



Students' Perception on the Implementation of Online Learning in Public Speaking Course during COVID-19 Pandemic

1 st Liviany Potabuga Faculty of Teacher Training and Education Tadulako University Palu, Indonesia anasthasiawatun@gmail.com	2 nd Konder Manurung Department of English Education, Postgraduate Program Tadulako University Palu, Indonesia kmanurung@hotmail.com	3 rd Rofiqoh Department of English Education, Postgraduate Program Tadulako University Palu, Indonesia rofiqoh@untad.ac.id	4 th Mochtar Marhum Department of English Education, Postgraduate Program Tadulako University Palu, Indonesia mochtarmarhum66@gmail.com	5 th Mawardin M. Said Department of English Education, Postgraduate Program Tadulako University Palu, Indonesia mawardinmsaid@yahoo.com
---------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------

Abstract—Public speaking skill is needed by higher educational level of students. Public speaking skill for university students is paid much attention to because of its importance. Post graduate students learn public speaking as one of the subjects to improve their speaking skills and prepare them as future teachers who should have good public speaking skills for the digital era. This study aims to determine the students' perception on the implementation of online learning in the aspects of teaching materials and learning resources, learning methods, assessments, and teaching media. This study suggested that it is very important for the lecturers to prepare the learning tools since it can create more systematic learning as well as it can facilitate students to understand the material being delivered and be easy for English instructors to analyze students' learning success. However, it is also very important for students to be autonomous learners as they play an important role of their success in learning

Keywords—Public speaking, the students' perception, online learning.

I. INTRODUCTION

Speaking is sometimes perceived as the most important skill compared to other skills because when students speak, all understanding of the other skills are included. In a higher education level, students need to be proficient in public speaking because the process of learning speaking tend to be formal like seminars that involve keynote speakers and conducted in English [1]. Mufanti et al. [2] identify public speaking as the form of oral communication which is spoken or delivered in front of large people that combines the speaking skill and its art of speaking. However, it is mistakenly understood by many students that public speaking only involves formal situations in which a speaker is 'on stage' in front of a large audience [3].

Studying speaking at higher educational level requires students to have public speaking skill. In that case, public speaking needs self-confidence to deliver. However, many students still need efforts to shape their confidence level in front of their friends or audience. This is important for those who intend to be professional workers in the future. Consequently, public speaking plays a vital role in obtaining success of all fields, especially education. However, there are some problems preventing the students' proficiency in speaking. As adapted from [4], they are: lack of vocabulary,

lack of participation, and lack of English use (mother tongue use).

Public speaking is one of the four categories of human communication: dyadic, small group, mass, and public speaking [5]. Dyadic communication is between two people, as in a conversation. Learning to be an effective public speaker will help students become more effective in other communication settings [6]. A student needs to pay attention to their tone, speed, pitch, and clarity when they speak in public as well as take care of their body movement during their performance [7]; but students experience anxiety which is considered as normal [8]. Public speaking anxiety usually happens from rest to the beginning of the presentation, during the first minutes of the presentation, and during the last minutes of the presentation [9]. To treat the speech anxiety the students might face, Kruger [10] suggests that students have to practice standing at a podium with or without audience and giving progressively longer speeches until getting no anxiety in delivering a speech to the audience.

As the world faced the global pandemic, the world of education shifted their system into online learning. The use of online learning supports the improvement of the teaching and learning processes and removes the place and time barriers. However, the implementation of online learning during the pandemic brings out some challenges. The study by Özüdoğru [11] reveals that teachers experience lack of time spared for live courses, too much work of homeworks, ambiguous evaluation system, limited access to registered courses, and low interaction. Hence, the researcher selects this topic about online learning in order to find out the students' perception on the implementation of online learning in public speaking course during the pandemic.

II. METHOD

The study was conducted through qualitative approach. For the design, the researcher applied survey research in which it deals with testing hypotheses or to answering questions about people's opinions on some problems.

A. Participants

Six students of the Master of English Education Study Program at Tadulako University in the second semester of the 2020-2021 academic years and the lecturer who taught this course were selected as the participants of the study. In selecting the participants of the study, the researcher used random sampling technique.

