

The Effectiveness of using English Self-video Recording on Students' Speaking Skill of Recount Text

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Abstract: The aim of the research was to find out the effectiveness of English Self-Recording Video on students' speaking skill of recount text. The media provided an easiest way to push students to share their experience through a video record. The students can talk freely in front of the camera and they also can replay it to see their weakness. The method used was quantitative by using quasi experimental design. The data were gained from oral test: pretest and posttest. The samples of the research were 50 students: 25 students were in experimental class and 25 students were in control class. The finding showed that the gained score of experimental class was higher than the score of controlled class. The result of mean score of experimental class of pre-test was 42.88; the mean score of post-test was 51.20. Meanwhile, the mean score of control class of pre-test 37.28 and the mean score of post-test was 42.56. It means that both classes have increased in the post-test score. Yet, the experimental class got a higher score than the control class. Based on the statistical analysis, the score increased in the experimental class was 8.32 points; from 42.88 to 51.20. And in the control class, it increased 5.28 points; from 37.28 to 42.56. It means that English Self-Recording Video is found very helpful and effective to teach students speaking skill of recount text.

1 INTRODUCTION

Speaking skill is one of the skills that emphasize students to focus on producing the word in spoken forms. One example is when you want to get scholarships abroad, English is very important to be mastered. That is why you need to learn English. You need to express your thought and feeling in the spoken language to the others especially when you speak to foreigners. Florez, (1999) stated that Speaking needs that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, why, and in what ways to produce language.

In addition, speaking is usually used in order to communicate to each other. Communication requires a receiver and a sender. It can be said that both speakers and hearers do interactions by giving responds to what they have heard and listened to. As Ur, (1996) stated that speaking is one of the most important skills of all the four skills such as listening, speaking, reading and writing. However, in this era, we expect that the goal of teaching speaking could

improve students' communicative skills, because, in that way, students can express themselves freely and learn how to follow the social and cultural rules in each communicative circumstance.

Moreover, Padmadewi (1998) states that the students that attending a speaking class often felt anxious due to pressure from the speaking tasks which require them to present individually and spontaneously within a limited time. Sometimes the learners have nothing to express maybe because the teacher had a chosen a topic which is hard for the learner to understand and it makes them difficult to respond when the teacher ask them to say something in a foreign language. They had a long pause when they tried to speak English because they need to think what they about to say next. It might be because they have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly.

Based on the problems above, the writer thinks that using a media for teaching speaking skill be an alternative way of learning English, especially

The eighth grade students of the junior high school need self-recording video as one of modern teaching media. In modern one, teacher should be creative and innovative. Self-recording video often

indicates that something has been recorded with self-working or the self-practice with a video that enables us to capture the video we create from any angle.

By applying English self-video recording for learning speaking, it can be easier for students and will gain their confidence by talking in front of the camera. Based on basic competence of

2013 Curriculum, the eighth grade students of junior high school are expected to be able to arrange a short and simple recount text, both in the form of spoken and written, about experience/activity, event/incident, by considering the purpose, structure of the text and its language elements correctly and appropriate with the context. So with English SVR, it could make the students interested and motivated in learning speaking English for the speaking activity.

2 LITERATURE REVIEW

2.1 Speaking Skill

Specifically, in teaching speaking, Ur (1996) stated about characteristics of successful speaking are as the following:

- a) Learners talk a lot
In the period of teaching and learning speaking activities, the learners should take the opportunity to talk as much as possible. But in reality, teacher still take most of the time of speaking activities in the class.
- b) Participation is even
The activities of speaking in the class should not be dominated by minority of talkative participant. All the learners get the same chance to speak.
- c) Motivation is high
All the learners will enthusiasm in speaking activities, if they find an interest topic. Because if they can find the topic they liked, it can be a motivation for learners to contribute the activities. So, the teacher should provide the activity in the classroom with an interested and fun topic.
- d) Language is of an acceptable level.

Learners can express themselves in speaking that are relevant, easily understood by others, and acceptable level of language accuracy. It can be seen from the elements of speaking as follow.

Pronunciation is the way in which a language or a particular word or sound is spoken. Without good pronunciation, listeners cannot understand what the

other person says, and it will make the communication process more difficult.

Grammatical system is rule-based of a language. We will not be able to say the language without knowing the pattern of the language itself. Since knowledge of grammar is essential for the language learner, it is clear that students need some knowledge of these rules to be able to speak correctly. Students should learn grammar such as modals, modifiers, prepositions, clauses and other grammatical feature.

