

Implementing Student Teams Achievement Divisions (STAD) for Increasing Students' Speaking Skill

 <https://doi.org/10.31004/jele.v8i1.390>

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ABSTRACT

Students Teams Achievement Divisions (STAD) implemented to improve students' especially in English-speaking classes. Classroom Action Research (CAR) was used to solve the problem faced by the students at one of public high school in grade 9 of the second semester in one of school in Southern Thailand. The researchers as teachers observed 21 science students through evaluation in the English class. The researchers compared pre-test and post-test to obtain data and found out whether the strategy was effective in improving students speaking skills. The data was collected through four-part cycle involved (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. The results revealed the improvement of students speaking skills in pre-test and post-test. The students achieved 58.09 for the average score of pre-tests which is categorized poor. After implementing Students Teams Achievement Divisions (STAD) activities, the students' average scores improved. The post-test gained 73,14 with a great improvement in several aspects such as Pronunciation was 24.00% and followed by Performance Skill was 15,04% improvement. The evidence indicates that students responded positively to Students Teams Achievement Divisions (STAD) method especially in the quizzes. The findings concluded that Students Teams Achievement Divisions (STAD) have impacted student motivation toward learning and improved their speaking skills.

Keywords: Student Teams Achievement Divisions (STAD), Speaking Skills, Student Self-Confident, Quizzes

Article History:

Received 29th May 2023

Accepted 05th June 2023

Published 21st June 2023



INTRODUCTION

English is an important means of communication in the world. As an international language, English is one of the foreign languages taught to students in many countries that it become compulsory subject and part of educational curriculum. The students must be able to compete in today's global era, where the competition is getting tougher. One of the skills required is communication in English. Therefore Learning English plays a central role in the intellectual, social, and emotional development of students. In Thailand, English is usually taught or learned as the first foreign language for the practical use of daily communication. People use English for communication mainly with foreigners who speak different languages. Therefore, English becomes important for students in communicating with foreigners.

English skills must be improved properly in updating the type of education, because many sources related to the field of education are written and explained in English, one of which is the English Language Education system in the country. English learners need four skills in learning English, namely: listening, speaking, reading, and writing skills. Because of the importance of English for students of Bumrumsuksa Islamic Boarding School, as a school with the backwardness of English language learning, so that students in the future are expected to be able to study abroad in student exchange programs and become English

Language Education Teachers. Thus, English will be the basic skills they provide, especially their speaking ability. That is the reason why this research is needed to conduct students of Bumrumsuksa Islamic Boarding School (Maria et al., 2015). Because speaking is considered to have an important role in communication, society seeks to learn such skills with the aim of being able to communicate with the world community. According to (Liando et al., 2022), quoting from a previous study by (Anderson & Bachman, 2009) Anyone who wants to improve his/her speaking skill must have self-awareness, self-motivation, and positive behavior. This is in line with research conducted by (Leong & Ahmadi, 2017). They explain that proper speaking teaching is a priority for learners and an area that requires more attention. This type of research can be useful to consider what students need in the learning process. The ability to speak needs to be improved as well as practiced.

The prior observation toward the teaching learning process in Bumrungsuksa Islamic Boarding School found out that students in the process of speaking and listening practice. They have difficulty in responding to English conversations, and difficulty in understanding listening. First, students feel bored in speaking English learning because they have difficulty in remembering words and pronouncing English. Second, students rarely use English to communicate both in the classroom and outside the classroom. This makes them unaccustomed to speak English well. Third, students only remember the words when they have to practice speaking in front of class.

Learners can share their thoughts, answer questions communicatively, and ask problems in the form of group discussions in the learning process,. Students may master the ability to speak, but it is only applied in small groups. They do not have high self-confidence when they share their thoughts with the general public. This action makes the learning process of speaking English not involve students well. When sharing their opinions, students must increase their confidence. According to (Wayan & Parmita, 2022), quoting from a previous study by Riani's (2011) research, students with high self-confidence had better speaking skills than those with low self-confidence. She added that self-confidence significantly contributed to the learners' willingness to communicate in a foreign language. Self- confidence in someone's force needs to be advanced.

According to (Akbari & Sahibzada, 2020), quoting from a previous study by Benabou & Tirole (2002), self-confidence is very effective in motivating humans and can lead to changing human's behaviour. The self-confidence should be considered as the quality of a student in which the student feels him/herself assured of successfully performing of different activities in the class and out of the class for the purpose of learning. However, the impact of self-confidence in learning process the researcher means that how students' learning varies when students experience either high self-confidence or low self-confidence. Self-confident people are those who understand their ability to do something, and then continue to do activities of this kind. They do not depend on other people's approval. Students with high self-confidence do not fear to explore their potential. One's confidence in realizing the goal of language learning is related to one's development of speaking skills. Various factors can lower one's confidence. For example, someone who is competent for a job but he/she is hesitant to start the job, he/she has low self-confidence. The center of self-confidence is cognition, therefore the success or failure of a person is felt cognitively (Hayrettin, 2015) quoting from a previous study (Rubio, 2007).

