THE USE OF ONLINE LEARNING PLATFORMS ON STUDENT CLASSROOM ENGAGEMENT IN PUBLIC SPEAKING

[1]Bryan Oktavianus, English Language Education Study Program, Musi Charitas Catholic University, South Sumatra, Indonesia

*Correspondence: oktabryan01@gmail.com

ABSTRACT

Using a theoretical model with OPs as the independent variable, student learning satisfaction (LS) as the dependent variable, and learning quality (IP) and learning engagement (LE) as the mediating variables, this study investigates the effect of OPs on student engagement in the public speaking classroom. The study examines the frequency and motivations for using different online platforms, the perceived advantages of online learning, its impact on motivation, communication skills, and interaction with instructors, as well as recommendations for improvement. It gathers this data through a questionnaire-based survey given to college students. Results show that there is an increasing trend of using technology in public speaking instruction. Online resources improve students' motivation, communication abilities, and overall learning experience. Increasing the frequency of platform usage, improving content and interaction, and sboosting active engagement as well as providing a safe and supportive learning environment. For educators and policymakers looking to optimize the efficacy of online learning platforms in the teaching of public speaking, this study offers insightful information.

Keywords: online learning platforms, student engagement, public speaking, motivation, communication skill

INTRODUCTION

The introduction of online learning platforms has reshaped the educational landscape, offering new avenues for student engagement and student interaction in the classroom. This study focuses on examining the impact of online platforms (OP) on student engagement in the public speaking classroom, using a theoretical model that positions OPs as the independent variable, student learning satisfaction (LS) as the dependent variable, and learning quality (IP) and learning engagement (LE) as the mediating variables (Jain, A., Sharma, P., & Mahar, R. J., 2023).

The research focus is the role of student public speaking classroom engagement with online learning platforms (Ops). It investigates the impact of Ops on LS with IP and LE as mediators before and after applying a theoretical model in the light of a research by Jain, Sharma, and Mahar (2023). This study seeks specifically to investigate the ways these platforms have transformed interactions between students and their academic pursuits, as well as their more general impact on student welfare in our increasingly digitally-driven lives.

Online learning platforms have revolutionized the way education is delivered and accessed in today's digital age. These platforms, also known as e-learning platforms, provide a virtual space where educators can create and deliver courses, and learners can engage with subject matter, collaborate with their peers, and track their progress. With the rapid advancement of technology and the increasing demand for flexible and accessible education, online learning platforms have become an integral tool in both academic and professional environments.

This introduction will delve into the definition of online learning platforms, explore the issues and trends shaping their evolution, highlight the benefits they offer, discuss strategies to increase engagement on these platforms, examine the factors that influence learning outcomes, and analyze the correlation between online platforms and learner engagement. By understanding these key aspects, we can gain insight into the transformative power of online learning platforms in facilitating effective and engaging learning experiences.

In addition, this introduction briefly discusses the influence of social media networks (SNSs) on students' academic performance, emphasizing the role of self-regulation and time management skills in mitigating potential negative impacts. provides a very positive framework for students who understand the importance of online learning platforms, in this case it can increase student involvement in public speaking. in this case it can touch on broader themes related to student welfare, social relationships and success in the academic field in today's digital era. The next chapter will discuss the methodology, data analysis, and research results in more depth, providing valuable insights and implications for educators and policy makers

METHODS

This research used descriptive design. The sample consists of college students who have taken public speaking classes. Information gathered from this group is relevant to speaking improvement through online learning. The data was collected based on a structured questionnaire distributed to relevant students in the college. Both open-ended and closed questions were included to enrich the content of participants' experiences and perspectives on online learning platforms. The questionnaire questions focusing on benefits, motivation, and developing speaking skills. The data were analyzed through simple descriptive statistics analysis

Table 1. Research Instrument

No.	Questionnaire
1	How often do you use online learning platforms for your public speaking courses?
2	Which online learning platform do you use most often for public speaking courses? the reason
3	In your opinion, what are the benefits using online platforms in educational ground?
4	How do online learning platforms influence your motivation to participate in public speaking activities?
5	Do you believe that online learning platforms help to improve your communication skills in public speaking?
6	How do you experience the interaction between participants and instructors on the online learning platform during the public speaking course?
7	Can this platform increase your engagement in public speaking courses?
8	Do you have any suggestions or feedback to improve the effectiveness of using online learning platforms in public speaking courses?

