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## APPENDIX

Appendix 1. Deixis in English Lecturers Muhammadiyah University of Bengkulu

No	English lectures	Sentences Paragraph	Type of Deixis					Total
			Person	Time	Place	Discourse	Social	
1	Epi Wadison (Semantic and Pragmatic)	“Later, from all these speech acts, someone will give rise to a theory.”		✓		✓		2
		- “When you discuss (can you help me yes I can), it is included in pragmatics.”						
		- “All of them will look for meaning and the meaning is	✓					1

		based on context						
		analysis."						
		- "There are a lot of						
		speech acts that occur there."			✓			1
		- "I need you to read						
		for a second time."	✓	✓				2
		- "I think that's all."	✓			✓		2

		(student's presentation): "I will explain the speech acts and conversation..."	✓					1
		"Here, we're going to explain".	✓		✓			2
		"This deeper understanding of language helps us..."	✓			✓		2
		"In everyday life, we use speech acts constantly..."	✓	✓				2
								1

		"This concept is key to understanding..."  "If someone says "how can I help				✓		
						✓		2

		<p>you,' the social context gives this statement more weight than if a peer said it."</p>	✓		
		<p>"As we discussed earlier, speech acts are a crucial part of pragmatics."</p>			
		<p>"The way you speak to a friend differs from how you address a boss or a stranger."</p>	✓	✓	
			✓		

2	Epi	"All of this	✓			✓		2
	Wadison	refers to the first						
	(Instructional	understanding,						
	Planning)	the second						
		because they						
		have the ability"						
		"How to give						
		them the						
		opportunity to	✓					1
		practice"						
		"The big						
		problem in	✓				✓	2
		indonesian's						
		student, they						
		dont want to						
		learn"						
		"When you	✓					1
		design your						
		lesson plan, it						
		will be visible"						

		"Can you imagine how the process of teaching and learning in the calssroom"	✓		✓			2
		"if you read the text, try to explain"	✓					1

		"If you want to understand more than now, I think you need to read for a second time"	✓	✓				2
		"I think it is the end of our learning"	✓					1
		(student's presentation): "i will explain Content-Based Instruction."	✓					
		"In today's						

		session, we'll						
		discuss the	✓					2
		benefits of		✓				
		Content-Based						
		Instruction."						
		"Here, we see						
		that CBI	✓					
		encourages						3
		higher-order			✓	✓		
		thinking."						
		"This approach						
		allows students						
		to						

		learn both content and language simultaneously."				✓	✓	2
		"We talked about the participatory approach today."	✓	✓				2
		" we'll explain strategy learning."	✓					1
		"strategy learning helps students become more independent."		✓			✓	1
		"After the lesson..."						1

		<p>"Design tasks that tap into different intelligences."</p> <p>"This approach not only helps students learn the content but also builds their confidence..."</p>	✓			✓	✓	3
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3	Wahyudi	"This is the last	✓	✓		✓		3
	Badri	meeting before						
	(Listening)	you follow the						
		final test and						
		what about your						
		final project."						
		"What about						
		this one? Is it	✓			✓		2
		clear for you to						
		understand?"						
		"Is it too fast?"						
		Really? I don't	✓					1
		think so."						
		"What city will						
		the man visit?"					✓	1
		"When will the						
		man return?"					✓	1

4	Ririn Putri Ananda	"On the 20th of July, no negotiation!"		✓				1
		"Good day,					✓	1

	(Speaking for everyone!" debate)	"You have limited time to present your arguments."	✓					1
		"Today, we're going to dive into the topic of 'Speaking for Debate.'"	✓	✓				2
		"Standing confidently in the front and using gestures can enhance delivery."			✓			1
		"It's normal to feel nervous, especially at						1

		might have and perhaps even						
		first." practice a short debate!" "Let's take some time here to discuss any questions you	✓	✓	✓			2 Total: 68

**Script 1- Semantic and Pragmatic** (Sir Epi): Because it is more with a communication, everything discuss is communicative action. Later, from all these speech acts, someone will give rise to a theory.. Later, from all these speech acts, someone will give rise to a theory.. what to discuss beside communication. When you discuss (can you help me yes I can), it is included in pragmatics. There are a lot of speech acts that occur there. The context is speaking. if you dont understand, I need you to read for a second time. I think that's all.

