

# A TEACHER'S TEACHING STRATEGIES IN SPEAKING CLASS AT LANGUAGE CENTER, KAMPUNG INGGRIS, PARE

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## Abstract

This study investigated the teaching strategies utilized in a two-week intensive speaking program to enhance students' speaking skills. The study focused on the Intensive English Program offered at the Language Center, Kampung Inggris, Pare, which specifically concentrated on two-week speaking classes. The primary objective was to identify effective teaching strategies that contributed to improved speaking abilities within this intensive program. Adopting a qualitative approach, the study centered on a particular teacher responsible for instructing the speaking class in the two-week intensive program. Data collection encompassed interviews, observation checklists, and field notes as supporting documentation for the observation checklist. The research findings revealed six teaching strategies employed by the teacher, including interviews, discussions, playing cards, picture describing, storytelling, and role-play. Among these strategies, the interview technique emerged as frequently utilized for teaching speaking. The suggestion for English teachers was to allocate more time if they intended to implement strategies such as role-playing, storytelling, and playing cards, as these strategies required additional practice time for students. Additionally, students were advised to attentively follow the teacher's instructions during the learning process to maximize their language acquisition. Moreover, the article recommended that future research explore the teaching strategies employed in listening, reading, and pronunciation classes, which were integral components of the two-week intensive program.

**Keywords – speaking skills, teaching strategies, teaching speaking**

## Introduction

The importance of having a foreign language skill has increased in the modern, globalized society. Learning a foreign language improves one's capacity to interact with people from other backgrounds and learn from them. People with foreign language proficiency have more access to resources, technology, scholarships, and opportunities to develop their expertise. Particularly in the areas of education, employment, and cross-

cultural communication, English has grown to be essential. Through the use of tools like social media, people with a strong command of English can not only succeed academically but also promote their own cultures and foster productive interactions with others throughout the world. As a result, speaking English is essential to assist many activities in today's society.

Information transmission and reception success depend critically on

effective communication. Speaking, a crucial component of everyday communication, has a big impact on a person's verbal communication skills. Speaking is an interactive activity in which speakers produce, receive, and interpret data in order to create meaning, claims Bailey (2005). Speaking is an extremely crucial component of language because it is connected to everyday communication. It affects how effectively information is transferred and understood. Therefore, a person's capacity for efficient communication is significantly influenced by their speaking abilities.

Even though English teaching is frequently connected to formal education in schools, there are restrictions on English instruction in the classroom due to time restrictions, a lack of resources, and a specific curricular focus. As an alternate method of language learning, informal education initiatives such as after-school English classes have evolved. Teachers are essential in these situations for facilitating productive learning experiences. They need methods for efficiently delivering instructional content to students and improving accessibility and engagement with the learning process. Giving instructions, directing the study of a subject, supplying knowledge that causes one to know or comprehend, and promoting learning are all examples of teaching. According to Brown (2000), teaching is the act of demonstrating or assisting someone in learning. This is where teaching strategies, which are a set of activities intended to accomplish educational goals, are useful. The manner that something is accomplished, whether it be to complete a task, solve an issue, or control something, is referred to as a teaching strategy, according to Brown (2000). They seek to hone a variety of linguistic abilities, such as speaking, listening, writing, and reading. Teaching Speaking stands out among these abilities as a crucial component of language

education since it is necessary for interactions with people.

Speaking classes are offered in several informal language education programs outside of the formal education system. One of them is the Language Center, which is well-known for its environment of English immersion, in Kampung Inggris, Pare, Kediri. The Language Center concentrates on three essential components: highly experienced instructors, first-rate facilities, and extensive learning methodologies. It provides a range of packages and programs, including the Intensive English Program, which covers speaking, pronunciation, and grammar lessons. In order to quickly improve students' speaking abilities, the researcher of this study is particularly interested in examining the teaching techniques used by instructors in the Language Center's program's two-week intensive speaking class.

