

A Study on Practical Activities That Promote Students' Speaking Skill

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ABSTRACT

The aim of this article is a study of practical activities that promote students' speaking skill. Through library research different practical speaking activities found that promote students' speaking skill. Discussion is the main type of activity and the most frequently used activity in the speaking class. Dialogue is another type of activity which is used for language function practice such as suggesting, asking information, agreeing, apologizing, disagreeing, and greeting. It is found that simulation and role play can be used for inspiring general oral fluency or training students for specific situations. Debate is other kind of activity that provides a good opportunity for developing students' speaking skills. In addition, Storytelling activities encourage student's oral expression and increase overall language proficiency in speaking, listening comprehension, writing, and reading. To conduct surveys and questionnaires can be used for provoking conversation and opinion exchange. Moreover, for making the learners to speak, problems are good sources. To solve the problem students, have to use the language while engaged in the problem. Picture use is another activity that can be used in EFL classes and it is useful for learning that facilitated by imagery. Moreover, it is found that television, radio games and information-gap games motivate students to speak in speaking class.

KEYWORDS

speaking skill; listening comprehension; oral expression.

INTRODUCTION

Speaking skill is one of the language skills which is used for learning and teaching of a language. It is very essential for communication and for the aim of learning a language. Aim of learning and teaching of speaking skill is that students be able to communicate in different situations. Through practice and participation students develop their speaking skill. Through presenting and interacting orally with each other on different topics students can achieve the goal of speaking.

In Afghan context, however in speaking classes of Kabul Education University most of English instructors have passive students that not show their interest to speaking in class. They did not participate actively in the speaking tasks. Students cannot express their thought and cannot share their knowledge due to the teaching materials which is lack of practical activities that motivate them in repeating, practice and understanding of the sentence structures, vocabulary and phrases. These materials cannot help them to interact with each other and share their thought and understanding with their classmates.

Gibbon (2015) states that interaction is a foundation for development of a language and the communicative classroom establishes such learning environment, the opportunities to

use language in different contexts, and where learning experiences are exchanged. Also unlimited abilities build for pupil that in their own learning process to be involved. Working together, has not only great impact on pupils' listening, writing and reading, but it also increases the repetition of words and phrases, therefore learners who have less experiences with speaking English, communication become essential for them.

In this case students had to take part actively to achieve speaking aim. Practice and participation of students that they can express their ideas, knowledge, though and opinion in learning environment and in social contexts can be done through different practical activities. Students engaged and motivated actively to speaking lesson through speaking practical activities. Thus, it is important to improve student's understanding and participation in speaking classroom through different speaking practical activates. So, the aim of this essay is a study on practical activities that promote students speaking skill.

RESEARCH METHODS

Speaking skill

Speaking is the most important skill for asking information and delivering information. Speaking is the ability as it is defined by Dionar and Adnan (2012) that to express something orally, logically, appropriately and fluently need speaking ability, to help both interactional and transactional purpose, by using of right grammar, vocabulary, and pronunciation with accepting of discourse rules and pragmatic of the spoken language in given a meaningful context. Moreover, Chi & Mai (2020) mentioned that speaking is a collaborating process that students in order to show their thoughts, ideas, in a meaningful context appropriately, they should be able to communicate with their peers in class Lundahal (2014) claims that for learning a language speaking becomes crucial for young learners because all the learning skills such as speaking, reading, listening, and writing, are required in a foreign language that should be involved in learning. So, speaking skill is the heart of language acquisition. Learning. In order to increase pupil's contact to the target language, rich language environment should be provided by the English teachers. Oral communication prepares learners for real- life interactions and provide them to participate in different social contexts, So, mentioned definition emphasizes importance of speaking skill for exchange of information, opinion and knowledge with others that can be acquired through participation and practice in different practical activities.