B. Data Analysis

The data analysis comprised of six steps of qualitative data analysis. They were: (1) organized and prepared the data where the researcher here prepared the data gotten from all instruments; (2) read all the data; (3) all the data was learned by coding and arranging based on the research questions; (4) used the coding to make descriptions or themes for analysis where the similar information was grouped and represented into one description; (5) made an interpretation and represented descriptively; (6) provided meaning to themes arranged so conclusion can be drawn.

Furthermore, there were four steps applied in analyzing document data which include: (1) prepared the data for analysis where the researcher prepared the data by using a computer software program to show the data in a table; (2) analyzed the data by describing the trends/figures in the data as the researcher used descriptive analysis; (3) reported the results by presenting a detailed discussion of the results; and (4) interpreted the results by summarizing the he detailed results in general statements.

III. DISCUSSION

In the present study, we investigated the students' perceptions and the students' achievement on the implementation of online learning in public speaking course during COVID-19 pandemic in terms of learning material and resource, method, assessment, and media or platforms. The online learning implementation in Palu City still faces obstacles because of the limited internet access and supporting infrastructure. This study is important because not all regions in Palu City have adequate elements to online learning.

Online learning has now emerged as an essential resource for students and schools all over the world. For many educational institutions, this is a completely new way of teaching that they must adopt. Dhawan [12] states that understanding the urgent needs of the current situation, many universities around the world have completely digitized their operations, therefore online learning is implemented. Furthermore, in order to adapt to this transformative change, several countries have attempted to implement online learning in order to maintain their education system at the institutional or individual level [13].

The implementation of this online learning model in university level certainly requires lecturers to review the learning objectives that they have planned in advance. Then, organize learning materials according to predetermined goals so that the learning process runs effectively. First is through selecting and determining learning activities which include the selection of materials that support the selection of learning methods. Then, the selection of appropriate electronic media as a forum for transferring knowledge, and

the last is how lecturers plan assessments in situations like now but still can measure student achievement. Lecturers' ability to innovate in designing and gathering materials, learning methods, and choosing the best applications in line with the material and techniques will examine their success in conducting online learning in the Covid-19 pandemic situation.

Creativity is the key to a lecturer's success to be able to motivate students to keep their enthusiasm in learning online and not become a psychological burden. Planning, analyzing student requirements, support systems, building teacher capabilities, producing material, selecting the correct platform, and evaluating the progress of learning outcomes are all factors to consider while arranging online learning [14]. Inoue [15] also added that students, teachers or lecturers, quality and flexibility of learning material, technology or platforms employed, and the learning environment are all issues that need to be addressed in online learning, according to other viewpoints. Lecturers must be able to create models and learning strategies appropriate to students' character in their schools. The use of several applications in online learning is beneficial for lecturers in this learning process. Lecturers must be accustomed to their teaching by utilizing complex online media packaged effectively, easily accessed, and understood by students [16].

A. Learning Material

The first component of lesson plan is learning material. As source, it is to support teaching and learning activities. Learning materials make the learning process easier. Learning materials benefit not only lecturers but also the students, so they play an important role in the teaching and learning process. The present research investigates the students' perception on the instructional materials in the implementation of online learning. The students perceived that the learning materials provided by the lecturer in the learning process were very easy for them to understand and they also assumed that the lecturer provided material that was related to their daily lives.

Participant (L1) said:

My opinion about the selection of teaching materials is very clear and related to what we will achieve in learning public speaking and we can easily find the learning resources.

Participant (L2) also added:

In my opinion the material presented is good according to what will be achieved and youtube as a teaching material makes it easier for us to see examples of public speaking videos.

Similarly with others' opinion, participants (L3) and (L4) assumed that:

Overall it is enough to accommodate what we need for this course and learning resources in the form of videos on YouTube enrich our references in learning public speaking; the material provided helps us to be able to talk more active.

L5 and L6 also perceived that:

The material used by the lecturer was good because it contains materials that give us more knowledge about public speaking and also we can easily find and study learning resources to support our knowledge; The first lecturer has given us material taken from the e-book, then the next lecturer adds material supported by a learning resource, namely YouTube which is very informative.

