

PORTRAYING STUDENTS' SPEAKING SKILL THROUGH "SPEECH ACTIVITY" IN MTS SWASTA MANBAUL ULUM BONDOWOSO

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Abstract

This research presents analyzing student abilities through daily speaking practice in MTs swasta Manbaul Ulum Bondowoso. Speaking skill is one of the four important skills, since it can be more beneficial for them who mastering speaking skill, students understanding in speaking skill will make them easier to communicate and build relation including for people who works related to English. However, there are common problems faced by students due to their lack of knowledge related to grammar, vocabulary and not even knowing how to pronounce some words and sentences correctly. The proper strategy provided by the teacher is very important to make the learning activities run optimally. This research used a descriptive-qualitative. The sample of this research are students that doing the permission during the class while the observation took place and the students that doing the oration after the flag ceremony activity, the sample from 7th grade are 5 pupils, 8th grade are 5 pupils, while the 9th are 5 pupils. Researcher used an interview, observation and documentation in collecting the data. The findings of this research showed a good result since the implementation of speaking strategy called "Speech Activity" by the teacher, although there is still a large difference between the 7th and 9th grade in proficiency level, because this program has only been running for about 2 years. In conclusion, the main factor of this program is the students, while the teachers stand as a supporting factor system. The sustainability of this program shows how good the environment that has been built is, through this program students' insight increases very broadly. Schools are expected to pay more attention to learning support devices that can help the students in learning activities.

Kata kunci: Speech Activity, Speaking Skill, Speaking Practice

INTRODUCTION

Learning English includes more than just listen English is an international language which applied by 500 million to 1 billion speakers around the world which divided into first language that used by around 375 million people and more than 750 million people speak it as their second language. English spreads extensively and get too big to prevent, the language spread all over the world into almost all the fields such as geographical, political, economic, education, and entertainment factors (Rao, 2019). In other hand, the rapid development of technology in this era has also become one of the important elements for English development and progress both with all of its advantages and disadvantages as a foreign language for Indonesia.

In Indonesia, English is a foreign language which is learned only at schools for students and applied by people in certain conditions but do not speak this language in society (Napitupulu and Kisno, 2014). They should learn English at the school that divided by 4 skills: listening, speaking, writing, and reading (Wijaya, 2015). In this case we talk about speaking skill, this is one of the important skill since it can be more beneficial for them who mastering speaking skill, the only clear

and general thing we all agree and call it as a prove is this will make them easier to communicate and build relation with all people around the world, including for people who works in office or other job related with English. In addition, Widowati and Kurniasih (2018) also stated that students' speaking ability connected to the students' background culture.

All of these are common problems faced by students due to their lack of knowledge related to grammar, vocabulary and not even knowing how to pronounce some words and sentences correctly, so it is very critical for them to be able to speak English in their daily life fluently (Erfiani, 2017). Those are some fatal point of elements of speaking skill students have to solve with the help of teachers.

By some reason English is a school subject which means this will only be discovered and taught at school so teachers become a main role to handle and fulfill students understanding, teachers should have prepared their own strategy in order to make the common material become even easier and convey the material gently so that make them as outstanding learners also easy to absorb what they deserve.

Fleta in (Romero, 2009) said at this age of active learners, their brains are categorized as a period of thought flexibility which allows some abilities to develop easily during that period of time, whereas on the contrary it will be very difficult after all for these abilities to be developed further more. Therefore, to simplify their mastery in learning something which in this realm is through speaking skill, teachers need to maximize the moment at every grade level since the age of learners in learning period actually has a great impact, the earlier the age of students the easier students will receive more information and details given, besides, if their golden age of learning has passed they will be more difficult to learn things they should have mastered in the past.

The right teacher's strategy is needed to bring English closer to them and will be so helpful to guide in avoiding the critical problems they will face in the future. More than that, with the right strategy they will not feel pressured when the learning process is in progress, since when they enjoy and come all over the process it will be a bigger chance for them to accept and get more new things. In line with the concept of behaviorism, unpleasant learning experiences will affect the student's comprehension which lead to students' ability to gain knowledge (Hermayawati, 2010).

