



Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense

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ABSTRACT

This research aimed to find out how far the use of role-play technique could help the students of Triatma Jaya Badung Vocational High School in grade XI Hospitality Accommodation 1 to improve their speaking ability especially in using the simple past tense. Some theoretical frameworks are used in this research, such as the theory of teaching speaking by Richard and the theory of teaching grammar by Williams. Before the treatment was carried, a pretest was conducted to know the students' basic ability, so that the achievement can be compared with the next circles after the treatment was given. The result of quantitative data showed that the use of role-play technique could improve the speaking ability of students of Triatma Jaya Badung Vocational High School. It can be seen from the result of the students' achievement tests which increased continuously during the application of the role play technique. Those speaking aspects which were used as an indicator are vocabulary, pronunciation, grammar, fluency, and comprehension.

Keywords: speaking ability, role play technique, simple past tense

Citation APA Style: **Lindawati, N. P., Purwaningsih, N. K., & Dewi, S. P. A. A. P. (2021).**

Role-Playing Technique for Improving Students Speaking Ability in the Simple Past Tense. *English Language in Focus (ELIF)*, 4(1), 11-24.
<https://doi.org/10.24853/elif.4.1.11-24>

INTRODUCTION

Language is an oral and written communication system used by people in the country (Hornby, 2000). In addition, to learning Indonesian in the world of formal education students learn foreign languages, one of which is English. Teaching English is not an easy thing because basically English has different

grammar rules from Indonesian. Each language has four language skills which include: listening, speaking, reading, and writing, as well as English. However, out of the four skills, the students need to master speaking skills because one of the goals of learning a language is that someone can use the language to communicate (Müller & Daller, 2019).

Learning Speaking cannot be separated from the language so that speaking should make the students master this aspect (Rizqiningsih & Hadi, 2019) Comprehending communicative speaking skills is important for everyday situations (Purwaningsih, NK, Dewi, 2019). Darmadi also states that speaking is a productive skill (Parmawati & Inayah, 2019). There are several elements of language in speaking skills, including pronunciation, vocabulary, grammar, and fluency. Moreover, it is an indirect form of obligation for any individual to master speaking skills (Hadi et al, 2020)

In learning English, the students must know the terms called tenses or the tenses system. Indonesian does not recognize tenses so learning the tenses in English will be a challenge for every student. By knowing the tenses, students will understand the relationship between the form of the verb used and when it occurs. In fact, in Triatma Jaya Badung Vocational High School, especially in the Hospitality Accommodation class 1, most students have difficulty learning and understanding the use of grammar in the simple past tense, especially in sentence arrangement and good pronunciation of regular verb pronunciation which has an ending *-ed* but with different pronunciations, namely: [t], [d], and [id] and irregular verbs.

For students, the lack of vocabulary is also another cause that affects students in learning the simple past tense, because limited vocabulary causes them to be unable to convey the ideas they have well, especially when communicating. The students' lack of understanding in speaking using the simple past tense is

also caused by the lack of opportunities for students to practice the English they are learning. Therefore, the role play technique is one technique that can be used by researchers to help students improve their speaking skills. Roleplay teaches the learners to play a role based on the situation given which can be improved with their utterances and scenario like in the real world (Krisdiana et al., 2018). Based on the background above, the problems in this paper can be formulated, as follows:

1. What is the students' speaking ability in using simple past tense before the implementation of role-playing techniques in class XI AP 1 at Triatma Jaya Badung Vocational High School?
2. How is the student's speaking ability in using simple past tense after the application of role-playing techniques in class XI AP 1 at Triatma Jaya Badung Vocational High School?

Following the formulation of the problem, this paper was created with the following objectives:

1. Knowing the application of role-playing techniques in learning English in improving students' speaking skills, especially in the use of the Simple Past Tense.
2. Knowing the students' ability to speak English using the Simple Past Tense before and after the application of role-playing techniques in class XI students of Hospitality Accommodation 1 Triatma Jaya Badung Vocational High School.

RESEARCH METHODOLOGY

This type of research is Classroom Action Research (CAR). CAR is a form of reflective research by taking certain

actions to improve learning practices in the classroom professionally (Suyatno, 1997). CAR refers to the way of teachers practice and acts in the classroom (Khasinah, 2013). The data in this study were collected through tests in the form of pretest and post-test. Qualitative data is obtained through five aspects of language, namely: pronunciation, word structure, sentences, vocabulary, fluency, and understanding.