Based on the question about the material and resource used to support teaching in the Public Speaking class, the lecturer said:

Apart from refer to the material from Prof. David. It's better to be flexible because if you follow the book it will be too rigid, so I use videos from Youtube which I see academics not practitioners teaching public speaking to students or the public. As it is known that the era has changed, in the past we were very rigid in only studying material in books, but now it is electronic era, so I look for it from Youtube, Google or other relevant sources so that students do not need to have books.

According to Ocak et al. [17], materials make learning more enjoyable and understandable, so when designing teaching materials, they should be more relevant to real life. Therefore, the use of authentic materials can help students achieve learning goals [18]. Furthermore, the choice of material certainly pays attention to the availability of learning resources. In a situation like now, online learning resources are needed that can support the independence of students so YouTube is one of the alternative media that is used as a learning resource. According to participants, the use of YouTube can help them better understand the material provided where they can see examples of videos of people speaking in public and of course it can be a reference material for them. It is supported by previous study carried out by Riswandi [19] showed that YouTube is an online resource that is very important in the process of teaching and learning. This webpage can provide students with daily videos of real-life situations that can help them improve their comprehension and performance in English classes. Furthermore, Syafiq et al. [20] state that YouTube could be a great resource for teaching public speaking, and it can also help students understand the lesson while they are learning online.

B. Method

The method is an important component of the lesson plan which is also investigated in present research. The classroom activities that the lecturer used in the classroom are sometimes not suitable to be applied, so it is important for lecturers to choose appropriate methods and support the continuity of learning process. As it is known that learning speaking requires students to actively speak, then the delivering speech method is applied. This method encourages students to speak to each other; the activities given in class give students the opportunity to be able to speak communicatively [21].

L1 and L2 said:

The method is interesting and can improve my speaking skill; the first lecturer has given the basis or theory about

public speaking, the next lecturer is more towards the practice so I feel the method that the lecturer uses is good; the method provided is quite effective to improve my speaking ability; quite communicative because it gives us many opportunities to explore our communication skills.

Varied comments from L4, L5 and L6 also perceived that:

In my opinion, the method used by the lecturer made us motivated to learn to be good speakers in front of the public; I think the method is fun. We can express our opinion at the time of delivering the speech and can discuss it with friends in class; in the current situation, the method used has really helped us to improve our speaking, what's more, as it is known that in improving speaking, of course, a method is needed that makes students more active in speaking.

The method is used to implement the plans that have been prepared in the learning process, so that the objectives that have been prepared are achieved optimally. Based on the observations, in the teaching and learning process, the lecturer first gave them topics that are very important or booming. Then, they chose a topic that they found interesting. After that, the lecturer gave 5 minutes for them to prepare to speak in front of their friends on cam. Then, they talked about the topic chosen by them and at the last session the lecturer opened a question and answer session between students. After being confirmed through interviews with lecturers about what method was applied, he said:

I use a delivering speech method because in public speaking or oral skills a real atmosphere must be created so that I provide many opportunities for them to speak. In public speaking, of course, it includes, for example, how they speak in front of the public in the form of giving a speech or a farewell event.

In addition, the students' perceived that the method used giving them many opportunities to speak and can improve their speaking ability. In line with, the study investigated by Karpovich et al. [22] showed that the implementation of a speaking monologue or speech delivery in speaking activities stimulates students to speak actively and can increase their public speaking ability. Tahir & Hanapi [23] found that the implementation of teaching speaking method at the university consisted of two main strategies; (1) material presentation in which the lecturers present their material to the students; and (2) classroom discussion in which the lecturers gave the opportunities to support students communication and correct the students' pronunciation mistakes.

C. Time Allocation

In terms of time allocation, the students had their own perception where they felt that the time available in learning public speaking is a little less where they expected this course to be 3 credits because they thought in this subject, they wanted to be able to further improve their speaking ability. But what they need to know is that the learning process is not only focused on teacher-centered but also student-centered. It means that they can learn anytime and

anywhere independently so that they can take their time to improve their speaking especially in this digital era.

