

Improving Students' Speaking Skill by Using Outdoor Game Activity Involving Vocabulary for the First Graders of MTs Negeri 2 Wonosobo

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ABSTRACT

Speaking is one of the skills that has an important role in learning English. However, there are still many students who experience difficulties in learning speaking. One of them is due to the lack of students' interest in speaking practice, the lack of students' awareness of the importance of English. For this reason, the researcher chose the title "Improving Students' Speaking Skill by Using Outdoor Game Activity Involving Vocabulary for The First Graders of MTs Negeri 2 Wonosobo" with the aim of improving students' speaking skill with fun outdoor games. The method used is classroom action research, consisting of two cycles by carrying out four action research procedures, namely planning, implementing (action), observing and reflecting. Data collection methods used by researchers are interviews, speaking tests, and observations. The results of this study prove that there is an increase in students' speaking ability after applying the outdoor game activity method.

ABSTRAK

Speaking adalah salah satu kemampuan yang mempunyai peran penting dalam mempelajari bahasa inggris. Namun, masih banyak siswa yang mengalami kesulitan selama mempelajari speaking. Salah satunya adalah karena kurangnya ketertarikan siswa untuk praktik berbicara, kurangnya kesadaran siswa atas pentingnya bahasa inggris. Oleh karena itulah, peneliti memilih judul "Improving Students' Speaking Skill by Using Outdoor Game Activity Involving Vocabulary for The First Graders of MTs Negeri 2 Wonosobo" ini dengan tujuan untuk meningkatkan kemampuan berbicara siswa dengan permainan yang menyenangkan diluar ruangan. Metode yang digunakan adalah classroom action research, terdiri dari dua siklus dengan melakukan empat prosedur penelitian tindakan yaitu perencanaan, pelaksanaa, observasi dan refleksi. Metode pengumpulan data yang digunakan oleh peneliti yaitu interview, speaking test, dan observasi. Hasil dari penelitian ini membuktikan bahwa ada peningkatan pada kemampuan berbicara siswa setelah menerapkan metode outdoor game activity.

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A. Introduction

Language is the most important tool of communication. The importance of foreign language teaching is increasing in a rapidly globalizing world. It is necessary to learn and speak at least one foreign language (Gokturk et al., 2020).

English is an essential language that is used to communicate. It's used for a variety of objectives, including education, business, tourism, and so on. English is a required foreign language that is used to communicate between individuals who speak different first languages (Sirisrimangkorn, 2018). Moreover, Speaking is a language skill that has to be mastered by students in learning a language because the objective of learning a language is communication (Syakur, Sugirin, Margana, Junining, & Sabat, 2020). Speaking is a useful language ability that allows speakers and listeners to engage in oral communication to transfer and share information and also to develop long-term relationships (Kashinathan & Abdul Aziz, 2021).

In Indonesia, English is quickly becoming a popular subject. English is a crucial language in influencing Indonesia's prosperity, particularly in the domains of technology and communication. English, like other languages, is always growing (Widyantoro Arif, 2020). Although many students still struggle to acquire English terms, English is a required subject for all students at all levels of school in Indonesia. Starting with middle school and finishing with high school.

Some of the problems that exist at MTs Negeri 2 Wonosobo, especially in the field of speaking, are the lack of practice carried out by students. The students are not yet interested in using English in their daily conversations, even though students already understand some frequently used vocabulary such as greeting sentences, interrogative sentences, and offering help sentences as they have learned.

Besides the lack of practice, students are also less active in learning English. There is no learning media used by the teacher, facilities at school are also poorly equipped to learn other language like English, and the limited time that given by the school that makes students passivity in learning English. So students pay less attention when the teacher teaches in the classroom. In this case, the readers need to change their thinking that learners can do or learn something comfortably if we

like it first.

From the statement above, the writer concludes that there are still many problems and difficulties faced by students in learning English, especially in speaking, one of which is what the researcher have written above. Harris (1994) states that fluency, grammar, pronunciation, vocabulary, and comprehension are the five components of speaking competence. To face difficulties and solve these problems, researchers will use the right method so that it be able to provide comfort for students at MTs Negeri 2 Wonosobo to be more interest in learning English, especially speaking.

From all the problems that have been found, researchers limit the problems faced by students so that learners can focus on solving existing problems with the teaching method used by researcher namely, improving students' speaking skill with this outdoor game activity method. With this method, students more interested and excited to practice speaking so that they feel comfortable during the learning process and the students speaking skill will be able to increase. Furthermore, speaking is the most often utilized language ability in every practical situation (Torky, 2006).

