

Enhancing speaking skills through visual interpretation of condensed short stories

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Abstract

It could be challenging for EFL students to practice speaking. To solve this problem, fifteen EFL students enrolled in the online course. To get things moving, the teacher created a Whatsapp group as a teaching tool. To spread the word, the instructor displayed the URL for a podcast on the screen. To affect the content, the students simultaneously listen to the voice and read the transcript. They stopped listening as soon as they encountered unusual words. They must be able to pronounce words correctly and comprehend their meaning if they want to increase their vocabulary. It enhances their ability to understand what they read and hear. To please it, they tinker with their digital vocabulary. Additionally, they read aloud from the script. The students summarized the story using the podcast's images in order to improve their speaking abilities. In order to improve the students' communication abilities, the instructor asked them to debate the podcast's topic. A qualitative analysis was performed on the data while the teaching and learning process was observed. It has been found that using the podcast images to summarize the information improves students' speaking abilities. This type of finding will enable the teacher to teach the related subject more successfully. It also encourages other researchers to take comparable steps.

Keywords

picture, podcast, retelling, speaking, summarizing

Introduction

Short stories are concise narratives that usually center on one particular situation or occurrence. They give pupils the chance to practice vocabulary, critical thinking, and reading comprehension, which makes them a vital component of language acquisition (Suseno, 2024a). Language learners can get better at understanding and using language in a more engaging and natural way by reading and discussing short stories. Short stories can aid language learners in growing their vocabulary and gaining a broader perspective of the world because they frequently tackle difficult issues and emotions. They can also promote empathy and cultural understanding by offering insights into various cultures and viewpoints. Furthermore, students can be inspired to think creatively and express themselves in writing by using short stories to teach grammar and sentence structure (Novasyari & Fauziah, 2024).

By giving information, concepts, and ideas a visual representation, visual aids are essential for improving language proficiency (Suseno, 2023). They can facilitate language learners' participation in conversations, presentations, and other language-based activities by assisting them in comprehending and remembering difficult subjects. When important ideas or points in a text are illustrated visually, language learners can comprehend and retain the material more easily. Students with learning difficulties or those who struggle with reading comprehension may find them especially beneficial (Suseno, 2021c). Visual aids, which give new words and phrases context and examples, can assist language learners in growing their vocabulary. They may find it simpler to comprehend and utilize these terms in their native tongue as a result. By pushing language learners to consider and assess material from many angles, visual aids can support the development of their analytical and critical thinking abilities. Students who are trying to improve their capacity to assess and understand difficult texts or arguments may find this to be especially useful (Suseno & Darma, 2024). By giving language learners a visual depiction of the material they must listen to or discuss, visual aids can help them become more proficient speakers and listeners. Students who are trying to improve their capacity for communication or presentation can benefit most from this (Rohmah et al., 2024).

It is crucial to choose pictures for short tale summaries that accurately convey the main ideas and concepts of the narrative (Suseno, 2022). The image should make the story's central idea or topic very evident. If the story revolves around a character's journey, for instance, the students may select a picture of a road or a map. The picture ought to arouse the same sentiments and emotions that the story's protagonists go through. For instance, if the narrative centers on a character's melancholy, the students may select a picture of a depressed or melancholic individual. The setting or era of the story should be reflected in the image. Students may select an image that symbolizes the historical era in which the narrative is set, for instance. Language learners will find it simpler to comprehend and recall the main concepts of the short tale if students select visuals that effectively convey its themes and essential points (Altun, 2024).

By adding a visual component that can help students comprehend and retain the material they are learning, visual aids can increase the motivation and engagement of

language acquisition. Students who are having difficulty learning a language or who require extra assistance to remain motivated and involved may find this to be especially beneficial. For language learners of all ages and proficiency levels, employing visual aids to improve speaking and language acquisition has several advantages (Suseno, 2021a). Visual aids, which give important ideas and concepts a visual representation, can help language learners comprehend and retain complicated information more easily. This encourages critical thinking, analysis, and participation in the language learning process (Akapo et al., 2024).

Many EFL students in a college found it difficult to communicate their ideas. They were unable to tell others what they intended to do (Suseno et al, 2023). These kinds of issues are brought on by nervousness, inadequate language, difficult subject matter, omitted details, and target audience. Their inability to talk fluently was the source of their uneasiness. Their pronunciation and vocabulary were inadequate. It made it more difficult for them to comprehend the ideas that were presented. They could not decide what the topic of talk should be. It gives the impression that they are not very proficient in communicating through language.

