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Journal of Applied Linguistics, Literature and Culture

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EDITORIAL TEAM

The HUELE Journal of Applied Linguistics, Literature and Culture is an international publication by English Education Study Program, Teacher Training and Educational Sciences Faculty, Pattimura University. It is a peer-reviewed publication of original research and theories in practices/pedagogical practices on Applied Linguistics and Culture, including English Language Teaching and Literature. The journal is published biannually; on January and July.

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EDITOR'S NOTE

Welcome to **HUELE Journal of Applied Linguistics, Literature, and Culture**, published by the English Education Study Program at Pattimura University. This **Volume 3, Issue 1, 2023** features five engaging articles that delve into significant themes in English language education. One article examines the role and development of supplementary reading materials in enhancing EFL teaching, while another investigates the impact of drama-based instruction on language skills development in EFL contexts. A third contribution explores the implementation of short animation films to improve students' English-speaking performance, providing practical insights for educators. Additionally, an analysis of lexical cohesion in the lyrics of the song "Red" offers a unique perspective on language use in popular culture. The final article presents effective teaching strategies for virtual public speaking during the COVID-19 pandemic, addressing the challenges faced by educators and students alike. Together, these articles present innovative approaches and valuable strategies that enrich the understanding of language teaching and learning in various educational settings.

The Role and Development of Supplementary Reading Materials in EFL Teaching

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ABSTRACT

This library research examines the theoretical foundations and practical implications of developing supplementary reading materials for English as a Foreign Language (EFL) teaching. Through comprehensive analysis of existing literature, this study investigates supplementary materials' characteristics, benefits, and implementation strategies in language classrooms. The findings reveal three key aspects of effective supplementary materials: their essential characteristics, including complementary function and learner-centered design; their benefits, particularly in promoting learner autonomy and motivation; and crucial considerations for their development and implementation. Research indicates that well-designed supplementary materials significantly enhance student engagement, facilitate independent learning, and improve overall language proficiency. The study demonstrates that successful supplementary materials maintain clear connections to core curriculum objectives while offering flexibility in application and implementation. Analysis of classroom implementations reveals that materials incorporating varied learning modalities and providing clear progression paths produce more consistent learning outcomes. This research contributes to the understanding of supplementary material development in language teaching and provides practical insights for material developers and educators in the EFL context. The findings emphasize the importance of systematic development approaches that consider both pedagogical principles and practical implementation concerns, suggesting the need for continued research into effective development and implementation strategies.

Keywords: *supplementary materials, EFL teaching, material development, reading materials*

INTRODUCTION

Research in English language teaching has revealed persistent gaps between core textbooks and diverse classroom needs. Tomlinson (1998) notes that standard textbooks, despite their structured approach, often fail to address the varied learning styles and preferences found in language classrooms. This limitation affects both teachers and students, particularly when textbooks cannot fully support specific learning objectives or student interests.

McGrath's (2013) examination of supplementary materials identifies several key factors driving their use in language classrooms. Teachers frequently turn to these materials when textbooks prove insufficient for particular teaching contexts, when students require additional practice opportunities, or when specific learning needs emerge during instruction. These situations

highlight the dynamic nature of language teaching and the necessity for flexible, adaptable resources.

Recent studies by Klein and Pridemore (1994) and Kim (2011) demonstrate correlations between supplementary materials and improved student performance in language learning. Their findings suggest that carefully selected additional materials help students engage more deeply with language content and develop stronger language skills. However, questions remain about how these materials should be developed and implemented effectively.

The current body of research, while establishing the value of supplementary materials, reveals gaps in our understanding of their optimal development and use. Utami et al. (2014) documented improved comprehension among students using supplementary reading materials, yet their work also highlighted the need for more systematic approaches to material development. These observations point to the importance of establishing clear principles for creating and implementing supplementary materials.

This study examines the theoretical foundations and practical implications of developing supplementary reading materials for EFL teaching through library research. By analyzing existing literature and empirical studies, this research aims to identify effective principles and practices for supplementary material development.

METHOD

This study employed library research methodology to analyze the development and implementation of supplementary materials in EFL teaching. The research process consisted of three main phases: literature collection, analysis of theoretical frameworks, and synthesis of findings. The first phase involved gathering scholarly works discussing supplementary material development, focusing on theoretical foundations and practical applications. The sources included academic journals, research reports, and books that provided comprehensive discussions of supplementary materials in language teaching.

The second phase examined these materials through the lens of current EFL teaching practices, identifying patterns and principles in successful supplementary material implementation. This analysis focused on understanding how different approaches to supplementary materials affected learning outcomes and classroom dynamics. The examination process involved categorizing findings according to key themes that emerged from the literature, such as material characteristics, implementation strategies, and reported benefits.

The final phase synthesized these findings to develop comprehensive insights about effective supplementary material development. This synthesis integrated theoretical perspectives

with practical implementation considerations, identifying common elements of successful supplementary materials and effective development strategies. The analysis particularly focused on identifying recurring patterns and principles that contributed to positive learning outcomes across different educational contexts.

FINDINGS AND DISCUSSION

Definition and Purpose of Supplementary Materials

Early research by Tomlinson (1998) established supplementary materials as educational resources that extend beyond standard textbooks, providing additional opportunities for language practice and skill development in specific areas. These materials emerged from teachers' observations that standard textbooks often proved insufficient for addressing individual student needs, leading to the development of targeted resources that could fill specific learning gaps. The evolution of supplementary materials reflects broader changes in educational philosophy, moving from rigid, one-size-fits-all approaches toward more flexible, learner-centered methods that acknowledge diverse learning styles and needs. Research by McGrath (2013) further refined our understanding of these materials, identifying their role in providing structured support for both teachers and students while maintaining alignment with core curriculum objectives. Supplementary materials serve multiple functions in the classroom, from reinforcing basic concepts to providing advanced practice opportunities for more capable students. The adaptability of these materials allows teachers to respond to emerging classroom needs without deviating from established learning objectives. Teachers have reported increased success in meeting individual student needs when supplementary materials are properly integrated into their teaching practice. Recent studies have shown that well-designed supplementary materials can effectively bridge the gap between textbook content and real-world language use. The flexibility inherent in supplementary materials enables teachers to address specific cultural or contextual factors that might otherwise be overlooked in standard textbooks.

Research by Belawati (2003) demonstrates how supplementary materials facilitate differentiated instruction by providing multiple entry points for students at varying proficiency levels. The customizable nature of these materials allows teachers to modify content and activities based on their students' specific needs and learning objectives. This adaptability proves particularly valuable in mixed-ability classrooms where students progress at different rates and require varying levels of support. Studies have consistently shown that supplementary materials can effectively address specific language skills that may receive insufficient attention in standard textbooks. The targeted nature of supplementary materials allows for intensive practice in areas where students

need additional support, such as pronunciation, vocabulary development, or specific grammar points. Teachers report greater success in addressing individual student needs when they have access to a variety of supplementary materials that complement their core textbooks. Recent research highlights the role of supplementary materials in promoting learner autonomy by providing resources that students can use independently outside the classroom. Evidence suggests that students who regularly engage with well-designed supplementary materials show improved confidence in their language abilities and greater willingness to take risks in language learning.

Klein and Pridemore's (1994) research reveals that supplementary materials play a crucial role in maintaining student engagement by providing varied approaches to language learning. The diversity of materials and activities helps prevent the monotony that can develop when relying solely on textbook exercises, keeping students interested and motivated throughout the learning process. Studies indicate that supplementary materials can effectively bridge the gap between classroom learning and real-world language use by providing authentic contexts and practical applications. Analysis of classroom data shows that students demonstrate higher levels of participation and engagement when teachers incorporate relevant supplementary materials into their lessons. Research consistently demonstrates that supplementary materials help create more dynamic learning environments where students feel encouraged to actively participate in language activities. The flexibility of supplementary materials allows teachers to respond to student interests and preferences, leading to more personalized and engaging learning experiences. Multiple studies have documented improved learning outcomes when teachers strategically integrate supplementary materials with core curriculum content. Recent research emphasizes the importance of selecting supplementary materials that align with students' interests and real-world language needs.

Essential Characteristics of Supplementary Materials

Studies examining effective supplementary materials consistently identify specific characteristics that contribute to their success in language classrooms. Research by McGrath (2013) emphasizes that successful supplementary materials maintain clear connections to core curriculum objectives while offering unique approaches to content presentation and practice. Analysis of classroom implementations reveals that materials maintaining strong pedagogical foundations while offering flexibility in application tend to produce the best learning outcomes. The most effective supplementary materials demonstrate clear organizational structures that make them accessible to both teachers and students. Research indicates that successful materials often incorporate scaffolding elements that support students at different proficiency levels. Studies show

that materials designed with clear learning objectives and assessment criteria tend to produce more consistent results. Teachers report greater success with materials that include clear implementation guidelines while maintaining flexibility for adaptation. Extensive classroom observations demonstrate that supplementary materials requiring minimal additional teacher preparation time tend to be implemented more consistently and effectively.

Prastowo's (2012) research highlights the importance of learner-centered design in supplementary materials, emphasizing the need to consider students' cognitive development and learning preferences. Analysis of student engagement patterns shows that materials incorporating varied learning modalities tend to reach a broader range of students effectively. Studies demonstrate that successful supplementary materials often include elements that promote active learning and student interaction. Research indicates that materials designed to accommodate different learning speeds and styles show better adoption rates in diverse classrooms. Classroom observations reveal that materials providing immediate feedback opportunities help maintain student engagement and promote self-directed learning. Studies show that materials incorporating authentic language use situations tend to resonate more strongly with students. Teachers report higher levels of student motivation when using materials that connect directly to learners' interests and experiences. Long-term studies indicate that materials designed with clear progression paths help students track their own learning development more effectively.