Students (context= speech act): I will explain speech acts and conversation within the fields of semantics and pragmatics. These two are Locutionary Act: Perlocutionary Act: How to Keep Conversations Cooperative. Maxim of Quantity: Give the right amount of information—not too much, not too little. Maxim of Quality: Try to be truthful and don't provide information that is false or unsupported by evidence. Be relevant, Be clear, avoid ambiguity, and be orderly in your speech. Pragmatics goes beyond the literal meaning and looks at how context influences how tounderstand language. It's about understanding what someone means in a particular situation. Understanding speech acts and conversation in semantics and pragmatics helps us become better communicators. It allows us to recognize not just what people say, but what they mean and intend, making our interactions more effective and meaningful.: Speech Acts and how language functions as an action. This concept is key to understanding the practical use of language in everyday life, and it bridges the fields of semantics and pragmatics. A speech act is a linguistic concept that involves using

language to perform actions. When we speak, we don't just convey information; we also perform actions such as making requests, promises, apologies, and more. Understanding speech acts helps us recognize that communication is not just about exchanging information but also about performing actions and responding appropriately to others. In everyday life, we use speech acts constantly—whether it's making a promise, giving an order, or apologizing. Recognizing these acts helps us navigate social interactions effectively. Speech acts can vary across cultures, so understanding the norms and expectations in different cultural contexts is crucial for effective communication.

Students(context= meaning and context) :Today, we'll be exploring Pragmatics, how context influences the way we understand language.. 1. What is Pragmatics? Definition: Pragmatics is the study of how context influences the interpretation of language. Listener Interpretation: How the listener understands or interprets the message. Example: Consider the sentence "It's cold in here." Semantics: The literal meaning is simply that the temperature is low. Pragmatics: Depending on the context, this could be a request to close a window, an invitation to share a blanket, or even a complaint about the conditions. 2. The Importance of Context Types of Context in Pragmatics: Physical Context: The way you speak to a friend differs from how you address a boss or a stranger. Example: If a teacher says to a student, "You should really study for the test," the social context (teacher-student relationship) gives this

statement more weight than if a peer said it. 3. Speech Acts in Pragmatics Speech Acts Revisited: As we discussed earlier, speech acts are a crucial part of pragmatics. They involve performing actions through language, such as making requests, giving orders, or offering apologies. not too much, not too little. Maxim of Quality: Strive to be truthful and avoid giving information that is false or unsubstantiated. Maxim of Relation: Be relevant, contributing information that relates to the current topic of discussion. Maxim of Manner: Be clear and orderly, avoiding ambiguity.

**Script 2- Instructional planning** (Sir Epi): if you read the text, try to explain. which is trending. All of this refers to the first understanding, which is clearly discussed about... to learn and consider many things. the second because they have the ability and How to give them the opportunity to practice have discussed many things including learning tools. The big problem in Indonesian students, they don't want to learn. When you design your lesson plan, it will be visible. Can you imagine how the process of teaching and learning in the classroom I think it is the end of our learning. If you want to understand more than now, I think you need to read for a second time.

Students(context= CBI, Content Based Instruction): I will explain a Content-Based Instruction, or CBI. Content Based Learning is an approach to language teaching that integrates language learning with subject matter learning. In CBI, learn a language by using authentic materials related to specific subject such as science, history, literature. This method integrates language learning with content learning. Students learn the

language through engaging with subject matter content, which provides a meaningful context for language use. The content is often based on real-world materials and situations, making learning relevant and motivating for students. CBI encourages active learning and student participation, often incorporating collaborative and interactive tasks. ... enrolled in two linked courses – one focusing on language skills and the other on content, with the two courses supporting each other. For example: a CBI lesson on environmental science might involve reading news articles about climate change and discussing the issues raised in the articles in the target language. The principles of CBI are integration of language and content, CBI effectively integrates language teaching with the teaching of subject matter content. Focus on authentic materials, CBI emphasize the use of authentic materials like texts, videos and audio recordings to promote language learning in context. Language as a tool, CBI views language as a primary tool for learning context, rather than an end. The based instruction is an approach that focuses on the use of authentic language and requires audience to perform meaningful tasks using the target language.

Students (context= Participator approach and learning strategy training): More Fun and Engaging: When students are involved, they care more about what they're learning. Better Understanding: Discussing ideas with others helps students understand better. We talked about the participatory approach, where students help shape their learning, and strategy learning, which teaches how to learn effectively. Together, these

approaches make learning more enjoyable and meaningful. Learning Strategy Training refers to the deliberate teaching and development of techniques or approaches enhance an individual's ability to learn more effectively. Strategies encompass various cognitive, metacognitive, and affective processes aimed at improving comprehension, retention, and application of knowledge. By adopting a participator approach and integrating effective learning strategies can empower to become active participants in education. Learning strategy training with essential tools to enhance learning across subjects. By teaching cognitive, metacognitive, and affective strategies can understand and retain information effectively. Training fosters independence, promotes lifelong learning skills, and creates a supportive classroom environment through personalized and collaborative approaches.

