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Cultivating Confident Communicators: A Project-Based Approach to Improving Students' Oral Proficiency Through 'Asking And Giving Suggestions' Role Play

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ABSTRAK

Di era digital 5.0, kemampuan berbicara dalam Bahasa Inggris telah menjadi sangat krusial, baik dalam konteks komunikasi internasional maupun berbagai bidang pekerjaan. Di Indonesia, penguasaan Bahasa Inggris sebagai bahasa asing sering dianggap sulit untuk diajarkan dan dipelajari. Pembelajaran berbicara dalam Bahasa Inggris seringkali mengandalkan pendekatan konvensional yang kurang interaktif, sehingga menyebabkan rendahnya penilaian terhadap kemampuan berbicara siswa. Maka, penelitian ini membahas penggunaan Role Play sebagai alat pembelajaran berbasis proyek untuk meningkatkan kemampuan berbicara Bahasa Inggris, terutama dalam konteks materi "Asking and Giving Suggestion" di kelas XI Perhotelan 4 SMK N 6 Semarang. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) yang melibatkan dua siklus. Hasil penelitian menunjukkan bahwa perbaikan yang diterapkan pada siklus 2 berhasil meningkatkan keterampilan berbicara siswa. Pada pra siklus, sebagian besar siswa masih belum mencapai Kriteria Ketuntasan Minimal (KKM), yakni sekitar 51,67%. Namun, pada siklus kedua, siswa berhasil mencapai tingkat kompetensi yang diharapkan, yaitu mencapai 77,78% dan meningkat pada siklus kedua 86,10%. Dari pengamatan aktivitas peserta didik juga menunjukkan peningkatan yang signifikan pada siklus kedua dan ketiga. Mereka menjadi lebih aktif dalam merencanakan proyek, menyajikan perkembangan proyek, serta memberikan dan menerima umpan balik. Penelitian ini memberikan bukti bahwa pembelajaran berbasis proyek dengan menggunakan Role Play efektif dalam meningkatkan kemampuan berbicara siswa dalam Bahasa Inggris. Temuan ini dapat menjadi panduan bagi guru dan sekolah dalam meningkatkan kualitas pembelajaran, meningkatkan profesionalisme guru, serta meningkatkan mutu pendidikan di sekolah.

Kata kunci: Kemampuan berbicara Bahasa Inggris, Pembelajaran Berbasis Proyek, Role Play, Evaluasi hasil pembelajaran.

ABSTRACT

In the digital age 5.0, being proficient in English speaking is incredibly essential, both in international communication and various professional fields. In Indonesia, teaching and learning English as a foreign language are often considered challenging due to the reliance on traditional and less interactive methods. Consequently, students' speaking abilities are often inadequately assessed. This study explores the use of Role Play as a project-based learning tool to enhance English speaking skills, specifically focusing on the "Asking and Giving Suggestion" content in the XI Perhotelan 4 class at SMK N 6 Semarang. Employing the Classroom Action Research (CAR) method with two cycles, the research findings reveal successful enhancements in students' speaking skills. Initially, a significant portion of students did not meet the Minimum Mastery Criteria (KKM) in the pre-cycle, accounting for approximately 51.67%. However, after implementing improvements, students reached the expected level of competence at 77.78% in the second cycle, which further increased to 86.10% in the third cycle. Observations of student activities demonstrated notable progress, with increased engagement in project planning, presenting developments, and giving and receiving feedback. This study provides compelling evidence that project-based learning utilizing Role Play effectively boosts students' English speaking abilities. These results offer valuable insights for teachers and schools to enhance educational quality, elevate teacher professionalism, and improve overall educational standards.

Keywords: Speaking skill ability, project-based learning, role-playing, learning outcomes

1. INTRODUCTION

In today's globalized world, the ability to communicate effectively in English has gained tremendous significance. English proficiency is not only essential for international communication but also a crucial requirement in various professional fields.

Mastering the skill of speaking English is a top priority for countries where English serves as a second language or a foreign language (Richards, 2002). In Indonesia, teaching and learning English speaking skills pose challenges, as students need to excel in multiple aspects such as vocabulary, accurate pronunciation, grammar, and more (Syafitri et al., 2019). Hence, employing effective and contemporary methods to enhance English speaking abilities is of paramount importance.