L1 said in the interview:

I think that's enough, we can absorb the material in the first hour well. Then the next hour we practice more to talk.

Besides, there are some participants who think differently. They perceived that the time allocation in this lesson is not sufficient for them to achieve the learning objectives due to several obstacles that make them feel that the time given is not giving them the opportunity to improve their speaking skills. L2 assumed:

The students have different competencies, so to achieve the learning objectives; I feel that there is actually not enough time”.

Other participants (L3, L4, L5 and L6) also added:

For me personally, the public speaking course was actually lacking of time, maybe 3 credits if possible; in this course, I want to improve my public speaking. Considering it is online learning, there's not much time for us to talk; the problem lies in the teaching tools sometimes hampered in the end the time allocation to achieve the objectives is a bit lacking; I think the time is enough, but sometimes it is hampered by the application that we use so the time is a bit wasted because I have to re-enter to continue learning.

Other than that, the lecturer claimed:

The actual allocation of time is relative, not the length of time but the quality. For example, a meeting of 1 or 2 hours but the quality is good, they are given enough opportunities to talk, and use their time efficiently so of course they can achieve the learning objectives.

Certainly, there are more available learning resources to support their independent learning. In addition, the time management of lecturers affect the students' academic performance and that improving the time management skills through consciousness about the time control by the teachers is necessary [24] since the time and classroom management is considered as one of the integrated functions of institutional and functional intervention areas in the teaching and learning process [25].

D. Assessment

Assessment is also investigated in this present research. In assessing speaking, the teacher must organize and conduct assessments that are capable of measuring their ability to speak using appropriate assessment techniques. Meanwhile, this study showed that the participants in this study have the same perception generally. Students perceived that the assessment applied by the lecturer is appropriate to determine their speaking abilities and of course, the assessment indicators were very clear to assess their speaking abilities.

L1, L2, L3, L4, L5, L6 said:

The assessment given is good and in accordance with the indicators in the assessment of speaking, of course it is also in accordance with what we have to achieve in the future; I think the assessment that lecturer have applied is

appropriate to determine our speaking ability; the assessment method used by the lecturer is very good where the lecturer assessed us by looking at our performance when delivering speech; lecturer assessed our speaking ability through the speech we delivered and of course it was good enough to know our ability to speak in English.

Another participant also added and suggested to the lecturer when they finished delivering their speech, she wanted that the lecturer directly assessing her performance. L6 stated:

The way lecturer assessed us was very good but when I finished delivering the speech, the lecturer didn't tell me my mistakes, for example the pronunciation of this word was wrong or you looked a bit stiff, even though lecturer said at the beginning we started talking that we would be assessed based on several indicators but at the end, I didn't know the value of my performance, even though lecturer did affirmation that I was good at delivering the speech.

Then, through an interview with a lecturer, the question about how to assess the students, he said:

Because this is speaking, my assessment cannot be separated from 3 aspects, namely first, fluency where they speak fluently even though there is a slight pause but they are not like robots. Second, accuracy is the accurate of the grammar used in sentences, and finally comprehension. So when I communicate, I ask them to answer correctly, meaning they understand the material or content they deliver.

As stated in previous study by Zaim et al. [26], the methodology in authentic speaking assessment is collected in several types of assessment, one of which is oral presentation. In addition, the assessment rubric used to score the students remained the same as it had been with the offline rubric; analytical rubric. The analytical rubric includes elements such as comprehension, fluency, and accuracy [27]. As representations of productive skills, these are the indicators of proficiency [28].

Dealing with assessment, Ginther [29] explains, “Scales for speaking assessments can be theoretically oriented, empirically oriented, or a combination of both.” Ginther [29] also asserts that assessment of speaking needs assigning numbers to the characteristics of the speech sample in a systematic fashion through the use of a scale. Moreover, in an online speaking course during the pandemic, the consideration of online assessment is also important. Shofatunnisa et al. [30] explain that during the online speaking course, the teaching activity was carried out online. Therefore, the assessment was done online using an online platform called YouTube. They then found that the students benefit from the online platform as well as its system because the students were given the chance to edit the video. In line with that, the lecturer got more cautious and detailed in assessing the students' speaking skill through the video.

