

# **Students' Perception on the Techniques Used by the Teachers to Teach Speaking Skills**

**Nilam Sari**  
**English Language Education Department**  
[09nilamsari@gmail.com](mailto:09nilamsari@gmail.com)

**Fitria Rahmawati, S.Pd., M.Hum.**  
**Universitas Muhammadiyah Yogyakarta**  
[diajeng.fitria@gmail.com](mailto:diajeng.fitria@gmail.com)

## **ABSTRACT**

There are many techniques of teaching speaking skill that can be used by the teacher. These techniques have some benefits and also give challenges for students. Through this study the benefits and challenges were investigated. This study aimed to find out the techniques used by the teachers to teach speaking skill at private university in Yogyakarta as experienced by the students, investigate the students' perception toward the challenges of the techniques used by the teachers to teach speaking skill, and also examine the students' perception toward the benefits of the techniques used by the teachers to teach speaking skill. The study was conducted at Private University in Yogyakarta which involved a male and three female students batch 2016 of English Language Education Department as the participants of this study. They were interviewed by in-depth interview. This study revealed that the technique used by the teachers to teach speaking skill at Private University in Yogyakarta are role play, group discussion, games, presentation, storytelling, debate, repetition and drilling, and also reading aloud technique. The study also found some challenges and benefits of each technique used. The challenges found are idea generalization, limited English skill, social factor, students' psychological aspect, limited knowledge, limited preparation, and teachers' factor. Besides, the benefits found are improving interactions among students, improving students' psychological aspects, developing students' English skill, and developing students' knowledge.

*Keyword:* Speaking Skill, Teaching Technique, Teaching Speaking

## **Introduction**

In learning English, the main skill that should be mastered by the students is speaking skill. It is because the speaking skill is a productive skill. In learning English the student should be able to produce the English orally. The learning speaking skill helps the students to speak English fluently and correctly. Thus, the students can use English to communicate with other people. Students can also describe their feeling, express their idea, and explain their thought spontaneous and orally using English in effective way. Effective speaking is the ability that provides someone to tell his or her feelings, wishes and ideas to the others efficiently (Yalcin as cited in Yurt & Aktas, 2016). Thus, the main goal of learning English speaking skill is for communication.

In teaching English speaking skill, there are many references of teaching techniques that can be used by the teachers to teach speaking skill in classroom. According to Gudu (2015), the effective techniques to teach speaking skill are dramatization, poems recitation, role play, impromptu, presentation, discussion, dialogue, and storytelling. These techniques are only small part of some techniques that can be used to teach speaking skill. These techniques can help the students to learn English speaking. However, every technique has some different benefits and also gives some challenges to the students in the same time. Based on the researchers' observation, every student experienced the challenges and got some benefits from the techniques used by the teacher in teaching speaking skill. There are some students who experienced the challenges in several techniques, while there are also some students who got some benefits from the techniques used. Those conditions can raise the different students' perception toward the teaching technique used by their teachers in teaching speaking. Those differences of the students' perception will be investigated in this study. The study is carried out in one of Islamic private university in Yogyakarta.

## **Speaking Skill**

Speaking is a process of communication to get the information. According to Bashir, Azeem, and Dogar (2011), "speaking is productive skill in the oral mode". It is such a skill that requires more in the interaction orally. The main purpose of speaking is for interaction or communication. Derakhshan, Khalili, and Beheshti (2016) mentioned that speaking is production skill that has two main categories of accuracy and fluency. In speaking skill, accuracy means that the students use proper pronunciation and concern to the grammar and word choice in speaking. Fluency means that the students can speak as smooth as possible.

## **Techniques to Teach Speaking Skill**

Teaching technique is the way to help the teacher in delivering the material and giving the deeper information or knowledge for students. Teaching technique can be explained as a feature to facilitate the students to receive the deeper understanding of the given information (Franzoni & Assar, 2009). There are some types of teaching techniques that can be used to teach speaking skill. In these techniques, the students can experience the challenges and benefits. These techniques are impromptu, role play, group discussion, games, and presentation.