English language instruction often faces traditional teaching methods that lack engagement and interactive elements. Educators utilize diverse direct techniques that emphasize oral interactions, like turn-taking, topic management, and question-answer strategies. Additionally, indirect approaches create opportunities for oral exchanges through group activities, practical assignments, and various strategies (Richards, 1990). Conventional methods such as teachers delivering lectures or practicing with partners often prove ineffective, leading to students feeling less confident, shy, and unprepared when it comes to storytelling (Nupus & Parmiti, 2017). Social changes driven by technological advancements in recent decades have significantly impacted various sectors, particularly education (Adnan et al., 2020). Therefore, it is imperative to adopt more contemporary approaches that align with current developments to enhance English speaking skills effectively.

Ladousse (1994) outlines several advantages of incorporating role-playing games in language learning:

- (1) Role-playing techniques offer a unique approach to teaching

English, keeping the classroom dynamic and capturing students' attention. They facilitate the development of speaking skills in various scenarios through interactive games.

- (2) Role-playing games allow students to delve into emotions, attitudes, values, and cultures related to the characters they portray. These dramatic activities often evoke strong emotional involvement as students tackle significant issues specific to certain topics, experiences they might not encounter in their daily lives.
- (3) During preparation and practice for role-playing games, students collaborate and communicate with peers, enhancing interpersonal relationships and effective social interaction. Successful participation in simulations requires clear communication, effective role portrayal, and collaboration with classmates.
- (4) Role-playing games create a comfortable environment where students can speak in a foreign language without feeling intimidated, fostering long-term motivation to master the language.

Additionally, Adrian Doff (1988) emphasizes that role-playing games empower students to creatively apply the language they've learned, encouraging improvisation. This heightened engagement stems from students envisioning diverse scenarios, thereby increasing their enthusiasm for the lessons. Role-playing games also promote the use of natural expressions, intonation, and body language, as students immerse themselves in specific situations. Consequently, students often find themselves adopting various roles and contexts while participating in these games.

Observations at SMK N 6 Semarang, particularly in class XI Perhotelan 4, revealed challenges concerning students' English speaking abilities. Evaluation of

students' speaking performance and interactive sessions indicated their struggles in expressing themselves due to low confidence in English communication and fear of errors, stemming from limited vocabulary and pronunciation skills. As a result, speaking assessments yielded lower scores compared to other skills like listening, reading, and writing, especially in the "Asking and Giving Suggestion" topic. This disparity was evidenced by speaking scores falling below the Minimum Mastery Criteria (KKM) of 75. Students frequently faced difficulty articulating their thoughts and opinions convincingly.

Given these challenges, it becomes imperative to introduce diverse and innovative learning media to enhance English speaking instruction. One effective method is implementing the Role Play technique, particularly in the "Asking and Giving Suggestion" topic for class XI Perhotelan 4 students at SMK N 6 Semarang.

The ability to speak effectively is a fundamental aspect of learning English. In the process of acquiring a second or foreign language, speaking stands out as the most vital skill (Prawiyata & Barus, 2020). Speaking involves dynamic interactions that construct meaning, encompassing the production, reception, and processing of information (Brown, 2001). Speaking proficiency develops after mastering listening skills, and the learning process commences when individuals enter the school environment. During this phase, individuals navigate two interconnected aspects: language skill development and attitudes toward language (Tarigan, 1990). These statements underscore the paramount importance of speaking skills in English learning, aligning with the widely held belief that speaking is pivotal for comprehending and using a second or foreign language.

The primary objective of language learning is effective communication in that language (Bashir et al., 2016) as

highlighted by (Fidriani, 2021). Speaking serves various purposes, including expressing thoughts, opinions, desires, and intentions, as well as problem-solving, socializing, and building friendships. Furthermore, speaking proficiency aims for fluency, precision, and confidence (McDonough & Christopher Shaw, 2003) as described in (Wulandari, 2019). Speaking constitutes the primary means of communication in English and plays a central role in engaging, interacting, and participating in English-speaking contexts. Proficient speaking involves articulating thoughts, emotions, and ideas clearly and persuasively (Susanti, 2019).

The government is actively encouraging the incorporation of 21st-century skills and curriculum into the teaching of various subjects in schools. This initiative is aimed at equipping students with the necessary skills and knowledge for their future careers and lives. Students are required to learn how to apply and enhance their 21st-century skills while studying different subjects through hands-on projects or practical assignments (Viro et al., 2020). Project-based learning is an educational approach centered around tasks or projects that require students to actively participate in problem-solving or achieving specific goals (Luma et al., 2022). This method provides students with opportunities to develop their knowledge and skills through engaging projects that focus on real-life challenges and issues they may encounter (Schuetz, 2018) as discussed in (Kovácsné Pusztai, 2021). This approach fosters collaboration among students, encourages them to solve practical problems, and enhances their critical thinking abilities.

