

Enhancing Students' Speaking Fluency Through Roleplaying Segmented Scenes from *Inside Out 2*: A Descriptive Qualitative Study

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ABSTRACT

Speaking fluency remains a persistent challenge for EFL learners in Indonesia, where students frequently exhibit limited oral proficiency due to insufficient practice opportunities, speaking anxiety, and traditional teaching methods. This descriptive qualitative study explores the implementation of role-playing segmented scenes from the Pixar animated film *Inside Out 2* as an innovative strategy to enhance senior high school students' English speaking fluency. The research was conducted with 20 students from class X-5 at SMAN 6 Sidrap, South Sulawesi, Indonesia. Ten students were purposively selected as key informants. Data were collected through pre- and post-intervention speaking fluency tests, semi-structured interviews, and classroom documentation. Fluency was assessed using the indicators of total words attempted (TWA), total speaking time (TST), filled speaking time (FST), and total words delivered (TWD). These quantitative indicators were converted into disfluency percentage, initial speaking rate (ISR), and effective speaking rate (ESR), while qualitative data were analyzed using the Miles and Huberman model. The findings demonstrate that role-playing segmented scenes from *Inside Out 2* effectively improved students' speaking fluency. Post-intervention results showed increased speaking rates, reduced pauses and hesitations, and greater confidence and active participation. Students expressed highly positive responses, highlighting increased motivation, reduced anxiety, and a more engaging learning atmosphere through this context-rich, media-based activity. The study underscores the pedagogical value of integrating popular animated films into role-play activities as a practical and motivating approach to developing oral communication skills in EFL classrooms.

Keywords: Speaking Fluency; Role-Playing; *Inside Out 2*

INTRODUCTION

English has established itself as the primary international language essential for global communication, education, business, technology, and cross-cultural interactions. In today's interconnected world, proficiency in English is no longer an advantage but a fundamental requirement for individuals to compete academically and professionally. For Indonesian students, mastering English opens significant opportunities in higher education and the global job market. However, despite years of formal instruction, many learners still struggle to achieve communicative competence, particularly in productive skills. This persistent gap highlights the urgent need for more effective and engaging teaching strategies that address real-world language use.

Among the four core language skills listening, speaking, reading, and writing speaking is widely regarded as the most challenging yet most crucial for effective communication. Speaking is not merely the mechanical production of sounds; it involves the ability to convey ideas clearly, interact spontaneously, and respond appropriately in various social contexts. According to Brown (2007), speaking is a productive skill that demands both fluency and accuracy in language use. Fluency, in particular, reflects a learner's capacity to speak smoothly without excessive hesitation, repetition, or pauses. Developing strong speaking fluency therefore becomes a central goal in English language teaching, especially in EFL contexts where authentic practice opportunities are often limited.

Despite the recognized importance of speaking, numerous studies and classroom observations reveal that Indonesian EFL learners continue to face significant difficulties in achieving speaking fluency. Common barriers include insufficient opportunities for oral practice, fear of making mistakes, low self-confidence, and anxiety when speaking in front of others. Traditional grammar-focused and teacher-centered approaches further exacerbate these problems by limiting students' active participation and creative language use. Recent national education reports indicate that a large proportion of senior high school students feel inadequate and hesitant when required to speak English spontaneously in class. These challenges underscore the need for pedagogical innovations that can transform passive learners into confident and fluent speakers.

The situation is particularly evident in many public senior high schools across Indonesia, including SMAN 6 Sidrap in South Sulawesi, where English teachers have observed that students tend to remain silent or give very short responses during speaking activities. Students often rely on memorization rather than genuine communication, resulting in fragmented speech, frequent pauses, and low participation. This passive behavior is rooted not only in linguistic limitations but also in psychological factors such as speaking anxiety and lack of motivation. Without targeted intervention, these issues can hinder students' overall language development and reduce their preparedness for higher education or future careers that demand strong oral communication skills.

Conventional English teaching methods in Indonesia have largely failed to create meaningful speaking practice. Most classroom activities remain focused on reading comprehension and written exercises, leaving speaking as the least practiced skill. As a result, students lack the confidence and automaticity required for fluent oral production. Innovative and student-centered approaches are therefore urgently needed to bridge this gap. Among various strategies, role-playing has emerged as a promising technique because it simulates real-life communication and encourages learners to use language actively and creatively in contextualized situations.