Students(context= cooperative learning and multiple intelligences): This presentation explores the exciting intersection of cooperative learning and multiple intelligences theory delve into the principles behind cooperative learning, examine how it can be integrated with Gardner's theory of multiple intelligences, explore practical strategies for implementing cooperative learning in diverse educational settings and consider the challenges and considerations arise. Today, we're going to talk about two important ideas in education: Cooperative Learning and Multiple Intelligences how these concepts can be combined to create effective and engaging lesson plans. By understanding and applying these ideas, you can make learning more meaningful for

all students. What is Cooperative Learning? Cooperative Learning is a teaching strategy where students work together in small groups. Multiple Intelligences Theory divided into 3: Linguistic Intelligence, Sensitivity to language, spoken and written. Sensitivity to language, spoken and written. Verbal fluency, storytelling and writing skills. Logical-Mathematical Intelligence, Ability to reason, solve problems, and think logically. Math skills, logical thinking. Spatial Intelligence, Ability to perceive and manipulate spatial information, visual arts, navigation and design. Conclusion and Key Takeaways. Empowerment, Cooperative learning empowers students to take ownership of learning, develop essential skills, and become confident. Collaborative learning encourages teamwork, communication, and empathy, for success in diverse contexts. By integrating multiple intelligences, cooperative learning fosters a rich and inclusive learning environment where all can thrive.

**Script 3- Listening (Sir Wahyudi):** ok, This is the last meeting before you take the final test and what about your final project. what about the project?. there are only 2 groups for consultation . Is it too fast? Really? I don't think so. What about this one? Is it clear for you to understand? or do you want it to be slower? if it's slower it won't arrive. just the average one. ok listen carefully to the questions from the listening that are played. when will the man return? next question What city will the man visit? write down the questions first. how much does the cost? what number? what cost? 1070 or 1078? if you don't believe me, repeat the recording again. answers other than those mentioned, just cross them out. okay, which group already has a script? if not, collect the last "On the 20th of July, no negotiation.

**Script 4- Speaking for Debate (Mam Ririn):** Good day, everyone! Today, we're going to dive into the topic of "Speaking for Debate." What is Debate? Debate is a structured form of argument where participants discuss different sides of a topic. It involves presenting reasons for or against something, trying to persuade an audience or a judge. Unlike casual conversations, debates are formal and follow specific rules. Debate serves as a vital platform for the expression of ideas, the challenging of differing perspectives, and the defense of beliefs. The skill of speaking for debate transcends mere argumentation; it encompasses the ability to communicate thoughts in a clear, logical, and persuasive manner. Mastering this skill can shape opinions, influence decisions, and inspire actions across various domains, including education, politics, and professional settings. The discussion will explore the essential components of a debate speech, effective delivery techniques, the art of rebuttal, and the importance of continuous practice. Why is Speaking for Debate Important? Speaking for debate is a vital skill because it teaches you how to express your ideas clearly and persuasively. It helps you develop critical thinking, as you need to analyze different perspectives and construct logical arguments. It's also great for building confidence, as you learn to speak publicly and respond to challenges. You have limited time to present your arguments. Understanding the structure of a debate speech is fundamental to delivering a persuasive and coherent argument. A well- organized speech enables the audience to follow the argumentation with ease and enhances the overall effectiveness of the presentation. A debate speech typically comprises three main sections: the introduction, the body, and the conclusion. Key

Components of Debate Speaking: When speaking in a debate, clarity is crucial..

Structure speech into three parts: Introduction, Body, and Conclusion.

*Introduction:* Start by clearly stating position on the topic. The introduction is the first opportunity to engage the audience and set the stage for the arguments that will follow. In this section, the motion or topic of the debate is clearly stated. The motion represents the proposition or statement that will be supported or opposed throughout the debate. A clear articulation of the motion helps the audience understand the focus and direction of the discussion. In addition to introducing the motion, the introduction should offer a brief overview of the arguments that will be presented. This overview functions as a roadmap, providing the audience with a preview of the points that will be discussed. The overview should be concise, offering just enough information to orient the audience without revealing too much detail prematurely. To capture the audience's attention, the introduction should include a compelling hook. The hook could take the form of a provocative question, a surprising statistic, or a relevant quotation. The purpose of the hook is to draw the audience into the discussion and create interest in the topic at hand. For instance, in a debate on the implications of artificial intelligence, an opening question like, "Could artificial intelligence surpass human intelligence and decision-making?" serves as an effective hook that piques curiosity. *Body:* Present main arguments, supported by evidence or examples. Summarize points and reinforce stance. Know material well. Research the topic thoroughly, so it can present facts and evidence to back up the arguments. Make sure

arguments are logical and coherent. Avoid emotional or unfounded statements. How to deliver speech is as important as what you say. Maintain a strong voice, good pace, and appropriate tone. The body of the debate speech is where the core arguments are presented and developed. This section is the most substantial part of the speech and requires careful organization and thorough preparation. Each argument within the body should be supported by evidence and articulated in a logical sequence. One effective method for structuring arguments within the body of the speech is the PEEL method, which stands for Point, Evidence, Explanation, and Link. This method helps debaters present arguments in a clear and persuasive manner. Point: The first step is to state the main point or argument. This statement should be direct and relevant to the motion. For example, in a debate about the importance of renewable energy, a main point could be, "Renewable energy is essential for mitigating climate change."

