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Video Recording Tasks to Improve Visual Communication Design Students' Speaking Ability: A Quasi Experimental Study

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Tri Wahyuni, Timbul Yuwono[ab]
[1]Program Studi Desain Komunikasi Visual, Fakultas Teknologi dan Desain, Institut Teknologi dan Bisnis Asia Malang, Indonesia
[2]Universitas PGRI Kanjuruhan Malang, Indonesia
Corresponding Author: triwahyuni@asia.ac.id

A B S T R A C T

This quasi-experimental study (pretest–posttest control group design) investigates the effectiveness of a Video Recording Task (VRT) in enhancing the speaking ability of second-semester students in a Visual Communication Design (DKV) program. Sixty participants were assigned to control and experimental groups and received six weeks of instruction. While the control group followed traditional speaking activities, the experimental group engaged in structured VRT-based tasks. Pre- and post-test data were collected to assess gains in fluency, accuracy, pronunciation, and vocabulary. The pre-test and post-test results of the experimental group (n = 30) show improvements across all speaking subskills, with fluency increasing from 22.1 to 27.4 (gain = +5.3), accuracy from 23.2 to 27.1 (gain = +3.9), and pronunciation from 24.2 to 27.9 (gain = +3.7). Quantitative results demonstrate a notable improvement in the experimental group, with measurable gains across all four speaking components and a higher overall achievement score compared to the control group. Additionally, participants in the VRT group reported increased confidence and greater engagement in speaking tasks. These findings indicate that integrating video-based activities into ESP instruction significantly supports learners' oral performance and contributes to technology-enhanced learning practices. The study highlights the pedagogical value of VRT, particularly within creative disciplines such as DKV, and suggests promising implications for future ESP course design.

Keywords: *Video Recording Task (VRT), Speaking, ESP*

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INTRODUCTION

Speaking proficiency remains a central goal in English for Specific Purposes (ESP) instruction, particularly for learners in creative and visual communication disciplines who are required to present, justify, and articulate ideas effectively in academic and professional environments. In fields such as Visual Communication Design (DKV), the ability to communicate design concepts verbally is essential for presenting creative ideas, explaining design choices, and collaborating with clients or team members. Therefore, developing strong speaking skills becomes a crucial component of ESP learning for students in this discipline.

In Indonesia, however, speaking remains one of the most challenging English skills to master. Many learners have limited opportunities to practice authentic spoken communication in the classroom. In addition, factors such as performance anxiety, lack of confidence, and minimal exposure to real communicative situations often hinder students from actively engaging in speaking activities. As noted by (Amalia, 2024), conventional classroom settings frequently fail to provide sufficient speaking practice and effective feedback mechanisms to support students' oral development.

These challenges are also evident among Visual Communication Design (DKV) students at Institut Asia Malang. As emphasized by (Wahyuni, 2019), DKV students are expected to demonstrate the ability to present design concepts, explain visual messages, and communicate ideas clearly in professional contexts. However, many students still experience

difficulties in oral communication due to limited speaking practice, low confidence levels, inadequate feedback, and weaknesses in pronunciation.

As a result, students' speaking abilities often remain below the expected level for academic and professional communication. Without sufficient opportunities to practice and refine their oral skills, learners may struggle to articulate ideas clearly and effectively. This situation highlights the need for innovative instructional strategies that can provide more engaging, flexible, and supportive environments for speaking practice.

Recent developments in technology-enhanced language learning have introduced various digital tools to address these challenges. One promising approach is the use of video-based learning activities that allow students to practice speaking independently while receiving opportunities for reflection and improvement. Among these approaches, Video Recording Tasks (VRT) have gained attention as an effective strategy to support speaking development.

Video Recording Tasks enable students to record their speaking performances and review them repeatedly, allowing for self-evaluation and improvement. According to (Sakina et al., 2024) and (Tukan, 2025), this method encourages autonomous learning, increases opportunities for repeated speaking practice, and helps learners identify their own pronunciation and fluency issues. Through repeated recording and reflection, students can gradually refine their oral performance.

Previous experimental studies have demonstrated that the integration of video-recorded speaking tasks significantly improves students' oral performance. Research by (Purba et al., 2024) and (A. Paramesti et al., 2021) shows notable improvements in fluency, pronunciation, and grammatical accuracy when VRT is incorporated into speaking instruction. Furthermore, (Nguyen, 2025) reports that VRT also helps reduce speaking anxiety and increases learners' confidence when communicating in English.