Project-based learning has been extensively utilized in teaching English as a Foreign Language (EFL) to improve students' language skills. It is a proven and effective method used to enhance English language learning and students' overall abilities. In recent times, project-based learning has been integrated into the realm of English as a Foreign Language (EFL) to facilitate more genuine and practical language learning and teaching

experiences (Siririmangkorn, 2021). Project-based learning serves as a connection between using English in the classroom and applying it in real-world situations, thereby improving students' English speaking proficiency (Wahyudin, 2017) as noted in (Siririmangkorn, 2021). In the scope of this research, project-based learning is utilized as a method expected to enhance students' speaking skills.

Assisting students in expressing their emotions is not always a straightforward task. Various challenges, such as fear of ridicule and rejection, often deter them from speaking openly. Hence, it is crucial to provide them with opportunities for individual exploration and play. One effective method involves incorporating role-playing exercises into speaking lessons. This technique enables students to convey their feelings and tap into their creativity. Furthermore, role-playing is a versatile and straightforward approach, allowing for diverse interpretations, student initiatives, and imaginative thinking.

In this role-playing approach, students engage in activities where they assume specific roles and interact with classmates portraying different characters. They adapt their roles according to situations or narratives provided by the teacher. For instance, some students might act as tourists checking into a hotel, while others take on the roles of service personnel, receptionists, or managers. The teacher sets the stage and explains the scenarios, while students prepare within their groups, collaborating with peers in the same roles. Subsequently, they form new groups to initiate discussions.

Although students might initially feel self-conscious about engaging in role-playing, with practice and repetition, they develop increased competence and self-assurance. Over time, they may even find enjoyment in the process, especially when they immerse themselves in practicing a role, akin to performing a minor part in a film or TV show. Cultivating this mindset is essential for nurturing strong leaders (David Holmes, 2004).

2. METHODS

This study utilizes the Classroom Action Research (CAR) method, a specialized research approach tailored to enhance the quality of classroom teaching (Adnan, 2010). In CAR, teachers have a dual role: they act as facilitators guiding the learning process and as researchers evaluating and refining teaching practices. CAR is a systematic and repetitive investigative process that involves self-reflection by teachers or aspiring educators. Its goal is to identify and enhance various elements, including systems, methods, procedures, content, competencies, or learning conditions (Susilo et al., 2022).

This research adopts a classroom action research approach, where population and samples are not considered, as the treatment's impact applies only to the subjects subjected to the intervention. Thus, the study focuses on 36 students from class XI Pehotelan 4 at SMK N 6 Semarang during the academic year 2023/2024. The research was conducted in the first semester of the academic year 2023/2024, specifically evaluating the students' speaking skills in the topic "Asking and Giving Suggestion."

This Classroom Action Research is structured into two cycles. It begins with planning, followed by implementation, observation, and evaluation of the actions taken. The process involves four key components: planning, execution, observation, and reflection. This cycle continues until the desired improvement, as per the predefined success criteria, is achieved.

This study utilizes observational techniques to gather comprehensive data. By directly observing the classroom environment during students' involvement in creating Video Role Plays, the researcher notes various relevant aspects. Firstly, the observation includes monitoring students' behavior, such as their level of engagement, motivation, and participation in activities. Secondly, language usage is carefully analyzed, including vocabulary choice, grammar, and overall speaking skills. Thirdly,

interactions among students, like collaboration within groups or verbal communication during discussions, are documented. Lastly, the observations track students' progress in speaking, such as improvements in expressing opinions and arguments. These observed data serve as a robust basis for illustrating the effectiveness of project-based learning in enhancing students' speaking abilities.

In this study, the main method of collecting data involves recording videos. The use of video recordings is highly pertinent and efficient in project-based learning, particularly in the teaching of speaking skills in today's digital age. The process starts with giving project instructions to students and forming groups with varying speaking abilities. Then, students are guided on creating video role plays. Throughout the video creation process, students work individually (in the first cycle) and collaboratively in groups (in the second cycle), preparing scripts, shooting scenes, and recording audio. The teacher ensures the recordings are done accurately.

Afterward, these video recordings are analyzed to assess students' speaking abilities, considering aspects such as text organization, pronunciation, grammar, content, and expression. The findings from this analysis are used to evaluate the effectiveness of project-based learning. They help identify strengths, weaknesses, and areas for improvement in students' speaking skills.

No.	Nama	Kriteria Penilaian Berbicara (<i>Speaking</i>)					Jumlah Skor
		Text Organization (5-20)	Pronunciation and Intonation (5-20)	Grammar (5-20)	Content (5-20)	Expression (5-20)	
1.							
2.							
3.							
4.							
5.							

