



THE USE OF 'DONGENG KITA' YOUTUBE CHANNEL TO ENHANCE READING COMPREHENSION AMONG ELEVENTH-GRADE STUDENTS

Siti Faida Rojahtun Putri¹, Galuh Kirana Dwi Areni²

^{1,2,3}Universitas Negeri Semarang

E-mail: ^{1,2,3}faidaputri795@students.unnes.ac.id

Accepted :

19 May 2026

Published :

19 May 2026

Corresponding Author:

Siti Faida Rojahtun Putri

Email Corresponding:

faidaputri795@students.unnes.ac.id

ABSTRACT

This study investigates the effectiveness of the “*Dongeng Kita*” YouTube channel in enhancing the reading comprehension of eleventh-grade EFL students. It specifically examines whether culturally relevant multimedia storytelling improves students’ comprehension more effectively than conventional teaching methods. The study employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. The participants were two intact classes of eleventh-grade students at SMA Negeri 7 Semarang, assigned as experimental and control groups. A 20-item multiple-choice reading comprehension test adapted from King and Stanley (1999) was used to measure five reading indicators: identifying main ideas, locating detailed information, making inferences, identifying references, and understanding vocabulary. Data were analyzed using descriptive statistics and an independent samples t-test through IBM SPSS. The findings revealed that the experimental group ($M = 87.35$) significantly outperformed the control group ($M = 75.42$), with a significance value of 0.000 ($p < 0.05$). These results indicate that culturally based digital storytelling effectively improves reading comprehension in EFL contexts.

Keywords: *Reading Comprehension, Dongeng Kita YouTube Channel, Narrative Text, EFL Students, Multimedia Learning*

1. INTRODUCTION

Reading comprehension is recognized as a fundamental skill in English as a Foreign Language (EFL) learning. It involves not merely decoding written texts, but also constructing meaning, connecting new information with prior knowledge, and drawing inferences beyond explicitly stated ideas (Butterfuss et al., 2020; Perfetti & Stafura, 2014; Smith et al., 2021). However, mastering reading comprehension remains a significant challenge for Indonesian high school EFL learners. Evidence from the 2022 Programme for International Student Assessment (PISA) revealed that Indonesia ranked 71st among 81 participating countries in reading literacy Programme for International Student Assessment 2022, highlighting systemic issues that extend beyond individual classroom contexts (OECD, 2023).

At school level, these difficulties manifest in recognizable patterns. Nanda (2020) stated that there are three primary causes of poor reading comprehension among secondary school students: limited vocabulary, low motivation, and insufficient prior knowledge of English. Ramadhianti and Somba (2023) stated that pupils fail to draw conclusions from unfamiliar texts, to actively use prior knowledge when reading, and to distinguish between primary concepts and supporting details. These challenges are caused by conventional instructional approaches that rely on printed texts and teacher-directed reading activities, which tend to foster passive engagement rather than active comprehension (Grabe & Stoller, 2019; Downie & Proulx, 2022; Kaforina et al., 2023).

Vol 9, No 1 (2026): ESTEEM

The use of digital media, especially YouTube, is becoming more and more popular as a viable teaching tool in EFL classrooms to address these issues. YouTube offers multimodal content, authentic linguistic input, and levels of student engagement that traditional reading materials cannot replicate (Agung, 2021; Alharthi, 2024; Almurash, 2016; Watkins & Wilkins, 2011). As Muer et al. (2026) stated, when YouTube is used with structured pre-viewing, during-viewing, and post-viewing activities, it can significantly improve participation, language variety, and learner motivation (Kabooha & Elyas, 2018; Widiastuti et al., 2022; Jaya et al., 2025). Several studies have confirmed that YouTube-based instruction produces measurable improvements in EFL reading comprehension (Azwar et al., 2024; Hayikaleng et al., 2016; Prawita, 2026).

Despite this body of evidence, a clear gap remains. Most existing studies have examined either generic YouTube content or digital storytelling platforms in non-Indonesian contexts. Very few have investigated the use of a specific, culturally grounded Indonesian YouTube storytelling channel, especially one that is based on the application of *dongeng* (traditional storytelling) as the teaching tool for reading comprehension in senior high school. Young Indonesian learners can easily access the rich multimedia content, narrative language input, and cultural familiarity provided by the "*Dongeng Kita*" channel, which presents narrated traditional stories in Indonesian along with animated images. Wulandari et al. (2020) proven that using locally relevant narrative stories in EFL training improves comprehension, fosters character education, and boosts engagement, exactly the benefits that "*Dongeng Kita*" offers.