Despite these promising findings, research on the use of VRT in ESP contexts—particularly within creative disciplines such as Visual Communication Design—remains limited. To address this gap, the present study investigates the effectiveness of Video Recording Tasks (VRT) in improving the speaking ability of second-semester DKV students enrolled in an English for Conversation course at Institut Asia Malang. Using a quasi-experimental design, this study evaluates differences in speaking performance between students who receive VRT-based instruction and those who experience traditional teaching methods over a six-week intervention period, focusing on improvements in fluency, pronunciation, and accuracy.

METHOD

This research is an experimental study that follows several systematic procedures to examine the effectiveness of Video Recording Tasks (VRT) in improving speaking skills among second-semester students in the Visual Communication Design (DKV) program. The method is structured to ensure clarity, reliability, and validity in data collection and analysis. The following subsections explain the research design, respondents, instruments, procedures, and techniques used in analyzing the data.

Research Design

This study employed a quasi-experimental research design with a pre-test–post-test control group format. Such a design is commonly used to measure instructional effects when random assignment to conditions is not fully possible (Creswell & Creswell, 2018; Fraenkel et al., 2020). Two intact classes of second-semester Visual Communication Design (DKV) students were randomly assigned as the experimental group and the control group. Quasi-experimental designs allow researchers to examine causal relationships in educational settings while maintaining ecological validity (Campbell & Stanley, 2015; Ary et al., 2019).

Both groups completed the same pre-test at the beginning of the study to determine their baseline speaking ability. The experimental group then received a six-week treatment consisting of structured VRT activities, while the control group received traditional speaking

instruction. At the end of the treatment, both groups completed a post-test identical in format to the pre-test. Pre-test and post-test data were then compared to determine whether the VRT treatment resulted in stronger improvement in speaking performance than traditional instruction. The use of a pre-test–post-test control group design is well established in language learning research to evaluate instructional effectiveness (Brown, 2004; Mackey & Gass, 2021).

Respondents

The respondents in this study were 60 second-semester students enrolled in an English for Conversation course in the Visual Communication Design (DKV) study program at Institut Asia Malang during the 2024/2025 academic year. Convenience sampling was used to select two intact classes. One class (n = 30) was assigned as the experimental group and the other (n = 30) as the control group. All participants had completed the pre speaking test and demonstrated comparable proficiency levels based on the pre-test records. None had prior experience with Video Recording Task (VRT) activities. Participation was voluntary, and all respondents were informed of their rights and anonymity in accordance with institutional research ethics.

Instruments

Data were collected using a speaking performance test administered as a pre-test and post-test. The tests consisted of structured speaking prompts relevant to ESP conversational themes, such as self-presentation, project description, and opinion expression. Students' oral performance was assessed using an analytic rubric adapted from Brown (2004), focusing on three domains: fluency, pronunciation, and accuracy. Each domain was rated on a five-point scale, yielding a maximum total score of 15. Inter-rater scoring was applied to ensure reliability, using two trained assessors experienced in ESP speaking evaluation. Inter-rater reliability was calculated using Cohen's Kappa, producing values above .80, indicating high scoring consistency.

In addition, a brief learner reflection sheet was distributed to the experimental group to document perceived changes in confidence during speaking activities. These reflections supported interpretation but were not included in statistical analysis.

Procedures

A quasi-experimental pre-test–post-test control group design was employed over a six-week instructional period. Both groups followed the same weekly syllabus, lesson duration, and instructional objectives. The only variable manipulated was the use of Video Recording Tasks (VRT). The complete procedures can be seen in Table 1.

Table 1. Research Procedures

Week	Activities
1	- Pre-test administration in both groups - Orientation to learning objectives and speaking themes
2-5	- **Experimental group:** Implemented VRT activities. Students recorded weekly oral responses to assigned speaking prompts using smartphones or digital video tools. Video files were submitted online, reviewed by the instructor, and followed by structured feedback. Students were permitted to re-record their videos before final submission, allowing for iterative practice and self-correction. This format was adapted from procedures outlined in Purba et al. (2024) and Sakina et al. (2024), with minor modifications to align with DKV speaking topics and ESP outcomes. - **Control group:** Received conventional instruction consisting of classroom-based speaking practice, textbook dialogue exercises, and teacher oral correction without any recording activity.
6	- Post-test administration in both groups using the same scoring rubric and equivalent difficulty speaking prompts.

