

## EXPLORING THE IMPLEMENTATION OF HOLIDAY CONVERSATION LEARNING THROUGH HEUTAGOGY AND DIGITAL MEDIA IN ELEMENTARY SCHOOLS

Aisyah Yasmin Azizah<sup>1</sup>, Yulianto Sabat<sup>2</sup>, Sulistyaningsih<sup>3</sup>, Eka Fadilah<sup>4</sup>

<sup>1,2,3,4</sup> Universitas PGRI Delta Sidoarjo, Indonesia

[aisyasminazizah@gmail.com](mailto:aisyasminazizah@gmail.com)

Received: September 17, 2025 Revised: April 25, 2026 Accepted: May 18, 2026

### ABSTRACT

*This study aims to explore the implementation of Holiday Conversation learning through a heutagogical approach supported by digital media and to examine its impact on students' speaking skills and learner autonomy at the elementary school level. The urgency of this research lies in the persistence of teacher-centered English speaking instruction in elementary schools, which limits students' confidence, autonomy, and opportunities for meaningful oral communication despite the increasing availability of digital learning media. The novelty of this study is the integration of heutagogy as a self-determined learning approach with digital platforms such as YouTube and Wordwall specifically for elementary-level English speaking instruction, an area that remains underexplored in previous studies. This research employed a descriptive qualitative design and was conducted at MI Ketegan, Sidoarjo, East Java, Indonesia, involving 24 fifth-grade students from the International Class Program (ICP). Data were collected through participatory classroom observations, documentation of students' learning products, and teacher reflection notes. The data were analyzed descriptively using data triangulation to ensure credibility and trustworthiness. The findings indicate that the heutagogy-based digital learning approach effectively enhanced students' speaking skills, including fluency, vocabulary use, grammatical accuracy, and self-confidence. In addition, the learning process fostered learner autonomy by encouraging students' learning initiative, decision-making ability, collaboration, and reflective learning behaviors. In conclusion, this study contributes empirical evidence to elementary English language education by demonstrating that heutagogical, digitally supported speaking instruction creates a meaningful learning environment that strengthens both communicative competence and learner autonomy.*

**Keywords:** *Digital Media, Elementary Education., Heutagogy, Learner Autonomy, Speaking Skills*

### INTRODUCTION

In the context of global education English has become an essential skill that must be introduced and developed from an early age. Elementary education plays a crucial role in shaping students' foundational language abilities, particularly speaking skills, which are closely related to communication competence, confidence, and social interaction (Mukhlisah, 2023). Speaking is not merely the ability to produce words orally, but also the capacity to express ideas, emotions, and intentions meaningfully in real-life contexts. Therefore, English instruction at the elementary level should move beyond vocabulary memorization and grammar drills toward communicative and learner-centered practices that allow students to

actively use the language (Sirojuddin, 2024). Early exposure to meaningful speaking activities can help learners develop positive attitudes toward English and reduce anxiety associated with oral communication in later stages of education.

The rapid advancement of digital technology has significantly transformed learning environments (Goo et al., 2024). Digital media such as YouTube and interactive learning platforms have expanded access to authentic learning materials, enabling students to engage with language input that reflects real communication contexts (Damanik, 2025). In elementary schools, digital tools can support flexible, interactive, and engaging learning experiences that align with students' cognitive and developmental characteristics (Yani, 2021). When integrated effectively, digital media can encourage exploration, collaboration, and creativity, allowing students to take greater responsibility for their own learning. This shift aligns with contemporary educational paradigms that emphasize learner autonomy and active participation rather than teacher-dominated instruction.

Despite these developments many elementary English classrooms still rely on conventional, teacher-centered approaches, particularly in teaching speaking skills. Speaking activities are often limited to repetition, scripted dialogues, or choral responses, which restrict students' opportunities to express personal ideas and develop ownership of learning (Gordon-Isasi et al., 2021). Such practices tend to position students as passive recipients of instruction rather than active language users. As a result, students may demonstrate limited confidence, low motivation, and minimal engagement during speaking activities (Legi & Dkk, 2023). This phenomenon indicates a gap between the potential of digital and learner-centered pedagogy and the realities of classroom implementation, especially at the elementary level.