Researcher conducts this study to prove the effectiveness of an English learning method outside the classroom that focuses on improving students' speaking skill by involving games and increasing practice in the learning process. So, the students can achieve predetermined achievement indicators. The researcher discusses fun and comfort in learning, so that the students have not had difficulty understanding the material that is being taught by the teacher. Students should practice what the teacher has given before, especially in speaking and communication through conversation and games that involve vocabulary.

There are three objectives of this research: to find out how to use outdoor games activities to improve the students' speaking skill, to prove the students' speaking skill after using the outdoor games activity method, and to find out the effectiveness of teaching vocabulary to increase speaking skill. So, with the application of this method, the researcher hopes that there will be an increase in students' speaking skill. Students will not be bored by the teaching and learning

process if they learn outside (Norhayati, 2016), moreover Students can overcome some of the problems faced in learning speaking, and learners will also be more interested and motivated to participate in every stage of learning from the English teacher.

B. METHOD

1. Identify Subsections

This method piques students' interest and allows students to quickly adapt to a new way of teaching, making it easier for learners to understand what is being conveyed as well as how to apply it. The researcher uses the outdoor games activity method, which involves vocabulary and dialogue in the teaching process so that students can improve their speaking skill. Moreover, Outdoor education is organized learning that takes place the outdoor, (Junaedah, Thalib, & Ahmad, 2020). This method is used for introductory material. By learning vocabulary and dialogue through outdoor games, it will be easier for students to understand the material with the guidance of the teacher during the learning process. As a result, it becomes a must for individuals to communicate, since a concept cannot be conveyed without words (Jannah, 2011).

Before carrying out treatment, researcher will carry out planning with surveys, observations, and interviews. Then researcher conduct a pre-test in the first cycle, followed by treatment and a post-test I. Then the second cycle of treatment was carried out and ended with a second post-test to find out the final results of students' speaking skill and so that researcher could measure the effectiveness of the methods that had been applied.

2. Participant (Subject) Characteristics

Sugiyono stated that the population is a generalization area made up of subjects or objects with certain attributes and characteristics that the researcher wants to learn about and subsequently form conclusions (Sugiyono, 2020). This study was conducted at MTs N 2 Wonosobo and the object was taken by the researcher is the first grade of MTs N 2 Wonosobo. The researcher chose MTs Negeri 2 Wonosobo as the place of research because there was a lack of interest from students in learning English. The participants in this study were all 7th

grade E students with a total of 35 children.

3. Research Design

The design that used in this study was Classroom Action Research (CAR) method. Any systematic investigation undertaken by teacher, researcher, administrators, school counselors, or other stakeholders in the teaching or learning environment to collect information about how their schools run, how they teach, and how effectively their students learn is known as action research (Mills, 2003). It means that CAR aims to solve challenges in the teaching-learning process to enhance educational practice.

Classroom action research is one of the method used to prove the effectiveness of a learning method. By using this classroom action research, the researcher be able to find out whether the teaching method used was effective or not. action research is a collaborative effort (Kember, 2005). In addition, classroom action research can also identify problems encountered during the learning process. In this case, the researcher identified problems and difficulties that are often faced by students when learning English, especially in speaking.

Classroom action research consisted of four stages or steps. The four stages are a series of interconnected steps between one another to form a cycle, namely one round of activities streak, which returns to the original step. The first and second cycle was starting from the stages of planning, action, observation, and reflection. The procedure used in this research is the classroom action research based on Kurt Lewin's design. Consists of two-cycle in which each cycle contains four phases; planning, acting, observing, and reflecting (Fajriyani, 2011).

a. Planning

A plan was a strategy for accomplished all the things. For planning, the researcher gathered all of the materials required during the learning process. The following items represented the planning specification every cycle:

- 1) Examined the students' speech difficulties.
- 2) Run the cycle across three meeting.
- 3) Prepared materials for public speaking.

- 4) Conducted the speaking tests to determine the students' fundamental mastered of speaking skill.
- 5) Set up the equipment for data collection such as observation, interviews sheets and documentations.

b. Action

Action was the act of did some activities, it was the carrying out of planning. In this level case, students taught with the method on how to improve the students' speaking skill.

c. Observation

During this stage, the researcher engaged in the following activities: Observed students' speaking skill and leaning process utilizing provided observation sheets to assess the students' knowledge of the observation sheets, and take notes on the appropriateness of the research procedure, which is based on signs on speaking skill.

d. Reflection

Implemented reflection based on data analysis from observation and assessment activities. Reflections phase were conducted to determine the extent to which media that be able to improve students' speaking skill and to learn the benefits and drawbacks of the learning process that was implemented in order to avoid a recurrence.