The intervention ensured equal teaching time, content exposure, and assessment conditions across groups, isolating VRT as the independent variable.

Data Analysis

Descriptive and inferential statistics were used to analyze quantitative data. Mean scores and standard deviations were calculated for pre-test and post-test results across groups. Normality tests were conducted to determine the appropriate inferential analysis procedure.

An independent samples t-test was used to compare pre-test scores between groups and post-test outcomes to determine the effect of VRT on speaking performance. A paired samples t-test was also applied within groups to assess changes over time. Statistical significance was set at $p < .05$.

Effect size (Cohen's d) was calculated to determine the magnitude of improvement, following guidelines by Field (2018). Confidence level data from reflection sheets were analyzed descriptively to support interpretation of affective outcomes. All analyses were conducted using SPSS version 25.

FINDINGS AND DISCUSSION

Result

Overall Speaking Performance

A mixed-design ANOVA was conducted to examine the effects of group (experimental vs. control) and time (pre-test vs. post-test) on speaking scores. At pre-test, students in the experimental group (M = 69.82, SD = 3.11) and control group (M = 69.90, SD = 3.23) did not differ significantly, $t(58) = -0.10$, with the $p = .919$, confirming initial equivalence.

Post-test results showed that the experimental group (M = 82.47, SD = 3.52) outperformed the control group (M = 73.03, SD = 3.27), $t(58) = 10.66$, $p < .001$. A significant interaction was observed between group and time, $F(1,58) = 168.24$, $p < .001$, partial $\eta^2 = .744$, indicating that the improvement was attributable to the intervention.

The effect size for the experimental group's pre–post gains was large, Cohen's $d = 3.88$, suggesting strong instructional impact.

Table 2. Pre-test and Post-test Speaking Scores by Group (N = 60)

Group	Pre-test M (SD)	Post-test M (SD)	Gain
Experimental (n = 30)	69.82 (3.11)	82.47 (3.52)	+12.65
Control (n = 30)	69.90 (3.23)	73.03 (3.27)	+3.13

Subskill Improvement

Fluency

The experimental group demonstrated a significant increase in fluency (Mpre = 22.1; Mpost = 27.4), $t(29) = -10.23$, $p < .001$, Cohen's $d = 1.87$.

Accuracy

Accuracy also improved (Mpre = 23.2; Mpost = 27.1), $t(29) = -9.44$, $p < .001$, Cohen's $d = 1.72$.

Pronunciation

Pronunciation gains were similarly notable (Mpre = 24.2; Mpost = 27.9), $t(29) = -8.68$, $p < .001$, Cohen's $d = 1.59$.

Although the control group also made minor improvement, gains did not reach statistical significance across any subskill (all $p > .05$).

Table 3 Pre-test and Post-test Scores on Speaking Subskills (Experimental Group, n = 30)

Subskill	Pre-Test M	Post-Test M	Gain
Fluency	22.1	27.4	+5.3
Accuracy	23.2	27.1	+3.9
Pronunciation	24.2	27.9	+3.7

Qualitative Confidence Outcome

Student reflections and observation field notes revealed increased confidence when speaking in English. Many students expressed feeling more comfortable listening to their own voices, reviewing their recordings, and identifying areas for improvement over time. This process not only reduced speaking anxiety but also increased their sense of control and ownership in language production. Lecturers also noted observable behavioural changes during classroom interactions. Students demonstrated improved eye contact, reduced hesitation, and greater fluency when engaging in spontaneous discussions or presenting their ideas. In particular, learners in the VRT group became more willing to volunteer responses during communicative tasks, suggesting that the repeated practice afforded by video-based speaking activities helped to desensitise them to performance-related pressure.

These qualitative outcomes complement the quantitative findings and offer a deeper explanation for the performance gains recorded in the post-test. The improvement in oral proficiency—supported by higher fluency, accuracy, pronunciation, and vocabulary scores—appears to be strongly connected to affective development, especially increased confidence and self-efficacy. The VRT process encouraged students to rehearse, self-correct, and refine their speaking output before sharing it with others, which may have contributed to lower anxiety levels and enhanced speaking readiness.