Several studies report that elementary students frequently experience low speaking confidence and hesitation when asked to communicate in English, even after years of instruction. Learners often struggle to initiate conversations, organize ideas orally, and apply vocabulary in authentic situations (Nur et al., 2022). These difficulties are exacerbated by limited exposure to meaningful speaking practice and insufficient opportunities for self-directed learning. Additionally, disparities in technological access and readiness among students and schools present further challenges in integrating digital media effectively (Tursunovich, 2022). These data

indicate that improving speaking instruction in elementary schools requires not only new tools but also a fundamental shift in pedagogical approach.

Previous studies have explored related areas, but important limitations remain. (Bahar et al., 2022; Panjaitan et al., 2022) found that YouTube can effectively support speaking development by providing authentic audio-visual input, yet the study focused primarily on older learners and did not emphasize learner autonomy. (Ahmetović et al., 2020; Cosgun & Atay, 2021) highlighted the importance of learner agency in primary English classrooms, but their research largely examined controlled instructional settings rather than self-determined learning environments. (Abimanto & Mahendro, 2023; Bahar et al., 2022) discussed the potential of heutagogy in primary education, yet empirical classroom-based studies integrating heutagogy with digital media for speaking skills remain scarce. These studies suggest promising directions but also reveal the need for more contextualized research at the elementary level.

Based on these findings a clear research gap can be identified. While digital media and learner-centered approaches have been widely discussed, their integration through a heutagogical framework in elementary English speaking instruction has not been sufficiently explored. Most existing studies treat technology as a supplementary tool rather than as part of a self-determined learning design. Consequently, the novelty of this study lies in its focus on combining heutagogy and digital media to support Holiday Conversation learning in elementary schools. This study contributes new insights by examining how young learners can engage in self-directed speaking activities when provided with structured stages, digital support, and opportunities for reflection and creativity.

Based on preliminary observations conducted at MI Ketegan, Sidoarjo, involving Grade 5 students from the International Class Program (ICP), it was found that English speaking activities, particularly those related to Holiday Conversation topics, were still predominantly dominated by teacher-led instruction. Students tended to rely on predetermined dialogue scripts and depended heavily on teacher guidance, which limited their initiative, creativity, and variation in spoken expression. Although digital tools such as YouTube and Wordwall were available and accessible to students, their use had not been optimally designed to promote independent learning and learner agency. As a result, students demonstrated

varying levels of confidence and readiness in speaking activities, indicating the need for a more adaptive pedagogical approach that accommodates learner diversity while actively encouraging autonomy and self-directed learning. These initial observations define the object of this study, namely the implementation of Holiday Conversation learning through a heutagogical approach supported by digital media in elementary school English classrooms.

This study aims to explore how the integration of heutagogy and digital media can enhance speaking skills and learning independence among elementary school students. Specifically, it seeks to describe the learning process, examine students' responses and engagement, and analyze the impact of this approach on students' speaking ability and learner autonomy. By addressing these objectives, the study is expected to provide practical pedagogical insights for elementary English teachers and contribute to the broader discourse on learner-centered digital pedagogy in primary education.

## **MATERIALS AND METHOD**

This study employed a descriptive qualitative approach to gain an in-depth understanding of the process and outcomes of implementing a heutagogical approach supported by digital media in teaching Holiday Conversation at the elementary school level (Sugiyono, 2019). The research was conducted at MI Ketegan, Sidoarjo, East Java, Indonesia, involving 24 Grade 5 students from the International Class Program (ICP) who were selected purposively. This setting was chosen because the class had previously integrated basic English communication into daily learning activities and had adequate access to digital tools such as smartphones and school internet facilities (Sugiyono, 2021). The qualitative approach was considered appropriate as it allowed the researcher to explore students' learning behaviors, experiences, and spoken language development in a natural classroom context, with particular attention to learner-centered and independent learning activities facilitated through YouTube and Wordwall (Ishtiaq, 2019).

