

THE EFFECTIVENESS OF HOT SEATING STRATEGY TO IMPROVE THE STUDENTS' SPEAKING SKILL

Nurul Afifah

FACULTY OF TEACHER TRAINING AND EDUCATION, UNIVERSITAS

BATURAJA

nurulafifah122@gmail.com

Received: February 18, 2020
Accepted: March 6, 2020

Revised: April 10, 2020
Published: April 30, 2020

Abstract:

This research aimed to find out the effectiveness of a hot seating strategy to improve the students' speaking skills at SMP NEGERI 3 Madang Suku III OKU TIMUR. This research adopted a pre-experimental research design. The subject of this research was the first students' of SMP NEGERI 3 Madang Suku III OKU TIMUR which consisted of 31 students with 12 boys and 19 girls. Pre-test and post-test were done to collect the data. The instrument of the test was the oral speaking test. A paired sample t-test was used to compare the data from pre-test and post-test. The finding showed that the Mean score of the pre-test was 46.63 and the mean score of the post-test was 53.27. The value of t-obtained = 2.653 was more than t-table = 2.024 with df = 30 and the value of sig. (2-tailed) was 0.000 less than significance level ($\alpha = 0.05$). The conclusion, a hot seating strategy was significantly effective to improve students' speaking skills. It implies that this technique can be used to improve students' speaking skills among the many existing methods and techniques.

Keywords: *effectiveness, hot seating strategy, improve, speaking skills*

INTRODUCTION

Previous studies to improve speaking used different methods and techniques as reported. The prior researchers did the study to improve the speaking skills; Afrizal (2015) used info-gap, Bahadorfar & Omidvar (2014) employed technology, Dewi, Kultsum and Armadi (2017) used communicative games, Navarro Romeo (2009), Tsou (2005) used instruction in oral classroom participation and Trisnaningsih (2015) employed worksheet technique to improve

the students 'speaking skills. All of them were to improve speaking skills despite different subjects.

This study: therefore, focused on using a hot seating strategy to improve the students speaking skills. The objectives were to research to find out the effectiveness of the hot seating strategy as a teaching technique to teach speaking at Eighth grade of SMP Negeri 3 Madang Suku III Oku Timur Academic Year 2019-2020. Thus, the novelty is the use of a hot seating technique. After all, the contribution will be the level of effectiveness of the hot seating technique for the use of future researchers. For that reason, the theoretical gambits are needed to see the possibility based on the literature review.

Nowadays English becomes very important in the globalization era. English is learned by many people in this world. English widely used all over the world in all aspects of human lives. In Education, it becomes a compulsory subject in every level of education start from junior high school to senior high school. The purpose of learning English here is to make a communicative idea in English. As a result, students must master English and in English the students must be master four language skills namely listening, speaking, reading, and writing. The most importantly, English has become the language of academician (Turmudi, 2019a,2019b).

According to Cameron (2001), Speaking is an active use of language to express meaning so other people can make sense of them. Furthermore, Ismaili and Bajrami (2016) said that speaking is one of the most commonly used skills for communication. It's mean that everybody always used every day to communicate English. Next according to Stevick (in Fauziati (2002) stated that speaking refers to between expertise and teaching methodology.it means that the students measure they are advanced of speaking skills through their interest and acquiring in Learning English whereas the teachers always try to advance and use various types of teaching strategies to match with the level of students' proficiency.

There are three main procedures for getting the students to speak in the classroom. The first, speaking activities provide rehearsal activities – a chance to practice real-life speaking in the safety of the classroom. The second, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teachers and students. Finally, the more experiences that the students got to practice the language. It means that the more various elements of languages they have and stored in their brain.

The researcher did the observation at SMP NEGERI 3 MADANG SUKU III OKU TIMUR and found some problems faced by the students when asked by the teacher to speak

up in the classroom. The problems such as lack of vocabulary, the students were not interested in learning English, it was caused by the monotonous strategy used by the teacher and the students' psychology when they were asked by teachers to speak up in the classroom such as low of confidence, afraid to make mistake, low of motivation in expressing their ideas and anxiety to be laughed by their friends when they had mistaken.