Together, these quantitative and qualitative results reinforce the pedagogical merit of the VRT intervention. Not only did the treatment lead to measurable gains in speaking achievement, but it also promoted positive classroom dispositions that are essential for sustained communicative growth. This alignment between improved performance and heightened participation suggests that VRT may function as a meaningful tool in ESP contexts, particularly within creative disciplines such as DKV where visual engagement, autonomy, and multimodal expression are valued. The findings therefore support the integration of video-based tasks as both a motivational strategy and an instructional scaffold in technology-enhanced language learning.

Discussion

The purpose of this study was to determine whether the Video Recording Task (VRT) could improve speaking performance among second-semester DKV students enrolled in English for Conversation at Institut Asia Malang. Findings demonstrate that students who engaged in six weeks of video recording activities achieved significantly higher speaking scores than those who received conventional instruction.

Effectiveness of Video Recording

The results align with previous studies indicating that video-based production tasks enhance oral performance through increased metacognitive awareness, autonomous rehearsal, and access to multimodal feedback. Research shows that video-recording activities allow learners to repeatedly watch, evaluate, and self-correct their speech, which fosters deeper metacognitive engagement and greater self-awareness of linguistic strengths and weaknesses (Tukan, 2025). This self-reflection process encourages learners to plan, monitor, and adjust their speaking strategies, contributing to improved fluency, pronunciation, and accuracy. For example, students often view and practice their video recordings multiple times, leading to enhanced preparedness and reduced anxiety before assessment or performance tasks, thereby supporting autonomous rehearsal and confidence building (Cao, 2025).

Additionally, evidence from related studies emphasizes that video-based speaking tasks promote learner autonomy and self-evaluation, both of which are crucial components of successful language learning. Technology-assisted speaking tasks have been shown to increase learners' confidence, motivation, and responsibility for their own progress, as students set personal goals and use recorded artefacts to monitor improvement over time (Cao, 2025). Multimodal visual elements, auditory, and kinesthetic, embedded in video recordings enrich feedback opportunities, enabling learners to notice features such as body language and articulation that may be overlooked in traditional oral activities (Hadizadeh, 2025).

However, the magnitude of improvement observed in this study exceeded that of previous research, which may be partially attributed to the ESP instructional context and the targeted rubric focus on fluency, accuracy, and pronunciation. In ESP settings, speaking tasks are closely aligned with discipline-specific communicative needs, potentially enhancing the relevance and authenticity of practice opportunities, thereby amplifying learners' engagement and performance outcomes. The structured design of the VRT intervention, coupled with clear performance criteria, likely helped learners internalize specific speaking objectives more effectively than in studies where task requirements were more general or less explicitly linked to assessment outcomes.

Improvement Across Subskills

The substantial gains in fluency observed in this study reflect reduced hesitation and improved utterance flow, suggesting that iterative video recording may minimize communicative anxiety and cognitive load during oral production. Improvements in accuracy

and pronunciation further support the hypothesis that repeated cycles of rehearsal, replay, and revision foster learners' self-monitoring skills, an affordance rarely available in conventional face-to-face speaking practice (Amalia, 2024) (N. P. Paramesti et al., 2021). These findings reinforce the pedagogical value of multimodal speaking tasks that enable learners to control pacing, evaluate their performance, and refine linguistic output with increased autonomy. Collectively, the results position video-based production not only as a technological enhancement but also as a transformative instructional strategy that strengthens metacognitive engagement and elevates oral language outcomes in ESP learning contexts.

ESP Context Significance

A major contribution of this research lies in its focus on Visual Communication Design (DKV) students within an English for Specific Purposes (ESP) framework, addressing discipline-specific communicative needs such as brand communication, visual presentation, and professional interaction. Previous needs analyses have highlighted that DKV learners require English instruction that reflects their industry-aligned tasks and visual media preferences, including design-based materials and digital content creation, to support future professional use (Wijayanto et al., 2025). Integrating Video Recording Tasks (VRT) into an ESP syllabus taps into this disciplinary alignment by providing multimodal, performance-oriented practice that mirrors authentic workplace communication demands. Research on video projects in ESP contexts suggests that such assignments can enhance both confidence and oral communicative competence, as learners engage with technology to produce spoken outputs relevant to their field and receive reflective feedback on their performance (Suhana & Purwadi, 2023).