E. Media

In online learning, online media connects students with lecturers who are physically separated but can interact or communicate with each other. Learning media are used to achieve learning objectives effectively and efficiently so

that online learning media reduce the limitations of space and time. Therefore, one application that provides face-to-face advice between lecturers and students is zoom meeting. As one of the components investigated, the students perceived that the selection of the media was very appropriate for the current situation and also they could communicate orally even though they were separated.

Similarity of opinion expressed by L1, L2, L3:

Due to online learning, the use of these media can support the learning process well. Even though it is actually better if we meet face to face especially this is a public speaking class, but considering the current situation, like it or not, it has to be like this; the use of media zoom and WA to send youtube videos is good for now, but I really hope to meet face to face because the challenges are more intense; so far because of the situation and conditions the media selection has been good.

Besides good media selection, there are also obstacle faced by participants, L4 and L5 stated:

So far it has been quite helpful in media selection, but because in the learning process using private zoom, the time provided by the application is not enough and when the learning process is suddenly disconnected, it is certainly a bit annoying; In my opinion, the media that the lecturers choose for online learning is very good, we can meet face to face like a conventional class but sometimes it is blocked by a difficult network, so I am late joining the class and also difficult to join the class.

L6 also provides suggestion for the obstacles they face. He added:

During this pandemic, the selection of learning media is appropriate. Maybe lecturer can also use Google meet instead of zoom because the availability of time on zoom is not unlimited so that it hinders the learning process a bit.

Given the current situation, of course, online learning media can help the learning process run well. In this situation, from the observation, lecturer use applications such as zoom and WA in supporting the learning process. After confirmed through interviews, the lecturer said that learning media such as zoom meeting and WA can facilitate the teaching and learning process.

Based on that, the students suggest that it would be better to meet face-to-face because the atmosphere of public speaking is more nuanced and there are also obstacles such as the network they face during the learning process. It is supported by previous study carried out by Daud & Rama [31], showed that the zoom conference system has an impact on students' speaking skills because it involves students who did not always follow the topic of speaking during the covid-19 pandemic. Besides, Kinasih [32] added that Zoom was perceived as a suitable application for the current situation by students because it could smooth the learning process, resulting in students enjoying the learning process and feeling involved in the Speaking class. Lingga et al. [33] note that the gen Z students or the students of this era tend to frequently depend on technology. Thus, the implementation of visual media and social media, in this case video blog on social media, can help them learn

English better and transform them from passive learners to active learners, especially during this pandemic.

In teaching and learning process in the classroom, students are the important part to be considered carefully. The entire indicator shows that the participants are eminent on Public Speaking since all of them achieved the highest score on that subject. It implies that the lecturer could successfully teach the participants regarding the teaching material, resources, and strategies. Learning theories and teaching strategies are categories affecting students' academic achievement [34]. Livumbaze & Achoka [35] recommended on their study that teachers or lecturers should be innovative in providing the teaching and learning resources. In addition, the teaching components that have been implemented by the lecturers can be said to be effective if students can achieve learning objectives which can be seen from the learning outcomes and expected changes in student behavior [36]. Generally, students believe that online learning is effective. Even in the current unfavorable conditions, online learning can be beneficial in improving their speaking skills.

IV. CONCLUSION

Online learning has a positive impact and encourages high motivation of students. Online learning during the COVID-19 pandemic needs to get more attention on some aspects such as how to practice, what applications are used, and what strategies do that learning can be done well, especially in the teaching and learning of public speaking in the university level. Both lecturers and students have to do an effort to improve the teaching and learning process of speaking since it plays an important part in our everyday lives. It is recommended as it is considered to be important to get learning tools prepared since it can create more systematic learning as well as it can facilitate students to understand the material being delivered and be easy for English instructors to analyze the students' learning success and it is very important for students to be independent learners as they play an important role of their success in learning. Besides, it will make them to be more active and motivated as well.