The curriculum in MTs Swasta Manbaul Ulum has a learning program which focuses on emphasizing the speaking skill through daily speaking practice known as Speech. In this study, researcher focuses on describing the impact of speech activity to their daily speaking skill.

Based on the discussion above, this study poses the following research questions.

Problems of the Study

Based on the background of the study above, the problem of the study are:

1. How do the students practice speaking during "Speech Activity"?
2. What are the impact of the "Speech Activity" to the students speaking skill?

Objectives of the Study

From the statement of the problem above, the purpose of this research are:

1. To know the way students practice speaking during "Speech Activity".

To know the impact of the "Speech Activity" to the students speaking skill.

METHOD

This research is a descriptive-qualitative research, according to Hennink, Hutter, and Bailey (2011) qualitative research is an approach that allow the researchers to do detail examination to people's experiences by some specific method such as observation, visual method, in-depth interviews. This understanding is in line with this research because the researcher focuses on knowing more about the speaking practice in "Speech Activity" program.

The participants of this research were student from 7th – 9th grade at MTs Swasta Manbaul Ulum Bondowoso. The researcher choose that participant based on the data stated they had implemented the Speech program for about 1-2 years, so it was worth seeing the result. There are 34 pupils at the 7th grade, 29 pupils at the 8th grade, and 31 pupils at the 9th grade. The sample of this research are students that doing the permission during the class while the observation took place and the students that doing the oration after the flag ceremony activity, the sample from 7th grade are 5 pupils, 8th grade are 5 pupils, while the 9th are 5 pupils.

The primary data in this study are interview with English teachers at MTs Swasta Manbaul Ulum and observation during the class activity, while the secondary data or reinforcement data in this study is obtained from data regarding file document of the school that contains materials for Speech activity, curriculum structure, intracurricular, and documentation during the research process.

In the research conducted, the researcher acted as a full observer, in which the researcher come to MTs Swasta Manbaul Ulum Bondowoso to meet directly with the English teacher and conduct interviews while collecting some of the data needed in this study as materials for later analysis. Besides, the researcher also knows the status of the subject clearly.

FINDINGS AND DISCUSSIONS

After the researcher obtained the data, then it conveyed into two parts. Each part answers each research question. Research conducted at MTs Swasta Manbaul Ulum for 2-3 weeks obtained several findings that could answer the research questions.

The implementation and the impact of speaking practice through “Speech activity” in MTs Swasta Manbaul Ulum

In this section, the researcher distributes the findings from observation and interview about the students daily speaking practice. The school implemented speaking practice through “Speech activity”. In this activity each group of speech contains 5 pupils from the same class, then they got the text a week before they memorized and had a speech in front of all participants of flag ceremony. That one-week break is a time for them not only to memorize the content or speech in the text but also to study it seriously and absorb the essence of the text that that has been given by the teacher, such as the vocabulary or phrases listed which can later be used or applied in direct interaction in the school environment. The performance of the oration will be held right after the flag ceremony is finished where the ceremony participants will not be disbanded immediately but they will stay in the middle of the field to witness each student who gets a share to perform their public speaking one by one directly, in accordance with a total time of around 10 up to 15 minutes for all 5 students from what has been determined, which means 1 student only allocated 2-3 minutes to do the performance.

The researcher used code to present the observation data as follows:

- * S = Subject
- * 7/8/9 = grade
- * 1/2/3/4/5 = number of subject

Table 4. 1 Observation of The Implementation of Speaking Practice through “Speech Activity”

Subject	Indicator of Observation			
	Confidence	Fluency	Pronunciation	Intonation
S.7.1	4	3	3	2
S.7.2	4	2	2	1
S.7.3	3	2	2	2
S.7.4	4	1	2	2

S.7.5	3	2	2	1
S.8.1	4	2	3	1
S.8.2	4	3	2	2
S.8.3	3	3	2	2
S.8.4	3	3	3	2
S.8.5	3	2	3	2
S.9.1	4	3	4	3
S.9.2	3	4	3	3
S.9.3	4	3	3	4
S.9.4	4	3	4	3
S.9.5	4	4	3	3

* scoring guidelines:

4: Very good

3: Good

2: Fair

1: Bad

Based on the table above, we can explain that:

1. Observation at 7th grade:

Confidence: having a good level of courage and self-confidence.

