

PAPER JOLLT

by Putri Kinasih

Submission date: 30-Jun-2022 08:27AM (UTC+0700)

Submission ID: 1864803350

File name: Riset_PUBLIC_SPEAKING-Template_JOLLT_2020.pdf (501.81K)

Word count: 7276

Character count: 37731

AN ANALYSIS OF USING MOVIES TO ENHANCE STUDENTS' PUBLIC SPEAKING SKILLS IN ONLINE CLASS

9 ¹Putri Rindu Kinasih, ²Olivia

¹Lecturer of English Department, Faculty of Social Sciences and Humanities, Universitas
9 Bunda Mulia, Indonesia

²Student of English Department, Faculty of Social Sciences and Humanities, Universitas
Bunda Mulia, Indonesia 18

Co. Author Email: pkinasih@bundamulia.ac.id

| Article Info | Abstract |
|------------------------|--|
| Article History | <i>Despite the importance of public speaking skills, unfortunately, research about public speaking classes mainly focuses on the attempt to minimize the students' anxiety and discomposure. Whereas other crucial issues need to be investigated such as the quality of learning materials in public speaking classes having poor quality and students' difficulty in speaking naturally. This research aimed to investigate the usage of movies in enhancing students' ability to deliver speeches. The participants of this study are 67 students majoring in English Language and Literature consisting of 46 females and 21 males. All participants were taking the listening-speaking class and public speaking class. This study adopts the mixed-method approach. Firstly, to see the progress of students' public speaking skills, we conducted a pre-test and post-test which were analyzed based on a scoring rubric proposed by Joe et al. (2015). In addition, we distributed the questions proposed by Anggia & Setyadi (2016). Lastly, a semi-structured interview was done to enrich the discussion. The results showed that movie clips are effective in increasing students' interest in following an online class because the lesson felt contextual. The participants' public speaking skills also improved as students can apply the strategies to attract audiences.</i> |
| Received: | |
| Revised: | |
| Published: | |
| Keywords | |
| Authentic materials; | |
| Movies; | |
| Online class; | |
| Public speaking; | |
| Speech | |

How to cite:

INTRODUCTION

Our communication and the communication of others influence and develop many aspects of life, from personal areas such as families, and friendships to the professional area in workplace (Duck & McMahan, 2018). Experts showed that, as one of the language skills, public speaking plays an important role in communication and is worth pursuing. Empowerment and employment come from being able to speak with confidence (Beebe & Beebe, 2016). In other words, public speaking is very unique because the responsibility for the organization, delivery, and flow of communication falls on one person (Griffin, 2018). Not only that, public speaking is an ancient art form that represents the human desire to connect with others (Hostetler & Kahl, 2017). Therefore, a person's ability to read and understand people is said to be enhanced by public speaking skills (Corray, 2019).

The Covid-19 outbreak is indeed the second factor to consider. Without a doubt, Covid-19 has completely changed the teaching process. Online learning has been used by educational institutions all around the world to provide continuity while controlling the spread of the disease. Unfortunately, this sudden change resulted in many challenges, especially in public speaking class. For example, the level of participation employed in the dynamic learning community influenced students' learning adjustment (Li & Zhou, 2021). Aside from the

technical issues, both students and the instructor's interactions during public speaking class were also affected. Firstly, as they were asked to use face masks the students felt their nonverbal tools were limited as they performed in a public speaking class. They felt compelled to focus even more intently on their use of gestures, movement, and vocal variety, particularly volume, to compensate for the limitations (Hoops, 2022). In addition, the learning process during the pandemic made both the instructor and the students realize how important physical presence and face-to-face interactions are in the organic process of teaching and learning, which should be a dynamic social engagement that prioritizes human contact (Li & Zhou, 2021).

Interestingly, despite the challenges that emerged during the pandemic, a considerable amount of research has been done to investigate how to teach public speaking in EFL classes (Madzlan et al., 2020; Mahmudi & Anugerahwati, 2021; Mufidah & Roifah, 2020; Netta et al., 2020; Ramadhani, 2020; Wibowo & Khairunas, 2020). Unfortunately, many of them are primarily concerned with reducing students' anxiety and discomfort (Madzlan et al., 2020; Mahmudi & Anugerahwati, 2021; Mufidah & Roifah, 2020; Netta et al., 2020; Ramadhani, 2020). Whereas, apart from paying attention to the anxiety level in general, there are some issues that lecturers and teachers must be aware of. Firstly, studies showed that learning public speaking through online learning is considered ineffective. Learning public speaking during the pandemic is unproductive because they think the quality of learning materials has poor quality and low standard. As result, the students feel that the public speaking class has no impact at all (Wibowo & Khairunas, 2020, pp. 120-121). Secondly, the most crucial problem which appears in public speaking class is that student speaks monotonously along with unclear pronunciation (Madzlan et al., 2020; Mufidah & Roifah, 2020; Ramadhani, 2020). They are unable to share their opinion clearly because they are unable to make a distinct main idea. In short, not only do the students have difficulty speaking confidently but also speak naturally (Mufidah & Roifah, 2020; Nadiah et al., 2019; Ramadhani, 2020).

