

NON-ENGLISH STUDENTS' EXPERIENCES OF USING MOVIES AS INDEPENDENT LEARNING MEDIA TO ENHANCE SPEAKING SKILLS

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Abstract: Success in academic and professional settings relies heavily on verbal communication, especially in English. Watching movies is a practice that can help understand the experiences of non-English speakers, especially in speaking skills. This study aims to investigate the experiences of non-English students using movies to learn speaking skills independently. Using a Narrative inquiry design, the research was conducted at the Management Department of a private university in Malang. Using semi-structured interviews, the participating student was asked how movies could enhance her speaking skills, strategies used, and challenges faced while watching movies. To analyze the data, the researcher used thematic analysis. The results of the analysis revealed that students' abilities increased through vocabulary, pronunciation, expression, and knowledge about culture. By using the strategy of writing down the new vocabulary, choosing movie genres, imitating pronunciation, turning on subtitles, rewinding movies, and practicing independently. Non-English students can improve their speaking skills. The challenges faced by participants are triggered by the speed of dialogue, actor pronunciation, and other external factors. Additionally, future researchers are expected to increase the number of participants so that the results are more varied.

Keywords: speaking skills, movies, independent learning media

INTRODUCTION

Success in academic and professional settings requires the ability to communicate verbally, especially for individuals studying a foreign language such as English. The ability to speak in front of an audience is one of the skills that will be needed in the future. Many aspects of life—from the personal, such as family and friendships, to the professional, such as the workplace—are affected and developed by the way we and others communicate (Duck & McMahan, 2018). Experts point out that public speaking plays an important role in communication and is beneficial to be pursued as a language skill. Being able to communicate confidently leads to empowerment and employment (Beebe & Beebe, 2016).

Learning public speaking can also be done outside the classroom independently. Students' habits can also help in learning English, especially in speaking for example watching movies, using dialogue programs, or just listening to music. Especially when watching movies, this habit helps students develop speaking skills in a fun and relaxed way. Students can expand their academic or even informal vocabulary by watching English movies.

The use of media in the learning process provides opportunities for non-English students to achieve learning goals according to what is desired. Learning media refers to any medium that can convey a message from the sender to the recipient and stimulate students' thoughts, emotions, attention, and interest in learning, as stated by Munir (2016). There are some benefits of watching English movies: the first is give exposure to the original language which can help learners develop their listening and comprehension skills. The second, learners can develop their vocabulary by encountering new words and phrases in context. The next, watching English movies can help learners understand the culture, customs, and social norms of English-speaking countries. The

fourth, movies can help learners improve their pronunciation by listening to and imitating native English speakers. The last, movies can be a motivating and engaging way to learn English.

Therefore, it is important to know that students' learning experiences can be a real example for other non-English students to understand aspects of English better. Learning is a complex phenomenon that can be studied from a number of theoretical, historical, and philosophical perspectives. Multiple viewpoints are needed to understand how individuals perceive information creation and to understand the learning process as an ongoing process.

In recent years, there are several previous studies that apply English learning methods through English movies. Mulyadi & Mutmainnah (2015) conducted research on English learning methods to improve students' skills. The discussion method used in this study was a quantitative descriptive questionnaire conducted by 15 students in the fourth semester of the bachelor's degree at the Department of English Education, Faculty of Foreign Languages and Cultures. This study shows that students' learning with English-subtitled movies is related to their listening skills, as shown in their improvement from the posttest and positive responses from students. The questionnaire shows that more than 75% of students find it easy to understand listening material from native speakers.

Other studies also produce the same conclusions, namely research from Parmawati & Inayah, (2019), where the average posttest score shows an increase after using English movies. In addition, according to Hanafiah (2019), Kinasih & Olivia (2022) show that movies learning media has a positive impact on improving English-speaking skills. Research by Hanafiah (2019) uses the action research method. The process of collecting data in this study involves observation, diaries, documentation, and tests. While the research data validation process was carried out during the process of action activities, the results obtained involved collaborators. The results of this study indicate the potential for using movies media to improve students' speaking skills in a learning context. This is because the application of movies as a learning medium is very enjoyable.

Another study was also conducted by Sina & Bram (2020) and Yudar et al (2020), which explained that movies can help students' speaking skills, showing that students are actively involved and have fun imitating audio-visual bait. Research by Yudar et al (2020) was conducted using a qualitative method and aimed at students studying English as a foreign language (EFL). So that teachers can use movies to teach English. This proves that using movies as a teaching material to teach non-English students can lead them to better understand and apply expressive action in everyday life.

