

The Most Frequently Used Techniques In Teaching English Speaking at High Schools

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Abstract

Teaching English with an appropriate technique can improve students speaking skills. This research aims to find out the most frequently used techniques in teaching English speaking at High Schools in Palopo. The main discussions were divided into two sub-focus of research questions, namely 1) What are the most frequently used techniques in teaching speaking English at High Schools in Palopo? 2) What are the problems faced by teachers in teaching speaking English at High Schools in Palopo? This type of research was classified as qualitative with the research approach used as a descriptive analysis. The research subjects of this study were 21 English teachers, the teachers at Junior High Schools, and Senior High Schools. Furthermore, the methods used in collecting the data were observation, in-depth interviews, and reference resources. Then, the data processing and data collection techniques were carried out in three stages, namely: data reduction, data display, and conclusion. The data were collected by using the WhatsApp app and Google Forms. The results of this study indicate that the techniques most often used in teaching speaking English at Palopo High Schools were: Role Play, Discussion and Debate, and Information Gap. Meanwhile, some of the challenges faced by teachers when teaching English, include 1) Lack of vocabulary, 2) Lack of confidence, 3) Mispronunciation, 4) Lack of facilities, and 5) Lack of motivation. The recommendation of this research was: 1) students should be able to be motivated by the various techniques in learning English speaking. 2) As professional educators, the teachers should prepare themselves to use enjoyable techniques so that the students will focus on learning.

Keywords: *Frequently, Technique, Teaching, Speaking Skill*

Introduction

English has four major skills which consist of listening, speaking, reading, and writing. These skills have to be instructed during the teaching and learning process. Although all four abilities are similarly critical, speaking might be seen as the driving aptitude amid the English learning process. Success is measured in terms of the capacity to carry out discussions with others, confer ideas, and trade information with others (Apichat et al, 2022). Thus, in a speaking classroom, the learners ought to work as much as possible on their own to convert to one another specifically and not through a few mediums (Houn et al, 2022).

Who stated that speaking is one way to communicate and interact with other people, when someone speaks, they can convey their mind, their purpose, and also the meaning (Herlisya et al, 2022). When someone speaks, the other person will receive the information and absorb it. So, there is a process of good communication and interactions (Mutai, 2021). In brief, the

speaking ability is the capacity to perform phonetic information in real communication. In the local culture of South Sulawesi, for example, we can easily find a culture based on orality rather than literacy (Uktoiseja et al, 2019). Hence, before the introduction of “pappaseng” which is written in the Lontara script, we can find the same meaning in “kelong” or oral tradition. Based on these historical facts, oral or speaking skills cannot be ignored in many aspects of life, both in schools and in society (Songbatumis, 2017).

Indeed so, orality cannot be gotten suddenly, it takes adequate effort to construct an academic community that has satisfactory speaking skills, especially for the second language student community. Therefore, teaching speaking is extremely important due to make the learner understand how to communicate well, and to make an easy to understand the local culture (orality), especially as a second language learner. The capacity to communicate in a moment language clearly and successfully gives a contribution to the success of the learner in school moreover in a standard of living or society. In any case, nowadays education requires that the objective of teaching speaking got to progress the student's communicative abilities. Subsequently, the teachers' pay incredible thought to instruct talking rather than driving understudies to flawless memorization, giving a well-off environment where significant communication takes place must be desired. Within the following, the Regulation of Minister of Education No. 32 the year 2018, expressed that the aim of speaking within the curriculum is to create the students be able to specify the meaning in value-based and interpersonal language in way of life context. Individuals who have a great capacity for speaking would be superior at sending and accepting information or message from others. Despite this, for Indonesian students, mastering speaking aptitudes require a lot of effort.

