


Exploring Students Experience in Online Speaking Class Using Role-Play Technique

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*¹Riandy Arifputra Pradhana, ²Kusrin, ³Praditya Putri Utami abcde 
Univeristy of Singaperbangsa Karawang, Indonesia

ABSTRACT

This paper aims to described the experience of the students toward using role-playing technique as a tool to learn speaking in online class, as well as the benefits and difficulties of implementing role play technique in online speaking class. A narrative inquiry study uses as research design for this study and the research conducted in Senior High School 3 Cikampek, and there are four participants participating in this research. The data were collected through a semi-structured interview and analyzed through Robert Yin analysis data technique. The data then coded and read multiple times, and then presented in final written form. The result from this study indicated that, every participant had a good and enjoyable experience by using role play technique role. The study also found that every participant got some benefits by using this technique and also this study found that, there are some difficulties that the participants faced and experienced by using this technique.

Keyword: Online Learning, Role-play, Speaking, Student experience

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INTRODUCTION

Due to the pandemic situation teaching and learning process is being force to change from offline learning into online learning (Dong, Cau, Li, 2020), as we already know learning to speak in offline learning is already hard for an EFL learners and now due this pandemic situation that causes teaching and learning process being changes into online learning (Dong, Cau, Li, 2020), an EFL learners facing more difficult ways to learn speaking and it's up to the teacher to find a creative ways to teach English and increase their motivation to learn speaking (Haghverdi, 2014) even in online learning. According to Brown (2004), Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information. Also Chaney in (1998) stated that speaking is known as "the method of generating and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols."

Speaking ability is the most important skill to learn when studying a foreign or second language. Speaking is regarded as the most critical of the four main language skills in acquiring a foreign or second language. According to Brown and Yuke (1983), "speaking

*Corresponding Author: Riandy Arifputra Pradhana, e-mail: Riandy1878@gmail.com

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is the ability by which students can be judged the most in real life situations.” Also Rao in (2019) noted that “Speaking is one of the most challenging skills language learners must face”. The most critical of the four language skills in English is speaking. Even after learning a language for a long time, learners find it difficult to speak it in real-life contexts when it is needed.

Furthermore, these speaking skills are beneficial to students as they need to settle down in their careers. In present era, it's common to illustrate a candidate's abilities during a work interview, and often hiring decisions are made depending on the interviewer's results (Rao, 2019). As a result, speaking abilities are important and everything is based on how people express their messages to others (Rao, 2019). However, an EFL learners interest to learning speak is quite low (Haghverdi, 2014) because some of EFL learners think English is not as important aspect for their needs (Haghverdi, 2014) and in order to keep the interest of an EFL learner to learning speaking even in online learning teacher need to find a creative ways to teach speaking, there are many various ways to learn to speak English, especially in online learning teacher and students could fully using the internet to collaborate to find a creative ways to teach speaking in online learning (Dong, Cau, Li, 2020), and one of technique that teacher should consider to use is through role-play activity.

Speaking

Speaking is the process of making word in normal voice, offering voice. Speaking is ne of the most crucial abilities that people should acquire is the ability to speak. It's because when we speak to people, they will understand what we are saying and what we want (Asilestari, 2016). Speaking is an important aspect of foreign language learning and teaching, since it allows students to express themselves orally in the target language (Rahmanis, 2019). Speaking in not only about giving an intention to one individual to another. But also, It included describing the ideas toward the other. it associated to how the receiver receives the information and understand the information from the the speaker (Syaifullah, Hardi, 2021). Unlike The three other skills, speaking is the most important skills to communicate (*Kamanpon, 2010*). In order to develop an EFL student speaking skill this could be one of the reasons for the teachers to give more situations and activities for students to reinforce their speaking competence (*Kamanpon, 2010*). There are immensely factors related to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are some of important factors of them in building fluency for EFL speakers. Provide EFL learners variety of situations and variety of speaking tasks in a role playing (*Kamanpon, 2010*).