***Impromptu.*** Impromptu is a common technique which is widely used in teaching speaking class. In this technique, the teachers usually give the oral assignment to the students spontaneously without informing them first. Then, the students only have a limit time to prepare it. In line with Lumettu and Runtuwene (2018), impromptu speaking is an oral speech with no or limited preparation in a certain occasion. This limitation preparation encourages the students to think faster and more critically. According to Munawarah (2012), stated impromptu technique assist students in developing ideas quickly and can make students participate in intelligent interaction both in the learning process and outside the school environment.

***Role play.*** Role play is one of the effective techniques to teach speaking skill. This technique encourages the students to be directly involved in the learning process. It also enhances students' participation in the learning process. It is because the role play is fun and motivating (Harmer, 2001). Moreover, role playing is one method of practicing to be someone else with some dialogues in English (Shi Zheng as cited in Liu, 2010). In role play, the students are trained to memorize the English script, so they can get an experience in speaking English.

***Group discussion.*** Group discussion is a group work in which the students complete their task by discussing the topic in group. Kocaka, Bozana, and Isik (2009) stated that grouping is one of the ways for students to become accustomed in giving opinions, brainstorming, giving feedback, and accepting the suggestions given by others in the learning process. In addition, the activities that can improve speaking skills are group discussion and role playing (Oradee, 2012). The group discussion is considered as one of the activities that improve speaking skill because it gives the students some opportunities to share their idea

and opinion with less control of teachers. Thus, the students are encouraged to speak English in their group.

**Game.** Game is a technique to teach with a fun activity. A game is an activity of sport that involve the skill, knowledge, and chance with the determined rules (León & Cely, 2010). Teaching with game is a solution for the teacher to raise the students' interest in learning especially speaking skill. Most of students believe that learning speaking skill is difficult for them. Thus, through the game the students can learning speaking skill in fun way. Game can also be used to create the learning process less monotonous. According to Derakhshan, Khalili, and Beheshti (2016), teachers could teach students by using funny activities that make students interest to learn, such as retell about their unforgettable experience. Therefore, games become appropriate techniques to teach speaking skill.

**Presentation.** Presentation is a common technique which is often used by the teacher in classroom. According to Rahadi (2008), presentation is a way used to convey material or message to the participants through media intermediaries such as laptop or computer and displayed through projector screen. In presentation, presenters can show the core of the material described in the form of writing as well as pictures, videos and others. Presentation also gives the opportunity to the students for communicating in English (Wilson & Brooks, 2014). Thus, the students are encouraged to communicate and speak in English with their friends in which it can improve their speaking ability.

### **The Challenges of Implementing the Teaching Techniques**

In implementing the teaching techniques, there are some challenges faced by the students in the classroom activity. Hsieh (2006) stated that the challenges faced by the students in impromptu technique is caused by many students that have a limited English vocabulary, narrow knowledge of correct word usage, and some grammar errors. The students who have limited English vocabulary and grammar error tend to have difficulties in producing the language. They feel difficult to arrange the words orally. Moreover, in impromptu the students are required to speak spontaneously, so the students who have limited English vocabulary will face difficulties in impromptu.

Moreover, in role play needs more preparation before performance because it related to the drama and practice. According to Hedberg as cited in Craig and Bloomfield (2006) stated that the big challenge of the role play is it needs harder preparation to practice the role play in classroom. The students cannot speak suddenly in the role play without the

preparation. They need to make a script and then they need to memorize it. In fact, the students often required to do the role play with a limited preparation in classroom, so it raise some difficulties for the students.

Besides, in group discussion the students are expected to give arguments and opinions using English in their group. However, there are some students who tends to be passive and silent because they afraid to make mistakes while speaking in their group. According to Davies and Pearse (2000), students are worry to speak in front of people because they afraid to make a mistake. Moreover, Kurtus (2001) stated that a challenge faced by EFL students in a group discussion activity such have not a confidence and believe in themselves to speak English. Having less confidence and not believe to speak English can inhibit students in speaking.

