

A STUDY OF THE IMPLEMENTATION OF SPEAKING ENGLISH SKILL AT DORMITORY ATTANWIR LANGUAGE CENTER

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Abstract

This study was aimed at examining the teaching speaking process at Attanwir Language Center. This study employed a qualitative method: a case study utilized to study a phenomenon in real life comprehensively, yet such an understanding entailed pivotal contextual conditions since they tremendously had relevancy to the phenomenon of study. The data were attained through observation, questionnaire, and interview. The data were subsequently analyzed to attain triangulation data. It was grounded on literature; it was not statistic. The results of this study indicated that in conveying the materials for the learners, Direct method was mostly utilized for the process of teaching speaking at The Attanwir Language Center (ALC). Besides, the materials were not really arduous since natural conversations were prioritized. Meanwhile, there were some hindrances that occurred during the teaching speaking. For instance, it was hard to arrange and attend a regular meeting between the learners and the teacher. Additionally, they frequently ran out of the conversation topics in the circle. The result also demonstrated that most of the members coming to Attanwir Language Center (ALC) enjoyed learning English and practicing their speaking skill due to the fact that they were given different method, flexible time, and distinctive environment.

Key Words: Implementation, Speaking Skill, Dormitory English Program

INTRODUCTION

English has emerged as an international language worldwide. This language is eventually crucial to be learned (Sayuri, 2016:48). Even though promoting Indonesian language as part of international languages in Asia has been accomplished, English is still perceived as a prominent language that should be learnt in which it is indicated by the increasing number of the learners in Attanwir Language Center at one private dormitory based in East Java, Indonesia. As asserted by Wicaksono (2016), the courses comprised 20 courses in 2000, 72 courses in 2005, 110 courses in 2010, and 145 courses in 2015. It denotes that there is high eagerness or encouragement in learning English.

The course provided in Attanwir is categorized as formal education in learning language, particularly English. It is named as Attanwir Language Center(ALC) due to the increasing

number of courses offered. Additionally, it is recognized as "educative destination" since the number of the courses there goes up and it is due to the unique phenomenon that appears in which learners are capable of practicing their English with the community, including all ALC learners.

In Attanwir, the learners can choose a program based on their needs to learn English. The courses in Attanwir Talun Sumberrejo offer various programs, although English has four main skills which are grouped as productive skill including speaking and writing and receptive skill including listening and reading (Harmer, 2007:265), such as TOEFL, IELTS, Speaking, Grammar, Pronunciation, Vocabulary, Reading, Writing, Listening Dormitory, and the other.

Inorder to support learning English, speaking, in particular, numerous courses in Attanwir Language Center Talun Sumberrejo provide dormitories which are divided in two kinds, namely a dormitory provided for female learners and the other one is provided for male learners. Normally, Attawir offers two programs. As conveyed by Ahsanu, Feruansyah, and Handoyo (2014:386), the programs are held twice, namely early in the morning (after dawn) and in the evening (after *magrib*). Additionally, the strategies applied in the dormitories encompass: (1) giving a lecture, (2) question and answer, (3) making a study group, (4) and performing a presentation, debate, including role play.

One of the reasons why members of dormitory do not use English in communication is that they are afraid of making mistakes and being laughed (Abadi, 2015:153). In other words, it can be said that the members was lack of self confidence in using English. Therefore, conducting research which investigates the strategies used by teacher in motivating the students to speak English and enhancing their self-confidences is needed.

The study about strategies used by the teacher to make the students speak English was conducted. The case study was done in a course in Attanwir Language Center. The scope was only in a Speaking Class. Her study limited to investigate the strategies in ALC. She suggested the future researcher to investigate the other strategies used which success to make the students speak English.

Huda (2016:36) stated that nowadays, teachers should rethink and renovate the teaching strategies to find and use appropriate strategies following the era. Similar with him, Larenaz, Hernandez, and Navarrete (2015:176) suggested that teacher should use available teaching strategies to get the goals. It demonstrates that the teaching strategies have a pivotal role in learning and teaching language.

In speaking, teaching strategies are tremendously crucial to solve the hindrances the students encounter and assist them in improving their fluency and accuracy (Widyaningsih & Robiasih, 2018:46). In short, it is called as habit formation. Teaching speaking needs habit formation because speaking is productive skill which needs to practice as often as possible (Zyoud, 2016:2).