Data collection was carried out through participatory observation, documentation of student learning products, and teacher reflection notes. The researcher acted as the primary research instrument, designing and implementing

the learning activities while simultaneously observing classroom interactions, student engagement, and learning dynamics (Creswell & Creswell, 2018). Supporting instruments included observation sheets to record verbal and nonverbal student responses, documentation of Wordwall worksheets, dialogue scripts, and visual records of classroom activities, as well as reflective journals written by the teacher (Creswell & Creswell, 2023). To ensure data validity, triangulation of sources and methods was applied by integrating observational data, student work artifacts, and reflective notes. This strategy enhanced the credibility of the findings and enabled a comprehensive analysis of both the learning process and its impact on students' speaking skills and learner autonomy within a heutagogical, digitally supported learning environment.

## **RESULTS**

The object of this study is the implementation of Holiday Conversation learning through a heutagogical approach supported by digital media in an elementary school context. The research was conducted at MI Ketegan, Sidoarjo, East Java, Indonesia, focusing on Grade 5 students of the International Class Program (ICP). This learning context was selected because English instruction at MI Ketegan has been integrated into daily classroom activities and supported by access to digital learning tools such as smartphones and school internet facilities. The implementation emphasizes learner-centered and self-determined learning by engaging students in video-based exploration, interactive digital exercises, collaborative dialogue construction, and oral presentations. Through this approach, the learning object highlights how heutagogy and digital media are applied in real classroom settings to foster students' speaking skills, learning independence, and learner agency at the elementary school level.

The heutagogy-based Holiday Conversation learning was implemented through a sequence of structured stages designed to progressively develop students' autonomy and speaking competence. The learning design intentionally combined digital media with collaborative activities to create meaningful learning experiences while gradually shifting control from the teacher to the learners. This staged approach reflects the core principles of heutagogy, in which learners are encouraged to explore learning resources independently, make decisions during the learning process, and actively construct knowledge through interaction and reflection.

**Table 1.** Stages of Heutagogy-Based Holiday Conversation Learning Involving

<b>Learning Stage</b>	<b>Main Activities</b>	<b>Digital Media</b>	<b>Student Participation (n = 24)</b>	<b>Teacher's Role</b>
Video Exploration	Watching Holiday Conversation videos and identifying new vocabulary	YouTube	24 students participated; 18 students worked independently, 6 students worked in pairs	Facilitator and initial guide
Interactive Practice	Completing vocabulary and grammar exercises	Wordwall	24 students completed activities; 16 students finished independently, 8 required minimal assistance	Technical support and guidance
Dialogue Preparation	Creating holiday-themed dialogues in small groups	Worksheets and digital references	24 students formed 9 small groups (2–3 students per group)	Consultant when needed
Dialogue Presentation	Performing dialogues in front of the class	Simple visual props	24 students presented dialogues; all groups participated	Observer and feedback provider

As shown in Table 1, all 24 students were actively involved across the four learning stages, indicating a high level of participation and engagement. During the video exploration stage, most students were able to work independently with YouTube materials, suggesting that authentic video content effectively supported self-directed vocabulary learning. The interactive practice stage using Wordwall further reinforced learner autonomy, as the majority of students completed tasks

independently while only a small number required minimal guidance. These findings demonstrate that digital media can function as an enabling environment for heutagogical learning by providing flexible access to content and immediate feedback that supports individual learning needs.

The dialogue preparation and presentation stages highlight the development of collaborative autonomy and communicative confidence among students. Working in small groups allowed learners to negotiate ideas, assign roles, and co-construct dialogue content, fostering both social interaction and shared responsibility. The successful participation of all groups in the presentation stage indicates that the learning design effectively accommodated varying levels of speaking readiness. The teacher's role evolved from facilitator and technical supporter to consultant and observer, reflecting a shift from teacher-centered instruction toward learner-centered practice. Overall, the findings suggest that the integration of heutagogy and digital media creates a supportive learning environment that empowers elementary students to engage actively, collaborate meaningfully, and express themselves confidently in English speaking activities.