The adaptability of supplementary materials emerges as a crucial characteristic in Belawati's (2003) extensive analysis of successful implementation cases. Research shows that materials allowing for easy modification to suit different teaching contexts demonstrate higher rates of sustained use. Studies indicate that successful supplementary materials often include built-in differentiation options that teachers can easily access and implement. Analysis of teacher feedback reveals that materials providing multiple entry points for different skill levels receive more consistent classroom use. Observations show that materials designed with clear connections between activities and learning objectives tend to be more effective. Research demonstrates that supplementary materials incorporating regular review and reinforcement components show better long-term learning outcomes. Studies indicate that materials providing clear assessment guidelines while remaining flexible in implementation achieve better results. Teachers consistently report higher satisfaction with materials that can be easily integrated into existing lesson structures.

Benefits of Supplementary Materials

Research conducted by Tomlinson (1998) reveals significant improvements in student autonomy when supplementary materials are effectively implemented in language classrooms.

Studies show that students working with well-designed supplementary materials demonstrate increased confidence in independent learning activities. Analysis of learning patterns indicates that students exposed to varied supplementary materials develop stronger self-study habits over time. Research demonstrates that learners using supplementary materials show greater initiative in seeking additional learning opportunities outside the classroom. Classroom observations reveal that students working with supplementary materials develop more effective time management skills in their learning process. Studies indicate that exposure to diverse supplementary materials helps students identify and utilize learning strategies that work best for them. Long-term research shows that students who regularly engage with supplementary materials demonstrate improved ability to set and achieve personal learning goals. Teachers report observing increased student responsibility for learning outcomes when appropriate supplementary materials are available.

Klein and Pridemore's (1994) extensive research documents significant motivational benefits associated with the use of supplementary materials in language instruction. Analysis of student engagement patterns shows consistently higher participation rates in classes utilizing varied supplementary materials. Studies demonstrate that students show greater enthusiasm for language learning when supplementary materials connect to their personal interests and experiences. Research indicates that the variety provided by supplementary materials helps maintain student interest over extended learning periods. Classroom observations reveal increased student willingness to take risks in language production when supported by appropriate supplementary materials. Studies show that students demonstrate greater persistence in challenging learning tasks when supplementary materials provide adequate support and guidance. Long-term analysis indicates that students exposed to well-designed supplementary materials maintain higher motivation levels throughout their language learning journey. Teachers consistently report improved classroom atmosphere and student attitude when incorporating engaging supplementary materials.

Recent studies focused on learning outcomes reveal substantial improvements in language proficiency among students regularly using supplementary materials. Research demonstrates that students working with comprehensive supplementary materials show faster progress in specific language skill areas. Analysis of assessment data indicates that students exposed to varied supplementary materials demonstrate better retention of learned material. Studies show that learners using well-designed supplementary materials develop more balanced language skills across all areas. Classroom observations reveal improved problem-solving abilities among students regularly engaging with supplementary materials. Research indicates that students working with supplementary materials demonstrate greater flexibility in applying language skills to new

situations. Long-term studies show that consistent use of supplementary materials correlates with higher overall language proficiency levels. Teachers report observing more natural and confident language use among students who regularly engage with diverse supplementary materials.

CONCLUSION

The comprehensive analysis of supplementary materials in EFL teaching reveals their significant role in enhancing language learning experiences. Research consistently demonstrates that well-designed supplementary materials contribute to improved student motivation, increased learner autonomy, and enhanced language proficiency. These materials prove most effective when they maintain clear connections to core curriculum objectives while offering flexibility in implementation and addressing diverse learning needs. The findings emphasize that successful supplementary materials incorporate varied learning modalities, provide clear progression paths, and include built-in differentiation options.

This study's implications extend beyond theoretical understanding to practical applications in EFL classrooms. The research highlights the need for systematic approaches to supplementary material development that consider both pedagogical principles and implementation challenges. Future research should focus on empirical studies evaluating the long-term effectiveness of different types of supplementary materials, developing frameworks for material creation and implementation, and investigating the impact of technological integration in supplementary material design. These directions will further enhance our understanding of how to optimize supplementary materials for effective language teaching and learning.

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The Impact of Drama-Based Instruction on Language Skills Development in EFL Contexts

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ABSTRACT

This article examines the effectiveness of drama-based instruction in developing language skills among English as Foreign Language (EFL) learners. Despite the recognized importance of English in global communication, EFL learners continue to face challenges in language acquisition, necessitating innovative teaching approaches. Through comprehensive library research analyzing scholarly works, this study investigates how dramatic activities contribute to the development of reading, writing, speaking, and listening skills. The findings reveal that drama enhances reading comprehension through script analysis and character interpretation, while collaborative scriptwriting improves writing skills by developing audience awareness and creativity. In speaking development, drama activities build confidence and improve pronunciation through role-play and performance-based tasks. Listening skills are strengthened through active engagement with authentic language input during rehearsals and performances. The research demonstrates that drama's effectiveness stems from its ability to provide contextualized, interactive learning experiences that engage students in authentic language use. Results indicate that drama-based instruction creates a supportive environment where students can practice language skills while developing confidence and motivation. The integration of dramatic activities in EFL contexts proves particularly valuable where opportunities for authentic language use are limited. This study contributes to the field by providing a comprehensive analysis of drama's role in language skill development and offers insights for educators implementing drama-based instruction in EFL classrooms.

Keywords: *EFL teaching, Language skills, Literary drama, Language acquisition, Dramatic activities*

INTRODUCTION

English has become a crucial means of global communication, leading to its integration as a mandatory subject in educational curricula worldwide. In Indonesia, where English is taught as a foreign language, its mastery opens opportunities from international education to career advancement. However, Muthmainnah et al. (2020) note that many Indonesian students still find English challenging to learn, primarily due to traditional teaching approaches that fail to engage learners effectively. This situation has prompted educators and researchers to explore innovative teaching methodologies that can enhance the language learning experience.

Literature has emerged as a powerful alternative material in teaching EFL. Pardede (2011) supports this integration because literature provides authentic models of language use. Within literary genres, drama holds particular promise as an educational tool. According to Davies (1990), drama in education represents an improvisational, process-centered form where participants are guided to imagine, enact, and reflect upon human experiences. This approach aligns with contemporary understanding of effective language acquisition, which emphasizes authentic communication and contextual learning.

Despite the theoretical potential of drama in language teaching, there remains a significant gap between this potential and actual classroom implementation. Muthmainnah et al. (2020) identified three critical challenges in EFL contexts: persistent negative assumptions about English, unengaging learning systems and models, and inappropriate teaching materials that don't align with student needs. Additionally, while various studies have examined drama in language teaching, there is limited systematic analysis of how dramatic activities specifically impact the development of the four fundamental language skills - reading, writing, speaking, and listening.

This study examines the effectiveness of drama-based instruction in developing language skills among EFL learners. The investigation focuses on understanding how drama activities contribute to reading, writing, speaking, and listening skills development, along with their practical implications for EFL classroom implementation. Building on previous research, this study aims to provide a comprehensive analysis of drama's role in language education.

The significance of this research lies in its potential to inform more effective EFL teaching practices. The findings offer practical insights for implementing dramatic activities in language classrooms while contributing to the broader understanding of innovative teaching methodologies in EFL contexts. This research is particularly timely given the growing need for engaging and effective approaches to language teaching that can address current challenges in EFL education.

METHOD

This study employs library research methodology to investigate the impact of drama-based instruction on language skills development in EFL contexts. Library research was chosen as it enables a thorough examination of existing scholarly works, providing comprehensive insights into theoretical frameworks and empirical findings related to drama in language education. The research process involved systematic collection and analysis of academic sources including peer-reviewed journals, books, and educational reports, with particular focus on studies conducted in EFL settings and published in established academic databases. The selection criteria emphasized

relevance to drama-based instruction, language skill development, and EFL teaching, ensuring the inclusion of significant contributions to the field while maintaining research quality and reliability.

The analysis followed a systematic approach involving three main stages. First, the collected materials were categorized based on their focus areas: drama's impact on specific language skills, implementation strategies, and learning outcomes. Second, these materials were critically analyzed to identify patterns, relationships, and significant findings regarding the effectiveness of dramatic activities in language skill development. Finally, the findings were synthesized to develop comprehensive understanding of how drama-based instruction influences each language skill. This methodological approach allowed for the identification of both theoretical foundations and practical applications of drama in EFL contexts, while maintaining objectivity and academic rigor throughout the research process.

FINDINGS AND DISCUSSION

Drama's Impact on Reading Skills Development

The integration of drama in EFL contexts significantly enhances students' reading comprehension through multiple mechanisms. O'Sullivan and McGonigle (2010) reported that drama-based teaching approaches developed both enjoyment and overall comprehension skills among language learners, particularly when students engage with dramatic texts. Through repeated reading of scripts and dramatic literature, students develop deeper text comprehension and interpretation abilities, as they must understand not only the words but also the context, emotions, and cultural nuances embedded in the text. The process of analyzing dramatic texts helps students connect what they read to their own experiences, feelings, attitudes, and values, making the reading process more meaningful and memorable (Booth, 1985). Additionally, when students prepare for dramatic performances, they engage in both extensive and intensive reading practices, which Scrivener (as cited in Kondal, 2016) identifies as crucial approaches to developing comprehensive reading skills. The combination of these reading practices strengthens students' ability to both grasp overall meaning and analyze specific textual details.

Drama activities facilitate vocabulary acquisition and retention through contextually rich reading experiences. When students encounter new vocabulary within dramatic texts, they learn these words within meaningful contexts rather than as isolated items, leading to better retention and understanding of usage. Adomat (2012) found that various drama-based strategies led to improved achievements in students' overall reading skills, particularly in their ability to comprehend and interpret complex texts. Through dramatic reading activities, students naturally develop prediction skills, inference abilities, and critical thinking as they work to understand

characters' motivations and plot developments. The process of preparing for dramatic performances requires students to read and reread texts multiple times, each time discovering new layers of meaning and linguistic features. This repeated exposure to the text, combined with the need to understand it deeply enough to perform it, creates a powerful learning environment for vocabulary and comprehension development. Furthermore, the emotional engagement required in dramatic reading enhances students' memory and understanding of the text.

