
CULTIVATING SECONDARY STUDENTS' SPEAKING SKILL USING TEA PARTY TECHNIQUE

Joe Kevin¹⁾, Rahma Dianti²⁾, Gaya Tridinanti³⁾

Universitas Tridinanti Palembang

joekevin.indo@gmail.com¹⁾, rahma_dianti@univ-tridinanti.ac.id²⁾, gaya@univ-tridinanti.ac.id³⁾

ABSTRACT: The study focused on using the Tea Party Technique to improve the speaking abilities of eighth-grade students. The Tea Party technique is a cooperative strategy that encourages the students to actively communicate with their speaking partners. The purpose of the study was to examine the effectiveness of the Tea Party technique in improving the speaking abilities of eighth-grade students and to ascertain whether there was a difference in the speaking abilities between the students who received a treatment using the Tea Party technique and those who did not. A quasi-experimental design was employed by the researchers. The eighth-grade students of SMP Tri Dharma Palembang in the 2020–2021 academic year were involved as the target population. The researchers used cluster random sampling to choose the sample. 42 students participated as the sample, which was split into an experimental and a control group. Every group had twenty-one participants. An oral test was used to gather the data. The test was administered twice. Both the Paired Sample T-Test and the Independent Sample T-Test were used to analyze the gathered data. The results of the Paired Sample T-Test showed that the Tea Party technique was effective in improving the eighth-grade students' speaking skills. The Independent Sample T-Test also showed that there was a significant difference in the students' speaking skills between those who were taught using the Tea Party Technique and those who were not.

Keywords: *Tea Party Technique, Descriptive Text, Speaking Skill*

MENINGKATKAN KETERAMPILAN BERBICARA SISWA MENGUNAKAN TEKNIK PESTA TEH

ABSTRAK: Penelitian ini berkaitan dengan penerapan Teknik Pesta Teh untuk meningkatkan keterampilan berbicara siswa kelas delapan. Teknik Pesta Teh merupakan metode kooperatif yang memungkinkan siswa untuk melatih keterampilan berbicara. Penelitian ini bertujuan untuk menguji efektivitas teknik Pesta Teh dalam meningkatkan keterampilan berbicara siswa dan mencari tahu perbedaan keterampilan berbicara antara siswa menggunakan teknik Pesta Teh dan yang tidak. Peneliti ini menggunakan desain eksperimen semu. Penelitian ini melibatkan 42 siswa kelas VIII SMP Tri Dharma Palembang yang dibagi menjadi 2 kelompok. Peneliti memilih sample dengan menggunakan teknik acak berkelompok. Pengumpulan data dilakukan dengan memberikan tes lisan yang diberikan dua kali. Data yang diperoleh dianalisis menggunakan Uji-T Sampel Berpasangan dan Uji-T Sampel Independen. Hasil uji T Sampel Berpasangan menunjukkan bahwa teknik Pesta Teh efektif dalam meningkatkan kemampuan siswa berbicara. Hasil dari uji T sample independen menunjukkan bahwa ada perbedaan yang signifikan pada kemampuan berbicara antara siswa yang diajarkan dengan menggunakan teknik Pesta Teh dan yang tidak.

Kata Kunci: *Teknik Tea Party, Teks Deskriptif, Keterampilan Berbicara*

INTRODUCTION

Speak English is seen to be essential to meet the demands of today's society. In addition to other abilities and information, speaking is thought to be one of the most influential aspects. This is true while applying for jobs or maintaining a certain work position while improving one's language proficiency. Since English is a language of communication in many developed countries, learning it is a need for studying specific subjects. If they speak English well, they never feel uneasy among others when they engage in small talk, carry on a lengthy conversation, or give and receive directions at home, at the store, or at work.