Confidence and Competence could reinforce an EFL learners speaking skills (*Kamanpon, 2010*). Establish students confidence to erase fear of making error is one of the most important key and was a priority to develop students speaking competence (*Pati, 2008*). For effectiveness of speaking (*Kamanpon, 2010*) mention there are number of elements involved such as, listening skills, sociocultural factors, affective factors, yet there are number of exciting way that teachers could use in order to develop their students speaking competence and it is up to the teachers when they are going to choose the most appropriate and the best way to develop their students speaking competence.

According to Brown, (2004) There are five types basic of speaking conditions under which we find ourselves: 1) Imitative Speaking. 2) Intensive Speaking. 3) Responsive Speaking. 4) Interactive Speaking. 5) Extensive (Monologue) Speaking. Imitative speaking is the ability to repeat or imitate a word or phrase or possibly sentence, to measure or assess the students speaking performance in imitative speaking the teacher could use word repetition task and test taker hear. (Brown, 2004).

Intensive speaking is the creation of oral language for small stretches. Examples

include tasks of directed response, reading aloud, sentence and dialogue completion, specific picture-cued tasks, to measure or assess the students speaking performance in intensive speaking the teacher could use directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level (Brown, 2004).

Responsive speaking is including interaction and test comprehension, but at some point this only a limited level of small conversation, greetings, small talks, etc. to measure or assess the students speaking performance in responsive speaking the teacher could use small conversation, simple question and answer with the students (Brown, 2004). Different to responsive speaking, interactive speaking is length and the complexity and which situations includes multiple exchanges and/or multiple participants. Interactive speaking include face-to-face meetings and telephone calls, in which we listen and talk alternately, and in which we have an ability to ask our communication partner for clarity, repetition, or slower speech, to measure or assess the students speaking performance in responsive speaking the teacher could use an interview, discussion and conversation with the students (Brown, 2004).

Extensive Speaking is tasks involve complex, relatively lengthy stretches of discourse. They are frequently variations on monologues, usually with minimal verbal interaction (Brown, 2004), also Brown (2004) mentioned that the teachers could use oral presentation, picture cued storytelling, retelling story, in order to measure or to assess their students speaking performance. As I was mentioned previously, according to Brown (2004) Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information, also Kamanpon (2010) stated that Unlike The three other skills, speaking is the most important skills to communicate, but lack of opportunity outside the classroom to practice is one of problem that EFL learners facing in real life situation when it comes to learn speaking (Kamanpon, 2010) and also Brown (2004) noted that there are numerous ways in order for the teacher to teach speaking in the classroom such as oral presentation, small conversation, simple discussion, simple question and answer with the students, role play technique, etc.

Role Play

Role playing is a common pedagogical practice in communicative language, it frees students to be somewhat creative in their language output, in particular circumstances role-play allow the students to have some rehearsal time in order to figure out what are the going to say (Brown, 2004). Brown (2004) also mentioned that role-play could decrease anxiety level for the students due to their playing as someone rather than themselves, also Killen (2009) mentioned As a teaching and learning technique, role play requires one or more students performing in a role in which they appear to be someone other than themselves or someone else. Learning activities include formal, scripted activities, free-flowing or simulated. Role play is a learning approach in which people spontaneously address human relations concerns and examine the execution with the support of other role players and observers. One of the techniques used in communication, in particular, the approach to second language teaching is that of role-play. Role playing/simulation is an extremely valuable method for second language learning. It stimulates creativity and innovation, helps learners to acquire and exercise new language and behavioral skills in a comparatively non-threatening environment, and can produce the excitement and interest required to learn (Thompkins, 1998).

Role-playing technique involves representing a realistic situation, often within a realistic scenario. The frame of a particular scenario. It aims at understanding the learner's knowledge of the Experience generated in a given situation. There are expected participants, Practicing their skills and acquiring the appropriate skills through role-play

Attitudes which are required to manage the situation (Magos, 2008). As mentioned previously, Role-play activity means bringing a broad range of experience into a narrow classroom learning situation through incitement of the student's creative mind and his connection with the other students (Dent, 1977). This technique is practically is one of ways we can give our opportunities to our students to practice improving a range of real-life spoken language in the classroom (Aliakbar, 2010).