Vocabulary is a must when someone wants to convey his/her thoughts, feelings, or views to other people. Without the mastery of vocabularies, someone would face the difficulties in conveying his/her thoughts, feelings, or views to other people. Richard and Renandya state that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. It is the collection of words used by people in their language. For example, if people want to describe something, they need to find the words which reflect what they feel.

Fluency is the ability to speak easily, spontaneously, with no hesitation and pausing. Because the use of pause in speaking is determining someone's fluency in the way they talk. In addition, the ability to speak fluently is not enough because speaker need to consider the accuracy as well. Accuracy is related to the use appropriate grammar, vocabulary and pronunciation in speaking. Brown states that both fluency and accuracy need to be achieved simultaneously. In addition, Koponen in Louma states, "Fluency is the ability to talk freely without too much stopping or hesitating. At the level of someone's fluency when speaking, it can be seen whether he or she speaks natural without some hesitations about what he or she would like to say. The last element is comprehension of speaking. According to Richard, Comprehension means the understanding and the interpretation of what it is said. Comprehension seeks students thinking ability to understand the information accurately. Hence, the successful of speaking is determined by successful in delivering the message. Hughes states that the people get highest score in comprehension aspect when they "understand everything in both formal and colloquial speech to be expected of an educated native speaker."

In conclusion, pronunciation, grammar, vocabulary, fluency, and comprehension are the important components in the development of students' speaking skill. These elements support each other to gain the goal of speaking.

2.2 Recount Text

Recount is reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recount begins with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then described in some sort of order, for instance a time order.

The purpose of recount is to entertain or to inform the reader(s). As what is stated by Wardiman, Jahur, & Djusna, (2008), "A recount text is a text that telling the reader about one story, action, and activity. Its goal is to entertain or inform the reader." From the above explanation we can conclude that recount is a non-fictional text that has purpose of entertaining or informing some past experience of the author or other people, and it is arranged in a chronological order. The characteristic of this text are the factual event or experiences being told and the chronological description about the event and the time of occurrence.

2.3 Self-video Recording to Teach Speaking

Many techniques are suggested to increase the speaking skill; one of them is self-video recording. Self-recording is making an automatic record. Students need to develop fluency and confidence in their oral language through experiences in many types of speech situation. They can convey their thought, information and feeling through oral communication. Speech is one way human beings make connections with each other. To speak confidently and fluently in a variety of situations is a central human need and an important goal of education. (Widiyawati, 2014)

Based on the result of research, using self-recording video to teach English is the appropriate technique in the class. One of the good methods for actually evaluating and seeing what students do is to watch themselves doing it by making a video. The student can watch the story directly so they become more accustomed to express their experience and should be guided to take part in telling their story in self-experiences. By using telling self-experience in teaching speaking activities, the students are expected to be more motivated to learn English. Some advantages of using a Self-Recording Video of student speaking in language learning: they can watch themselves doing speaking and so can their friends. They will learn their mistakes from the video and people's comments. By doing this, they will evaluate

each other. Teachers can use video to help students become better speakers in English. By recording Self-Recording Video on their speaking activities, they will have opportunities to view to play and replay the recording many times so that they could learn from mistakes. It is better to make mistakes than never try at all because they will learn from their self-evaluation and also from their friends' comments and teacher's feedback. Therefore, they can be self-critical as they can learn the mistakes and solve their problem assisted by the teacher. Another advantage of using Self-Recording Video is the students can be involved in communicating activity, problem-solving, telling the experiences, etc. It also can be used for students to express their ideas, opinions, and feeling. Several steps need to be considered. First, the teacher explained the regulation, the duration for making a video, the topic, and the aspects of speaking would be assessed. It is aimed to build students' understanding of the task. Then, the teacher showed an example of the task. The example can be the video of a native speaker so that the students can have the target model of English. Furthermore, the students make the video on the certain topic. It is highly recommended to use topic related to the teaching and learning topic in class or students' experience. Therefore, the use of video can be authentic speaking training. After students complete the video, the teacher needs to give feedback to the students' performance. Hence, the students' know their speaking strength and weakness. Also, the number of videos created by the students can be adjusted to the meeting or the duration of teaching and learning process.

3 METHOD

The method of this research was quantitative research by using quasi-experimental design. The population of this study was 125 of the second-grade students of Madrasah Tsanawiyah Khazanah Kebajikan. They are from five classes. Each class consists of about 25 students. The sample of the research were 50 students from two classes by using purposes sampling technique.