Unfortunately, there is still a low level of proficiency in speaking English as a foreign language. Most EFL learners receive large amount of theoretical information about the target language. They essentially know enough language and vocabulary to get by, but because they have not had enough opportunities to practice, they do not know how to use it in real-life situations (Thornbury, 2005). Most English tests are in written form and it is believed that speaking skills are rarely exposed in language learning (Flowerdew & Lindsay, 2005). Consequently, this makes students hesitant and insecure when they speak in front of others. English will therefore be perceived by EFL students as a challenging topic to learn.

Moreover, English is still considered a foreign language in Indonesia. Widiati and Cahyono (2006) mention students are reluctant to speak in class due to their lack of self-confidence, lack of background knowledge on the subject, and poor teacher-learner interactions. They make the point that most Indonesian students have not attained a high degree of proficiency in speaking English. In addition, Maulana, et al (2016) state that students do not feel confident speaking and they are afraid of making errors while speaking besides other problems like they have limited vocabulary and their pronunciation is poor. In line with Pratiwi and Prihatini (2021) who affirm that there are seven issues in speaking during the Covid-19 pandemic, namely: comprehending the conversation, lack of vocabulary stock, pronunciation, lack of self-confidence, fear of making grammatical errors, lack of technology, and lack of motivation. Additionally, the students struggled with speaking for a variety of reasons, such as being unmotivated, fearing they would make mistakes, and reacting passively to questioning from lecturers (Gunadi, et al, 2021).

Huda (2000) says that oral communication ability is important for English language learners but it is difficult to be cultivated. Besides, students are not properly exposed in English classes. Based on his research involving 6,056 respondents from eight provinces, it was found that the majority (75.5%) said that their teachers used a blend of Bahasa Indonesia and English. It means that most teachers of English in Indonesia still use Bahasa Indonesia more often during class instruction. One more crucial factor hindering students' speaking achievement is a lack of vocabulary stock.

English teachers need to adapt their teaching in response to that situation. One of the teaching strategies included in the Cooperative Learning Method is the Tea Party Technique. Beers (2003) promoted the Tea Party technique's framework. This technique is known as the "Tea Party" technique because students role-play engaging in social interactions, listening, and conversation like they are having a tea party. Tea Party Technique can be applied to develop the cognitive and social skills of students. Tea Party Technique emphasizes group work to achieve learning goals and applies teamwork so that students' partners will always change. Among the benefits of the Tea Party technique is that students work in groups of different proficiency levels for much of the time,

making it appropriate for both slower and faster learners. Faster learners can be the tutor in sharing what they know to slower learners. Slower learners will profit from faster learners.

This technique has been deployed by many researchers. Rilani, et al (2018) examined the impact of the Tea Party technique on narrative reading ability. The result showed that there was a significant effect of using the Tea Party technique on narrative reading ability. Next, Jumriana (2017) found that the Tea Party technique could also have a positive impact on students' vocabulary mastery. In addition, Kencana (2020) proved that the implementation of the Tea Party technique could enhance students' speaking skills.

Based on the above elaboration, this research aimed to cultivate the eighth-grade students' speaking skills by applying the Tea Party technique and examine the difference in the students' speaking skills between those who were taught by using the Tea Party Technique and those who were not.

SPEAKING SKILL

Speaking is considered a combinational language skill (Goh & Burns, 2012, p.67). It calls for the ability to use spoken language effectively to meet a variety of communicative needs. Moreover, speaking is the process of creating and conveying meaning via the use of both verbal and nonverbal symbols in a range of contexts (Zyoud, 2016, p. 2). Speaking skill refers to a person's capacity for both solo and group oral communication. Speaking also becomes essential because it's a means of imparting knowledge (. The commonly accepted speaking attributes are grammar, fluency, accuracy, vocabulary, and pronunciation (Duong, 2014, p. 86). Grammar refers to a set of rules that establishes a language's structure, and it could be the method for integrating units of a language (Al-Mekhlafi & Nagaratnam, (2011). Fluency is defined as the ability to speak at an effective speed to speak smoothly and produce the right word spontaneously. Someone can speak fluently without any hesitation, even though they make errors in pronunciation and grammar (Yingjie, 2014, p.58). Accuracy means the level of appropriateness in using language systems, such as grammar, diction, and pronunciation (Kusnierek, 2015, p.78). Vocabulary refers to the ability to recognize individual letters that form a word (Suryaningsih, 2005). Pronunciation means the ability to articulate sound features correctly, such as intonation, stress, and rhythm (Nation & Newton, 2009, p.76).