Some earlier researchers held the opinion that some of the teaching strategies used by English teachers to teach speaking in senior high schools. These were games that involved communication, modeling, and discussion (Ganna, 2018). Razi, Muslim, and Fitriasia (2021) discovered that the junior high school's English teacher employed role playing, drills, games, picture description, and storytelling to teach speaking. In addition, Mulyanti & Nadrun (2021) discovered that role-playing, interviews, describing images, and storytelling strategies were employed by English teachers to teach speaking. So, the current study's goal is to look into the teaching strategies used by experienced teachers in the two-week intensive speaking class of the Language Center's program. By examining the strategies used in this unique educational setting, this research contributes to our understanding of effective teaching strategies for improving students' speaking skills.

### **Methodology**

The research utilized a descriptive qualitative research design to explore the strategies employed by teachers in teaching speaking in the two-week intensive program at the Language Center in Kampung Inggris, Pare, Kediri. The data was collected by the researcher during the two-week intensive program in the speaking class. The data collected came from interviews, observation checklists, and field notes that support the observation checklist. Thus, the data presented is in the form of teaching strategies used by the teacher in teaching speaking classes in the two-week intensive program starting from teaching preparations, teaching strategies, and assessments.

The goal of descriptive qualitative research is to comprehend and illuminate the relationships, actions, contexts, and intents that underlie behaviors (Ary, 2010: 419). In order to understand the causes and mechanisms underlying a social event, it looks at the meaning that individuals or groups attribute to a social or human problem (Creswell, 2009: 4). The introduction, literature and theory, methods, findings, discussion, and conclusion portions of the research report were all organized logically. Descriptive data are offered in qualitative research as extracts from written sources, field notes, interview transcripts, or snippets from multimedia sources (Ary, 2010: 424–425). A qualitative approach was used to convey the findings, which were done by using quotes and descriptive narratives from the data that had been gathered. By avoiding any adjustments or manipulations that would have compromised the phenomenon's natural portrayal, the investigation preserved the originality and authenticity of the data.

## **Finding and Discussion**

### **A. Finding**

At the beginning of the program, all students took a placement test to determine their English language proficiency level. Based on the interview

with the teacher, the placement test took place on Monday of the first week. The students started their classes on Tuesday and were assigned materials and strategies based on their abilities.

The teacher provided materials from the Language Center syllabus, which included different topics for each day. In the first week, the topics covered were introduction, time and daily activities, and family. In the second week, the topics included describing someone, planning, telling an amazing story, and promotion.

For each topic, the teacher developed specific strategies and materials tailored to the students' abilities. The researcher divided the description into two parts: teacher strategies in the first week and in the second week. This division focused on teaching preparation, strategies, and assessment for each week.

#### *1. Teaching Preparation in the First Week Session*

The researcher interviewed the teacher of the intensive two-week speaking program at Language Center to understand their teaching preparation. The teacher followed the syllabus provided by the Language Center, which assigned a different topic for each day. The teacher created lesson plans based on these topics and aimed to encourage students to practice speaking English.

In the first week, the topics covered in the speaking class were introduction, time and daily activities, and family. The teacher employed various strategies to deliver the material to students. For the introduction topic, the teacher focused on assessing the students' English speaking abilities and prepared materials on greetings, responses, and farewells. The teacher adopted a casual approach during this initial meeting and used the whiteboard as a teaching aid.

The teacher used the book "50 Strategies for Teaching English Language Learners Fifth Edition" by Adrienne L. Herrell and Michael Jordan as a source

for the introduction topic. For the second topic on time and daily activities, the teacher made preparations such as providing objects, creating materials, and using specific media for speaking practice. The book "Teaching Methods and Games in Use" served as a resource for this topic.

The third topic, focused on family, involved the use of a family tree as a teaching aid. The teacher prepared group games, puzzles, and mingling activities to engage students. A puzzle was used to form a picture related to family, and students discussed hidden words within the picture. The book "Games for Learning American English" was utilized as a source for this topic.

