy to understand picture. This research ends with a conclusion that summarizes the main findings and recommendations for further development in the use of podcast media in learning the material "Offering Something."

Table 3
Second Cycle Speaking Skills score of Students in percent (%)

Penafsiran	Rentan nilai	Jumlah peserta didik	presentase	ket
Sangat baik	91-100	5 dari 35	15%	
Baik	81-90	22 dari 35	65%	
Cukup	71-80	7 dari 35	20%	Perlu bimbingan utamanya nilai dibawah KKM 75
Kurang	<60	0 dari 35	0	

In the analysis of the results of students' speaking skills in the second cycle, it can be observed that the majority of students have achieved a good level of skill. The majority of students, namely 65%, managed to achieve a score between 81 and 90. As many as 15% of students can be categorized as very good, with a score between 91 and 100. However, there is a small portion of students, around 20%, who have a score in the fair range (71-80). It should be noted that some of them need additional guidance, especially those who scored below the KKM (Minimum Completeness Criteria) of 75.

It is important to appreciate that no student scored less than 60, which indicates that learning efforts have provided positive results overall. Although there is still room for improvement for students who achieved sufficient scores or close to the KKM limit, these results reflect good progress in the development of English speaking skills among this group of students.

4. CONCLUSION

In this research, the results of the analysis of students' speaking skills in the first cycle showed that the majority of

students had reached a good level in speaking skills. As many as 52% of students achieved a good category with a score between 81 and 90, while 8% of students achieved a very good level with a score between 91 and 100. However, there were around 40% of students who obtained a fair score in the 71-80 range. It should be noted that some of them need additional guidance, especially those who scored below the KKM of 75.

The result that needs to be appreciated is that no student got a score of less than 60 in the first cycle. This shows that

Early learning efforts have had an overall positive impact in the development of English speaking skills among this group of learners.

In the second cycle, the analysis results showed a significant improvement. The majority of students, namely around 65%, managed to reach a good skill level, and 15% of them achieved a very good level. However, around 20% of students still get sufficient grades. Although there is still room for improvement, a positive conclusion is that no student scored less than 60 in the second cycle.

The results of this research provide an illustration that learning efforts using podcast media have been successful in improving the English speaking skills of students in class XI culinary 2 SMKN 6 Kota Semarang. Although there are students who need additional guidance, the overall evaluation results reflect positive development. This research provides a strong foundation for continuing to develop learning approaches and paying special attention to students who need additional guidance to achieve the desired level of English speaking skills.

Apart from that, the conclusions of this research can be a strong basis for class XI Culinary 2 teachers at SMKN 6 Kota Semarang to consider using podcasts as an effective learning medium in teaching the material "Offering Something." The results of this research highlight the positive potential of using podcasts in English language learning contexts, especially in business or customer service situations. The use of this media has been proven effective in improving students' speaking

skills, which is an important component in the material.

The results of this research provide several suggestions which are expected to be useful in the future. First, the use of podcast media has been proven to be effective in improving students' English speaking skills. Therefore, it is recommended to continue considering the use of this media in teaching "Offering Something" material and other materials that involve speaking skills. Second, it is necessary to pay special attention to students who need additional guidance, especially those who get grades below the KKM. Additional mentoring or support programs can help them achieve the desired standards. Third, the integration of podcast media in other learning materials can also be expanded to maximize its benefits in developing students' speaking skills. Fourth, further exploration in the use of technology in learning has the potential to increase interactivity and learning effectiveness. Finally, regular evaluation of the learning methods used needs to be carried out to identify areas that need improvement and ensure learning remains relevant and effective. By following these suggestions, it is hoped that the development of students' English speaking skills will continue to improve, and the use of podcast media can become an integral part of a successful learning approach in class XI Culinary 2 SMKN 6 Kota Semarang.

Limitations of this study include limited sample size, short research duration, limited measurement instruments, and changes in technology. Nevertheless, this research provides a valuable initial understanding of the use of podcast media in learning English speaking skills at SMKN 6 Kota Semarang. These limitations are a starting point for further research and the development of more effective learning strategies.

REFERENCES

- Chandra Asmaradhana, Gita, and Madziatul Churiyah. 2021. "Meningkatkan Hasil Belajar Dan Kemandirian Peserta Didik Dengan Menggunakan Media Pembelajaran Mobile Learning Berbasis Ispring Suite 9." *Jurnal Ekonomi, Bisnis Dan Pendidikan* 1 (3): 251–62. <https://doi.org/10.17977/um066v1i32021p251-262>.
- Hotmaria, Hotmaria. 2021. "Upaya Meningkatkan Keterampilan Berbicara Bahasa Inggris Pada Materi Pengandaian Diikuti Perintah/Saran Menggunakan Strategi Pembelajaran Three Step Interview." *Journal of Education Action Research* 5 (1): 1–9. <https://doi.org/10.23887/jear.v5i1.31558>.
- Lestari, Made Novita Dwi, and I Putu Edi Sutrisna. 2022. "Project-Based Learning Dalam Pembelajaran Bahasa Inggris Pada Program Studi Pariwisata." *Cultoure: Jurnal Ilmiah Pariwisata Budaya Hindu* 3 (1): 40. <https://doi.org/10.55115/cultoure.v3i1.2041>.
- Mayangsari, Dewi, and Dinda Rizki Tiara. 2019. "Podcast Sebagai Media Pembelajaran Di Era Milenial." *Jurnal Golden Age* 3 (02): 126. <https://doi.org/10.29408/goldenage.v3i02.1720>.
- Prasetya, Rizky Eka. n.d. "ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online) English Language Learners ' Attitude and Challenge Utilized M - Learning : Comparison Mobile Application Moodle and Google Classroom ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online)" 10 (1): 28–40.
- Seftika, Seftika, Januarius Mujiyanto, Abdurrachman Faridi, and Zulfa Sakhiyya. 2021. "Project Based Learning Untuk Meningkatkan Keterampilan Speaking Mahasiswa Abad 21." *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 169–74. <http://pps.unnes.ac.id/prodi/prosiding-pascasarjana-unnes>.
- Suhaimi, Imam. 2021. "Analisis Keterampilan Berbicara Bahasa Inggris Siswa SMP Al Ikhlas Kediri." *Jurnal Koulutus* 4 (1): 1–7.
- Wiaris, Wiaris. 2021. "Penerapan Model Pembelajaran Project Based Learning Untuk Meningkatkan Kemampuan Belajar Siswa Melalui Kegiatan Kolaborasi Mata Pelajaran Bahasa Inggris Di Smp Negeri 6 Batam." *Daiwi Widya* 7 (5): 17. <https://doi.org/10.37637/dw.v7i5.673>