Evidence: After presenting the point, evidence is provided to support it. Evidence may include data, expert opinions, research findings, or historical examples. The selection of evidence should be based on relevance and credibility. For instance, the point about renewable energy could be supported by citing research showing that countries investing in renewable energy have seen significant reductions in carbon emissions.

Explanation: Following the presentation of evidence, an explanation is given to clarify how the evidence supports the point. This step connects the evidence to the overall argument and enhances the audience's understanding. The explanation for the renewable energy example might highlight how the reduction in emissions

demonstrates the effectiveness of renewable energy in combating global warming.

Link: The final step in the PEEL method is to link the argument back to the motion and the overarching position. This reinforces the relevance of the point and maintains the focus of the speech. For example, the link might be, "Thus, investing in renewable energy is not only beneficial but critical for ensuring a sustainable future."

Non-verbal communication plays a significant role in speaking for debate. Elements such as eye contact, gestures, and body language can enhance the delivery of a speech and help convey confidence and credibility. Eye contact is crucial for establishing a connection with the audience. By making eye contact with different members of the audience, a debater can engage them and hold their attention. It also conveys a sense of confidence and sincerity, which can enhance the overall impact of the speech. Gestures, when used appropriately, can reinforce the points being made. For instance, a debater might use hand gestures to illustrate the magnitude of an issue or to emphasize a key point. However, it is important to use gestures naturally and sparingly, as excessive gestures can be distracting. Body language, including posture and movement, also contributes to the effectiveness of a speech. A confident stance, combined with purposeful movement, can convey authority and control. Conversely, slouching or fidgeting can detract from the debater's credibility and undermine the impact of the speech. Avoid speaking too fast or too slow. Use body language to emphasize points. Standing confidently in front of the room and using gestures can enhance delivery.. It's normal to feel nervous, especially at first. Practice

deep breathing and focus on preparation to calm the nerves. You often have limited time to present your arguments. Practice timing your speeches to ensure you cover all your points without rushing. How to Handling Pressure: Debates can be intense, but remember to stay composed and stick to argument.

The Art of Rebuttal. Rebuttal is a critical element of debate that involves responding to the arguments presented by the opposing side. Effective rebuttal requires careful listening, quick thinking, and strong reasoning skills. The first step in crafting an effective rebuttal is to listen carefully to the opponent's arguments. Active listening involves fully focusing on the opponent's points, understanding their reasoning, and identifying potential weaknesses or flaws in their arguments. By paying close attention to the opponent's speech, a debater can pinpoint areas where the opponent's arguments may be lacking in evidence, logic, or consistency. This understanding forms the foundation for a strong rebuttal. Identifying Weaknesses. Once the opponent's arguments have been thoroughly understood, the debater should identify any weaknesses or vulnerabilities. These might include logical fallacies, gaps in evidence, or contradictions within the opponent's points. For example, if an opponent argues that implementing stricter environmental regulations will harm the economy but fails to provide credible evidence, this lack of support can be highlighted in the rebuttal. Identifying and exploiting these weaknesses is key to undermining the opponent's case. After identifying weaknesses, the debater must craft a response that effectively counters the opponent's arguments. This may involve presenting counter-evidence, challenging the logic of the opponent's points, or offering an alternative perspective. In

crafting a rebuttal, it is important to remain respectful and focused on the content of the debate rather than attacking the opponent personally. A well- reasoned and respectful rebuttal is more likely to persuade the audience and diminish the impact of the opponent's arguments. For instance, if an opponent claims that banning plastic bags will lead to job losses without providing sufficient evidence, a debater could counter this by presenting data showing that the environmental and economic benefits of reducing plastic waste far outweigh the potential job losses. Mastering the art of speaking for debate requires consistent practice. Practice helps debaters refine their delivery, strengthen their arguments, and build confidence. Speaking for debate is about more than just arguing; it's about presenting ideas in a clear, structured, and persuasive way. Let's take some time here to discuss any questions you might have and perhaps even practice a short debate!"



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