Table 1. Speaking Criteria Assessment

The scores obtained by students in creating the Video Role Play are summed up and then divided by the total number of students in the class to calculate the average score. The average score is calculated using the following formula:

Explanation:

X: Mean score

ΣX: Sum of all student scores

$$\bar{X} = \frac{\sum X}{n}$$

ΣN: Total number of students

The results of the research will be grouped into score values based on the following criteria:

Kriteria Skor Penilaian Peserta Didik

Nilai	Keterangan
91-100	Sangat Baik
81-90	Baik
72-80	Cukup
<72	Kurang

The assessment of speaking skills improvement employs a straightforward analysis, calculating the percentage (%) of students' success or achievement. Student proficiency is deemed adequate if the score meets or surpasses 75, while a score below 72 indicates insufficient proficiency. The calculation of speaking ability percentage follows this evaluation method.

While for observation method that assessment results from observing teacher and student activities are determined using the following formula:

$$\text{Jumlah nilai} = \frac{\text{Skor Perolehan} \times 100}{\text{Skor Maksimal}}$$

The research findings obtained will be classified into several forms of assessment using the following criteria:

$$P = \frac{F}{N} \times 100 \%$$

Explanation:

P: Percentage to be calculated

F: Number of students who passed

N: Total number of students

The results of the research are categorized into assessment forms based on the following criteria:

Kriteria Skor Presentase Ketuntasan Belajar Peserta Didik

Nilai	Keterangan
91-100	Sangat Baik
81-90	Baik
75-80	Cukup
<75	Kurang

In addition to using observational techniques, this study incorporates questionnaires as a crucial supplementary data collection method. These questionnaires aim to delve deeper into students' perceptions of the learning process. Specifically designed to evaluate various aspects, such as students' views on this teaching approach, their confidence levels while speaking in class, and the impact of the Role Play learning on their understanding of the "Asking and Giving Suggestion" content, the questionnaires are distributed to students after completing the Role Play project in the form of a Google Form link. The data gleaned from these questionnaires offer a more detailed insight into how students react to project-based learning from their unique perspectives, making it a pivotal element in the research analysis.

Examining questionnaire data demands a distinct approach when compared to analyzing observational data and learning outcomes. This distinction arises from the fact that opinions garnered reflect the unique perspectives of individual students, each with their specific characteristics. The questionnaire data are gathered using a checklist-style questionnaire and are subsequently scrutinized through descriptive analysis methods, taking into account various statements posed to the participants.

3. FINDINGS AND DISCUSSION

The results of teaching Speaking skills in the topic of Asking and Giving Suggestions through the project-based learning approach, specifically by creating Video Role Plays in class XI Hospitality at SMK N 6 Semarang during the first and second cycles, were determined through observations of students' activities during lessons, the Speaking scores achieved by the students, and pre- and post-

intervention questionnaires. The research data from both cycles 1 and 2 are outlined as follows:

Table 1. Students Learning Outcomes Pre-cycle

CRITERIA	F	%
PASSED	2	5,56%
UNPASSED	34	94,44%
TOTAL	36	100,00%

According to the table provided, the students' attainment rate stands at 5,56%, indicating that they have not met the desired passing rate. Consequently, there is a need for improvement in the following cycle.

After completing the learning activities in cycle 1, researchers need to analyze the completed activities. This reflection involves evaluating the data derived from student test results. The outcomes achieved by students in cycle 1 activities are represented through their test scores. Table 3 below displays the results of written tests, indicating the progress made in learning outcomes during cycle 1 activities.

Table 2. Students Learning Outcomes Cycle 1

CRITERIA	F	%
PASSED	28	77,78%
UNPASSED	8	22,22%
TOTAL	36	100,00%

With the findings in cycle 1, we can see differences in student learning outcomes in table 4.

Table 3. Student Learning Outcomes from Pre-cycle to Cycle 1

CRITERIA	PRE-CYCLE		CYCLE 1	
	F	%	F	%
PASSED	2	5,56%	28	77,78%
UNPASSED	34	94,44%	8	22,22%
TOTAL	36	100,00%	36	100,00%

Based on the table provided, the students have reached a passing percentage of 86.1, meeting the desired criteria. The enhancements implemented in cycle 2 have had a notable effect, resulting in improved speaking skills among the students and the achievement of the passing percentage

Table 4 illustrates an increase in the number of students meeting the KKM standard (75%), with 28 students now achieving this, compared to the initial 2 students. This indicates an improvement due to the introduction of team game tournaments in cycle 1. However, the percentage of students meeting the KKM remains at 30.56%, indicating the team game tournament implementation is not yet sufficient. Hence, in cycle 2, the role-playing technique will be employed.

