


# Effectiveness of English Program in Teaching Speaking at LP3I Tasikmalaya Polytechnic

 <https://doi.org/10.31004/jele.v11i3.2551>

\*Yanti Fadila Wahab, Yudi Kurniadi, Ernawati<sup>abc</sup> 

<sup>123</sup>Politeknik LP3I Tasikmalaya, Indonesia.

Corresponding Author: [yantifadila@plb.ac.id](mailto:yantifadila@plb.ac.id)

## A B S T R A C T

The ability to speak English effectively is essential in global communication and professional settings. However, gaps often exist between theoretical approaches to language teaching and their practical implementation in classrooms, particularly in enhancing students' speaking skills. Teachers frequently encounter challenges such as limited class time, large class sizes, lack of training, insufficient teaching resources, and students' low confidence in speaking activities. Consequently, speaking instruction often remains focused on grammar exercises and textbook-based learning rather than authentic oral communication. This study aims to analyse the effectiveness of an English program in improving students' speaking ability at LP3I Tasikmalaya Polytechnic. A qualitative case study approach was employed, involving ten students, one program coordinator, and two English teachers selected through purposive sampling. Data were collected through observations, interviews, document analysis, questionnaires, and audio-visual materials, and were analysed using data condensation, display, and conclusion drawing. The findings reveal that the English Conversation Journal (ECJ) is the most effective program in engaging students. Additionally, the program improves pronunciation, vocabulary mastery, confidence, motivation, and speaking awareness. In conclusion, the English program is effective in enhancing students' speaking skills and supports teachers in achieving learning objectives.

**Keywords:** *Effectiveness, English Program, Polytechnic, Speaking English, Teaching English*

### Article History:

Received 12<sup>th</sup> May 2026

Accepted 07<sup>th</sup> June 2026

Published 09<sup>th</sup> June 2026



## INTRODUCTION

Communication is important for our life. According to Markovic & Salamzadeh (2018), communication is the process of creating, transmitting and interpreting ideas, facts, opinions and feelings. Markovic & Salamzadeh (2018), states that good communication is considered a learned skill. Most learners are born with physical ability for talking, but we should learn to speak well and communicate effectively. It means that learning communication is a must to improve our speaking skills.

The communication tool is language. Rabiah (2018) says that Language is essentially a means of communication among the members of a society. According to Austin (2021) states that the language is the vehicle by which the rules regarding syntax and semantics are clearly stated and conveyed. It can be concluded that language is the most important tool in communicating with society to convey some information to each other.

One of the languages that is acceptable and internationally used is English. Teaching English as foreign language is conducted in Indonesia because English has a central role in the development of intellectual, social, and emotional development. English also becomes a supporting way to be successful in life. The central role of English is caused by its role in international communication. Teaching English is highly expected to help the learners know themselves, their culture, and another people's culture. Furthermore, teaching and learning of English is also expected to assist the learners in expressing their arguments and feelings, participate in society, and even use analytic and imaginative thinking by themselves.

English is an international language. Srinivas Rao (2019) states that the English language is spoken all over the world and it has attained the status of the global language. The language used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, and banking is the English language. Thus, in this global era mastering English is important for the learners.

Nowadays, many colleges provide a curriculum that matches the world of work. Mastering the English language is very important for job seekers. LP3I Tasikmalaya Polytechnic is one of the colleges that has a placement program and a curriculum that is focused on the world of work. Thus, the students are prepared to be ready to work and they have to be able to master the English language.

There are four skills in mastering the English language such as reading, listening, writing and speaking. In this research, the researcher focuses on speaking skill. Speaking is a productive skill that should be mastered by the students to improve their communication skill. Pirnazarova et al. (2019) states that speaking is to say words orally, to communicate as by talking, to request and make a speech. Especially, in speaking English, the students need it for getting a bright future.