Meanwhile, quantitative data were obtained from the recording of the students' ability to speak in front of the class and composing sentences following English grammar. The test is used to measure the ability of student learning outcomes. The pretest is used to measure students' speaking ability in English, especially in the use of the simple past tense before being given learning. The post-test was carried out in two cycles, namely, cycles 1 and 2, which were used to measure students' speaking ability after being given learning. Each test carried out in each cycle is given by asking students to make short conversations using a simple past tense with the topic given, which is then practiced in front of the class.

The results of the students' conversations were then recorded to determine the extent to which the students' ability to speak using the simple past tense, especially in the five aspects of speaking ability.

The methods used in analyzing the data were qualitative methods to explain the characteristics and quantitative methods to analyze the results of the scores for the data collected. Quantitative data were analyzed descriptively to determine the

improvement of students' speaking skills based on the initial test scores and the scores at the end of each cycle.

The criteria used in the assessment of speaking skills were adopted from the rubric for assessing students' speaking skills by Simon (Quinn, 2014). After the analysis is complete, the results of data analysis are presented in a narrative form supported by diagrams. Quantitative data is used to analyze the results of individual assessment scores with a bar chart which is then described descriptively.

FINDING AND DISCUSSION

The research finding is where the result of the study is reported to gather information. The research finding in this study is as follows:

Theory of Teaching Speaking Skills ***Teaching speaking as an interaction***

Speaking as interaction is the most difficult skill to teach because it is so complex. This skill can be taught by providing short conversations related to everyday life such as telling personal experiences and giving reactions to what the other person is saying (Richard, 2008). The rule for making short conversations is to trigger speakers to interact with each other in giving comments or suggestions about a thing or event they know about with general topics such as weather, traffic, and others.

Teaching speaking as a transaction

Talking as a transaction is planned more easily because the subject of conversation comes from group activities and role-playing which allow

students to practice how to use language in conversation to provide information to one another as well as respond to real-life (Richard, 2008). Group discussion activities can be started by asking students to prepare several topics that can be discussed and asking other students to provide their comments or opinions.

Teaching speaking as appearance

Speaking as performance requires a different teaching strategy and is prepared like a written text using the official language. Teaching speaking as an appearance includes giving examples or speech models, oral presentations, telling stories, and so on through video, recording, or writing examples (Richard, 2008). In teaching speaking as a performance, the teacher asks students to make a text which is then presented to the class.

Grammar Teaching Theory

The science of grammar provides knowledge about form and function that enables students to learn grammar and how to use it in communication. According to Williams (2005: 40), grammar is interesting and challenging, at least when it is taught as a fun subject. When someone tests grammar teaching in school, there are three main approaches, including:

The linguistic approach

A teacher uses this approach to introduce students to language components, including sound (phonology), meaning (semantics), and usage (pragmatics). The linguistic approach encourages students to

observe how someone uses language and to explain and interpret their observations (Williams, 2005). The weakness of the linguistic approach is that it focuses on speaking skills and can be criticized for neglecting writing skills.

The blended approach

The blended approach is a combination of a linguistic approach and a literacy approach. The blended approach recognizes grammar as a tool that allows teachers and students to speak more effectively in general and write in particular (Williams, 2005). At the same time, the blended approach is based on the understanding that students must be motivated to learn grammar before they apply it. Therefore, this approach emphasizes the social and psychological aspects of grammar by inviting students to observe and study how someone uses language in different situations.

Pretest Result

To determine the students' ability to speak in English before the application of role-playing techniques, a pretest was held. All students were given the same topic namely Last Holiday. This topic was chosen because it is very close to real-life experiences and is following the student's education level. After the topic was given, then the students discussed with their groups to make short conversations which were then practiced in front of the class.

Based on the results of the pretest, it is known that students of class XI Hospitality Accommodation 1 at Triatma Jaya Badung Vocational High School find many difficulties in speaking

English in front of the class. Although many students seemed confident in their abilities, some students felt nervous and insecure when speaking in front of the class. The following is the student's mean score on the five speaking aspects obtained in the pretest.