Importance of Speaking Activities

Speaking activates are very important and play an important role in speaking classes. Through different activates students use the language fluently and effectively. According to Hidayat (2023) language learning is about how to communicate fluently and effectively through a language, it is not just about learning vocabulary and grammar. In addition, speaking activities causes students repeat and memorize words, phrases and sentences structures and express their ideas and thought meaningfully. According to Larosa, Qamariah& Rosdiana (2020) repetition drill help students to be aware of the relationship among meaning and form. Use of language helps students to repeat and memorize the words or phrases. In addition, Gravatte, K. (2019) mentioned that learning a second language and other types of knowledge can be improved by repeating and practice information. Moreover, through use of speaking activities students become engage to talk and show their interest to the topic. Ur (1996) has mentioned that criteria for high stimulation is speaking effective activity because students want to talk and interested in the topic and learners want to attain task objective through contribution. Activities are important to increase student's participation actively in speaking class. Lang (1997) has stated that in fact, students learn

the subject matter who participate actively in the classroom rather than students who taught in traditional method of lecture. He mentioned that university instructors should use techniques of instruction that need participation of student actively, such as role- playing, cooperative learning, class discussion, debates, solving problem. Furthermore, speaking activities increase student's participation actively in the class. Do (2014) mentioned that students' interaction in pair or group work activities, students' involvement in classroom activities can be understood as students' participation. Participation is the active role and taking part of students in process of learning and sharing their thought or ideas to the whole class. To achieve learning objective students' participation is important. Dancer & Kamvounias (2005) has mentioned five separate categories for the process divided in, attendance, communication skills, group skills, contribution to discussion and preparation. Wei (2008) has mentioned that without students' oral participation, it is not possible to improve spoken english. According to Abdullah, Abu Bakar and Mahmood (2012) students must engage actively and he gives examples of active types of classroom participation that students take the roles as seekers of information, inquirers, offer opinion or just replying the teachers or other students' questions that asked by them. So, students' participation are very important and students will not improve their speaking without participation. So, through different speaking activities students speaking improve. Hidayat (2023) mentioned in order to improve the students' language skills especially speaking skill, teacher have to work extra hard. Really for teaching speaking, in a language learning classroom. There are various activities that can be applied as brain storming, role play, picture narrating, playing cards, storytelling, simulations, story competition, describing, and find the difference, interviews, and reporting.

Practical Activities that Promote Students' Speaking

Students speaking can be improved through practical activities which are extremely motivated and increase willingness of students to talk English wither inside or outside of the class. There are various practical activities in learning process that encourage students to promote their speaking in speaking classroom. Gottlieb (2006) give some examples of activates as

- a. Talks of the Book in that story (setting, events, characters) is exposed.
- b. Debate on current issues, topics related to school.
- c. Dialogues on cultural or social related topics among students.
- d. Interview among students and adults or between students.
- e. Presentation/ reports on assignments related content.
- f. Playing role/ performances of social, historical occasions.
- g. Reports, speeches on topic of interest or research
- h. demonstrations or task analysis on preparation of activities procedures, process,
- i. Retelling story from personal experiences, illustrations
- j. Students ran meetings on portfolio new works
- k. Aloud-think (personal reactions to reading) on literature, stories or articles,
- l. Tow way tasks on maps of missing information

Above mentioned activities increase students' knowledge in vocabulary, phrases, sentences structures in different social topics. Other techniques are mentioned by Kayi (2006) that there are thirteen techniques such as brainstorming, playing the card, information gap, role play, picture narrating, simulation, story completion, interview reporting, story-telling, discussion, picture describing and find the difference which can be used in speaking teaching. In the following each technique will be discussed to help teachers to use these techniques in their teaching speaking classes.

Discussion Activities

Discussion activity promotes students speaking skill in speaking class. According to Ibrahim, Iskandar and Yahrif (2022) through use of discussion method students' speaking skill can be improved and through discussion student's participation can also be proved and also he mentioned that high improvement caused by the choice of appropriate topics. Fauzi (2017) indicated that small group discussion give students more opportunities to promote their speaking skill, at learning make them feel more relaxed, and motivate them to expose themselves in learning activates and be independent learners, he adds that teachers should engage students in the group work discussion actively and improve their speaking skill. According to Murcia (2001) that for promoting oral skill there are different ways in the ESL/EFL classroom and discussion is the main type of activities that can be applied and perhaps the most frequently activity which is used in speaking class. In this kind of activity learners are familiarized to a topic through listening passage, video tape, reading, and then inquired them to get into groups or pairs to discuss the topic to find a response or solution. She has mentioned that teachers must be careful in setting up and planning of a discussion activity. Also, she has mentioned that to be ensure of a successful discussion outcome, first, pairing or grouping of students may be necessary. Second, students need to be mentioned that in discussion there is a specific responsibility for each person such as taking notes, keeping time, or reporting of results; by the group members these discussions can be made. Finally, what to discuss learners need to be clear about, why discussing it, and what expected outcome is. It is not enough telling learners "join groups and discuss this topic" beforehand guiding is necessary and after that pursue.