In learning English, speaking is not easy; there are so many problems faced by the students to get the standard result of speaking English. Not only students but also the teachers have problems in teaching the learning process of speaking English. According to Sugiono (2020) teaching should be defined with a term of learning, because "teaching" facilitates a learning process, gives the learner an opportunity to learn and sets the conditions essential for learning. To achieve a good teaching learning process, need the best program in teaching learning process especially in teaching learning speaking English.

Teaching speaking English is not a simple thing to do, teachers face the problems. There are many factors might be influence in teaching learning process such as the skill in making effective strategy to concept teaching materials is needed by teachers and the students' motivation to practice English speaking. To make good English the coordinator of English teachers has to create the English Program. Meanwhile, many programs of English speaking in LP3I Tasikmalaya Polytechnic such as ECJ (English Conversation Journal), English Day, VBB (Vocabulary Building Book), clinic class, and teachers used English programs in the teaching learning process. In fact, most of them are unable to speak English well although many programs teach learning English.

In addition, according to a short interview with the students, the researcher got admission that they experienced several difficulties in learning English, particularly in speaking activities. Many students felt too shy and lacked confidence to practice or communicate in English during class. They also had limited vocabulary mastery, which made it difficult for them to express ideas clearly. Furthermore, the students reported having insufficient understanding of grammar, even though they have learnt English since elementary school. These problems affected their ability to communicate effectively and participate actively in speaking activities at LP3I Tasikmalaya Polytechnic. After observing the students, the researcher conducted small talk with the teachers who teach in the third level. Dealing with it, the teachers admit that they have some problems in teaching English such as motivation in teaching, creativity to concept the content of speaking English, and time management. It takes more time learning than other skills because it might have needed practice rather than just theory. In line with problems above, the researcher concluded that students' problems in speaking English are caused by two factors such as psychological and non-psychological factors and problems faced by teachers in teaching speaking English influenced by internal and external factors of themselves. Related to it, the reason for conducting this research is to investigate the effectiveness of the English Program in teaching English speaking at Polytechnic in Tasikmalaya.

There is some research previously related to the effectiveness of English programs in teaching speaking English. Fitriani (2016) in her research entitled "The Teaching and Learning Program of English Speaking Proficiency in A Business and Technology College. The study is

achieved through a case study. This research is performed on the students of the second grade of LP3I Business and Technology College Tasikmalaya in the academic year of 2014-2015. The research findings indicate that the teaching and learning programme for English speaking proficiency at a business and technology college is highly effective in improving students' English speaking skills. Wahyuni (2020) in their research entitled "The Effectiveness of English zone Program in Developing Students' Speaking ability of the Seventh Grade of SMP Nurul Huda Porong. The researcher used a descriptive quantitative method. The research result is the English zone program effective to develop students' speaking ability of the seventh grade of the SMP Nurul Huda Porong. Sari et al (2021) in her research entitled "The Effectiveness of Blended Learning in English Speaking Skill for Undergraduate Students in the Era of Industrial Revolution 4.0". Method used by the research is descriptive research with mixed method and the result show that actually, the IRM of blended learning improves the English-speaking skill achievement especially in the components of speaking skill namely, vocabulary, grammar, and comprehension and effective to be implemented for undergraduate students in the era of industrial revolution 4.0. On the other hand, (Aip, 2018) in his research title is "Teaching English Speaking at Tunas Unggul Junior High School Bandung (A Descriptive Study)". The method used by the research is a descriptive method. The research result provided an idea that curriculum development has an important role in improving students' English ability especially in speaking.

Regarding the phenomena above, the researcher conducts a case study entitled "Effectiveness of English Program in Teaching Speaking at Polytechnic West Java" (A Case Study at LP3I Tasikmalaya Polytechnic, Kota Tasikmalaya, West Java, Indonesia).