Normatova (2024) asserts that students can improve their language skills and access a range of learning resources by utilizing state-of-the-art technologies. Since new information technologies can help with skill development, both teachers and students employ them in the field of teaching and learning languages. Students studying English as a foreign language (EFL) can benefit from using online advanced information technologies to improve their speaking skills. Online resources, apps for language learning, audio and video content, and other technologies are examples of these technologies. To be more specific, because they can create an interactive and integrated learning environment, the use of diverse technology sources, such as podcasts, online dictionaries, online videos accessible on social media, and various online applications, is essential to helping EFL students improve their speaking abilities. Many of the cutting-edge technology assisted students in becoming more accurate and fluent speakers, reducing their feelings of dread and anxiety, and developing their confidence. Evidently, the study found that teaching students to talk via technology can align with a communicative approach to education, allowing them to interact effectively and skillfully.

However, using images to summarize podcast material seems like a good idea. Students that do this are better able to explain the podcast's content. They will become part of the story as told through the images. They can retell the story eloquently and cogently by looking at the photos. The podcast host's statements will stick in the minds of the pupils (Suseno, 2024b). It prompts children to mimic the words that the native speaker says. Students' speaking skills are developed through the process of copying and reciting the story through the graphics. It is imperative that they improve their ability to communicate effectively with others. This type of process was not successful in Normatova's prior investigation (2024). Including it in Normatova's research could optimize the findings.

The purpose of the study is to ascertain how the instructor applied the strategy of summarizing ideas with visual aids to enhance the students' speaking practice abilities.

Students' speaking abilities are enhanced when they use images to summarize the story. It's critical to keep the research on course. Its purpose is to guide the research on appropriate tracts. To answer it, the study question is, "How does the teacher implement summarizing technique through pictures to enhance the students' ability in speaking practice?" The response to such a question will guide the study's steps to achieve its final objective. A qualitative analysis of the information acquired throughout the teaching and learning process will be carried out in order to fulfill the study's goal.

Method

Fifteen EFL students struggled to express their thoughts to others. The majority of them were having trouble verbally expressing their ideas. They also struggled to respond to questions and comprehend what others were saying. To address these issues, the students offered to enroll in a speaking course. To conduct online instruction with the students, the instructor first created a classroom environment using a WhatsApp group. The students' speaking abilities improved when the teacher provided them with the URL to a podcast, which allowed them to simultaneously read the transcript and hear the voice. The podcast presents a short story with illustrations to help tell it. Each image explained how certain portions of the text flowed. The language and grammatical content of the story are simple. Students at the basic level can utilize it with appropriate results. The pupils tried to understand the pronunciation and content by clicking on the URL. To complete it, the students used their electronic dictionaries. After that, the pupils were told to read aloud to enhance their pronunciation and voice development. The assignment to summarize the story was given to the class by the lecturer. The teacher asked the pupils to use the podcast's images to help them remember the information. When they saw an image of the podcast, they would recall the story's lessons. Using the podcast's graphics to summarize the material will help the students develop their ability to express ideas clearly. After a discussion of the podcast's content, the teaching-learning process came to an end. Qualitative analysis was performed on the data collected during the teaching and learning process in order to meet the study's objectives.

Results and Discussion

Using Pictures of podcasts to summarize the story

Asking students to use pictures to describe a podcast story is one way to help them become more proficient speakers. Students who create a visual summary and practice presenting it will improve their recall of the story and its important points. Speaking more confidently and captivatingly will result from this. Their speaking skills have improved, enabling them to communicate more effectively and captivatingly.