SPEAKING PERFORMANCE

The following taxonomy illustrates Brown's (2004) theory of five fundamental speaking types. Imitative speaking is the capability to imitate a word, a phrase, or a sentence, while this is merely oral production's phonetic level, several prosodic, lexical, and grammatical properties of language can be involved in the criterion performance. Intensive speaking is defined as the ability to produce a small chunk of oral language that combines a group of grammatical, phrasal, lexical, or phonological relationships. Responsive speaking is the ability to produce oral language to interact with each other, such as very short conversations, common greetings, small talk, simple requests, and comments. This is a kind of short response to teacher or student-initiated questions or comments, giving commands, and directions. Those replies are usually adequate and meaningful. Interactive speaking is similar to responsive speaking. However, they are different in the length and complexity of the interaction involved. Interactive one

sometimes includes multiple exchanges and multiple participants. Interaction can take two forms transactional language having the exchange of specific information's purpose or interpersonal exchanges having the maintaining social relationship's purpose. Extensive or monologue speaking is defined as tasks that include speeches, oral presentations, and storytelling in which the chance for oral interaction from listeners is either very limited (perhaps to nonverbal responses) or ruled out altogether. This research focused on doing extensive speaking (monologue) in which students were asked to produce oral language to do a monologue in describing something or someone.

TEA PARTY TECHNIQUE

Tea Party is a useful method for improving speaking skills. Speaking ability and the tea party technique go hand in hand. Students are encouraged to speak up on the assigned topic by being divided into two circles that face one another, which is one of the enjoyable exercises used in this strategy to encourage students to speak bravely and express their ideas (Hasanah, 2017). Additionally, by using enjoyable and engaging exercises, this method encourages students to express themselves in English and share their opinions. According to Ngalimun (2013) in Pebriani, Sutedi, and Haristiani (2016), the Tea Party technique enables the students to improve their thinking ability through the teacher's questions, to collaborate with their classmates, to engage in a fun learning atmosphere, to participate actively, to improve student learning. Meanwhile, according to Niculescu, (2011, p.3), the Tea Party technique is one of cooperative learning methods which encourages the students to share their ideas with their classmates. Before discussing the topic, students need to find their partner first by using two concentric circles. After that, the students can work and study together in heterogeneous groups to answer some questions with their partners facing them.

Using the Tea Party Technique for teaching speaking has some principles that should be considered by the teacher to achieve the learning goals. Goh and Burns (2012, p.46-47) mention six principles in teaching speaking as follows: 1) preventing cognitive errors in learners by assigning them tasks that call for conscious attention in addition to conceptual planning, formulation, and articulation, 2) giving students opportunities to practice speaking in a less stressful and more gradual manner by giving them learning experiences that concentrate on various cognitive demands in speaking activities, 3) by helping at one or more of the cognitive stages of speech production, one can alter the degree of challenge or complexity of the speaking activities, 4) teaching students how to negotiate meaning and process time through discourse and communication techniques, 5) noticing that the spoken language performance of learners would vary depending on the demands of each speaking assignment, and 6) arranging tasks that allow students to concentrate on meaning expression and language structure while also figuring out how to integrate these experiences into a cohesive whole.