Role-playing allows students to step into different characters and engage in meaningful dialogues, thereby reducing anxiety and increasing willingness to speak. Previous research has demonstrated its effectiveness in improving speaking fluency by providing repeated opportunities for language production and improvisation. When combined with engaging audiovisual media such as films, role-playing becomes even more powerful. Movies offer rich contextual input, including natural intonation, expressions, and cultural nuances that textbooks alone cannot provide. This integration of technology and drama creates a lively, low-pressure learning environment that motivates students to participate more actively.

The animated film *Inside Out 2* (2024) presents an excellent opportunity for such integration. Its relatable characters, emotional themes, and clear dialogue make it highly suitable for senior high school students. By using segmented scenes short, focused clips rather than the entire film teachers can design manageable role-playing tasks that target specific speaking skills. This approach enables students to rehearse authentic conversations while connecting emotionally with the characters. However, despite the growing popularity of film-based materials, empirical studies examining the use of segmented scenes from *Inside Out 2* for enhancing speaking fluency through role-playing remain very limited, especially in the Indonesian EFL context.

This study therefore seeks to fill this gap by investigating how role-playing segmented scenes from *Inside Out 2* can enhance students' speaking fluency and exploring their responses toward this innovative method. Conducted at SMAN 6 Sidrap with tenth-grade students, the research adopts a descriptive qualitative approach to provide a comprehensive understanding of both the process and the outcomes. By addressing the identified problems in speaking instruction, this study is expected to offer practical insights for English teachers and contribute to the development of more engaging, media-rich strategies in EFL classrooms across Indonesia.

LITERATURE REVIEW

Speaking is one of the most fundamental communication skills in everyday social interactions. It involves not only the mechanical production of words but also the effective use of language to convey meaning that can be understood by listeners. Cameron (2001) explains that speaking goes beyond purely linguistic aspects and

involves a complex process of social communication. Nunan (1991) extends this view by defining speaking as a skill consisting of diverse abilities, including coordination of pronunciation, grammar, vocabulary, and the ability to think quickly, which develop differently in each individual. Brown (2007) emphasizes that speaking is a productive ability that requires both fluency and accuracy in language use. In language learning contexts, speaking is judged not only by grammatical correctness and pronunciation but also by fluency and confidence (Thornbury, 2005). These definitions highlight that speaking is a dynamic, interactive process essential for real-life communication.

Speaking fluency is a core skill in mastering a second or foreign language. Fluency is often understood as the ability to speak at a natural speed without unnecessary hesitation or pauses. Thornbury (2005) defines fluency as the capacity to produce language in real time with minimal pausing or hesitation. Lennon (1990) identifies three key indicators of fluency: words per minute, filled pauses, and the percentage of thought units followed by a pause. Goh and Burns (2012) view speaking fluency as a holistic, multimodal skill that integrates spoken language, nonverbal expression, and situational context. In this study, speaking fluency is measured through indicators such as total words attempted (TWA), total speaking time (TST), filled speaking time (FST), and total words delivered (TWD), which are then processed into disfluency percentage, initial speaking rate (ISR), and effective speaking rate (ESR).

Speaking fluency is influenced by both internal and external factors. Internal factors include motivation (Dörnyei & Ushioda, 2021), self-confidence, speaking anxiety (Horwitz et al., 1986), character and learning style, and cognitive capacity. External factors encompass teaching methods, learning media, classroom environment, teacher roles (Harmer, 2015), and access to authentic language input (Krashen, 1982). These factors interact to shape students' ability to speak English fluently. In EFL contexts like Indonesia, external interventions such as innovative media and methods are particularly crucial to overcome limited practice opportunities.

