


An Investigation on English Teacher's Strategies for Speaking Activities at SMA Muhammadiyah 6 Palembang

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ARTICLE INFO	ABSTRACT
<p>Article History: Recieved : 20-01-2022 Revised : 14-04-2022 Accepted : 15-04-2022</p> <p>Keyword: Senior high school student; Teaching strategies; The teaching of speaking</p>	<p>By incorporating an English teacher and a class of 30 students, this study aims to represent teacher practices in teaching speaking to students at SMA Muhammadiyah 6. This qualitative research is in the form of a case study. An English teacher was chosen by using purposive sampling as the participant on this study. A semi-structured interview was used to gather data and identify teaching tactics for speaking. The data were then discussed by using thematic analysis. The results demonstrated that the teacher employed a variety of strategies, including group discussion, brainstorming, and storytelling. The teacher used the strategies to encourage students to participate in the learning process. Because the strategies were implemented properly, they might be able to assist students in becoming more involved in the teaching and learning process.</p>
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How to Cite:

Priatna, R. (2021). An Investigation on English Teacher's Strategies for Speaking Activities at SMA Muhammadiyah 6 Palembang. *Ta'dib: Jurnal Pendidikan Islam*, 26(1), 43–54.

 <https://doi.org/10.19109/td.v26i1.11189>

INTRODUCTION

In Indonesia, English has become one of the most important subjects to master. According to Mattarima and Hamdan (2011), teaching English as a first foreign language has grown increasingly significant in Indonesia. Furthermore, according to Sari and Saun (2013), English has become an important topic from junior high to senior high school. English is undeniably vital to master, as evidenced by the fact that it is taught from kindergarten to university levels. It is clear that English is an international language, and its status as a foreign language is also clear.

Learning English in high school has several goals, one of which is to help pupils to master language skills, one of which is speaking. According to Richards and Renandya (2000), we use speech to offer instructions or complete tasks. It means that if a student wants to communicate his goal, he or she must talk in order for the message to be conveyed properly. Speaking is one of the disciplines in which students are required to be able to communicate through language (English). The goal of teaching speaking is to provide students the ability to express themselves in the target language so that they can deal with basic interactive skills such as exchanging greetings, thanks, and apologies, expressing wants, and requesting information and services (G. Brown & Yule, 1999). Everyone can freely and spontaneously express their views, ideas, and thoughts via speaking. However, communicating in the target language is difficult, especially if students have insufficient knowledge of the target language's linguistic competency, a lack of vocabulary, and lack of confidence, all of which make them fearful of using the language. Students are often hesitant to talk with their classmates because they are shy, according to Harmer (2007), especially when a teacher encourages them to express personal thoughts.

Everyone can freely and spontaneously express their views, ideas, and thoughts via speaking. However, communicating in the target language is difficult, especially if students have insufficient knowledge of the target language's linguistic competency, a lack of vocabulary, and lack of confidence, all of which make them fearful of using the language. Students are often hesitant to talk with their classmates because they are shy, according to Harmer (2007), especially when a teacher encourages them to express personal thoughts. Unfortunately, these occurrences also occurred among students at SMA Muhammadiyah 6 Palembang, who had difficulty communicating in English. According to preliminary research, the students lacked confidence in their ability to communicate in English due to their restricted vocabulary. Many of them lacked the appropriate vocabulary while speaking, and as a result, they were unable to maintain the conversation. In addition, the students indicated that they did not have enough time to improve their English. They only learned English in class a few times, and they only had limited opportunity to practice outside of class, making it difficult to implement the teachings they acquired. Hetrakul (1995) claims that pupils use English more frequently exclusively in class and less frequently outside of class. Furthermore, one of the primary issues in foreign language instruction is to prepare learners to be able to utilize the language, according to Bygate (1987). As a result, teachers must be innovative when planning classroom activities that will allow pupils to practice and use English. Furthermore, teachers must investigate the reasons, contexts, and components that contribute to effective speaking. The strategy utilized in the teaching process, often known as the teaching strategy, is one of them.

To overcome students' challenges in speaking, teaching strategies in speaking activities are critical. Students can use speaking strategies to increase their fluency and accuracy. To increase students' speaking skills, each teacher may use a different strategy. After putting the strategies into practice, the teacher can see how the students' understanding of language learning has improved, as well as benefit from a better understanding of what makes learners successful and unsuccessful, and create a classroom environment conducive to the implementation of successful strategies (H. D. Brown, 2000). It is critical, however, that the technique used be appropriate to their requirements and interests.

