

VENN DIAGRAM STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILLS AT ONE OF THE PUBLIC HIGH SCHOOLS IN BATAM

Hilarius Raditya Priambada Purba
Universitas Internasional Batam

Abdul Aziz Satrio
Universitas Internasional Batam

2061015.abdul@uib.edu

Submit, 09-07-2023

Accepted, 19-08-2023

Publish, 26-08-2023

ABSTRACT

This study aims to find out how well the Venn diagram method helps students develop their speaking abilities. Classroom action research is the approach that will be utilized to measure student learning or accomplishment as a result of an intervention; pre-tests and post-tests are frequently employed in classroom action research. The study results showed that, following the implementation of the Venn diagram strategy cycle, the participants in the classroom action research considerably improved. The results show that the Venn diagram concept is an effective strategy for enhancing speaking abilities.

Keywords: Brainstorming, Classroom Action Research, Speaking Skills, Students Speaking Ability, Venn Diagram Strategy,

INTRODUCTION

Speaking is a productive skill that consists of systematic verbal utterances that carry out a meaning (Samad et al., 2017). This means that speaking plays an important role in communication. It shows that speaking is one of the important English skills that students should develop, but unfortunately, teachers mainly focus on the student's written and reading skills. It is in line with Pakula (2019) that teachers might not want to use precious class time for oral production but instead teach to the test and prioritize grammar, written, or reading skills. It shows that

most language learning in schools lacks an opportunity to develop the students' speaking skills. In that case, the teacher should be able to facilitate the students by providing them with the opportunity to improve their speaking skills. In the public high school where the researcher conducts the research, the phenomena that are happening in the high school is that students lack confidence and are anxious when it comes to implementing English communication in a day-to-day environment. In order to improve the student's speaking skills, EFL teachers should add more challenges to the students because by regularly learning based on the main material, students aren't challenged enough.

This rhymes with Safitri et al. (2020), who stated that the students do not show great initiative in learning as they prefer to do what their teacher asks them to. The unchallenging process of learning affects students' performance in speaking. In that case, various strategies for learning are provided by the teacher for the EFL students in the classroom. The intention to add extra efforts in improving the students' speaking skills was based on the factor that the students being passive in the classroom and lack of confidence because the students are afraid of making mistakes, which is in line with Octarina et al. (2021) that stated the students were still low in speaking because the students were afraid to make mistakes in grammar and pronunciation. Based on the factors that affect the students' lack of speaking skills in class, the researcher will conduct a brainstorming session in the learning process using the Venn diagram method to improve the student's speaking skills.

Adding the challenge to the learning process might complicate the students, particularly in the subject where they must adapt and implement the outcome of the learning in a day-to-day environment. Brainstorming could be one of the methods as an additional challenge in learning. There are various types of brainstorming methods that teachers can implement in the classroom. Using a creative and interactive prewriting technique such as mind mapping was described as an approach to improving the students' preparation before the students demonstrated their oral skills in speaking using the English language. Brainstorming is a prewriting approach to writing that is based on a method. This helps the students to discuss and generate ideas before production is spoken. This method uses brainstorming to improve students' ability in English skills that, as stated by (Alqasham et al., 2021), rhyme with this researcher's study.

A Venn diagram is a strategy that has a graphic organizer consisting of two overlapping circles. Students use the diagram to compare two entities: characters,

elements of the plot, settings, and experiences. It also helps the students to extend their thinking and apply the information by comparing and contrasting. Using the Venn diagram in reading narrative texts will help the students to understand that the different perspectives of the different authors are important matters. The gap in this study is the researcher used the brainstorming approach with the Venn diagram method to improve students' ability to speak. The gap from the previous research study (Alqasham et al., 2021) is that the previous researcher used the brainstorming approach to enhance the student's ability in writing. Different from this, researchers focus on aiming to enhance students' ability to speak.

To measure the students' ability, the researcher will ask the students to make a comparison between two specific objects and define the differences using the Venn diagram method; after the comparison, the students will be asked to make a speech relating to the comparison results and perform it in front of the class, to measure the students' ability in speaking the researcher will evaluate and review, these following steps are provided on the first cycle, to see in-depth towards the method that the researcher use in improving the students speaking ability, the researcher will conduct the second cycle for a deeper view is the method effective in enhancing their ability mastering the speaking skills.

