

An Analysis of Students' Video Assignments: A Case of EFL Students at a Public University

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Abstract

Video assignments become an increasingly popular tool in education nowadays. It offers students a dynamic and engaging way to demonstrate their understanding and performance. This research focuses on the students' analysis of EFL students' video assignments. The aims of this research are to find out how much the students understand assignment and how well they manage the contents of their videos. Qualitative research and video analysis framework were used in this study to collect and analyse the data of the EFL students who study in their third year at the research site. The eight videos were adopted from the EFL students to analyse and collect the data. The study found three elements of videos structure such as introduction, body, and conclusion of the videos. EFL students greeted audiences, introduced topic, structure, expectation and engaged interests in the introduction part of the video. During the videos, students mostly used body languages, facial expression, voice of tone, pronunciation and topic comprehension. However, students missed using some contents in the conclusion of the videos comprising quotation, recommendation, and asking for giving comments from audiences for the improvement of their videos. Additionally, this study may serve as a reference or motivation for further research in the same area. This research suggests future researchers to focus on video analysis in different context, participants, and analytical framework to minimize the research gaps. Classroom teachers should use these results to improve the quality of video assignments in their class.

Keywords: Analysis; Video assignment; EFL Students; English

INTRODUCTION

English is the most spoken language in the world. Around the world, it is widely used in commerce, education, and government and is the official language of any nations. Gaining proficiency in English may lead to a plethora of options for you on a personal and professional level. Languages used for commerce, research, technology, diplomacy, and other forms of international communication are all in English. The internet and international travel use it as their language. Students who wish to thrive in the increasingly globalized world must be able to communicate in English successfully. Speaking English helps one get into school and get a job. As the language of many diverse cultures worldwide, English fosters cross-cultural understanding.

Learning English is essential for students as it provides access to both job and educational options. In order for pupils to learn the language efficiently, they must acquire a variety of abilities, such as writing, reading, listening, vocabulary, grammar, and speaking. The students should know well on this skill when they learn about English language. However, to study about the language, one of the most important

abilities that students in the English language education department need to have is speaking (Diah & Havid, 2020). Leong and Ahmadi (2017) since speaking is the most important ability for kids to acquire in order to properly interact on a regular basis imperative that presenters employ terminology that is clear and palatable to a wide range of listeners. For successful communication and success in many facets of life, speaking ability development is essential. The ability to speak effectively and confidently promotes understanding, teamwork, and personal development. Speaking abilities enable you to express your thoughts, ideas, and opinions. Consistent work, a desire to push yourself beyond your comfort zone, and the use of practical tactics are all necessary to improve your speaking abilities.

The growth and usage of the Internet has given rise to a generic technique that interprets and analyses instructional content using teaching coding in order to produce findings for data quantification that are clear and easy to understand (Dharmawardene & Wijewardene, 2021). Learning through video assignment is a well-liked and efficient approach that combines the advantages of aural and visual learning. Watching instructional films helps you learn new ideas, develop new abilities, or have a deeper comprehension of a subject. Ichsan, Apriliaswati & Rosnija (2017) discovered that project-based learning encourages pupils to think creatively and prepare well for speaking in front of the class. Video assignment frequently include a range of multimedia components, including animations, graphics, and interactive activities. They can be given by instructors, professionals, or internet platforms. The many advantages of video-based instruction align with the idea of the "normalization" of technology in language education, which is the point at which instructional technologies are used in language learning environments so frequently that users are blind to their functions as useful components of the process. Bax (2011) recognized the complex relationship between technology and the social processes taking place in the classroom and presented a neo-Vygotskian viewpoint on pedagogical technology in language classes.

REVIEW OF LITERATURE

Analysis

1. Concept of analysis

Concept analysis is a crucial activity in research, aiming to clarify concepts and their relationships. However, research guidelines and philosophical literature often lack explicit instructions on how to perform concept analysis, leading many students to use terminological literature methods for their master's and doctoral dissertations. These methods are not always used within the original professional context of terminology work, such as systematic collection, description, processing, and presentation of concepts in glossaries or data banks. These methods do not meet all methodological requirements of academic research without modification.