Based on the preliminary observation that the researcher had done by interviewing a few of the teachers at high schools which is located in Palopo, a few of them expressed that they stillutilize the conventional strategy in teaching which influences the procedure to improve the students' speaking skills, and a few of them had utilized the integrated strategy which makes them less demanding to utilize a method to create the students' speaking aptitudes. Besides, concurring with (Rusdiningsih, 2012) in her inquiry titled “A Think about on the Strategies for Instructing Talking to the Moment Year Understudies of SMP N 1 Trangkil”, she found that the educator in SMP N 1 Trangkil utilized a few strategies to educate talking to the second- year students. For illustration; question answers, part play, guessing topics, and amusement method.

Within the question-answer method, the students worked together in a gather to give an opinion. In her supposition, this method can improve vocabulary dominance since the educator continuously clarified utilizing the Indonesian language so that they were able to know the meaning of the topic (Amrullah, 2015). Other than that, the researcher also portrayed that the educator utilized a role-play method to teach speaking. It seems to make the students improve their articulation. Be that as it may, these procedures have a shortcoming as well, that the students were regularly not imaginative since they studied the dialogue from a book, not from their dialogue (Andriani et al, 2021). Based on the relative research, the researcher has a strong interest in conducting in-depth observations to give more information on which techniques were the most frequently used technique in teaching English speaking in high schools.

In this research, the researcher focused on finding out the most frequently used technique in teaching English speaking. The researcher focuses on techniques that are used in teaching English speaking. Whether those techniques are classified into three types, namely, controlled technique, semi-controlled technique, and free technique. The researcher focused on teachers who teach in Junior High Schools and Senior High Schools. Due to make deep information, the

researcher will ask several teachers and interview them by using WhatsApp chat. Based on the background of the study, the researcher formulates some questions as follows: (1) What are the most frequently used techniques in teaching English Speaking at High Schools in Palopo? (2) What are the problems faced by teachers in teaching English speaking?

Method

This research used a qualitative research design along with a conversation analysis. According to (Queiros, 2017) stated both the subject and the object of the research is the researcher itself. The purpose of the qualitative methodology is to gain in-depth and illustrative information to understand the problem under analysis. Meanwhile, conversation analysis is an approach to studying talk and interaction (Albert, 2017). Therefore, the researcher utilized a descriptive qualitative design considering this investigation aims to describe and explore the most frequently used technique in teaching English speaking. In collecting the data, the researcher takes time for around two months, from the beginning of collecting the data, until the end of the research. This research was conducted at 13 schools Junior High Schools and 8 school of Senior High Schools in Kota Palopo, South Sulawesi, Indonesia.

This research was carried out in Palopo, involving 21 English teachers from both junior and senior high schools. Most teachers (52%) had at least 10 years of experience, while 29% had between 10 and 15 years, and 19% had between 10 and 20 years. Only one teacher had less than a year of experience. Due to limitations in data collection, the study focused solely on junior and senior high schools. This focused approach is expected to provide more robust evidence about the most common English teaching techniques, particularly in speaking. The data collection process involved several steps. Initially, the researcher conducted WhatsApp interviews with teachers to gather preliminary information. To collect more detailed data efficiently, a Google Form questionnaire was distributed. This questionnaire was shared among teachers through a snowball sampling method, where participants were asked to share the survey with colleagues. Once all data was collected, it was carefully reviewed and analyzed. According to (Sugiyono, 2015) data analysis in subjective investigation was conducted before entering the field, during the field, and after completion within the field. The procedure for collecting information within the following steps below:

1. Data Reduction: This stage focused on identifying and selecting the most crucial information gathered from the field. The researcher categorized information collected through WhatsApp interviews into meaningful themes.
2. Data Display: The researcher organized and presented the reduced data in a clear and understandable format, such as charts or summaries. This step helped to identify patterns and relationships within the data.
3. Conclusion Drawing: Based on the analysed data, preliminary conclusions were drawn to address the research questions. This ongoing process allowed for adjustments and refinements as more data was collected.