## METHOD

The research employed a qualitative case study design. The primary objective of study was to explore how the English program was implemented in teaching speaking, to investigate students' experiences and responses toward the English program, to identify the strengths and weaknesses of the English program in improving speaking skills, and to understand the effectiveness of the English program from participants' perspectives. The population used by the researcher was the fourth-semester, second-grade students and English teachers of LP3I Tasikmalaya Polytechnic in the academic year of 2020-2021 that consist of ten classes. The participants were selected purposely based on their involvement in the English program and their relevance to the objectives of the study. The student participants who had participated actively in both classroom and extracurricular English activities. They were selected because they had already experienced the implementation of the English program for a sufficient period and were considered capable of providing information regarding its effectiveness in improving speaking skills. In terms of English proficiency, the students were generally categorized at beginner to intermediate levels. Most of them were able to understand basic English expressions and classroom instructions; however, they still faced difficulties in speaking fluently, particularly in pronunciation, vocabulary mastery, grammatical accuracy, and self-confidence during oral communication. In addition, the study involved one English program coordinator and two English instructors. The role of English program coordinator was responsible for designing, organizing, supervising, and evaluating the implementation of English programs at the institution. The coordinator also managed extracurricular activities such as English Day, English Area, and the English Conversation Journal (ECJ), as well as ensuring that the programs supported students' speaking development. Meanwhile, the English instructors were responsible for conducting classroom teaching, facilitating speaking activities, assessing students' speaking performance, and motivating students to participate actively in English communication activities. Their roles were important in providing instructional support and practical insights into the implementation and effectiveness of the English program.

There are some techniques in collecting data, the researcher employs some methods such as

*Observations*

By observation the researcher can get fresh perspectives, respondents and invisible understanding that could not be exposed by interview or survey. The researcher did the observation to the students and teachers of LP3I Tasikmalaya Polytechnic.

*Analysing text and document*

The researcher used the documents including written data, textbook and speech script.

*Interview*

One-on-one type's interview is used in this research. One -on-one which the researcher asks questions and records answers from only one participant in the study at a time. The researcher did the interview with the English Coordinator who held the English program in LP3I Tasikmalaya Polytechnic, two English teachers and ten students of the second-grade. Meanwhile, the interview guideline was used by the researcher as follows:

Table 1. The Specification of Interview

No	Items of Interview	Indicator	Total Item	Number	
				Odd	Even
1	English Program	1. Types of English Program	2	1	2
		2. Purposes of English Program	1	3	
		3. The Rule of English Program	1		4
2	Effectiveness	1. The program of Success	2	5	6
		2. Target success	1	7	
		3. Satisfaction with program	1		8
		4. Input and Output levels	1	9	
		5. Overall goals of program	1		10
3	Teaching Speaking English	1. Process of teaching Speaking English	10	11,13,15 17,19	12,14,16 18,20
		2. Teachers' and students' problem in teaching speaking English	2	21	22
		3. Solutions of the problems	2	23	24
4	Suggestions and wills	1. Suggestions and wills		25	

*Audio-visual*

Creswell & Creswell (2018) states that audio-visual data may take the form of photographs, art objects, videotapes, website main pages, e-mails, text messages, social media text, or any forms of sound. The researcher used videotapes in final collecting of the data and uploaded them to the Youtube Channel.

*Questionnaire*

An open question questionnaire is used in this research. Open question questionnaire in which the students are allowed to express themselves in their own words. The researcher leaves the respondent to decide the wording of the answer, the length of the answers and the kind of matters to be raised in the answer. The researcher did the questionnaire to the students at the third grade of LP3I Tasikmalaya Polytechnic. Meanwhile, the questionnaire was used by the researcher as follows:

Table 2. The Specification of Questionnaire

No	Items of Interview	Indicator	Total Item	Number	
				Odd	Even
1	English Program	1. Types of English Program	2	1	2
		2. Purposes of English Program	1	3	
		3. The Rule of English Program	1		4
2	Effectiveness	1. The program of Success	2	5	6
		2. Target success	1	7	
		3. Satisfaction with program	1		8
		4. Input and Output levels	1	9	
		5. Overall goals of program	1		10

*Effectiveness of English Program in Teaching Speaking at LP3I Tasikmalaya Polytechnic*

No	Items of Interview	Indicator	Total Item	Number	
				Odd	Even
3	Teaching Learning Speaking English	1. Process of teaching learning Speaking English	10	11,13,15	12,14,16
		2. Teachers' and students' problem in teaching learning speaking English	2	17,19	18,20
		3. Solutions of the problems	2	21	22
44	Suggestions and wills	1. Suggestions and wills		23	24
				25	

In analysing data, the researcher employed three concurrent flows of activity namely data condensation, data display and conclusion drawing or verification.