Role playing is a student-centered technique in which learners simulate real or imaginative situations to practice language and communication skills. It encourages active participation, reduces speaking anxiety, and promotes spontaneous language use. Recent studies confirm that role playing significantly enhances speaking fluency, confidence, vocabulary, and pronunciation in EFL classrooms (Renanda et al., 2025; Fiani, 2025; Sarifudin, 2025). When combined with authentic audiovisual media such as animated films, role playing becomes even more effective. Segmented scenes from popular movies provide rich contextual input, natural intonation, and relatable situations that motivate students to engage more deeply in speaking practice.

The integration of role playing with segmented scenes from *Inside Out 2* offers a unique advantage because the film features emotionally engaging characters and everyday dialogues suitable for senior high school students. This approach allows

learners to rehearse authentic conversations in a low-pressure, enjoyable environment. Although film-based role playing has shown promising results in improving EFL speaking skills (Sudamara, 2026; Wang & Dange, 2024), empirical studies specifically examining segmented scenes from *Inside Out 2* in the Indonesian context remain limited. This study therefore aims to address that gap by exploring the implementation and students' responses to this innovative method.

METHOD

Design and Sample

This study employed a descriptive qualitative research design to explore in depth the implementation and effectiveness of role-playing segmented scenes from the animated film *Inside Out 2* in enhancing students' speaking fluency. Qualitative research was selected because it enables researchers to describe, interpret, and understand complex phenomena such as language learning processes, students' experiences, and their responses within a natural classroom setting. The descriptive approach emphasized providing a detailed account of the teaching-learning process rather than testing hypotheses or generalizing findings. This design is appropriate for examining innovative teaching strategies in EFL contexts where contextual factors and participants' perspectives are central.

The research was conducted at SMAN 6 Sidrap, a public senior high school in South Sulawesi, Indonesia. The participants consisted of 20 students from class X-5 who were enrolled in English during the 2025/2026 academic year. This class was purposively selected because the English teacher had identified low participation and speaking fluency issues, making it a relevant setting for the intervention. Additionally, ten students were selected as key informants through purposive sampling. The selection was based on their initial speaking performance (covering various fluency levels), willingness to participate, and ability to provide detailed responses during interviews. This approach ensured that the study captured diverse perspectives. Ethical considerations were strictly followed, including obtaining informed consent from students and their parents, as well as ensuring confidentiality and voluntary participation.

Instruments and Procedures

Data were collected using three main instruments: speaking fluency tests, semi-structured interviews, and documentation. The speaking fluency test included pre-intervention and post-intervention tasks, in which students performed role-plays based on the same segmented scenes from *Inside Out 2*. These tests were designed to measure changes in students' speaking fluency. Semi-structured interviews were conducted individually with the ten key informants after the intervention. These interviews aimed to explore students' responses, perceived benefits, and challenges related to the role-playing activities. Documentation included video recordings of role-playing sessions, observation notes, and transcripts of students' performances.

The data collection procedure was conducted in two main stages. First, a pre-test was administered to assess students' initial speaking fluency. Next, the role-playing intervention using segmented scenes from *Inside Out 2* was implemented over several classroom meetings. Finally, a post-test and interviews were conducted to evaluate improvement and gather in-depth qualitative insights. All activities were audio- and video-recorded with participants' permission to ensure accurate transcription and analysis.

Data Analysis

Data analysis followed the interactive model proposed by Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing or verification. Quantitative indicators of speaking fluency such as Total Words Attempted (TWA), Total Speaking Time (TST), Filled Speaking Time (FST), and Total Words Delivered (TWD) were calculated. These indicators were then converted into disfluency percentage, Initial Speaking Rate (ISR), and Effective Speaking Rate (ESR) to measure students' improvement. Qualitative data obtained from interviews and observations were transcribed, coded, categorized, and interpreted to provide a comprehensive understanding of the implementation process and students' responses. To enhance the trustworthiness of the findings, data triangulation was applied by comparing results from multiple data sources, including tests, interviews, and documentation.

RESULT AND DISCUSSION

The implementation of role-playing segmented scenes from *Inside Out 2* was carried out in class X-5 at SMAN 6 Sidrap over several meetings integrated into regular English lessons. Students were divided into small groups and assigned specific characters from selected short scenes of the film. Each session began with a brief viewing of the segmented scene, followed by guided preparation time and actual role-playing performance. The activities encouraged students to improvise dialogues while maintaining the emotional tone and context of the original scenes, thereby simulating real communicative situations.