Results

The findings of this study showed two results of research. The first is (a) The most frequently used technique in teaching English speaking in High Schools in Palopo. The second is (b) the problem faced by the teacher during the learning and teaching process in teaching

English speaking in High Schools in Palopo. To protect the identities of participants, teachers were assigned codes (e.g., AD, AA, AM) instead of their names. The research presented data on the teaching techniques these teachers used to teach English speaking, along with their reasons for choosing these methods and the challenges they encountered while implementing them.

The most frequently used technique in teaching English speaking.

Based on interviewing several teachers, the researcher found the data of the teachers' information about the most frequently used technique in teaching English Speaking, namely: Roleplay, Discussion and Debate, Information Gap, Describing Something, and Question and Answers. Roleplay became the most popular technique used in teaching English speaking. It was proven by the data that seven of the respondents chose roleplay as their technique. The second most frequently used technique was discussion and debate. The data showed that 5 teachers used this technique in improving their students' speaking skills. Followed by the other technique, Information gap and describing something were equally became the third leading of the most frequently used technique. Proven by the data showed that each of those techniques was chosen by two respondents. In addition, the other opinion said that the question-and-answer technique could be an alternative way to teach speaking. To make it clear, the researcher described it in the table below.

Table 1. The most frequently used technique in teaching English speaking

No.	Name of technique teaching	Respondents (teacher)
1.	Roleplay	7
2.	Discussion and Debate	5
3.	Information Gap	2
4.	Describing Something	2
5.	Question and Answers	1
Total		17

The research findings were presented in the following description:

Roleplay

The researcher found that the teacher mostly used role-play techniques in teaching speaking. The subject, Mr. AA, who teaches at SMA N 2 Palopo said that using the role-play technique in teaching English speaking can improve the student's self-confidence, speaking skill, and memorizing. She said: I usually teach using the role-play technique, because it can train students to appear brave in public, practice speaking, memorizing, and so on. As for the steps in teaching, the first is to explain a theme of the learning drama that will be carried out. Second, the members of each student's role in making plays. Third, provide opportunities for students to discuss with each other in making the script. Fourth, giving direction in drama making training.

The other opinion came from subject PT, a teacher at SMA N 5 Palopo, who stated that by using the role-play technique, the student can actively involve in practicing in front of the class and can improve the students' self-confidence. She said: Students are all active because they take turns to practice. And each has a role. Student confidence increases. Based on those statements, this technique was the most popular technique used in teaching English proven by some of the data. The teacher used this technique to improve the student speaking skills and give the student entertainment which brings excitement to the classroom during the teaching and learning process.

Discussion and Debate

The second most used technique in teaching English speaking was discussion and debate. The teachers applied this technique because it could make the student think in critical thinking. The researcher then investigates more with Mrs. DW, a teacher at MAN Palopo, on how she applied this technique in teaching English speaking. She said: Firstly, at the last meeting, the teacher informs me that in the next meeting, they would like to discuss a certain theme. Secondly, I ask them to prepare their proof on what side they want to talk about the theme by reading some references like newspapers, magazines, or online references. In the meeting, firstly the teacher would give the goal of the study, some warming up, motivation, and some examples. Then group them into several groups and ask them to have the discussion first in their group before they come to the panel discussion. After the time is enough to prepare their points, they will be called one by one they would present their own group's argumentation. While the presenter talks arguments, the other group member can give comments or interruptions that will be answered by the presenter. The presenter can ask for some additional arguments from their group members. After all, the presenters have presented their group points, the teacher would give some corrections and conclusions as to the result of the discussion. Finally, give some rewards to students.

Based on the statement, before the teacher used this technique to give some chance to the students to discuss, she also gives the goal of the study, some warming up, motivation, and example to the students. This technique aims to make sure that everyone could speak up and give their arguments about the topic that was discussed.

Information Gap

The other most used technique was the Information Gap. The use of this technique was expected to facilitate and motivate the students in improving their speaking skills and also their teamwork. Mrs. IK who teaches at SMP N 7 Palopo said that: In teaching, sometimes I provide a description of the subject then give steps to achieve the target. Based on her statement, the researcher found that this technique gave the students more time to do on their own in studying (student-centered). There were some targets that the students should get before the class ended. Therefore, it was a great technique to make the students work as a team.