The collaborative nature of drama activities enhances reading comprehension through peer interaction and shared interpretation. When students work together to understand and perform dramatic texts, they engage in discussions that deepen their comprehension and expose them to different interpretations of the same text. The requirement to understand both explicit and implicit meanings in dramatic texts develops students' ability to read between the lines and grasp nuanced meanings, skills that transfer to other types of reading. Shralber and Yaroslovova (2016) emphasized that students must thoroughly understand dramatic texts to effectively portray characters and situations, which naturally promotes careful and thoughtful reading practices. The need to transform written text into physical performance forces students to engage with reading material more deeply than they might in traditional reading exercises. Students also develop metacognitive reading strategies as they learn to monitor their understanding and adjust their reading approach based on the needs of dramatic performance. The social aspect of drama activities creates a supportive environment where students can discuss challenging passages and help each other understand complex texts.

Drama's Impact on Writing Skills Development

Drama-based instruction significantly enhances students' writing skills through scriptwriting activities that engage creativity and critical thinking. Lenters & Winters (2013) emphasize that creating scripts for productions helps students develop a stronger awareness of audience and purpose in their writing, thereby increasing their motivation to craft effective narratives. The process of scriptwriting requires students to consider multiple aspects simultaneously: character development, dialogue construction, plot progression, stage directions, and contextual descriptions, all of which contribute to developing comprehensive writing abilities. Through collaborative scriptwriting, students learn to negotiate meaning, share ideas, and incorporate different perspectives into their writing, making the writing process more dynamic and engaging. The need to create authentic dialogue forces students to consider natural language patterns and conversational flow, improving their understanding of written discourse. Furthermore, the

iterative nature of script development teaches students that writing is a recursive process requiring multiple drafts and revisions.

The integration of drama in writing instruction helps students understand the cyclical and non-linear nature of the writing process. When students engage in script revision during rehearsals and performances, they naturally discover that writing rarely follows a simple linear progression from brainstorming to final draft, as noted by Lenters & Winters (2013). The constant interplay between written text and performed action helps students understand how their writing affects real audiences, leading to more thoughtful and audience-aware composition. Drama activities provide immediate feedback on the effectiveness of written dialogue and stage directions, allowing students to see directly how their writing choices impact communication. Students also learn to adapt their writing style based on different dramatic genres and purposes, developing versatility in their writing abilities. The collaborative nature of drama projects encourages peer review and feedback, helping students develop critical evaluation skills for both their own writing and others' work.

Drama-based writing activities contribute to the development of specific writing skills and stylistic awareness. Through creating dramatic scenes, students learn to balance description, dialogue, and action in their writing, developing a more sophisticated understanding of show-don't-tell principles. The need to write clear stage directions helps students develop precision in their descriptive writing and awareness of spatial and temporal relationships in text. Students working on dramatic writing must consider elements such as pacing, tension, and character development, which transfers to other forms of narrative writing. According to Chukueggu (2012), dramatic activities provide students with opportunities to use real-life language in their writing, helping them develop more authentic and contextually appropriate writing styles. Moreover, the process of writing for performance helps students understand the relationship between written text and spoken language, improving their ability to create more natural and effective dialogue.

Drama's Impact on Speaking Skills Development

The incorporation of drama activities provides a natural platform for developing speaking fluency and confidence in EFL contexts. Sirisrimangkorn (2018) emphasizes that drama activities create beneficial contexts for speaking skill development by encouraging active communication and providing authentic speaking opportunities. Through role-playing and character portrayal, students practice various aspects of oral communication including pronunciation, intonation, stress patterns, and voice projection in a contextualized environment. The performance aspect of drama requires students to speak clearly and expressively, helping them overcome anxiety and

build confidence in using English. Students learn to adjust their speaking style according to different characters and situations, developing versatility in their oral communication. Furthermore, the rehearsal process allows students to practice and refine their speaking skills repeatedly in a supportive environment.

Drama facilitates the development of spontaneous speech and improvisational abilities through various interactive activities. Desiatova (2009) notes that drama creates genuine communication needs and real-life purposes for language use, pushing students beyond memorized phrases to more authentic speech. The use of improvisation exercises challenges students to think and respond quickly in English, developing their ability to handle unexpected communication situations. Through character interactions, students learn to maintain conversations, take turns appropriately, and respond to various communicative cues. Regular participation in dramatic activities helps students develop natural speech patterns and appropriate body language, enhancing their overall communicative competence. The collaborative nature of drama projects also encourages peer learning and support in speaking skill development.

The performance aspects of drama contribute significantly to pronunciation improvement and public speaking confidence. Chukueggu (2012) highlights those dramatic activities provide students with opportunities to practice various speaking tasks ranging from casual conversations to formal presentations. Students develop awareness of pronunciation nuances and speech rhythm through character dialogue and performance preparation. The need to project emotions through voice helps students understand and utilize prosodic features of English effectively. Regular exposure to and practice with authentic dialogue helps students internalize natural speech patterns and colloquial expressions. The supportive environment of drama activities allows students to experiment with different speaking styles and receive constructive feedback.

Drama's Impact on Listening Skills Development

Drama activities enhance listening comprehension through active engagement with authentic language input. Scrivener (as cited in Kondal, 2016) distinguishes between extensive and intensive listening, both of which are naturally integrated into dramatic activities. Students develop focused listening skills as they need to respond appropriately to cues, dialogue, and directions during dramatic performances. The variety of accents, speaking styles, and emotions expressed in drama activities exposes students to diverse listening experiences. Through repeated exposure to authentic dialogue, students become more adept at understanding natural speech patterns and colloquial expressions. Furthermore, the immediate need to respond appropriately in dramatic interactions motivates students to develop more effective listening strategies.

The interactive nature of drama provides comprehensive listening practice in meaningful contexts. During dramatic activities, students must listen carefully to their peers' dialogue and respond appropriately, developing both listening comprehension and quick response abilities. Shralber and Yaroslovova (2016) emphasize that effective listening skills are crucial for successful participation in dramatic activities, as students must understand and react to various verbal and non-verbal cues. The integration of music, sound effects, and different voice modulations in drama exposes students to varied listening experiences. Students learn to interpret not only words but also tone, emotion, and intention through careful listening. The collaborative nature of drama projects encourages active listening as students must work together to create coherent performances.

Drama-based activities develop critical listening skills through multiple channels of communication. In rehearsals and performances, students must pay attention to various aspects of spoken language including pronunciation, intonation, and emotional expression. According to Desiatova (2009), drama activities help create an environment where students naturally develop listening strategies for different purposes and situations. Students learn to distinguish between main ideas and supporting details through their engagement with dramatic scripts and performances. The need to follow stage directions and cues develops students' ability to listen for specific information and act upon it immediately. Additionally, the process of giving and receiving feedback during drama activities enhances students' critical listening abilities and their capacity to evaluate oral communication effectively.

CONCLUSION

This comprehensive analysis of drama-based instruction in EFL contexts reveals its significant potential for enhancing language skills development. The findings demonstrate that dramatic activities contribute substantially to the improvement of all four language skills through their interactive, contextualized, and engaging nature. In reading, drama facilitates deeper comprehension and analytical abilities through script analysis and character interpretation. Writing skills are enhanced through collaborative scriptwriting and the understanding of audience awareness. Speaking abilities are developed through performance-based activities that build confidence and improve pronunciation, while listening skills are strengthened through active engagement with authentic language input during rehearsals and performances. These benefits are particularly significant in EFL contexts where opportunities for authentic language use may be limited.

Future research and practice in this field should focus on developing systematic approaches to integrating drama-based instruction into EFL curricula. While the benefits of dramatic activities are clear, there remains a need for structured guidelines that can help teachers implement these approaches effectively in their classrooms. Special attention should be given to assessment methods that can effectively measure the impact of drama-based instruction on language skill development. Additionally, consideration should be given to how drama activities can be adapted for different proficiency levels and cultural contexts, ensuring their effectiveness across diverse educational settings. The insights gained from this research contribute to our understanding of how creative, performance-based approaches can enhance language learning outcomes in EFL contexts.

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The Implementation of Short Animation Films to Enhance Students' English-Speaking Performance

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ABSTRACT

This library research examines the implementation of short animation films as an instructional medium for developing EFL students' speaking performance. Through analysis of theoretical foundations and empirical studies, this research investigates three key aspects: the impact of animation films on speaking skills, effective implementation strategies, and solutions to common challenges in classroom practice. Findings indicate that animation films significantly enhance speaking performance through improved pronunciation accuracy, vocabulary acquisition, and speaking confidence when implemented systematically. Successful implementation requires careful consideration of pre-viewing preparation, structured viewing activities, and post-viewing tasks that maximize speaking practice. While technical constraints and pedagogical challenges exist, these can be effectively addressed through proper resource management and structured teaching frameworks. This study contributes to the understanding of multimedia integration in language teaching by providing evidence-based insights for practitioners implementing animation films in speaking instruction.

Keywords: *animation films, EFL instruction, speaking skills, multimedia learning, language teaching*

INTRODUCTION

Studies across Asian contexts reveal persistent challenges in EFL students' speaking performance, with learners demonstrating limited ability to communicate effectively despite years of formal instruction. Recent classroom observations indicate that students struggle particularly with fluency, pronunciation, and spontaneous interaction (Wang, 2012). These difficulties manifest most notably when learners face authentic communication situations, suggesting a disconnect between classroom learning and real-world language use.

Traditional speaking instruction, characterized by textbook-based dialogues and controlled practice activities, has shown limited effectiveness in developing students' communicative competence. Brown (2007) and Harmer (2001) point out that conventional methods often fail to provide authentic language exposure and meaningful interaction opportunities. Research indicates that students in teacher-centered classrooms frequently experience anxiety and reluctance to

participate, leading to reduced speaking practice and stunted oral proficiency development (Liu & Jackson, 2008).

Recent developments in educational technology have introduced various multimedia resources to language classrooms, with animation films emerging as a promising instructional tool. Several case studies report improved student engagement and increased willingness to communicate when incorporating animated content into speaking lessons. Preliminary findings suggest that the visual and auditory elements of animation films help create immersive learning experiences that support natural language acquisition (Bahrani & Tam, 2012; Rokni & Ataee, 2014).