Table 1: Percentage of Students' Average Score at Pretest

Aspects of Speaking	Percentage of value	Criteria
Vocabulary	55%	Poor
Pronunciation	40%	Poor
Grammatical	40%	Poor
Fluency	56%	Poor
Understanding	45%	Poor
Average score at Pretest: 46.8%		Poor

The table above illustrates the value obtained by students in speaking skills using the simple past tense at the time of the pretest, namely 46.8%. This is indicated by the percentage of the mean score of students in the vocabulary aspect, namely, 55% (including the poor category). In the aspect of pronunciation, the percentage of the mean score of students obtained is 40% (including the poor category). The mean score of the grammar aspect is 38.2% (it is in the very poor category).

Meanwhile, the percentage of the mean score of 56% was obtained in the fluency aspect (including the poor category) and the 45% value was obtained in the understanding aspect (included in the poor category).

Vocabulary Aspects

The vocabulary of students is still very limited in carrying out

conversations so that students tend to use the same vocabulary. As for some of the vocabulary used by students in the pretest, namely:

Stayed	Went
Felt	Played

Aspects of Pronunciation

On the aspect of pronunciation, it is known that students' English pronunciation, especially in the past form of verbs, is still lacking and has many errors. The pronunciation errors made to students can be seen in the table below.

Table 2. Students' English Pronunciation Mistakes in Using Past Form Verbs at Pretest

Verb (Past tense)	Pronunciation	Correction
Stayed	[steyət]	[steɪd]
Played	[pleyət]	[pleɪd]
Happened	[hepən]	[ˈhæpənd]
Ate	[et]	[eɪt]

From some of the past verbs above, it is known that students have difficulty pronouncing several past verbs, both regular and irregular verbs, this can be seen from the students' pronunciation of the words happened, stay, play, and ate which pronounced [hepən], [steyət], [pleyət], and [et]. The correct pronunciation of these words is [ˈhæpənd], [steɪd], [pleɪd], and [eɪt].

Grammatical Aspects

From the results obtained, it is known that students have not been able to compose sentences using the simple past tense correctly and correctly. This is evident from the mistakes in the preparation of simple past tense

sentences made by students, as in the example in the table below.

Table 3. Grammatical Errors in Using the Simple Past Tense in the Pretest

Form of Error	Student Sentence Compilation	Correction
Auxiliary verb	Where are you go last holiday?	Where did you go last holiday?
	Did	What are you doing last holiday?
	By what you go to villa Ubud?	How did you go to Villa Ubud
To be	How your last holiday?	How was your last holiday?
	Where you last holiday?	Where were you last holiday?
	What you happy at Kintamani ?	Were you happy at Kintamani ?

In the table above, we can see some of the English grammar mistakes made by students. These mistakes are in the use of the auxiliary verb did and to be. In these sentences, it can be concluded that students do not understand the use of auxiliary verbs in the preparation of interrogative sentences because almost all students make the same mistakes. In addition, many students are unable to distinguish the use of simple past tenses from other tenses.

Fluency and Understanding Aspects

The fluency aspect was obtained with a value of 56%, namely in detail: 4 students got a score of 4, 23 students got a score of 3, 7 students got a score of 2, and 2 students got a score of 1. The results were obtained through the recording of students' conversations, where students were unable to speak fluently, sometimes speaking in intermittent and pause. Meanwhile, in the aspect of understanding, the percentage value of 45% which is included in the category is lacking details, 12 students get a score of 3, 21 students get a score of 2, and 3 students get a score of 1. This aspect of understanding also affects students' fluency in speaking. Lack of understanding of these students causes the conversation to experience repetition.

Post-test result

The results obtained in cycle I have increased compared to the results obtained in the pretest implementation, as well as the results obtained in cycle II have increased compared to cycle I. This proves that role-playing techniques can help students improve their speaking skills, especially in simple use. past tense. The following is a discussion about improving students' speaking skills in cycles I and II.

Cycle I Test Result

In this first cycle, the data obtained showed an increase in speaking ability by the percentage of the students' mean score. Values are obtained by adding scores to each aspect of speaking skills, namely, pronunciation, vocabulary,

grammar, fluency, and understanding which are then divided by the number of students. For more details, the percentage of the mean score of students can be seen in the table below.