Most of the previous studies have paid significant attention to the results of comprehension tests on movies and other media and their effect on learning motivation in improving speaking skills. However, until now non-English students' learning experiences regarding the use of movies media to enhance their speaking skills independently have received little attention. Therefore, to better understand how movies media can be utilized in teaching speaking skills independently, this study will explore the experiences of non-English students through a narrative lens to reveal in-depth details and gain new insights about how a non-English student can use movies media independently to enhance their speaking skills. To achieve the research's purposes, three research questions are addressed: (1) how can movies help enhance students' speaking skills?, (2) what strategies do the students choose when watching movies?, and (3) what challenges do the students experience while watching movies?

METHOD

This study uses narrative inquiry approach is suitable for study in this case to explore non-English students' experiences of using movies as independent learning media to enhance their speaking skills. The study consists of one participant, a 22-year-old female student who was pursuing her bachelor's degree at a private university in Malang, East Java, Indonesia. The criteria are having good public speaking skills and the habit of using films to learn English. Data collection

was conducted through participant observation, interviews, and documentation material using qualitative methods.

The data collection process took place in May 2023, the interview process was carried out in several stages, including introductions, demographic information, and the last is interview, which lasted approximately 45 minutes. Thematic analysis was used to analyze the narrative data, with the model of thematic analysis proposed by Barkhuizen et al., (2013). Trustworthiness of the data was ensured through member checking, transferability, dependability, and confirmability. Credibility was conducted through member checking, which re-examined the claims or information from the data collected during the participant interviews. Transferability ensured that the study findings could be applied to others, while dependability involved a thorough review of the research process. Confirmability ensured that the study's conclusions were founded on the statements of participants rather than possible researcher bias.

FINDINGS AND DISCUSSION

Question 1: How can movies help enhance students' speaking skills?

The results of the analysis show that films can help improve speaking skills in various ways: first, by providing a good language model. While watching the film, the participant revealed that he observed and studied various aspects of effective language, such as intonation, rhythm, vocals, and facial expressions. By paying attention to the way actors pronounce words and phrases, participants gain an understanding of how actors in films use varied and expressive intonations to communicate feelings and messages. For example, when Hermione Granger was annoyed with Ron Weasley in the Harry Potter films, she used the phrase "You complete arse". By paying attention to the actor's intonation and expression, participants know how to use the correct intonation to clearly convey meaning. Therefore, it can be said that films provide examples of vocabulary and phrases that are creative and effective in communicating and can be adopted by participants to enrich the language. By observing and learning from good language models in films, participants can improve their speaking skills in a more fluent, expressive, and effective way.

Second, Vocabulary improvement Films feature varied dialogue and cover a variety of topics, situations, and contexts. When watching movies, participants acquire new vocabulary and idiomatic phrases and use language that is unusual in everyday contexts. Participants pay attention to how the words and phrases are used by the actor in the relevant context. She observes how actors pronounce words, combine phrases, and use idioms appropriately. Apart from that, watching movies can also help participants expand their vocabulary in terms of variations in pronunciation and accent. Examples of interview answers are as follows:

"For me, I learn a lot from watching actors talk in movies." I paid close attention to the actors' tones, rhythms, and expressions. This aids with my speaking development. Additionally, a lot of vocabulary is used in movies. I believe movies have significantly helped me expand my vocabulary. I constantly come across new words that are unfamiliar to me".

Third, improvement in pronunciation and accent. Films from different cultures and countries feature different accents and dialects. While watching the film, the participants paid attention to the actors' pronunciation. He observes the intonation, vowels, and mouth movements used to pronounce words clearly and precisely. In addition, having different accents and dialects allows participants to learn how to adopt the right accent and increases their understanding of linguistic diversity. By watching the film, the participant admitted that it was not enough to fully master pronunciation and accent, so he also did independent practice. But he realized that watching movies provided a valuable opportunity to develop his speaking skills and observe different pronunciations, which are important first steps in improving pronunciation and accent. Examples of interview answers are as follows:

"For me, every film I watch has a different accent. I think that the different accents are due to the actor's everyday language. So the more movies I watch, the more familiar I feel with the accents used by actors"