The researcher used interviews, speaking tests, and observation sheets to collect the data. And the research instrument were used by researcher are test and observation sheet.

The qualitative data was used in this research, qualitative data was utilized to characterize the environment throughout the teaching process. Before calculated the data, the researcher used the criteria below to take the students' vocabulary and pronunciation scores.

- 1) To calculate mean score of the students' speaking test by using the following formula:

$$X = \frac{\sum X}{N}$$

Where:

\bar{X} : The mean of the students' scores

ΣX : The total score

N : The total number of samples (Fitri, 2020)

- 2) To know the percentage of the students' improvement by the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P : Percentage of students' improvement

X_1 : Pre-test result

X_2 : Post-test 2 (Fitri, 2020)

- 3) After collecting the data, the researcher classified the score of the students. In classifying the students' scores, there were six classifications which used the following:

Num.	Classification	Score Range
1.	Excellent	91 -100
2.	Very Good	76 – 90
3.	Good	61 – 75
4.	Average	51 – 60
5.	Poor	36 – 50
6.	Very Poor	>35

C. Result and Discussion

In this chapter, the researcher presents the results and discussion.

Implementation

1. Cycle 1

a. Planning Stage

Planning was the first step taken by the researcher. Here, the

researcher became a teacher, started from make a lesson plan (*Rencana Pelaksanaan Pembelajaran*) and choose the right material to be applied with this method. In this case, the writer chooses "Introduce Myself, Introduce Friends, and also Others". Along with this, the games that have been determined in this method were (Rolling formation, Shoot Them All, and Find Your Partner). This game was played in the teaching and learning process. The main purpose of using this method was to hone the pronunciation and also increased the student's vocabulary. Moreover, the researcher hopes that the students' speaking skill can improve. As a reference, the writer used the syllabus as an achievement target. That after studied a certain topic, the students must be able to speak in front of others, learners must be able to talk to people around, and those that learners did not know before.

b. Action Stage

This implementation stage was the action of what has been planned by the writer. In this case, the researcher became a teacher who taught in the classroom using outdoor games activity method to improve the students' speaking skill and vocabulary mastered. The researcher focused to make students active and more responsive during the teaching and learning process. There were three phases in this meeting, namely: opening, main activity, and closing.

c. Observation Stage

This observation was carried out by observed the process of teaching-learning English with the aim of known the series of class activities during the learning process. The researcher observed the situation, student behavior, the response given to the teacher, the student's ability to participate in teaching and learning activities, and how the teacher conveyed the material to the students, as well as the interaction between the teacher and his students.

1) Teacher Observation

In this observation phrase, the researcher wrote down the results of the observations that have been made. Observer focused on

situation in the classroom, the way teacher delivered the material, student participation, and student responses to the teacher during teaching and learning process. The way teacher conveyed the material was quite clear and easy to understand.

The teacher has taught according to the lesson plan (*Rencana Pelaksanaan Pembelajaran*), but the used of the outdoor game activity method is still not fully. The teacher's voice must be loud so that the students can hear and focused on the lesson. Teacher has a good control in the class, and delivery the material well. They seem eager to understand the lesson so that this activity can be said to run effectively.

2) Students Observation

Result of the first observation in this cycle, students more interested in learning because learners began to understand the application of the games and the rules that were set. But sometimes, some students did not pay attention and busy with talked to the seatmates. Students were not too noisy, but pay less attention to the teacher, and not infrequently, students also sleepy when the lesson was in progress. Based on the observation, students were more active and enthusiastic in the learning process with the method that the researcher used.

d. Reflection Stage

After the observation stage, the reflection stage was carried out. Here, the teacher and researcher concluded the result of the implementation. And then, teacher and researcher discussed the solutions to use in the next action. So that students' speaking skill can improve and got better than before. In this cycle, 16 students managed to get a score higher than the Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*. Meanwhile, the activities have been going quite well, although there were still some problems to be solved. Furthermore, there must be a lot of effort to improve the students' skill. Researcher should position themselves so

that researcher can be guided students better in the next cycle.