Furthermore, the study is grounded in Mayer (2014) Cognitive Theory of Multimedia Learning (CTML), which holds that learners acquire information more effectively when it is presented through both visual and verbal channels simultaneously. YouTube-based content, by its nature, activates both channels concurrently. Sullivan and Brown (2023) confirmed that well-balanced visual and audio elements reduces cognitive strain and improves comprehension outcomes. In the specific context of "*Dongeng Kita*", students encounter

English-narrated stories with visual animation that contextualizes the language and supports comprehension through dual-channel processing.

The present study, therefore, aims to investigate the use of the YouTube channel "*Dongeng Kita*" as an instructional tool to enhance reading comprehension among eleventh-grade EFL students at SMA Negeri 7 Semarang, Central Java, Indonesia. By doing so, it addresses an underexplored intersection of digital media pedagogy, culturally responsive EFL instruction, and reading comprehension research in the Indonesian secondary school context.

2. LITERATURE REVIEW

Several of the studies are directly relevant to the present study. The first concerns the use of YouTube in EFL education broadly. Alharthi (2024) investigated YouTube-based instruction at a Saudi Arabian university, found measurable positive effects on language proficiency and learner engagement. Agung (2021) proved that YouTube is effective as an online learning medium in post-pandemic EFL education, not to mention its flexibility and accessibility. (Dewi et al., 2023) stated that EFL students held strongly positive perceptions of YouTube use in language classes, citing increased comprehension and motivation as key benefits.

The second strand concerns YouTube and reading comprehension specifically. Prawita (2026) indicated that there is a significant improvement in EFL reading comprehension by using YouTube-based instruction. Hidayat et al. (2024) proven that YouTube-based multimodal texts improved reading comprehension by providing visual scaffolding that aided text interpretation. Hayikaleng et al. (2016) found that YouTube improved reading comprehension among vocational students by making texts more accessible. Furthermore, Azwar et al. (2024) showed that using digital content and multimedia techniques improved Indonesian EFL students' understanding of report texts through organized classroom action research. These studies collectively suggest that YouTube's multimodal features directly

Vol 9, No 1 (2026): ESTEEM

support the cognitive processes involved in reading comprehension.

The third strand involves digital storytelling as an EFL reading tool, Rahmawati et al. (2023) identified that there is an improvement in both comprehension and engagement through the integration of digital storytelling into EFL reading instruction. This aligns with Cheng et al. (2025) argument that extensive and meaningful reading input, particularly when supported by contextual and visual cues, is essential for promoting both reading fluency and deeper understanding of texts in second language acquisition. Hidayat et al. (2024) found that digital storytelling positively affected both comprehension and intrinsic learners' drive to engage in reading. Radaideh et al. (2020) argued that multimedia storytelling should be considered a core reading comprehension instructional tool due to its combination of narrative coherence and authentic language input.

3. METHODS

This research adopted a quantitative method using a quasi-experimental design, specifically a non equivalent control group design. According to Creswell and Creswell (2017), a quasi-experimental design is appropriate when the researcher cannot artificially create groups for the experiment but must use pre-existing groups, such as intact classrooms (Gay et al., 2020; Fraenkel et al., 2014). For this study, we selected two groups, which are the experimental group and the control group. We gave both groups a pre-test and a post-test to assess their reading comprehension skills before and after the treatment.

The "*Dongeng Kita*" provided reading instruction to the experimental group. the YouTube channel. whereas the control group received traditional reading instruction devoid of YouTube videos. The results of the pre-test and post-test were then compared to determine whether the treatment had a significant effect on students' reading comprehension.

The subjects involved in this study were eleventh-grade students enrolled at SMAN 7 Semarang. Two intact classes were selected as the research participants. One class served as

the experimental group, while the other class served as the control group.