Describing Something

Describing something was one of the fun ways to make the student improve their speaking skill. The students can be more interactive with each other by showing some pictures or drawing to the other student and then they describe it. It was proven that Mr. AM, a teacher at MTs Model Palopo, explained the technique that he used during the teaching and learning process, said that: Students prepare pictures and if necessary are given keywords based on the activities in the picture. After that students are asked to have a dialogue or describe something based on a picture. Based on his statement, we can see that he asked the student to do a dialogue activity or describe something through a picture that was provided.

Question and Answer

Another technique that was most usually used by the teacher was the question-and-answer technique. This technique was the simplest and very easy way to make the student improve their speaking skill. One of the teachers at SMP Cokroaminoto Palopo, NJ, explained her technique in teaching English to students, she said: I usually explain the subject, and after that, I tell students to ask questions if some don't understand then I give assignments to students to

do. Based on her explanation, she asked the students several questions and then gave them some tasks to work out.

The Problem faced by the teacher in teaching English speaking.

The problems faced by the teachers in teaching English speaking in High Schools in Palopo, are namely: (1) Lack of vocabulary, (2) Less confidence, (3) Mispronunciation, (4) Lack of facilities, (5) Less motivation. The research findings were presented in the following description:

Table 2. Problems faced by the teachers.

No	Problems faced by the teachers	Respondents
1.	Lack of Vocabulary	7
2.	Less Confidence	5

Lack of Vocabulary

The most problematic in teaching English speaking was the lack of Vocabulary. The statement was supported by Mrs. SM an English teacher at MTs DDI 1 Palopo, who stated: Yes. Students still have less English vocabulary so it is difficult to communicate. Students with limited facilities rarely have an English dictionary, so it's hard to learn. The lack of students' motivation, interest in learning is less, so it is affected by student achievement. Based on her statement, most of the students were lack of vocabulary to improve their speaking. Besides that, less motivation could affect the students' achievements.

Less Confidence

Speaking is one of the crucial skills that need to be mastered by second and foreign-language learners. But, in fact, the reality of the learning process, most of the students are still passive in every conversation or discussion in speaking lessons. They feel unconfident speaking English and don't have high motivation in every speaking activity. Moreover, the pandemic situation also brings a huge change to the educational field. The teacher finds it quite difficult in delivering the materials during online classes and prefers to do face-to-face classes. The researcher found in the interview with Mrs. NW as one of the teachers who teach English in SMP N 8 Palopo. She stated that: My main obstacle now lies in the learning attitude of students who tend to refrain from expressing ideas and ideas in English because they are afraid or timid. Another obstacle, especially during this pandemic, is increasing because of online meetings that have different limitations like face to face.

Based on the statement above, the difficulties in delivering the material were also found in the student's behavior. Some of the students felt shy to express their ideas in English, the other main problem that was faced by the teacher was because there was no direct meeting with the students because of the covid-19 pandemic. Therefore, there was limited time due to the conduct of the teaching and learning process.

Mispronunciation

The second factor that makes the teacher difficult in delivering their material was the mispronunciation. Some teachers felt that it was their responsibility to make the students understand. But in fact, it was uneasy to make them understand well the teaching material especially when teaching in English with unfamiliar vocabulary. One of the teachers in Junior High School in Palopo, Mrs. RA, shared her experience, she said: Yes, because students lack vocabulary and did not understand because they think that different writing and pronunciation

is not the same as Indonesian, all the same. Based on the statement, the main problem of mispronunciation because the students did not understand the meaning of the words. Also, the other reason why students did not understand well, was because they were not used to or familiar with the words. Therefore, it was expected of the teacher to give appropriate techniques in teaching English, especially in speaking skills.