Knowing the importance of mastering speaking the teacher should change the way in teaching students by using an appropriate strategy that can eager the motivation of the students to speak up in a classroom. The teacher should arise the motivation of students in learning English, build the English atmosphere in the classroom to minimize the psychology effect when students speak up in the classroom example asked the students to speak up in a group.

This research to find out the effectiveness of the hot seating strategy as a teaching technique to teach speaking at Eighth grade of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year 2019-2020 after implementing the Hot seating strategy to teach spoken about a descriptive text. Hot seat strategy is a role-play strategy that encourages the students to build upon the comprehension skill. It's very good to promote literature and keep the students pre-occupied with story selection used in drama and literature in the classroom. Based on Elise (2013) said that:

"Hot seating is a vocabulary game that stimulates vocabulary at a rapid rate. Even shy students participate because everyone gets a turn in sitting in a hot seat. Everyone faced the teacher except for the student in the hot seat. The teacher wrote a word on the board and the students give clues to the students in the hot seat in an attempt to get the student to say a word." (p.20)

Furthermore, Bilikova and Kissova (2013) defined hot seating as "drama verbal technique that can be used before or after role plays, short time provocations, or short-time performance. It aimed to understand character motives, background, feeling, personality, and relationship to others".

The hot seat is chosen to encourage the students to become more active in speaking class. This strategy encourages the students' corporation, negotiation, and promoting the students' autonomy because the students in this strategy have a role as controller, he/she control all of the class. The students who are sitting in the hot seat are allowed to make their own

decision in the group without being told what to by the teacher. The rest of the students pay attention to the flowing talk to wait their turn when they are ready to speak.

Hot seat motivates the students to speak up more because all of the students in the classroom speak English too. This is the positive thing about this method. It has psychological effect on the students so they will not worry when they speak up in front of the classroom. Even a hot seat strategy can give opportunities to communicates authentically in English, to practice targeted the grammatical structures or vocabulary, and to get to know each other on a more personal level (Nilasari, 2017).

There are benefits of employing a hot seating strategy in the classroom. Borich (2004) hot seat helped people know about the characters. It creates interest and it motivates any students' participation in a class. Hot seat strategy encourages the students to speak and express their thought and ideas as well as to help them clarify their thoughts and ideas. Furthermore, based on Moore (2005) it was proposed that "Hot seating is a valuable tool that will achieve delivery of learning goal"

Following the procedure of hot seating strategy based on teaching English (2010):

1. The teacher divides the class into some groups where the group should point out one of the students to represent himself and asks the students to make a circle and sit face on the board.
2. The hot seat is in front of all of the group, facing the team members.
3. One member of each team group come up and sit in the hot seat facing the teammate and back of the blackboard.
4. The teacher writes the words and gives glues of the picture clearly on the board. The student in the hot seat listens to the teammates and tries to guess the words or the pictures. The first hot seat students to say wins the point for their team.
5. Next, change the students over, with a new member of each team taking their place in their team's hot seat.

All these procedures are the way how hot seating technique works to improve the students speaking skills. However, the implementation may vary in different context and heterogenous students.

Upon all reviewed works of literature and background in the field, the objective of the research. *How does hot seating strategy to improve the students' speaking skills of Eighth grade of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year*

2019-2020? Or the objective of the research is to find out the effectiveness of a hot seating strategy to improve the students' speaking skills at SMP NEGERI 3 Madang Suku III OKU TIMUR.

RESEARCH METHODOLOGY

Design

This research categorized into a pre-experimental research design. It matches in line with the problems and the objectives of the study. The pre-experimental design has one group pre-test and post-test. Here there are two kinds of the test: a pre-test and a post-test. A pre-test provides a measure of characteristics in an experiment before the group receives a treatment, while a post-test measured on the characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2014).

Three steps have done here; first, the researcher gave a pre-test to the students. Second, the researcher taught the students by using a hot seating strategy in the classroom. Third, the researcher gave a post-test to the students to know the effectiveness of the hot seating strategy.