The learning activities in cycle 2 mirror those of cycle 1, involving planning, action, observation, and reflection. These activities include analyzing extended texts related to asking and giving suggestions. During the second cycle, students actively participated in learning, showing increased engagement compared to cycle 1, likely because they were familiar with the rules and role-playing as hotel staff.

The learning outcomes in cycle 2 are evaluated through student test scores, as presented in Table 5. This table outlines the results of written tests, indicating the improvement in learning outcomes during cycle 2 activities.

Table 4. Students Learning Outcomes
Cycle 2

CRITERIA	F	%
PASSED	31	86,1%
UNPASSED	5	13,99%
TOTAL	36	100,00%

Significant progress is evident from Table 5, where 28 out of 31 students achieved KKM scores in cycle 1. This success highlights the effectiveness of the role-playing game employed in cycle 2, leading to enhanced student learning outcomes. The Role Playing Technique offers a distinctive approach to teaching English, fostering an active classroom environment and captivating students' attention. These interactive games facilitate the development of speaking skills in diverse scenarios. Moreover, role-playing activities enable students to explore emotions, attitudes, values, and cultures associated with the characters they portray. These immersive activities often evoke intense emotional involvement as students grapple with substantial issues specific to particular topics, providing experiences beyond their daily lives.

The implementation of role-playing games led to improved learning outcomes, as indicated by the data from studies focusing on the extended-expression topic. Previously, English topics were predominantly taught using traditional methods, leading to decreased student engagement and subpar English test results. However, this classroom action research, which integrated role-playing games, demonstrated enhanced learning outcomes after two cycles. Table 6 reveals differences in XI Perhotelan 4 students' learning outcomes from pre-cycle to cycle 2, highlighting the positive impact of this approach.

Table 5. Student Learning Outcomes from Pre-cycle, Cycle 1, Cycle 2

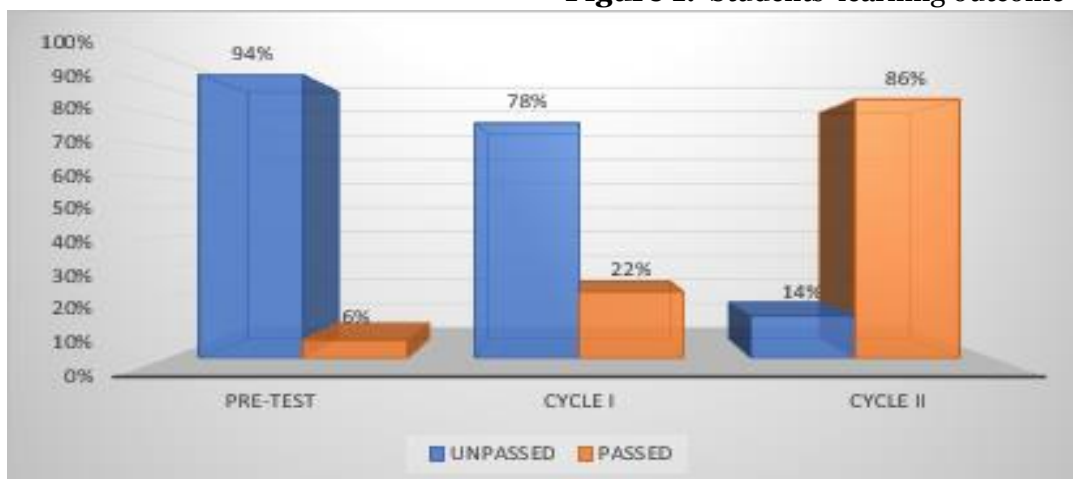
CRITERIA	PRE-CYCLE		CYCLE 1		CYCLE 2	
	F	%	F	%	F	%
PASSED	2	5,56%	28	77,78%	31	86,10%
UNPASSED	34	94,44%	8	22,22%	5	13,90%
TOTAL	36	100,00%	36	100,00%	36	100,00%

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Figure 1 below shows how student learning outcomes improved from pre-cycle, cycle 1, to cycle 2.

Figure 1. Students' learning outcome



4. CONCLUSION

The research findings draw upon data gathered by the researchers, specifically focusing on student learning achievements. Consequently, it can be deduced that the incorporation of the role-

playing technique in XI Perhotelan 4 at SMK N 6 Semarang has effectively enhanced student learning outcomes. In the initial cycle, there was a 14% improvement in average student learning outcomes, which, while notable, still fell short. However, in the subsequent cycle

(cycle 2), there was an 18% increase from cycle 1. Considering the cumulative 33% increase throughout the entire cycle, the overall student learning outcomes can be deemed satisfactory.

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