**Table 2.** Impact of Heutagogy-Based Learning on Students' Speaking Skills

<b>Speaking Aspect</b>	<b>Observation Indicators</b>	<b>Description of Findings</b>
Fluency	Speech flow and willingness to speak	17 out of 24 students demonstrated improved fluency and reduced hesitation during presentations
Vocabulary Use	Contextual word selection	19 students appropriately used holiday-related vocabulary in spoken dialogues
Language Structure	Sentence organization	16 students showed clearer sentence structure and more coherent dialogue organization
Self-Confidence	Attitude during speaking	15 students appeared confident when speaking, while 9 students still showed mild nervousness

Table 2 illustrates the positive impact of heutagogy-based learning on students' speaking skills, as reflected in several key aspects of oral performance.

The majority of students demonstrated noticeable improvement in fluency, with 17

out of 24 students showing smoother speech flow and reduced hesitation during dialogue presentations. Vocabulary use also improved significantly, as 19 students were able to apply holiday-related vocabulary appropriately within meaningful conversational contexts, indicating successful transfer of input from digital media to spoken output. In terms of language structure, 16 students produced more organized and coherent sentences, suggesting that repeated exposure to interactive exercises and collaborative dialogue construction supported grammatical awareness. Additionally, 15 students displayed increased self-confidence while speaking in front of the class, although a smaller group of students still experienced mild nervousness. These findings indicate that heutagogy-based learning supported by digital media not only enhances technical aspects of speaking but also contributes to affective development, particularly confidence and willingness to communicate, among elementary school learners.

**Table 3.** Development of Learner Autonomy and Learner Agency among Students

<b>Autonomy Aspect</b>	<b>Behavioral Indicators</b>	<b>Research Findings</b>
Learning Initiative	Independent vocabulary exploration	18 students independently searched for word meanings using digital resources
Decision-Making	Dialogue planning and role selection	20 students actively contributed to deciding dialogue flow, characters, and expressions
Reflective Learning	Self-initiated revision	11 students revised their dialogues without direct teacher instruction
Collaboration	Group interaction	All 24 students participated in group work, with balanced role distribution observed in most groups

Table 3 demonstrates the development of learner autonomy and learner agency among students as a result of the heutagogy-based learning approach. A substantial number of students showed strong learning initiative, with 18 out of 24 students independently exploring vocabulary meanings using digital resources, indicating growing self-directed learning behavior. Decision-making skills were

also prominently observed, as 20 students actively participated in planning dialogue content, selecting roles, and determining expressions, reflecting increased ownership of the learning process. Although reflective learning was less evenly distributed, 11 students independently revised their dialogues without direct teacher instruction, suggesting the early emergence of metacognitive awareness. Furthermore, collaboration was evident across all participants, with all 24 students engaging in group work and demonstrating balanced role distribution in most groups. These findings suggest that the integration of heutagogy and digital media effectively fosters learner autonomy and agency by encouraging initiative, shared decision-making, reflection, and collaborative responsibility among elementary school students.

Based on the overall findings, this study concludes that the implementation of Holiday Conversation learning through a heutagogical approach supported by digital media has a positive and meaningful impact on elementary students' speaking skills and learner autonomy. The structured learning stages ranging from video exploration and interactive digital practice to dialogue preparation and presentation successfully engaged all 24 students and facilitated a gradual shift toward learner-centered instruction. The results demonstrate improvements in key speaking aspects, including fluency, vocabulary use, language structure, and self-confidence, while also fostering learner autonomy through increased learning initiative, decision-making, reflective behavior, and collaboration. Although variations in confidence and reflective engagement were still observed among students, the overall pattern indicates that heutagogy, when integrated with accessible digital tools such as YouTube and Wordwall, effectively supports cognitive, affective, and metacognitive development. Therefore, this study affirms that heutagogy-based digital learning is not only applicable but also effective in elementary English classrooms, particularly in promoting meaningful speaking practice and empowering students to take greater responsibility for their own learning.