The reason why students are not able to speak naturally mainly happens because in learning speaking skills, especially public speaking, traditionally people are only interested in the "big" or seemingly extraordinary moments of human interaction, and they forget to connect them to everyday life and experiences (Duck & McMahan, 2018). Here lies the reason why experts believed that the use of authentic materials should be an important consideration for teaching public speaking skills (Artha et al., 2020; Bordonaro, 2018; Mohammed & Ibrahim, 2019). Authentic materials can improve students' achievement in speaking ability because they expose the genuine use of English for communication and relate closely to the daily-life situation which many researchers believed can help students improve their English proficiency (Anggia & Setyadi, 2016; Artha et al., 2020). Unfortunately, none of the previous studies above had used movies as authentic materials in teaching public speaking. Admittedly, none of the previous studies had used movies as authentic materials in public speaking instruction. The majority of previous research was done utilizing video blogs (Madzlan et al., 2020; Mufidah & Roifah, 2020) and TED Talk videos (Mahmudi & Anugerahwati, 2021).

Considering this, we are interested in examining the usage of movies in enhancing students' ability to deliver speeches in online public speaking classes. Studies have shown that movies have been regarded as an important source of language learning because they provide students with opportunities for exposure to the real language uttered in authentic settings (Stempleski, 1992; Wesche & Shekan, 2002). What is more, speeches of various educational levels, speeches of children and non-native speakers, even slang, jargon, rural and urban speeches, and other variety of regional dialects that language learners will encounter in the target language country are frequently included in the spoken language of movies (Kaiser, 2011). We hope that by emphasizing the use of movies as authentic materials, this study will

encourage EFL teachers to incorporate movies into their public speaking lessons. Therefore, this research is aimed at answering the following question:

1. To what extent does the usage of movies enhance students' ability to deliver speeches in online public speaking classes?

RESEARCH METHOD

Research Design

This study adopts the mixed-method approach. Dörnyei (2007) defines a mixed-method study as "the collection and the analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p.163). He also stated that the purposes of mixed-method are to gain a more comprehensive understanding, validate findings from different perspectives, and reach multiple audiences (Dörnyei, 2007). In other words, this method combines quantitative and qualitative designs. The quantitative data was gathered from pre-test and post-test results and were analyzed using a scoring rubric adapted from (Joe et al., 2015). The qualitative data were collected through a semi-structured interview to elicit additional opinions and insights into the use of movies as authentic materials.

Population and Sample

The participants of this study are from the first and third semesters, majoring in English Language and Literature (BBI) at Bunda Mulia University. There are 67 students, 46 females and 21 males. The students are all Indonesian citizens and currently lived in Jakarta and Tangerang area. It should be noted that all the participants had given their consent to research participation. These students also took part in an online listening-speaking class and an online public speaking class at the time of research.

Instruments

The data in this research are taken by distributing the questionnaire adapted from the one used by (Anggia & Setyadi, 2016). In addition, according to Wengraf (2001) when a researcher has a list of the entire population from which to choose interviewees, he or she is in a position to conduct randomized sampling. In other words, the researcher can arrange to interview 10% of the respondents in-depth (p. 98). Thus, 7 students are randomly selected to be interviewed in this research.

Data Analysis

The participants' pre-test and post-test were analyzed by a scoring rubric adapted from the comprehensive public speaking competence scoring rubric proposed by Joe et al. (2015). For this research, we omitted the tenth performance standard: *skilfully makes use of visual aids*, and included the fourth performance standard: *employs compelling supporting material*. We aimed to investigate how the participants build their arguments and see how they apply strategies verbally. In other words, the research aims to see how movies as authentic material affect the performance, not their creativity in designing the PowerPoint slides for the presentation. We are aware that in reality, some students are lacking in elaborating their arguments, but eventually, get a good score due to showing decorative slides.

Then, to interpret the result of the test, we used the achievement level proposed by Harris (1969). Harris stated that the table can be used to see the students' performance based on their initial test scores if the same test is used and no significant changes like either the class arrangement or the course of instruction. The result of the pre-test, post-test, and questionnaire was analyzed by using SPSS (Statistical Package for Social Science). We tried to investigate

3
the significant difference in the students' public speaking ability before and after being exposed to the treatment. In this research, we used paired sample t-test by SPSS 26.0 to analyze the data.

RESEARCH FINDINGS AND DISCUSSION

Descriptive Statistic

This section examined the results of students' ability to perform public speaking before and after treatment by administering a test to them. To confirm the effectiveness of the treatment, we utilized a statistical test utilizing Paired Samples t-test analyzed by SPSS 26.0. Table 1 shows the results of the analysis of students' ability to perform public speaking before and after treatment.

Table 1
The result of descriptive statistics

16
Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|-----------------|-------|----|----------------|-----------------|
| Pair 1 | PRE-TEST SCORE | 59.28 | 67 | 13.254 | 1.619 |
| | POST-TEST SCORE | 71.67 | 67 | 12.419 | 1.517 |

Based on table 1, 67 participants were examined in this research. The mean score of the pretest is 59.28. Then, after treatment, the students' scores are increasing. The mean score of the post-test is 71.67. Looking at the progress, the students were able to apply Lucas's seven strategies in their speeches at the end of the research.

Table 2
Harris' achievement level (1969)

| Test scores | Probable class performance |
|-------------|----------------------------|
| 80-100 | Good to excellent |
| 60-79 | Average to good |
| 50-59 | Poor to average |
| 0-49 | Poor |

Based on the achievement level proposed by Harris (1969), it can be seen that the students experienced progress. Once the students had been exposed to the treatment, the mean score of the post-test is 71.67. In other words, the students' ability to perform public speaking skills is changing from *poor to average* into *average to good*.