Participants

The population of this study was eighth grade VIII.1 and VIII. 3 students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year 2019/2020 but the sample class VIII.3 with the consideration this class was too enthusiastic in learning English even though they faced many problems in learning English when practice speaking. This class consists of 12 boys and 19 girls. In this case, the students learned about descriptive text through spoken. The students were asked to be able to describe something clearly.

Instruments

The researcher gave the test to the students. However, before the test was given to the students, the instrument was validated through several phases. The researcher created construct, and content validity to make the instrument valid. The construct was made based on the created blueprint. While the content validity was made based on the syllabus.

The data gained from this study was language or qualitative data. The data were measured by scoring rubric as adapted from Brown (2004) and Watkins (2012). Both models of rubric were modified to adjust the need of measurement of the current study.

Data Collecting Technique

To collect the wished data, the researcher gave the test to the students namely pre-test and post-test. The test in oral tests and given individually to the students when they participated in the classroom. The researcher implemented a hot seating strategy to know the effectiveness of a hot seating strategy to improve the students' speaking skill at SMP NEGERI 3 Madang Suku III OKU TIMUR.

The researcher gave the students a speaking score by using the rating scores of oral proficiencies scoring categories test by Brown (2004) namely vocabulary, grammar, pronunciation, and grammar. Meanwhile, to evaluate the content of students' speaking skill about descriptive text, the researcher used the rubric by Watkins (2012). The following is a rubric to score the result of the test.

Rubric to Evaluate the Content of Students' speaking skill

Proficiency Area	Evaluative Criteria
Vocabulary	<ul style="list-style-type: none"> • Is the student used appropriate word choices? • The student should employ vocabulary more suitable for an academic audience
Grammar	<ul style="list-style-type: none"> • Is there any progress in students' grammar usage? • Do the students' repeat the same grammar mistakes? • Do the students' grammar mistakes lead to problems discerning meaning?
Pronunciation	<ul style="list-style-type: none"> • Do students' make consistent and predictable pronunciation errors? • is these pronunciation errors make it difficult to understand?
Fluency	<ul style="list-style-type: none"> • Do the students' talk fluently and confidently, or interrupted by awkward long pauses? • Was the speech read from a manuscript?
Content	<ul style="list-style-type: none"> • Did the student talk for an amount of time? • If the description reflects the theme or topic that asked by the teacher, did the student make efforts to address this theme and/or follow directions?

Source: Watkins (2012)

Data Analysis Technique

After collecting the data, an analysis of the data was needed. Firstly, the researcher used quantitative data to analyze the data from the test. The researcher used paired sample t-test to compare the data from the score pre-test and post-test, to find the effects of the treatment on the speaking skill. The researcher used SPSS version 21 for analyzing the data. In this research, three ways are analyzing the data. **First**, analyze the data by using scoring. The scoring was measured by two raters, English teacher as a first rater and the researcher herself as the second-rater. Scoring was a process of making the students' achievement which was measured by the test.

The raters gave speaking scores to the students by using scoring criteria. Criteria are the statements which describe achievement level and real evidence of learners' achievement in standard quality that wanted. The scoring consists of 1, 2, 3, 4, and 5 points which the criteria in every point. A point covered pronunciation, grammar, vocabulary, fluency, and comprehension. The test was scored by using the rating scores of oral proficiencies scoring categories test by Brown (2004). Based on rating scores of oral proficiencies scoring categories test by Brown (2004) to find the students' score the researcher used the following formula.

$$SS = \frac{S}{N} \times 100$$

Where :

SS : Students score

S : Total score

N : Maximum score

Score Range and Criteria

Score	Criteria
80-100	Very Good
66-79	Good
56-65	Fair
46-55	Poor
0-45	Fail

(Sudijono, 2010)

The second by using percentage, the researcher used this formula.

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Frequency of students in interval

N: Total students

The third, analyzing of Paired Sample t-test. The paired t-test was done between pre-test and post-test of the students. The analysis was done using SPSS version 21. The analysis was covered the paired t-test between pre-test and post-test.

There were two hypotheses of this analysis step, as followed:

Ha : There was a significant improvement after the treatment process.

Ho : There was no significant improvement after the treatment process.

RESULT AND DISCUSSION

Result

The current study is to find out the effectiveness of a hot seating strategy to improve the students' speaking skills at SMP NEGERI 3 Madang Suku III OKU TIMUR. Therefore, the results are presented in the following part.