The main instrument utilized in this research is a 20-item reading comprehension test administered to both the experimental and control groups as pre-test and post-test measures. The test comprised 20 multiple-choice questions adapted from the comprehension indicators (King and Stanley, 1999). These items were distributed equally across five key areas, with four questions dedicated to each: identifying the main idea, locating detailed information, making inferences, identifying references, and understanding vocabulary within a specific context. the reading comprehension test was subjected to expert validation to ensure content validity. The instrument was reviewed by a qualified English language teacher. The reability of the instrument was measured through internal consistency analysis employing the Cronbach's Alpha coefficient, processed using IBM SPSS Statistics software. Cronbach's Alpha is widely used to assess the reliability of multiple-choice instruments, with a coefficient of 0.70 or above considered acceptable and a value of 0.80 or above indicating good reliability (Pallant, 2020). And the result was 0.795, which met the required reliability threshold, indicating that the test items consistently measured the same reading comprehension constructs across items.

Both the experimental and control groups were initially given a pre -test to evaluate their baseline reading comprehension skills. This pre-test comprised 20 multiple-choice items drawn from narrative texts. Second, the treatment was conducted in two meetings. In the experimental group, the teacher integrated the "*Dongeng Kita*" YouTube videos into the reading instruction. After watching the video, students read the narrative text and participated in guided reading activities. On the other hand, the control group received traditional reading lessons. Later on, both groups took a post-test following the intervention. This test consisted of a reading comprehension assessment of comparable complexity to evaluate the students' progress in understanding texts.

Data were collected through a pre-test and post-test procedure administered to both the experimental and control groups. The pre-test was conducted prior to any instructional

Vol 9, No 1 (2026): ESTEEM

treatment to establish baseline reading comprehension scores, while the post-test was administered following the completion of both treatment sessions. Both tests were conducted under equivalent conditions in terms of time allocation, test format, and administration procedures to ensure comparability of results. We examined the data by applying quantitative statistical methods. Initially, we used descriptive statistics to capture the key scores from the initial and final tests for both groups. Next, we conducted an independent samples t-test to determine if there was a significant difference between the two groups after the treatment.

The level of significance used in this study was 0.05. When the significance value fell below 0.05, we accepted the alternative hypothesis that the use of the “*Dongeng Kita*” YouTube channel significantly improved students’ reading comprehension.

4. RESULTS AND DISCUSSION**Result**

Prior to hypothesis testing, descriptive statistics were computed to provide an overview of the reading comprehension scores of both groups. Table 1 below shows the average and standard deviation of the pretest and posttest scores of both the experimental and control groups.

Table 1. Descriptive Statistics of Pretest and Posttest Score

Group	N	Min	Max	Mean	SD
Pre-Test Experimental	34	45	80	61.47	9.497
Post-Test Experimental	34	70	100	87.35	7.904
Pre-Test Control	36	40	85	61.25	11.550
Post-Test Control	36	55	95	75.42	8.139

As shown in Table 1, the experimental group obtained a mean pretest score of 61.47 (SD = 9.497) and a mean posttest score of 87.35 (SD = 7.904), indicating a mean gain of 25.88 points. The control group obtained a mean pretest score of 61.25 (SD = 11.550) and a mean posttest score of 75.42 (SD = 8.139), with a mean gain of only 14.17 points. These figures suggest that the experimental group

demonstrated a greater improvement in reading comprehension scores compared to the control group following the treatment. Before conducting the independent samples t-test, the normality of the data distribution was examined using the Shapiro-Wilk test, which is appropriate for sample sizes of $n < 50$ (Pallant, 2020). The results are shown in Table 2.

Table 2. Results of Shapiro-Wilk Normality Test

Group	Statistic	df	Sig.
Experimental (Pre-test)	.952	34	.137
Experimental (Posttest)	.941	34	.066
Control (Pre-test)	.954	36	.139
Control (Posttest)	.956	36	.164

In Table 2, it is evident that both the experimental and control groups had pre-test and post-test scores with Shapiro-Wilk significance values greater than .05. Specifically, the results were as follows: pre-test for the experimental group ($p = .137$), post-test for the experimental group ($p = .066$),

pre-test for the control group ($p = .139$), and post-test for the control group ($p = .164$). These results confirm that all data were normally distributed. After conducting a normality test and finding that the results were normal, the researcher then conducted a homogeneity test to determine whether the

Vol 9, No 1 (2026): ESTEEM

samples from each class had equal variances. The equality of variance across both groups

was examined through Levene's test, the findings of which are displayed in Table 3.