Furthermore, in teaching speaking by using game, the students can feel afraid, shy, difficult to speak English, and then they are unmotivated to play the games. According to Dewi, Kultsum, and Armadi (2017), the most of challenges faced by the students are feeling afraid to make mistakes, fear being laughed by their friends in the way of the use of pronunciation and grammar, shy to speak English with their friends, difficult to pronounce the new vocabulary which can cause the students unmotivated to follow the games. There are some students who feel shy to join the games because the games consisted of pronunciation, vocabularies, and grammar. The students who have the difficulties on it will be feel afraid and shy to join the games.

In addition, during presentation the students often feel nervous to speak in front of many people. Nervousness is a main challenge which affects the performance of presentation (King, 2002). When the students feel nervous, they easier to forget what they want to say during presentation. The anxiety and limited presentation skill are the main problems that makes the students fail in the presentation (King, 2002). The anxiety and limited presentation skill inhibits the students to speech in front of their friends. This condition makes the audience cannot get the presentation and make them bored with the presentation, so it leads to the lost of presenters' confidence.

### **The Benefits of Implementing the Teaching Techniques**

Those teaching techniques have several benefits for the students' ability in speaking. Through the impromptu technique, the students experience the speaking practice which is important for preparing the students to communicate accurately and reflexively both in

classroom and society (Preston as cited in Yale, 2014). The impromptu technique which trains the students to speak spontaneously help them to communicate in English. It also help them to speak fluently and accurately. It is because impromptu technique significantly increase the speaking experiences of each student (Yale, 2014). Thus, it improves students' speaking English.

Besides, the implementation of role play in teaching speaking skill brings some benefits on students' learning English speaking. Harmer (2001) mentioned that role play can motivate and train students' communicative fluency in the learning speaking English. Role play such drama is fun for learning speaking skill. It makes the students forget that they are in learning speaking skill. Moreover, role play as recommended by many experts was proven as an effective technique for teaching English especially the speaking (Aliakbari & Jamalvandi, 2010). Through the role play, the students can communicate fluently with their friends. They do not need to think what they would say because it already written in the script.

Furthermore, the benefits of using group discussion as the teaching technique is it can reduce the students' stress level in the classroom performance. According to Harmer (2001), the group discussion can decrease the stress level that is experienced by the entire students in whole class performance. The students are experienced the stress in learning because they do the task individually. In group discussion, the students work together with their friends to complete the task, then it reduces their stress in learning. The group discussion can also help the students to prepare the performance or understand the topic with their group member, so they feel easier in doing the classroom performance.

Moreover, the other technique is game which makes the students feel better, free, and confident to participate the oral task, it also establish the collaboration, interaction, and solidarity between them which can make them enjoy and happy in performing the speaking (León & Cely, 2010). The game can make the students enjoy the speaking class. The students can learn in fun way without feeling pressure. Besides, Mora and Lopera (2001) stated that the games is not only for fun but it also encourages the socialization, group work, respect, and cooperation. In game, the students also work in group, then it improve students' interaction with their classmates.

Likewise, based on Girard, Pinar, and Trapp (2011), the presentation helps the students to improve their interaction and participation in the classroom in which it can increase the students' interest in learning English. Moreover, another benefit of oral

presentations is increasing the students' motivation in learning English especially the speaking (Hovane , 2009). Furthermore, presentation also can be facilities to communicate with others in an enjoyable way (Wilson & Brooks, 2014). In the presentation, the students required to interact with the audience while they present a topic. They can also train their speaking ability through their way to present and explain a topic to the audience.