## 2. *Strategies Used by the Teacher in the First Week Session*

The first week of the session is crucial for the teacher to establish a rapport with the students and introduce the topics effectively. This section discusses the strategies used by the teacher during the first week, divided according to the topics presented.

### a. *The first meeting's strategy in the first week with the topic "Introduction":*

During the initial meeting, the teacher aimed to get to know the students while simultaneously introducing the topic of "Introduction." The strategy employed by the teacher for this topic was an interview. The students were asked to pair up with a friend and conduct interviews to introduce themselves, practice greetings, responses, and farewells/goodbyes.

The teacher began by using various phrases to introduce themselves, such as "Let me introduce myself..." or "May I introduce myself..." They also used the expression "I am willing to..." as a special phrase for someone conducting an interview. Several students were then invited to come forward and introduce themselves to the class, stating their identity, such as their name, place of birth, and hobbies.

The teacher proceeded to explain the material on greetings, responses, and farewells. For greetings, formal and informal examples were provided. Formal greetings included phrases like "Hello, good morning/afternoon/evening," "How are you?" and "Nice to meet you." Informal greetings included phrases like "What's up?", "It's good to see you," "How are things with you?" and "How is it going?"

Similarly, the teacher explained the appropriate responses to greetings, both formal and informal. Formal responses included phrases like "Good morning/afternoon/evening," "I am fine, thank you," "I'm doing well, thank you," and "Nice to meet you." Informal responses included phrases like "Pretty well," "Good to see you too," "Ok, not bad," and "Well, nothing special."

The final aspect covered was farewell/saying goodbye. The teacher provided examples of both formal and informal farewell expressions. Formal farewells included phrases like "Good night," "Goodbye," "Have a nice day," and "It was a pleasure seeing you." Informal farewells included phrases like "Nighty night," "Bye bye!," "Gotta go," and "See ya."

After explaining the material on greetings, responses, and farewells, the students were asked to practice these with their partners, based on the content delivered by the teacher.

### b. *The second meeting's strategy in the first week with the topic "Time and Daily Activity":*

On the second day of the first week, the teacher focused on the topic of "Time and Daily Activity." The teacher employed interview strategies for this topic as well. Students were instructed to pair up and ask each other about their daily activities.

The class began with the teacher sharing their own daily activities, emphasizing the corresponding times for each activity. Each student was provided with a piece of paper containing

information about time and daily activities. The teacher drew a clock on the blackboard and explained the difference between AM and PM time, as well as the time formats used in British and American styles.

Next, students were encouraged to ask questions related to the material covered, particularly about time. The teacher addressed the students' queries and provided additional examples when students answered questions incorrectly. In case of wrong answers, the teacher responded with "really?" and offered alternative examples, prompting students to try again.

The teacher then explained the material on daily activities presented on the students' papers. Students were instructed to pair up with a nearby friend and share their daily activities in turn as a speaking exercise. They were given 15 minutes to discuss their daily activities with their partners. Afterward, students were asked to take turns standing up and sharing their daily activities with the entire class.

*c. The third meeting's strategy in the first week with the topic "Family Tree":*

On the third day, the teacher focused on the topic of "Family Tree." As observed from the interviews, the teacher employed a combination of discussion and interview strategies for this topic. Students were initially asked to discuss puzzles prepared by the teacher, which involved family-related vocabulary. Following the discussion, the teacher introduced a game called "mingle-mingle." Students were asked to walk in circles until the teacher said "stop," at which point they had to pair up with a nearby friend and interview each other about their families.

The teacher provided each group of three students with a puzzle to assemble, forming a correct image related to the topic. Hidden words related to family vocabulary were embedded in the picture, and the groups were challenged to find these words. The group that discovered the

most hidden words within 10 minutes became the winner.

Following the puzzle activity, the teacher explained the concept of a family tree using an example. Each student received a paper containing information about family members and questions regarding family descriptions. The teacher drew a family tree on the blackboard to illustrate the concept, and students were instructed to create their own family trees on paper. The teacher engaged in individual conversations with each student while they worked on their family trees.