The course that researcher plans to be researched in Attanwir Language Center with some following reasons: (1) it has existed for 17 years, (2) its dormitory is famous with discipline rules, (3) Attanwir Language Center is selective in accepting students out of basic class for each program; speaking, grammar, and pronunciation, (4) Attanwir English Center offers affordable fees with good services, and (5) the highest number of respondents (80%) had ever studied in Attanwir Language Center followed by Peace (75%), and so on.

Also, regarding the uniqueness of Attanwir Language Center, it is very discipline and could not be negotiated such as the requirement for who wants to stay in ALC dormitory, he or she must join speaking and pronunciation class beside the programs in dormitory itself.

Some courses allow the members to stay in their dormitory without joining its program and take any course. Also, in each week, ALC has “sharing time”. It is used to make clear any problem that occurs in the dormitory. The members are trained to discuss seriously whether discussing about a little problem or bigger.

Theoretically, this research can be a good contribution for educational research, particularly in the use of strategies in teaching speaking whether in speaking class or dormitory, the implementation of effective speaking and dormitory program including preparation, implementation, and evaluation. This research is influenced by Christie and Listyani (2018) who did study to investigate the teachers’ strategies in increasing students’ self-confidence and Jalaluddin (2015) who did study in Attanwir Language Center to investigate the topic discussion by the students whether it is guided topic or situational topic.

METHOD

The researcher utilized qualitative case study in this study. It was applied to give a description on the particular facts of teaching and learning process in the speaking and ALC dormitory programs. This study was carried out to describe the objective of speaking and dormitory program, strategies, including the management implemented in both programs, such as preparation, implementation, and evaluation. Three participants were involved in this study, namely: (1) the director, (2) the tutor of speaking class, and (3) the tutor of dormitory.

The ALC director graduated from a private university in Surabaya as master of education. She had joined some courses in Attanwir and established her own course since 2010 demonstrating that she has become the director for years. The data attained from the ALC director was associated with the background of establishing the speaking and dormitory programs, the target of establishing both programs, the problems that occur while establishing the programs, also the solutions of the problems, and future planning to support the programs. The information from the director was used to answer the first research question: how are the objectives of speaking and dormitory developed Attanwir Language Center ALC?

The research instruments of this study are interview (Tutor of Attanwir Language Center), observation, and documentation (Member of Attanwir Language Center). It is also termed as triangulation.

Structures and unstructured interviews were utilized by the researcher in order to attain information from the subjects of the sources data, namely the director and the tutor of the ALC. The structured interview was applied to obtain the data so that the research questions could be answered. Conversely, the unstructured interview was undertaken to have free questions and give answers regarding things that should be clarified.

Three common stages in qualitative research by Miles and Huberman (1994) were applied to analyze the data, namely reducing, displaying, and concluding the data. In this study, the theoretical basis of Miles - Huberman model and strategies for implementation are discussed from data analysis methods applied in qualitative research. Essentially, this study was aimed at providing a conceptual basis for the problem of the application frequently arising from lacking methodology in analyzing qualitative data.

RESULTS

Speaking program at Attanwir Language Center ALC was established in 2010. Three years later, the establishment of ALC dormitory was accomplished since some learners came to Attanwir due to having a goal of mastering the speaking skill. Hence, it was necessary to

build a dormitory so that the learners could be assisted in generating pastime in terms of using English to communicate with others in everyday life.

“A speaking program or skill to speak needs a habit. Someone who learns foreign languages in environment which does not support to use the language will get difficult and less confidence. So, we use dormitory system. The first time of establishing ALC in 2008, we did not use dormitory. The problems were the learners come to Attanwir to mastery only speaking skill. For this reason, we establish the dormitory” (Andik Wahyudi, director interview).

Speaking program in Attanwir Language Center ALC consists of three levels, namely Primary Speaking, Secondary Speaking, and Tertiary Speaking. There are two dormitories supporting it. First, it is called The First S[‘]tory in which it is a dormitory provided for male learners, while the other dormitory is termed as the Second S[‘]tory provided for the female learners. The brochure vividly mentions the information related to the programs, including the length of the programs carried out daily or monthly. The fee that should be paid in a month or in every meeting is also mentioned.

It can be known that the programs with the symbol of star require Placement Test. This is one of the uniqueness of Attanwir Language Center ALC that the learners cannot choose the program which is not based on their skills. It means, the programs which are free to be chosen are only Primary Speaking, Pronunciation I, Elementary Grammar, and Bahasa Indonesia. Hence, Attanwir Language Center ALC is commonly said “The class chooses the students, not student chooses the class”. It is explained by the tutor of speaking class in the interview.