Hasanah (2017) mentioned that there are some steps of the Tea Party technique that the teacher implements in the classroom as follows: 1) the teacher forms the students into two circles, namely inside and outside circles, the inside face out and the outside face in, or they are formed into two lines that face each other, 2) the teacher asks a question or presents a topic, 3) the students discuss the answer or share their idea with their partner facing them in the circle. This can be done freely or can be directed by the teacher. For instance: "People in the outside circle, you have one minute to explain your answer or your idea about the topic. If you are on the inside, you may ask questions but not share your ideas", 4) after one minute, the outside circle or one line moves to the right so that

students have new partners, 5) the teacher poses a second question or new topic to discuss or share each other between the partners in the circle, and 6) these activities repeated until four or more questions. The circle rotates to the right and shares their idea or their answer based on the topic posed. The teaching cycle of the Tea Party technique applied in this research is displayed in Figure 1.



Figure 1. Teaching Cycles of Tea Party Technique

METHODOLOGY

1. Research Design

This research used a quasi-experimental design. Since the objectives of the research were to examine the effect of the Tea Party technique toward the students' speaking skills and to compare the speaking achievement between the students who were taught using the Tea Party technique and those who were not. Before starting to implement the technique, the research participants were first given an oral test to measure their speaking achievement level before the experimental phase began. After that, they were given the treatment. In the experimental class, the treatment was the implementation of the Tea Party technique, meanwhile in the control group, the treatment was using direct teaching. At the end of the research phase, the research participants were given a post-test (Creswell, 2008). The research design can be illustrated in Figure 2.

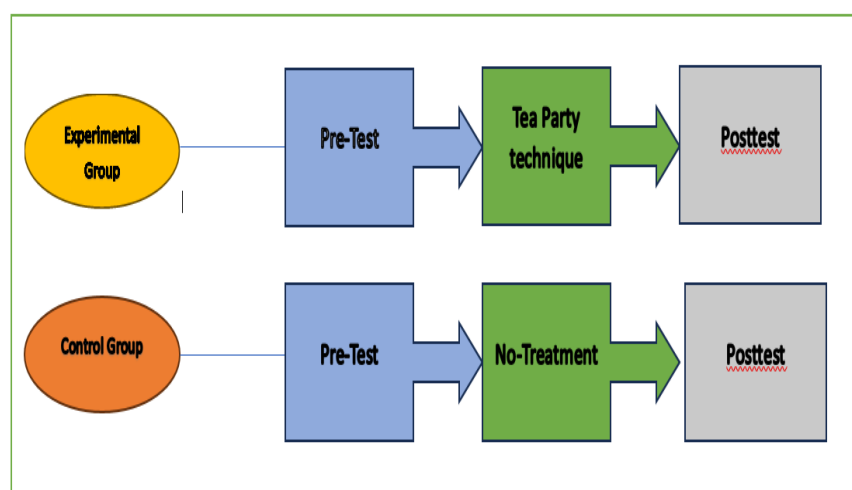


Figure 2. Research Design of Quasi-Experimental Research

2. Research Participants

The population of the research was the eighth-grade students of SMP Tri Dharma Palembang in the academic year 2020-2021 which were 168 students. The researchers used cluster random sampling as the technique to choose the research samples. There were 42 students selected as the sample which were grouped into experimental group and control group. Each group consisted of 21 students.

3. Data Collection Technique

The data were collected by administering a spoken test of descriptive text. The participants were asked to perform a five-minute monologue describing about particular person, thing, or place. The test was given twice as the pre-test and the post-test. Moreover, In this research, the researcher used content validity. To establish the test validity, the content validity was applied by making a speaking test specification adapted from syllabus class 8. After the participants performed the monologue, their performance was scored by the raters using an analytical rubric adopted from Brown (2004, p.172-173). After scoring the participant's speaking performance, the scores were then categorized into certain levels by using percentage analysis.