Creating a classroom medium

Because of its many features, accessibility, and easy-to-use interface, WhatsApp has gained a lot of traction as a platform for online classrooms. These attributes make WhatsApp an excellent tool for distance learning. Many students and educators can use

WhatsApp because it is readily available on both iOS and Android smartphones. Since it guarantees that everyone may participate in the online classroom regardless of their device or location, accessibility is especially crucial for remote learning. Students and teachers will find WhatsApp's interface easy to use and navigate because to its straightforward design. Everyone can more easily concentrate on the learning process thanks to its user-friendly design, which also helps to minimize technological problems. Group chats, which can be used to plan and lead virtual classroom discussions, can be created using WhatsApp. This feature makes it possible for teachers and students to work together and communicate efficiently even when they are not in the same physical space. With WhatsApp, users may share a variety of media that can improve their educational experience, including documents, videos, and photographs. With the help of this tool, teachers can provide students with visual aids, presentations, and other materials, which will facilitate their understanding and engagement with the course material. WhatsApp may be used for one-on-one meetings, office hours, or virtual classroom sessions because it has audio and video calling capabilities. With these qualities, even when they are not in the same physical place, students and teachers may engage and communicate more efficiently. Because WhatsApp is a free platform, online courses can afford to use it. For teachers and students who might not have access to pricey learning management systems or other online classroom platforms, this affordability is especially crucial. Figure 1 illustrates a WhatsApp group page with uploaded photos and an application launch menu. It gives the teacher the ability to carry out the teaching-learning process just like he would in a traditional classroom.

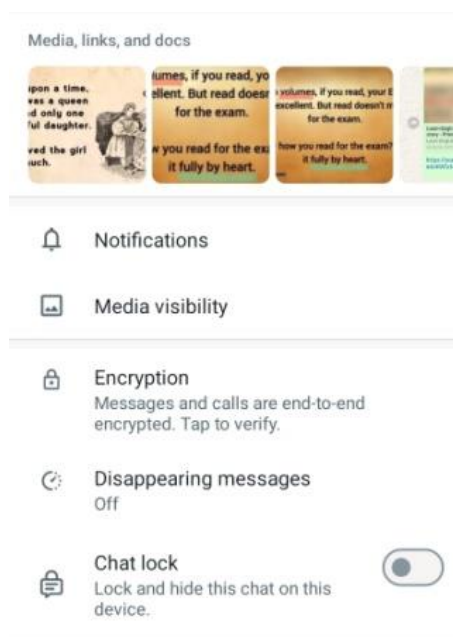


Figure 1. The page of WhatsApp group

Distributing material

Giving students the tools and knowledge they need to succeed in an online course requires distributing the course materials. To present course information, online classrooms frequently use a range of resources, including readings, lectures, and

assignments. Teachers may make sure that students have access to the knowledge they need to finish their assignments and comprehend the subjects being covered by providing these resources. Giving students engaging, well-designed, and pertinent resources might help them become more involved in the course. Students are more likely to be inspired to participate in class discussions, ask questions, and finish assignments when they have access to high-quality resources. Students who distribute resources are more likely to maintain organization and stay on top of their assignments. All of the course materials are in one location, which makes it simple for students to refer to them as the course progresses and prevents them from missing crucial lectures or readings. Distributing materials can help to guarantee that all students have equal access to the knowledge they need to succeed, even if they may have trouble obtaining the course materials because of their location, mobility, or other circumstances. For students who live in rural places or have disabilities, this can be especially crucial. Compared to typical in-person classes, online programs can frequently be more affordable because they do not require textbooks, actual classroom space, or other supplies. Instructors can further cut expenses by eliminating the need for physical copies and reducing the environmental effect of printing and shipping by disseminating materials electronically. The ability to record and archive class sessions is a feature that many online courses offer, which is advantageous for students who might have missed a particular session or who want to go over the content again later. Teachers can guarantee that pupils have access to this important resource by providing recordings. By distributing materials, students can have access to a variety of multimedia resources that can improve and captivate their learning, including breakout rooms, virtual whiteboards, and interactive presentations. As can be seen in figure 2, the instructor provided the students with a podcast URL in order to guide them to the desired content.