## **DISCUSSION**

### **1. Implementation of Heutagogy and Digital Media in Holiday Conversation Learning**

The implementation of heutagogy and digital media in Holiday Conversation learning was structured to intentionally cultivate learner autonomy while remaining aligned with the cognitive and developmental characteristics of elementary students. The learning stages were designed as a gradual progression, beginning with guided exposure and moving toward independent production, allowing students to experience increasing levels of control over their learning process. This progression reflects the essence of heutagogy, which positions learners not merely as recipients of instruction but as active agents who construct knowledge through exploration and decision-making. As noted by (Nair & Yunus, 2021), heutagogical practices can be effectively applied in primary education when learners are supported through structured stages that balance freedom and guidance, a condition that was clearly reflected in the staged implementation of this study.

Digital media functioned as more than supplementary tools; they became integral learning environments that supported self-determined learning. YouTube provided authentic and contextual language input that allowed students to observe real communicative patterns, pronunciation, and expressions related to holiday situations. This exposure enabled learners to independently extract relevant vocabulary and expressions, reducing reliance on teacher explanation. In line with (Syafiq et al., 2021), who emphasizes that authentic video content supports speaking development by modeling natural language use, the present study demonstrates that such media can also serve as a foundation for learner-driven exploration at the elementary level. Meanwhile, Wordwall reinforced this process by offering immediate feedback and interactive practice, helping students internalize vocabulary and structures before applying them in spoken dialogue.

A significant pedagogical shift observed during the implementation was the transformation of the teacher's role from instructor to facilitator and consultant. Rather than directing every learning step, the teacher intervened selectively, allowing students to negotiate meaning, make collective decisions, and manage group dynamics during dialogue preparation (Aubrey et al., 2022). This shift was crucial in fostering learner agency, as students were required to take responsibility for dialogue content, role distribution, and presentation strategies. Such autonomy did not emerge spontaneously but developed through repeated engagement in decision-making and collaborative problem-solving, indicating that heutagogy

operates most effectively when autonomy is cultivated through experience rather than imposed as an expectation.

The integration of heutagogy and digital media created a learning environment that supported both linguistic development and the growth of independent learning behaviors. The structured yet flexible learning design accommodated differences in students' speaking confidence and technological readiness while maintaining full participation across all learning stages. The findings suggest that elementary students are capable of engaging in self-determined learning when provided with clear learning pathways, meaningful digital resources, and supportive facilitation. This study therefore reinforces the argument that heutagogy, when thoughtfully implemented with digital media, can transform Holiday Conversation learning into an empowering experience that promotes meaningful speaking practice, learner autonomy, and sustained engagement in elementary English classrooms.

## **2. Impact of Heutagogy-Based Learning on Students' Speaking Skills and Learner Autonomy**

The findings indicate that heutagogy-based learning supported by digital media had a substantial impact on students' speaking skills, particularly in terms of fluency, vocabulary use, language structure, and self-confidence. The majority of students demonstrated smoother speech flow and reduced hesitation during dialogue presentations, suggesting that repeated exposure to meaningful speaking tasks helped lower anxiety and increase willingness to communicate. This improvement reflects a shift from controlled repetition toward communicative use of language, where students were encouraged to express ideas rather than simply reproduce memorized sentences (Ferreira & Kendrick, 2025). Such conditions are essential in developing speaking competence at the elementary level, as confidence and engagement play a critical role in oral language development.

Improvements in vocabulary use and language structure further illustrate the effectiveness of the heutagogical learning design. Students were able to apply holiday-related vocabulary and organize sentences more coherently within their dialogues, indicating successful transfer from input to output. Authentic video input and interactive practice enabled learners to internalize language forms before using them in real communicative contexts. As argued by (Perkasa et al., 2022), exposure

to contextualized audio-visual materials supports learners in understanding how language is used naturally, a process that was evident when students independently incorporated newly learned expressions into their spoken interactions.

Beyond linguistic outcomes the learning approach significantly contributed to the development of learner autonomy and learner agency. Students increasingly demonstrated initiative by independently searching for vocabulary meanings, making decisions during dialogue construction, and negotiating roles within their groups (Hanh, 2020). This active involvement indicates that learners began to perceive themselves as responsible participants in the learning process rather than passive recipients of instruction. In line with (Amur et al., 2023), learner autonomy in primary education emerges most effectively when students are provided with structured opportunities to make choices and reflect on their learning, conditions that were consistently embedded throughout the learning stages in this study.