2. Cycle II

a. Planning Stage

After doing 4 stages of preparation and also the implementation of the first cycle, the results of the post-test 1 showed that there was a good improvement in students' speaking skill, especially in practice of introducing themselves. However, because there are still some problems in the first cycle, the writer will fix them in the second cycle. The material is still the same, namely about introduction, but requires students to have a dialogue with more than one person. The lesson plan used will be slightly modified with the aim that students will gain the courage to speak to others armed with their vocabulary and good pronunciation.

Furthermore, certain changes were made in the second cycle, in which the teacher needed to give interesting explanation by using another game related to the topic and gave the students a list of vocabulary that was difference from the first cycle. The vocabulary that will be used in this cycle is some hobbies and professions. Then they adapt the use of that vocabulary to the dialogue they will make. The researcher also held discussions with the English teacher to evaluated and find out the things needed for the success in this cycle. Aside from that, the writer created field notes to record classroom situation and post-test to gather the data.

b. Action Stage

At the acting stage this cycle, the teacher introduces new game, namely "Dare to win". This game is used to play guessing vocabulary in individual. But, before the game starts, the teacher will explain the material thoroughly first, so that students better understand what they are learning. Teacher told the students what the rules are in the game. The following is an explanation in detail.

c. Observation Stage

This stage is carried out in the same way as cycle 1. The researcher observed all activities during the teaching and learning process in the cycle II.

1) Teacher Observation

Before carrying out learning activity, the teacher gave directions about the material and games they have used, the teacher also motivated students and conveyed the importance of learning English. In the learning process, the teacher invited students to memorized vocabulary and learned conversation through games. The learning process run well because the teacher can control the class. At the end of the meeting the teacher also gave a conclusion from the material presented.

2) Students Observation

The results of this second observation show that students feel excited to join this learning and very responsive to the instructions given by the teacher. Students were very enthusiastic about participating in all activities. Students played the game smoothly and started to understand the flow of this learning. In this cycle, they showed better improvement then before. Overall, all the learning process went according to expectation, both in controlling the classroom situation and having active participants.

d. Reflection Stage

The activities in the acting phase are going well. The acquisition of the post-test scores and observations also showed a significant increase, which mean that learning English activities with the outdoor game method especially in improving speaking skill, is successful. Teacher and researcher were satisfied with the result of this second cycle compared to before this method was applied. For example, students who feel afraid and lack confidence in speaking are more daring to express themselves in this cycle. They are also not afraid to make mistakes, as long as they are willing to try. It is a good idea to start improving their speaking skill.

The students more easily master the vocabulary given and can practice the conversation with friends using the game that exist in this method (Rolling formation, Shoot them all, Find your partner, and Dare to win). They better understand the use of adjective and speak well,

especially in introduction lesson. This will trigger them to have a desire to explore English in other subjects. Besides that, they also acquire a lot of new vocabulary and learn about good pronunciation, which they can use for simple conversation. Based on the result of the post-test scores, the number of students who were able to achieve (KKM) was 26 pupils, with average score 80.45. Although not all students could passed the Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, the result were good, and some students had also achieved in 90 points.

Students Scores

The research data were obtained from taking the scores of students' speaking skill in the pretest, post-test in the first cycle and post-test in the second cycle. The results of student scores can be seen in the following table:

Nu.	Initial Name	Students' Scores		
		Pre-Test	Cycle I	Cycle II
1.	ALH	50	67	78
2.	AS	83	80	81
3.	ANA	53	63	71
4.	AA	59	65	79
5.	AS	62	52	67
6.	AZA	65	82	85
7.	AAM	58	66	79
8.	BBA	78	61	76
9.	CGNI	55	80	87
10.	DR	57	85	80
11.	DKS	80	81	84
12.	EA	60	54	73
13.	HNK	54	64	78
14.	KZR	60	79	80
15.	LLS	51	80	83
16.	MS	64	78	87

17.	MMV	80	85	90
18.	NAF	50	53	75
19.	NA	56	75	72
20.	NIK	52	84	81
21.	NHU	65	79	86
22.	NK	61	78	80
23.	NMB	55	64	76
24.	NAP	49	62	82
25.	NAF	79	82	93
26.	OIZ	41	56	75
27.	RYF	54	58	69
28.	SRA	48	61	79
29.	SRA	50	60	74
30.	SNB	81	87	85
31.	SA	55	65	80
32.	VR	46	66	82
33.	YNH	58	74	78
34.	YPF	62	78	85
35.	ZDN	83	91	87
Total		2114	2495	2797
The Mean Score		60.40	71.29	79.91