Students at Bumrungsuksa Islamic Boarding School are required to master oral communication and listening. The majority of students are able to do written communication compared to oral communication. The students have a keen interest in spending their time practicing grammar and vocabulary exercises rather than oral exercises. Finally, oral communicative skills are neglected and students have little opportunity to express ideas in oral communication due to the lack of practice in real-life situations. Students who do not have a foundation in English tend to take longer and find it difficult to understand the English lesson itself. This becomes the most challenging that English teachers have to deal with when they teach in the classroom. As a result, students feel stressed during the English learning

process especially when they are asked to speak in class or do a presentation using English. Most of them were found to lack the confidence to deliver presentations through oral communication. In addition, self-confidence is considered one of the indicators that play a fundamental effect on student communication.

Based in the urgency of researchers while teaching students at Bumrungrsuksa Islamic Boarding School Previous studies have found the effectiveness of STAD in improving students' speaking skill. A study conducted by (Azizah, 2016) found that the students' achievement in eleventh grade in Pelita Harapan was improved by using STAD. Another research was undertaken by (Widiasih & Ermianti, 2020) and this study also found that the students' speaking ability in eighth grade of junior high school significantly increased.

Therefore, basing on the findings of the two aforementioned studies, the researchers thought that STAD can solve the students' problems in improving their speaking skill. This technique is expected to be effective to teach speaking because the students are assumed to be more interested to learn with their colleagues than to study independently. From the researchers' perspective explained above, there is a need to conduct a study with the title "The Impact of Student Team- Achievement Division (STAD) in improving student' speaking skill" to prove whether the finding of this study was consistent with those found in the previous studies.1. Does the use Student Team-Achievement Divisions (STAD) improve students' achievement in speaking? 2. How are the student' responses toward the teaching of speaking by using Student Team-Achievement Divisions (STAD) in teaching and learning process in the classroom?

Literature Review

1. Self Confidence

Self-confidence is the most important aspect that everyone should have. With confidence we can more easily communicate with others, and can make it easier for us to do our work. Without self-confidence, the students may not have the courage to speak to people. Basic on the researcher's experience when she was studying in junior high school up to the university level, most students are reluctant to use English to communicate with another only few of them usually used it.

Speaking is one of the ways of exchanging giving and students (giving and talking) information through oral communication on the world becomes more and more useful. Speaking to other people is an activity that can give someone a high degree of self-confidence. Self-confidence according to (Fitriani et al., 2015), quoting from previous study Salem (2015) concept of self-confidence relates to self in one's personal judgment, ability, power, etc. Sometimes manifested excessively, it means that self-confidence is important. Without self-confidence, we cannot get knowledge. If people have self-confidence, their knowledge will be wider, people are going to be getting so much information from the things that people read, and people get something. In other words, we can conclude that self-confidence is important in our life. Consequently, everybody should possess this skill well.

2. English Speaking Skills

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. In order to make the others capture and understand what they express using orally, a student should need to pay attention on the signs that should be fulfilled.

There are some experts have purposed about definition of speaking. According to (Varinastasia et al., 2018), quoting from previous study by Boyd (2004) that speaking is an activity in our information from the speaker to listener. Speaking is process to collect the data of information and in accepting, produce and processes the data to be valid information and ready to deliver as good communication. According to (Nurlinda, 2017), quoting from previous study Chives and Shoolbred (2007:25) state that for communication to be effective,

the content needs to be clearly understood by other people, meaningful and interesting to the audience.

Speaking is an important part of everyday to interact and most often the first impression of a person is based on their ability to speak fluently and comprehensively. If the speaker dominates these language features, it will be help learners getting successful communication. According (Sahril et al., 2020), quoting from previous study Bygate (1987) identified two elements for speaking skill, there are; production skill and interaction skill. In production skill, speaking ability take place without the time limit and in interaction skill, there is a negotiation between learners.

Both skills can help the learners to improve students' speaking ability with easier. Speaking skill must be acquired by both lecturers and students. Speaking skill in this research is the learners' ability to speak, to make a dialogue, to practice in the real discussion for fluent English with a minimum of correct grammar and a range of useful vocabulary which help others to communicate with them.