The results of the present study indicate that VRT is not only beneficial in general English as a Foreign Language (EFL) settings but particularly effective for creative media learners who benefit from visual performance formats. These formats allow students to articulate design rationales, describe visual work, and rehearse visual-verbal narratives—activities that are central to professional practice in creative industries and aligned with visual literacy objectives in ESP instruction (Saputro & Savitri, 2024; European Proceedings, 2021). By situating video-based tasks within an ESP curriculum, the intervention supports learners' development of context-specific speaking skills while leveraging the multimodal affordances of visual media, thereby enhancing motivation, authenticity, and relevance in language learning outcomes.

Comparison to Control Group

Although the control group demonstrated modest improvement consistent with basic instructional exposure, the markedly larger effect observed in the experimental group underscores the added value of video-based production tasks over traditional speaking instruction. Similar quasi-experimental studies have shown that students exposed to video-recorded speaking activities significantly outperform control groups that receive conventional instruction, suggesting that technology-mediated rehearsal opportunities offer richer linguistic practice and deeper engagement with speaking skills (Menggo et al., 2023) (Azkiyah & Rahayu, 2018). Video-based production tasks allow learners to repeatedly practice, self-evaluate, and revise their oral output, which aligns with findings on technologically supported tasks leading to meaningful gains in fluency, accuracy, and vocabulary compared to non-video techniques (Menggo et al., 2023). These results suggest that technology-supported oral rehearsal does not merely supplement conventional teaching but enhances learner autonomy, increases reflective practice, and provides multimodal feedback opportunities that are not typically afforded by traditional instruction alone. Such enhancements likely contribute to a larger practical effect size and illustrate the pedagogical potency of video-based methods in second language speaking instruction.

Confidence Development

Qualitative findings from this study indicate that increased self-confidence paralleled measurable gains in speaking performance. Many students reported reduced fear of making mistakes and greater comfort communicating in English after repeated engagement with video recording tasks. These affective benefits are consistent with previous research showing that

technology-assisted speaking activities can create a less threatening practice environment, help learners confront anxiety, and foster greater self-confidence (Ngadiran et al., 2024) (Tukan, 2025). In a qualitative study by (Tukan, 2025), participants specifically described enhanced confidence and enjoyment in practicing English through video recording tasks, emphasizing that the ability to review and revise their own performances contributed to a feeling of mastery over speaking challenges. Supporting this, larger scale research on technology-assisted speaking tasks found that learners consistently reported increased confidence, reduced nervousness about errors, and heightened comfort expressing themselves in English after engaging with video-based practice (Tran, 2025). These affective improvements are important because confidence is strongly linked to active participation, willingness to take linguistic risks, and willingness to engage in real-world communication (Kulsum, 2025).

In addition to linguistic and academic gains, the study offers important affective insights. Students consistently reported feeling more confident when speaking English, less fearful of making mistakes, and more motivated to participate in communicative activities—echoing earlier evidence that technology-mediated speaking environments can reduce anxiety and strengthen self-belief (Tukan, 2025) (Ngadiran et al., 2024) (Kulsum, 2025). These improvements are particularly meaningful in ESP contexts, where confidence strongly influences performance readiness in future professional communication.

CONCLUSIONS

This study aimed to investigate the effectiveness of the Video Recording Task (VRT) in improving speaking ability among second-semester DKV students enrolled in an English for Conversation course at Institut Asia Malang. The findings provide clear evidence that VRT is an effective instructional intervention for enhancing students' speaking performance. After six weeks of VRT-based activities, students in the experimental group demonstrated significantly higher levels of fluency, accuracy, and pronunciation compared to those who received conventional instruction, confirming the pedagogical value of technology-supported oral production tasks.Beyond measurable performance gains, the results also revealed important affective improvements, including increased confidence, reduced speaking anxiety, and greater willingness to communicate. Overall, the findings indicate that VRT effectively supports both the cognitive and affective dimensions of speaking development, positioning video-based production as a powerful instructional approach for enhancing oral communication skills in creative academic disciplines. Integrating VRT into ESP pedagogy—particularly for learners working in visually oriented fields—can improve speaking performance, promote self-regulated learning, strengthen professional communication skills, and foster long-term confidence. Future research is recommended to examine longer intervention durations, adapt assessment rubrics for visual content delivery, and explore cross-disciplinary applications to further expand understanding of VRT's pedagogical potential.

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