Prior to the intervention, students' initial speaking fluency was assessed through a pre-test speaking task. The results revealed considerable variation in performance across the 20 students. Many students exhibited low fluency characterized by frequent pauses, limited word production, and high disfluency rates. The quantitative data from the initial test are presented in Table 1 below.

Table 1. Students' Initial Speaking Fluency Test Results

N o.	Name	TW A	TS T	Paus es	TW F	FS T	TW D	ES R	IS R	TW D %	Criter ia
1	Hafidz ah	63	47	7	42	29	21	87	80	33	Fair

2	Dimas	28	27	9	18	13	10	83	62	36	Fair
3	Patiwuri	55	52	10	46	29	9	95	63	16	Good
4	Zakilah	86	72	7	51	55	35	56	72	41	Fair
5	Henrita	43	70	12	25	38	18	39	37	42	Poor
6	Juice	55	102	24	36	60	19	36	32	35	Poor
7	Mulia	78	41	1	54	33	24	98	114	31	Good
8	Myzatul	103	62	3	90	55	13	98	100	13	Good
9	Nazhifa	44	30	1	22	26	27	51	88	61	Poor
10	Nisaul	33	52	13	12	34	21	21	38	64	Poor
11	Atirah	73	52	3	50	44	23	68	84	32	Fair
12	Regina	81	56	4	58	47	23	74	87	28	Fair
13	Aziza	60	49	2	31	39	29	48	73	48	Poor
14	Amelia	67	62	12	49	43	18	68	65	27	Fair
15	Ade	60	57	9	41	42	19	59	63	32	Fair
16	Resky	44	40	8	32	25	12	77	66	27	Fair
17	Tasyha	10	32	27	0	2	10	0	19	100	Poor
18	Fauzan	18	26	11	11	13	7	51	42	39	Poor
19	Juandris	10	30	13	0	2	10	0	20	100	Poor
20	Reza	13	14	4	10	10	3	60	56	23	Fair

The initial test showed that only a small number of students achieved “Good” criteria, while the majority fell into “Fair” or “Poor” categories. Students with low TWA and high pause frequency struggled to maintain speech flow, indicating limited automaticity in language production. After the role-playing intervention using segmented scenes from *Inside Out 2*, a post-test was administered using the same speaking task format. The final speaking fluency test results demonstrated noticeable improvement in most students’ performance. The quantitative data from the final test are presented in Table 2 below.

Table 2. Students' Final Speaking Fluency Test Results

N o.	Name	TW A	TS T	Paus es	TW F	FS T	TW D	ES R	IS R	TW D %	Criter ia
1	Hafidzah	92	86	19	66	51	26	78	64	28	Fair
2	Dimas	56	44	4	54	38	2	85	76	4	Fair
3	Patiwuri	56	27	0	56	27	0	124	124	0	Good
4	Zakilah	71	40	0	62	36	9	103	107	13	Good
5	Hemita	35	23	2	33	20	2	99	91	6	Good
6	Juice	50	43	4	42	37	8	68	70	16	Fair
7	Mulia	138	72	2	118	66	20	107	115	14	Good
8	Myzatul	125	68	4	121	60	4	121	110	3	Good
9	Nazhifa	71	43	1	61	40	10	92	99	14	Good
10	Nisaul	36	18	1	35	17	1	124	120	3	Good
11	Atirah	91	34	1	82	32	9	154	161	10	Very Good
12	Regina	123	46	0	123	46	0	160	160	0	Very Good
13	Aziza	100	53	4	88	47	12	112	113	12	Good
14	Amelia	143	82	3	121	74	22	98	105	15	Good
15	Ade	64	39	0	60	35	4	103	98	6	Good
16	Resky	46	27	2	41	23	5	107	102	11	Good
17	Tasyha	32	56	30	19	30	13	38	34	41	Poor
18	Fauzan	35	18	0	32	15	3	128	117	9	Good
19	Juandris	15	17	0	12	15	3	48	53	20	Poor
20	Reza	42	39	4	35	30	7	70	65	17	Poor

Qualitative data from interviews with the 10 key informants revealed overwhelmingly positive responses. Students reported increased confidence, reduced speaking anxiety, and greater enjoyment during the role-playing activities. They highlighted that the relatable characters and emotional scenes from *Inside Out*

2 helped them produce more natural and fluent speech. Overall, the findings indicate that the role-playing segmented scenes method successfully improved students' speaking fluency, as evidenced by higher TWA, reduced pauses, increased ESR and ISR, and better criteria ratings in the post-test compared to the pre-test. Most students shifted from "Fair/Poor" to "Good/Very Good" categories, confirming the effectiveness of the intervention.