### **Research Methodology**

The study is a qualitative research which used a descriptive qualitative as a research design of this study. The study was carried out at English Language Education Department in one of Islamic private university in Yogyakarta. The researcher chose this place, because there were kinds of techniques implemented by the teachers in teaching speaking class. Furthermore, there were some courses related to speaking skill offered by this department. Four students batch 2016 of Islamic private university in Yogyakarta was involved as participant of this study. They included a male and three female students which are presented in pseudonym. The technique used to gather the data was interview which used standardized open-ended in the process of interviewing participants. In order to interview the participants, the interview guidelines, recorder, pen and book were used as the research instruments. The researcher used Indonesian language in the process of interviewing participants, in order to make the participants easy to understand about interview questions. In the step on analyzing the data, there were some steps of coding such as open coding, analytical, axial coding, and selective coding.

### **Findings and Discussions**

From the interview, the researcher finds some techniques used by lecturer to teach speaking skill. These techniques are role play, group discussion, games, presentation, storytelling, repetition and drilling, and also debate technique. The result also revealed the challenges of the techniques used to teach speaking such as idea generalization, limited English skill, social factor, students' psychological aspect, limited knowledge, limited preparation, and teachers' factor. The study also revealed that the benefits of the techniques used by the teachers in teaching speaking skill are improving interactions among students, improving students' psychological aspects, developing students' English skill, and developing students' knowledge.

## **The Techniques Used by the Teachers to Teach Speaking Skill at private university in Yogyakarta**

Role play is one of the most often used by the lecturer to teach speaking skill. Most of ELED lecturers used it in their teaching and learning process because it is fun. The students can enjoy in role play because it was learning speaking by playing a drama and some dialogues. Shi Zheng stated that role play is a technique of practicing some dialogues in English as someone or other people (as cited in Liu, 2010). Role play is also fun and motivating (Harmer, 2001). Learning speaking by using role play makes the ELED students relax when they should speak in front of many people. It is because the students already memorize the script before they perform.

The second technique used by the ELED lecturers in teaching speaking skill is group discussion. Group discussion enhances the students to be more active in learning with their group. As Kocaka , Bozana, and Isik (2009) defined that group discussion is a way to make students accustomed to give opinion, brainstorming, feedback, and accept others' suggestion in learning. In group discussion, the students are divided into some groups. As Dukmak (2009) said that this technique divides the students into groups according to their competence skill and impression in learning. Group discussion is commonly used by many ELED lecturers because it can improve students' speaking skill. Oradee (2012) argued that group discussion is activity that can improve speaking skill. In group discussion, the students feel comfortable to speak in front of their group member because they do not fear to make mistakes in a small group which consists of three or five students. The smaller of their group make the students more active in speaking class.

The third technique found in this study is game. A game is one of alternatives to teach speaking skill in a fun way, then the students can learn intensively. A game is a way to attract students in learning and leads them to the learning process intensively (Mahmoud & Tanni, 2014). Most of students believe that speaking is difficult to be learned. Thus, the teachers could teach students by using a fun activity such games (Derakhshan, Khalili, & Beheshti, 2016). Through the game, the student can enjoy the learning or even they can receive more knowledges. Thus, in teaching and learning at ELED often use game to create the fun learning process in clssroom.

The fourth technique used by the ELED lecturer in teaching speaking skill is presentation. Presentation is a teaching technique which used media such computer to support



the material. Rahadi (2008) stated that presentation is a way used to convey material or message to the participants through media intermediaries such as laptop or computer and displayed through projector screen. In presentation, the should have a deep understanding of the topic to help them in presenting and explaining the topic to others. The students are highly required to use English in presentation. As Wilson and Brooks (2014) argued that presentation give the opportunity for students to communicate in English. Thus, it help the students to improve their speaking skill.

The fifth technique found to teach speaking skill is storytelling. Storytelling is one of the techniques that can be used to teach speaking skill effectively. According to Gudu (2015), one of the effective techniques to teach speaking skill is storytelling. In storytelling, the ELED students should understand the content of a story, then they can retell the story with their own words. It helps the students to enhance their speaking skill and their ability in word usage. They can arrange their words to make the audiences understand the story. Thus, the storytelling is considered as an effective technique to teach speaking skill.