To simplify the previous researchers' study, most of the studies use the brainstorming method in general, which uses various types of brainstorming that also rhyme with the previous researcher (Tutisrihandayani & Marlina, 2019) that use brainstorming strategy in improving the students' speaking ability, the gap between the previous study is the present finding aim to seek the effectiveness in using the Venn diagram method with the intention of improving the student's speaking ability, the gap of the previous researchers' study from this study is that Venn diagram is mainly focus on this study in order to enhance student's ability in speaking.

The urgency of this research is paramount due to the critical role that speaking plays in effective communication. Speaking is not just a skill but a fundamental aspect of language proficiency, allowing individuals to convey thoughts, ideas, and emotions in real-time interactions. However, there exists a pressing issue in the current educational landscape, where students' speaking skills are often neglected in favor of written and reading skills. This deficiency is further exacerbated by the prevailing practice of prioritizing test preparation and grammar

instruction, leaving students ill-equipped to engage in meaningful spoken communication.

The primary motivation behind this research is to address this gap and transform the way English as a Foreign Language (EFL) is taught. The novelty of this study lies in its focus on enhancing students' speaking abilities through a unique approach – combining the brainstorming method with the innovative use of Venn diagrams. While previous research has explored the potential of brainstorming strategies, the key innovation here is the deliberate integration of Venn diagrams as a tool for fostering spoken proficiency.

Compared to prior studies, where brainstorming methods were typically applied to enhance writing skills, this research takes a pioneering step by harnessing the power of Venn diagrams to improve speaking competence. This novel combination serves two essential purposes: first, it encourages students to think critically and organize their ideas effectively, and second, it empowers them to engage in articulate spoken discourse by comparing and contrasting various aspects.

By addressing the documented issues of student passivity, lack of confidence, and fear of making mistakes, this research strives to create a transformative shift in EFL pedagogy. The urgency of this work cannot be overstated, as it aims to equip students with the communication skills necessary for success in an increasingly interconnected and globalized world. The outcomes of this research have the potential to reshape language education practices and empower students to become more confident, fluent, and effective speakers of English.

Hereby, the objective of this study is based on the key elements of this study, namely speaking ability and the Venn diagram. The researcher wishes to discover the factors of the student's lack of ability to speak and the impact of using the Venn diagram. Therefore, the researcher formulates the objective of this study by the following questions: (1) what factors of the student's lack of ability to speak English? (2) how the Venn diagram method effectively improves the student's ability in speaking.

LITERATURE REVIEW

The ability to communicate effectively through organized vocal statements that convey meaning is known as speaking. Speaking is one of the crucial English skills that students should develop, and this indicates that speaking plays a significant role in communication. Unfortunately, teachers tend to place a greater

emphasis on students' written and reading skills, which is in line with (Pakula, 2019), who claims that teachers may not want to waste valuable class time on oral production and would rather teach to the test and give priority to grammar, written, or reading skills. It demonstrates how few opportunities exist for kids to hone their speaking abilities during language instruction in schools. In that situation, the teacher should be able to help the students by giving them the chance to develop their speaking abilities. In the public high school where the researcher conducts the research, one of the phenomena that is occurring is that students lack confidence and are anxious when it comes to using English communication in a day-to-day setting.

As stated by Safitri et al. (2020), the students do not demonstrate much initiative in their learning because they prefer to follow their teacher's instructions. Therefore, EFL teachers should increase the students' challenges to challenge the students more and improve their speaking skills. The student's ability to communicate is impacted by the easy learning procedure. In that situation, the teacher offers a variety of teaching strategies to the EFL students in the classroom. The goal of making additional efforts to improve the student's speaking abilities was motivated by the students' passive behavior in class and their lack of confidence because of their fear of making mistakes, which is in line with (octarina et al., 2021), who claimed that the students' confidence in speaking was still low because they were afraid to make mistakes. The researcher will conduct a brainstorming session utilizing the Venn diagram method in the learning process to improve the students' speaking skills based on the factors that influence the students' lack of speaking ability in class.

Speaking Comprehension

Speaking is the ability to create word sequences with meaning. The key to how these two abilities relate to one another is vocabulary (Purwanti, 2020). Speaking English well is a crucial ability to possess. They do appear to be different, but we need both to communicate. While reading is a receptive talent, speaking is a productive one. While reading gives us access to a wealth of material, speaking allows us to communicate the concepts and facts we wish to explain. Speaking depends on the intricacy of the information being communicated, according to Brown & Yule (1999), yet the speaker occasionally finds it challenging to be clear about what they want in the present day.