Table 4. Percentage of the Students' Average Score in Cycle I

Speaking Ability	The percentage of the mean score	Criteria
Vocabulary	68.8%	Enough
Pronunciation	61%	Enough
Grammar	67.2%	Enough
Fluency	67.6%	Enough
Understanding	61.6%	Enough
Average score: 64.4%		Enough

Vocabulary Aspects

In the vocabulary aspect, it shows that students' vocabulary has increased. This can be seen based on the use of verbs that are more varied in students' dialogue, and students can develop their conversations. Some of the new vocabulary words used in the past form include:

enjoyed *invited*
watched *helped*
bought *told*
swam *saw*

Table 5. Students' English Pronunciation Mistakes in Using Past Form Verbs in Cycle I

Past Form Verbs for Simple Past Tense	Student Pronunciation	Correction

Talked	[tɔlkət]	[tɔ:kt]
Looked	[lukət]	[lukt]
Enjoyed	[enjoyət]	[ɛn'dʒɔɪd]

From the example above, it is known that students still have difficulty pronouncing the past tense form of verbs, especially verbs that are pronounced with the ending [t] and [d]. This can be seen in the table above, that the ending / -ed / which should be pronounced [t] after a muted sound such as the / k / sound, is still pronounced with the ending [-ət], for example in the words talked and looked. The students pronounced these words incorrectly, namely [tɔlkət] and [lukət], where the correct pronunciation was [tɔ: kt] and [lukt] and the word enjoyed was pronounced by the student to become [enjoyət] which should be pronounced [ɛn ' dʒɔɪd]. Apart from the pronunciation errors above, there was also an increase in student pronunciation. This improvement is found in the pronunciation of the past verb in the following table.

Table 6. Improved Pronunciations of Past Form Verbs in Cycle I

Past form verb	Pronunciation	The correct pronunciation
Play	[pleɪd]	[pleɪd]
Visited	[ˈvɪzɪtɪd]	[ˈvɪzɪtɪd]
Stayed	[steɪd]	[steɪd]

Grammatical Aspects

Some students have been able to compose sentences using the simple past tense well even though these students still make a few mistakes. However, there are still many students experiencing and finding difficulties so that they are only

able to compose a very limited sentence. The examples of students' simple past tense sentences that still have errors in them can be seen in the table below.

Table 7. Grammatical Errors in Using the Simple Past Tense in Post-test I (Cycle I)

Form of Error	Student Sentence Compilation	Correction
Auxiliary verb Did	What you did on last holiday?	What did you do on last holiday?
	My father told me to brought some fish for you.	My father told me to bring some fish for you.
	Did you went together?	Did you go together?
To be	What it was bored?	Was it boring?
	Your holiday is very interested	Your holiday was very interesting
	How did your condition?	How was your condition?

In the table above, it can be seen some of the mistakes made by students in the preparation of simple past tense sentences. Students do not use the did assist verb in making interrogative sentences, on the contrary students replace the main verb in the past form, so that the formation of the sentence is still not correct. In addition, students also use the verb past after the word to which should be the verb used after too, namely, the infinitive or basic verb. Some students also use the verb past as well as the auxiliary did in one sentence. The next mistake is using to be. Students already know that to be is in past,

namely, was and were. However, students have not been able to use them to be correct. Apart from the mistakes above, students also experienced an increase in the preparation of simple past tense sentences. This increase can be seen in the table below.

Table 8. Improving Student Grammar in the Use of Simple Past Tense in Post-test I (Cycle I)

Specification	Student Sentence Compilation
Did	Where did you spend your holiday?
	Did you meet your friend on the beach?
Simple past tense	We visited so many places such as Bedugul, Kuta beach and Uluwatu temple
	I stayed at home
To be	My mom was tired
	My holiday was really fun because I went to Mertasari beach

Aspects of Smoothness and Understanding

The fluency aspect was obtained with a value of 67.6% which was included in the sufficient category, with details of 14 students getting a score of 4 and 22 students getting a score of 3. Based on these results, it is known that the fluency aspect of students' speaking skills has increased compared to the fluency of students in the pretest. In the aspect of understanding, there has also been an increase. The percentage of the value obtained, namely, 61.6% was included in the category with sufficient details, 5 students got a score of 4, 24

students got a score of 3, and 2 students got a score of 2.