Dialogue, Role Play and Simulation Activities

Dialogue, role play and imitation activities promote students speaking skill and through this activity's students practice the language in social context. According to Hussain (2017) dialogue can be defined as technique of a classroom use to practice language function as, suggesting, apologizing, disagreeing, agreeing, asking information, and greeting etc. In addition, he adds that role play is another way for practicing of speaking skills in class. Role play is very essential in speaking teaching for learners increase their confidence and fluency through practice the language in different social contexts. In addition, according to Harmer (2001) acting form script that students perform the dialogues that they themselves have written, make them to come in front of the class. Teachers need to be careful about selecting who come first, not to choose the students who are shy. Create supportive atmosphere in class, before learners are inquired to perform. Provide students with time to practice the dialogues. Instructors read through the script, paying attention to proper intonation, stress and speed, while the same play extract or dialogue is worked by whole class. Before they give their final performances learners practice in things such as make sure that acting out is both languages producing activity and learning. (Harmer 2004) indicate that role play and simulation can be used to train students for specific situations or to inspire overall oral fluency. Lots of students get advantages from simulation and role- play. Students 'simulate' an actual life meeting as an interview, meeting of business or in a cabin of an aero plane as if they are in the real world, they were doing so, either as themselves in that aero plane or meeting, or take on the role of character who is different from themselves, feelings and thoughts they do not certainly share.

Debates

This activity provide chance for learners to promote speaking skill in class of speaking. According to Lumbangao and Mazali (2020) debate provides a good opportunity for

developing speaking skill of students. An effective pedagogical technique can be debate, because in learning process, students are responsible and involve actively in debate. Through debate pupils expressing their opinion or ideas and become more active in speaking. As much as learners express their ideas, the more they improve their speaking skill. Harmer (2004) stated that in a debate which is formal, students make arguments in against or favor different plans. So that panel speakers produce well- prepared arguments, when the debate starts. Harmer (2004) has stated that arguments are frequently in groups. It is better that let students in their groups, first drill their speeches. This will make them feel what they will say. They can be directed to a serious point of view of a proposition either for or against.

Story Telling

Story telling activities can promote students speaking skill. According to Alla (2012) engage learners in activities of storytelling, encourage students' oral appearance and improvement in four skills such as writing, reading, speaking and listening comprehension, language proficiency as a general. Safdarian (2013) stated that story telling is a process that teachers present texts as telling stories to smooth the growth of understanding and developing skills through retelling texts by students in a new structure. Kayi (2006) mentioned that students summarizing a story or tale that somebody told them before head, or tell their stories to their classmates that they themselves created. Telling of story develops thinking creatively and help learners to say ideas with use of appropriate linking words in chorological order express ideas in form of how to begin, develop, and end, counting story's setting and characters. Jokes or riddles can also be told by students. For example, at each class meeting at the very start, few students could be asked to tell short riddles or jokes as an opening. In this case, teacher can address both student's ability of speaking and attention of the class.

Story Completion

Story competition is a free speaking activity that promote students speaking and generate their thinking and imagination. Kayi (2006) mentioned that this activity is very pleasurable free speaking activity that whole class sit in a round. In this kind of activity, an instructor say a story, and after a few sentences, breaks narrating. Each student then narrates from where the prior student stopped. Each student can add from five to ten sentences. Students can increase new, events, characters, description, and so on. According to Gravett (2019) this method provides chances for students to create their creative thinking and imagination in a comfortable way. Also, students are motivated to build their opinion and make meaning on a story.

Surveys and Interviews

Survey and interviews are another kind of activity that promote students speaking. According to Hussain (2017) this is a function based, fascinating technique in which a surveyor or a questioner wants to discover a person's test, attitude, preference, information. Harmer (2004) mentioned that to conduct questionnaires and surveys is a way to provoke conversation and to exchange opinion. Students asking question form other students as they go through the class, what they say wrote down. Teacher hears and encourages where necessary. He/ she gets students to say their classmates of any exciting experience they discovered. He emphasizes that there are many advantages, motivating learners to stand up and walk about and chat to their classmates. This provides a welcome variety of introduction, physical movement and it varies the structure of classroom period. Students can plan and use this kind of activity about any topic, musical preference feelings and emotions, smoking, TV watching, transport, etc.