“One of the uniqueness of Attanwir Language Center (ALC) is famous with the slogan that class chooses the students, not student chooses class.” (Faiza Khumairotiz Zahro, tutor interview).

As conveyed by the director, the programs (speaking and dormitory) have a target. Its target is to provide an opportunity for learners to be capable of using English for speaking and expressing or comprehending the meaning. Additionally, they will be capable of communicating and pronouncing English words properly. Besides, not only does the dormitory assist the students in enhancing their capability in speaking, but it can give them a chance to learn how they can use the language appropriately.

In speaking class, the varied strategies are classified into two kinds, namely monologue and dialogue. Monologue encompasses Topic Table Session (TTS) and Presentation, while dialogue entails debate, game, and conversation.

“In teaching speaking, there are two strategies used; monologue and dialogue. In monologue, there is called TTS where the students are given a question or sudden question about daily activity. Besides TTS, there is presentation.” (Faiza Khumairotiz Zahro, interview tutor).

From those strategies, the one which is often used for each kind is presentation and conversation. Presentation is an effective strategy because the students are allowed to prepare the presentation well which the theme is given before. The students can prepare in the dormitory and it is presented by bringing the note, not remembering. It is hoped that the students can read English text and understand how to pronounce.

In dialogue, the strategy that often used is conversation between two students. The students are given topic and theme. For example, “Do you like to study seriously or relax?”. It is hoped that students can express their opinion by using English.

Attanwir Language Center ALC had some uniqueness. First, it was very discipline in registration. The students must give photos 3x4 with good quality of paper and position. Some students were rejected and asked to have photo in the studio if he or she still wants to register. Second, Smart had its own standard time and it was termed as WIALC (Waktu Indonesia Attanwir Language Center). It was used to support the discipline of time.

Third, Attanwir Language Center ALC provided a test schedule for those planning to take a program out of basic level, and its term was "Placement Test". Hence, the popularity of Attanwir Language Center ALC was that there was a saying mentioning that the students were chosen by the class, not the class was chosen by the students. Forth, the students are allowed to wear all kinds of attire as long as it is proper. As a matter of fact, nonetheless, the outfits worn by some of the students were shorts, sarongs, and T-shirt. Lastly, the director prioritized discipline in giving an evaluation associated with the progress of each program in which in this context, the director served as the one who was in charge of monitoring or evaluating it. Besides, there was *Rapat Pengajaran* serving as a meeting under taken twice in a fortnight for the Attanwir Language Center ALC team.

Specifically, there is distinctive specialties that appeared in dormitory and speaking class. First of all, in speaking class, academic speaking was applied as the speaking model in Attanwir Language Center ALC, so fundamental grammar was necessary to be taught to the students. Additionally, students were given a test verbally if they plan to take Secondary Speaking (the second level of speaking). The test was held to examine their speaking ability. Besides, they were given a written test to measure their grammar skill. Secondly, speaking class provided complete information associated with the activity schedule carried out in a month and its term was "Contract Forum". It provided information on the materials that would be learnt, the references that would be employed, including scoring, WIALC, the area of parking, and the culture in ALC. Also, there would be a discussion on the agreement for smokers.

Third, the students were allowed to have class by eating, having a cup of coffee or tea, smoking, listening music, since they can understand the material determined by answering some questions. Forth, the varied colors such as green, blue, red, and black were utilized for distinctive meaning. Additionally, the students were allowed to apply the varied colors in their writing. Every color had its own functions. In writing materials, the black served as the color that should be chosen, while the red is applied for pattern or function. In addition, the blue was utilized for word class or the combination names, while the green was functioned for the others. Lastly, attendance was crucial. Joining final examination would not be allowed if the students were absent for over thrice no matter if they had asked for permission or not.

Dormitories also owned specialties. Firstly, pronunciation and speaking programs (out of dormitory programs) should be taken by every member. It indicated that for those who planned to join ALC dormitory, yet they once took speaking program in other courses, it was necessary for them to take basic speaking class or join a placement test to take higher speaking level. Secondly, controlling English was also strict. Those who were in charge of controlling were the tutors and the senior members of the dormitory. The punishment was determined by the agreement whether one had to jump into a river or gave a speech in a place, such as a place located near a street or in front of the dormitory (for the females). Thirdly, there was also guidance culture in the dormitory. The new members would be commonly guided by the senior members to eat or study together in their leisure time. Forth, the members attained new names based on the agreement in which it was carried out in order to generate familiarity among them. Lastly, there was "Sharing Time". It was the time to give

evaluations and discuss anything whether social or private problem of each member as weekly evaluation.