The last one is an increased understanding of culture and context. Watching films can be a window that opens our eyes to different cultures and social contexts. Films reflect the everyday life, traditions, norms, values, and ways of communicating of a particular culture. By watching films from various cultures, participants claim to have broader insights about the world. According to the participants, films present stories, backgrounds, and experiences of characters related to certain social contexts. From there, she learns about prevailing social norms, traditions, and ways of interacting in society. She observes the way actors interact according to context. In addition, understanding different cultures and social contexts through watching films helps participants understand the deeper and more complex messages in the films themselves. Cultural and contextual aspects related to stories and characters can provide additional insight and enrich the viewing experience. Examples of interview answers are as follows:

"For me, knowing foreign cultures is something fun. I have always been interested in learning about culture. Through film, I gained a lot of understanding about the culture of foreign countries".

Question 2: what strategies do the students choose when watching movies?

There The results of the analysis show several strategies that participants used when watching movies to enhance their speaking skills. First, the choice of genre in film is the initial strategy he uses to learn English. According to the participant, he chose the drama genre as a strategy to improve his speaking skills. Drama films often feature deeper dialogue, strong emotions, and complex situations. She believes that watching drama films can provide a deeper experience in understanding and interpreting emotions, character relationships, and conflicts that occur in stories. For him, drama films also offer an opportunity to see actors who are talented at conveying dialogue in an engaging and emotional way. Participants believe that by paying attention to the pronunciation of words, intonation, and expressions of actors in drama genre films, she can learn and imitate effective ways of conveying emotions and messages better.

In addition, participants felt that drama genre films can provide stories that evoke emotion and reflect on life and human experience. She believes that through watching drama-genre films, he can develop a deeper understanding of internal conflicts and the dynamics of interpersonal relationships. Participants feel that this understanding can help them hone their speaking skills, especially in expressing emotions and understanding character perspectives. Examples of interview answers are as follows:

"For me, the choice of genre in a film depends on the preferences of each individual. But so far, I prefer films with drama genres such as Titanic and Harry Potter. For me, whatever is my favorite, if implemented in learning, I'm sure it will be easier to understand".

This result is supported by the researchers' observations while watching movies with the participants. He chose a drama-genre film called "The Pursuit of Happiness". Therefore, what the participants conveyed in the interview is relevant to the results of the researcher's observations.

Participants' second strategy is to write down new words. While watching the film, the participants write down vocabulary that was never known or unusual in everyday contexts. After write down the new vocabulary, the participant revealed that she was looking for the meaning and definition of the new vocabulary recorded using an online dictionary or asking her friends to understand the exact meaning. Then she put the paper on the wall of her room so that she could see and read it at any time. She does this so that the vocabulary that has been learned can be properly memorized. Examples of interview answers are as follows:

"For me, writing down new vocabulary is an activity that I have to do while watching movies, then I look up the meaning and memorize it; sometimes I also ask my friends who can speak English."

This result is supported by the researchers' observations. When they entered the participants' rooms, the researcher found lots of colored paper stuck to the wall containing vocabulary. It can be said that what the participants conveyed in the interview is relevant to the results of the researcher's observations.

The participants' third strategy is to imitate the actor's pronunciation and expressions. While watching the film, participants deliberately paid attention to the way the actors said words, used different intonations, and expressed themselves through body language and facial expressions. By imitating the actor's pronunciation, participants try to imitate the actor's way of pronouncing words correctly and accurately. She pays attention to the clear pronunciation, proper emphasis, and intonation used by actors to communicate the intended meaning. By observing and imitating the way actors pronounce words, participants hope to improve their own fluency and clarity in speaking.

Apart from that, the participants also observed the facial expressions and body language used by the actors in the film. She revealed how she pays attention to actors who communicate emotions, attitudes, or messages through body movements, facial expressions, and overall body language. In carrying out this strategy, participant usually practice these utterances and expressions separately or speak independently using mirrors. She admits that she is aware of the importance of adopting and applying effective sound and expression elements in language to improve his speaking skills. Examples of interview answers are as follows:

"For me, being able to imitate a native speaker's accent is the part that I like the most. I often talk to myself in front of the mirror with confidence when I remember some of the actor's dialogues that I think are fun to say".

Participants' additional strategy is to turn on the subtitles. The results showed that activating subtitles while watching movies was one of the strategies used by the participants. When watching movies with subtitles, participants stated that they obtained several significant benefits. First, subtitles help participants improve their understanding of the dialogue in the film. Sometimes, the dialogue in the film seems too fast, uses an accent that is difficult to understand, or contains vocabulary that the participants are not familiar with. With subtitles, participants can read the text according to the dialogue in the film, which helps them better decipher the meaning of the words.