According to Suonuuti (1999), explains that concept analysis characterizes as a task that falls under the umbrella of terminology work and involves elucidating and describing concepts that belong to a group and their connections. Additionally, Nuopponen (1994) defines concept analysis as the foundation of terminological approaches, and this definition reflects the same fundamental features. Its goals are to make clear a concept's meaning, relationships to other concepts, and place within a concept system. This establishes a foundation for the expansion of concept

definitions and reveals synonymy and equivalency between terms in other languages, among other things.

2. Qualitative method for concept analysis

The application of quantitative methodologies to idea analysis typically occurs only after a significant amount of preparatory work has been completed to produce and define a conceptualization. Any or all of the three above-described techniques for advancing an idea into maturity may be used in the preparatory activity. The following step is the application of quantitative methodologies to validate and improve the idea, with a significant emphasis on the epistemological and pragmatic principles, once the researcher has clearly stated internal characteristics of the concept and presented a well-developed theoretical description. The majority of the time, idea analysis has used quantitative techniques in tandem with measurement. Generally speaking, quantitative approaches either start with idea analysis utilising one of the other two approaches, or they build upon theory that is derived from the literature. To make sure this stage has been completed appropriately, a researcher must assess the initial idea analysis before starting a concept-based approach to measurement. In other words, the concept needs to seem mature. The qualities, components, and changeable dimensions need to be precisely specified and explained (Waltz, Strickland, & Lenz, 1991). A blueprint for creating or choosing measures is created throughout the concept's construction, which includes theoretical definitions, subdimensions, characteristics, boundaries, preconditions, and results. An instrument is developed to measure a concept, and its psychometric properties are assessed using quantitative methods. The results are interpreted in relation to the original conceptualization of the phenomena, which may validate or suggest refinement. Chronbach's alpha is the most common psychometric assessment in nursing literature, used to measure internal consistency reliability. It is expected that an instrument will display internal consistency reliability only if the concept being measured is unidimensional. If the conceptualization includes multiple dimensions or components, internal consistency reliability would be expected within subscales but not for an overall measure.

Video assignment

An academic project known as a "video assignment" involves pupils making a film to show that they have understood a certain subject or idea. In essence, it's a substitute for conventional written essays or presentations for showcasing learning. A video assignment is a digital presentation where the main message is conveyed through video. It mixes the captivating power of moving visuals, sound, and animation with components of traditional presentations, such as slides and narrative. According to Willhelm (2014), students can develop good communication skills through video presentations since they get to see and evaluate their own films. Similar research revealed that student-centered classes supported by video presentations or video assignment also complement constructivist learning theory, which holds that students should actively participate in the learning process in order to create knowledge and learn how to learn at the same time (Yorke & Longden, 2008).

Furthermore, it has also been demonstrated that using videos in English language classes improves students' oral presentation and language abilities since the real material may be used to expand students' vocabulary and grammatical

understanding (Berlian Nur & Mohamad Jafre, 2011). According to Sotto (2007), in order to reinforce critical information and abilities, students must actively participate in the learning activities. Furthermore, since students are encouraged to share their thoughts on what they have viewed, using films to improve their writing and speaking abilities may also be maximised (Berlian Nur & Mohamad Jafre, 2011). Therefore, employing a video assignment to examine the students' experiences and efforts in finishing their English language assignment is important. This study examines the opinions and first-hand accounts of students who have made a video assignment as a component of their English language learning assignment.

Students' analysis on using video assignment

Many students praise video assignment for being able to go beyond the confines of conventional text-based or lecture-style instruction. Especially for visual and kinaesthetic learners, the use of music, graphics, and dynamic narratives may be quite engaging. Videos might possibly improve understanding and knowledge retention by providing different representations of the same material, therefore catering to a variety of learning styles. Additionally, because they are asynchronous, students may review the content whenever it is most convenient for them, which improves accessibility for people with hectic schedules or learning disabilities.