The sixth technique used by the teachers to teach speaking skill is debate. Debate is a formal technique of interactive and representational argument to persuade the audience (Fauzan, 2016). Fauzan (2016) also stated that debate can be used to teach speaking in the EFL classes. Aside for improving students' speaking skill, debate can also develop their critical thinking. The students should contribute to give argument on the topic discussed. They also can be more critically in responding the others opinion. Thus, the ELED teachers used this technique because they believe that debate can enhance the students' speaking skill.

The other technique used by the teacher to teach speaking skill at one of Islamic private university in Yogyakarta is repetition and drilling. "The focus of repetition and drilling is on mastery in different items of grammar and practice through controlled activity" (Richards, 2006). In repetition and drilling, the students are involved to pronounce a new word. The students follow the teachers in pronouncing the words, so it makes the familiar with those words. It helps them to use those words in their speaking activity.

### **The Challenges of the Techniques Used by the Teachers to Teach Speaking Skill at private university in Yogyakarta**

The students faced the challenges such as on idea generalization, limited English skill, social factors, students' psychological aspect, limited knowledge, lack of preparation, and teachers' factor. These challenges are perceived by the students when their teacher used

several techniques to teach speaking skill. The challenge on idea generalization is often faced by the students who taught by using discussion and debate technique. The ELED students feel difficult to argue on the topic that they do not understand. According to Kayi (2012), those techniques are required more on the speaking in front of the whole class in which it challenges the students' self-confident, critical thinking, and vocabulary. Besides, they also feel difficult to give opinion because they do not know how to explain their ideas.

Besides, limited English skill occurs in the speaking class which uses discussion and debate technique. The various challenges faced by the students in English skill are limited English vocabulary, pronunciation, lack of use English, fillers, and grammatical errors. According to Hsieh (2006), the challenges faced by the students in several techniques for teaching speaking is caused by many students that have a limited English vocabulary, narrow knowledge of correct word usage, and some grammar errors. Having limited vocabulary, grammar, and words usage makes the ELED students feel difficult to speak English and explain their ideas. Furthermore, the ELED students also feel difficult to speak English because they do not know the pronunciation of several words. Gan (2012) stated that one of common obstacles in speaking English is limited pronunciation of the students. Those challenges occur in speaking because they only have limited English skill.

Moreover, the challenge on social factors often occurs in the speaking class which uses discussion and role play technique. The challenge occurs because there is some uncooperative member in the group discussion. In ELED, there many students who are uncooperative in group discussion. These students do not give any contribution in their group task. They do not do anything and do not give any opinion for the task. These students makes their friends demotivated in learning. Thus, it become the challenge for the students who are active in group. They did the group task individually because their friends is not cooperative.

Furthermore, the challenge on students' psychological aspect often occurs in the speaking class which uses presentation, storytelling, drilling, and games technique. The psychological aspect includes the nervousness, feel afraid of making mistake, laziness, less confidence, feeling bored, and shy. The students are often refuse to speak English in the classroom, worry to make mistake in speaking, and shy of the attention attracted when they speak (Ur, 2000). Most of ELED students are not confidence, nervous, and shy to be a cynosure between many people. They also shy if their classmate pay their attention on them and listen them carefully when they speak.

Likewise, limited knowledge often perceived by the students who taught by using presentation and storytelling technique. The problems that are included in limited knowledge are forgetting the topic, understanding of the topic, and giving argument. Besides, EFL students commonly have limited knowledge of grammar and vocabulary, then they difficult to comprehend the content of the topic (Chung, 2016). There are some students of ELED that faced this challenge because they have limited vocabulary and grammar. Then, they feel difficult to understand the topic or even give the argument on that topic. The limited vocabulary and grammar make the students difficult to comprehend the content of a topic.