While research has explored multimedia use in language teaching broadly, investigations specifically focusing on animation films in speaking instruction remain limited. Current studies primarily examine general language learning outcomes rather than analyzing specific impacts on speaking skill components such as pronunciation, fluency, and vocabulary use in context (Mayer, 2009). Additionally, questions persist about effective implementation strategies and assessment approaches that maximize the potential of animation films in speaking development (Bal-Gezegin, 2014).

This study examines how short animation films can enhance EFL students' speaking performance through analysis of existing research and teaching practices. The investigation focuses on three key aspects: the relationship between animation film use and speaking skill development, practical implementation strategies for classroom instruction, and solutions to common technical and pedagogical challenges. By analyzing these elements, this research aims to contribute practical insights for language educators while identifying areas requiring further investigation in the field of multimedia-assisted language instruction.

METHOD

This study utilized library research methodology to examine how short animation films can be implemented to enhance EFL students' speaking performance. The research process involved gathering and analyzing relevant theoretical foundations and previous studies related to multimedia integration in language teaching, specifically focusing on animation films as instructional media in speaking classes. Materials were sourced from books, research articles, and academic papers that discuss language teaching methodology, multimedia learning, and speaking skill development.

The analysis followed systematic steps to ensure comprehensive understanding of the topic. Initially, theories related to speaking instruction and multimedia learning were examined to establish a conceptual framework. Subsequently, studies discussing animation films in language

teaching were analyzed to identify common patterns in implementation strategies, learning outcomes, and pedagogical challenges. These findings were then synthesized to develop practical insights for classroom application, with particular attention to speaking skill development in EFL contexts.

FINDINGS AND DISCUSSION

The Impact of Animation Films on Students' Speaking Performance

Animation films demonstrate significant positive effects on students' speaking proficiency through multiple learning channels. According to Kabooha (2016), students exposed to animation films showed 40% improvement in overall speaking performance compared to traditional instruction methods. The visual and auditory elements of animation provide comprehensive language input that addresses various learning styles, as supported by Mayer's (2009) multimedia learning theory. Younis & Sobihatun (2015) found that the combination of visual context and authentic dialogue helped students develop more natural speaking patterns. The immersive nature of animation creates a low-anxiety learning environment, which Krashen (2003) identifies as crucial for language acquisition. Additionally, studies by Wang (2012) reveal that students maintain higher engagement levels during animation-based activities compared to traditional speaking exercises.

Vocabulary acquisition and retention show marked improvement through animation film implementation in speaking classes. Bahrani & Tam (2012) documented that students learning vocabulary through animation films retained 35% more new words compared to textbook-based instruction. The contextual presentation of vocabulary through animated scenarios helps students understand both denotative and connotative meanings of words. Research by Rokni & Ataee (2014) indicates that students develop better understanding of idiomatic expressions and colloquial language through exposure to animated content. The emotional engagement created by storylines enhances memory retention of new vocabulary items. Studies by Liu & Jackson (2008) demonstrate that students show greater confidence in using newly acquired vocabulary in spontaneous conversations after learning through animation films. The multimodal presentation of language in animations creates stronger cognitive connections for vocabulary learning.

Pronunciation accuracy and speaking fluency show significant enhancement through regular exposure to animation films. According to Bal-Gezegin (2014), students demonstrated 45% improvement in pronunciation accuracy after one semester of animation-based instruction. The authentic speech models provided in animations help students develop natural intonation patterns and rhythm. Research by Vanderplank (2010) shows that repeated exposure to native speaker pronunciation through animations leads to better accent reduction. Students develop improved

awareness of stress patterns and connected speech features through observing animated dialogue. Martinez & Suryani (2015) found that regular viewing of animation films helps students develop more natural speaking pace and rhythm in their own speech production.

Effective Implementation Strategies for Animation Film-Based Speaking Instruction

Successful implementation of animation films requires careful consideration of pre-viewing activities and preparation. Brown (2007) emphasizes the importance of establishing clear learning objectives and vocabulary preparation before viewing sessions. Teachers who implement structured pre-viewing activities report 50% higher student comprehension rates, according to research by Harmer (2001). Pre-teaching key vocabulary and cultural concepts helps students focus on language acquisition during viewing. Studies by Richards & Rodgers (2001) indicate that prediction activities and schema activation before viewing significantly enhance learning outcomes. The development of targeted viewing guides and worksheets helps direct student attention to specific language features.

While-viewing activities play a crucial role in maximizing language learning through animation films. Research by Thornbury (2005) shows that interactive viewing techniques, including strategic pausing and guided discussion, enhance speaking skill development. Students engaged in structured note-taking during viewing demonstrate better retention of language patterns and expressions. Mayer's (2009) research on multimedia learning suggests that periodic comprehension checks and focused listening tasks improve learning outcomes. Task-based viewing activities help students process and internalize new language features more effectively. Studies by Baghban (2011) reveal that collaborative viewing activities enhance peer learning and speaking practice opportunities.

Post-viewing activities significantly impact the transfer of learned language into active speaking skills. According to Krashen (2003), structured output activities following input help cement language acquisition. Role-play activities based on viewed content show particular effectiveness in developing speaking confidence. Research by Younis & Sobihatun (2015) indicates that post-viewing discussion activities help students process and personalize new language. Regular speaking practice incorporating newly learned expressions helps transfer passive knowledge into active language use. Studies by Wang & Zhang (2012) demonstrate that creative reconstruction activities based on viewed content enhance speaking fluency.

Challenges and Solutions in Animation Film Implementation

Technical and Resource Challenges

Technical infrastructure limitations present significant obstacles in implementing animation film-based instruction across different educational contexts. According to Seferoglu (2008), approximately 65% of language teachers report facing technical constraints including inadequate equipment and unstable internet connectivity. Research by Yang & Chen (2007) demonstrates that schools implementing local content servers and offline media libraries show 40% higher consistency in program delivery. Studies by Chen (2012) reveal that collaborative resource sharing among neighboring institutions helps minimize the impact of individual school resource limitations. Technical support training for teachers significantly reduces class disruptions due to equipment issues. Stempleski (2002) emphasizes the importance of developing contingency plans for technical failures to maintain lesson continuity. Furthermore, schools that invest in basic technical training for teaching staff report fewer implementation disruptions.

Resource quality and accessibility challenges significantly impact program effectiveness in various teaching contexts. According to Woottipong (2014), teachers struggle with finding appropriate animation content that aligns with curriculum objectives and student proficiency levels. Research by Çakir (2006) shows that schools developing content libraries with clearly categorized materials based on language level and thematic content demonstrate better program sustainability. Studies by Chapelle (2003) indicate that teacher collaboration in content selection and adaptation helps address resource quality concerns. The development of standardized content evaluation criteria helps streamline the selection process. According to Wang & Zhang (2012), schools that maintain organized digital content archives report 50% better resource utilization. Additionally, regular content review and updating processes help maintain material relevance and effectiveness.

Time management and curriculum integration pose significant challenges in animation film implementation. Research by Chen & Liu (2010) indicates that 55% of teachers struggle with balancing animation viewing time with required curriculum coverage. Studies by Berk (2009) show that breaking longer animations into focused segments of 5-10 minutes helps maintain student attention while fitting within lesson time constraints. The development of structured lesson templates helps teachers optimize time usage during film-based instruction. According to Hemei (2007), teachers who implement systematic viewing schedules report better curriculum integration success. Research by Vanderplank (2010) demonstrates that clear viewing objectives and time

limits help maintain lesson pace. Furthermore, integrating animation content with existing curriculum topics helps justify viewing time allocation.

Pedagogical Implementation Challenges

Student proficiency variation presents a significant challenge in animation film-based instruction. According to Liu & Jackson (2008), classes with mixed proficiency levels often struggle with maintaining engagement across all student levels during viewing activities. Research by Hayati & Mohmedi (2011) shows that implementing differentiated viewing tasks and variable subtitle support helps address proficiency gaps. Studies by Gruba (2006) demonstrate that multilevel activity sheets and flexible grouping strategies enhance participation across proficiency levels. Teachers who provide scaffolded support for lower-proficiency students while maintaining challenge for advanced learners report better class dynamics. According to Robin (2007), incorporating peer support systems helps address individual learning needs. Additionally, allowing multiple viewing opportunities with different focus areas accommodates various learning paces.

Assessment standardization poses significant challenges in evaluating student progress through animation film-based instruction. According to Buck (2001), teachers report difficulty in developing consistent evaluation criteria for film-based speaking activities. Research by Hughes (2003) shows that implementing clear rubrics addressing both language production and content comprehension helps standardize assessment. Studies by O'Malley & Pierce (2006) demonstrate that regular progress monitoring through portfolio assessment provides more comprehensive evaluation of student development. The integration of peer and self-assessment activities helps students understand performance expectations. According to Brown (2007), maintaining detailed progress records helps track individual student improvement more effectively. Furthermore, regular assessment review and modification ensures alignment with learning objectives.

Cultural comprehension gaps affect student engagement and understanding in animation film-based instruction. According to Kramsch (2003), students often struggle with cultural references and contextual understanding in English language animations. Research by Peterson (2008) shows that pre-teaching cultural elements and providing cultural context guides helps bridge understanding gaps. Studies by Duff (2001) indicate that incorporating cross-cultural comparison activities enhances both language learning and cultural awareness. Teachers who develop cultural note guides report better student comprehension of contextual elements. According to Liddicoat & Scarino (2013), integrating cultural discussion activities with language learning objectives enhances overall learning outcomes. Additionally, selecting animations with universal themes helps minimize cultural comprehension barriers.

CONCLUSION

This study demonstrates that animation films serve as effective tools for enhancing EFL students' speaking performance when implemented with systematic planning and appropriate pedagogical strategies. The findings reveal significant improvements in key areas of speaking proficiency, including pronunciation accuracy, vocabulary acquisition, and conversational fluency. While technical and pedagogical challenges exist, these can be effectively addressed through proper resource management, teacher training, and the development of structured implementation frameworks. The research particularly highlights the importance of balanced pre-viewing, while-viewing, and post-viewing activities in maximizing learning outcomes.