From the table above, it showed in the pre-test, the total number of scores obtained by students was 2114, with a mean score of 6.40 points. The student minimum score was 42 points, and the maximum score was 83 points. So, the range of student scores from minimum to maximum was 42 points. Then, for the test in cycle I, students managed to achieve a mean score of 71.29 with a total score of 2495. The minimum score achieved by students was 62, and the maximum score was 91 points, the score range was 39. From the results of cycle I, it can be seen that the student's skill has improved. In the post-test of the second

cycle, student scores increased and also decreased. However, from the mean score, it can be seen that the improvement achieved by students was better. The minimum student score in this cycle was 67, and the maximum score was 93. The total student score was 2795 points, with a mean score of 79.91. The discussion should explore the significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

Then the researcher has classified the scores obtained by students in various tests as a whole. The following was data on the percentage of students' speaking skill:

The Students' Classification Score

Nu.	Classification	Range	Pre-test		Cycle I		Post-Test	
			F	%	F	%	F	%
1.	Excellent	91 - 100	0	0%	1	3%	1	3%
2.	Very Good	76 - 90	7	20%	15	43%	26	74%
3.	Good	61 - 75	6	17%	13	37%	8	23%
4.	Average	51 - 60	15	43%	6	17%	0	0%
5.	Poor	36 - 50	7	20%	0	0%	0	0%
6.	Very Poor	00 - 35	0	0%	0	0%	0	0%

Discussion

This research was conducted to prove whether or not there was an increase in students' speaking skill through classroom action research using the outdoor game activity method involving vocabulary for 7th-grade students of MTs Negeri 2 Wonosobo. The quantitative data obtained by the researcher while using the method showed that the students' speaking skill changes in each cycle carried out. This can be seen in the table of student learning outcomes started from the pre-test, cycle I, and post-test. Therefore, the results of the research used the

outdoor game activity involving the vocabulary method can be said to be effective in improved the students' speaking skill.

In the pre-test, students who have achieved the score of *Kriteria Ketuntasan Minimal (KKM)* were only 7 children from 35 students, with a percentage of 20%. That way, students who have not been able to reach the *Kriteria Ketuntasan Minimal (KKM)* were 28 children, with a percentage of 80%. Furthermore, in cycle 1, there was a slight change in this cycle. There were 16 children who passed the *Kriteria Ketuntasan Minimal (KKM)*. This showed that there were still 19 children who have not been able to reach the *Kriteria Ketuntasan Minimal (KKM)* or equal to 54.29%. Although there has been a change in student scores, it still needs to be improved because the percentage of students who must pass the Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* was 50%, the researcher and teachers continued the research stage to the second cycle.

The post-test in cycle II scores of the students increased more and were quite good. Students who have not passed the Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)* were 10 children, or 28.57%. The increase from before implementation to the second cycle was 51.42%. In this second cycle, not all students have successfully passed the Mastery Criterion- *Kriteria Ketuntasan Minimal (KKM)*, but the percentage was already more than what was targeted by researcher and the English teacher.

D. Conclusion

Based on the result, discussion and data analysis in Chapter IV, the researcher comes to the following conclusions:

In the previous chapters, the researcher has explained various things related to this research. Among them is the background of the problem which contains real problems faced by students and English teachers in the teaching and learning process and the purpose of the research. In the next chapter was contains previous studies that are close and almost similar, the research methods used by researchers and research results. And in the end, the researcher came to a conclusion that can be drawn from the explanation that has been stated as a whole.

With the scores obtained by students after the application of the outdoor game activity method, it can be concluded that this classroom action research by using the outdoor games activity method can improved the students' speaking skill. Overall, students' speaking skill increased at each step, beginning before the method's adoption and continuing through cycle one and cycle two. When compared between before the application of the outdoor game activity method and the first cycle, the average scores of students increased by 16.60%. Many of the students got a better score in the first cycle. Then, in the second cycle, the student's increase obtained score was 32.21%.

Furthermore, regarding student responses, learners were more active in participating in every activity carried out the outdoor games activity that involving vocabulary by the researcher, students were more enthusiastic in responding to the teacher; and liked the method used by researchers in delivering the material. This method can also be used as an alternative for teachers to improve students' speaking skill, especially for teaching material that involves vocabulary, because students will participate well during the learning process if they use a more fun method. The class's atmosphere become more positive, students rarely fell sleepy and talk to each other.

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