In addition, activating subtitles also helps participants follow the storyline of the film. Some films have complex or difficult storylines to follow, especially if there are many characters and complex plots. Subtitles provide visual support that better guides participants in following the progress of the story. She reads the dialogue and narration that appears in the subtitles, thus allowing her to stay connected to the storyline as a whole. Examples of interview answers are as follows:

"Of course, sometimes I feel that what the actors are saying seems unclear to the ears of people who are not used to listening to native speakers. So by turning on the subtitles, I can check the words spoken. I do this so that I don't think about the intentions conveyed by the actor".

The researchers' observations made while watching movies with the participants help to corroborate this outcome. While watching a drama film called "The Pursuit of Happiness". Participant really brings subtitles to life. Therefore, what the participants conveyed in the interview is relevant to the results of the researcher's observations.

In the last one, the strategy used by participants is to repeat parts of the film. When watching a film, participants often encounter several sections that contain fast dialogue, complex vocabulary, or difficult-to-understand accents. To overcome this, participants use the rewind feature on the movie player to look back at parts that are difficult to understand. By repeating parts of the film, participants said they had the opportunity to listen and pay attention better. Participants can catch details that might be missed at first, such as the pronunciation of important words or intonation. By looking back at parts that are difficult to understand, participants can confirm their understanding of what was actually said or happened in the scene.

In addition, repeating parts of the film also allows participants to explore and experience certain aspects that attract attention. Participants can enjoy their favorite scenes, pay attention to interesting visual details, or pay attention to how actors convey emotions and messages through facial expressions and body language. By repeating parts of the film that interest them, participants can gain a deeper understanding of the story and characters in the film. Examples of interview answers are as follows:

"I often use the rewind feature when watching movies when I feel I have missed a part of the film. This usually happens when I get interference from the outside, like a friend of mine calling, the sound of the motorcycle being too loud, and so on."

The participant tries to practice the knowledge gained from the film through activities that can support her speaking skills, such as joining the International Development Division (LDD) organization under the auspices of the Deputy Dean II of the Faculty of Economics and Business. She also took international classes during college, and lastly, she often moderated international webinars. These various activities were carried out by the participants in an effort to develop the knowledge gained, such as from films, and hone their speaking skills.

Question 3: what challenges do the students experience while watching movies?

The analysis's findings indicate that participants experienced a number of difficulties while watching the movie. First, the difficulty with dialogue speed. When the dialogue in the film runs at a normal speed or even faster than everyday conversation, participants admit that they often face time constraints in processing the information conveyed. She should make an effort to listen carefully, understand what is being said, and relate to the given context. However, in a situation where the dialogue moves quickly, participants find it difficult to capture every word accurately and organize it into a comprehensive meaning. Examples of interview answers are as follows:

"In these situations, I often find myself falling behind in the actors' conversations and wondering, "What did the actors say before?" However, I usually rewind the video 15–20 seconds early if I'm still confused."

Accent and pronunciation are the participants' second challenges. Films often involve actors from different countries with different accents. In addition, unclear pronunciation is also a problem. When the actors in the film did not pronounce the words clearly or there was a problem with the sound quality, the participant had difficulty hearing and understanding what was being said. Poor or unclear pronunciation makes it difficult to identify words accurately, affecting overall dialogue comprehension. To overcome this challenge, participants realized the need to train their hearing by continuously listening to various accents and pronunciations in English. Watching movies with a different accent and using subtitles can help solidify understanding and identify words more clearly. Participant believe that with consistent practice, the participant can overcome these accent and pronunciation challenges and improve her English skills. Examples of interview answers are as follows:

"I'm aware that my ability to understand native speakers still needs improvement; this is demonstrated by the fact that I frequently can't hear the actor's pronunciation clearly enough. I came to the realization that I needed to practice more."

Lastly, the individuals face challenges from dealing with outside factors like noise, visual disruptions, or an unfavorable atmosphere. Surrounding noise can distract from focusing while watching movies. Noise in the background, such as the sound of vehicles or crowds, can obstruct hearing and obscure the words spoken by movie characters. In addition, visual disturbances such as poor lighting or unclear display quality make it difficult for participants to see and understand the scene properly. An unconducive environment, such as a crowded place or lack of privacy, can also distract from the film. Examples of interview answers are as follows:

“I often experience annoying phone noise when I watch movies, and it's even worse when there are noisy vehicles nearby. It's hard for me to predict things like that because I live in a crowded location.”