RESULT AND DISCUSSION

Here are the students' responses toward the questionnaire questions that have been distributed by the researcher:

Q1. How often do you use online learning platforms for your public speaking courses?
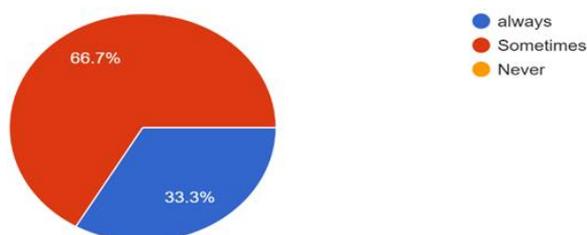

Figure 1. The Frequency of Online Learning Platforms

Figure 1 shows that 66.7% always use online learning platforms in the learning process of public speaking then 33.3% responded to convey sometimes online learning platforms from all respondents there is no use of online learning platforms.

Table 2. The Most Used Online Learning Platforms

Q2 Which online learning platform do you use most often for public speaking courses? the reason	R1	Public Speaking in webinar or seminar, because Public speaking is very important and I got a many skills.
	R2	Google translate
	R3	The online learning platform most often used for public speaking courses is Elsa Speak. The reason for using this platform is because they offer a variety of courses with quality instructors and flexibility in study time.
	R4	YouTube
	R5	WhatsApp, Discord
	R6	YouTube because it is more convenient.
	R7	Udemy, cause Udemy boasts a massive selection of public speaking courses at various price points. This makes it a good choice for those seeking a specific focus or budget-friendly option.
	R8	Duolingo because this app teaches me how to pronounce.

In table 2, the online learning platforms most often used for public speaking courses include webinar or seminar for Public Speaking, as it provides a range of skills (R1), Google Translate for language support (R2), Elsa Speak for its variety of courses d quality instructors (R3), YouTube for its convenience (R4), and WhatsApp and Discord for real-time communication (R5). Additionally, Udemy is used due to its vast selection of public speaking courses at different price points (R7), and Duolingo for teaching pronunciation skills (R8).

Table 3. The Benefits of Using Online Learning Platforms

Q3 In your opinion, what are the benefits using online platforms in educational ground?	R1	According to me online learning platform can increase our English especially in Public Speaking
	R2	I can speak clearly
	R3	The benefits of using online platforms in education include greater accessibility for students from various geographic backgrounds, flexibility in study time, a variety of course options, as well as the use of technology to enhance the learning experience such as videos, discussion forums, and online exams.
	R4	Helps in the learning process and vocabulary
	R5	It's easier to talk not in person
	R6	It makes students get more sources in learning.
	R7	For helping someone to wider course variety
	R8	we can learn everywhere and every time if we want to learn

Table 3 reveals that according to the respondents to the use of online learning platforms, from increasing English proficiency, especially in public speaking (R1), enhancing communication skills like speaking clearly (R2), and augmenting the learning process with technology using videos, discussion forums, and online exams (R3) are some of the advantages of utilizing online platforms in educational settings. Online learning environments can also help with vocabulary development and the learning process (R4), facilitate communication when there are no face-to-face interactions (R5), give students

access to a greater variety of learning resources (R6), provide a wider range of courses (R7), and enable them to learn at any time and from any location (R8).

Table 4. The Influence of Online Learning Platforms on Motivation

Q4	R1	Online platform gives the ways, method and how to have motivation in Public Speaking.
How do online learning platforms influence your motivation to participate in public speaking activities ?	R2	I think yes because for this era, we agreed that online platform is more reliable for public speaking activity
	R3	The use of online learning platforms can influence motivation in participating in public speaking activities by providing easy access to learning materials, interaction with instructors and fellow participants, as well as fast feedback from assigned assignments or projects.
	R4	I learned many new things when using online platforms as a learning medium.
	R5	Easier access to many people across the world
	R6	It helps me to pronounce the words in English better.
	R7	like reduced anxiety and upgrading skill development
	R8	I think is not participate how we speak in public but it's about speaking perfection.