L2 Speaking Skills development

Oral skills development, especially in speaking the L2 language, requires very intensive learning to hone the EFL learners speaking skills, particularly to apply the skills in a day-to-day environment. In general, oral skills pay particular attention to information sequencing, discourse organization, pronunciation, grammar, and vocabulary accuracy. This statement rhymes with Krashen & Mason (2020), who stated that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current proficiency level. Krashen (2020) argues that learners need to be engaged in meaningful interactions and exposed to language input that is both relevant and challenging. The idea is intensive learning and real-world application, such as using the language in day-to-day contexts, play a crucial role in developing oral skills.

Speaking Anxiety

Fear of speaking is a common form of anxiety. In the class where the research was conducted, the researcher discovered that most students are likely to feel anxious when they must demonstrate oral skills in speaking English. Students were afraid when they talked; they thought that everyone would see it. Therefore, they fear if they talk with the wrong grammar and fear of correction. Besides, they probably had less vocabulary using foreign languages. In line with this, Damayanti & Listyani (2020) stated that students' speaking anxiety in English-speaking classes was derived from three main factors of anxiety, i.e., communication apprehension, test anxiety, and fear of negative evaluation.

Speaking confidence

In general, self-confidence refers to a person's sense of trust and belief in his or her capacity to carry out tasks successfully (Kanza, 2015, p. 24). We cannot dispute self-confidence's crucial role in the effectiveness of learning processes in educational settings. Developing speaking skills also requires a healthy dose of self-confidence. Dansieh et al. (2021) stated that Speaking in front of an audience using the English language was recognized as the most anxiety-inducing situation. Insufficient self-assurance when addressing the public; limited exposure to consistent speaking practice and a lack of familiarity with public speaking techniques; apprehension about errors and potential ridicule; insufficient preparation and shyness were also noted as obstacles that hindered individuals' capacity to communicate confidently in English in public settings. Kanza (2015) claims that self-confidence is one of the essential components in improving

speaking ability through presenting since it allows the speaker to express their viewpoints or ideas with clarity. The researcher discovered that students most likely lack speaking confidence, and these remarks strengthen the factors in enhancing it.

Venn diagram as a brainstorming strategy

One form of visual organizer approach is the Venn diagram. The schema hypothesis, which states that when pupils learn something new, they must be able to store the information for subsequent use⁵, is where the graphic organizer got its start. We store our knowledge using a scaffold hierarchy to categorize it (Siregar, 2018). Venn diagrams are a sort of graphic organizer that is employed as a method of instruction in learning objectives that have been written. When comparing and contrasting clearly defined concepts, a Venn diagram is a useful visual organizer. The circles in a Venn diagram must overlap by at least two. The circles help learners organize similarities and differences between the defining attributes of the defined concepts visually by showing relationships between the defined concepts.

Other strategies, such as concept frames and concept maps, can be combined with Venn diagrams. It's vital to remember that as more concepts are compared, Venn diagrams can become convoluted and challenging to understand. They perform best when a single diagram compares no more than two or three concepts and their attributes. Students typically get information in linear text form. It is challenging to see relationships in this format, particularly when there is a lot of information. Students can use Venn diagrams to graphically organize information so they can see the connections between two or three sets of items. Then, they can spot connections and differences. The following depicts how a Venn diagram should look.

METHOD

The design of the research was action research. Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection. To collect data, the instruments to be used: the test consists of 2 cycles of experiment. The reason the researcher uses this methodology is because Classroom Action Research (CAR) is the best technique for resolving issues that crop up in the classroom while conducting research.

Participants / Subject / Population and Sample

In conducting the research, through the observation phase, the researcher targeted the respondents for the research, which were 12th-grade science three students who are currently provided with English literature. The reason why the researcher chose this class is that the students have a frequent schedule in studying the English subject, and by the observation phase, the researcher see some of the class phenomenon that can be the variable of the research.

Instruments

Before the researcher jumped into the cycle experiment, the researcher conducted a classroom observation to identify the students' problems in learning English, especially in demonstrating oral skills in speaking English. Students will be provided with assignments to measure the student's comprehension. Another researcher's focus is to measure and improve the student's ability to speak English. Pronunciation, vocabulary, grammar, fluency, and activities are all included in the assessment of a student's speaking abilities. The measurement-related details are in the table.