The findings from the research questions are supported by supporting theories from previous researchers such as state by (Sherman, 2003; Webb, 2010; Goldstein & Driver, 2015) that to learn English skills, there are many ways that non-English students can do. Especially, to practice their speaking skills independently. They can use authentic material from various sources around them, such as a movie. The movie is one of the mediums for students to listen to authentic oral communication. So that students have the opportunity to benefit from the features in the movies such as accent, language, phrases, expressions, etc.

This study showed that students gave positive responses about using movies as a medium for independent learning to improve their speaking skills. This research is in line with previous research conducted by Kinasih & Olivia (2022) which showed that movies-learning media had a positive impact on improvement. There are several benefits that students obtained from learning to speak independently through movies. Students can choose what kind of movies they want to watch. In this case, students chose drama movies. Actually, all kinds of English movies can be used to practice speaking skills. However, students will choose the type of movies they like. So that they feel enjoy learning through the movies. In line with previous research which believed that well-selected movies can increase students' enthusiasm for learning the target language (Kabooha, 2016).

Because students choose the movies they watch themselves, they can focus more on achieving their goals because they do not feel burdened (Yulianti et al., 2021). In this case, the goal is to improve their speaking ability. It is undeniable that in learning speaking skills students must have a variety of vocabularies to be able to convey information appropriately. The movies can expand students' vocabularies and the students find many unfamiliar phrases. This finding agrees with a previous study that stated students can improve their speaking skills through English movies because they can discover many vocabularies (Yulianti et al., 2021).

To convey information properly, students have to know the correct pronunciation. Students believed that they can pronounce the English words correctly after they watch the movies. This finding is in line with the previous investigation that said students can imitate the way native speakers pronounce the words in the movie (Yulianti et al., 2021) and they can know the language used with the real expression (Kabooha, 2016; Yudar et al., 2020). In addition, students are more interested because the conversation is carried out by actors and actresses. So that they can more easily remember the words, phrases, and sentences used (Yudar et al., 2020). In addition, students will be encouraged to improve their fluency in hearing English spoken with an authentic accent. So, they are inspired to practice more in pronouncing words.

The English movie they selected is authentic spoken material. The actors and actresses are native speakers. The conversations in the movies take place in real-life contexts so students can learn how native speakers use language in different situations in everyday life contexts (Riswanto et al., 2022). Because of the authenticity of the movies, students feel they can get a lot of new things such as can comprehend the story of the movie, characters the native speakers' culture, and a wealth of knowledge on slang (Ismaili, 2013; Kabooha, 2016; Rimi, 2016).

Even though learning to improve their speaking ability autonomously is quite enjoyable, students also find it difficult to comprehend the conversation. The students find some unfamiliar words. This finding agrees with the previous studies which indicated a little tricky conversation that students faced such as slang and colloquial language (Yudar et al., 2020). Sometimes, the conversation is heard too fast (Silviyanti, 2014). Thus, they have to build a bigger effort to overcome their difficulties. They have to repeat the scene they find difficult to hear. They also activate subtitles so you know what is being talked about in the movies.

So far, the benefits that students get outweigh the difficulties they face when learning to improve their speaking skills by using movies. They can increase their ability to comprehend the

storyline, improve their pronunciation, expand their vocabulary, know the language used with real expression, find new knowledge, and learn the culture of the native speakers (Kabooha, 2016; Rimi, 2016).

CONCLUSION AND SUGGESTION

This narrative inquiry study explores how non-English students use movies to develop their speaking skills independently. The findings show that watching movies positively impacts students' speaking abilities, particularly in speaking English. Participants can improve their speaking skills by choosing a drama film genre, writing down new vocabulary, imitating actors' pronunciation and expressions, turning on subtitles, using the rewind feature, and practicing independently. However, challenges arise, such as unclear native speaker communication and external factors like noise and un conducive environments. To improve speaking skills independently, non-English students should choose movies based on their interests, ask friends or lecturers for recommendations, activate subtitles if they struggle to understand native speakers, and practice understanding gained from movies. Lecturers can suggest movies that can develop students' non-English speaking skills and provide motivation or suggestions for using movies outside the classroom. Teachers should also support these students when learning to use videos outside of the classroom. The next researcher should increase the number of participants to obtain varied results.

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