Cycle II Test Result

In this cycle, exercises are held to help students improve the pronunciation of past tense verbs. In addition, it also trains to improve students' understanding and confidence in speaking English. Based on the data obtained in cycle II, it is known that there is an increase in the percentage of the mean score of students in every aspect of speaking ability. The results of the percentage of cycle II can be seen in the table below.

Table 9. Percentage of Students' Average Score in Cycle II

Aspect of Speaking	Percentage of Value	Criteria
Vocabulary	76.6%	Good
Pronunciation	70%	Good
Grammar	88.2%	Very Good
Fluency	73.8%	Good
Understanding	76%	Good
Average score: 77%		Good

Vocabulary Aspects

The improvement experienced by students in the vocabulary aspect can be seen with several of the various verbs that students use in conversation. This is evident in the conversations arranged by students, some students try to make conversations with different and interesting stories. Some of the vocabulary in the past form used by students in cycle II include:

- had followed
- liked drove
- cleaned took

- prayed got
- wanted

From the more varied past-form verbs used by students, the researcher concluded that role-playing techniques helped students become more motivated to learn new words so that they could develop conversations using the simple past tense.

Aspects of Pronunciation

Some students make mistakes in pronouncing the word even though the word intended by the student can still be understood. These errors were found in some of the past verbs used by students that were different from the verbs used in cycle I. The pronunciation errors can be seen in the table below.

Table 10. Students' English Pronunciation Mistakes in Using Past Form Verbs in Cycle II

Verb with Past Tense	Pronunciation	Correction
Was	[wəs]	[wəz]
Helped	[həlp]	[hɛlpt]
Took	[tok]	[tʊk]
Got	[gat]	[gɒt]

From the table above, it is known that students still have difficulty pronouncing some of the past tense form verbs. These words include to be was, pronounced by the student to be [wəs], this pronunciation is still wrong even though it can be understood, the correct pronunciation is [wəz]. With help, students pronounce the word incorrectly. The word helped has a sound ending in / t / because / p / is a muted sound so that

it is pronounced correctly [hɛlpt] but students pronounce it with [həlp]. In addition, students pronounce the word took according to the Indonesian reading method, namely [tok]. Of course, this pronunciation is very incorrect, in the Oxford dictionary the correct pronunciation is [tʊk], while the word got is pronounced with the sound [gat], this pronunciation is still wrong because of the correct pronunciation, namely [gɒt]. Apart from the pronunciation errors above, there was also an increase in student pronunciation. This improvement is found in the pronunciation of the past verb in the following table.

Table 11. Improved Pronunciations of Past Form Verbs in Cycle II

Past Tense Verb	Pronunciation	Good pronunciation
went	[wɛnt]	[wɛnt]
watched	[wɒtʃt]	[wɒtʃt]
met	[mɛt]	[mɛt]
did	[dɪd]	[dɪd]

Some of the words above were words that in cycle I were pronounced incorrectly by students, but in cycle II the students were able to pronounce the words correctly. The increase in pronunciation experienced by students is due to the exercises that students do before practicing conversations in front of the class. The words in cycle I that can be pronounced correctly in cycle II are the words went and did.

Grammatical Aspects

In this second cycle, the students' grammar in composing simple past tense sentences experienced a very good improvement. Even so, some students still made mistakes in composing simple past tense sentences. These errors can be seen in the table below.

Table 12. Grammatical Errors in Using the Simple Past Tense in Cycle II

Form of error	The sentences of students	Correction
The use of the past tense verb in a present tense conversation	Do you agreed?	Do you agree?
	I was very nice Dhani	I am very well Dhani
To be	My holiday was bored	My holiday was boring
	It was very interested	It was very interesting

In cycle II, the mistakes made by students were the use of the word past in the present or present conversation which is contained in the sentence "Do you agreed?" and "I was very nice Dhani". In both sentences there is the verb past, even though the sentence describes the present situation, namely asking about someone's news and someone's opinion, so the use of the word in the sentence is very inappropriate. The correct sentence should be, "Do you agree?" and "I am very well Dhani".