METHOD

This research is qualitative research, qualitative research is a form of research in social science that collects and works with non-numerical data and seeks to interpret meaning from those data through the study of targeted populations or places to help understand social life. In conducting the present study, a narrative inquiry research method was adopted. Connelly and Clandinin (1990) noted that, **narrative inquiry** is the process of gathering information for the purpose of research through storytelling. The researcher then writes a **narrative** of the experience, the researcher using narrative inquiry study because his study is discussing about how the participants experience facing one of real world situation that is learning to speak in online class using role play technique and the narrative study is suited the best in order to know how are they story about facing real world situation.

This research conducted in one of high school in Cikampek which is Senior High School 3 Cikampek where be held on June - July. The subject of this research was four students of Senior High School 3 Cikampek and in age range from 17-18 years old. The participants of this research are selected purposely due to the researcher using purposive sampling, and according to Elikan (2016) purposive sampling It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

The researcher using semi structured interview in order to collecting the data from participants. Semi-structured interviews are frequently used In policy research, in semi-structured interviewing a guide is used, with questions and topics that must be covered. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized. To ensure that the researcher covers the right information, probes can be given. Semi- structured interview collects detailed information in a style that is somewhat conversational (Harrell, Bradley, 2009).

The instrumentation for this research is Interview and Documentation. An interview is a data-collection method in which an interviewer asks questions to an interviewee. In other words the interviewer gather the data from the interviewee, who provides the data (Johnson, RB, 2020) and the researcher specifically using semi-structured interview technique. Semi-structured interviews are frequently used In policy research, in semi-structured interviewing a guide is used, with questions and topics that must be covered.

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assignment in online speaking class. The researcher using Robert K Yin (2011) in “Qualitative research from start to finish” technique in order to analysed the data.

Transcribing and Compiling data

The very first step that researcher are going through after collecting the data from the participants is to transcribe them into some organize written form in order to make it easier to read for the researcher and after that, the researcher transcribing the data, the researcher compiling the data into some organize form and in this step the researcher consistently doing rereading and relistening the data in order to avoid misunderstanding and misinterpretation when the researcher transcribe the data (Yin, 2011).

Coding data

The second phase that researcher are going through is to code the data, in coding the data the researcher will break down **breaks the text down into the smallest units and reorganizes these units into relatable stories, also the researcher will label or give names to passages within the text which express a particular idea or refer to an event** (Heigham, Crocker, 2009). Furthermore, Heigham and Crocker in 2009 also stated that coding breaks the data up into manageable pieces and gives these pieces names, or tags, which enables the researcher to manipulate them; for example, to group them together, regroup them, and classify them.

Concluding data

The last phase that the researcher conduct is concluding the data that has been gather from all the participant, before concluding the data researcher will conduct re-reading and re-listening from the data in order to avoid misunderstanding and misinterpretation and after carefully conducting that, the researcher will present the findings of the research into final written form (Yin, 2011).

FINDINGS AND DISCUSSION

The research findings regarding how the experience of the students using role play as a technique to learn speak English in online speaking class can be classified into 3 categories, in correspondence with the research question: findings that address the experience of the students in using role play technique as a tool to learn speak English in online speaking class, findings that refer to the benefits of using role play technique in online speaking class, then finally findings that about the challenges of using role play technique in online speaking class.

The students experience in using role play technique

As I mentioned previously, this research has 4 participants, all of them are in the same class (XI IPA II) and all of them is a female in age range from 17-18 years old.

The findings of the research according to the interview that had been conducted to the participants indicated that, they are all have good and enjoyable experience by using role technique as tool to learn speaking in online speaking class.

Participant 1 stated:

By using role play technique as a tool to learn to Speaking it really helpful for her in order to develop her English speaking skill, since she only has limited opportunities to practice English outside the school, also she stated that even though she did not like English so much, but by using role play technique it increase her desire to practice English more often in the future. In her interview she also mentioned that she have been using this

technique back when she were in junior high school, but unfortunately she did not recognize this technique name and also she mentioned that sometimes she learn English by watching western movie reading, listening to an English song, and read a few English written article in the internet, also in the last phase of the interview she mentioned that she really recommend using this technique for those who are like to practice English inside or outside the school.