Figure 2. Distributing URL

Learning the material of short stories

Original stories written in a particular language or dialect are frequently featured on short story podcasts. Students can increase their language competence by listening to these podcasts since they expose them to real-world spoken language. Students can practice describing the plot, characters, and locations of the stories using a variety of vocabulary words by listening to short tale podcasts. Their lexical range will grow as a result, and their general language skills will advance. Students' fluency can be increased

and their hesitation and pauses can be decreased by listening to podcasts about short stories. This might be especially helpful for students who might find it difficult to communicate in person. By introducing students to tales and viewpoints from various cultural and linguistic origins, short story podcasts can aid in the expansion of their cultural knowledge and understanding. Through acquiring knowledge about the practices, traditions, and values shown in the stories, students can develop a more profound understanding of the variety of human experiences. Students are frequently required to assess and analyze the data provided in the narratives via short story podcasts. This aids in the development of their critical thinking abilities, empowering them to recognize the most crucial information and deliver it in an orderly and understandable way. Students' capacity to communicate successfully can be enhanced by listening to and discussing short story podcasts. This includes improving their ability to express their ideas, opinions, and thoughts in a clear and concise manner. Students can engage in cooperative learning through the use of short story podcasts, working in pairs or small groups to assess and analyze the material provided in the narratives. Along with encouraging pupils to listen to and respect one another's thoughts and opinions, this can aid in the development of collaboration and teamwork abilities. Figure 3 illustrates the two underlines. The red one indicates that the student thought the pronunciation was unclear. It serves as a reminder for him to look up the exact pronunciation in the digital dictionary. However, the one highlighted in green serves as a reminder to the student to look up the word's definition or meaning. This type of instruction aids in the vocabulary development of the students. It is the feedback of the teacher when the student read the transcript out loud.

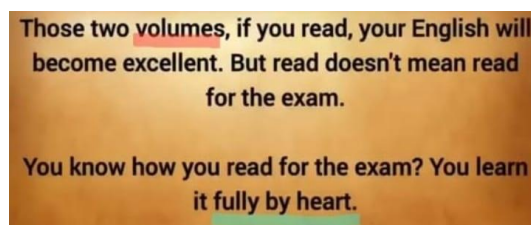


Figure 3. Learning the material

Manipulating digital dictionary

For those studying English as a foreign language (EFL), an electronic dictionary—also referred to as an online or digital dictionary—is a useful resource. It is a vital tool for language learners as it provides many benefits over conventional paper dictionaries. There are a lot of words in electronic dictionaries, including idioms, phrases, and concepts that are not often used. This thorough study aids students in growing their vocabulary and comprehending the subtleties of the English language. With the typical user-friendly design of electronic dictionaries, students can quickly and simply search for terms. They frequently have search features that let students locate words based on their phoneme or spelling, along with filters that let them arrange the results according to relevancy or usage frequency. A lot of computerized dictionaries have audio snippets that show how words should be pronounced. This tool is very beneficial for EFL students who wish to enhance their accent or who might have trouble pronouncing words

correctly. Electronic dictionaries frequently offer etymology, which explains the origins and development of terms. They might also contain use comments, which provide context-specific insights into word usage and aid in improving learners' comprehension of meanings. Cross-references are a common element in electronic dictionaries, which make it simple for language learners to identify related words and deepen their language comprehension. Additionally, they might contain related terms, antonyms, and synonyms to aid students in expanding their vocabulary. The student used the digital dictionary, as shown in figure 4, to verify the words' meanings and pronunciations. It is evident that the pronunciation and meaning of the term "volume" were examined. Regarding pronunciation, there are two options. Depending on his goals, the student can select between the American and the British. It also explains the various meanings that such a word can have. Based on the situation, the student can select the appropriate option.



Figure 4. The page of Digital Dictionary

Implementing reading aloud

EFL learners can enhance their vocabulary, intonation, pronunciation, and listening comprehension by practicing reading aloud from podcast short tales. Short stories from podcasts that are suitable for their present level of language competency can be chosen by EFL students. To assist students stay motivated and concentrated during the practice session, they could select stories that are captivating and intriguing. To gain an understanding of the tale, characters, and emotions, EFL learners could listen to the short story on the podcast. They will be better able to comprehend the story's context and significance as a result. EFL students could practice reading aloud the narrative on their own, with a partner, or in class. They must be very aware of their pronunciation, intonation, and pace, using the proper emphasis and pauses. To pinpoint areas for growth, EFL students can videotape themselves reading the text aloud and listen to the finished product. By doing so, they can become more conscious of their pace, intonation, and pronunciation and make the appropriate corrections. Figure 5 illustrates how a pupil viewed an image while reading the script. He read out every word. Just like the host, he did it. It is a method of improving fluency through mimicking a native speaker.