Problem (Group Work)

Problem is a good source for promoting students' speaking in speaking class. According to Hussain (2017) for making the learners speak, problems are good sources. Students need to solve it through using of the language. In the process of this activity teacher will presents some hints related to the topic for example ask students say what it will be: you stand in front of the mirror and use it every day, it does not bite and a lot of teeth it has. It is made of wood or plastic, what is it? Willis (2007) mentioned that in problem solving tasks, learner offer recommendation and advice on solution of problems, from the very specific to the general, for instance, what to do with the cat of the neighbor that causes problem in garden which is very specific, the general problem is like global warming. Lots of discussion will happen through these tasks and opportunity for variety of writing activities offer to students such as drafting, note taking and completing proposals for solutions. If students have some thoughts beforehand to share, Problem solving task can simulate rich discussion.

Information Gap Activity

Students also can promote their speaking through an activity named as an information-gap. According to Harmer (2004) information-gap is a kind of speaking activity that different parts of information is given to two speakers which makes up a whole information, because they have different information, there is a gap among them. "Describe and Draw" is one form of information-gap activity. In this kind of activity, a picture is given to one student which he or she should not show to his or her partner. So, instructions and descriptions will be given by the one with the picture and the 'artist' or other student will ask question. Drawing the picture without seeing to the original is final work that the partner has to do it. In story-telling activity information-gap activity addition of idea happens. For example, the teacher put class into four A,B, C and D groups. He or she gives to each group one of the pictures. What is happening, e.t..., the groups have to memories everything they can about the picture who is in them. In their groups they talk about detail. The instructor now collects back the pictures and requests one student from every group to make a new group of four- person. He declares them that the pictures taken together but they have each seen a different picture, tell a story in some order. The task to work out is what the story is for the students. They can do this just through describing their picture and on how they are connected. The teacher can finally re- show the picture.

Spot the Difference

This is another kind of activity that promote students speaking in speaking classroom. According to Canning Wilson (1999) for some reasons picture use in EFL class is useful. Firstly, research shows learning is facilitated by images. Learner needs to think more about the learned language carefully when a picture is accompanies by text. Secondly, images let us to infer, from different sources deduce information. In addition, pictures bringing the outdoor world into the classroom. Through pictures students perceive the world outside.

According to Wilis and Willis (2007) this is constructed on two closely equal pictures that can be done in two ways cooperatively. Two pupils in collaboration, watching at both pictures and try to spot a definite number of differences to list them. Also, this activity can be done in A/B pairs that each learner looks his or her own picture, then each describing their picture to find the differences. They stop once that his or her partner thinks, they have found a difference, checking and writing it down. Instead of describing students A can ask questions from students B related to the picture in details.

Reporting

According to Kayi (2006) in reporting instructor wants students to read a newspaper or magazine, beforehand, coming to class, they should report to their classmates about remarkable news that they have found. Also, before class, students can talk about their daily lives experience anything that worth to tell.

Communication Games

These activities are beneficial for engaging pupils to participate and to improve their speaking. Students will apply their new knowledge through speaking directly and practice their speaking skill in the discussion and performance stages.

To participation in speaking classroom games encourage students. There are some games which stimulate students to talk. The writer mentioned two categories of them. First one is information-gap games. This game is a base for many other games. For solving a puzzle one student must talk to his or her partner, other forms of this game are put things in the right order (describe and arrange), draw a picture (describe and draw), or find differences and similarities among pictures.

Second game is radio and television games. These games are used for having good fluency. Games often organized in twenty questions. The chairperson thinks of an object and tells a team that object is either mineral, vegetable, animal, or a mixture of these. Through asking yes/ no questions such as is it bigger than person? Or can you use it in kitchen? The team find out what the object is. If they predict the answer in 20 questions or fewer they get points. Harmer (2007 as cited in Vitriyati 2021)

RESULTS AND DISCUSSION

Goal of this article is a study of practical activities that promote students' speaking skill. Through library research different practical speaking activities that promote speaking of students in speaking classes found. It is found that discussion, dialogue, role play and simulation, debate, story-telling, story completion, surveys and interview, Problem, information-gap, acting from script, reporting, prepared talk, picture narrating, picture describing, find the difference promote student's speaking and these activities provoking students to speak and taking part in the speaking lessons.