Despite these positive outcomes variations in confidence and reflective behavior were still observed among students, particularly during public speaking and self-initiated revision. However, these differences should be understood as part of the developmental process rather than as limitations of the approach. The overall pattern of findings demonstrates that heutagogy-based learning supported by digital media fosters not only speaking proficiency but also the cognitive, affective, and metacognitive dimensions of learning. By encouraging students to speak meaningfully, make decisions, and reflect on their performance, this approach supports sustainable language learning and the development of independent learners in elementary English classrooms.

## **CONCLUSION**

Based on the overall findings this study concludes that the implementation of Holiday Conversation learning through a heutagogical approach supported by digital media is effective in enhancing elementary students' speaking skills and learner autonomy. The structured learning stages enabled a gradual shift from teacher-centered instruction to learner-centered practice, allowing students to actively engage in exploring, practicing, and producing spoken English. The integration of YouTube and Wordwall provided authentic input and interactive learning opportunities that supported improvements in fluency, vocabulary use, language structure, and self-confidence. In addition, the learning approach fostered

learner autonomy by encouraging initiative, decision-making, collaboration, and reflective behavior. Although variations in confidence and technological readiness were observed among students, the overall results demonstrate that heutagogy-based digital learning creates a supportive environment that promotes meaningful speaking practice and empowers elementary learners to take greater responsibility for their learning.

Based on the findings it is recommended that elementary English teachers consider integrating heutagogical principles with accessible digital media to promote speaking competence and learner autonomy from an early age. Teachers should design structured yet flexible learning stages that gradually encourage students to explore, make decisions, and reflect on their learning while maintaining appropriate scaffolding. Schools are also encouraged to support digital learning by ensuring adequate access to technological resources and providing professional development for teachers in learner-centered digital pedagogy. Future research may explore the long-term impact of heutagogy-based learning on different language skills or apply this approach in diverse elementary contexts to further examine its adaptability and effectiveness.

## REFERENCES

- Abimanto, D., & Mahendro, I. (2023). Efektivitas Penggunaan Teknologi AI Dalam Pembelajaran Bahasa Inggris. *Sinar Dunia: Jurnal Riset Sosial Humaniora dan Ilmu Pendidikan*, 2(2), 256–266.
- Ahmetović, E., Bećirović, S., & Dubravac, V. (2020). Motivation, anxiety and students' performance. *European Journal of Contemporary Education*, 9(2), 271–289. <https://doi.org/10.13187/ejced.2020.2.271>
- Amur, A., Bukhari, S. U. P., & Lashari, A. A. (2023). Learning Factors Causing Silence in English Language (L2) Classrooms at the Graduate Level. *Global Language Review*, VIII(II), 226–235. [https://doi.org/10.31703/glr.2023\(viii-ii\).20](https://doi.org/10.31703/glr.2023(viii-ii).20)
- Aubrey, S., King, J., & Almukhaild, H. (2022). Language Learner Engagement During Speaking Tasks: A Longitudinal Study. *RELC Journal*, 53(3), 519–533. <https://doi.org/10.1177/0033688220945418>
- Bahar, Purwati, O., & Setiawan, S. (2022). Exploring Teacher Power Use and Student Silence in an EFL Classroom: Evidence from Indonesia. *Pegem Egitim ve Ogretim Dergisi*, 12(2), 157–165. <https://doi.org/10.47750/pegegog.12.02.16>
- Cosgun, G., & Atay, D. (2021). Fostering critical thinking, creativity, and language skills in the EFL classroom through problem-based learning. *International Journal of Curriculum and Instruction*, 13(3), 2360–2385.
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.
- Creswell, J. W., & Creswell, J. D. (2023). Research Design : Qualitative, Volume 15 (1) May 2026, page 164-178  
Copyright ©2026, ISSN: 2252-7818 E-ISSN: 2502-3543