Table 3
Paired sample statistics

| Paired Samples Test | | | | | | | | | |
|---------------------|----------------------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | Sig. (2-tailed) |
| | | | | | Lower | Upper | | | |
| Pair 1 | PRE TEST SCORE - POST TEST SCORE | -12.388 | 8.707 | 1.064 | -14.512 | -10.264 | -11.645 | 66 | .000 |

3
Based on the table Paired Sample t-test above, the significant value Sig. (2-tailed) < alpha (0.000<0.05). Therefore, it can be concluded that there is a significant improvement in performing public speaking skills. It meant that there was an effect of using movies as authentic

material on improving students' public speaking skills. In conclusion, in general, most of the participants were able to apply Lucas's seven strategies in their speeches at the end of the research.

The Result of the Questionnaire

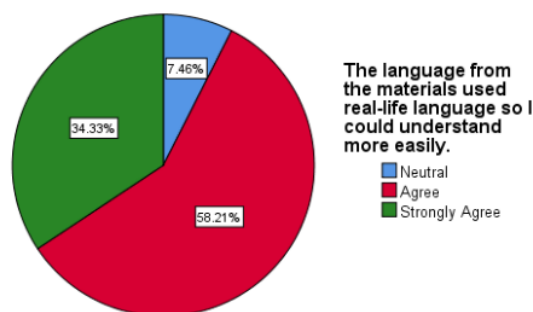


Figure 1. Results from the questionnaire about the language used in the material

12
Firstly, as presented in Figure 1, more than 90% of the participants agreed that the language from the materials used real-life language. As a result, the students can understand the topic easily. The usage of movie clips here answered the point of concern that think classroom language is frequently regarded as artificial and unnatural. This suggests that classroom language differs from the language used in real-life (van Lier, 1996).

I think the movie clips feel natural and real, firstly because the speakers are all foreigners. They are native speakers of the language. They deliver the closing speech in their language and it [went] smooth. The words and the vocabulary they use is appropriate with the context. I feel like, I am one of the audience in the court there. I want to know why we have to believe [him/her]. I think it is very immersive, I should say (Participants B, personal communication, December 27, 2021).

From the excerpt of an interview with Participant B above, it can be highlighted that authenticity does not always relate to conversational context. The movie clips that were given to the students were taken from the scene when the lawyers are delivering the closing argument. Yet, the students still think that the scene feels so real. On top of that, Participant B stated that she felt like she was one of the audiences in the courtroom. This finding aligned with the previous theory which stated that to make students comprehend the language, the ideal input should be more than just fascinating – it must be compelling, so compelling that the students are not even aware that it's in a different language (Krashen & Bland, 2014). In addition, the first finding also strengthens the idea that movies are viewed as an important source of language acquisition since they allow students to hear the authentic language spoken in real situations (Stempleski, 1992; Wesche & Shekan, 2002). Thus, aside from the fact that participants experienced a real situation that might be faced in the target language country, the study also showed that they were able to enjoy the online public speaking class. The data can be seen in the chart below.

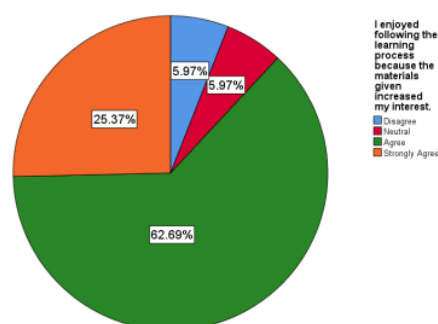


Figure 2. Results from the questionnaire on students' class enjoyment

30

From the chart above it can be seen that 88% of the participants enjoyed following the learning process. The students enjoyed the following lesson because for them the materials that were given in the class increased their interest in joining English speaking class. This finding answered the problem related to online learning sessions which were previously considered boring (Fitriani et al., 2020; Wibowo & Khairunas, 2020). Below is an explanation from Student G on how he enjoyed the materials in class.

I know people do funny things on stage. But, not about fear. Before that I don't know that people can show, I mean demonstrate fear to the audience. I mean, I know the feeling of fear – but the lawyer knows how to make someone afraid, like... confused, even without saying a word. Like... for me, that scene is very surprising. I was like the same audience in the movie, I want to know what happen? It makes me curious on what else will played in class. I like it, watching how to apply the example (Participants D, personal communication, December 27, 2021).

From the interview with participant D, it can be seen that the participants were enjoying the movie clips that is shown during the class. He mentioned that previously, he had known that people usually do funny things as a gimmick while delivering a speech on stage. However, he emphasized that it was his first time seeing someone demonstrating the feeling of fear and confusion to the audience. Of course, Participant D knew what is the definition of fear. This time, he was surprised that a speaker can demonstrate a certain feeling even without saying a word. He even mentioned that he was also curious to know what will the lawyer do next as if he was one of the audience in the court. For him, the movies increased his interest in watching upcoming episodes. He said that it was more fun to see the real application of Lucas' seven strategies. Thus, it can be concluded the usage of authentic material in class that is fun and realistic can make students enjoy the online public speaking class.