ACKNOWLEDGMENT

We would like to thank the learners enrolled in Public Speaking Course in the 2020-2021 academic year, who have actively participated in this study and the lecturer who taught the course at the Post Graduate of English Education Study Program, Faculty of Teacher Training and Education, University of Tadulako, Palu, Indonesia.

REFERENCES

- [1] Imron, A., & Hantari, W. C. (2019). EFL Students' Attitudes Toward Public Speaking and Anxiety in Speaking Impromptu Speech. *Journal of Culture, Arts, Literature, and Linguistics*, 5, 49–58.
- [2] Mufanti, R., Gestanti, R. ., & Nimasari, E. . (2017). *Can I be a Public Speaker?: Get Ready for Speech* (Second). Ponorogo: CV Nata Karya.
- [3] Docan-Morgan, T. & Nelson, L. (2015). "The Benefits and Necessity of Public Speaking Education" in Vaidya, K. (Ed.), *Public Speaking for the Curious: Why Study Public Speaking?*. Washington: Curious Academic Publishing.
- [4] Tuan, N. H. & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of*

Educational Research, 3(2), 8-23.

- [5] O'Hair, D., Rubenstein, H., & Stewart, R. (2009). A Pocket Guide to Public Speaking. *Introduction to Optics*, v-v. <https://doi.org/10.1017/9781108552493.001>
- [6] Raja, F. (2017). Anxiety Level in Students of Public Speaking: Causes and Remedies. *Journal of Education and Educational Development*, 4(1), 94. <https://doi.org/10.22555/joedd.v4i1.1001>
- [7] Apriyanti, D., & Ramadhan, S. (2018). *Improving Students Public Speaking Skill through Instagram*. 263(ICLLE), 268-271. <https://doi.org/10.2991/iclle-18.2018.45>
- [8] Lucas, S. (2009). *The Art of Public Speaking* (Tenth). Madison: Frank Mortimer.
- [9] Marinho, A. C. F., de Madeiros, A. M., Gama, A. C. C., & Teixeira, L. C. (2017). Fear of Public Speaking: Perception of College Students and Correlates. *Journal of Voice*, 31(1), 127.e7-127.e11. <https://doi.org/10.1016/j.jvoice.2015.12.012>
- [10] Kruger, A. (2013). *The Use of Video Self-Modeling to Treat Public Speaking Anxiety* (Thesis). Mankato: Minnesota State University.
- [11] Özüdoğru (2021). Problems Faced in Distance Education during Covid-19 Pandemic. *Participatory Educational Research (PER)*, 8(4), 321-333. <http://dx.doi.org/10.17275/per.21.92.8.4>
- [12] Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://doi.org/10.1177/0047239520934018>
- [13] Korkmaz, G., & Toraman, Ç. (2020). Are We Ready for the Post-COVID-19 Educational Practice? An Investigation into What Educators Think as to Online Learning. *International Journal of Technology in Education and Science*, 4(4), 293-309.
- [14] Lynch, M. M. (2002). *The Online Educator: A Guide to Creating the Virtual Classroom*. Routledge.
- [15] Inoue, Y. (2007). *Online Education for Lifelong Learning*. IGI Global.
- [16] Rahayu, R. P., & Wirza, Y. (2020). Teachers' Perception of Online Learning during Pandemic Covid-19. *Jurnal Penelitian Pendidikan*, 20(3), 392-406. <https://doi.org/10.17509/jpp.v20i3.29226>
- [17] Ocak, G., Özçalışan, H., & Kuru, N. (2010). The Students Attitudes in Terms of the Usage of English Activities and Materials and Their Contributions to English Learning Process. *Procedia - Social and Behavioral Sciences*, 2(2), 560-564. <https://doi.org/10.1016/j.sbspro.2010.03.063>
- [18] Richard, J., C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- [19] Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, 2(1), 298-306. <https://jurnal.uns.ac.id/ictte/article/view/8150>