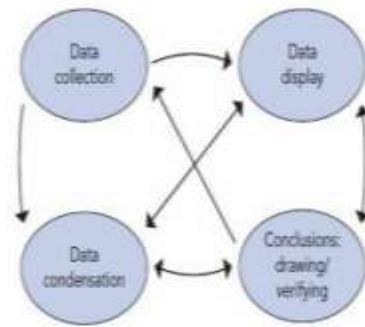


Figure 1. Components of Data Analysis: Interactive Model

## FINDINGS AND DISCUSSION

### Findings

Dealing with the English work program of 2020-2021 academic years, the achievement in implementation of English program is 81%. There are some programs that are not implemented, such as English camp or English art show, English Competition or Olympiad: External or Internal, and English Training for Employees. The reason why programs are not implemented is that programs are caused by the condition of a pandemic and busy employees cause low attendance.

Based on the findings, there are four categories of this research study;

#### *ECJ Implementation*

Among all programs, the English Conversation Journal (ECJ) was identified as the most effective activity in supporting students' speaking practice. Both students and teachers stated that ECJ encouraged students to communicate more actively in English and provided regular opportunities for speaking practice inside and outside the classroom. The program also created a more supportive English-speaking environment for students.

#### *Pronunciation Improvement*

The interview results revealed that the English program contributed positively to improving students' pronunciation skills. Through continuous speaking practice, classroom interaction, and activities such as ECJ and English Day, students became more familiar with correct pronunciation and intonation. Teachers also reported that students demonstrated noticeable progress in pronouncing English words more clearly and confidently during speaking activities.

#### *Vocabulary Development*

Another important finding showed that the English program helped students expand their vocabulary mastery. Students admitted that participating in various English activities exposed them to new words and expressions that could be applied in daily communication. Vocabulary-building activities, classroom discussions, and speaking practices encouraged students to use a wider range of vocabulary when expressing their ideas in English. As a result, students became more capable of participating in conversations and responding to speaking tasks.

*Effectiveness of English Program in Teaching Speaking at LP3I Tasikmalaya Polytechnic  
Confidence and Motivation*

The findings also indicated that the English program influenced a significant role in increasing students' confidence, motivation, initiative, and awareness in speaking English. Initially, many students felt shy and hesitant to speak English because of fear of making mistakes. However, regular participation in English activities gradually encouraged them to become more confident and willing to communicate in English. Teachers observed that students showed greater enthusiasm and participation during speaking activities after joining the program. Regarding to the result of questionnaire

3. Apakah *English Program* di Politeknik LP3I Tasikmalaya efektif membantu anda dalam meningkatkan keahlian berbicara Bahasa Inggris?  
39 responses

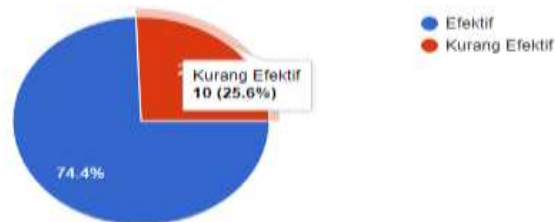


Figure 2. Questionnaire

Based on the data above, 74.4% of the fourth-semester, second-grade students sample in LP3I Tasikmalaya Polytechnic admit that the English program is effective in supporting students to improve their English speaking ability and 25.6% admit that the English program is less effective in improving their English speaking ability. It can be concluded that the English Program has been effective but still needs to be improved.