Before analyzing the obtained data inferentially to address the research problems, the researchers measured the reliability of the students' speaking results. Inter-rater reliability was applied in this research, meaning that there were two raters involved in scoring the participant's speaking performance. Inter-rater reliability is whether another observer

with the same theoretical framework and observing the same phenomena will have interpreted them in the same way (Cohen, 2005, p.119). The reliability of students' speaking scores was analyzed using Pearson Product Moment. After computing the data, the researcher found that the reliability result of the pre-test of the experimental group was 0.75, for the post-test result of the experimental group was 0.94. The reliability result of the pre-test of the control group was 0.72, and the post-test result of the control group was 0.95. Since the coefficients of Pearson Product Moment were higher than 0.6, it could be claimed that the data of the speaking scores were reliable.

4. Data Analysis Techniques

To verify the research objectives, the obtained data were analyzed by administering Paired Sample T-Test and Independent Sample T-Test. The paired-sample T-test was used to examine whether the implementation of the Tea Party technique could significantly improve the student's speaking achievement. Meanwhile, the Independent Sample T-test was employed to examine whether there was a significant difference in speaking achievement between the students who got the Tea Party technique as the intervention and those who did not get the Tea Party technique.

FINDINGS AND DISCUSSION

1. Descriptive Analysis Results of the Students' Speaking Skills

From the results of descriptive analysis of the experimental group's pre-test, it was found that the lowest score was 20, the highest score was 36, the mean score was 28.38, and the standard deviation was 4.63. Meanwhile, the post-test results of the experimental group showed that the lowest score was 20, the highest score was 56, the mean score was 46.48, and the standard deviation was 9.55.

For the control group, the results of the pre-test showed that the lowest score was 24, the highest score was 40, the mean score was 29.90, and the standard deviation was 3.38. Next, the post-test results showed that the lowest score was 26, the highest score was 54, the mean score was 32.76, and the standard deviation was 8.01. The summary of the descriptive analysis results is presented in Table 1.

Table 1. The Summary of the Descriptive Analysis Results

		Minimum	Maximum	Mean	Std. Deviation	N
Experimental	Pre-Test	20	36	28.38	4.63	21
	Post Test	20	56	46.48	9.55	
Control	Pre-Test	24	40	29.90	3.38	21
	Post Test	26	54	32.76	8.01	

2. Frequency Analysis Results

To measure the students' speaking levels for both the experimental and the control groups, the percentage analysis was run. The results of the percentage analysis are presented in Table 2.

Table 2. The Results of Percentage Analysis

Score	Categories	Experimental Group				Control Group			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		Freq	Percentage	Freq	Percentage	Freq	Percentage	Freq	Percentage
86-100	Excellent	-	-	-	-	-	-	-	-
71-85	Good	-	-	-	-	-	-	-	-
56-70	Enough	-	-	10	47.6%	-	-	2	9.5%
41-55	Low	-	-	9	42.8%	1	4.7%	2	9.5%
0-40	Poor	21	100%	2	9.6%	20	95.3%	17	81%
	Total	21	100%	21	100%	21	100%	21	100%

Based on the table, it could be seen that before the treatment phase, all the students (100%) in the experimental group were considered poor in their speaking skills. After the treatment phase, they got improvement in their speaking skills. It could be seen that 10 students (47.6%) were categorized as enough, 9 students (42.8%) were categorized as low, and 2 students (9.6%) were categorized as poor in their speaking skills. In other words, it can be said that 90.4% of the students improved their speaking skills after the Tea Party technique was implemented.

For the control group, 20 students (95.3%) were considered poor in speaking skills and 1 student (4.7%) was considered low in speaking skills. After the treatment phase, it was found that 2 students (9.5%) were categorized as enough, 2 students (9.5%) were categorized as low, and 17 students (81%) were categorized as poor in their speaking achievement. In comparison to the experimental group, the control group's students did not show as much progress in their speaking abilities.

3. Paired Sample T-Test Result

A paired sample t-test was employed to examine whether the students' speaking achievement significantly improved after the Tea Party technique was applied. Table 3 presents the result of the paired sample t-test.