Fluency: having a low fluency in speaking, it still needs to be guided by the teacher.

Pronunciation: unable to pronounce most of the vocabulary and phrases well.

Intonation: unable to emphasize certain words either raising the voice or lowering it according to conditions.

2. Observation at 8th grade:

Confidence: having a good level of courage and self-confidence.

Fluency: there is a significant improvement in speaking fluency in pronouncing phrases and sentences.

Pronunciation: there is a significant change in pronouncing a phrases or sentences better.

Intonation: still unable to emphasize certain words either raising the voice or lowering it according to conditions.

3. Observation at 9th grade:

Confidence: having a very good level of courage and self-confidence.

Fluency: being at a much better level in pronouncing each vocabulary, phrases or sentences.

Pronunciation: pronunciation of each phrases can be pronounced well.

Intonation: quite good at playing the rise and fall of vocal tones followed by their fluency.

Teacher's voice on the implementation and the impact of speaking practice through "Speech activity" in MTs Swasta Manbaul Ulum

Researcher conducted interviews regarding matters related to daily speaking practice activity.

The first question was regarding the relation between "Speech activity" program and the curriculum and also objectives of the program, the English teacher of the class Mr. Wahid answered as follows:

"This program is included in the Kurikulum Merdeka, sir, because in the Kurikulum Merdeka it is called P5, while in Kemenag it is called rahmatan lil alamin, so the program is the same for introducing student profiles, Pancasila, so it is included there to bring it closer to the practicum and socializing side, because with the "Speech activity" there must be collaborative activities between students. In order to make it even more smooth of the use of English, it is necessary to familiarize

students with using English, be it phrases, sentences, or grammar and also along with that, it will have more potential to increase English vocabulary and mentality so later it can be formed.”

Based on the quote above, several activities related to English are included in the school curriculum and the aim of the program is to emphasize students to do more practice, socialize and collaborate among the students in order to increase the students’ English language potential.

The second question concerns the flow of implementation of the program. Mr. Wahid answer as follows:

“It is held once every two weeks right after the flag ceremony, so they still have a week of preparation for their speech performance. Then in class they are asked to memorize the vocabularies or phrases used to ask for permission or just say hello to start interaction among students, such as a general conversation that occurs, but there must be additional new vocabulary every week.”

Based on the quote above, there are two types of this activities that focus on practicing daily speaking, the first is carried out immediately after the flag ceremony where students are required to come forward one by one to make a speech or speak publicly, and the second one is carried out in class where they have to memorize new vocabularies to later be applied in daily activities such as when asking permission to go to toilet or even just greeting a teacher or friend.

The third question is about the main factors and supporting factors that must exist to support the success of Speech program.

“Actually, the main factor is the desire and willingness of students themselves, we as teachers are nothing more than facilitators as a supporting factor.”

The main factor is the students themselves, how their desire and enthusiasm to continue learning without being discourage, while the teacher who guides them is only a supporting factor who is ready to lead the students to success one day.

The fourth question concerns how the method is used.

“We focus more on oral and memorizing, in a week they memorize 5 words and that can be used for permission to go to toilet, permission to go out and so on.”

So the method used is to focus on direct practice where they will get the task of memorizing several words or vocabularies each week which will later be used for daily interactions.

The fifth question concerns the existence of books, especially those used as guidelines for the Speech program

“We don’t have any special book, only ordinary package books, most recently we were given a package book from Airlangga.”

There is no special guidebook from the expert, but it is only a book used for regular English learning but teachers have overcome it by discussing the approach they will use to guide students in practicing the speaking, both in terms of relevant vocabularies and phrases as daily speaking practice.

The sixth question concerns whether students are allowed to use their own version of words or phrases in the Speech program or not

“Allowed, they can use the version which given by the teacher for their speech, but for daily interaction vocabulary they can use their own vocabulary or take new vocabulary from the speech text to memorize.”