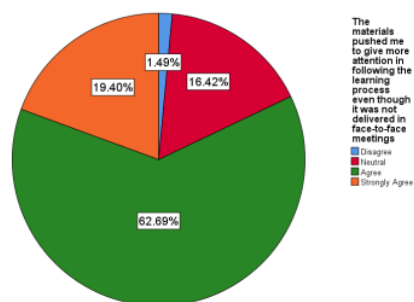


Figure 3. Results from the questionnaire on students' attention span

Secondly, it can be seen from Figure 3 that more than 80% of participants agree that the given materials had pushed them to give more attention to following the learning process even though the public speaking class was conducted online. The result above answered the problem that often happened during the teacher conducted online classes. In short, students found it difficult to understand the learning material. Consequently, students cannot focus on the lesson and prefer to become the passive audience (Fitriani et al., 2020; Wibowo & Khairunas, 2020). In other words, there are problems regarding the students' attention span in an online speaking class.

I feel like those videos make the class more interesting because... uh, it's not just us, uhm... looking at the PPT and getting things read out to us. Okay, when it comes to preference, I am not really interested in court law movies – that kind of stuff. But I still want to watch it because there must be something that I might be able to gain. I mean, as time goes by, we know that there is something in the video – there is a tip, or trick or yah... things to learn. (Participants C, personal communication, December 27, 2021).

From the interview session, Participant C shared that the usage of movie clips during online class makes him pay attention to the lesson that was delivered online. Compared to just looking at the PPT on-screen and listening to the lecturer reading the PPT for them, the movie clips are more interesting. Even though he does not like watching court-theme movies he realized that if the movie clip is played during the class, then the video must contain some useful information, either tips or tricks. The finding above is aligned with the previous research which stated that movies attract students' attention especially when they are prompted to keep in mind the characters in the film (Nurnaningsih & Pratiwi, 2018). As a result, using movies in class is an excellent way to get students' attention.

However, there is also another thing that the teacher must be aware of while sharing the movies in online classes through video conferences. As it has been discussed in much research, the biggest problem in conducting online classes is related to the internet connection. This concern was brought up by Participant A below.

About preferences, I understand that we are taking English class. Yeah, it is impossible for me to see *K-Pop* video in class even though I like Korean series better. *Kan nggak bisa...* So, even though I don't really like the movie I still watch it. That's okay for me, still... better than PPT. But, I think what makes us distracted is not the type of the movie. It was more on the connection problem. The lecturer shared the screen, sometimes the audio is too fast and the video is not matched. I want to answer the discussion question too, but I missed the video. Fortunately, the link is always shared through the chat box so we can watch it later (Participants A, personal communication, December 27, 2021).

From the interview with Participant A above, it can be seen that she was aware the video that will be played during the class will not always match her preferences. She knew that since she was taking English classes, so the videos in the class will be taken from western series and not Korean series. However, she also explained that she used to be distracted during online classes because of the internet problem. What is shared by Participant A represents the actual condition of online learning during the pandemic in which students often experience a problem with the internet connection (Efriana, 2021; Yuzulia, 2021). It should be noted that from the students' perspective, one of the reasons for them not being interested in the material given is because the condition of the internet network is varied. Participant A has the eagerness to join the class, she also wanted to be engaged in the following discussion after the movie is played. However, from her house, the video did not run well, and she missed one or two points from

the movies. Fortunately, Participant A also highlighted the solution given in the class. She said it was very helpful when the teacher also shared the link to the selected episode so that they can re-watch it at a separate time. Therefore, it is very important for the teacher to not only play the movies during the online class but also share the link to the selected episode with students.

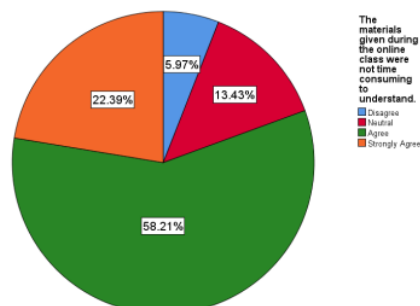


Figure 4. Results from the questionnaire on whether the material is time-consuming

Thirdly, from Figure 4 above, it can be seen that more than 80% of the participants agreed that the movie clips were not time-consuming. Here lies the importance for the teacher to select the suitable material (Zumam & Fujiono, 2020), not only in terms of the content but also to the point of the duration. The issue of duration also needs to be carefully thought out because the teacher only has around 60 minutes online both to show and explain the movie clips. In addition, with the limited time, the teacher also needs to conduct a meaningful discussion related to the material. Thus, even though the material is offline and can be shared in *Google Drive*, the same material needs to be discussed during the online class. The teacher will not be able to have a meaningful discussion with the students in class if the movie clip chosen is too long. All in all, to answer the problem of the impact of an online speaking class (Wibowo & Khairunas, 2020), we suggested that teachers must not use lengthy movies to save time and also share the material with students.

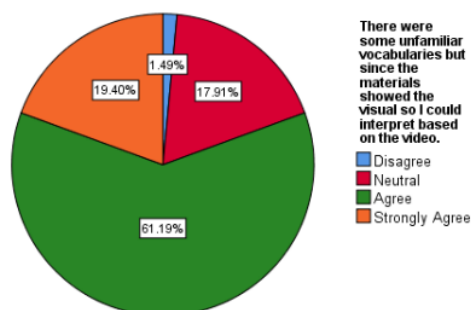


Figure 5. Results from the questionnaire about unfamiliar vocabularies

Fourthly, according to the graph above, more than 80% of participants agree that the visual aspect of a video helps them in understanding unfamiliar vocabulary. This finding is aligned with the theory that states that by using movie clips students get to see “language in use”. In other words, students see a whole lot of paralinguistic behavior (Harmer, 2007).