- [20] Syafiq, A. N., Rahmawati, A., Anwari, A., & Oktaviana, T. (2021). Increasing Speaking Skill through YouTube Video as English Learning Material during Online Learning in Pandemic Covid-19. *Elsya : Journal of English Language Studies*, 3(1), 50-55. <http://ojs.journal.unilak.ac.id/index.php/elsya>
- [21] Richard, J. C. (2006). *Communication Language Teaching Today*. Cambridge: Cambridge University Press.
- [22] Karpovich, I.; Sheredekina, O.; Krepkaia, T.; Voronova, L. (2021). The Use of Monologue Speaking Tasks to Improve First-Year Students' English-Speaking Skills. *Educ. Sci.* 2021, 11, 298. Retrieved from <https://doi.org/10.3390/educsci11060298>
- [23] Tahir, S. Z., & Hanapi. (2017). Lecturers' Method in Teaching Speaking at the University of Iqra Buru. *International Journal of English Linguistics*, 7(2), 73. <https://doi.org/10.5539/ijel.v7n2p73>
- [24] Sahito, Z., Khawaja, M., Panhwar, U. M., Siddiqui, A., & Saeed, H. (2016). Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan. *World Journal of Education*, 6(6). <https://doi.org/10.5430/wje.v6n6p42>
- [25] Rijal, C. P. (2014). Classroom Management in Schools. *Journal of NELTA Surkhet*, 4(2), 48-56. <https://doi.org/10.3126/jns.v4i0.12860>
- [26] Zaim, H., Muhammed, S., & Tarim, M. (2019). Relationship between Knowledge Management Processes and Performance: Critical Role of Knowledge Utilization in Organizations. *Knowl. Manag. Res. Pract.* 17, 24-38. doi: 10.1080/14778238.2018.1538669
- [27] Purnawarman, P., & Darajati, U. (2020). Authentic Speaking Assessment Applied by English Teachers During Online Learning. In *Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 509, 560-566. <http://creativecommons.org/licenses/by-nc/4.0/>
- [28] Koroğlu, C. Z. (2019). Interventionist Dynamic Assessment's Effects on Speaking Skills Testing: Case of EFL Teacher Candidates. *Advances in Language and Literary Studies*, 10(3), 23. <https://doi.org/10.7575/aial.all.v.10n.3p.23>
- [29] Ginther, A. (2013). Assessment in Speaking. *The Encyclopedia of Applied Linguistics*, November. <https://doi.org/10.1002/9781405198431.wbeal0882>
- [30] Shofatunnisa, S. S., Sukyadi, D., & Purnawarman, P. (2021). Assessing Students' Speaking Skill in Online EFL Speaking Course Through Students' Self-made YouTube videos. In *Advances in Social Science, Education and Humanities Research*, 546(Conaplin 2020), 574-580. <https://doi.org/10.2991/assehr.k.210427.087>
- [31] Daud, W., & Rama, N. A. (2021). The Effect of Using Zoom Conference System on Students' Speaking Skills. *Jurnal Ilmiah Dikdaya*, 11(2), 331-335. <https://doi.org/10.33087/dikdaya.v11i1.1>
- [32] Kinasih, T. (2021). *The Undergraduates' Perceptions about Learning Public Speaking Online by Using Zoom*. 09(02), 195-201.
- [33] Lingga, Y. M., Yulianti, W., & Ningsih, Y. (2021). Improving English Speaking Skill of EFL Class by Using Video Blog on Social Media. *Journal of Applied Linguistics and Literacy*, 5(1), 1-36.
- [34] Koçak, O., Goksu, I., & Goktas, Y. (2021). The Factors Affecting Academic Achievement: A Systematic Review of Meta Analyses. *International Online Journal of Education and Teaching (IOJET)*, 8(1), 454-484.
- [35] Livumbaze, A. G., & Achoka, S. J. (2017). Analysis the Effect of Teaching/Learning Resources on Students' Academic Achievement in Public Secondary School, Hamisi Sub-Country, Kenya. *European Journal of Education Studies*, 361-376. <https://doi.org/10.5281/zenodo.244169>
- [36] Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., & Wittrock, M. C. (2001). *Anderson, L. W., Krathwohl, D. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Vol. 51, Issue 275). Pearson. <https://doi.org/10.2307/2281462>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