Table 3. Paired-Sample T-test Result

		Paired Samples Test							
		Paired Differences					T	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experimental - Post-test Experimental	18.095	6.016	1.313	-20.834	-15.357	13.784	20	0.000

Based on the paired sample t-test result, it was found that the value of t_{obtained} was 13.784 and it was $>$ the t_{table} (2.09). In addition, the significance value was 0.00 and it was $<$ 0.005. Those findings indicated that the students' speaking skills in descriptive text significantly improved after being taught using the Tea Party technique.

4. Independent Sample T-Test Result

The Independent sample t-test was run to compare the achievement of the students' speaking skills between the experimental group and the control group after the treatment session was completed. Table 4 presents the result of the independent sample t-test.

Table 4. The Result of the Independent Sample T-Test

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil	Equal variances assumed	0.016	0.899	5.042	40	0.000	13.714	2.720	8.217	19.211
	Equal variances not assumed			5.042	38.830	0.000	13.714	2.720	8.212	19.217

Based on the independent sample t-test for of the post-test result from both groups. According to the Levene T-Test of Equal variances assumed, the significance was 0.89, and higher than 0.05, it was found that both groups were homogeneous, and based on the independent sample t-test of the post-test result for both groups, it was found that the sig. (2-tailed) was 0.00. This coefficient was lower than 0.05 with the degree of freedom 40 and t_{obtained} 5.04 $>$ t_{table} 2.02. It meant that there was a significant difference in students' speaking skill of the eighth graders of SMP Tri Dharma Palembang between those who were taught by using Tea Party Technique and those who were not.

Discussion

Considering the research's findings, it could be interpreted that the tea party technique was effective in cultivating the students' speaking skills. The results of the paired sample t-test of the experimental group revealed a significant difference between

the pre-test and post-test findings, indicating that students' speaking skills had improved after being taught using the Tea Party Technique. It was because the Tea Party Technique allowed students to practice their speaking skills by having direct interaction with their peers in the classroom. Learner-to-learner interaction can enhance language proficiency by offering engaging activities in the target language that need students to use the language they are studying in class (Saeed, Khaksari, & Ghani, 2016). Additionally, the speaking performance of the experimental group students outperformed the control group students. The students of the control group improved their speaking skills. However, it was not as significant as the experimental group. The results of the independent sample t-test showed that there was a significant difference between the experimental group and the control group dealing with their achievement after being given the treatment. The level of experimental groups' achievement in the post-test showed that most of the students were categorized as enough level. Meanwhile, the level of students' achievement in the control group was categorized as poor. It could be interpreted that there was a significant difference between the students who were taught using the Tea Party Technique and those who were not. It is because the tea party technique as one of the cooperative learning methods can cultivate students' speaking skills by allowing and encouraging the students to share their ideas about the topics given by the teacher with their partners in authentic practice (Niculescu, 2011; Hasanah, 2017). Additionally, the researchers also found that the students who got the treatment using the Tea Party technique were more enthusiastic to discuss with their partners, for example when they moved clockwise, they were eager to move around and find partners to share ideas. Sintawati, et al (2022) suggested that the application of the tea party can increase students' learning motivation to speak in English since this model can help to eliminate students' boredom by allowing them to actively play a direct role in learning.

CONCLUSION

Based on the findings and interpretations of this research, two points could be concluded. First, the tea party technique was effective in cultivating the students' speaking skills. Second, the students who got the tea party technique as the treatment outperformed the students who did not receive the similar treatment. English teachers are strongly encouraged to use the tea party technique in their speaking lessons to give their students a more authentic and direct speaking experience. This is because the students can socialize and interact with their classmates to share ideas and develop speaking skills.