- Quantitative, and A Mixed-Method Approach. In *SAGE Publication*. <https://doi.org/10.4324/9780429469237-3>
- Damanik, J. Y. (2025). Preceptions of Indonesian College Students About Offline and Online TOEFL ITP Preparation Class. *Education and Linguistic Knowledge Journal*, 7(1), 21–37.
- Ferreira, J., & Kendrick, M. (2025). “They hear it from me”: Student voices on critically assessing digital multimodal composing. *International Journal of Educational Research*, 133(March), 102737. <https://doi.org/10.1016/j.ijer.2025.102737>
- Goo, A. Y., Amus, S., & Alanur, S. N. (2024). Peningkatan Kemampuan Belajar Siswa Abad 21 Melalui Keterampilan 4C pembelajaran . Sarana dan prasarana yang memadai akan menciptakan kondisi yang. *An Nafi’: Multidisciplinary Science*, 1(2), 12–27.
- Gordon-Isasi, J., Narvaiza, L., & Gibaja, J. J. (2021). Revisiting integrated marketing communication (IMC): a scale to assess IMC in higher education (HE). *Journal of Marketing for Higher Education*, 31(1), 58–90. <https://doi.org/10.1080/08841241.2020.1758283>
- Hanh, N. T. (2020). Silence is gold?: A study on students’ silence in EFL classrooms. *International Journal of Higher Education*, 9(4), 153–160. <https://doi.org/10.5430/ijhe.v9n4p153>
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12, 40. <https://doi.org/10.5539/elt.v12n5p40>
- Legi, H., & Dkk. (2023). Pembelajaran Transformatif Kurikulum Merdeka di Era Digital. *Journal Education Innovation (JEI)*, 1(1), 60–68.
- Mukhlisah, F. (2023). Examine the Competencies for Upskilling in VUCA Era (Volatility, Uncertainty, Complexity and Ambiguity) in Indonesia. *KnE Social Sciences*, 2023(1), 229–246. <https://doi.org/10.18502/kss.v8i11.13550>
- Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability (Switzerland)*, 13(17). <https://doi.org/10.3390/su13179829>
- Nur, L. C. N., Hafna, L., & Afidah, N. (2022). Designing PIVI (Picture and Video) for Senior High School. *SCHOOLAR: Social and Literature Study in Education*, 2(3), 176–183.
- Panjaitan, R., Dharmono, D., & Suyidno, S. (2022). The Effectiveness of Science Handouts Based on Critical Thinking Skills on the Diversity of Living Things. *SEJ (Science Education Journal)*, 6(2), 65–77. <https://doi.org/10.21070/sej.v6i2.1624>
- Perkasa, A. B., Savitri, D., & Yogyantoro, Y. (2022). Anxiety-Related Silence in Speaking among Indonesian EFL Junior High School Students. *Ahmad Dahlan Journal of English Studies*, 9(2), 47–63. <https://doi.org/10.26555/adjes.v9i2.145>
- Sirojuddin, M. (2024). Integrating Heutagogy and Self-efficacy: Study on Bahtsul Masail-based Learning Design. *Journal of Pesantren and Diniyah Studies*, 1(1), 1–14.
- Sugiyono. (2021). *Metode Penelitian Kuantitatif, Kualitatif, R&D*. Alfabeta.
- Sugiyono, P. D. (2019). Buku sugiyono, metode penelitian kuantitatif kualitatif. In *Revista Brasileira de Linguística Aplicada* (Vol 5, Number 1).

- Syafiq, A., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill Through YouTube Video as English Learning Material During Online Learning in Pandemic Covid-19. *Elsya Journal of English Language Studies*, 3(1), 50–55. <https://doi.org/10.31849/elsya.v3i1.6206>
- Tursunovich, R. I. (2022). Guidelines For Designing Effective Language Teaching Materials. *American Journal of Research in Humanities and Social Sciences*, 7, 65–70. [www.americanjournal.org](http://www.americanjournal.org)
- Yani, R. (2021). pengembangan media busy Table untuk meningkatkan motorik halus anak usia 4-5. *Frontiers in Neuroscience*, 14(1), 1–13.