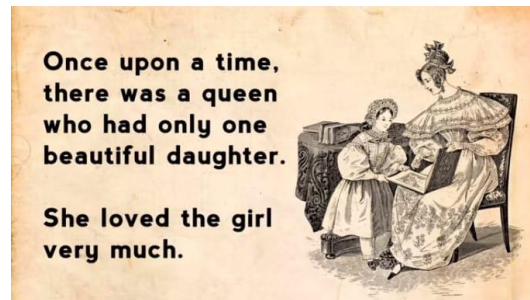


Figure 5. Reading aloud

Summarizing the story

Students must be able to reduce complicated concepts and events into a clear, short summary while summarizing a story. This aids in the development of their communication abilities, particularly their capacity for precise and effective idea expression. When summarizing a story, students must consider, consider, and examine the narrative's ideas and important elements. This aids in the development of their critical thinking abilities, empowering them to recognize the most crucial information and deliver it in an understandable and structured way. Students can practice describing the plot, characters, and locations of a story using a variety of vocabulary words as they summarize a story. Their lexical range will grow as a result, and their general language skills will advance. Students must talk more quickly when summarizing a story, which can increase their fluency and decrease hesitations and pauses. This might be especially helpful for students who might find it difficult to communicate in person. Students might gain confidence in their speaking skills by summarizing a narrative. When students are able to effectively communicate the essential elements of a story, they will feel more confident and at ease when speaking in front of the class. Learning how to summarize a story from a foreign language or culture can help pupils become more aware of and knowledgeable about diverse cultures. Through gaining knowledge about the practices, traditions, and values shown in the story, students can develop a more profound understanding of the diversity of human experience. Figure 6 illustrates how a student viewed an image. He attempted to narrate the tale by condensing the information. It is a technique to aid students in improving their understanding of reading and listening.



Figure 6. Summarizing

Discussion session

Students who want to participate in debates must be able to express their views, opinions, and thoughts in a clear and concise manner. This aids in the development of their communication abilities, particularly their capacity for clear and convincing self-expression. Students are encouraged to examine and assess the subject by having discussions about it. This aids in the development of their critical thinking abilities, empowering them to recognize the most crucial information and deliver it in an orderly and understandable way. Students can practice utilizing a variety of vocabulary words to describe the plot, characters, and settings of the tale by having discussions about the materials. Their lexical range will grow as a result, and their general language skills will advance. Students must talk more quickly when participating in discussions, which can increase their fluency and decrease hesitations and pauses. This might be especially helpful for students who might find it difficult to communicate in person. Students' self-confidence in their speaking skills can be increased through discussion of the materials. Through effective communication of their ideas and opinions, students can become more at ease and confident when speaking in front of the class. Discussing materials can be a cooperative exercise in which students examine and assess the information given in pairs or small groups. Along with encouraging pupils to listen to and respect one another's thoughts and opinions, this can aid in the development of collaboration and teamwork abilities. Students' awareness and comprehension of other cultures can be expanded by having discussions about materials with a diverse cultural or language background. Through gaining knowledge about the practices, traditions, and values shown in the story, students can develop a more profound understanding of the diversity of human experience. as shown in picture 7. To conduct discussions, the teacher and students gather in an online forum. It discusses the podcast's material that is utilized in the process of teaching and learning. Students who use this strategy become more proficient at presenting concepts.

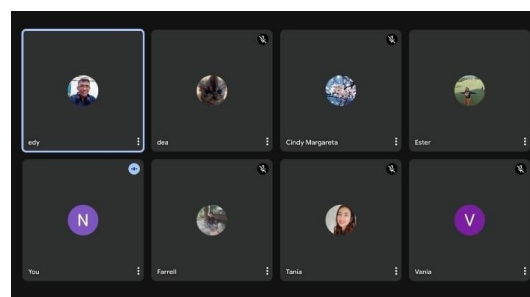


Figure 7. Conducting a discussion

Discussion

Using pictures to summarize the story

Retelling the tale can be difficult at times. The students have trouble recalling the content's main ideas. They failed to develop on a few crucial aspects. It is advantageous to use photos to jog pupils' memories (Suseno, 2024c). By looking at the images, the

pupils were able to recall the plot's progression. It assists them in avoiding becoming sluggish when recounting the podcast's narrative. It is leading pupils in the right delivery of concepts (Suseno, 2021b).