The researcher decided to study strategies in teaching speaking employed by English teachers at SMA Muhammadiyah 6 Palembang in order to find the best model of teaching speaking strategy. The purpose of this study was to describe the strategies utilized by the English teacher at SMA Muhammadiyah 6 Palembang in teaching speaking, as well as how the teacher uses the strategies in teaching speaking.

LITERATURE REVIEW

The Concept of Speaking

a. Definition of Speaking

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking is also the action of conveying information or expressing one's feelings in speech. According to Kayi (2006), speaking refers to the gap between linguistic expertise and teaching methodology. Speaking is an instrument that the researcher usually uses in daily life in order to inform or give ideas to other people. An idea means that all the things that the researcher needs to talk or share to other by saying and using formal or informal language. When someone speaks to other people, there will be a conversation. Thus according to Brown (2001), when someone can speak a language, it means that he can carry on a conversation competently.

b. Speaking Skills

There are four speaking skills that became the focus in this research. They are: Pronunciation, the method by which students can talk in a more clear manner. It suggests that even if a student's vocabulary and grammar are limited, they may communicate successfully if they have strong pronunciation and intonation. The traditional or customary uttering of words is referred to as pronunciation. From that remark, it can be deduced that pronunciation is the method by which pupils generate distinct spoken words when speaking (Kline, 2001). Grammar is a systematic means of accounting for and anticipating the linguistic knowledge of an ideal speaker or hearer. This is accomplished through a set of rules or principles that can be utilized to generate all grammatical or well-formed utterances in the language (Purpura, 2004). Furthermore, according to Greenbaum and Nelson (2018), grammar is a set of rules that allows us to integrate words in our language into larger units. The most important thing in a language, especially while speaking, is vocabulary; also, understanding a large number of vocabularies will make it simpler to express our ideas, feelings, and thoughts both orally and in writing. The vocabulary in spoken language is typically common and daily (Turk, 2002). It indicates that in order to grasp the spoken discourse, the vocabulary used in spoken language or speaking must be very familiar and used in everyday speech. And Fluency is defined as the capacity to communicate effectively,

fluently, and accurately. Fluency usually refers to the ability to express oneself verbally without being interrupted. If a teacher wants to assess a student's fluency during the teaching and learning process, the instructor should enable pupils to speak freely and without interruption. The goal is to assist pupils in speaking clearly and naturally. The teacher does not correct right away, owing to the belief that too much correction disrupts the flow of dialogue (Pollard et al., 2008).

c. The Important of Speaking Skill

The importances of speaking are as follows: 1) Speaking is the communication tool to transform ideas (Conrad & Dunek, 2012), express feelings (Bar-On, 2004); 2) The speaker becomes a well-rounded communicator who is proficient in all four language skills after mastering speaking skills. Such competence affords the speaker a number of different advantages, including the ability to enjoy discussing ideas with others while still managing to comprehend and appreciate oneself (Ranson, 2000); 3) Mastering speaking abilities allows the speaker to capture the audience's attention and maintain it until the end of his or her message; 4) It is critical to have good speaking abilities in order to succeed in your career. Speaking improves one's personal life by providing possibilities for travel, advancement, scholarships, or attendance at conferences, international meetings, or the opportunity to represent organizations in international events; 5) Speaking in front of an audience gives speakers the ability to sway people's opinions and affect their choices (Griffin, 2008); 6) Speaking is a cross-cultural communication system that regulates cross-cultural identity identification and the coordination of a country's political, economic, and social functions with other countries (Cushman & Cahn, 1985); 7) Foreign language speakers develop a variety of abilities, methods, and behaviors that help them deal with difficult situations; and 8) Speaking chances promote a sense of belonging, respect, and self-worth, as well as learning management, agency, and personalization (Fielding & Rudduck, 2002).

d. Types of Speaking Skills

There are five fundamental types of oral production or speaking (Brown, 2004). These include: 1) Imitative when someone is interested in what is labelled by "pronunciation." They mimic the pronunciation of a native speaker; 2) Intense, when a person's skill is to deduce the meaning of a dialogue from its context; 3) Responsive refers to someone's understanding of a brief dialogue, such as standard greetings and small talk, simple requests and comments, and so on; 4) Interactive language is divided into two types: transactional language, which is used to communicate precise information, and interpersonal language, which is used to sustain social relationships. It's more intricate than responsive; and 5) Extensive (monologue), which includes speaking, oral presentation, and storytelling, and in which the opportunity for oral participation from listeners is either severely limited (possibly to nonverbal answers) or completely excluded. All of the elements can indicate how far kids' speaking abilities have progressed. According to the explanation above, students' speaking ability is directly measured by their oral communication and skill in spoken language activities.