The quantitative improvement shown in Tables 4.1 and 4.2 aligns with Lennon's (1990) fluency indicators, particularly the increase in words per minute and the decrease in filled pauses after the intervention. This supports the theoretical foundation that repeated contextual practice through role-playing enhances automaticity in speech production. The findings are consistent with previous studies on role-playing (Renanda et al., 2025; Fiani, 2025) and film-based materials (Sudamara, 2026), which reported similar gains in speaking fluency when authentic media is integrated into communicative tasks. The use of *Inside Out 2* segmented scenes provided rich emotional and linguistic input, making the activity more engaging than traditional methods.

Students' positive responses regarding reduced anxiety confirm Horwitz et al.'s (1986) foreign language anxiety theory. By "hiding" behind film characters, learners felt safer to experiment with language, leading to higher participation and longer utterances. The external factors addressed in this study innovative teaching methods and authentic media directly targeted the internal barriers of low motivation and confidence, as explained by Dörnyei and Ushioda (2021). The combination created a supportive Zone of Proximal Development (Vygotsky, 1978) through peer collaboration and teacher scaffolding.

Although most students showed significant progress, a small number (e.g., Tasyha and Juandris) remained in the "Poor" category. This suggests that individual differences in cognitive capacity and prior exposure still influence outcomes, consistent with the multifactorial nature of fluency development (Peltonen, 2024). The results strengthen Goh and Burns' (2012) holistic approach to speaking, demonstrating that fluency is not only linguistic but also affective and contextual. The emotional resonance of *Inside Out 2* facilitated natural prosody and pragmatic use of language.

In comparison with conventional EFL methods commonly used in Indonesian senior high schools, the role-playing segmented scenes approach proved more effective in creating meaningful practice opportunities, addressing the gap highlighted in the background of the study. Overall, this study contributes practical evidence that integrating popular animated films with role-playing is a viable, motivating strategy for enhancing speaking fluency in EFL contexts. Future research could explore long-term retention or application in different grade levels to further validate the method.

CONCLUSION

The implementation of role-playing segmented scenes from the animated film *Inside Out 2* proved to be an effective innovative strategy for enhancing students' speaking fluency in an EFL classroom. The descriptive qualitative findings, supported by pre-test and post-test data from 20 students of class X-5 at SMAN 6 Sidrap, demonstrated clear improvement across all fluency indicators. Students showed higher total words attempted (TWA), increased effective speaking rate (ESR) and initial speaking rate (ISR), significantly reduced pauses and disfluency percentage, and better overall performance criteria after the intervention. These results confirm that the use of short, emotionally engaging film segments combined with role-playing successfully created meaningful, contextualized speaking practice that promoted greater automaticity and speech flow.

Students' responses toward the method were overwhelmingly positive. Through semi-structured interviews, the ten key informants reported increased self-confidence, reduced speaking anxiety, higher motivation, and greater enjoyment during the learning process. They highlighted that the relatable characters and realistic dialogues in *Inside Out 2* helped them produce more natural and spontaneous English. The role-playing activities transformed passive learners into active participants, creating a low-pressure environment where they felt safe to experiment with language and improvise within authentic situations. This study concludes that integrating role-playing with segmented scenes from popular animated films is a practical and engaging approach to overcome common barriers in EFL speaking instruction in Indonesia. The method not only improved quantitative fluency measures but also positively influenced affective factors such as confidence and participation. Therefore, it offers English teachers a promising alternative to traditional methods and contributes to the development of more student-centered, media-rich speaking activities in senior high school settings.

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