Based on table 4, online learning platforms have an impact on participants' motivation to engage in public speaking activities by offering strategies and means of sustaining motivation (R1) and serving as a dependable medium for public speaking events in this day and age (R2). Online platforms can also improve motivation by providing quick feedback on assignments or projects, simple access to learning resources, and opportunities for interaction with instructors and other participants (R3). Additionally, respondents stated that online platforms facilitate their ability to learn new topics (R4), give them access to a worldwide audience (R5), help them with pronunciation (R6), lessen their nervousness and promote the growth of their skills (R7), and emphasize speaking flawlessly above participation (R8).

Table 5. The Influence of Online Learning Platforms on Communication Skills

Q5	R1	Yes, I do
Do you believe that online learning platforms help to improve your communication skills in public speaking?	R2	Yes because it very helpful for every people
	R3	I believe that online learning platforms can help improve communication skills in public speaking through a combination of instructional videos, practice exercises, and feedback from instructors and fellow participants
	R4	Yes
	R5	Yes
	R6	Yes, I do.
	R7	Yes, I believe.
	R8	Yes

From the table 5, Most respondents think that online learning platforms aid in the development of their public speaking communication skills, and some of them even claim to do so (R1, R2, R4, R5, R6, R7, R8). Furthermore, as per the respondents, online platforms can improve communication skills by combining practice tasks, instructional videos, and feedback from instructors and other users (R3).

Table 6. The Experience Interaction

Q6		
How do you experience the interaction between participants and instructors on the online learning platform during the public speaking course ?	R1	The instructor gives the learning to the participant during the public speaking course.
	R2	I think it's bit understandable what they deliver the material
	R3	The experience of interaction between participants and instructors on online learning platforms during a public speaking course may vary depending on the course structure, quality of the instructor, and level of participant participation. However, with features such as discussion forums, live question and answer sessions, and peer-to-peer assessments, interaction between participants and instructors can be improved.
	R4	My experience is that I am a little confident
	R5	It's fun and it's helped that we can talk to people not face to face
	R6	If the learning holds in online learning, it's more difficult to interact.
	R7	Some platforms offer live sessions where instructors and participants can interact in real-time
	R8	I think it is quite boring if we do some interaction in online but if we watch some tutorial, I think that fair enough.

In table 6, the respondents had a variety of experiences with the interactions that took place between students and teachers in online public speaking classes. Some participants stated that instructors give them the learning material directly (R1), while others thought it was intelligible but not very interesting (R2). Furthermore, participants' participation, instructor caliber, and course structure are among the variables that influence the quality of interactions, according to the respondents (R3). While some respondents valued being able to connect with others without having face-to-face contacts, others felt that the conversation had increased their confidence (R4). (R5). Nonetheless, a few participants reported that they had trouble interacting with each other in virtual learning settings (R6). Additionally, some platforms give tools to improve engagement, such as peer-to-peer exams, discussion boards, and live sessions (R3), while others enable real-time involvement through live sessions (R7).

Table 7. Online Learning Platforms Increases Engagement

Q7		
Can this platform increase your engagement in public speaking courses?	R1	Yes, it can.
	R2	Yes, with google translate, we can find new vocabulary that i don't know before
	R3	Yes, online learning platforms can increase engagement in public speaking courses through features such as interactive learning videos, practice exercises, and discussion forums that allow participants to share experiences and feedback.
	R4	Yes
	R5	Yes
	R6	Yes.
	R7	Yes, it can.
	R8	Yes

From table 7, while some respondents (R1, R4, R5, R6, R7, R8) disagree, the majority of respondents think that the online learning platform can boost their participation in public speaking classes. Respondents also noted that by giving users access to new vocabulary, tools like Google Translate might improve engagement (R2). Moreover, interactive learning films, practice questions, and

discussion boards that let users exchange experiences and feedback are further ways that online learning platforms can boost participation (R3)**.**