Yes, there are words that I don't know. I never heard it before, especially when it comes to a technical term used in court or a word that relates to the case itself. But there is one word if I am not mistaken, repugnant. I don't know the whole case, I don't know the word, but the lawyer's face

is angry, like..., *apa ya*, not smiling. The situation looks serious. So, I think it is bad. Oh..., and discussion is also important. After the video is finished, we discuss the words too. The discussion makes that [word] uhm, like... *nyantol* (memorable), Miss. (Participants F, personal communication, December 27, 2021).

In the interview session, Participant F shared her opinion about tackling unfamiliar vocabularies. She was not familiar with the word *repugnant*. She explained that from the facial expression of the character in the movie, she sensed that the situation is not conducive. The lawyer is not smiling while talking, so she concluded that the word *repugnant* does not mean positive. The finding above strengthens the idea that through movie clips, not only did participants learn new words but also, they studied all factors of communication including nonverbal codes (Ukhra et al., 2020).

Furthermore, it should be noted that Participant F did not stop only in sharing her strategy in tackling the issue of unfamiliar vocabulary. She emphasized that the discussion helps her in acquiring new vocabulary. Thus, it should be noted that the discussion in the class matters. It is important for the teacher to fully understand the content of the movie and even to list the vocabulary which might be unfamiliar to the students. The result is aligned with research conducted by Zumam & Fujiono (2020) which stated that selecting a movie is a crucial part. In other words, teachers must not only show students the movie without even comprehending the content of the selected movie clips. Only when the discussion in the class is carefully designed, do the students feel that the lesson is contextual even though the lesson is conducted online as shown in Figure 6 below.

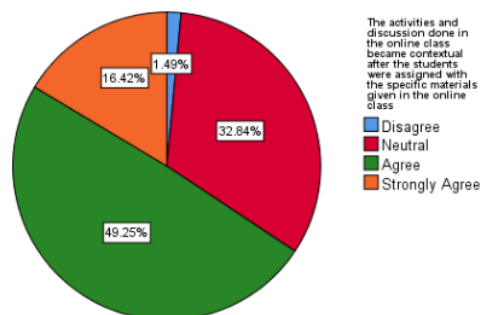


Figure 6. Results from the questionnaire of discussion in a public speaking online class

From Figure 6 above, it can be seen that more than 65% of participants agree that the discussion in the class became contextual after they are asked to watch the selected movie clips. Participant C stated that since the class is conducted online, it is a bit hard for them to grasp the urgency of delivering a perfect speech. He used to think that eventually, the audience must listen to whatever was delivered by the speaker. So, it should be noted that the students we teach today are currently learning from home with no necessity to convey anything verbal in public. Here lies the importance of highlighting that the attorney's speech has the power to put the evil to death and to free the innocent (Lief et al., 1998). Participant C added that when the participants understand that closing an argument is crucial, they get the sense of urgency of paying for every detail of a speech.

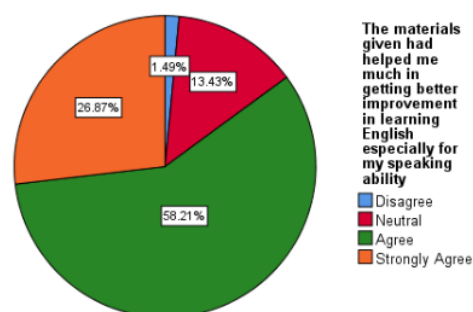


Figure 7. Results from the questionnaire on participants' improvement

Lastly, from Figure 7 above, it can be seen that the selected movie clips had helped participants experience improvement in speaking ability. More than 85% of participants agreed that the materials given in the class had improved their speaking skills.

Before, I did not know that there are strategies to attract audiences. Like uhm, okay, the... we know we 26 share stories, or we can show something [to the audiences]. But, I don't know how to use it in context. Like, when or what should I use first? I actually really don't know. It's probably like widening my imagination of what to do. You know what I mean? *Kayak jadi terpikir, quotes bisa juga ya diomongin pertama* [For example, it makes me realize that quotes also can be used to open a speech]. Like that... (Participants E, personal communication, December 27, 2021).

From the interview excerpt above, it can be seen that Participant E has known the basic idea of attracting the audience while delivering a speech. He has known that a speaker can share stories or show something on stage to make the audience pay attention to what he said. However, he has not understood when should he tell stories – whether the story should be told at the beginning, middle, or end of the speech. In addition, he was not aware a speaker can open a speech by quoting a famous saying. Once he learned about Lucas' seven strategies, he knew that he can even open the speech with a famous quote.