3. STAD (Students Teams Achievement Divisions)

Quoting from a previous study by Slavin (1995:71), according to (Ramadhanti & Yanda, 2018) there are five major components in Student Teams-Achievement Divisions such as class presentation, teams, quizzes, individual improvement scores, and team recognition. In this present study the researcher emphasized the using of STAD strategy by arranging the five major components into five steps, namely: forming teams, class presentation, quiz, individual improvement score, and team recognition.

This study is intended to improve the students' speaking skill using Student Teams-Achievement Division (STAD) Strategy. Describing the procedure of manual operation certain electronic devices in speaking skill is the focus of this study because this ability is required by the students of vocational school when they enter industries

METHOD

Classroom Action Research (CAR) applied for the research. According to (Gasperz & Utkolseja, 2020), Classroom action research (CAR) is an essential part of scientific research because it improves the quality of findings. It is reflective research conducted through specific actions intended to enhance professional classroom practices. The researchers would employ classroom action research to help students improve their speaking abilities by resolving their speaking issues.

Participants

The research will have conducted at Bumrumsuksa Islamic Boarding School. Additionally, researcher would complete internship at this school. The Researchers selected one of science classes in the grade 9 as the subject of this research. The research engaged 15 students in the class to gain data for the research. The researchers chose this grade because the researchers have conducted an internship from the beginning of the 2nd semester. The researcher will have taught 9th grade majoring in science.

Instruments

In collecting the data, the researcher used Pre-tests and Post-tests. The test was for taking the speaking skill data, while questionnaires were to take self-confidence data. The self-confidence questionnaire provided four indicators, and the total amount was 17 items. These questionnaires used a Likert scale as well as the speaking test used Pre-tests and Post-tests The component of speaking analyzed Four indicators. They are pronunciation, Fluency, Accuracy, and Intonation.

Data Analysis

The method in this research is Classroom Action Research that is an action research which is done for improving learning practical quality in the classroom. Classroom Action Research was conducted in four cycles, they are: Planning, Acting, Observing, And Reflecting. After reflecting in a cycle. It will be back again to the next cycles (Marsevani, 2022). On the first

action, Teacher prepares anything that support the teaching learning process with STAD. After finishing the first cycle the teacher preparing again to create planning process. The teaching learning process will be based on STAD. Observations paid attention to events in the classroom and interactions between teachers and students, and among students in the classroom. The researchers were a teacher who taught speaking using the Student Teams Achievement Divisions (STAD) method, and an observer who observed class activities when the implementation of teaching speaking using the STAD method was taking place. In addition, reflection is an activity to analyse students' scores in speaking tests conducted at the end of these studies. The results of this reflection were used as a basis for consideration to revise the strategy that would be applied in the next cycle if problems need to be solved.

Before the cycle was applied in the classroom, the researchers had conducted classroom observations to find problems faced by the students in speaking English. To support this finding, the researchers analysed the recap document of the students' score. After conducting observations and document analysis, the researchers applied a cycle by using the STAD strategy to improve students' speaking skills. Moreover, before implementing the STAD method, students were given a pre-test to get the average grade for the class.

FINDINGS AND DISCUSSION

Findings

The researchers had one months to conduct the research is one of the schools in Southern Thailand. Researchers observed students' skill to speak English. Firstly, the researchers observed the classroom situation for 3 days in January 2023. During those days, the result of the observation showed that the students' speaking skill in the 9th-grade elementary school was low. Document analysis was also conducted to determine the students. English speaking skills in a pre-test. It was to support the result of observations so that they are more accurate.

Before implementing the Student Teams Achievement Divisions (STAD) method in the class, the researchers accumulated the document analysis results of the previous speaking skill and gave a pre- test. Following the observations and the document analysis, the conversation text pre-test was given to 15 students. The average pre-test score is 50.42 of the 15 students the score comes in the poor category. The pre-test score of the students' average speaking skills can be seen in Table 2 below.

Table 2. The Students' Average Pre-test Score

No	Aspects	Pre-Test Scores	Category
1.	Fluency	60,50	Quite Good
2.	Pronunciation	51,60	Poor
3.	Clarity	60,50	Quite Good
4.	Accuracy	62,50	Quite Good
5.	Performance Skill	55,36	Poor
Average		58,09	Poor

It can be seen from table 2 that the average score of the pre-test is 58,09. Suppose the students' average score is synchronized with the rubric in table 1 that the researchers have determined, the score comes in the poor category.