Teaching Strategies for Speaking

The researcher decided to study strategies in teaching speaking employed by English teachers at SMA Muhammadiyah 6 Palembang in order to find the best model of teaching speaking strategy. The purpose of this study was to describe the strategies utilized by the English teacher at SMA Muhammadiyah 6 Palembang in teaching speaking, as well as how the teacher uses the strategies in teaching speaking.

a. Cooperative Activities

Cooperative activities, according to Brown (2001), offer students with context and meaningful themes. It's critical to connect new material to what students have already learned and experienced. As a result, the more language items and contextually meaningful exercises stressing oral production that students are exposed to, the more they will be aided in speaking English.

b. Simulation and role-playing

The teacher does not focus on specific students when using the role play technique. Because the aims of each talent are distinct, the strategies used to obtain the capacity to write and talk would be different. Furthermore, Harmer (2001a) claims that simulation and role-playing boost students' self-confidence by requiring them to interact with others.

c. Creative Task

According to Solcova (2011), students enhance their fluency best when they engage in tasks that require all of their attention to produce anything. Instead of worrying about language, the students concentrate on the process of preparing food or drinks, with the goal of improving fluency. It is built on the notion that teachers consider what a student needs, from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency, according to Brown (2001).

d. Drilling

Drilling is nothing more than a fine-tuning of articulation. Drilling is a practice for improving pronunciation, according to Thornbury (2005). Drilling, according to Thornbury (2005), has several advantages, including allowing students to pay attention to new materials presented by a teacher, emphasizing words, phrases, or utterances in students' minds, moving new items from working memory to long term memory, and allowing students to gain articulatory control over language.

e. Group Discussion

In large classrooms, group discussion is effective for improving speaking ability. The teacher may separate the students into groups for group work. According to Ur (1996), this increases the students talking in a short amount of time while also lowering the inhibition of students who are afraid to speak in front of the class. The teacher can assign group members or the students can choose their own, but groups should be swapped after each discussion activity so that students can work with a variety of people and learn to be open to new perspectives. Finally, regardless of the goal of class or group discussions, students should always be encouraged to raise questions, paraphrase ideas, express support, seek clarification, and so on.

f. Brainstorming

Brainstorming encourages students to think creatively (outside the box) and to express their ideas, no matter how "out there" they may appear. Students can generate ideas in a

limited amount of time on a specified topic. Individual or group brainstorming is beneficial depending on the setting, and students develop ideas fast and freely. The benefit of brainstorming is that kids are not judged for their ideas, so they will be more willing to share fresh ones. According to Armstrong (2006), brainstorming is a beneficial tool for authors of all skill levels and degrees of experience.

g. Storytelling

Students can give a quick summary of a narrative or story they heard previously, or they can make up their own stories to share with their classmates. Telling stories encourages creative thinking. It also aids kids in expressing their thoughts, progression, and conclusion, as well as the characters and tale locations, and students can tell riddles or jokes. For example, at the start of each class session, the teacher may invite a few pupils to speak brief riddles or jokes as an introduction. Not only will the teacher address the students' speaking abilities, but he or she will also gain the attention of the entire class.

The Role of Teachers in Teaching Speaking

According to Harmer (2001b) there are three important roles that teachers can play if they want to get their learners to speak fluently. One of them is the prompter. It is when students are not sure about how to do a task, teachers often play the role as a prompter. During the speaking tasks, learners might demonstrate a kind of struggling when they try to express themselves. In this case, the teacher usually gives hints, suggests phrases or vocabulary. However, the teacher should be careful when he/she gives prompts to students during oral tasks because the primary purpose of prompting is to give the right amount of motivation and encouragement. We should not "take the initiative away from the students" (Harmer, 2007). One more role is that of the participant. This is when teachers participate in discussions not as teachers but as peers of L2 learners. The teacher usually assigns students to perform a speaking activity and from time to time intervenes to give feedback or corrects mistakes only when necessary. This role enables teachers to understand difficulties learners face during speaking activities. When giving any task to the students, the teachers can actually do the task themselves so that they can anticipate the difficulties that the students might encounter and better equip them with the strategies for that task. As a participant, the teacher can also make sure that students participate and are involved in the task. On the other hand, he/she shouldn't dominate the discussion. The next role according to Harmer is a "feedback provider". This is when teachers give feedback after the oral activity. Teachers should be very careful when they give feedback since over-correction might hinder students' motivation to talk. But encouraging responses may drive students to carry out the oral tasks with self-confidence which will in turn improve their speaking ability.