In addition, to errors in using tenses, students also made mistakes in determining word categories. This can be seen in the sentences "My holiday was bored" and "it was very interested". The

correct sentences should be “My holiday was boring” and “it was very interesting,” because the words bored and interested are only used to describe the subject of a person, not an atmosphere or situation. The error that students use is because they think that the words bored and interested are the past forms and students combine to be with these words. The student's grammar improvement is also illustrated in the table below. The following are simple past tense sentences in cycle II that were compiled by students appropriately.

Table 13. Improving Student Grammar in Simple Past Tense in Cycle II

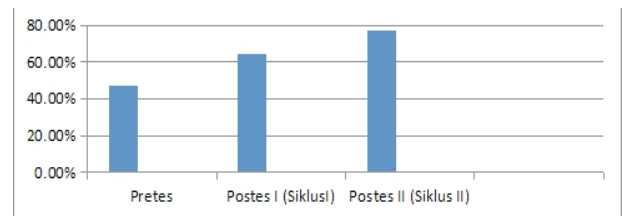
Specific	The arrange student sentence
The question by using did	Where did you go last holiday?
	How many animals did you see?
The sentence of simple past tense	I had a great time on the beach
	I spent my holiday with my friend and I went to Klungkung.
The using of to be	How was your holiday?
	I was really happy

Smoothness and Understanding Aspects

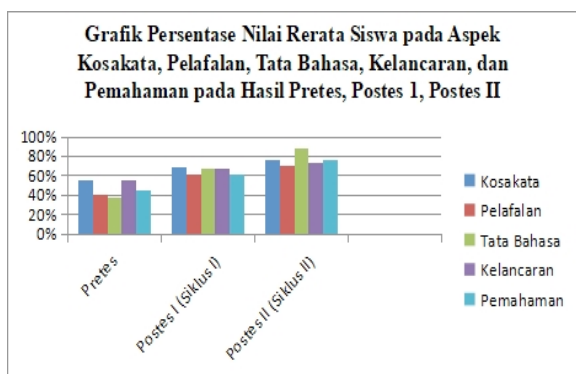
In the second cycle, the student's fluency aspect increased until it reached a mean score of 73.8% in the good category. Based on the results of table 4.10, the details of the scores obtained by students are: 2 students got a score of 5, 21 students got a score of 4, and 13 students got a score of 3. Based on these results, it

is known that the fluency aspect of students' speaking skills has increased in this II cycle. In addition, in the aspect of understanding, there was also an increase in the percentage of the mean value obtained, namely 76% and it was in a good category. The details of the value of the understanding aspect in cycle II, namely, 2 students got a score of 5, 25 students got a score of 4, and 9 students got a score of 3.

Table 14. Graph of the Percentage of the Increase in the Average Score of Students



The graph shows that the percentage of the mean score of students on the post-test reaches a value of 46.8% in the poor category and this value is far from the standard value. In Cycle I, the percentage of students experienced an increase and reached a value of 64.4% in the sufficient category. The results of this study achieved a good score in cycle II with a mean percentage value of 77% which is included in the good category. These results indicate that this study was successful and was stopped in cycle II. In addition to the improvement on each test in general, more specific improvements are also illustrated in the graph below by describing the improvement in the five aspects of speaking skills, namely, vocabulary, pronunciation, grammar, fluency, and comprehension.



The graph above shows that the results of the percentage of the mean score of students in each aspect of speaking ability have increased on each test (pretest, post-test I, and post-test II). The highest percentage was obtained in the pronunciation aspect with a percentage value of 88.2% in cycle II and the lowest percentage was obtained in the pronunciation aspect with a mean value of 70%. However, each aspect fulfills the value above the standard, namely 60%.

CONCLUSION

In this study, before implementing role-playing techniques in learning English speaking, especially in the use of the simple past tense, it was found that the students' speaking ability and understanding of the use of the simple past tense was very low. Based on the results of the study which consisted of two cycles, namely, cycle I and cycle II, it could be concluded that the students' ability to speak using the simple past tense after the application of role-playing techniques increased. This is evidenced by the percentage of the mean value of students who have increased in each cycle. In the pretest results, the percentage of the mean score of students was 46.8% with a poor category which

then experienced an increase in post-test I (cycle I) with a percentage of 64.4 which was included in enough category and post-test II (cycle II) with a value of 77% with good category.

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