Otherwise, lack of preparation often perceived by the students who taught by using storytelling. Hedberg as cited in Craig and Bloomfield (2006) stated that the big challenge of the role play is it needs harder preparation to practice the role play in classroom. Preparation is important in speaking performance. The ELED students faced this challenge when they do the storytelling. They often required to perform the storytelling with limited preparation. Thus, it makes the result of this performance is not maximally.

Additionally, the challenge on teachers' factor often occurs in the speaking class which uses games and drilling technique. The challenges included in teachers' factor are unclear instruction, teachers' voice, error pronunciation of the teacher, and lack of teachers' correction in grammar. The way teachers explain the instruction of an activity will influence the students' motivation in learning. The teachers' teaching qualification, language proficiency level, and training can cause their instruction in teaching (Emery, 2012). Their teaching qualification and language proficiency level can also influence the students in leaning. In ELED, the teachers' error pronunciation when they give the example of pronunciation of a word in drill and repetition makes the students imitate the error pronunciation.

### **The Benefits of the Techniques Used by the Teachers to Teach Speaking Skill at private university in Yogyakarta**

The benefits of these techniques are improving interactions among students, improving students' psychological aspects, developing students' English skill, and developing students' knowledge. Besides, ELED students perceived that their interactions with their friends are improved. They perceived this benefit in presentation and discussion technique. According to Girard, Pinar, and Trapp (2011), the presentation helps the students to improve their interaction among them and participation in the classroom. In ELED, the

presentation and discussion technique is used collaboratively. The students discuss a topic in group, and then the result of discussion is presented in front of classroom. Thus, in these techniques the students work together which can improve their interaction.

Besides, the benefits of students' psychological aspects includes reduce feeling afraid to make mistake, improve students' confidence, feeling enjoy, and reducing nervousness. These make the students feel better, free, and confident to participate the oral task, it also establish the collaboration, interaction, and solidarity between them which can make them enjoy and happy in performing the speaking (León & Cely, 2010). The ELED students feel enjoy and confidence to learn in several techniques such as discussion, debate, role play, storytelling, games, and drilling technique. If the students feel comfortable with the technique used by the teachers, they will be more active in classroom. Thus, it can reduce the feeling of nervous in speaking through these techniques.

Moreover, the benefits that are included in students' English skill are improving students' vocabulary, improving students' critical thinking, improving students' speaking skill, improving grammar, and improving pronunciation. Heinz (2013), the training of several techniques for students is successful technique to improve the speaking ability. Through discussion, presentation, storytelling, and debate techniques, the ELED students can improve their critical thinking and speaking ability. The students got many benefits on their pronunciation, vocabulary, and grammar. The activities of these techniques support the students speaking skill.

Additionally, the benefits of developing students' knowledge are consisted of gaining more information, improving students' understanding towards a topic and enriching the information. The benefits of developing students' knowledge are perceived by the students who learn speaking in presentation, role play, and storytelling technique. According to Zivkovic (2014), presentation encourages foreign language learners to have in depth information of the topic, and it is the best way to enrich their information through the presentation. Not only in presentation, but also in role play and storytelling the students get more information about the several topics. They listen the performance of other group which shares the new topics and information. Thus, it helps them to enrich a lot of information and new knowledge.

## Conclusion

In teaching speaking skill at Islamic private university in Yogyakarta, the teachers used some techniques. Based on the findings of the study, the techniques used are role play, group discussion, games, presentation, storytelling, debate, repetition and drilling, and also reading aloud technique. These techniques were determined as an effective technique to teach speaking skill. The students faced the challenges such as on idea generalization, limited English skill, social factors, students' psychological aspect, limited knowledge, lack of preparation, and teachers' factor. These challenges are perceived by the students when their teacher used several techniques to teach speaking skill. There are also some benefits of those technique experienced by the students. The benefits of these techniques are improving interactions among students, improving students' psychological aspects, developing students' English skill, and developing students' knowledge.

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