METHOD

Research Design

The design of this research was qualitative research. Qualitative research is a type of research in which the quality of relationships, activities, events, or objects is investigated (Fraenkel, et al. 2012). Qualitative research includes several objectives, including documenting and reporting on the development of significant concepts, theory formation, and testing (Cohen, Manion, & Morrison, 2002).

Subject of the Study

Subject of the study is the group of interest to the researcher (Fraenkel, et al. 2012). This study used purposeful sampling method which is known as non-random sampling method. Based on Cohen et.al (2002), purposeful sampling allows the researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. In this way, they build up a sample that is satisfactory to their specific needs.

The subject in this study was a teacher who teaches English as one of the subjects at SMA Muhammadiyah 6 Palembang because the researcher wanted to investigate specifically the strategies being used by the participant during the teaching of speaking.

Data Collection and Analysis

The data collection strategy for this study was a semi-structured interview. According to Bernard (1988), semi-structured interviews are best employed when you will only have one opportunity to interview someone and will be sending many interviewers into the field to gather data.

The interview began when the researcher determined the timetable for the interviews with the participants. The study concentrated on time management and preparation of interviewing aids such as an interview guideline, a recorder (the researcher utilized a voice recorder built into his mobile phone), a pen, and a notepad. A typical interview lasts between three and six minutes per participant. The interviewer followed a paper-based interview guide. Because semi-structured interviews frequently include open-ended questions and discussions may deviate from the interview guide, it is generally preferable to tape-record interviews and later transcribing them for analysis; thus, prior to conducting the interview, the researcher obtained permission from the teacher to record his voice. Teachers granted written approval to participate in this research. To develop rapport with the participant, the interview will be conducted in Bahasa Indonesia.

After performing the semi-structured interview, the following procedures were taken: transcription of the interview, validation of the data, and analysis of the data. This stage was designed to collect, analyze, and evaluate data in order to answer the research questions. Three stages were used in evaluating and concluding the data gathered in this investigation.

Data Analysis

Thematic analysis was used in this study. It was used to examine data collected during an interview with an English teacher at SMA Muhammadiyah 6 Palembang. Six processes of qualitative data analysis were followed in this research, as stated by Creswell (2009). To begin, the analysis of the data was organized and prepared. This entailed capturing the interview data using an audio recorder. Second, the researcher read the data or examined it. The interview was transcribed in this phase using an audio recording. Thirdly, the process of detailed analysis started with the coding procedure. Coding entails detecting text segments, enclosing them in brackets, and giving each segment a code word or phrase that appropriately expresses their meaning. The interview data served as the basis for the coding procedure. Fourth, coding was utilized to analyze and create both a description of the scene

and an analysis topic. On the basis of the interview results, detailed information about the phenomenon was described and codes were generated for this description. Fifth, the researcher used descriptive language and themes from qualitative storytelling to describe the analysis's results. The researcher discussed the phenomena or chronological event and provided a description of each participant. Finally, the data analysis process concludes with the interpretation of the data's results or interpretation of the data's meaning. A summary of the key results and the methodology used to answer the study questions were given. The research compared or contrasted the personal perspective with the literature, discussed the study's shortcomings, and made recommendations for future research.

Establishment of Trustworthiness

After transcribing, the researcher verified the transcript for the purpose of member verification. Member checking was used to ensure the veracity of the data obtained. According to Merriam (1998), member checking was used to communicate a preliminary interpretation of the collected data to the interviewees in order to ascertain and reassure them that the interview results are reasonable. According to Creswell (2009), the researcher asks participants to verify the data's accuracy, including transcription, coding, classification, and report. This procedure was used to establish the validity of the data collected during the semi-structured interview.

FINDINGS

The researcher found that there were three strategies that the teacher used; group discussion, brainstorming and storytelling. The procedures done by the teacher are elaborated below.

Group Discussion

Based on the interview, the teacher stated:

In my class, there are over 30 students, so I very much prefer group discussion because in group discussion, they can learn to speak in public starting from a small group, and yesterday the theme was about a young successful singer like Billie Eilis. The theme, well, has to be something that's relevant to them.

The teacher would assign the students to any random groups and rearrange them after each discussion, he then would encourage the students to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Brainstorming

Based on the interview, the teacher stated:

In the beginning of the learning process, I like to apply brainstorming because it's a good way to make them focus and intrigued about the material that will be presented. Of course, brainstorming activities encourage students to think creatively and as free as possible. For example, one time the topic was about transportation. They'd have already imagined what are the parts.

Individual or group brainstorming is beneficial depending on the environment, and students create ideas rapidly and spontaneously. Because students are not judged for their ideas during brainstorming, they are more receptive to discussing new ones.