Participant 2 stated:

Similar to participants 1, she also stated that it was really good, enjoyable, helpful experience for her, it really helps her to develop her English speaking skill, and she also stated that, despite her English speaking skill is quite low, but by using this technique is more enjoyable and more fun to practice English for her, so it really helps her to develop her English speaking skill, also she mentioned she ever use this technique back when she were in junior high school and she also did not recognize this technique has a name, she also mentioned that she sometimes learn English by watching some western movie and also she sometimes listening to some English some song, she also recommend this technique for those who are like to learn English, and also she stated that sometimes English material can be bored and make her confused and sometimes she would like to practice it.

Participant 3 stated:

Using role play technique as a tool to learn English is really good, fun, and enjoyable experience for her, and also since they are partnering with her friend it is more understandable for her since sometimes the partner correct the mistakes that she made, and also she mentioned since they were partnering with each other it really helpful for her to make a good conversation and also she mentioned that it really nice bonding between her and her partner. Similar to the other participants, she also mentioned that, she ever use this technique before, similar to the other participants beside using role play technique, she also learn English via watching western movie and listening to the English song and sing it aloud with the helps of the lyrics, also she really recommend this technique to learn and practice speaking English due to the fun and enjoyable factors that she had been mentioned previously.

Participant 4 stated:

It was really good experience for her and also, he mentioned that it was really unique experience for her, also she mentioned in interview that this technique could be answer for the students who would to practice to speak English and also for the teacher who like to find a fun and enjoyable technique to teach their students to speak English this technique could be an answer for that, she stated in interview. Similar to the rest of participants she also ever use this technique back when she were in junior high school, but she did not recognize and know this technique has a name, and she mentioned that before knowing this technique she always using "learning by doing" technique, she explained that sometimes she try to imitate what the actor or the actress said in some English movie, and in the end of the interview phase she stated that, she really recommend this technique due to the spontaneous factor, so it can help her to build some confident feeling and also she mentioned since she were partnering it was really helpful because sometimes they correcting each other mistakes.

The benefits of using role play technique in online speaking class

In this section the researcher will provide the benefits of using role play technique according to the participants answer in the semi structured interview that had been conducted in this research.

Participant 1 stated:

She stated that, before knowing role play technique her speaking skill is quite low and this technique really helps her out to practice more in the future using this technique when the opportunities come. Also, he mentioned that it helpful for her listening skill as well.

Participant 2 stated:

Similar to participant 1, she stated that by using this technique, it really helps her to develop her speaking skill and also, she mentioned that she could develop her listening skill as well by using this technique since it's really understandable when your partner learning is your own friends.

Participant 3 stated:

She stated that, the benefits of using this technique is that, technique's more enjoyable and understandable since the partner is her own friends and they can correcting with each other, and also she stated that due to enjoyable factor it's more easy to practice speaking English and she did not forget to mentioned that it really help her to develop her listening skill.

Participant 4 stated:

She stated that, by using role play technique it really helps her to build her confident feeling, because in this technique you only got a few minutes to think the words you are going say and that little time and spontaneous factor really helps her to build "never afraid to make a mistakes" mindset, and she did not forget to mention that this technique could really help her to develop speaking and listening skill.

The challenges of using role play technique in online speaking class

In this section the researcher will provide the challenges of using role play technique according to the participants answer in the semi structured interview that had been conducted in this research.

Participant 1 stated:

The challenges of using role play technique according to her is mainly the language itself, she stated that the language not familiar for her and she rarely using English language in her life, also she mentioned that it's really hard for her to find the right word to express what is she going to say, since her English vocabulary is very limited, she also mentioned that she did not exactly know how pronounce some of English word, and she also mentioned that she were afraid to make a mistakes even just a tiny one, because it will make her feel embarrassed when she making a mistake.

Participant 2 stated:

Similar to participant 1, she mentioned that English language is very unfamiliar to her, and she also mentioned it's really hard to build some conversation when your English vocabulary is very limited, and she also mentioned that she does not have opportunities to practice outside the school because she did not have a partner to practice it and she feels that is the main reason why her English vocabulary is very limited.