Table 8. Feedbacks on the Effectiveness of Online Learning Platforms

Q8	R1	More often having online learning platform can be effectiveness
Do you have any	**R2**	I hope online platform for public speaking giving more advanced features in future
suggestions or	**R3**	"1. Provide interactive and interesting content, such as learning videos, practical
feedback to		exercises, and case studies.
improve the	**R4**	2.Encourage active participant participation through discussion forums, live question
effectiveness of		and answer sessions, and collaborative assignments."
using online	**R5**	My advice is to continue practicing public speaking using online media.
learning	**R6**	Probably it's good if there's a platform where it easier to find people we can talk to
platforms in		safely without the afraid of getting scammed
public speaking	**R7**	Use trusted sources.
courses?	**R8**	maybe you should do it every day and intense watch the tutorial

In table 8, to increase the efficiency of using online learning platforms in public speaking courses, respondents offered a variety of recommendations and comments. Some suggested using online learning platforms more frequently (R1), while others expressed anticipation for more sophisticated capabilities down the road (R2). Furthermore, the participants recommended augmenting the content with engaging and interactive components such as instructional videos, hands-on activities, and case studies (R3); promoting proactive engagement via chat rooms, real-time question and answer sessions, and group projects (R4); and persisting in honing public speaking skills through digital platforms (R5). Moreover, respondents recommended employing reliable sources (R7), consistently and intensely viewing tutorials (R8), and developing a platform where it is simpler to discover individuals to chat to safely without worrying about scams (R6)**.**

DISCUSSION

A recent study found that most respondents, 66.7%, consistently utilize online learning platforms in their public speaking learning process. This shows an interesting trend towards utilizing technology in improving public speaking skills. However, the study also noted that 33.3% of respondents use online learning platforms sporadically. This suggests variation in usage levels, with a small proportion of respondents who may prefer traditional learning methods or have limited access to technology. It is important to understand the reasons behind these preferences and usage patterns through further research, as it can provide valuable insights in improving the effectiveness of online learning platforms for public speaking learning. Nonetheless, this study also noted that there was a small proportion of respondents who did not use the online learning platform at all. This raises questions about what factors might influence their absence in the online learning ecosystem, such as accessibility, personal preferences, or trust in the effectiveness of such platforms. By deepening our understanding of users' preferences and motivations, we can develop more effective strategies in increasing the acceptance and usage of online learning platforms in the context of online learning (Hamzah, 2015).

The question addresses the most popular online education sites for public speaking classes. These tools include Google Translate for language support, Elsa Speak for its diversity of courses and high-caliber

instructors, YouTube for ease of use, webinars or seminars for public speaking, and real-time communication apps like WhatsApp and Discord. Udemy is also used since it offers a wide range of public speaking classes at various pricing points, and Duolingo is used to teach pronunciation.

The aforementioned platforms are utilized to train and hone public speaking abilities, a vital component of communication. The range of platforms available here implies that there are several methods for teaching public speaking, each meeting the needs and preferences of various learners. For example, Udemy provides a large selection of courses at various (Hafifah 2024).

The question addresses the advantages of utilizing online learning environments, specifically with regard to improving students' ability to communicate, their command of the English language, and their learning process. Flexibility, affordability, a wide range of course options, accessibility, interactive learning, and tailored feedback are some of the benefits highlighted. Online learning platforms also provide access to a worldwide learning community, which can help students become more globally minded and extend their viewpoints.

The question emphasizes how crucial technology is to improving education, particularly in subjects like public speaking. Effective communication is essential for both personal and professional situations, thus this is critical. Utilizing online resources can offer students a more dynamic and captivating learning environment, enabling them to hone and enhance their communication abilities in a more convenient. (Syaputra, Azwandi2, Syafryadin, 2023).