Table 3. Results of Levene's Test for Homogeneity of Variance

Levene's F	df1	df2	Sig.
.029	1	68	.866

As shown in Table 3, the results of Levene's Test revealed $F(1, 68) = .029$, $p = .866$, which is substantially greater than the .05 threshold. The result confirmed that the post-test score variances of the experimental and control groups were statistically comparable. Therefore, the interpretation of the independent samples t-test was based on the 'equal variances assumed' row. In order to investigate our research question, we performed an Independent Samples t-Test to see if there was a meaningful difference in the

reading comprehension scores after the test between the group that received the intervention and the group that did not. The null hypothesis (H_0) assumed no meaningful difference between the two groups, whereas the alternative hypothesis (H_1) predicated that the experimental group would demonstrate significantly superior performance over the control group. H_0 was to be rejected if the significance value was less than .05 (Pallant, 2020).

Table 4. Results of Independent Samples T-Test

Comparison	t-value	df	Sig. (2-tailed)	Mean Diff.	95% CI Lower	95% CI Upper
Experimental vs Control (Posttest)	6.219	68	.000	11.936	8.106	15.766

According to the data in Table 4, the independent samples t-test revealed a t-value of 6.219 with 68 degrees of freedom and a significance value of .000 for a two-tailed test. Since this value is lower than the 0.05 threshold, the null hypothesis (H_0) was rejected. This outcome suggests a meaningful difference in reading comprehension achievement between the group taught via the YouTube channel "*Dongeng Kita*" and the group taught through traditional reading methods. These findings confirm that the use of the "*Dongeng Kita*" YouTube channel significantly enhanced the reading comprehension of eleventh-grade EFL students at SMA Negeri 7 Semarang.

Discussion

The significant difference observed between the experimental and control groups can be explained through the lens of Mayer (2014) Cognitive Theory of Multimedia Learning (CTML). According to this theory, learners acquire information more effectively when it is presented simultaneously through both visual and verbal channels, as this

activates dual cognitive processing pathways. The "*Dongeng Kita*" YouTube channel, by combining animated visuals, narration, and narrative text, provided precisely this kind of multimodal learning environment, which improves comprehension outcomes and aligns with the superior posttest performance observed in the experimental group. Furthermore, the culturally familiar content of the channel, rooted in Indonesian traditional legends, is relevant with findings by Wulandari et al. (2020), who demonstrated that incorporating locally relevant narrative Stories in EFL instruction enriches comprehension and increases student engagement.

These findings are consistent with a growing body of research supporting the effectiveness of YouTube-based instruction in EFL reading contexts. Watkins and Wilkins (2011) argued that YouTube provides authentic and comprehensible language input that facilitates vocabulary acquisition and reading comprehension through repeated contextual exposure, while Harisah and Nur (2025) demonstrated that multimedia-based

Vol 9, No 1 (2026): ESTEEM

learning environments produce significantly higher comprehension gains compared to conventional instruction. Prawita (2026) reported significant improvements in EFL reading comprehension scores following YouTube-based instruction in a classroom setting. Similarly, Dewi et al. (2023) demonstrated that YouTube-based multimodal texts improved EFL learners' reading comprehension by providing visual scaffolding that aided text interpretation. These outcomes parallel the results of the present study, in which the structured use of YouTube videos incorporating pre-viewing, while-viewing, and post-viewing activities appeared to support students' comprehension of narrative texts across all five indicators proposed by (King and Stanley, 1999): understanding the main concept, finding specific details, drawing conclusions, recognizing connections, and grasping the meaning of words within the context.