The experimental class was conducted by using Self-Video recording and the control class was conducted by conventional teaching or no treatment applied. The research procedures were pretest-implementation/treatment- posttest. The data were gathered through oral test in the pretest and posttest and assessed by scoring rubric of speaking proposed by Brown (2004). To analyze the data, the researcher

used T Test on SPSS 21 to see the effect of Self-Video recording on students' speaking skill of recount text.

4 FINDING

4.1 Data Description of Experimental Class

Table 1. The score of Pre-test and Post-test from Experimental Class

| No | Student | Pre-Test | Post-Test | Gained Score |
|----------------------|---------|--------------|--------------|--------------|
| 1 | 1 | 36 | 44 | 8 |
| 2 | 2 | 36 | 44 | 8 |
| 3 | 3 | 32 | 40 | 8 |
| 4 | 4 | 32 | 40 | 8 |
| 5 | 5 | 48 | 60 | 12 |
| 6 | 6 | 32 | 40 | 8 |
| 7 | 7 | 40 | 48 | 8 |
| 8 | 8 | 36 | 44 | 8 |
| 9 | 9 | 36 | 44 | 8 |
| 10 | 10 | 52 | 60 | 8 |
| 11 | 11 | 68 | 76 | 8 |
| 12 | 12 | 48 | 56 | 8 |
| 13 | 13 | 40 | 48 | 8 |
| 14 | 14 | 44 | 52 | 8 |
| 15 | 15 | 44 | 52 | 8 |
| 16 | 16 | 40 | 48 | 8 |
| 17 | 17 | 40 | 48 | 8 |
| 18 | 18 | 44 | 52 | 8 |
| 19 | 19 | 44 | 52 | 8 |
| 20 | 20 | 52 | 60 | 8 |
| 21 | 21 | 32 | 44 | 12 |
| 22 | 22 | 52 | 60 | 8 |
| 23 | 23 | 52 | 60 | 8 |
| 24 | 24 | 52 | 60 | 8 |
| 25 | 25 | 40 | 48 | 8 |
| SUM | | 1072 | 1280 | 208 |
| AVERAGE | | 42,88 | 51,20 | 8,32 |
| LOWEST SCORE | | 32 | 40 | |
| HIGHEST SCORE | | 68 | 76 | |

Based on the data in table 1, it can be seen that the highest score of Pre-Test from the experimental group is 68 and the lowest score is 32. The sum of the pre-test score is 1072 with the average score is 42,88. Meanwhile the highest score of Post-Test from the experimental group is 76 and the lowest score is 40 while the sum of the post-test score is 1280 with the average score is 51,20. It can be known that there was significance effect of using self-video recording as a media for learning English speaking in the post test.

4.2 Data Description of Control Class

Table 2. The score of Pre-test and Post-test from Control Class

| No | Student | Pre-Test | Post-Test | Gained Score |
|----------------------|---------|--------------|--------------|--------------|
| 1 | 1 | 28 | 36 | 8 |
| 2 | 2 | 44 | 48 | 4 |
| 3 | 3 | 48 | 56 | 8 |
| 4 | 4 | 48 | 52 | 4 |
| 5 | 5 | 28 | 40 | 12 |
| 6 | 6 | 32 | 36 | 4 |
| 7 | 7 | 36 | 36 | 0 |
| 8 | 8 | 36 | 44 | 8 |
| 9 | 9 | 36 | 40 | 4 |
| 10 | 10 | 40 | 44 | 4 |
| 11 | 11 | 40 | 44 | 4 |
| 12 | 12 | 28 | 32 | 4 |
| 13 | 13 | 28 | 32 | 4 |
| 14 | 14 | 32 | 44 | 12 |
| 15 | 15 | 56 | 56 | 0 |
| 16 | 16 | 40 | 44 | 4 |
| 17 | 17 | 32 | 36 | 4 |
| 18 | 18 | 28 | 36 | 8 |
| 19 | 19 | 40 | 48 | 8 |
| 20 | 20 | 32 | 32 | 0 |
| 21 | 21 | 40 | 40 | 0 |
| 22 | 22 | 56 | 60 | 4 |
| 23 | 23 | 32 | 40 | 8 |
| 24 | 24 | 36 | 48 | 12 |
| 25 | 25 | 36 | 40 | 4 |
| SUM | | 932 | 1064 | 132 |
| AVERAGE | | 37,28 | 42,56 | 5,28 |
| LOWEST SCORE | | 28 | 32 | |
| HIGHEST SCORE | | 56 | 60 | |

The data shows the score of 25 students. The sum of the pre-test score is 932 while the post-test score is 1064 with the average score of pre test 37,28 and the post-test is 42,56. Moreover, the lowest score of pre-test was 28 and the highest score was 56. Meanwhile, the lowest score of post-test was 32 and the highest score was 60.