Speaking is a main skill for language learning and heart of language acquisition as it is a line with Lundahal (2014) that for learning a language speaking becomes crucial for young learners because all learning skills as speaking, reading, writing, and listening are required in learning of a foreign language. So, speaking skill is the heart of language acquisition.

Speaking activities are very important in speaking classroom, through speaking activities students can improve their speaking and through engagement students can actively participate in learning process as it is mentioned by Wei (2008) that without students' oral participation, it is not possible to improve spoken English. According to Abdullah, Abu Baker and Mahmood (2012) Students must engage actively and he gives examples of active types of classroom participation by playing the roles of information seekers, inquire questions, express opinion or just replying instructor questions or other students that pose.

Speaking practical activates are highly motivated, increase students' participation and students will benefit from practice of those task of speaking that they will be able to speak english wither inside or outside of the class. Through literature review different practical activities found for students which engage them and show their active participation in speaking classroom and improve their speaking.

Discussion is a kind of activity that promote students' speaking and motivate students to participation as it is mentioned by Suban (2021) that speaking skill of students can be

successfully enriched through use of discussion method. The other kind of activity is dialogue, role play, and simulation activities that improve students speaking and stimulate students to participation as it is mentioned by Harmer (2004) that simulation and role play encourage student's general oral fluency or training them for definite situations. Students get benefit from mentioned activity. Students simulate a real-life situations such as an interviewer, in an aero plane cabin or business meeting. As if they were doing so in the real world and they are in that meeting or aero plane, taking the role of character different from themselves or with thoughts and feelings they do not necessarily share.

The other kind of activity which promote students speaking is debates. As it is mentioned by Lumbangao and Mazali (2020) that debate provides a good opportunity for developing pupils' speaking skill. He revealed that an effective technique of pedagogy is debate. Because in debate, students actively involved and responsible in learning process. Students express their opinion or ideas through debate and become more active in speaking. The more students express their opinions, the more they develop their skill of speaking.

Story telling also promote student's speaking as it is stated by Alla (2012) that engaging language learners in storytelling activities, motivate their oral look and development of language general proficiency in speaking, listening comprehension, writing, and reading. In addition, Surveys and Interviews is mentioned for improving students speaking skill as it is mentioned by Hussain (2017) that this is an interesting technique based on function that an interviewer or surveyor try to find out an individual's test, information, preference and attitude, e.t.c.

In addition, Problem improves students' speaking as it is mentioned by Hussain (2017) that problems are good sources for making the learners speak. Students need to use the language for solving of problem. Moreover, Information-gap activity also motivate students to speak as it cited by Canning Wilson (1999) that for some reasons picture use in EFL class is useful. Firstly, research shows that by image learning is facilitated. Student want to think about the language being learned carefully when a picture is accompanies by text. Secondly, visual images permit us to infer, from a variety of sources deduce information. Moreover, pictures can bring the outside world into the classroom. Through pictures learners can perceive the world outside.

Acting form script is another kind of activity to learners' motivation to speak, promote their skill of speaking. As it is declared by Harmer (2001) that one should be certain that acting out activity is both learning and language producing. In addition, it is found that communication games are beneficial for improving students' fluency as it is stated by Harmer (2007 as cited in Vitriyati 2021) there are some games which stimulate students to talk. The writer mentioned two categories of them as information-gap and television and radio games. Many games related on an information-gap games. For solving of puzzle students must to talk to their partners. Put things in the right order (describe and arrange), draw a picture (describe and draw), or find similarities and differences between pictures are other types of information-gap games. The second type of game, television and radio games introduced into the classroom, for good fluency.

CONCLUSION

The aim of this article is a study of practical activities that promote student' speaking skill. Through library research it is found that there are different practical speaking activities that promote pupils speaking in speaking classroom. It is found that discussion, Dialogue, Role play and simulation, debate, story-telling, story completion, surveys and interview, Problem, information-gap, acting from script, reporting, prepared talk, picture narrating, describing, and find the difference are useful activities for provoking students to speak and take part in

the speaking lessons. Discussion cores on the main type of activities and perhaps utmost frequently used activity in speaking class. These activities help learners to show interest to speak in class. They participate actively in the speaking tasks. Students can ask question and express their opinions and comments. Students pay attention to speaking lesson, students show their interest to work on the tasks and be enthusiastic to their learning. Even shy students participate in these kinds of activities and not afraid of making mistakes for they want to reach the result of the activity. In addition, through these activities students increase their vocabularies. Phrases, and learn use of correct sentence structure

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