## Discussion

This section offers the discussion on some issues that emerge from the research findings. Based on research findings in, there are two propositions that are formed by the researcher: aspects in measuring the effectiveness of English program effect to the students' speaking proficiency at LP3I Tasikmalaya polytechnic and the effectiveness of English program effect to the students' speaking proficiency at LP3I Tasikmalaya polytechnic. Regarding to (Zaykowski, 2021) there are some aspects should be focused in measuring the effectiveness of a program, such as;

### *The Program of Success*

The research findings showed that the English program is successful in teaching speaking English and in improving the students' speaking proficiency. It is proven by the result research that 74.4% of the third student sample in LP3I Tasikmalaya Polytechnic admit that English program is effective in supporting students to improve their English speaking ability and 25.6% admit that English program is less effective in improving their English speaking ability. It can be concluded that the English Program has been effective but still needs to be improved.

Regarding tracer study of LP3I Tasikmalaya Polytechnic obtained from C&P department (Corporation and Placement) as placing the students' work 90% were placed in their respective fields of work and English program as support program in achieving their work. Some of them have become translators and tour guides.

### *Target success*

From the research findings, it is found that target success of the English program is all of the academic community including students, teachers and employees. Every student, teachers and employees have the target or their own purposes in mastering speaking English. One of them is having a good communication ability, in line with (Markovic and Salamzadeh, 2018), states that good communication is considered a learned skill. Most learners are born

with physical ability for talking, but we should learn to speak well and communicate effectively. It means that learning communication is a must to improve our speaking skills.

### *Satisfaction with Program*

The research findings showed that a 59% sample of the third students in LP3I Tasikmalaya Polytechnic said that they were satisfied with the English program. It was evidenced by the effect that they felt after implementing the English program such that their motivations, confidence, pronunciations and speaking proficiency were improving.

### *Input and Output Levels*

From the research findings, it is found that the input is still not optimal, still below average in terms of speaking skills, reading skills are still below average, but not 100% below average either, some are good but not too significant. Therefore, through the English program students are treated by the teacher to improve their speaking English proficiency. After implementing the English program, the students' English proficiency is increasing. It showed of the result research that 74.4% sample of the third level students in LP3I Tasikmalaya Polytechnic stated that their English speaking ability were improved after joining the English program.

Regarding the pre-test and post-test of students' TOEIC results, the students' proficiency was improving 42%. It means that the English program is effective in increasing the students' skill. For the detailed data it can be seen in the fifth appendix.

### *Achievement of Overall Program Goals*

The research findings showed that almost all of the respondents stated that the English program is effective in improving their speaking proficiency. In addition, based on the English work program created by the English lecturer coordinator, 81% of the English program was implemented well. The remaining 19% were not implemented because of the pandemic situation and busy employees. It means that the English program was well implemented and successful in improving teaching and learning speaking English.

Based on the research, the researcher finds some effects, such as;

#### *English Program Is Effective in Improving Students' Confidence in Speaking English*

ECJ can improve the confidence in speaking English. English Conversation Journal (ECJ) provides a lot of speaking practices in the appropriate conversational formulate and filters. The research findings show that English Conversation Journal (ECJ) provides the students a lot of practice outside the classroom. The students do all of the conversation topics in groups that consist of three persons with the contact person (teachers and staff). The provided topics in this activity train the students to speak English in the appropriate context of conversation. It is in line with Suparman (2017) who mentions that one of the indicators of successful speaking proficiency is using appropriate conversational formulations and filters. Adds that conversation with English speakers in groups is helpful to improve students' speaking proficiency.

#### *English Program Is Effective in Raising Students' Motivation, Initiation, and Awareness in Speaking English.*

English Day and English Area are some of the English programs that motivate the students to speak English by the regulations, rewards, and punishments. The research findings show that the rules of English day and English area motivate the students to speak English outside the classroom. It is in line with Safargalina (2018) who states that finding opportunities to practice outside class is most helpful for students to develop their speaking proficiency. The obligation of "No English No Service" in English area and English day supports students to develop their English speaking proficiency, in this case all students are forced to speak in target language in their daily conversation as their formal language. The students, including their various activities, must speak English when it is in the English day and English area.