To further reinforce the topic, the teacher asked students to form a circle and play the "mingle-mingle" game once again. Students walked around randomly and then paired up with a different friend to ask questions about their family trees. This activity was repeated three times, with students interacting with different partners each time.

At the end of the activity, the teacher inquired if there were any aspects of the family tree topic that the students did not understand.

These strategies used by the teacher during the first week's sessions aimed to create an interactive and engaging learning environment. By incorporating interviews, discussions, games, and individual conversations, the teacher facilitated students' introduction to the topics, encouraged active participation, and fostered communication and comprehension skills.

*3. Assessment in the First Week Session*

The teacher employed both formative and summative assessments during the first week. Formative assessments were conducted after each topic, where students were given assignments and received corrective feedback to improve their understanding. Summative assessments took place at the end of the first week.

For the introduction topic, students were assessed on their ability to introduce themselves in English. If students could

fluently introduce themselves and apply the self-introduction methods taught by the teacher, they were considered fluent in speaking English. Students who stuttered or relied on the provided list of self-introduction methods needed more practice.

In the time and daily activity topic, students were assessed based on their fluency in sharing their daily activities with their partners. Fluent English speakers were considered capable of speaking English, and students were encouraged to practice English in their daily lives.

Regarding the family tree topic, assessments were conducted through the mingle-mingle game, where students applied and improved their family-related questions. Students who could confidently ask and answer questions were considered capable of speaking English, while those who struggled and relied on provided questions needed more practice.

At the end of the first week, a summative exam was given to assess students' understanding of the material. Students were asked to share their personal information and daily activities in front of the class. The exam focused on fluency in conveying information using English.

Several aspects were considered in assessing students, including pronunciation, comprehension, fluency, accuracy, and vocabulary. Pronunciation was evaluated based on the correctness of word pronunciation in English. Comprehension was assessed through understanding questions and providing relevant answers. Fluency was determined by the smoothness of sentence delivery. Accuracy was evaluated based on grammar usage, and vocabulary was assessed by the appropriate choice of words.

Numeric grades were assigned to students based on assessment results. The Language Center had a score range of 60

(lowest) to 90 (highest). Each assessment aspect had its own maximum value, and the cumulative scores determined the final grade, totaling 90.

#### 4. *Teaching Preparation in the Second Week Session*

In the second week of the program, the teacher followed the syllabus provided by the Language Center and prepared materials for four topics: describing someone, future plans, telling an amazing story, and promotion. The preparation process involved interviews with teachers to gather information.

For the topic of describing someone, the teacher used paper media to share material about nouns, adjectives, and examples related to describing someone. The teacher created cards with random arrangements of adjectives like handsome, beautiful, straight, and pointed. Students were asked to orally compose words, and markers were used as spinners to randomly select students to answer. The book "English for Basic Speaking" served as a resource for this topic.

Regarding future plans, the teacher prepared paper materials that covered the usage of "be going to" and "will." Additionally, a snake and ladder gameboard was prepared for students to play during the lesson. The book "Activate: Games for Learning American English (Teacher's Manual)" from the Office of English Language Programs was used as a resource.

For the topic of telling an amazing story, the teacher prepared by sharing his own personal experience as an example of how to tell an amazing story. The book "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success" by The Department of Labor's Office of Disability Employment Policy (ODEP) was used as a resource.

In the last topic, promotion, the teacher created pictures of various products such as smartphones, balloons, bicycles, etc., which students would

choose to promote. The book "50 Strategies for Teaching English Language Learners Fifth Edition" by Adrienne L. Herrell and Michael Jordan was used as a resource for this topic.

5. *Strategies Used by the Teacher in the Second Week Session*

In this research, the strategies employed by the teacher in the second week session are examined and categorized based on the topics covered. The strategies used in each topic are as follows:

a. *The first meeting's strategy in the second week with the topic "Describing Someone":*

The teacher utilized two strategies for teaching the topic of describing someone. The first strategy involved playing cards with random adjectives about someone. The teacher asked students to compose words using the adjectives on the cards. The second strategy employed picture describing, where students described a picture of one of their friends in the class.