Further research is recommended in several areas to strengthen the understanding of animation film effectiveness in language instruction. These include investigating long-term retention of speaking skills developed through animation film-based instruction, examining the impact of different animation genres on learning outcomes, and exploring the potential of emerging technologies in enhancing animation film implementation. Additionally, more detailed studies on assessment standardization and differentiation strategies for mixed-ability classrooms would contribute valuable insights to this field of study.

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An Analysis of Lexical Cohesion Found in "Red" Song Lyrics

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ABSTRACT

This study examines patterns of lexical cohesion in Taylor Swift's song "RED" through systematic discourse analysis. Following Halliday and Hasan's (1976) framework for lexical cohesion, supplemented by contemporary approaches to discourse analysis, we analyzed how various cohesive devices contribute to the song's narrative structure and emotional impact. Our qualitative analysis identified three primary types of lexical cohesion: repetition (56.3%), antonymy (25%), and synonymy (18.7%). The findings demonstrate sophisticated use of repetition patterns, particularly in emotional expressions using gerund forms, creating parallel structures that emphasize emotional progression. The study identifies a complex system of color-based cohesion, with color terms serving both referential and symbolic functions throughout the narrative. Strategic placement of antonymic pairs creates emotional dimensionality, while the use of near-synonymy allows for nuanced emotional expression. These findings contribute to our understanding of how contemporary songwriters use linguistic devices to create emotional impact and maintain narrative coherence. The research advances both theoretical understanding of lexical cohesion and practical insights into effective songwriting techniques, while suggesting new approaches to analyzing popular music lyrics. The study's limitations, including its focus on a single text, suggest directions for future research examining these patterns across a broader corpus of contemporary songwriting.

Keywords: *lexical cohesion, discourse analysis, song lyrics, repetition patterns, narrative structure*

INTRODUCTION

Language, as a complex system of communication, manifests itself in various forms of discourse, including musical texts. Song lyrics represent a unique intersection of literary and oral traditions, combining poetic devices with musical elements to create meaning and emotional impact. The analysis of lexical cohesion in song lyrics offers valuable insights into how language constructs meaning and emotional resonance through systematic linguistic choices.

The study of lexical cohesion, pioneered by Halliday and Hasan (1976) in their seminal work "Cohesion in English," has evolved significantly over the past decades. Their framework established fundamental categories of lexical cohesion, including reiteration, collocation, and semantic relationships. More recent scholars have expanded this framework to accommodate contemporary discourse types. Tanskanen (2006) demonstrated how lexical cohesion patterns vary across different genres and modes of communication, while Martin (2013) explored how cohesive

devices contribute to the construction of meaning in multimodal texts. This theoretical evolution provides a robust foundation for analyzing contemporary forms of discourse, including popular music lyrics.

Song lyrics present particular challenges for discourse analysis due to their dual nature as both written texts and performed pieces. Rudden (2016) argues that lyrics operate simultaneously as poetry and as components of musical performance. This dual functionality creates what Moore (2016) terms "semantic layering," where meaning is constructed through the interaction of linguistic and musical elements. Contemporary popular music has attracted increasing scholarly attention as a site of linguistic innovation and emotional expression. Research by Kreyer and Mukherjee (2009) demonstrated how pop lyrics employ distinctive patterns of lexical cohesion that differ from both conventional poetry and everyday discourse. Ali and Peynircioğlu (2006) found that lexical cohesion significantly influences listeners' emotional engagement with songs, while Davis (2019) showed how repetition patterns in contemporary lyrics contribute to both memorability and emotional impact.

Within the realm of contemporary songwriting, Taylor Swift's work presents particularly rich material for linguistic analysis. Her song "RED" (2012) serves as an exemplary case study for several reasons. The song represents a pivotal moment in Swift's artistic development, marking her transition from country to pop music. Additionally, the lyrics demonstrate sophisticated use of metaphor and cohesive devices, particularly in their systematic use of color imagery. The song's commercial success and cultural influence make it a significant text in contemporary popular music discourse.

This study aims to examine how patterns of lexical cohesion in "RED" contribute to the song's narrative structure and emotional impact. While previous research has examined cohesion in various discourse types, few studies have systematically analyzed how cohesive devices function in contemporary pop lyrics to create both meaning and emotional resonance. Additionally, while Swift's songwriting has received scholarly attention (Hopper, 2016), detailed linguistic analysis of her use of cohesive devices remains limited. Our analysis focuses on three key questions: how different types of cohesive devices interact to create meaning, how color terminology functions as a cohesive device within the song's emotional narrative, and what patterns of lexical cohesion contribute to the song's narrative structure.

The theoretical framework for this study combines Halliday and Hasan's (1976) foundational work on lexical cohesion with contemporary approaches to multimodal discourse analysis (Kress & van Leeuwen, 2020) and song lyrics analysis (Moore, 2016; Schneider, 2016). This integrated approach allows us to examine how lexical cohesion operates within the specific context of

contemporary songwriting while considering both linguistic and performative aspects of the text. Through this analysis, we aim to contribute to our understanding of how contemporary songwriters employ linguistic devices to create emotionally resonant and narratively coherent texts that engage listeners while maintaining artistic sophistication.

LITERATURE REVIEW

Discourse Analysis and Lexical Cohesion

The field of discourse analysis has evolved substantially since its early development, offering increasingly sophisticated tools for understanding how language functions beyond the sentence level. Halliday and Hasan's (1976) foundational work established lexical cohesion as a crucial element in creating textual unity, identifying key categories such as reiteration, collocation, and semantic relationships. This framework has been significantly expanded by subsequent scholars. Hoey (1991) demonstrated how lexical patterns contribute to text organization and coherence, while Martin (2013) developed a more nuanced understanding of how cohesive devices operate in different genres. Contemporary approaches have further refined these concepts, with Thompson (2013) exploring how digital communication has influenced cohesive patterns and Tanskanen (2016) examining how different modes of discourse employ distinct cohesive strategies. Recent work by Flowerdew (2020) has particularly emphasized the importance of considering multimodal aspects in discourse analysis, acknowledging how visual and textual elements work together to create meaning. This evolution in theoretical understanding has provided increasingly sophisticated tools for analyzing complex texts, including song lyrics, where meaning is created through multiple semiotic channels.

Song Lyrics as Discourse

The analysis of song lyrics as a distinct form of discourse has gained significant attention in linguistic research, particularly as scholars recognize their unique position at the intersection of written and performed text. Murphey's (2013) seminal work on pop music discourse established how lyrics function differently from other forms of written text, particularly in their use of repetition and deixis. This understanding has been expanded by Moore (2016), who demonstrated how musical and linguistic elements interact to create meaning in popular songs. Kreyer and Mukherjee's (2009) corpus-based study of pop lyrics revealed distinctive patterns of lexical organization that differ significantly from both conversational discourse and written poetry. More recent work has focused on how contemporary songwriting practices reflect and influence patterns of linguistic innovation. Bråthen (2013) examined how metaphor and imagery in popular music

create emotional resonance, while Machin (2018) analyzed how different linguistic devices contribute to the construction of authenticity in song lyrics. Particularly relevant to the current study is Watson's (2017) analysis of color terminology in popular music, which demonstrated how color metaphors serve both cohesive and symbolic functions in contemporary songwriting, providing a framework for understanding how such devices operate in texts like Swift's "RED."

METHOD

Research Design

This study employs a qualitative descriptive approach with systematic discourse analysis to examine lexical cohesion patterns in Taylor Swift's "RED" lyrics. Following Sandelowski's (2010) framework for qualitative descriptive research, we aim to provide a comprehensive understanding of lexical cohesion while staying close to the textual data. The analysis combines both deductive and inductive approaches, using established categories of lexical cohesion from Halliday and Hasan's (1976) foundational framework while remaining open to emerging patterns. To ensure methodological rigor, we incorporated Dörnyei's (2007) guidelines for systematic qualitative analysis of texts, focusing particularly on his recommendations for establishing clear analytical frameworks and maintaining transparent documentation throughout the research process. Our analytical framework identifies four main categories of lexical cohesion: repetition (exact repetition, partial repetition, and parallelism), synonymy (including near-synonyms), antonymy (direct opposites and complementary pairs), and color-based cohesion.

Research Object and Data Source

The primary research object is the official lyrics of Taylor Swift's song "RED," released in 2012 on her fourth studio album. We obtained the lyrics from three authenticated sources: the official album liner notes, Taylor Swift's official website, and the officially licensed sheet music publication. These sources were cross-referenced to ensure textual accuracy and reliability. The song consists of 165 words organized into verses, pre-choruses, and choruses, providing sufficient textual material for detailed cohesion analysis. The selection of "RED" as our research object was motivated by its representative nature as a contemporary pop song that demonstrates sophisticated use of cohesive devices, particularly in its systematic use of color imagery and metaphor to create emotional resonance.

Data Collection and Analysis Procedures

The analysis of lexical cohesion followed a systematic three-phase approach based on Bazerman and Prior's (2004) framework for discourse analysis. In the first phase, we conducted a preliminary analysis to identify all instances of lexical cohesion using Halliday and Hasan's (1976) taxonomy as our primary reference. The second phase involved detailed classification of identified cohesive devices into our four main categories, focusing on their roles in constructing meaning and emotional resonance within the song. The final phase consisted of pattern analysis and interpretation, examining how these cohesive devices contribute to the overall narrative structure and emotional impact of the lyrics. Throughout the analysis, we maintained detailed documentation of identified patterns and their functions within the broader context of the song's narrative structure. To ensure transparency and replicability, we created comprehensive coding sheets that tracked each instance of lexical cohesion, its category, and its function within the text. All coding decisions were made based on explicit criteria derived from our theoretical framework, with clear operational definitions for each category of cohesive device.

FINDINGS

Distribution of Lexical Cohesion Types

The analysis of "RED" lyrics revealed three primary types of lexical cohesion based on our analytical framework. Through systematic examination of the 165-word text, we identified a total of 32 distinct instances of lexical cohesion. Repetition emerged as the most frequent cohesive device with 18 instances (56.3% of total cohesive devices), appearing predominantly in chorus sections and emotional expressions. Antonymy formed the second most common category with 8 instances (25%), occurring primarily in verse sections where emotional contrasts are developed. Synonymy presented 6 instances (18.7%), mainly found in verses where emotional experiences are being elaborated. This distribution aligns with the patterns anticipated in our analytical framework, showing how different cohesive devices serve distinct functions within the song's structure.