*Effectiveness of English Program in Teaching Speaking at LP31 Tasikmalaya Polytechnic*

The interview results show that the respondents do not want to get punishment and they want to get reward from this program. It means that reward and punishment on English day also motivate them to always use English in their daily conversation. This rule has been the basis to improve and develop the English speaking proficiency, as the students are encouraged and even forced by such this rule. To support this Agustawati (2021) asserts that to design speaking technique. It must provide intrinsically motivating techniques. Teachers should try at all times to appeal to students' ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Teachers should always encourage students how the activity will benefit them. Even though these programs are helpful for the students, it is better for LP31 Tasikmalaya to obligate the programs not only to the students but also to all parties (teachers and staffs) as the students can get more exposures and supports from them so the students can easily improve their English speaking proficiency.

*English Program Is Effective in Increasing Students' Vocabulary in Speaking English*

Vocabulary Building and Magazine Wall can increase the students' vocabulary in speaking English. According to the research findings, vocabulary building at LP31 Tasikmalaya Polytechnic helps the students to increase their vocabulary and pronunciation. The activities of writing the vocabulary in a vocabulary book and memorizing it, checking their pronunciation and understanding about the vocabulary, and practicing them in their daily conversation are really helpful for the students to improve their English speaking proficiency. (Atsari, 2018) states that vocabulary is one of the most important aspects of foreign language learning. A similar statement is stated by Isnaini (2019) saying that vocabulary is very important for the success of second language use because without an extensive vocabulary, one will be unable to use the structures and functions which have been learnt for comprehensible communication. Closely connected with speaking, mastering a large number of vocabularies is very beneficial for the learners. They can make use of the vocabulary they have for communication. The learners are expected to speak more fluently because they can express their ideas by using varieties of dictions in their sentences. It can be assumed that vocabulary also has an important role in speaking in order to develop the learners' speaking proficiency. The vocabulary is the asset for students to speak and converse with their friends. The students will be easier to talk and deliver ideas in English if they master vocabularies. Therefore, memorizing vocabulary is important in improving students' language.

The English magazine wall provides some information to give the students more vocabularies, structures and expressions that they can use in daily conversation. The students can easily access, read and memorize it. This magazine also facilitates the students to increase and improve the students' reading skill, writing skill and journalism. It gives learners the material they need to begin producing language themselves.

*English Program Is Effective in Improving Students' Pronunciations in Speaking English*

Class Clinic and English Club provide the mix activities that make students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves. Based on the research findings, Class Clinic and English Club accommodate the students who are interested in English and want to improve their English. By providing an English club called SEAL (Students English Association of LP31), the members of SEAL can develop and improve their English in clinic class. These programs facilitate and give some opportunities for the students to dig into their potency and improve their skills in particular in English speaking proficiency. English skill events and English Camp that are held by SEAL implement some mixed language programs. LP31 Tasikmalaya realizes that to improve students' speaking proficiency, there must have been some mixed language programs to implement. It is in line with Klancar (2006) who states that mixed activities make students' speaking abilities grow, their pronunciation gets better and their awareness of the language improves.

*Effectiveness of English Program in Teaching Speaking at LP3I Tasikmalaya Polytechnic*

*English program is effective in helping the teachers easier to achieve the learning achievement especially in students' speaking ability.*

LP3I Tasikmalaya also follows seven principles to design speaking technique Brown (2001: 275) namely such as (a) Focus on both fluency and accuracy, depending on your objectives. (b) Provide intrinsically motivating techniques. (c) Encourage the use of authentic language in a meaningful context. (d) Provide appropriate feedback and correction. (e) Capitalize on the natural link between speaking and listening. (f) Give students opportunities to initiate oral communication. (g) Encourage the development of speaking strategies. LP3I Tasikmalaya uses techniques that cover the spectrum of the learner's needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. The students should make any drilling as meaningful as possible. By practicing more everyday, the students step by step will accustom themselves to speak English. This will be beneficial as they learn English by using it in their daily life activities.