Lack of Facilities

The other difficulty in teaching English was the Lack of Facilities. Mrs. AM gives her opinion about the problems faced by the teacher in teaching English speaking. She said: Most of the students lacked confidence in themselves, so they were embarrassed to speak up. Lack of interest in learning, almost no facilities from parents, the social environment is less supportive so it's a bit difficult to direct. As the statement above, the lack of facilities is not only the teachers' responsibility. The parents also should have in charge of their children's education, especially in their facilities due to the learning process. They need to pay attention to what the student needs.

Less Motivation

The other problem that was faced by several teachers was less motivation. Having good motivation will make the students focused due to the teaching and learning process. The students should have their goals by having great motivation, whether it was internal self-motivation or even external motivation. Both are equally important during the learning process. Unfortunately, motivation became one of the most problematic situations in the process of teaching and learning. It was proven by Mrs. ZZ when the researcher asked about what are the problems faced by the teacher in teaching English speaking, she stated that: Yes, there is. The majority of students in rural areas are still lacking in speaking due to the absence or lack of institutions or additional tutoring for practice. Accompanied by the interest in learning from rural students who lack effort towards the development of English. In regarding her statement above, the students need to build their motivation to start from themselves. Also, the teacher should give some motivation to the student before the class begins. From the explanation above, the researcher concluded that, by applying suitable teaching techniques, students would be entertained and enjoy the learning process. They would be able to improve their speaking skills and be brave to appear in public. Also, the students would not be quickly bored because the teacher applied the technique well. However, the teacher also had to master the application of this technique before entering the class.

Discussion

This part explained the subject related to teaching techniques in teaching English, especially speaking. The subjects had the techniques to develop student's English skills. To know the kinds of English teaching techniques applied by the teacher, the researcher conducted observation, in-depth interviews, and reference resources as evidence that the researcher had done the research.

The most frequently used technique in teaching English speaking.

Roleplay. According to Soto (2019), she explains that role-playing is a technique that allows teachers to assess students' speaking skills development. This method was done by inviting students to imitate an outside activity or to dramatize a certain situation, idea, or character. Moreover, (Makarao, 2009) explains that Role Playing is a learning method that facilitates

students to play roles in certain scenarios. Students are given role cards to learn and then practice in a role-play situation according to a predetermined scenario.

Discussion and debate were two different words. Talking or writing about something in order to reach a decision or share ideas is referred to as discussion. Students can learn how to work together to solve a problem through discussion. Meanwhile, the debate is an action or process that involves formal discussion on a particular topic. Engaging students in discussion and debate encourages them to develop their comprehension of the material and connect it to their own experiences, according to ECU on a learning internet website. When students are encouraged to express their opinions and develop their ideas about the material, learning is improved. The teachers attempt to encourage students to think about the relationship more deeply and develop greater insight through the shared ideas and various points of view of others by incorporating discussion and debate-style activities in the lessons.

An information gap is an activity to find out the missing information in a task, needed to complete the assignments and then discuss it with the learners. This activity develops the student's problem-solving in finding the gap. Moreover, (Arjuna, 2021) defines an information gap as a useful technique to express someone's thoughts to the interlocutor orally. Therefore, this activity requires the learner to share different information from others using the target language to complete the missing information in a task. Describing something was one of the fun ways of learning. This technique gives a chance to the student to think creatively. According to Anderson (2003), descriptive text describes a particular person, place, or thing. By giving the student task about describing, they could improve their speaking skill after they wrote the things that they wanted to describe. Question and answer are one of the simplest techniques in teaching. The teacher has a chance to elaborate on the student's critical thinking. It means that the student should be more active by answering the question delivered by the teacher.

The result of these findings that related to the previous research was discussed in the following: The study (Rusdiningsih, 2012) discover how to teach speaking through techniques like role-playing, games, and question-and-answer sessions. Role play and question-answering are two aspects of this study that share two characteristics, according to the findings of her research. The student's issues are: (1) a difficult pronunciation; (2) anxiety; and (3) shyness. The difficulty of pronunciation, meantime, was a common issue for teachers in the teaching and learning processes.