There are several ways in which online learning environments affect participants' willingness to participate in public speaking exercises. In the current digital era, these platforms serve as a solid medium for public speaking events by providing a variety of techniques and means to maintain inspiration. The platforms' prompt feedback on tasks or projects keeps students interested and motivated. They also provide easy access to educational materials and chances for interaction with teachers and other students, which promotes a sense of belonging and support that is essential for learning.

Online platforms also make it easier to master new subjects since they give students access to a global audience and let them exercise their skills in a global environment. This exposure can be especially helpful for people who might not otherwise (Suci & Kelik 2022)

Online learning platforms are perceived by most respondents as having a considerable positive impact on their public speaking communication skills; some even report significant gains in their communication abilities (R1, R2, R4, R5, R6, R7, R8). Furthermore, participants concur that the integration of instructional videos, practice exercises, and user and teacher feedback on online platforms can effectively enhance communication abilities (R3). (Eko Wahyudi, Hanum Hanifa Sukma, Ali Mustadi 2021)

The question highlights the interactions between students and teachers while discussing the respondents' varied experiences in online public speaking programs. The respondents stated that learning materials are directly provided by professors (R1), which some found understandable but uninteresting (R2). Course format, instructor caliber, and student participation all had an impact on the caliber of interactions (R3). While some respondents reported feeling more confident after the chats, others valued being able to communicate with others without having face-to-face contacts (R4). Some participants, meanwhile, found it difficult to communicate with one another in virtual environments (R6). The question further notes that

some platforms provide tools like discussion boards, peer-to-peer exams, and live sessions to improve engagement (R3), while other platforms allow for real-time participation through live sessions (R7).

Dealing with this, the offered search results are examined, which center on different facets of online education and public speaking, in order to have a discussion about this query. examines, for example, how online interactions are implemented in public speaking courses, stressing the difficulties and the reactions of the students. explains how teaching public speaking in an online environment varies from typical classroom settings and the problems involved. looks at how students interacted with one another when enrolled in online courses during the COVID-19 epidemic, highlighting how crucial it is to support productive communication between students. examines how online learning affects students' speaking abilities while emphasizing the ways in which online learning cannot improve speaking abilities. examines how students communicate in a speaking class online, noting different patterns and traits of communication.

Regarding the question, these search results provide information about the experiences of both instructors and learners in virtual public speaking courses. The constraints and difficulties covered in the search results are consistent with the experiences of the respondents as stated in the inquiry. For example, the question notes that some respondents thought the instructor-provided learning materials were understandable but uninteresting (R2), which is in accordance with the restrictions of online learning on improving speaking abilities covered in.

The question also emphasizes how crucial elements like course structure, instructor caliber, and student involvement are in determining how well interactions are conducted (R3). This is corroborated by, which highlights how instructors may help students engage productively in virtual learning environments. The question further notes that several platforms include features like peer-to-peer assessments to increase engagement, message boards, and live sessions (R3), all of which are in keeping with the methods covered in for encouraging interaction in virtual speaking courses.

All things considered, the search term and its return values offer a thorough grasp of the difficulties and experiences that instructors and students in online public speaking courses encounter. The conversation emphasizes the limitations of online learning in improving speaking abilities as well as the significance of elements like platform tools, course structure, and teacher caliber in improving the caliber of interactions. To increase the efficiency of using online learning platforms in public speaking courses, respondents offered a variety of recommendations and comments.

Some suggested using online learning platforms more frequently (R1), while others expressed anticipation for more sophisticated capabilities down the road (R2). Furthermore, participants recommended augmenting content with interactive and engaging components including instructional films, hands-on activities, and case studies (R3); promoting engagement through chat rooms, real-time Q&A sessions, and group projects (R4); and carrying out online media public speaking practice (R5). Moreover, respondents recommended employing reliable sources (R7), consistently and intensely viewing tutorials (R8), and developing a platform where it is simpler to discover individuals to chat to safely without worrying about scams (R6) (Amrullah & Zahratun, 2022).