Table 4
Strategies used before treatment

STRATEGIES USED BY THE STUDENTS (PRE-TEST)

| | | 8 Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------------------------|----------------|---------|---------------|-----------------------|
| Valid | N/A | 57 | 85.1 | 85.1 | 85.1 |
| | Tell a story | 2 | 3.0 | 3.0 | 88.1 |
| | Question the audience | 3 | 4.5 | 4.5 | 92.5 |
| | Relate the topic to the audience | 5 | 7.5 | 7.5 | 100.0 |
| | Total | 67 | 100.0 | 100.0 | |

From table 4 above, it can be seen that several students had applied Lucas' strategy in delivering the speech even before the strategies were taught in the class. Two participants tell stories, two participants open the speech with questions and five participants relate the topic to the audience. However, most of the participants had not known about the seven strategies and how to apply them in delivering a speech. In general, the participants just open the speech with

a simple introduction such as mentioning their name, and student ID number and restating the topic. Afterward, they started elaborating on the body of the speech.

Interestingly, we found different results once the participants experience the treatment. The result can be seen in Table 5 below.

Table 5
Strategies used after treatment
STRATEGIES USED BY THE STUDENTS (POST-TEST)

| | | Frequency | Percent | Valid Percent | 14 Cumulative Percent |
|-------|---|-----------|---------|---------------|-----------------------------|
| Valid | N/A | 16 | 23.9 | 23.9 | 23.9 |
| | Tell a story | 9 | 13.4 | 13.4 | 37.3 |
| | Begin with a quotation | 6 | 9.0 | 9.0 | 46.3 |
| | Question the audience | 31 | 46.3 | 46.3 | 92.5 |
| | State and demonstrate the significance of the topic | 1 | 1.5 | 1.5 | 94.0 |
| | Relate the topic to the audience | 4 | 6.0 | 6.0 | 100.0 |
| | Total | 67 | 100.0 | 100.0 | |

From table 5 above, it can be seen that during the post-test more than 76% of the participants were able to apply Lucas' strategy to attract the audience. Among the other six strategies proposed by Lucas (2015), 46.3% of participants opened the speech by asking questions to the audience. The percentage of participants who open their speech by telling a story also increased to 13.4%. In addition, compared to Table 4 in which none of the participants used a famous quote, there are 9% of the participants tried to open their speech with famous quotes. Lastly, there was only 1.5% of the participants tried to demonstrate something before they delivered the speech.

On one hand, it can be concluded that there is an improvement in the way participants delivered their speeches. In short, most participants have realized that they can open their speech not only with the traditional template of a long self-introduction but also with various strategies such as sharing touching stories, asking interesting questions, or doing surprising demonstrations. Thus, at the end of the semester, the participants no longer had a problem with confidence and the issue of speaking naturally (Mufidah & Roifah, 2020; Nadiyah et al., 2019; Ramadhani, 2020). As Participant E said in the interview, Lucas' seven strategies widened his knowledge. The participants can do further miles to attract the audience by applying the strategies that were discussed in class.

On the other hand, teachers must be aware of the tendency of the participants who just wanted complete the task without paying attention to the quality of the strategies they used. For example, many of the 46.3% of participants who used the *question the audience* strategy had not paid attention to the question they asked. Instead of asking critical questions as had been shown in the movie clips, they just asked simple questions rephrased from the topic given. Whereas, the suggested idea is that the speaker asks a rhetorical question. Another technique to persuade the audience to think about the speech is to ask a rhetorical question. As a result, more students were expected to ask questions that the audience answered mentally rather than aloud (Lucas, 2015, p. 189). Or else, when the participants tell stories, it is expected to be provocative, dramatic, or suspenseful (Lucas, 2015, p.190). It was discovered that many participants just ask basic questions and tell generic stories as a result of the findings.

Thus, even though the findings showed that the movie clip had increased students' speaking ability, it is also essential for teachers to acknowledge that to enhance the participants' quality of the speech content. From the interview, they believed that they need more practice time as expressed in the interview with Participant G below.

33
But at the end of the day, after I watch the movie, I know things *uhm...* yaa, the lawyer demonstrates silence, fear for his case. That's new. But, I think we need more time for practice than just theory. Maybe more time to try the strategies for our own speech (Participants G, personal communication, December 27, 2021).

From the interview with Participant G above, it can be seen that Participant G did admit that he learned new things from the movie clips. He learned that from one episode, a lawyer managed to demonstrate fear and silence. For him, it is a new thing that he never knew before. However, for him, it was not enough just to know those strategies proposed by the lawyers in the movie. He thought that to apply the strategies well, he need practice. Unfortunately, due to the limited schedule of online learning, there was no chance for the participants to try strategies. With only 60 minutes of online class per week, it cannot be denied that there is a challenge to provide all students with adequate time and forum to put the strategies into practice intensively. Compared to the condition before the pandemic, the participants could join an onsite class for 90 minutes. During that time, they can try delivering the speech that they had prepared in front of the class.

Regretfully, as previously stated, similar to the previous studies (Efriana, 2021; Yuzulia, 2021), some students are still having trouble connecting to the internet two years after participating in online classes. Considering that not all students are equipped with strong Wi-Fi connections every day, the duration of online learning is usually shortened. Obviously, due to the limitation of time, it is impossible for each student to apply the strategies, or at least try to use them during the regular lesson. Thus, for further research, it is suggested to study further how participants can enhance the quality of the strategies they used.