Table 1. Students' Rubric Scores

Aspects	Score	Description
Pronunciation	91-100	Pronunciation is excellent, and L1 accent does not affect intelligibility
	81-90	A few pronunciation errors and an L1 accent cause minimal strain for the listener
	71-80	Some pronunciation errors and L1 accents cause strain for the listener.
	61-70	Multiple errors with pronunciation and L1 accent cause serious strain for the listener.
	50-60	Frequent errors with pronunciation and L1 accent cause severe strain for the listener.
Vocabulary	91-100	Perfect use of vocabulary
	81-90	Rich and various use of vocabulary
	71-80	Vocabulary conveys appropriate meaning most of the time; it is appropriate for the level.
	61-70	Vocabulary does not convey meaning some of the time.
	50-60	Vocabulary does not convey meaning most of the time
Grammar	91-100	Grammar and spelling accurate
	81-90	Grammar and spelling accurate
	71-80	Grammar and spelling are mainly accurate.

	61-70	Grammar and/or spelling contain errors.
	50-60	Grammar and/or spelling contain frequent errors
Fluency	91-100	Smooth and fluid speech, few to no hesitations, no attempts to search for words
	81-90	Smooth and fluid speech, few hesitations, a slight search for words
	71-80	Speech is relatively smooth, with some hesitation and unevenness caused by rephrasing and searching for words
	61-70	Speech is frequently hesitant, with some uncompleted sentences.
	50-60	Speech is slow, hesitant & strained except for short memorized phrases, and it is difficult to perceive continuity in speech.
Task	91-100	Communication is almost always effective: task performed very competently.
	81-90	Communication is generally effective: task performed competently.
	71-80	Communication somewhat effective: task performed somewhat competently.
	61-70	Communication is generally not effective: tasks are generally performed poorly.

(Source : JALL 2021)

Before the researcher implements the Venn diagram strategy, the researcher will conduct a pre-test for the students so that before analyzing, the researcher can get the class average score. After the researcher received the pre-test results, the researcher conducted the post-test using the Venn diagram strategy. By forming peer-chair partner students, per group consisting of two students, each partner will choose two objects and compare the objects with the Venn diagram. After comparing the objects using the Venn diagram, the students will gather the info from the objects and explain and present the results in front of the class. The researcher will examine pronunciation, vocabulary, grammar, and fluency. The average value from the assessment table is then taken by the researchers.

The material cycle is used in this study; Planning, Action, Observation, and Reflection were the four steps. CAR was conducted in two cycles, and each cycle was conducted in a different meeting. To begin with, the teacher arranged the research tools and instruments in the planning step. The second is the action step, which includes discovery learning. This is followed by the third step, where the teacher observes the classroom by the student's behavior and participants. During this step, high attention is required to find the problems that students face in the

learning process. Then the last step is reflection. The researcher will evaluate the implementation in cycle 1. The reflection result served as a foundation for improving the next cycle.

Data was gathered by researchers through performance, documentation, and observation. The first method is observation, which incorporates discovery learning. Second, student performance will be evaluated and reported, and third, the relevant documentation consists of pictures, student evaluations, and lesson plans.

Data Analysis Procedures

The following steps can be used to approach the data analysis in this classroom action research:

1. Collect data: in collecting the data, the researcher will collect it through pre-test and post-test questionnaire
2. Reflect on results: The researcher should consider the findings and how they connect to the aims or questions of the study. Examining any unexpected results or potential improvement areas might be part of this process.
3. Develop an action plan: The researcher can create an action plan to execute improvements in the classroom based on the findings. For instance, the researcher might employ Venn diagram strategies more frequently in their classroom if the study reveals that their use improves attitudes toward speaking English.
4. Implement changes: The improvements should be put into practice, and their effectiveness should be tracked.
5. Evaluate changes: The researcher should assess the success of the adjustments and gather further data if needed.
6. Reflect on the process: The researcher should evaluate the research process and think about how it might be improved. This may involve looking at any ethical issues or prejudices that might have affected the outcomes.

The researcher can use the research paper to summarize the research design, data collection techniques, data analysis, and any changes that were made in the classroom when reporting the results. The findings' implications for language teaching and learning might also be discussed in the paper, along with potential research topics. Also, the researcher can discuss the findings with their peers and solicit input on the classroom modifications they made.

FINDING

During a teaching and learning session, the researcher watched the pupils' speaking abilities. The researcher heard students speaking in class during routine tasks or in reaction to natural stimuli. Suppose the teacher asked the students a question, if they made a presentation in class, if they responded to the question, or if they provided feedback to classmates who made presentations in class. The findings of the observations show that students had poor speaking abilities.