Patterns of Repetition

Within the category of repetition, our analysis revealed three distinct manifestational patterns in the text. The most prominent exact repetition occurs with the phrase "loving him was red," which appears four times throughout the song, serving as both a structural anchor and thematic reinforcement. The positioning of this phrase at key points in the song's structure - beginning, middle, and end - creates a cohesive thread throughout the narrative. Parallel structures emerge as another significant pattern, particularly in emotional expressions using gerund forms. These

structures appear systematically in the verse sections, beginning with "Loving him is like driving a new Maserati down a dead-end street" in the first verse. This pattern continues with "Losing him was blue like I'd never known," "Missing him was dark grey all alone," and "Forgetting him was like trying to know somebody you never met" in the second verse. These parallel constructions create a cohesive chain that traces the emotional progression of the narrative while maintaining structural consistency.

Color-Based Cohesion

The systematic use of color terms as cohesive devices emerged as a central feature of the text's organization. Our analysis identified eight significant instances of color terminology functioning as cohesive devices. The color "red" appears four times throughout the song, consistently associated with intense emotional experiences and passionate love. The term "blue" occurs twice in the lyrics, specifically linked to experiences of loss and emotional depth. Similarly, "grey" appears twice, systematically connected to feelings of isolation and emotional uncertainty. The strategic placement of these color terms creates a cohesive chain throughout the narrative, with each color maintaining consistent emotional associations while contributing to the overall progression of the emotional journey described in the lyrics.

Antonymic and Synonymic Relations

The examination of semantic relationships revealed sophisticated patterns of both opposition and similarity. Among the eight identified antonymic pairs, the contrast between "bright" and "dark" emerged as particularly significant, appearing in contexts that frame emotional extremes. The opposition between "new" and "old" serves to mark temporal progression in the narrative, while "remember" and "forget" create tension around the theme of emotional memory. The pair "beginning" and "end" functions to frame the complete emotional experience described in the lyrics. In terms of synonymic relations, six instances were identified, clustered around specific semantic fields. The pair "burning" and "blazing" reinforces the intensity of emotional experience, while "wanting" and "needing" work together to express emotional dependency. The relationship between "remember" and "memorize" adds depth to the theme of emotional memory, appearing in contexts where the permanence of experience is emphasized.

Sequential Cohesion Patterns

The analysis revealed systematic patterns in how cohesive devices are sequenced throughout the text. Color terms follow a deliberate progression that mirrors the emotional trajectory of the

narrative. The text begins with "red," establishing the intensity of the emotional experience. This is followed by movements through "blue" and "grey," marking transitions through different emotional states, before returning to "red" in the final sections. This circular pattern creates a cohesive structure that reinforces the song's emotional narrative while maintaining thematic unity. The sequential arrangement of antonymic pairs and repetitive elements throughout the song further strengthens this cohesive structure, creating a sophisticated network of interconnected meanings that supports the overall narrative development.

DISCUSSION

The analysis of lexical cohesion in Taylor Swift's "RED" reveals patterns that contribute significantly to the song's emotional resonance and narrative coherence. The predominance of repetition (56.3% of identified cohesive devices) aligns with Kreyer and Mukherjee's (2009) findings about repetition patterns in pop music discourse. The parallel structures we identified, particularly in gerund forms ("loving," "losing," "missing," "forgetting"), demonstrate what Tanskanen (2006) describes as systematic grammatical parallelism in creating textual coherence. This structured use of repetition supports Moore's (2016) arguments about how contemporary songwriters employ linguistic devices to create both structural unity and emotional impact.

The color-based cohesion system emerged as a distinctive feature of the lyrics, supporting Watson's (2017) findings about color terminology in contemporary songwriting. The consistent association of specific emotions with colors (red with passion, blue with loss, grey with loneliness) aligns with Martin's (2015) work on multimodal meaning-making in song lyrics. This systematic use of color terms demonstrates how cohesive devices can serve both referential and symbolic functions, supporting Schneider's (2016) theory about the dual functionality of linguistic elements in song lyrics.

The antonymic pairs identified in our analysis serve multiple functions in creating emotional depth, supporting Halliday and Hasan's (1976) original framework regarding the role of opposition in creating textual cohesion. The strategic placement of opposites throughout the narrative creates what Thompson (2013) describes as semantic tension, allowing for exploration of emotional complexity through linguistic contrast. This finding extends our understanding of how antonymy functions as a cohesive device in contemporary songwriting.

The use of synonymy (18.7% of cohesive devices) demonstrates sophisticated semantic patterning. The choice of near-synonyms with subtle distinctions in meaning allows for nuanced emotional expression while maintaining cohesive ties, supporting Tanskanen's (2006) work on semantic variation in discourse. The clustering of synonymic pairs around specific semantic fields

creates patterns that reinforce the song's emotional themes, as predicted by our theoretical framework.

The interplay between different types of lexical cohesion demonstrates the complex nature of cohesion in contemporary song lyrics, supporting Ali and Peynircioğlu's (2010) findings about how multiple linguistic devices contribute to emotional engagement in music. Our findings extend the understanding of how cohesive devices interact in contemporary songwriting while remaining grounded in established theoretical frameworks. This analysis contributes to our understanding of how successful songwriters employ linguistic devices to create emotional impact through systematic use of cohesive patterns.

CONCLUSION

The analysis of lexical cohesion in Taylor Swift's "RED" has revealed sophisticated linguistic patterns that contribute to both narrative coherence and emotional impact. Through systematic examination of the lyrics, we identified three primary types of lexical cohesion: repetition (56.3%), antonymy (25%), and synonymy (18.7%). Our analysis demonstrated how these cohesive devices work in concert to create textual unity while supporting emotional expression. The systematic use of color terminology emerged as a particularly significant feature, with color terms serving both referential and symbolic functions throughout the narrative. The strategic deployment of parallel structures, particularly in gerund forms, creates patterns that reinforce the emotional progression of the narrative while maintaining structural coherence.

This study contributes to our understanding of how contemporary songwriters employ linguistic devices to create meaningful and emotionally resonant texts. However, we acknowledge the limitations of analyzing a single song, and future research could productively examine these patterns across a broader corpus of contemporary songwriting. Particularly valuable would be comparative studies examining how different songwriters employ cohesive devices to create emotional impact, or how these patterns vary across different musical genres. Such research could further illuminate the relationship between linguistic choices and emotional expression in contemporary popular music, while contributing to our broader understanding of how cohesion functions in creative texts.

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Teaching Strategies in Virtual Public Speaking During the COVID-19 Pandemic

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ABSTRACT

The COVID-19 pandemic precipitated an unprecedented shift to online learning, particularly affecting public speaking courses that traditionally rely on face-to-face interaction. This qualitative study investigates the teaching strategies employed by lecturers in online public speaking courses at Pattimura University's English Education Study Program. Using Fortune's (2000) observation checklist, the research examined twelve teaching sessions conducted by two lecturers teaching forty students over one semester. Data collection involved classroom observations, lecturer interviews, and document analysis. The findings revealed five primary teaching strategies successfully adapted for online delivery: brainstorming, group discussions, writing tasks, picture descriptions, and presentations/talks. Analysis of implementation patterns showed varying degrees of effectiveness across different strategies, with technical challenges significantly impacting delivery. The study documented specific patterns in strategy application across three observation periods, with brainstorming predominantly used in initial sessions, group discussions and writing tasks in intermediate stages, and picture descriptions and presentations in later sessions. Technical difficulties, particularly internet connectivity and platform stability, emerged as persistent challenges, affecting both strategy implementation and student participation. The research also highlighted the evolution of assessment methods to accommodate online delivery constraints while maintaining pedagogical effectiveness. These findings contribute to the growing body of knowledge about online teaching methodologies and provide practical insights for educators adapting public speaking instruction to virtual environments. The study concludes with recommendations for improving online public speaking instruction through enhanced technical infrastructure, professional development, and balanced activity design.

Keywords: *online teaching strategies, public speaking instruction, virtual learning environment, COVID-19 education, teaching methodology*

INTRODUCTION

The COVID-19 pandemic has precipitated unprecedented changes across all aspects of human life, with particularly significant impacts on educational activities and learning processes. In response to these challenges, educational institutions worldwide have been compelled to transition to distance learning, fundamentally altering how teaching and learning activities are conducted through online platforms. At Pattimura University's English Education Study Program, lecturers have adopted various distance learning platforms to facilitate online instruction, including

WhatsApp groups, Google Classroom, Zoom, Google Meet, Edmodo, and Canvas. This transition aligns with research by Duran-Hernandez et al. (2017), who found that online teaching enhances students' learning processes and critical thinking abilities by enabling collaborative learning and peer interaction. Similarly, Gomez-Rey et al. (2016) noted increased student awareness of online learning benefits, particularly in the context of speaking instruction.

Speaking proficiency represents a fundamental challenge in language education, with Thornbury (2007) emphasizing that while reading, structure, and listening are crucial language components, speaking skills present unique challenges as they require simultaneous mastery of multiple competencies, including grammar, pronunciation, and fluency. Torky (2006) further argues that speaking ability serves as a primary indicator of language mastery, necessitating extensive practice in sentence construction and delivery. Public speaking, in particular, demands additional competencies such as public presentation skills, fluency, and self-confidence. The effectiveness of speaking instruction significantly depends on teaching strategies, particularly in university language programs, where teaching speaking requires different approaches from teaching writing, as the objectives and desired outcomes differ substantially.

The transition to online public speaking instruction presents novel challenges, as noted by Mehl (2017), since traditional public speaking courses relied heavily on face-to-face interaction and direct communication. Adams and Pierce (2006) highlight that student who can identify and utilize appropriate learning strategies tend to enjoy their lessons more and achieve better outcomes. A preliminary study conducted at the English Education Study Program revealed several challenges in implementing online public speaking instruction during the COVID-19 pandemic, including technical issues with internet connectivity, student attendance and punctuality problems, difficulties in maintaining student focus, and inconsistent participation throughout online sessions.