A pleasant change from conventional text-based or lecture-style learning is provided by video assignment for a large number of pupils. Especially for kinaesthetic and visual learners, the combination of audio, pictures, and narrative may be incredibly engaging. Videos may also accommodate different learning styles by providing a variety of information representations, which may improve understanding and memory of the material. This is particularly important in STEM subjects, since intricate ideas may be actively articulated and visually represented. Furthermore, Video assignment have the power to spark students' imagination and encourage active learning beyond mere passive viewing. Students may express their own opinions, gain digital literacy skills, and apply information in real-world contexts by making their own video projects. Collaborative video projects enhance these advantages by promoting communication, problem-solving, and cooperation abilities. Peer review and critique of each other's and one's own work facilitates comprehension of various techniques and offers insightful peer criticism.

METHOD

In this study, qualitative method was used to analyse the data. Qualitative research as a method of conducting research that aims to comprehend social or human phenomena by presenting particular viewpoints obtained from informant sources, creating a detailed and complex picture that can be expressed in words, and conducting the study in an environment that is conducive to learning defined by (Walidin, Saifullah, & Tabrani, 2015).

This research conducted at National University of Battambang in Cambodia. The population involve are the students who study English literature major on the weekday class. The researchers choose English students who study in year 3 at National University of Battambang. The total of year3 students is 37 students divide into 8 groups.

To collect the data, the researchers get the videos from the students, which include eight videos. Then, the researchers get the data by watching the videos one

by one and analysing them through the statement structures that the researcher has prepared.

The twenty-fifth statement structures of doing the video assignment is used to analyse the EFL student's videos. Because the topic of the assignment is related to the tour guide subject, so the information for the statements was obtained from the lessons of the lecturer who taught the tour guide subject at the National University of Battambang and the book "The Role of the Tour Guide in Transferring Cultural Understanding" by Ian McDonnell (2001).

The way that the researcher get data from students is called data collection technique. In order to complete the data received, the researcher collected data through documentation. Researchers used the statement structures that have prepared to extract information from the student's video and collect the data.

Furthermore, the researcher used two steps to analyse the data. First, the researcher watches the eight videos of the EFL students carefully, one by one, and then analyses the statement structures that the researcher has prepared. In the second step, the researcher analyses the results of statement structures that relate to each other one by one.

RESULTS AND DISCUSSION

The goal of this study is to learn how well the EFL students do in making video assignments. Students whose video assignments are well-prepared and well-executed will receive high marks on the statement structure paper that the researcher has prepared for analysis.

From the results in the table, the researcher found out below.

Table 1. The results of the students in the beginning of the videos

Statements	Scale	V1	V2	V3	V4	V5	V6	V7	V8	f	%
Beginning of the video											
1.The speakers greeting to the audiences.	Yes	√	√	√	√	√	√	√	√	8	100%
	No									0	0%
2.The speakers introduce himself/herself to the audiences in the video.	Yes	√	√	√	√	√	√	√	√	8	100%
	No									0	0%
3.The speakers introduce topic to the audiences in the video.	Yes	√	√	√	√	√	√	√	√	8	100%
	No									0	0%
4. The speakers introduce the structure to the audiences.	Yes	√			√	√	√	√	√	6	75%
	No		x	x						2	25%
5.The speakers use simple language to introduce their structure.	Yes	√			√	√	√	√	√	6	75%
	No		x	x						2	25%
6.The speakers give the expectations from the video to the audiences.	Yes	√				√		√	√	4	50%
	No		x	x	x		x			4	50%
7.The speakers give a clearly purpose in their video.	Yes	√			√	√	√	√	√	6	75%
	No		x	x						2	25%
8.The speakers gauge interest about some experience in the video.	Yes						√	√		2	25%
	No	x	x	x	x	x			x	6	75%

In the first statement, the result came out with eight videos (100%) in which the speakers of the eight groups greeted the audience well in their videos.

In the second statement, the result came out with eight videos (100%) of the students demonstrating that the speaker introduced himself or herself to the audience with their own words and prepared well.

In the third statement, the result came out with eight videos (100%) demonstrate that all groups of students explained the topic to the audiences in their videos.