CONCLUSION

4
From here, it can be concluded that, firstly, there is a significant difference in the students' public speaking ability before and after being exposed to the treatment. The student's ability to perform public speaking skills is changing from *poor to average* into *average to good*. Secondly, it can be concluded that the usage of a movie in an online public speaking class successfully becomes the source of authentic language spoken in real situations. As result, they can comprehend the language since the materials are compelling. Then, the visual aspect of a video helps participants in understanding unfamiliar vocabulary as they get to see "language in use". Thus, not only does the authenticity make the participants enjoy the online public speaking class, but also attracts their interest and attention. Thirdly, it is very important for the teacher to not only play the movies during the online class but also share the link to the selected episode with students because some students still have problems with the internet connection. Fourthly, teachers must not only use lengthy movies to save time. Ultimately, no matter how interesting the movie is, if the students are having trouble accessing the materials due to the limited quota, then the strategies will be useless. On top of that, it is also very important for teachers to comprehend the content of the selected movie clips. Lastly, the teacher also needs to prepare a meaningful discussion afterward. Only when the discussion in the class is carefully designed, do the students feel that the lesson is contextual even though the lesson is conducted online.

All in all, statistically, the participants showed improvement in the way that they can apply principles to complete a task as explained in the third level of Bloom's taxonomy (California State University, n.d.). Among all strategies that were taught in class, 46.3% of participants chose to ask questions to the audience. Unfortunately, this research does not cover the result of to what extent the students brainstorm their ideas in constructing their preferred strategy. It was discovered that many participants just ask basic questions and tell generic stories as a result of the findings. Thus, for further research, it is suggested to investigate the quality of strategies being used and how to develop them through onsite practice. Finally, the help of ratters might also affect the result of further research.

REFERENCES

- Anggia, H., & Setyadi, R. (2016). The use of authentic materials in speaking class at the second semester students of English education study program of teacher training and education faculty of Bandar Lampung university. *The Fourth International Conference on Education and Language (4th ICEL)*, 222–228.
- Artha, K., Marhaeni, A. A. I. N., & Dewi, N. L. P. E. S. (2020). An analysis of authentic materials used by English teacher in senior high school in Singaraja. *Language and Education Journal Undiksha*, 3(1), 30–38.
- Beebe, S. A., & Beebe, S. J. (2016). *Public speaking handbook* (Fifth Edit). Pearson Education, Inc.
- Bordonaro, K. (2018). Using Authentic Materials in Teaching Speaking. In J. I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (First Edit, pp. 1–6). John Wiley & Sons, Inc. <https://doi.org/https://doi.org/10.1002/9781118784235.eelt0702>
- California State University. (n.d.). *Bloom's Taxonomy Action Verbs*. [Http://Www.Fresnostate.Edu/](http://Www.Fresnostate.Edu/). Retrieved January 26, 2022, from <http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf>
- Corray, R. (2019). *The art of effective public speaking*. Xlibris Publishing.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford Press University.
- Duck, S., & McMahan, D. T. (2018). *Communication in Everyday Life: The Basic Course Edition With Public Speaking* (Second Edi). SAGE Publications, Inc.
- Efrian, L. (2021). Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution. *JELITA: Journal of English Language Teaching and Literature*, 2(1), 38–47.
- Fitriani, Y., Bandung, M., & Kadri, M. K. (2020). Students' Perspective of Online Learning on Speaking Class During Covid-19 Pandemic. *Humanitatis: Journal of Language and Literature*, 7(1), 1–12.
- Griffin, C. L. (2018). *Invitation to public speaking* (Sixth Edit). CENGAGE Learning.
- Harmer, J. (2007). *The practice of English language teaching* (Fourth Edi). Pearson Longman.
- Harris, D. P. (1969). *Testing English as a second language*. McGraw-Hill, Inc.
- Hoops, J. F. (2022). Public Speaking in a Pandemic: A Situational, Compensatory, and Resilient Undertaking. *Basic Communication Course Annual*, 34, 37–56.

- Hostetler, M. J., & Kahl, M. L. (2017). *Advance public speaking: A leader's guide* (Second edition). Routledge.
- Joe, J., Kitchen, C., Chen, L., & Feng, G. (2015). A Prototype Public Speaking Skills Assessment: An Evaluation of Human-Scoring Quality. *ETS Research Report Series*, 2. <https://doi.org/10.1002/ets2.12083>
- Kaiser, M. (2011). New Approaches to Exploiting Film in the Foreign Language Classroom. *L2 Journal*, 3, 232–249. <https://doi.org/https://doi.org/10.5070/L23210005>
- Krashen, S., & Bland, J. (2014). Compelling Comprehensible Input, Academic Language and School Libraries. *Children's Literature in English Language Education (CLELE)*, 2(2), 1–12.
- Li, Z., & Zhou, X. (2021). Flipping a Virtual EFL Public Speaking Class Integrated With MOOCs During the COVID-19 Pandemic. *International Journal of TESOL Studies*. <https://doi.org/10.46451/ijts.2021.03.05>
- Lief, M. S., Bycel, B., & Caldwell, H. (1998). *Ladies and gentlemen of the jury: Greatest closing arguments in modern la*. SCRIBNER.
- Lucas, S. E. (2015). *The Art of Public Speaking* (Twelfth Ed). McGraw-Hill Education.
- Madzlan, N. A., Seng, G. H., & Kesevan, H. V. (2020). Use of Video Blogs in Alleviating Public Speaking Anxiety among ESL Learners. *Journal of Education and E-Learning Research*, 7(1), 93–99.
- Mahmudi, N., & Anugerahwati, M. (2021). Anxiety Level of An Indonesian EFL Student in A Public Speaking Class: A Narrative Inquiry. *International Journal of Language Teaching and Education*, 5(1), 16–28. <https://doi.org/10.22437/ijolte.v5i1.13771>
- Mohammed, M. A. A., & Ibrahim, I. Z. A. (2019). The Effectiveness of Authentic Material in Promoting Spoken English. *International Journal of English Language Teaching*, 7(8), 23–27.
- Mufidah, Z., & Roifah, M. (2020). Vlog as learning media to train English fluency and public speaking skill. *Prosodi*, 14(1), 45–56.
- Nadiah, Arnia, & Ikhrom. (2019). The Students' Self-Confidence in Public Speaking. *ELITE Journal*, 1(1), 1–11.
- Netta, A., Trisnawati, I. K., & Helmanda, C. M. (2020). Indonesian EFL students' strategies in dealing with speaking anxiety in public speaking course. *Accentia: Journal of English Language and Education*, 1(1), 1–9.
- Nurnaningsih, & Pratiwi, V. U. (2018). The Use of Cartoon Movie as Teaching Media in Teaching Speaking at SMA Muhammadiyah Sukoharjo. *International Summit on Science Technology and Humanity (ISETH 2018)*, 75–83.
- Ramadhani, P. (2020). The Teaching Procedures for Online Public Speaking Class. *Journal of Linguistics, English Teaching and Education*, 1(3), 79–81.
- Stempleski, S. (1992). Video in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom. In S. Stempleski & P. Arcario (Eds.), *Teaching communication skills with authentic video* (pp. 7–24). Teachers of English to Speakers of Other Languages (TESOL), Inc.