To gauge the student's proficiency in speaking English, the researcher used a pre-test in which she asked the students to look at a word's form before having them recite it. After asking the students to recite the words, the researcher assessed their comprehension of the grammar, pronunciation, vocabulary, fluency, and other speaking skills in English.

After conducting the Pre-Test, the researcher proceeds to Post-test Cycle 1. Firstly, the researcher measures the students' review of the material before giving the students the Post-test Cycle 1. After that, the researcher gave them a theme for the speech where the students had to compare two songs and asked to make a Venn diagram to help them highlight the point of what the students discussed in the speech. The following is a table of results on the Pre-Test and Post-Test Cycle 1.

Table 2. The average Score of Pre-Test

No criteria	Pre-Test	Category
1 Pronunciation	69.9	Quite Good
2 Vocabulary	68.2	Quite Good
3 Grammar	63.1	Fair
4 Fluency	57.3	Poor
5 Task	63.9	Fair
Average	64.04	Fair

Table 3. The Average Improvement Score between Pre-test and Post-test (Cycle 1)

No Criteria	Pre-test	Post-Test (Cycle I)	Improvement	Category
1Pronunciation	69.9	77	7,1	Good
2 Vocabulary	68.2	76	7,8	Good
3 Grammar	63.1	67	3,9	Good
4 Fluency	57.3	60	2,7	Good
5 Task	63.9	75	11,1	Good
Average	64.04	71	6.52	

There has been improvement, as seen by the table showing the average Improvement Score between Pre-Test and Post-Test (Cycle I). Investigating the efficacy of utilizing Venn diagrams to improve the speaking abilities of senior high school students in Batam, the classroom action research project "Venn Diagram Strategy in Improving Students Speaking Skills at One of the Public High Schools in Batam" was carried out. Pre-test and post-test cycles were used in the study to evaluate the impact of the intervention. According to the study's findings, students considerably improved their speaking abilities in terms of pronunciation, vocabulary, grammar, fluency, and task performance.

The student's pronunciation was the first area that needed work. In the first post-test cycle, the pre-test score of 69.9 was raised to 77, an improvement of 7.1 points. The Venn diagram technique gave the students a chance to practice their key points before performing the skill in front of their classmates in the classroom.

The kids' vocabulary was the second area of improvement. In the first post-test cycle, the pre-test score of 68.2 was significantly improved by 7.8 points to 76. While using the Venn diagram technique to improve their comprehension of certain words that they would use, the students had the opportunity to discover new vocabulary.

The students' grammar was the third area for development. The pre-test score of 63.1 was increased by 3.9% to 67 in the first post-test cycle. The Venn diagram technique also assists pupils in practicing word structures before presenting them to their classmates in the classroom.

The students' fluency was the fourth area of development. In the first post-test cycle, the pre-test score of 57.3 was improved to 60. The Venn diagram technique and assessment enhanced the students' fluency in speaking, and this technique gave them a chance to rehearse and prepare before the demonstration.

The students' task performance was the fifth area for improvement. In the first post-test cycle, the pre-test score of 63.9 was raised to 75. The Venn diagram strategy assessment gave students a chance to clarify their comprehension of the task.

The average pre-test score for Cycle 1 was 64.04, and the post-test score was 71, with an average improvement of 6.52. This suggests that the students' speaking skills improved as a result of the use of Venn diagrams. As a result, the study's findings demonstrated that the Venn diagram technique gave students the chance to prepare and practice their speeches before presenting them.

Venn diagram tactics greatly enhanced the speaking abilities of senior high school students in Batam, according to the Classroom Action Research study titled "Venn Diagram Strategy in Improving Students Speaking Skills at One of the Public High Schools in Batam." The study demonstrated that using interactive and engaging teaching strategies, such as making Venn diagram mapping, effectively enhances students' speaking skills in terms of pronunciation, vocabulary, grammar, fluency, and task performance.

DISCUSSION

The current study concludes that using Venn diagram techniques considerably enhanced the speaking skills of senior high school students in Batam, including pronunciation, vocabulary, grammar, fluency, and task performance. This research underscores how innovative and engaging teaching and learning strategies, such as Venn diagrams, can assist students in improving their English-speaking fluency. The study's significance lies in its ability to guide future language-instruction strategies to improve student's speaking abilities.