REFERENCES

- Al-Mekhlafi, A.M., & Nagaratnam, R.P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, 4(2), 69-92.
- Beers, K. (2003). *When kids can't read: What teachers can do: A guide for teachers 6-12*. Heinemann: The University of Michigan.
- Brown, H.D. (2004). *Language Assessment and Classroom Practice*. San Fransisco: Longman.
- Cohen, L., Lawrence M., & Keith M. (2005). *Research Methods in Education*. New York: Taylor and Francis e-library.

- Duong, T.M. (2014). *An Investigation into Effects of Role-Play in an EFL Speaking Course*. *Global Journal of Foreign Language Teaching*, 4(2), 81-91.
- Flowerdew, J., & Lindsay, M. (2005). *Second Language Listening: Theory and Practice*. London: Cambridge Language Education.
- Goh, C.C.M., & Burns, A. (2012). *Teaching Speaking: a Holistic Approach*. New York: Cambridge University Press.
- Gunadi., Novia, F., & Asmara, R. (2021). Promoting Engage Study Activate (ESA) technique to teach speaking skills. *Didascein: Journal of English Education*, 2(1), 26-31.
- Hasanah, H.U. (2017). Teaching speaking using tea party technique. *OKARA: Journal of Bahasa dan Sastra*, 11(2), 263-276 .
- Huda, N. (2000). A national strategy in achieving English communication ability: Globalization perspectives. *Jurnal Ilmu Pendidikan*, 4, 281-292.
- Jumriana S. (2017). *Using Tea Party Strategy to Improve Students' Vocabulary Mastery at The Second Grade of SMPN 31 Makassar*. Makassar: Muhammadiyah University.
- Kencana, K. S. (2020). *The Use of the Tea Party Technique to Increase the Students' Speaking Skill at the Tenth Graders of the MA Mathla'ul Anwar Gisting*. Lampung: IAIN Metro Lampung.
- Kusnierek, A. (2015). Developing students' speaking skill through role-play. *World Scientific News*, 1(2), 73-111.
- Maulana, Daud, & Heriansyah. (2016). *Students' views on EFL speaking Problems*. Syiah Kuala University.
- Nation, I.S.P., & Newton, L. (2009). *Teaching ESL/EFL*. New York: Routledge.
- Niculescu, C. (2011). *An Overview of Cooperative Learning Strategies and Categories*. Romania: Partnership Lab.
- Pratiwi, D.S., & Prihatini, C. (2021). Problems and difficulties of speaking at Muhammadiyah Lampung university students in Covid Pandemic. *Journal of English Education and Linguistics*, 2(1), 40-49.
- Rilani, Y., Mukhaiyar., & Fatimah, S. (2018). The effect of tea party strategy toward students' reading comprehension of narrative text. *Proceeding of the Sixth International Conference on Language Teaching (ICOLET 6)*, 126-130.

- Saeed, K. M., Khaksari, M., Eng, L. S., & Ghani, A. M. A. (2016). The role of learner-learner interaction in the development of speaking skills. *Theory and Practice in Language Studies*, 6(2), 235.
- Sintawati, F., Soraya, K., Rosnaningsih, A., & Wulan, P.C. (2022). The effect of tea party learning model on English speaking skills at fourth grade students of MI Darul Ulum. *JEDLISH: Journal of English Education and Language Teaching*, 2(1), 15-19.
- Suryaningsih. (2005). *Improving the Students' English Vocabulary by Using Whispering Games*. Thesis. Faculty of Language and Arts, UNM.
- Thornbury, S. (2005). *How to Teach Speaking*. Essex: Longman.
- Widiati, U., & Cahyono, B.Y. (2006). The teaching of EFL speaking in the Indonesian context: The state of the art. *Jurnal Bahasa dan Seni*, 2(34), 269-292.
- Zyoud, M. (2016). *Theoretical Perspective on How to Develop Speaking Skill Among University Students*. Department of English Al-Quds Open University Jenin branch. West Bank. Palestine. Vol. 2.