What distinguishes the present study from previous investigations is its focus on a specific, culturally grounded Indonesian YouTube channel as the instructional medium. Unlike studies that utilized general English-language YouTube content (Alharthi, 2024; Agung, 2021), this study employed "*Dongeng Kita*", a channel that presents traditional Indonesian legends in English with animated visuals. This approach aligns with the principle of culturally responsive teaching, which holds that learning is more meaningful and motivating when it connects to students' own cultural backgrounds (Wulandari et al., 2020)

These results align with an expanding body of scholarly work that affirms the efficacy of YouTube-based learning in EFL reading instruction. First, the treatment consisted of only two sessions, which may have limited the extent to which students could fully internalize the reading strategies introduced through the YouTube channel. Future studies are encouraged to employ a greater number of treatment sessions to strengthen the pedagogical impact. Furthermore, the study drew upon a comparatively limited sample sourced from a single educational institution, which consequently narrows the extent to which the findings can be generalized to wider EFL settings across Indonesia.

5. CONCLUSION

This study investigated the use of the "Dongeng Kita" YouTube channel in enhancing the reading comprehension skills of eleventh-grade EFL students at SMA Negeri 7 Semarang. The findings revealed that the experimental group, which received YouTube-based instruction, performed significantly better than the control group taught through conventional reading methods ($t(68) = 6.219, p = .000 < 0.05$). These findings indicate that culturally relevant and multimedia-supported YouTube content can effectively improve students' reading comprehension when integrated into a well-structured instructional process. The study also implies that digital storytelling platforms such as the "*Dongeng Kita*" YouTube channel may provide more engaging and meaningful learning experiences in EFL reading classrooms by increasing students' motivation, contextual understanding, and interaction with texts. For future research, it is suggested that similar studies be conducted with larger participant groups, longer treatment durations, and broader educational settings to strengthen the generalizability of the findings and further examine the effectiveness of multimedia-based reading instruction across diverse contexts.

6. ACKNOWLEDGMENT

The researcher wishes to sincerely thank Allah SWT for His blessings and guidance during the completion of this research. Also, heartfelt gratitude is extended to the researcher's academic supervisor, Dr. Galuh Kirana Dwi Areni, S.S., M.Pd. Whose thoughtful guidance. The researcher also wishes to express her sincere appreciation to the principal and the English language teachers of SMA Negeri 7 Semarang for their permission and assistance in conducting the research. Furthermore, gratitude is expressed to the eleventh-grade students for their active participation and cooperation during the data collection process. Finally, the researcher is profoundly grateful to her family and friends for their endless encouragement and prayers.

7. REFERENCES

Agung, L. (2021). *The effectiveness of YouTube as an online learning media,*

Vol 9, No 1 (2026): ESTEEM

- 5, 152–158.
- Alharthi, A. F. (2024). The impact of using YouTube on EFL learners at University of Bisha. *14*(11), 3456–3462.
- Almurash, W. A. (2016). The effective use of YouTube videos for teaching English. *4*(3), 32–47.
- Azwar, T. A., Ristiyanti, S. H., Puspita, H., Bengkulu, U., & Bengkulu, S. K. (2024). Enhancing Indonesian EFL students' reading comprehension of report texts through KWL strategy with multimedia: A classroom action research. *Journal of English Teaching and Learning*, *5*(2), 54–70. <https://doi.org/10.37905/jetl.v5i2.26015>
- Butterfuss, R., Kim, J., & Kendeou, P. (2020). Overview of models and theories of reading. *Oxford Research Encyclopedia of Education*, 1–24. <https://doi.org/10.1093/acrefore/9780190264093.013.865>
- Cheng, J., Lu, C., & Xiao, Q. (2025). Effects of gamification on EFL learning: A quasi-experimental study of reading proficiency and language enjoyment among Chinese undergraduates. *Frontiers in Psychology*, *16*, 1448916. <https://doi.org/10.3389/fpsyg.2025.1448916>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Dewi, T. P., Kristen, U., & Wacana, S. (2023). EFL students' perceptions of using YouTube in learning English. 23–36.
- Downie, S., & Proulx, S. (2022). Investigating the role of gamification in public libraries' literacy-centered youth programming. *International Journal of Play*, *11*(4), 382–404. <https://doi.org/10.1080/21594937.2022.2136637>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2014). *How to design and evaluate research in education* (8th ed.). McGraw-Hill Education.
- Gay, L. R., Mills, G. E., & Airasian, P. (2020). *Educational research: Competencies for analysis and applications* (12th ed.). Pearson.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315726274>
- Harisah, S., & Nur, I. (2025). Designing environment-based interactive multimedia for enhanced language learning in Indonesian language and literature education program. *Al-Ishlah*, *17*, 972–981. <https://doi.org/10.35445/alishlah.v17i1.6134>
- Hayikaleng, N., Nair, S. M., & Krishnasamy, H. N. (2016). Using YouTube to improve EFL reading comprehension among vocational students. *1*, 391–398.
- Hidayat, N. H., Sundari, H., & Zuhairi, A. (2024). EFL reading comprehension through digital storytelling in multimodal digital literacy. *SCOPE: Journal of English Language Teaching*, *9*(1), 380–391.
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). From silent to supreme: The transformative power of project-based learning on language learners. *Multidisciplinary Reviews*, *8*(8), 2025258. <https://doi.org/10.31893/multirev.2025258>
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching*, *11*(2), 72–81. <https://doi.org/10.5539/elt.v11n2p72>
- Kaforina, M., Mulyadi, M., & Jaya, A. (2023). The students' personality based on their reading attitude. *Esteem Journal of English Education Study Programme*, *7*(1), 12–23. <https://doi.org/10.31851/esteem.v7i1.12654>
- King, C., & Stanley, N. (1999). *Reading to learn: A study guide to academic texts*.