The current study agrees with the study by Bangun (2018), which indicated that brainstorming interventions increased class engagement and made learning more participatory for teachers and students. In order to improve students' speaking abilities, the prior study also underlined the value of active learning combined with techniques. Thus, both findings imply that various brainstorming teaching techniques, particularly the Venn diagram, can help enhance students' capacity to talk.

On the other hand, there may be inconsistency in the findings of Srihandayain & Marlina (2019) when compared to the present study. The previous study specifically used mind mapping, while the present study specifically used Venn diagram mapping. As a result, the intervention employed in the current study may have a different level of effectiveness than the intervention used in the previous study. Additionally, the participants in the prior study were not identified by age or place in the current study, which was limited to senior high school students in Batam. As a result, the prior study's findings may be less generalizable than they were, and the effectiveness of the intervention utilized may differ depending on the setting in which it is used.

The current finding that using Venn diagram strategies helped senior high school students in Batam significantly improve their speaking abilities is also

consistent with a previous study by Srihandayani & Marlina (2019), which found that using brainstorming techniques can help English language learners feel more motivated to speak.

CONCLUSION

According to the research and discussion findings, the employment of Venn diagram learning techniques can positively affect student attitudes, enthusiasm, and effort in practicing and exhibiting English in a day-to-day setting, particularly in the classroom. This strategy is demonstrated by the pupils' increasing average cumulative grade in each cycle, one of the leading indicators of enhanced speaking ability. According to the study's findings, the average speaking skill total score in the pre-cycle was 64.04, and it climbed in the post-test cycle 1 with an average score of 71. Pre-cycle student percentage, as well as cycle 1's excellent and active criterion

REFERENCES

- Alqasham, F. H., & Al-Ahdal, A. M. H. (2021). Effectiveness of mind-mapping as a digital brainstorming technique in enhancing attitudes of Saudi EFL learners to writing skills. *Journal of Language and Linguistic Studies*, 17(2). <https://www.jlls.org>
- Octarina, H., Bengkulu, I., Rizal, S., & Zasrianita, F. (n.d.). *The Use of Brainstorming Strategy to Improve Students' Speaking Ability*. Yayasan Karinosseff Muda Indonesia.
- Bangun, B. K. (2018). Improving Students' Speaking Skill By Using Show And Tell Method: A Classroom Action Research. *March International Journal of Language Teaching and Education*, 2(1), 41–48. <http://creativecommons.org/licenses/by/4.0/>
- Srihandayani, T., & Marlina, L. (n.d.). Using Brainstorming Technique in Speaking Activity for Senior High School Students. *Journal of English Language Teaching*, 8(1). <http://ejournal.unp.ac.id/index.php/jelt>
- Sri, Siregar, R., & Pd, M. (2018). *The Effect of Venn Diagram Strategy to Students Reading Comprehension Ability at Eight Grade of SMP Swasta Nurul Ilmi Padangsidempuan*, 6(1).
- Damayanti, M. E., & Listyani, L. (2020). An Analysis of Students' Speaking Anxiety in Academic Speaking Class. *ELTR Journal*, 4(2), 152-170. <https://doi.org/10.37147/eltr.v4i2.70>
- Amhar, M., Lar, A., & Maulina. (2021). Students' Self-Confidence in Speaking for a Live Presentation: A Literature Review. *Klasikal: Journal of Education, Language Teaching and Science*, 3.

- Inayah, R., Pd, S., Pd, M., Lisdawati, I., & Hum, M. (n.d.). *Exploring Students' Difficulties in Speaking English and Their Attitude In Speaking English*.
- Maizarah, M., & Purwanti, S. E. (2020). The Correlation Between Speaking Skill and Reading Comprehension: A Case Study on the Third Semester of English Study Program at Islamic University of Indragiri Tembilahan. *English Journal of Indragiri*, 4(1), 145-156.
- Pakula, H. M. (2019). Teaching Speaking. *Apples-Journal of Applied Language Studies*, 13(1), 95-111.
- Safitri, H., Rafli, Z., & Dewanti, R. (2020). Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department. *International Journal of Multicultural and Multireligious Understanding*, 7(6), 88-99.
- Krashen, S., & Mason, B. (2020). The optimal input hypothesis: Not all comprehensible input is of equal value. *CATESOL Newsletter*, 5(1), 1-2.
- Dansieh, S. A., Owusu, E., & Seidu, G. A. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. *Language Teaching*, 1(1), 22.