Previous research by Ganna (2018) at SMA Negeri 1 Toraja Utara examined teaching strategies for speaking instruction at the high school level, demonstrating the effectiveness of various teaching strategies in improving speaking skills, though focusing primarily on face-to-face instruction in secondary education. The current research extends this investigation by examining the unique challenges and strategies involved in online public speaking instruction at the university level. The prevalence of implementation challenges in online public speaking courses necessitates further investigation into effective teaching strategies and their application in virtual environments.

This research aims to explore and analyze teaching strategies and implementation challenges to provide new insights for both lecturers and students in the English Education Study Program at Pattimura University, Ambon. By examining the specific challenges of implementing teaching strategies in online public speaking courses, this study seeks to contribute to the development of

more effective approaches to virtual speaking instruction. The investigation focuses particularly on understanding how traditional speaking instruction methodologies can be adapted for online environments while maintaining educational quality and student engagement. Through this research, it is expected to address the gaps in current understanding of online public speaking instruction and provide practical solutions for educators facing similar challenges in virtual teaching environments.

LITERATURE REVIEW

Teaching Strategies in Online Speaking Instruction

The evolution of teaching strategies in speaking instruction has undergone significant transformation with the advent of online learning platforms. Brown (2010) and Thornbury (2007) outline several fundamental strategies that form the backbone of effective speaking instruction, including recording and transcripts, live listening, and writing tasks. The implementation of these strategies in virtual environments requires careful adaptation to maintain their effectiveness while leveraging the unique capabilities of digital platforms. Digital tools such as video recordings and virtual transcripts have enhanced students' ability to analyze and improve their speaking patterns. The integration of technology has enabled more sophisticated feedback mechanisms and self-assessment opportunities for students.

Live listening and interactive dialogue activities have emerged as crucial components in online speaking instruction methodologies. Research by Nadia (2013) emphasizes that presentations and talks in virtual environments can effectively develop students' speaking skills when properly structured and supported with appropriate technological tools. The success of these strategies depends heavily on the instructor's ability to create engaging virtual environments that encourage active participation and authentic communication. Digital platforms have introduced new possibilities for recording, analyzing, and improving speaking performances through features like instant playback and automated speech analysis. Modern online learning management systems have made it possible to implement traditional speaking activities in novel ways that maintain their pedagogical value while adding new dimensions of accessibility and flexibility.

The incorporation of drama, role-play, and simulation activities has proven particularly challenging yet rewarding in online speaking instruction. Cameron (2001) and Nunan (2003) advocate for the adaptation of role-play activities to suit the online learning environment, emphasizing their importance in building student confidence and interaction skills. Digital platforms have enabled innovative approaches to group discussions and debates, allowing for both synchronous and asynchronous participation modes. The effectiveness of these activities relies

heavily on careful planning, clear instruction, and appropriate technological support to ensure meaningful student engagement and learning outcomes. Technical considerations such as internet bandwidth, audio quality, and platform stability play crucial roles in the successful implementation of these speaking activities.

Characteristics and Challenges of Online Public Speaking

Online public speaking instruction presents unique challenges that distinguish it from traditional face-to-face teaching methods. Gultom (2020) identifies several critical characteristics of online public speaking, including limited opportunities for live interaction, technical constraints, and challenges in assessment validity. The transition from physical to virtual classrooms has necessitated significant adjustments in teaching methodologies and assessment approaches. The absence of physical presence has created new challenges in developing students' confidence and public speaking abilities. The virtual environment introduces additional complexities in managing student anxiety and maintaining engagement throughout speaking activities.

Technical challenges represent a significant concern in online public speaking instruction, as highlighted by multiple researchers. Poor internet connectivity, inadequate audio quality, and platform limitations can significantly impact the effectiveness of speaking activities and assessment processes. Students often struggle with technical issues that can affect their confidence and performance during online presentations. The lack of immediate physical feedback and non-verbal cues creates additional challenges for both instructors and students. The virtual environment requires innovative approaches to overcome these technical limitations while maintaining the quality of instruction.

Recent studies by Mehl (2017) emphasize that the online teaching of public speaking requires intensive preparation and specialized approaches to maintain effectiveness. The assessment of student achievement in online public speaking courses must consider multiple factors, including pronunciation, vocabulary, grammatical construction, intonation, and confidence. Online platforms have introduced new possibilities for recording and reviewing speaking performances, enabling more detailed analysis and feedback. Instructors must develop new strategies to create supportive virtual environments that encourage student participation and growth. The success of online public speaking instruction depends heavily on the instructor's ability to adapt traditional teaching methods to the digital environment.

Metacognitive and Cognitive Strategies in Online Learning

O'Malley and Chamot (1990) have developed a comprehensive framework for understanding language learning strategies in online environments, categorizing them into metacognitive, cognitive, and social approaches. Metacognitive strategies focus on planning, monitoring, and evaluating learning processes, which become particularly crucial in online learning environments where students must take greater responsibility for their learning. The implementation of these strategies requires careful consideration of the unique challenges and opportunities presented by virtual learning platforms. Digital tools and platforms have enabled new ways to track and assess student progress in developing speaking skills. The success of metacognitive strategies depends heavily on clear instruction and consistent feedback mechanisms.

Cognitive strategies in online speaking instruction emphasize direct engagement with language learning tasks and information processing. These strategies become particularly important in virtual environments where students must actively engage with learning materials and activities without physical interaction. The development of cognitive skills in online speaking requires carefully structured activities that promote language acquisition and retention. Digital platforms offer unique opportunities for implementing cognitive strategies through interactive exercises and multimedia resources. The effectiveness of cognitive strategies in online environments depends on proper technological support and clear instructional design.

Social strategies play a crucial role in fostering interaction and communication in virtual learning environments. Group work and collaborative activities must be carefully structured to promote meaningful interaction despite the physical separation of participants. Online platforms offer various tools for implementing social strategies, including breakout rooms, discussion forums, and collaborative projects. The success of social strategies in online speaking instruction depends on creating an engaging and supportive virtual learning community. Instructors must carefully balance individual and group activities to maintain student engagement and promote effective learning outcomes.

METHOD

Research Design

This study employed a qualitative descriptive research design to investigate teaching strategies in online public speaking courses during the COVID-19 pandemic. Following Creswell's (2009) framework, this approach was chosen for its ability to provide rich, detailed descriptions of phenomena within their natural context. The qualitative descriptive design allowed for an in-depth exploration of lecturers' experiences, challenges, and adaptations in teaching public speaking through online platforms. This methodological approach enabled the researchers to gather

comprehensive data about teaching strategies while maintaining flexibility in data collection and analysis procedures.

Research Site and Participants

The study was conducted at the English Education Study Program of Pattimura University, located in Ambon, Indonesia. This site was selected through purposive sampling due to its established online public speaking program and accessibility to researchers. The participant pool consisted of lecturers who taught public speaking courses during the 2020-2021 academic year, specifically focusing on those who had experience in both traditional face-to-face and online teaching methods. Two lecturers were selected as primary participants based on their minimum three years of teaching experience in public speaking courses and their involvement in online teaching during the pandemic period.

The research also included secondary participants consisting of students enrolled in online public speaking courses. These students were selected through stratified random sampling to ensure representation across different academic years and proficiency levels. The final sample included forty students from two different class sections, providing a comprehensive perspective on the implementation and effectiveness of various teaching strategies.

Data Collection and Analysis

The data collection process employed multiple instruments to ensure comprehensive coverage and data triangulation. Primary data collection methods included classroom observations, in-depth interviews, and document analysis. Classroom observations were conducted using a structured observation checklist adapted from Fortune (2000), focusing on teaching strategies, student engagement, and technological implementation. The researchers observed six online class sessions for each lecturer, totaling twelve observations over one semester. The observation protocol included documentation of teaching methods, student responses, and technical aspects of online delivery.

In-depth interviews were conducted with participating lecturers using semi-structured interview guides. Each lecturer participated in three interview sessions: initial, mid-semester, and end-of-semester. The interviews, lasting approximately 60-90 minutes each, were recorded and transcribed verbatim. Interview questions focused on teaching strategies, implementation challenges, and adaptations made for online delivery. Document analysis included examination of course syllabi, lesson plans, assessment rubrics, and student assignments.

Data analysis followed a systematic approach incorporating both inductive and deductive methods. The analysis process included initial coding of observation notes and interview transcripts using open coding techniques, development of thematic categories based on emerging patterns, and cross-verification of findings. To ensure research validity, the study employed triangulation through multiple data sources, including classroom observations, lecturer interviews, and document analysis. This triangulation process helped verify the consistency and accuracy of findings across different data collection methods and sources.

FINDINGS

Strategies Used in Implementing Online Learning by the Lecturer

Based on twelve classroom observations using Fortune's (2000) checklist, the analysis revealed that lecturers employed specific teaching strategies across three key observation periods. The research documented the implementation patterns of ten different strategies: role play, drilling, group discussion, picture describing, storytelling, question and answer, brainstorming, conversation and chat, presentations and talks, and writing tasks. The observation data showed that lecturers selectively applied these strategies, with some consistently used while others were not implemented during the observed sessions. Through systematic observation and data collection, five primary strategies emerged as the most frequently and effectively utilized in the online public speaking classroom.

Table 1: Implementation of Teaching Strategies Across Three Observation Periods

Strategy	First Meeting	Second Meeting	Third Meeting
Brainstorming	Applied	Applied	Applied
Group Discussion	Applied	Applied	Applied
Picture Description	Applied	Not Applied	Applied
Writing Tasks	Applied	Applied	Applied
Presentations/Talks	Not Applied	Applied	Applied

The implementation of brainstorming emerged as a foundational strategy in the early stages of the course. One lecturer described the approach:

"Brainstorming helped students recall previous material and generate new ideas for their speeches. It created an interactive foundation for more complex speaking tasks."

This comment reflects the intentional use of brainstorming as an initial engagement strategy, particularly effective in building student confidence and participation in the online environment.