The teacher distributed papers to students, which contained materials about describing someone, including nouns, adjectives, and examples. Students were instructed to translate an adjective orally. Afterward, students were asked to make a draft describing one of their classmates without mentioning their name. The draft had to consist of at least ten sentences, and the teacher provided additional grammar explanations, emphasizing the use of the simple present tense.

To enhance engagement, the teacher prepared cards with adjectives randomly arranged. These cards were used in a game where students were selected by spinning markers to answer random adjectives. Students who failed to guess the adjective were given a punishment, such as having powder sprinkled on their faces.

After playing the games, students took turns standing up and describing someone in the class based on their draft.

Other students had to guess who was being referred to. The student who described someone then chose another classmate to describe someone based on the draft they had made.

b. *The second meeting's strategy in the second week with the topic "Future Plan":*

For the topic of future plans, the teacher employed three strategies: interviews, discussions, and picture describing. Students were individually interviewed about their future plans, and then they paired up to ask each other about their respective plans. The second strategy involved group discussions while playing a snakes and ladders game, where students described pictures using sentences in the simple future tense.

The teacher initiated the learning activity by asking students questions about future activities. Each student received a different question and was required to respond in English. Following the interviews, the teacher distributed papers containing materials and questions about future plans. Students discussed these questions with their partners and added their own questions. The teacher provided assistance and checked the progress of the discussions.

After the discussions, students wrote down the results of their conversations about future plans on paper, which were then collected by the teacher. In groups of three, students played a game of snakes and ladders using a game board. When landing on a specific number, students had to create a sentence in the simple future tense related to the picture on that number.

c. *The third meeting's strategy in the second week with the topic "Telling an Amazing Story":*

The strategy employed for teaching the topic of telling an amazing story was storytelling. The teacher gave examples of how to tell memorable experiences and shared one of their own. Students were then asked to tell their own

memorable experiences in front of the class.

The teacher began the learning activity by sharing a memorable experience from their life. Each student was tasked with creating an amazing story, without any predetermined theme. Students were given twenty minutes to craft their stories. They took turns presenting their stories in front of the class. Afterward, classmates asked questions about the stories, and the teacher provided additional questions related to the narratives.

*d. The fourth meeting's strategy in the second week with the topic "Promotion":*

For the topic of promotion, the teacher employed a role-play strategy. Students were asked to play the role of promoters using randomly assigned pictures. The teacher initiated the learning activity by demonstrating the role of a smartphone seller and promoting a smartphone in front of the class. Students were then asked to select a random picture, such as perfume, smartphone, balloon, cake, or book. They were given fifteen minutes to create a draft promoting the product they received.

While students were working on their drafts, the teacher interacted with them individually and asked questions about the products. Once the drafts were completed, students took turns playing the role of promoters for their assigned products. Classmates asked questions about the promoted products, and the students returned to their seats after their presentations, allowing the next student to take the stage. These strategies aimed to engage students actively in the learning process, encouraging participation and providing opportunities for oral practice and creativity within the given topics.

#### 6. *Assessment in the Second Week Session*

The assessment conducted by the teacher in the second week was similar to the first week, utilizing both formative and summative assessments. Formative assessment occurred after explaining the

material and assigning tasks, while summative assessment took place at the end of the first week's content.

In the formative assessment for the second week, the teacher evaluated the topic of "describing someone" by observing how students described their friends and how others responded. Understanding was determined by the ability to correctly guess the person being described. For the topic of "future plans," the teacher assessed students through question-and-answer sessions with their peers and during the snakes and ladders game. The assessment focused on students' ability to ask questions about future activities and their collaboration during the game.

In the topic of "telling an amazing story," assessment was based on students' fluency in sharing their stories with classmates. The teacher evaluated their ability to convey an engaging narrative in front of the class. Regarding the topic of "promotion," assessment involved role-playing as product promoters. Students were evaluated on their performance and ability to promote the products assigned to them.