Participant 3 stated:

In the interview she said that, even though you have your own partner to practice, yet it will create another problem for her, because sometimes her partner trying to break her concentration by making a joke or try to mock her when she talked, she also mentioned the limited of English vocabulary is the main problem for her and that is why it's really hard for her to find the right word for the expression she is going to express.

Participant 4 stated:

She stated that, by using this technique she could build confident feeling toward the word she is going to say, but also the afraid feeling of making mistakes always never disappear for her, moreover in this technique you only have a few time to think about the word you are going to say and the chance of making mistakes is quite big due to the spontaneous factor, so the Challenges of using role play technique according to her, is you have to be able to fight your fear of making mistakes even though that feeling will never disappear.

Discussion

This present study found that all of the participants had a good experience in using role play technique as a tool to learn speaking English in online speaking class. It is in line with the result of Yen (2013) research. She found that the students were very happy with this experience and stated that this technique as a useful, interesting, and enjoyable technique. Also, in this present study found that some of participant were happy with their partner for correcting her when she making a mistake and this also it is in line with the result of Yen (2013) research, as she found that some of participant trying to help correct each other when somebody's making a mistake whether its grammatical or vocabulary error. Moreover, this present study found that some of participants stated that this technique is really fun and enjoyable because they are partnering with their own friend and it is in line with the result of Yen (2013) result. She found that some of her participant find it really funny when they are talk with their own partner (friend). Furthermore, this present study found that some of participant acquire new vocabulary from this research and it is in line with Magos (2008) research, he found that the participants learning some new vocabulary from his research and they feel it was really nice to learn some of new vocabulary.

This study also found that all of the participants got some benefits by using role play as a technique to learn to speak English, all of the participant agree that this technique could help develop their speaking and listening ability. It is in line with the result of Yen (2013) research. He found that all of his participants are agree that role play technique is excellent to develop their fluency and spontaneity. Furthermore, one of participants in this study stated that role play activity could be a motivating technique to teach English and it is in line with the result of Yen (2013) research. He stated that the students were more motivated and show more personal involvement and in result it can produce bigger chunks of foreign language when the teacher chose topic that met with their personal interest. Moreover, one of participant mentioned that this technique is really useful for those who are like to take a risk and it is in line with the result of Halapi (2002) research. He found that this technique is motivating for the student were generally risk takers and liked to experiment with the language.

This study found that one of main difficulties using role play technique is the language itself, some of the students explained that they did not familiar with the language and they are rarely use English language inside or outside the school and they also mentioned that they have only limited opportunities to practice English language. It is in line with the result of Ayu (2007) research. She stated that, her participants find it really difficult to speak in English since it was not their mother tongue and they also have very limited opportunities to practice it outside the school. Furthermore, this study also found that lack of vocabulary is one of the main the difficulties that the students experience during the research and it is in line with the result of Ayu and Viora (2019) research. She also found that her participants difficulties are lack of vocabulary. Moreover, this study found that when major parts were assigned to shy students, they often failed to participate. It is in line with the result of Halapi (2002) research. He stated that, often the shy student fail to participate when they assigned into some major parts of role play. This study also found that lack of confidence is one of main difficulties that the student experience during the research and it is

in line with the result of Ayu (2007) research. She found that due to the lack of confidence a few of her participants sometimes find it hard to participate into the role play simulation. Finally, the present study found that, most of participants fear of making mistakes. It is in line with the result of Yanti and Hardi (2019) research. They stated that, some of the student in their research are afraid of making mistakes, due to the low proficiency vocabulary.

CONCLUSIONS

Based on the research, the researcher concluded that, all of the participants had a good and enjoyable experience by using role play technique as a tool to learn speaking English. Furthermore, the implementation of using role play technique makes the speaking and learning activity more interesting and enjoyable. It's really helpful for the shy students. In addition, most of participants agree that the enjoyment feeling could leads them into better learning. Not only that, the implementation of using role play technique is not only useful for shy students, but also for the risk takers students who are like to experiment with the language. Moreover, the implementation of role play technique makes the activity more active and alive. Students are more willing to participate without any forces by the teachers. Finally, The difficulties that the students faced mostly in role play activity are the unfamiliar feeling with the language, lack of vocabulary, and lack of confidence.

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