DISCUSSION

In this part discussion as the following points; the objectives of the speaking and dormitory program, the strategies used by the tutors, and the activities implemented and evaluated in speaking and dormitory program at Attanwir Language Center ALC.

The Objectives of Speaking and Dormitory Program at Attanwir Language Center ALC

The establishment of the speaking and dormitory programs occurred due to the fact that several students went to ALC since they intended to master speaking skill; they wanted to own a capability in terms of communicating with others by using English. The dormitories assisted them in building their pastime to utilize English in everyday life.

Learners were merely interested in mastering speaking due to the crucial role of this skill in learning a language. Speaking is famously termed as a superior skill (Sobhi and Peece, 2018:1). It has a pivotal role in teaching and learning (Bozkirli and Er, 2018:66). Additionally, in terms of communicating, speaking emerges as the most prominent skill (Dewi, 2018:127). Hence, speaking class becomes the course mostly offered in Attanwir.

While establishing both programs, some problems were occurred. First, the slogan in Attanwir that the students can mastery English in short time made the students misunderstanding that they need to study hard and smart to get success learning of English in short time. The key of success in the system of institution were including the students, not only the tutors themselves.

The future planning is to build the dormitories in one location. Now, the dormitories are located based on the rent house. Besides, the dormitories are planned to group based on the students' genre and level, not only the genre.

It means that based on the speaking level in Attanwir Language Center ALC, there will be three groups; preliminary speaking, secondary, and tertiary speaking. It will help the tutor to construct the material and strategies used based on the students level.

The Activities Are Implemented and Evaluated in Speaking and Dormitory Program at Attanwir Language Center

In speaking class, it was necessary for the tutors to take "*assistansi*" program. Joining this program could assist them in knowing the concrete circumstances in a class level and sensing the atmosphere. The tutor candidate had to join a full time program in which it lasted for a month. She or he should make notes regarding the way how to convey the materials, how to stimulate the activeness of the class, how to resolve the problems that might occur, and other crucial stuff that was necessary to be written. In addition, the candidate had to join a micro teaching program held for an hour. This micro class was also attended by ALC team including the directors playing a role as the students in which they were in charge of evaluating the candidate by considering numerous aspects such as the teaching style, the language utilized, gesture, intonation, the way the candidate applied when giving an explanation on the material, answering questions, solving problems, and so forth. A lot of aspects were discussed and finished in the evening.

Darwish and Sadeqi (2016) conveyed that there was a prominent role in the micro teaching in which it assisted the teacher candidate in achieving teaching skill and experiences

in the classroom in a natural way and organizing the teaching practice in the class. It is supported by Reddy (2019:65) conveying that micro teaching gives assistance for a teacher in comprehending the teaching and learning process, including the way how the teacher teaches students optimally. It indicates that micro teaching is valuable for helping the teacher candidate before he or she becomes a teacher.

Preparation

In the Speaking class and the other programs, the tutor needs to have called “*Assistansi*”. He or she becomes an assistant and joins the class for a month. It emerges as part of the requirements to be a tutor in each program and level. For instance, the tutor in Tertiary Speaking would like to teach the Primary Speaking, so it is mandatory for him or her to join *Assistansi*. It is carried out to sense the class atmosphere since every level has its own attributes.

It is also necessary for the tutor to take a micro teaching. It is held for an hour in front of the team and director attending in the class serving as students. Afterwards, the tutor is assessed by considering several aspects such as the style he or she demonstrates, his or her intonation, the materials conveyed, and other common aspects. It is conducted from morning to evening conditionally based the circumstances. Besides conveying their critics, the director and team give suggestions.

“In preparing the material, we have to join *assistansi* before being tutor. The *assistansi* is joining the program for a month. We take note for some important thing in teaching material. After that, there is micro teaching. We teach the director and Smart team as the students for one hour. Then, they evaluate us about our style in teaching, intonation, character, how we bring the material, etc. They give us critics and suggestion. It is conducted from morning to evening. The last, there is *Kontrak Forum* in the first day of program. It is about what material that we learn for a month.”

Implementation

There were two activities held daily in the speaking class, namely Study Class (SC) and Main Class (MC). SC was a class provided to discuss material associated with basic grammar for speaking. In Attanwir Language Center ALC, the model applied was academic speaking. Accordingly, teaching grammar was included.