Vol 9, No 1 (2026): ESTEEM

- National Centre for English Language Teaching and Research, Macquarie University.
- Mayer, R. E. (2014). Cognitive theory of multimedia learning. In R. E. Mayer (Ed.), *The Cambridge handbook of multimedia learning* (2nd ed., pp. 43–71). Cambridge University Press. <https://doi.org/10.1017/CBO9781139547369.005>
- Muer, F., Aleksius, M., & Siwa, Y. N. (2026). The use of YouTube videos as a learning media to improve EFL students' speaking skill. *11*(1), 857–864.
- Nanda, D. W. (2020). Poor reading comprehension issue in EFL classroom among Indonesian secondary school students: Scrutinizing the causes, impacts and possible solutions. *Englisia Journal*, *8*(1), 12–24. <https://doi.org/10.22373/ej.v8i1.6771>
- OECD. (2023). *PISA 2022 results: The state of learning and equity in education* (Vol. 1). <https://doi.org/10.22201/iissue.24486167e.2024.183.61714>
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. Taylor & Francis.
- Perfetti, C., & Stafura, J. (2014). Word knowledge in a theory of reading comprehension. *Scientific Studies of Reading*, *18*(1), 22–37. <https://doi.org/10.1080/10888438.2013.827687>
- Prawita, Y. (2026). The effect of YouTube educational videos on reading comprehension in EFL classroom. *7*(3), 2547–2557.
- Radaideh, E., Al-Jamal, D., & Sa, I. (2020). Digital storytelling: Time to be considered in reading comprehension. *Universal Journal of Educational Research*, *8*(6), 2621–2633. <https://doi.org/10.13189/ujer.2020.080645>
- Rahmawati, S., Pahlevi, M. R., & Wachyudi, K. (2023). Digital storytelling engages EFL secondary students. *6*(6), 1209–1214.
- Ramadhianti, A., & Somba, S. (2023). Journal of English Language Teaching and Literature (JELTL), *6*(1), 1–11.
- Smith, R., Snow, P. C., Serry, T., & Hammond, L. (2021). The role of background knowledge in reading comprehension: A critical review. *Reading Psychology*. <https://doi.org/10.1080/02702711.2021.1888348>
- Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. RAND Corporation.
- Sullivan, J., & Brown, A. (2023). Enhancing comprehension in educational videos: Balancing visual and auditory information. *Journal of Educational Media*, *49*(2), 153–167.
- Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. *Language Education in Asia*, *2*(1), 113–119.
- Widiastuti, O., Ivone, F. M., Sulisty, T., Hartono, D., Sudarwati, E., & Prastiyowati, S. (2022). CALL-mediated task-based language teaching: A speaking project with online audiences in Indonesia. *Indonesian Journal of Applied Linguistics*, *12*(1), 232–242. <https://doi.org/10.17509/ijal.v12i1.46427>
- Wulandari, D., Sundari, W., Aja, C., & Ellysafni, P. (2020). Integrating local wisdom into ELT materials for secondary schools in Semarang based on need analysis. *10*(1), 14–21.