- Ukhra, R., Usman, B., & Muslem, A. (2020). Using English comedy movies with peer support in teaching speaking. *ENGLISH EDUCATION JOURNAL (EEJ)*, 11(2), 316–322.
- van Lier, L. (1996). *Interaction in the Language Curriculum: Awareness, Autonomy and Authenticity* (1st Edition). Routledge.
- Wengraf, T. (2001). *Qualitative Reserach Interviewing* . SAGE Publication Ltd.
- Wesche, M. B., & Shekan, P. (2002). Communicative, task-based, and content-based language instruction. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (Second Edi, pp. 207–28). Oxford University Press.
- Wibowo, A. I., & Khairunas, S. (2020). Student's Perception of Online Learning for Public Speaking Course. *LINGUA*, 17(2), 111–122.
- Yuzulia, I. (2021). The Challenges Of Online Learning During Pandemic: Students' Voice. *Wanastra : Jurnal Bahasa Dan Sastra*, 13(1), 8–12.
- Zumam, W., & Fujiono. (2020). Using English movie to enhance students interest in speaking skill at SMAK 1 Galis Pamekasan. *Journal of English Teaching and Research*, 5(1), 62–71.

PAPER JOLLT

ORIGINALITY REPORT

12%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of Indianapolis

Student Paper

2%

2

Submitted to Aristotle University of
Thessaloniki

Student Paper

1%

3

e-journal.undikma.ac.id

Internet Source

1%

4

www.yumpu.com

Internet Source

1%

5

Piyaporn Chaya, Bhornsawan Inpin. "Effects of
Integrating Movie-Based Mobile Learning
Instruction for Enhancing Thai University
Students' Speaking Skills and Intercultural
Communicative Competence", English
Language Teaching, 2020

Publication

1%

6

openaccess.cag.edu.tr

Internet Source

1%

7

scholarworks.utrgv.edu

Internet Source

<1%

| | | |
|----|---|------|
| 8 | hdl.handle.net Internet Source | <1 % |
| 9 | journal.unesa.ac.id Internet Source | <1 % |
| 10 | academic.cengage.com Internet Source | <1 % |
| 11 | Submitted to Universitas Pendidikan Ganesha Student Paper | <1 % |
| 12 | academypublication.com Internet Source | <1 % |
| 13 | journal3.um.ac.id Internet Source | <1 % |
| 14 | shura.shu.ac.uk Internet Source | <1 % |
| 15 | poplitiko.blogspot.com Internet Source | <1 % |
| 16 | www.sjsu.edu Internet Source | <1 % |
| 17 | acikerisim.dicle.edu.tr:8080 Internet Source | <1 % |
| 18 | jurnalpendidikan.unisla.ac.id Internet Source | <1 % |
| 19 | acikbilim.yok.gov.tr Internet Source | <1 % |

| | | |
|----|--|------|
| 20 | repositori.upf.edu Internet Source | <1 % |
| 21 | sdh.hueuni.edu.vn Internet Source | <1 % |
| 22 | d2nrx0v1olbwbx.cloudfront.net Internet Source | <1 % |
| 23 | dergipark.org.tr Internet Source | <1 % |
| 24 | dspace.iua.edu.sd Internet Source | <1 % |
| 25 | ejournal.insuriponorogo.ac.id Internet Source | <1 % |
| 26 | eprints.nottingham.ac.uk Internet Source | <1 % |
| 27 | eprints.umm.ac.id Internet Source | <1 % |
| 28 | etheses.whiterose.ac.uk Internet Source | <1 % |
| 29 | garuda.ristekbrin.go.id Internet Source | <1 % |
| 30 | ir.lib.uwo.ca Internet Source | <1 % |
| 31 | ojs.unimal.ac.id Internet Source | <1 % |

32

pure.rug.nl
Internet Source

<1 %

33

www.scribd.com
Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On