Hence, the researchers conducted the Student Teams Achievement Divisions (STAD) strategy in the class. Students Teams Achievement Divisions (STAD) strategy is learning strategy which applied Quizzes into learning activity in the class. It can assist teacher to provide learning material and improve students' Self Confident in learning English Language. (Cohen & Morrison, 2005) discovered that Student Teams Achievement Divisions (STAD) assisted teacher to convey learning material. Slavin (1995:6) states "STAD is a general method of organizing the classroom rather than a comprehensive method of teaching any particular

subject". Here, the teacher may use own lessons and other material in teaching. STAD has five major components; there are class presentations, teams, quizzes, individual improvement scores, and team recognition. Therefore, Students Teams Achievement Divisions (STAD) can be considered as an effective strategy to improve students' speaking skills.

The implementation of strategy was held on Monday, January 23th, 2023. Students Teams Achievement Divisions (STAD) used to assist teacher in conveying learning material in the speaking class. First, an introduction to the material was given to students using Quizzes. The was easier to access by students in acquiring the material. The researcher, provide the quizzes with more practice in English pronunciation because students was challenging in pronouncing several words in English.

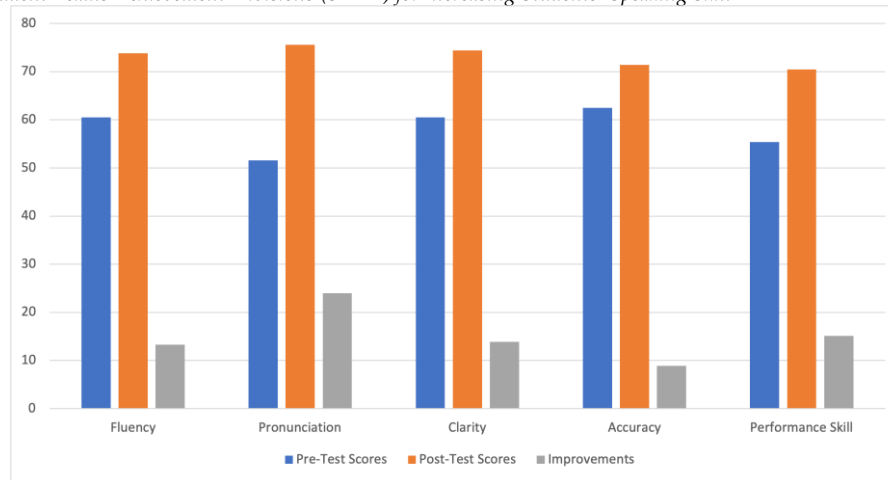
The learning process occurred in two weeks included the practice activity. In the last meeting of the chapter, the students were given a project assignment by the researcher. Students had to write the text before presenting it to the class. The researcher applies this method by holding two meetings. The atmosphere in the class was quite pleasant when students used the Students Teams Achievement Divisions (STAD) strategy in the learning process. They seemed enthusiastic and excited to practice speaking English through STAD by Quizzes.

After two meetings of implementing the Students Teams Achievement Divisions (STAD) strategy in the learning process method were completed, the researchers would evaluate students to consider the post-test scores. 15 students performed their project and show the results of what they had learnt during the meetings. Then, the researchers compared the students' speaking skills during the pre-test and post-test. The outcome indicated that the post-test value after implementing the Students Teams Achievement Divisions (STAD) increased compared to the pre-test before the performance of the Student Teams Achievement Divisions (STAD). The post-test outcome in the can be seen in the table 3.

Table 3. The Students' Average Score between Pre-Test and Post-Test Scores

No	Aspects	Pre-Test Scores	Post-Test Scores	Improvements
1.	Fluency	60,50	73,80	13,30
2.	Pronunciation	51,60	75,60	24,00
3.	Clarity	60,50	74,40	13,90
4.	Accuracy	62,50	71,40	8,90
5.	Performance Skill	55,36	70,50	15,14
AVERAGE		58,09	73,14	15,04

Based on the Table 3 above indicated that the average score obtained from the pre-test is 58,09, and the post-test is 73,14. Then, the average score of the improvement in the pre-test and post-test was 15,04%. It was an outstanding achievement especially a great improvement in Pronunciation aspect was 24,00%. Based on the previous STAD used when implementing the strategy, conclude that the strategy achieves the goals depending on the design of the material provided. The strategy also improved students' Self Confident through students' engagement in the class. It shown during Pre-test and Post-test sections. Students Teams Achievement Divisions (STAD) was not implemented in the class and compared to the Post-test which used the strategy, students were interested to learn and increasing their speaking scores.