## CONCLUSIONS

This study investigated the role of English programs at LP3I Tasikmalaya Polytechnic in supporting students' English learning, particularly their speaking proficiency. The findings revealed that the institution implements an integrated system of classroom instruction and extracurricular activities designed to enhance students' communication competence. Classroom learning focuses on grammar, pronunciation, language structure, and interactive activities that encourage active English use. Outside the classroom, students participate in various programs, including English Day and English Area, English Conversation Journal (ECJ), vocabulary-building activities, English Magazine Wall, Class Clinic, English Club, and English broadcasting. Among these programs, the English Conversation Journal (ECJ) emerged as the most influential in promoting regular speaking practice and active language use. The effectiveness of the programs was evaluated through five indicators: program success, target achievement, participant satisfaction, input and output quality, and overall objective attainment. The results indicate that the programs contribute positively to students' speaking development by improving pronunciation, expanding vocabulary, increasing confidence and motivation, and encouraging greater initiative in using English. The study concludes that the English programs at LP3I Tasikmalaya Polytechnic effectively support the development of students' speaking proficiency. The findings provide practical implications for English teachers, program coordinators, and educational institutions seeking to create supportive environments that foster active communication and continuous speaking practice.

## REFERENCES

- Agustiawati, H. (2021). Increasing Motivation in Speaking Skill. *Enrich: Jurnal Pendidikan, Bahasa, Sastra Dan Linguistik*. <https://doi.org/10.36546/pbi.v1i2.778>
- Aip. (2018). *Teaching English Speaking at Tunas Unggul Junior High School Bandung A Descriptive Study*.
- Atsari, F. (2018). *Strategies in Vocabulary Acquisition*. <https://doi.org/10.2991/iconelt-17.2018.27>
- Austin, P. (2021). Theory of language: a taxonomy. *SN Social Sciences*. <https://doi.org/10.1007/s43545-021-00085-x>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design Qualitative Quantitative and Mixed Method*. In Sage Publication Inc. *United States of America*.
- Fitriani, R. L. (2016). The Teaching And Learning Program Of English Speaking Proficiency In A Business And Technology College. In *Sebelas Maret University*.
- Isnaini, N. (2019). Vocabulary for young learners. *Center for Open Science*. <https://doi.org/10.31227/osf.io/89fz2>
- Markovic, M. R., & Salamzadeh, A. (2018). *The Importance of Communication in Business Management*.
- Pirnazarova, M. M., Egamberganova, Y. T., & Sharipova, S. D. (2019). The Role Of Speaking In

*Effectiveness of English Program in Teaching Speaking at LP3I Tasikmalaya Polytechnic*

Language Learning. *EurasianUnionScientists*. <https://doi.org/10.31618/esu.2413-9335.2019.6.61.50>

- Rabiah, S. (2018). Language as a Tool for Communication and Cultural Reality Discloser. *Center for Open Science*. <https://doi.org/10.31227/osf.io/nw94m>
- Safargalina, A. (2018). Teaching Speaking in EFL Environments. *The TESOL Encyclopedia of English Language Teaching*. <https://doi.org/10.1002/9781118784235.eelt0699>
- Sari, D., Sofyan, R., & Nasution, E. H. (2021). Effectiveness of Blended Learning in English Speaking Skill for Undergraduate in 4.0. *Radiant*.
- Srinivas Rao, P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*.
- Sugiono, S. (2020). Improving the Quality of English Language Teaching And Learning. *International Journal of English Education and Linguistics (IJoEEL)*. <https://doi.org/10.33650/ijoeel.v2i2.1627>
- Wahyuni, L. M. A. A. (2020). *The Effectiveness of Englishzone Program In Developing Students' Speaking Ability of The Seventh Grade Of SMP Nurul Huda Porong*.
- Zaykowski, H. (2021). Implementation Evaluation. *The Encyclopedia of Research Methods in Criminology and Criminal Justice*. <https://doi.org/10.1002/9781119111931.ch49>