Based on the quote above, the school does not restrict students to just using the vocabularies or phrases given by teacher, but for anyone who already knows the vocabularies students are allowed to use it according to their own creations as long as the words chosen are still relevant in the students’ environment.

The seventh question focused on whether with this program can encourage students to be more confident in doing public speaking.

“There is a will and encouragement to be brave and now they are even braver to speak in front of many people.”

Based on the quote above, with this program which has been running for the last few years, there have been changes in this year's batch of students, they have become more courageous and confident than previous year's batch of students. They are no longer awkward to speak English in public.

The eighth question is about the place where this program is implemented.

"On the field and in the classroom when the learning take place, the students are happy and motivated to compete to show their abilities in speech."

As explained in second question, the place for this program to be implemented is in two places, the first is carried out immediately after the flag ceremony, and the second one is carried out in class while teaching and learning activities take place.

The ninth question concerns the students' improvement of ability after the program implemented.

"There is an improvement from before, both in terms of mentality, courage and the way they memorize their vocabulary more quickly."

There is an improvement in students' abilities, one of which is very noticeable in terms of mentality and self-confidence which has increase rapidly, not only that but also the ability to memorize has also increased well.

The last question is regarding the obstacles had occurred during the Speech activity, Mr. Wahid answered as follows:

"The problem is that there is very little time because considering that there are other activities at the foundation, it is called the boarding school, right, so we have to look for loopholes in the morning or during free time and the other problem is the lack of supporting facilities or devices that should be in every class."

With the environment that has been formed over the years, there is not a single friend who makes fun of or teases them, they sometimes even help or remind their friend. However, the biggest problems is the lack of supporting facilities or tools, such as media in the term of projectors or other media. All of this should be able to help students during the learning period and make it easier for students to understand the lesson.

Speech activity is MTs Swasta Manbaul Ulum's flagship program which focused on daily speaking practice activity and included in the P5 curriculum, where each activity lasts for 10 up to 15 minutes. In this case the accompanying teacher shares a draft of speech a week before flag ceremony take place and ask them to memorize it, and the next week they have to perform that speech. In other side, they also have to memorize 5 new words to add their vocabulary since in this school students are required to use vocabularies, phrases and sentences to get permission or just greeting their teachers and friends.

Based on observation we obtained that:

- Increase students' insight in English speaking
- Creating good cooperation between students
- Students can respect each other
- Comply with the rules and directions

DISCUSSION

In order to form students who have high discipline and are successful in the future, they must be able to continuously hone their oral or communication skills through public speaking (Al-tamimi and Shuib, 2016). As Klancar said (2006) young learners are like sponges, they absorb everything what they hear and what they see. Students will find it easy to absorb information by memorizing the text provided, but actually it is not only that, on the other hand students can also develop their conversational interactions because they are used to using English as their conversational language. This is in line with research conducted by Ibrahim and Shahabani (2020) that 87% of students agree that public speaking increases their level of confidence if they are required to always use English.

Based on research conducted by Inayah and Lisdawati (2017) oral communication is something that must be achieved when learning English, forcing them to do activities that hone their language skills will certainly make it easier for them to achieve this goal.

Based on Copland, Garton and Burns (2014) the teacher must create a situation where participants only use English to communicate, which will improve their English language skills. This is in accordance with the answer of the question 9 in the table 4.2 there is an increase in students' speaking skills from before the program was held and after the program, was held. This program also increases both mental, courage and the addition of the new vocabulary that they know. This also is in line with the research that carried out by Yunus (2021) stated that students are required to speak English as much as possible because direct practice is one way to increase self-confidence and speaking fluency.