Implementing Student Teams Achievement Divisions (STAD) for Increasing Students' Speaking Skill

According to the post-test scores indicated in the chart above, the students' speaking skills improved from the prior test. Students in the first class saw the greatest improvement in speaking scores regarding speech duration. Almost every student has extended their duration by at least 10 points from their first exam result. Furthermore, due to the student's efforts to include various terms in their small chat, they experienced a large increase in the value of vocabulary selection. Aside from these two features, the improvement in grades was visible in other areas, indicating that the two activities were successful in assisting them in the process of increasing the kids' speaking skills in the ninth grade. Even though the range of results earned by students in the two courses was extremely different, it was clear that the points for the duration of small chats in the first test increased, as seen in the prior class. The score with the second-highest improvement was on their fluency aspect, which was substantially different from when they were told to perform the first time. Stuttering and gaps were significantly minimized as students were better trained to build speaking concepts through class activities.

Discussion

Based on the urgency, it could be seen that the situation in the speaking class was uninteresting. Classes become ineffective because students had to share learning material with the chair mate. Students was distracted by their friends and did not pay attention in the class. Therefore, the learning process was dominated by the teacher and focused on the textbook. (Dewi et al., 2023) agreed that conventional teaching strategy and guidance book foster students to feel bored with the learning situation.

Hence, the researchers conducted the Student Team-Achievement Division (STAD) strategy in the class. Student Team-Achievement Divisions (STAD) is a Cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared together learning goal. Slavin (1995:71) there are five major components in Student Teams-Achievement Divisions such as class presentation, teams, quizzes, individual improvement scores, and team recognition. In this present study the researcher emphasized the using of STAD strategy by arranging the five major components into five steps, namely: forming teams, class presentation, quiz, individual improvement score, and team recognition. Slavin (1995:71). STAD is team-learning method that provides opportunities for students to solve the problem in learning, develop their skill, and help each other in group. It may increase students' willingness to speak and motivating students to improve their competence in speaking. The findings revealed some obstacles that face the students to use STAD in learning English language. The highest percentage as an obstacle that face students was the compatibility between the material in the textbook and. Therefore, Student Team-

Achievement Divisions (STAD) was considered to examine whether the strategy was effective in improving students' speaking skills.

It could be seen from the average pre-test score obtained by students was 58.09%. following to the rubric of speaking, the value was categorized as Poor. It was appeared in the table that aspects of pronunciation and performance skill need to be improved. According to (Rahman et al., 2020), pronunciation aspect is one of the hardest parts in learning a new language, English. The challenge is the different mother tongue sounds cause difficulty pronouncing word correctly. The study also explains that good pronunciation is crucial to ensure that the person listening to the speaker will easily understand the words and convey the meaning behind them. (Nugroho & Edi, 2009) in his previous study from Nugroho (2005:111) revealed that, the application of STAD type cooperative learning in the learning process makes it easier for students to understand the subject matter because of the mutual assistance between students in the group so that students more easily find and understand difficult concepts. in the learning process makes it easier for students to understand the subject matter because there is mutual help between students in the group so that students more easily find and understand difficult concepts. The results of the changes in students' activities show that STAD cooperative learning is effective to increase students' activities. This is corroborated by Muhammad Iqbal's (2010) research that STAD type learning is more effective to improve students' academic ability compared to lecture or traditional method learning and also the results of Francis A. According to (Ramadhanti & Yanda, 2018) quoting from a previous study by Adesoji's (2009) research that STAD cooperative learning can improve students' learning outcomes in secondary school chemistry.

Lastly, the researchers investigated students' attitudes in the class during the implementation of Mobile-Assisted Language Learning (MALL) and discovered that students were active and involved in all of activity given by the researchers. They were more excited and enjoyed the learning instead of the Pre-test section. Students interested to learn and increase their speaking scores. Through STAD, learners could express their ideas via speaking activities without fear of judgment and stress, according to (Ferstephanie & Lady Pratiwi, 2022; Shamsi et al., 2019). In addition to classroom learning, active learning occurred outside of it as well. It supports the findings that discovered students could learn and gain access to material in outside learning activities in the classroom.

CONCLUSIONS

STAD Learning strategy positively affects students' speaking skills in English. Students with low English-speaking skills can be improved by using this method and effectively increasing motivation at one of public schools in Southern Thailand. The results of the pre-test and post-test demonstrated that this method helped students to improve English speaking skills. According to the value criteria table, the average post-tests changed into a quite good category. Moreover, the researchers focused to design learning material in pronunciation aspects and achieved a great improvement in pronunciation aspect was 24,00% and followed by Performance Skill obtain 15,14% improvement. In this regard, the method can adjust to the target aspects' achievement. In addition to increasing the value of speaking, students' motivation in learning also can be noticed through the involvement of students in the class. Students were interested to learn and being active during English class because the interesting material had been designed by researchers.

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