Besides, she wrote several methods to deal with the problem faced by the students: (1) requiring the students to read a dialogue or passage so the teacher can immediately correct the pronunciation, (2) demanding the students repeat after the teacher pronounces specific words to ensure perfect pronunciation, (3) allowing students to speak freely with their friends in front of the class to develop their self-confidence, (4) adopting a role-playing strategy to teach speaking so that the students can elaborate and explore their potential, and (5) Teachers can utilize a mini-game to help students overcome their shyness and anxiety. Moreover, (Pratolo & Susanti, 2018) they discovered that the teacher in this study used all three techniques—the controlled, semi-controlled, and free techniques—according to the results of their investigation. The results also revealed that the controlled technique was most frequently used, followed by the semi-controlled and free techniques. The researcher determined that the controlled technique, followed by a free technique and a semi-controlled approach, was the most frequently used technique based on the prior discussion about the taxonomic techniques in teaching.

The problems faced by teachers in teaching English

The problem faced by the teacher in teaching English is a situation that the teacher finds difficulties in delivering their materials. It can be seen in the findings of Barokah's research (2014), he found that the problem faced by the teacher, namely classroom management, different competencies of the students, and the lack of students' activity. Meanwhile, Heriansyah, (2012) in his study under the title "Speaking Problems Faced by the English Department Students of Syiah Kuala University", notes that there were four The respondents' most common issues were: a lack of vocabulary, a lack of speaking confidence, a lack of classroom speaking experience, and difficulty expressing words or sentences. There are five different types of issues teachers encounter when teaching English speaking, there were only two out of 4 kinds of problems that were as same as the result of this study, namely: Lack of vocabulary and less confidence. While the result of this study found that the problems faced by the teachers, namely: Lack of vocabulary, less confidence, mispronunciation, lack of facilities, and less motivation.

The suggestions proposed by Brown (2001, cited in Heriansyah, 2012), involving the teachers allocating specific class time to vocabulary learning, helping students learn vocabulary in context, overlooking the importance of bilingual dictionaries, encouraging the development of strategies for determining the meaning of words, and engaging in "unplanned activates," can be taken into consideration in relation to the respondents' perception of a lack of vocabulary. Beyond students' limited vocabulary, teacher challenges encompass low student motivation and time constraints within the classroom. Teaching English to absolute beginners presents additional complexities. To counteract these factors, teachers must employ engaging pedagogical approaches to foster student interest. Effective teaching methodologies are crucial for optimizing learning outcomes. Continuous improvement in teaching practices can enhance student achievement.

Conclusion

Based on the research questions, the researcher found two key conclusions. First, the most frequently used technique in teaching English speaking at High Schools in Palopo is Role Play, which engages students in realistic conversational scenarios, allowing them to practice language use in practical, social contexts. This technique is followed by other methods, including Discussion and Debate, which encourages critical thinking and active participation in discussions, and Information Gap activities that promote student collaboration and communication by requiring them to share missing pieces of information. These methods reflect the teachers' emphasis on fostering interactive and communicative approaches that enhance students' ability to speak confidently and effectively in English. Second, the study identified several significant challenges that teachers encounter when teaching English speaking. Through interviews, it became clear that students often struggle with a lack of vocabulary, which limits their ability to articulate ideas clearly, while many also face issues with low confidence, making them hesitant to speak up in class. Additionally, frequent mispronunciation is a common problem that affects students' clarity in communication, while inadequate school facilities, such as limited access to language learning tools and multimedia resources, further hamper the effectiveness of English language instruction. Another challenge is the lack of motivation among students, which diminishes their engagement in language learning activities and negatively impacts their progress. Collectively, these factors not only undermine the effectiveness of English speaking lessons but also point to the need for targeted solutions that address both the pedagogical

approaches and the underlying issues faced by students, in order to improve the overall teaching and learning experience in English speaking classrooms.

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