In the fourth statement, the result came out with six videos (75%) in which the students introduced the structure in their videos well to the audiences. However, in another two videos (25%), the speakers didn't introduce the structures in their videos.

In the fifth statement, the result came out with six videos (75%) of the students using simple language to introduce their structure in the videos, but another two videos (25%) of the students didn't use any simple language to introduce their structure.

In the sixth statement, the result came out with four videos (50%) of the students gave the expectations from the videos to the audiences that they could easily understand the videos and want to watch the video. However, another four videos (50%) of the students didn't give any expectations in their videos to the audiences.

In the seventh statement, the result came out with six videos (75%) of the student groups clearly communicating the purpose of their videos to the audiences to make them understand their videos well. However, another two videos (25%) of the student groups didn't clearly communicate with the audiences in their videos.

In the eighth statement, the result came out with two videos (25%) in which the students gauged interest in some experiences for the audiences in their videos. However, there are six videos (75%) of the student groups that didn't gauge interest in some experiences in their videos to the audience.

Table 2. The results of the students during the videos

Statements	Sca	V	V	V	V	V	V	V	V	f	%
	le	1	2	3	4	5	6	7	8		
During the video											
9.The speakers use some body languages in the video.	Yes	√	√	√	√	√	√	√	√	8	100%
	No									0	0%
10.The speakers give a good face expression to engage with each other in the video.	Yes	√			√	√	√	√	√	6	75%
	No		×	×						2	25%
11.The speakers have a good tone of voice that is not too loud or too silent.	Yes	√	√		√	√	√	√	√	7	88%
	No			×						1	12%
12.The speakers have good pronunciation.	Yes	√	√		√	√	√	√	√	7	88%
	No			×						1	12%
13.The speakers well understand the topic.	Yes	√	√		√	√	√	√	√	7	88%
	No			×						1	12%

14.The speakers have a good explanation related to the topic.	Yes	√		√	√	√	√	5	63%
	No		×	×				×	3 37%
15.The speakers add some types of visuals, such as images and chat in the video.	Yes	√		√	√	√	√	6	75%
	No		×					×	2 25%
16.The speakers pay attention in the video.	Yes	√	√		√	√	√	6	75%
	No			×				×	2 25%
17.The speakers give a lot of information in the video related to the topic.	Yes	√			√	√	√	5	63%
	No		×	×				×	3 37%
18.The speakers have a good engagement to each other in the video.	Yes	√			√	√	√	4	50%
	No		×	×				×	×

In the ninth statement, the result came out with eight videos (100%) of the student groups using some body language in their videos while they were speaking.

In the tenth statement, the result came out with six videos (75%) of the students giving good face expression to engage with each other in their video, but in another two videos (25%) of the student groups didn't; the two groups just focused on view and didn't care about each other in their video.

In the eleventh statement, the result came out with seven videos (88%) of the students. The speakers have a good tone of voice that is not too loud or too silent when they speak. However, only one video (12%) showed that the speakers didn't have a good tone of voice in their video because the speakers spoke too silently and were not clear.

In the twelfth statement, the result came out with seven videos (88%) of the students having good pronunciation in their video, but one video (12%) where the speakers didn't have good pronunciation in their video because they spoke non-clearly and caused confusion about the languages.

In the thirteenth statement, the result came out with seven videos (88%) of the students well understanding the topic that they're going to do in their video. However, only one video (12%) among them didn't understand the topic and made a lot of mistakes.

In the fourteen statements, the result came out with five videos (63%) of the students had good explanations related to the topic in their videos. However, the three videos (37%) of the group of students didn't explain the topic well because they didn't give enough information and important points related to the topic in their videos.

In the fifteenth statement, the result came out with six videos (75% of the students added some types of visuals, such as images and chat, to their videos). However, another two videos (25%) of the students didn't add anything.

In the sixteenth statement, the result came out with six videos (75%) of the students, the speakers paid attention well in the video; they engaged with each other and talked a lot in the video. However, there are two videos (25%) of the student groups that didn't pay more attention in their videos because most of the speakers in the two groups just walked around, didn't argue with each other, and didn't talk too much in the video.