Nevertheless, the results of using pictures to summarize the podcast to help students improve their speaking abilities are consistent with Normatova's earlier research (2024). According to the findings of the study, students' manipulation of podcast materials improved their capacity for concept delivery. However, the process of helping the students improve their speaking abilities must be maintained. Using visuals to summarize the podcast's content is one way to achieve this. It's the one that didn't perform in the earlier investigation. Its application in Normatova's (2024) study could optimize the investigation's findings.

The implications of using the provided pictures of the story in podcast to summarize the content

There are benefits and drawbacks to using graphics to summarize a podcast tale as a tool for improving speaking abilities. The following are some of the main benefits and drawbacks of applying this method:

Advantages: Images can offer a visual aid that can improve EFL learners' comprehension of the story's main ideas and specifics (Yadav et al., 2024). Students are better able to remember and discuss the story with others after viewing the pictures. Using images makes the story easier to understand and makes for a more interesting and participatory listening experience. Through visual aids, students can have a deeper comprehension of the story's plot, characters, and emotions, thereby improving their comprehension of the narrative as a whole (Suseno, 2024d). Through natural and contextual exposure to new words and phrases, pictures can aid EFL learners in growing their vocabulary. Through visual aids, students can enhance their comprehension of the definition and application of these terms, ultimately leading to an improvement in their language skills. Including images in the story can assist EFL students get more engaged with it. Students who view the pictures are more likely to become engrossed in the story and to listen to it through to the end (Bernstein et al., 2024). For EFL learners, including images helps enhance their recollection of the story's main ideas and specifics. Learners may find it simpler to recall and share the narrative with others if they can better retain the plot, characters, and themes after viewing the graphics.

Cons: Using pictures may result in a story with less context because the photos might not accurately depict all of the intricacies and complexities of the event. To fill in the blanks, EFL students might have to rely on their own creativity and comprehension of the narrative. Images may not accurately depict the characters, environment, or themes of the story due to cultural prejudices and presumptions. EFL students ought to be conscious of this possible drawback and make an effort to comprehend the narrative from a variety of angles. While images can raise interest, they can also lower it in EFL students if they rely too much on the visual aid and don't actively participate in speaking and listening. Using visuals could make it harder for EFL students to practice speaking

since they might rely too much on the visual aid and not participate in in-depth debates or talks about the topic.

Suggestion

While summarizing a podcast tale with images might help improve speaking abilities, it's crucial to be aware of any potential drawbacks and make an effort to get past them (Tamayo, 2024). Pictures alone shouldn't be used by EFL students to summarize a narrative. They can also provide a more thorough knowledge of the story by utilizing additional materials like textual summaries, audio recordings, or video snippets. EFL students should actively engage in discussions and debates over the narrative, expressing their ideas and opinions with their own language (Mitra, 2024). They can become more effective and confident communicators as well as improve their speaking abilities as a result of this. Active listening techniques, including as paying great attention to the audio, taking notes, and asking questions to clear up any ambiguities, are important for EFL learners to practice. This can enhance their listening comprehension abilities and help them comprehend the story more fully. EFL students can practice speaking and advance their language proficiency by using technology, such as online resources or language learning apps (Rahimi & Fathi, 2024). This can assist students overcome the drawbacks of using visuals to describe the narrative and offer more practice opportunities. To pinpoint their areas of weakness in speaking, EFL students can ask a teacher, tutor, or language exchange partner for comments. They can focus on resolving these problems by receiving specialized training and practice.

Conclusion

For EFL learners, summarizing a podcast tale with images might be a useful way to improve speech abilities. Nonetheless, it's critical to recognize any potential constraints and make an effort to get above them. With the help of many materials, conversations, active listening exercises, technology, and feedback, EFL students can successfully get beyond the drawbacks of picture-based instruction and advance their communication and language skills. In order to become a confident and skilled English speaker, it is ultimately important to view language acquisition as a holistic and comprehensive process that incorporates a variety of speaking, listening, reading, and writing tasks.

Acknowledgments

It's critical to convey appreciation to each and every study participant. They made a significant contribution toward the study's accomplishment. Their involvement made the teaching and learning process possible. Furthermore, the teacher's role in spearheading the initiative is crucial. He had already done a tremendous deal of preparing to meet the study objective.

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