Pertiwi and Hidayanti (2022) also stated that there are two factors that influence speaking anxiety, namely internal and external, well, the internal problem is lack of vocabulary and low proficiency, rarely practicing and worrying about not being able to express English sentences well, meanwhile the factor of external is afraid of making a mistake. Even according to research by Arifin and Alaydrus (2020) both students who have high English language skill or low proficiency in English still have their own anxiety, even though the level of anxiety experienced is different. Besides, there some impact of "Speech activity" on students which really numerous, one of the impacts is: increasing students' insight in English speaking, since not all students have basic English language skills, but by immersing themselves in "Speech activity" they can find out many things about the meaning of certain phrases. This line also has the same meaning as Iskandar and Sunendar (2011) stated that speaking skills are skills in reproducing the flow of the articulation sound system to convey wishes, needs, feelings and desires to others. This activity also indicates the representational function of the use of languages to make questions, convey facts and knowledge explain, report and describe (Halliday in (Brown, 2007)).

The things that deserves a thumb up is the impact beyond students' knowledge of English which is more about the students' mentality, with the application of Speech activity they have a good cooperation between students without they realizing it, they can help their friends when forget or having a difficulty pronouncing a phrases while speaking. A part from that, students really respect each other, they do not insult or laugh at friends who have difficulty or cannot pronounce a phrase correctly. This requires the role of environment and a very long time to create positive environmental conditions. This environmental behavior conditions greatly influences their level of success, especially for students who do not have basic knowledge of English, because in the research written by Yusa (2021) they have a problem of fear of making mistakes so that their self-confidence decrease.

By implementing Speech activity students are assessed as complying with the existing rules because they are used to it and there are directions that makes them walk along the established path.

This program is still being implemented based on the positive response of students, so it will not rule out the possibility of creating other positive impacts.

Based on the result we know that students having some problem which accurately to the references of Shen and Chiu (2019) above such as psychological problem like nervousness and lack of confidence, linguistic problem like insufficient vocabulary and environmental problem like lack of learning context for English conversation. As Kurniasih said (2021) students who study a foreign language must have high self-confidence in learning that language, because when someone speaks a foreign language it means they have learned something new. This matter can be solved by implementing speaking practice which involving in their daily interaction. Therefore, the more they get what they actually deserve such doing the learning activity, doing interaction, and obey the rules based on the school the more they will get more knowledge in order to improve their speaking skill. The whole problem they face above will be gone by time goes on.

CONCLUSION AND SUGGESTION

Speech activity is carried out once a week on Monday morning after flag ceremony for just 10 minutes, but the implementation is carried out every day when students are in the school environment during teaching and learning activities. The school hopes that students will be closer to international language, knowing more and deeper about English. Moreover, with the “Speech Activity” program that joins in P5 activities, it also supports students to be able to collaborate with their friends and hone their self-confidence to appear in public as well as train students’ mentality. So that English is not only known to students in premium school like school in cities or even school with an English curriculum, but schools in remote villages can also get the equivalent knowledge.

The main factor of this program is the students, while the teachers stand as a supporting factor system, but the absence of facilities makes the teachers a little difficult. The script used in the speech is the work of the teacher with addition of new vocabulary, so that when they remember the content in some of the text they can also add new vocabulary when they try to speak. The new vocabularies they learn will be arranged into phrases or sentences for them to use when getting permission, greeting the teacher or in class conversations.

The obstacles in this activity is the lack of time, so the teachers often try other opportunities in order to make this program runs according to the expected results, then the different level of confidence making time seem to go by quickly.

Among these students, there was no single student who felt insecure when doing the speaking during learning and teaching activity, because by practicing speaking in public this program significantly encourages them to be able to appear in any condition. This program also makes students not think that English is a foreign language, so they are not afraid to try speaking it.

The sustainability of this program shows how good the environment that has been built is, through this program students’ insight increases very broadly, they also learn to always respect each other, confident, and cooperate with their friends and also learn to follow the applicable rules as closely as possible.

According to the results of this study, the proposed suggestions are:

Schools are expected to pay more attention to learning support devices and create some learning strategies such as game for English especially regarding to speaking activities that can make students more enthusiastic and not get bored easily in improving speaking skills. That much better than just using explanation of the material that seems general and ordinary.

The future researcher needs to pay attention to a sufficient time span to carry out an analysis in order to find out how effective a strategy is to produce its maximum result.

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