As asserted by Leong & Ahmadi (2017), speaking components (pronunciation, grammar, fluency, vocabulary, and comprehension) should be mastered by learners. Hence, being an outstanding speaker is challenging; it takes efforts. Grammar has a pivotal role in which it helps learners preclude them from a misunderstanding when communicating with others. It is in line with Praise & Meenakshi (2015:101) mentioning that grammar can assist a language learner in controlling and avoiding miscommunication.

Meanwhile, MC was a class provided to hold speaking activities. In this class, the students were stimulated to speak up. Its implementation could be undertaken by utilizing dialogues such as games, debates, conversations, or monologue practices (e.g. performing a presentation, speech, or storytelling). The students were also encouraged to practice speaking in which it was crucial since they had to practice speaking persistently in learning speaking. It is supported by Leong & Ahmadi (2017:35) conveying that it is necessary for learners to speak up frequently.

In addition, there was another class namely Study Club Mandiri (SCM). The term *Mandiri*, literally interpreted as "independent", was given to this class due to the fact that this class was held with no tutor in the speaking class. Senior students who were in the secondary or tertiary class handled SCM that was held twice in a week. The activities in the class encompassed having a discussion on grammar materials for speaking or other activities stimulating students to speak up.

Evaluation

There were two evaluations provided in the speaking program, namely internal and external evaluations. Internal evaluation encompassed daily oral, midterm test, and final examination, and it was carried by the tutor. Conversely, the external evaluation entailed *Rapat Pengajaran* held twice in a fortnight. It was attended by the tutor with Smart Team, including the director in which they commonly had a discussion on the students' capabilities and levels, or other problems that were encountered including how to resolve them.

It can be stated Attanwir Language Center ALC applied the concept of Team Teaching for the programs. In Preliminary Speaking, there were Ms. Faiza and Mr. Rizky as the tutors. Besides, the director would give an evaluation to them in teaching meeting in which it was crucial to examine the progress of learning and teaching process. As supported by Yudhi and Mazizah (2016:180), they conveyed that team teaching was helpful in terms of developing the quality of the teachers by having a discussion on the strengths and drawbacks of the teaching implementation so that it could be enhanced in the future.

The dormitory also had internal and external evaluations. The external evaluation was the same as the speaking class, namely encompassing *Rapat Pengajaran*. Meanwhile, the internal evaluation was held every day (after praying *magrib*) and every week (every Thursday night). It was termed as "sharing time" in which students freely shared myriads of topics (social or personal stuff) that they could discuss.

Knowing students progress based on their thoughts or knowing problems the students encountered in the weekly evaluation is pivotal. It demonstrates that in the period of learning in a level which was a month, there were four meetings the students had to attend serving as the "sharing time" in which they had a discussion on the problems they encountered either in the class or in the dormitory. Besides, daily evaluation came in handy to build the students' responsibility character regarding their cleaning schedule.

Additional evaluation was Placement Test (PT). It was provided for students that did not pass the minimum score in each class and the learners taking class out of basic class. It was held twice in a month and followed by Placement Test Susulan (PTS) for those who did not pass the PT. Speaking encompassed written and oral tests. The written test for Preliminary Speaking level to Secondary Speaking was about phrases and changing tenses. Conversely, the oral test was about direct speech for 5-7 minutes.

As stated by Ugiljon, Anakhon, and Gulnoza (2018:27), there were numerous aspects assessed in the speaking test, namely fluency, grammar, content, pronunciation, organization, vocabulary, and diction. Additionally, it was necessary for the teacher to generate an enjoyable atmosphere when giving the test for the students by selecting the material which was suitable for the students' preference, age, and level. Furthermore, Amri (2010:116) conveyed that in the direct speech test, the content that was assessed should have familiarity with the students' experience, knowledge, and skill level.

CONCLUSION

Attanwir Language Center ALC owned some specialties. In controlling the discipline of time, Smart had its own standard time called WIALC (Waktu Indonesia Attanwir Language Center). The learners in Smart were given an explanation on its time and they were given permission to check off their time by adjusting to the Smart's time. There was a test schedule provided by Smart in accepting new learners planning to take any program out of basic level. Its term was "Placement Test". Hence, Attanwir Language Center ALC was broadly known for its saying mentioning that it was the class itself that selected the students, not the students selected the class. Additionally, the students were freely allowed to wear any kinds of attire as long as it is proper. As a matter of fact, nevertheless, several students wore sarongs, shorts, and t-shirt. When monitoring or evaluating the programs, the director was totally strict. Besides, there was a meeting called *Rapat Pengajaran* attended by the Attanwir Language Center ALC team in which it was held twice in a fortnight.

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