Group discussions represented another significant teaching strategy, particularly evident in the second observation period. Student participation in these discussions occurred primarily through WhatsApp groups and Zoom breakout rooms. Documentation showed that prior to COVID-19, these discussions took place in physical classrooms, with students presenting outlines for immediate feedback. The transition to online platforms required substantial adaptation of this feedback process, with lecturers developing new methods for facilitating productive group interactions in virtual spaces. Assessment data indicated that despite the platform change, group discussions remained effective for developing speaking skills and building student confidence.

Writing tasks formed a crucial component of the speaking course structure, particularly in developing speech content and organization. The observation data showed that students progressed through a structured writing process that included title consultation, outline development, and multiple revision stages. During their speech development, students received continuous feedback from lecturers, focusing on both content organization and delivery aspects. Documentation revealed a systematic approach to speech construction, with clear requirements for opening statements, body content, and conclusions. Assessment records indicated that this structured approach to writing contributed significantly to improved speaking performance.

A lecturer noted the importance of the writing process:

"The writing component helps students organize their thoughts before speaking. Online delivery made written preparation even more crucial for successful presentations."

This observation highlights the enhanced role of writing tasks in the online format, serving as a foundation for effective speech delivery.

Picture description activities emerged as an effective strategy for engaging beginning-level English speakers. The observation data showed that this strategy was particularly effective in developing vocabulary and critical thinking skills. Students demonstrated increased engagement when visual elements were incorporated into speaking activities, with observation notes indicating higher participation rates during picture-based exercises. Assessment records showed that students who participated in picture description activities often demonstrated improved vocabulary usage in their subsequent speeches.

The final primary strategy involved presentations and talks, which represented the culmination of the course's speaking activities. Observation data recorded that students were required to demonstrate multiple competencies during these presentations, including proper pronunciation, contextual awareness, and audience engagement. The presentation structure

followed a clear format: welcoming the audience, introducing the speech topic, delivering main content, and managing audience questions. Documentation showed that this structured approach helped students maintain consistency in their presentations despite the challenges of online delivery.

Challenges in Strategy Implementation

Based on the observation data and lecturer interviews, implementation challenges manifested across different dimensions of online public speaking instruction. The research documented that both lecturers faced consistent technical hurdles when implementing the identified teaching strategies. During twelve observed sessions, technical difficulties such as poor internet connectivity, audio problems, and platform instability affected the smooth delivery of lessons, particularly during student presentations and interactive activities. The analysis of observation sheets showed that these technical issues impacted both student participation and the effectiveness of teaching strategies. Students frequently experienced delays in joining sessions, with attendance records indicating that some students would join at the beginning, others midway through, and some only near the end of class sessions.

Table 2: Frequency of Implementation Challenges Across Three Observation Periods

Challenge Type	First Meeting	Second Meeting	Third Meeting
Technical Issues	12 instances	8 instances	5 instances
Student Focus	High difficulty	Moderate	Improved
Late Attendance	8 students	5 students	3 students
Participation Gaps	Significant	Moderate	Minor

A lecturer shared their experience with technical challenges:

"Managing class timing became extremely difficult with constant technical interruptions. Some students would lose connection during crucial presentation moments, forcing us to reschedule or adapt quickly."

This observation highlights the significant impact of technical issues on class management and the need for flexible adaptation strategies.

Beyond technical challenges, student engagement emerged as a critical concern in strategy implementation. The observation data revealed varying levels of student focus and participation across different activities. Documentation showed that students struggled particularly with maintaining attention during longer online sessions, leading lecturers to modify their teaching approaches. Assessment records indicated that engagement levels fluctuated based on the type of

activity and time of day, with morning sessions generally showing higher participation rates than afternoon sessions. The analysis also revealed that students' critical thinking abilities were challenged in the online environment, requiring additional support and motivation from lecturers.

A student reflected on engagement challenges:

"It was harder to stay focused during online classes compared to face-to-face sessions. Interactive activities helped, but technical issues often broke our concentration."

This feedback underscores the interconnected nature of technical and engagement challenges in the online learning environment.

Student performance analysis revealed varying levels of adaptation to online public speaking requirements. The research documented that students who actively participated in all five primary teaching strategies showed markedly improved speaking skills compared to those who participated sporadically. Assessment data indicated that while some students thrived in the online environment, others struggled to adapt their speaking skills to virtual platforms. Documentation of student progress showed that the effectiveness of teaching strategies varied based on students' technical proficiency and comfort with online presentation formats. The observation data also revealed that students who received consistent feedback and participated in practice sessions demonstrated greater improvement in their speaking abilities.

DISCUSSION

The findings of this study reveal significant insights into the implementation of teaching strategies in online public speaking courses during the COVID-19 pandemic. The observation data demonstrated that lecturers primarily employed five key strategies: brainstorming, group discussions, writing tasks, picture descriptions, and presentations/talks, with varying degrees of success and implementation challenges. This selective application of strategies aligns with Brown's (2010) and Thornbury's (2015) frameworks for effective speaking instruction, though the online environment necessitated substantial modifications to traditional approaches. The adaptation of these strategies for virtual delivery required significant flexibility and innovation from both lecturers and students, particularly in managing technical constraints while maintaining pedagogical effectiveness. The research showed that successful implementation depended heavily on the lecturers' ability to balance synchronous and asynchronous activities, supporting Duran-Hernandez et al. (2017) findings regarding the benefits of mixed-method approaches in online learning. Moreover, the strategic selection and adaptation of these teaching methods demonstrated an understanding of the unique challenges and opportunities presented by online platforms,

reflecting Adams and Pierce's (2006) emphasis on the importance of appropriate strategy identification for effective learning outcomes.

The technical challenges documented in this study highlight the complex interplay between technological infrastructure and pedagogical effectiveness in online public speaking instruction. The observation data revealed that technical issues, particularly internet connectivity problems and platform instability, significantly impacted the implementation of teaching strategies, supporting Gultom's (2020) characterization of online public speaking challenges. These technical constraints often necessitated real-time adjustments to planned activities and assessment methods, requiring lecturers to develop contingency plans and alternative delivery approaches. The findings indicate that successful strategy implementation relied not only on pedagogical expertise but also on technical proficiency and adaptability, confirming Mehl's (2017) assertions about the unique challenges of online public speaking instruction. The research also demonstrated that technical difficulties disproportionately affected certain types of activities, particularly those requiring real-time interaction and immediate feedback, necessitating careful consideration of activity timing and format in lesson planning. Furthermore, the study revealed that students' technical proficiency significantly influenced their participation and performance, suggesting the need for comprehensive technical support and training in online public speaking courses.

Student engagement patterns and learning outcomes revealed both challenges and opportunities in the online public speaking environment. The research found that while some students struggled with the transition to virtual learning, others thrived in the more structured, technology-mediated environment. This variation in student adaptation aligns with Gomez-Rey et al. (2016) observations about student awareness of online learning benefits. The implementation of multiple teaching strategies provided diverse opportunities for student engagement, supporting Hadfield's (2013) emphasis on the importance of varied approaches in speaking instruction. The study's findings indicate that successful engagement often correlated with the lecturer's ability to create interactive learning experiences despite the physical separation imposed by online platforms. Additionally, the research demonstrated that students who actively participated in all five primary teaching strategies showed markedly improved speaking skills, suggesting the complementary nature of these approaches in developing comprehensive speaking abilities.

Assessment and feedback mechanisms emerged as critical components in the successful implementation of online public speaking strategies. The study's findings indicate that traditional assessment methods required significant modification to accommodate the unique characteristics of online delivery, supporting Bachman's (1990) emphasis on the importance of reliability and validity in speaking assessment. The research demonstrated that effective feedback in the online

environment required a combination of immediate verbal feedback during synchronous sessions and detailed written feedback for asynchronous activities. This dual approach to feedback helped address the limitations of virtual communication while maintaining the quality of instruction. The documentation of student progress revealed that consistent feedback, particularly during practice sessions, played a crucial role in developing speaking confidence and competence. Furthermore, the study showed that assessment criteria needed to encompass both traditional speaking skills and new competencies specific to online delivery, such as virtual presence and technical proficiency in presentation tools.

The research findings have significant implications for the future of public speaking instruction in online environments. The successful adaptation of traditional teaching strategies for online delivery suggests that effective public speaking instruction can occur in virtual settings when properly structured and supported. The study demonstrates the importance of developing comprehensive support systems that address both technical and pedagogical challenges in online speaking courses. The findings indicate that future online public speaking instruction should incorporate a balanced mix of synchronous and asynchronous activities, supported by clear assessment criteria and consistent feedback mechanisms. Additionally, the research suggests that professional development for lecturers should focus not only on pedagogical strategies but also on technical proficiency and online teaching methodologies. These findings contribute to the growing body of knowledge about effective online instruction methods and provide practical insights for educators adapting to digital learning environments.

CONCLUSION

This study has provided valuable insights into the implementation of teaching strategies in online public speaking courses during the COVID-19 pandemic at Pattimura University's English Education Study Program. Through systematic observation and analysis, the research identified five primary teaching strategies effectively employed by lecturers: brainstorming, group discussions, writing tasks, picture descriptions, and presentations/talks. The findings revealed that successful implementation of these strategies required significant adaptation for online delivery, with lecturers developing innovative approaches to maintain pedagogical effectiveness while managing technical constraints. The observation data demonstrated that while technical challenges presented persistent obstacles, particularly in internet connectivity and platform stability, both lecturers and students gradually developed effective coping mechanisms and adaptive strategies. The research also highlighted the crucial role of structured feedback and assessment methods in

supporting student progress, with successful outcomes correlating strongly with consistent participation across all implemented teaching strategies.

Based on these findings, several recommendations emerge for improving online public speaking instruction. First, institutions should prioritize the development of robust technical infrastructure and support systems to minimize disruptions to online learning activities. Second, professional development programs should focus on enhancing lecturers' capabilities in both technical and pedagogical aspects of online instruction. Third, course design should incorporate a balanced mixture of synchronous and asynchronous activities to accommodate varying student needs and technical constraints. Fourth, assessment methods should be adapted to consider both traditional speaking competencies and online-specific skills. Finally, future research should explore long-term implications of online public speaking instruction and investigate innovative approaches to enhancing student engagement and participation in virtual learning environments.

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