At the end of the second week, the teacher administered a summative assessment to gauge students' understanding of the material covered in the first week. The assessment focused on speaking skills and required students to role-play as product promoters. The teacher assessed students based on various aspects, including pronunciation, comprehension, fluency, accuracy, and vocabulary. Pronunciation was evaluated based on the correct pronunciation of English words. Comprehension was assessed by observing students' understanding of questions and their ability to provide appropriate answers. Fluency was evaluated by considering students' smoothness and confidence when speaking English. Accuracy was assessed by examining students' grammar usage within the given context.



Vocabulary was evaluated based on the appropriateness and richness of their word choices. The teacher also assigned numerical scores for assessment. The minimum passing score was set at 60, while the maximum score was 90. Each aspect of assessment had its own maximum value, and the scores were combined to calculate the final score of 90.

## B. Discussion

The research findings highlight various strategies employed by teachers in the speaking class of an intensive two-week program. The most frequently utilized strategy was interviews, which aimed to encourage students to speak and engage in conversations. This finding aligns with previous research, supporting the effectiveness of interviews as a learning technique in teaching speaking subjects (Hasriani, 2019). Interviews facilitate the development of speaking skills by providing students with a partner to converse with and discuss topics. Moreover, interviews promote socialization and confidence-building in students (Wulandari, 2017).

Another prominent strategy identified in the research was discussions. This method allows students to express their ideas, share information, and solve problems within small groups. Previous studies have also acknowledged the benefits of the discussion method in making the learning process more effective and promoting social speaking and listening skills (Azizah, 2018). However, it is crucial for teachers to manage the class effectively to prevent chaos and maintain control during discussions (Azizah, 2018).

The use of playing cards as a strategy in teaching speaking was also observed. Playing cards can provide enjoyable activities that foster natural development of speaking skills and reduce students' anxiety in learning a foreign language (Nurchalis & Selviana,

2019). This strategy creates positive classroom interaction and engagement.

Picture describing emerged as another strategy employed by teachers to enhance speaking abilities. Describing pictures encourages students to express their thoughts and stimulates curiosity, leading to increased confidence in speaking (Pratiwi & Ayu, 2020). However, it is important for teachers to guide students in using correct grammar during picture descriptions (Pratiwi & Ayu, 2020).

Storytelling was identified as a strategy that helps improve students' speaking ability and imagination. It contributes to concentration and memory development, as students learn to pronounce words correctly (Maylia, 2021). Storytelling engages students in imaginative thinking and strengthens their speaking skills.

Role play was found to be a strategy that facilitates natural speaking, encourages creativity, and makes classroom activities more enjoyable. Students have opportunities to practice their English and actively participate in engaging role play scenarios (Jannah, Salija, & Basri, 2020). This strategy enhances speaking skills and fosters student interest and motivation in the English classroom.

The research findings are consistent with previous studies that have identified similar strategies used by teachers in teaching speaking skills. Strategies such as role play, interviews, describing pictures, and storytelling have been found in (Kayi, 2006). This study provide further support for the effectiveness of these strategies in developing students' speaking abilities.

## Conclusions

This research examined the strategies employed by teachers in the speaking classes of an intensive two-week program. The findings indicate that these strategies play a crucial role in developing students' speaking skills. The

strategies encompassed interviews, discussions, playing cards, picture describing, storytelling, and role playing, providing diverse opportunities for students to practice and improve their speaking abilities.

The most frequently used strategy throughout the program was strategic interviews, which allowed students to engage in meaningful conversations on various topics. Implementing these strategies effectively creates an interactive and stimulating learning environment, fostering student confidence, engagement, and active participation.

This study contributes to the existing knowledge on effective teaching strategies for speaking classes, particularly in intensive language programs. Future research should explore the long-term impact of these strategies on students' language proficiency and consider additional factors such as classroom dynamics and student preferences. These insights can guide language educators and curriculum designers in developing effective strategies for teaching speaking skills in intensive language programs.

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