According to the scores between the experimental class and the controlled class, it can be seen that both classes are improving. But, the experimental class got a higher improvement rather than the controlled class. This can be seen through the range points gained by the two groups. The experimental class improved 8,32 points while the controlled class gained 2,88 points. This situation affected by using particular treatment in speaking activity for the two classes; the

experimental class was taught by using English self-video recording in learning speaking of recount text meanwhile the controlled class was taught using conventional technique in learning speaking of recount text.

4.3 Data Analysis

4.3.1 Normality Test

Table 3 Normality of Pre-test Results

| | Tests of Normality | | | | | |
|------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Control | ,169 | 25 | ,063 | ,890 | 25 | ,011 |
| Experiment | ,150 | 25 | ,150 | ,908 | 25 | ,027 |

a. Lilliefors Significance Correction

From the table above, it can be seen that the significance score of the experimental class is 0.150 and the controlled class is 0.063. It indicates that the data is normal distributed, because the significance score is higher than $\alpha = 0.05$. So, it can be concluded that the data of the pre-test is normally distributed because both classes' significances are above 0.05.

Table 4. Normality of Post-Test Result

| | Tests of Normality | | | | | |
|------------|---------------------------------|----|------|--------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Control | ,150 | 25 | ,152 | ,934 | 25 | ,105 |
| Experiment | ,164 | 25 | ,080 | ,900 | 25 | ,019 |

a. Lilliefors Significance Correction

Based on the data showed above, it can be seen that the significance of the experimental class is 0.153 and controlled class is 0.080. Those result showed that the scores are higher than significance $\alpha = 0.05$. It means that post-test data in this study was distributed normally as well. The post-test data in this study was normally distributed.

4.3.2 Homogeneity Test

Table 5. Homogeneity Test

| Pre-test | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,122 | 1 | 48 | ,729 |

Based on the data showed, it can be seen that the significance is more than the significance level 0.05 ($0.729 > 0.05$). It means that the sample are equal across the groups.

Table 6 Post-test Results between Experimental and Controlled Class

| Post Test | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| ,242 | 1 | 48 | ,625 |

Based on the data, it can be seen that the significance test of homogeneity is more than the significance level 0.05 ($0.625 > 0.05$). It means that the sample are equal across the groups.

Table 7. The Result of T-test Calculation

| | Group Statistics | | | | |
|-----------|--------------------|----|---------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Post-Test | Controlled Class | 25 | 42,5600 | 7,73563 | 1,54713 |
| | Experimental Class | 25 | 51,2000 | 8,64099 | 1,72820 |

Based on the data above, it showed that the result of post-test in both experimental and controlled class. Each class had a similar total of students which is 25. The table showed that the mean score of the controlled class is 42,56 meanwhile the mean score of the experimental class is 51,20. It is proved that the mean score of the experimental class was higher than the mean score of controlled class.

Table 7. The Result of Independent Samples Test of Post-Test

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Post-Test | Equal variances assumed | ,242 | ,625 | -3,725 | 48 | ,001 | -8,64000 | 2,31954 | -13,30375 | -3,97625 |
| | Equal variances not assumed | | | -3,725 | 47,424 | ,001 | -8,64000 | 2,31954 | -13,30521 | -3,97479 |

Tabel 8. The Result of Gained Score

| Group Statistics | | | | | |
|------------------|--------------------|----|--------|----------------|-----------------|
| | Class | N | Mean | Std. Deviation | Std. Error Mean |
| Gained Score | Controlled Class | 25 | 5,2800 | 3,60000 | ,72000 |
| | Experimental Class | 25 | 8,3200 | 1,10755 | ,22151 |

Tabel 9. The Result of Independent Samples Test of Gained Score

| Independent Samples Test | | | | | | | | | | |
|--------------------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | | Upper |
| Gained Score | Equal variances assumed | 27,389 | ,000 | -4,036 | 48 | ,000 | -3,04000 | ,75330 | -4,55462 | -1,52538 |
| | Equal variances not assumed | | | -4,036 | 28,503 | ,000 | -3,04000 | ,75330 | -4,58185 | -1,49815 |

From the data of Independent Sample Test in the table above showed the statistical hypothesis of this study. Since that the data of the population was distributed normally, the Sig. (2tailed) 0.001. It means that the score is lower than the determined significance value 0.05. As the result, it can be seen that $0.001 < 0.05$ which meant that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. As a result, it can be stated there is an effect of using English self-video recording' on students' speaking skill of recount text. Afterwards, the result of gained score statistics is explained as follows tabel 8.