Storytelling

Based on the interview, the teacher stated:

There was a time when I used the strategy storytelling. I presented them a text or audio coming from my voice. For example, there was once I told them about the Prophet Yunus. The students noted important points. In this part, they must concentrate and be ready to tell what they just read or heard. They could also create their own story if they wanted. It's actually good for improving their speaking skill and their learning interest.

By giving abstract concepts a tangible shape, stories may bring them to life. While we cannot always provide students with firsthand experience with psychological ideas, anecdotes may help. A tale often has more depth than a simple illustration. A tale describes a series of events - a group of people and something that occurs to them.

DISCUSSION

From the results of data analysis conducted by thematic analysis, it is discovered that first, the teacher takes into account the total number of students in his class in choosing the teaching strategies for speaking that is applied during the classroom activities. The decision to use the strategy group discussion may be well-thought of by the teacher in order to cover the weaknesses or disadvantages of teaching in a class with a crowded number of students. As stated by Johnson (2011), In schools with a lower student-teacher ratio, teachers may spend more time with each student, monitor their progress, and offer a more personalised teaching style that is better appropriate for each student.

Second, it is discovered that the teacher values students' autonomy in terms of what and how they learn, as well as what they do in the classroom. Through the use of options, teachers may increase students' engagement and motivation for learning in the classroom. Allowing students to choose their own choices has several advantages, particularly for high school students. Students find it encouraging to make their own decisions since they are given the option to do so. Choice has a strong motivational influence on kids since they are more inclined to participate in an activity if they feel they picked it (Patall, Cooper, & Robinson, 2008). For instance, if a student is able to choose an interest-based story to tell, their intrinsic motivation to speak will almost certainly increase, which will benefit their speaking ability (Barbosa et al., 2006). When they make their own choices, they are also developing the critical skill of reflecting on their choices and personal growth, which enables them to adapt tasks to their specific needs (Suarez, 2007). According to Robinson et.al (1995), people who are engaged in their work are motivated by four fundamental goals, each of which satisfies a distinct need: (a) success (the need for mastery), (b) curiosity (the need for understanding), (c) uniqueness (the need for self-expression), (d) relationships (the need for involvement with others), and (e) energy. According to Wasserstein (1995), students seek the chance to follow their own interests via more insightful and hard assignments since the triumph associated with completing them empowers them.

Thirdly, it should be acknowledged that the teacher, based on the methods of the activities stated during the interview, promotes and stimulates students to talk in the classroom. The relationship between listening and speaking is critical in this case. A teacher must listen carefully and sympathetically, as this type of attentive and sympathetic listening is required for the majority of effective speaking instruction. An English teacher should educate students that speaking should be spontaneous, regardless of the subject. A teacher might actively encourage students to write their spoken work in this regard. Lucas (2001) reflects this sentiment, stating that preparation is critical for speaking activities. Though learning to speak is mostly a natural process, the English teacher must recognize that oral drafting may be more appropriate for some sorts of planned performance, and the voice's potential and ability to celebrate and achieve should never be underestimated or under-taught.

Finally, but certainly not least, selecting appropriate or relevant material for the students was a critical aspect of how classroom activities were performed. In this situation, the content was created by the teacher. The benefits of teacher-designed materials are often discussed in relation to the use of textbooks or coursebooks. Rather than focusing exclusively on coursebooks, we've shifted our attention to teacher-produced materials, believing that the disadvantages of coursebooks can be leveraged to benefit teacher-produced materials.

CONCLUSION

Based on the research findings of this study and the discussion of the previous chapter, it can be concluded that the strategies of teaching speaking that the teacher used were group discussion, brainstorming, and storytelling. The number of students the teacher has in his classes factored into his decision in choosing these specific strategies for effective use of the material and the limited time during teaching process. The teacher expressed, based on the recording, that the use of these strategies helped liven the class atmosphere and motivate the students to be more active in the classroom.

The writer would like to suggest a few things to the figures of interest regarding this study. For the teachers, it is suggested that teachers employ more teaching strategies other than those three and keep developing the way to keep the strategies viable to conduct during the classroom session. Therefore, the teacher is recommended to take parts in more lessons or training about teaching strategies especially for speaking. Additionally, the teacher is advised to adapt speaking strategies to the students' characteristics and degree of competence and to give resources that encourage students to participate actively via the use of different accessible media, such as the internet. And for the next researchers, it is hoped that this research will be of use as a reference when conducting a similar one about teaching strategies. What instruments are used and which participants are chosen must be considered wisely depending on the situation. As for the example, the writer of this research decided to choose Interview due to the current condition regarding covid-19 Pandemic.

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