In the seventeenth statement, the result came out with five videos (63%) of the students, which means the speakers of the five groups gave a lot of information in the video related to the topic, such as the place located, the history of the place, things to do at that place, and a lot more information. However, there are three videos (38%) of the students' groups that didn't give enough information in their videos. The speakers of the three groups just said something briefly and explained nothing.

In the eighteenth statement, the result came out with four videos (50%), and the speakers had good engagement with each other in the video. In the other four videos (50%), the speakers didn't engage with each other well. It means the speakers in the video just walked around to see something but didn't talk or explain it to each other.

Table 3. The results of the students in the conclusion of the videos

Statements	Scale	V1	V2	V3	V4	V5	V6	V7	V8	f	%
Conclusion											
19.The speakers have a good conclusion in the video.	Yes	√			√		√	√	√	5	63%
	No		x	x		x				3	37%
20.The speakers use quotations in the end of the video.	Yes									0	0%
	No	x	x	x	x	x	x	x	x	8	100%
21.The speakers give a quick synopsis of the main topics discussed during the tour in the video.	Yes	√				√			√	3	37%
	No		x	x	x		x	x		5	63%
22.The speakers make recommendations for tour-related activities in the video.	Yes									0	0%
	No	x	x	x	x	x	x	x	x	8	100%
23.The speakers thank the group for coming and wish them a fantastic remainder of the day in the video.	Yes	√				√				2	25%
	No		x	x	x		x	x	x	6	75%
24.The speakers kindly want comments from audiences about the video tour in their video.	Yes	√				√				2	25%
	No		x	x	x		x	x	x	6	75%
25.The speakers recommend the audiences of the interesting place in the video.	Yes									0	0%
	No	x	x	x	x	x	x	x	x	8	100%

In the nineteenth statement, the result came out with five videos (63%) of the students having a good conclusion in their video. However, another three videos (37%) of the student groups didn't have a good conclusion because they ended the video without saying anything, and some groups didn't make a good conclusion.

In the twentieth statement, the result came out with eight videos (100%) of the student groups didn't use quotations at the end of their video.

In the twenty-first statement, the result came out with three videos (37%) of the student groups. The speakers gave a quick synopsis of the main topics discussed during the tour at the end of the video. However, another five videos (63%) of the student groups didn't summaries anything at the end of their video.

In the twenty-second statement, the result came out with eight videos (100%) of the student groups didn't make any recommendations for tour-related activities at the end of their video.

In the twenty-third statement, the result came out with two videos (25%) of the student groups. The speaker said thank you to the group for coming and wished them a fantastic remainder of the day in their video. However, another six videos (75%) of the student groups didn't say anything.

In the twenty-fourth statement, the result came out with two videos (25%) of the students. The speakers kindly want comments from audiences about their video tour. However, there are six videos (75%) of the student groups didn't say anything or want any comments at the end of their videos.

In the twenty-fifth statement, the result came out with eight videos (100%) of the student groups didn't recommend the interesting place in their videos

CONCLUSION

Based on the results that the researcher has gotten from analysing the video assignments of EFL students, the researcher found that most of the students are creative in creating video assignments. They know well about the content that they are going to create and what the requirements of the topic are. In addition, some people's speaking abilities are so good that they have a good tone of voice and a good explanation with the gestures in the video. The researcher also notices that most of the students know well how to use technology and how to use it to help their studies. However, there are also some of the students' groups that didn't do well in creating this video assignment. Some of them are still shy, and some of them don't understand well the topic of what they should do in their video.

In this study, the researchers suggest that teachers should assign video projects to students more frequently and provide feedback based on the videos they gathered to identify their areas of weakness. Lecturers should provide clear instructions, including examples, subject information, and guidance on how to complete the project. In addition, students should strive to create videos whenever assigned, as they can enhance their speaking and technological skills. The researchers also hope that students will create more videos about interesting topics to improve their speaking and technological skills. Furthermore, the study's findings could inspire future education researchers to use video projects to analyse students' judgment of their skills and serve as a reference for further research in the same area. The findings could also serve as motivation for further research in the same area.

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