From the data in the table 8, it showed the gained scores from experimental and controlled class. There are 50 participants in total who took the test, and there are 25 students from each class. The aimed of the test is to know whether there is an effect after treatment on students speaking ability in that class. As we can see, the mean score of the controlled class is 5.28, while the mean score in the experimental class is 8.32. It shows that there is significance difference in mean score of both classes. It can be seen by the difference of the mean score is 3.04 points, where the mean score of experimental class is higher than mean score of controlled class.

From the data in the table 9. Sig.2 tailed of post-test is 0.000 ($p=0.000$) and α is 6.326. it means that ($0.000 < 0.05$) or ($p < \alpha$). The table, moreover, shows that df (degree of freedom) was 48. The value of t_{table} with df 48 is 1.684. Meanwhile the t_{value} from the table is -4036, it means that $t_{table} < t_{value}$. Hence, H_0 is rejected and H_a is accepted. To sum up, there is a significant effect of English self-video recording on students' speaking skill of recount text.

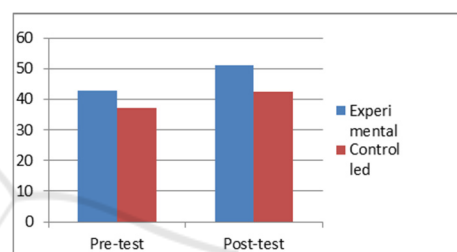


Figure 1. The difference between students' score in experimental and controlled class

The figure showed that the average score of both experimental class and controlled class increased. However, the experimental class's score had increased more significantly rather than the controlled class.

From the data analysis of the research, it can be known that after being taught by using English SVR (Self-Video Recording), the score of posttest is higher than pretest. Furthermore, this research supports the previous studies that cooperative learning method such using video recording as media is found very helpful and effective to teach the speaking skill of recount text. In addition, this technique can also be implemented in all subjects but it depends on students' level and needs.

Based on implementation, it can be summed up that using English self-video recording is effective to improve students' speaking skill of recount text especially for the eighth-grade students of Mts Khazanah Kebajikan.

5 DISCUSSION

The experimental class score which has the mean score of pre-test was 42.88 before using English self-

video recording. And after using English self-video recording, the mean score of post-test was 51.20. Meanwhile, the control class score which has the mean score of pre-test was 37.28 and the mean score of post-test was 42.56. It means that both classes have increased in the post-test score. But, the experimental class got a higher score than the control class. Based on the statistical analysis, the increasing point of the experimental class was 8.32 points; from 42.88 to 51.20 and control class, it increased 5.28 points; from 37.28 to 42.56. It means that the experimental class had more significantly increasing points rather than the control class.

6 CONCLUSION

Based on the result by using t-test formula, it can be interpreted that the calculation of t-test showed Sig.2 tailed of post-test is 0.000 ($p=0.000$) and α is 6.326. It means that ($0.000 < 0.05$) or ($p < \alpha$). The table, moreover, shows that df (degree of freedom) was 48. The value of *t*table with df48 is 1.684. Meanwhile the *t*value from the table is -4036, it means that *t*table < *t*value. Hence, H_0 is rejected and H_a is accepted. To sum up, there is a significant effect of English self-video recording on students' speaking skill of recount text. Thus, there is a significant difference between the students' score in using English self-video recording and without using English self-video recording at Mts Khazanah Kebajikan. It means students' who learn recount text with English self-video recording had a significant effect on comprehending topic compared to those who did not learn Recount text with English self-video recording. According to the research, there is a significant effect of English self-video on students' speaking skill of recount text.

This study was conducted by quasi-experimental design which was intended to get empirical evidence of the effectiveness of using English self-video recording on students' speaking skill of recount text at the eighth grade students in Mts Khazanah Kebajikan. At the beginning, students' score in experimental class and controlled class was not statistically different. Then, after the treatments, the post-test and the gained score of experimental class was higher than the score of controlled class. It means that the use of English self-video recording has significant effect in improving students' speaking skill. Finally, the result of this study supported the previous study that the use of English self-video recording was effective in improving students' speaking skill.

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