Most participants in the survey think that taking public speaking classes can be greatly increased by using online learning platforms. Several respondents that emphasize the advantages of these platforms in promoting engagement agree with this sentiment. One example of a tool that responders bring up is Google Translate, which can help users learn new words and improve their overall involvement and learning experience. Furthermore, practice questions, discussion forums, and interactive learning movies that encourage user engagement and feedback are thought to be efficient strategies for raising enrollment in online public speaking courses (Nurdian, Amir, & Puji Novita, 2022)

Respondents made a range of suggestions and remarks regarding how to make online learning platforms in public speaking classes more effective. Among these recommendations are:

Increasing the Frequency of Online Learning Platforms: A few respondents recommended increasing the frequency of online learning platforms in order to boost the effectiveness of public speaking classes and improve the overall learning experience. Others Voiced Anticipation for More advanced Capabilities: They believed that public speaking classes would be even more effective if online learning platforms had more advanced capabilities.

Engaging and Interactive Content: In order to improve the effectiveness and engagement of the learning process, participants suggested enhancing the content with interactive elements including case studies, instructional films, and practical exercises.

Proactive participation: Using chat rooms, in-the-moment Q&A sessions, and other means, respondents recommended encouraging proactive participation. collaborative efforts to promote cooperation and active engagement in online public speaking training.

Consistent Practice: Additionally, participants suggested continuing to hone public speaking abilities via online resources, stressing the significance of consistent practice to become proficient.
Moreover, the participants recommended utilizing dependable resources to acquire public speaking skills. These sources include Toastmasters International, Coursera, and TED Talks, all of which offer invaluable insights and direction.

Consistent Tutorial Viewing: To enhance public speaking abilities, respondents also suggested regularly and fiercely watching tutorials, emphasizing the value of committed practice.

Finally, respondents recommended creating a platform that makes it easier to find people to talk to safely online without having to worry about frauds. This would provide a safe and encouraging atmosphere for practicing public speaking online.

All these suggestions highlight the significance of utilizing online learning platforms to improve public speaking courses' efficacy and efficiency, with an emphasis on interesting material, proactive participation, regular practice, trustworthy sources, and secure online interactions (Dufner, 2022).

CONCLUSION

To sum up, this study offers insightful information about how online learning environments affect students' participation in public speaking classes. It is clear from the study of questionnaire replies that online platforms are important for improving students' motivation, communication abilities, and public speaking learning process as a whole.

The results show that a growing trend of incorporating technology into learning processes is evident, as most respondents regularly use online learning platforms for their public speaking education. These platforms provide a number of advantages, including flexibility, accessibility, interactive learning tools, and chances for international collaboration. These advantages help students become more proficient communicators and more driven to engage in public speaking exercises.

Additionally, the opinions and ideas offered by the respondents were highly beneficial in improving the efficacy of online learning platforms in public speaking classes. Online learning platforms should be used more frequently, they should have more sophisticated features, offer interesting and interactive content, encourage proactive participation through a variety of channels, promote consistent practice, make use of reliable sources, and make sure that learners are in a secure and encouraging environment.

Teachers and policymakers can take a number of actions to maximize the use of online learning platforms in public speaking instruction in light of these findings. This could entail creating more dynamic and engaging course materials, putting tactics in place to encourage student participation and teamwork, incorporating cutting-edge technology to improve learning outcomes, and offering sufficient resources and assistance to guarantee the success of online learning projects.

In addition, more investigation is required to determine the variables affecting students' inclinations and online learning platform usage habits, as well as to assess the long-term effects of these platforms on students' academic achievement and communication abilities. Students' varied learning requirements can be better met and they will be more equipped for success in the digital age if we keep inventing and enhancing the field of online education.

In order to optimize the efficacy of online learning platforms in public speaking courses, educators and legislators ought to adopt a multipronged strategy. This entails developing more dynamic and captivating course materials, putting strategies into place to motivate students to participate and work in groups, and utilizing cutting-edge technology to enhance learning results. Projects involving online learning should also be given enough support and resources to ensure their success. Furthermore, it is critical to look into the factors influencing students' preferences and online learning platform usage patterns in addition to evaluating the long-term impacts of these platforms on students' communication and academic performance. Students' diverse learning needs can be better satisfied in this way, and they will be better prepared for success in the digital age.

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Acknowledgments

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