In this part, the finding consists of the pre-test score and post-test score of the students, the percentage, and the paired sample t-test. From the students' score of pre-test and post-test, the researcher analyzes the effectiveness of hot seating strategy to improve the students' speaking skill at SMP NEGERI 3 Madang Suku III OKU TIMUR.

1. The Result of Students' Pre-test

The pre-test was done before treatment. The instrument of the pre-test was tested by the reliability through try out a test to the non-sampling students. The pre-test was given to the students on Sunday, 24th of June, 2019. The total number of students was 31 students of Eighth grade of SMP NEGERI 3 Madang Suku III OKU TIMUR. The result of pre-Test are described in the following table (table 1).

The Students' Score of Pre-Test

NO	NAME	STUDENTS' SCORE		TOTAL SCORE
		R1	R2	
1	AJ	56	50	53
2	AF	40	50	45
3	AM	44	50	47
4	AA	30	35	33
5	DRA	44	48	46
6	DSP	44	44	44
7	DR	44	45	45
8	DWS	36	40	38
9	EM	40	40	40
10	EA	45	45	45
11	FP	44	44	44
12	FAP	36	36	36
13	FK	36	36	36
14	FA	36	36	36
15	GSW	50	52	51
16	HW	68	78	73
17	HP	48	48	48
18	IS	44	48	46
19	JF	68	78	73
20	LR	66	70	68
21	MR	40	40	40
22	MAM	36	30	33
23	MYM	40	40	40
24	MM	36	36	36
25	PW	48	70	59
26	RP	64	64	64
27	RIM	40	40	40
28	SADF	64	64	64
29	SA	40	40	40
30	SM	36	35	36
31	YI	56	60	58
Total		1419	1492	1456

Table 1 The Students' Score of Pre-Test

Descriptive statistics of Students Speaking Score in Pre-Test

Accordingly, the statistic test resulted the following descriptive statistics as processed from the raw data above. However, the aspect included in the test is limited several factors to make any readers understand.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	31	33	73	46,63	11,65
Valid N (listwise)	31				

From the table on the descriptive statistics, it was found that the lowest score was 33 and the highest score was 78. The mean of the students' pre-test score was 46, 63. However, the standard deviation was 11, 65.

2. The Result of Students' Post-test

The post-test was given after the researcher did the treatments by using a hot seating strategy. The result of the post-test score was described as in table 2.

The Students' Score of Post-Test

NO	NAME	STUDENTS' SCORE		TOTAL SCORE
		R1	R2	
1	AJ	60	55	58
2	AF	48	58	53
3	AM	50	55	53
4	AA	55	55	55
5	DRA	48	57	53
6	DSP	48	50	49
7	DR	50	52	51
8	DWS	43	45	44
9	EM	50	45	48
10	EA	45	48	47
11	FP	50	60	55
12	FAP	45	50	48
13	FK	42	45	44
14	FA	40	45	43
15	GSW	55	56	56
16	HW	74	85	80
17	HP	56	60	58
18	IS	50	55	53
19	JF	73	83	78
20	LR	70	70	70
21	MR	50	45	48
22	MAM	43	40	42
23	MYM	40	40	40
24	MM	40	40	40
25	PW	50	72	61
26	RP	68	67	68
27	RIM	45	45	45
28	SADF	68	68	68
29	SA	45	48	47
30	SM	40	38	39

NO	NAME	STUDENTS' SCORE		TOTAL SCORE
		R1	R2	
31	YI	58	65	62
Total		1599	1697	1648

Table 2 the Students' Score of Post-Test

Based on the raw data the statistic test resulted the following descriptive statistics as described in the following table.

Descriptive statistics of Students Speaking Score in Post-Test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	31	39	80	53,27	10,86
Valid N (listwise)	31				

From the table on the descriptive statistics, it was found that the lowest score was 39 and the highest score was 80. The mean of the students' pre-test score was 53, 27. However, the standard deviation was 10, 86.

3. Comparison of Pre-test and Post-test Score

The distribution of students' scores between pre-test and post-test was described in table 14.

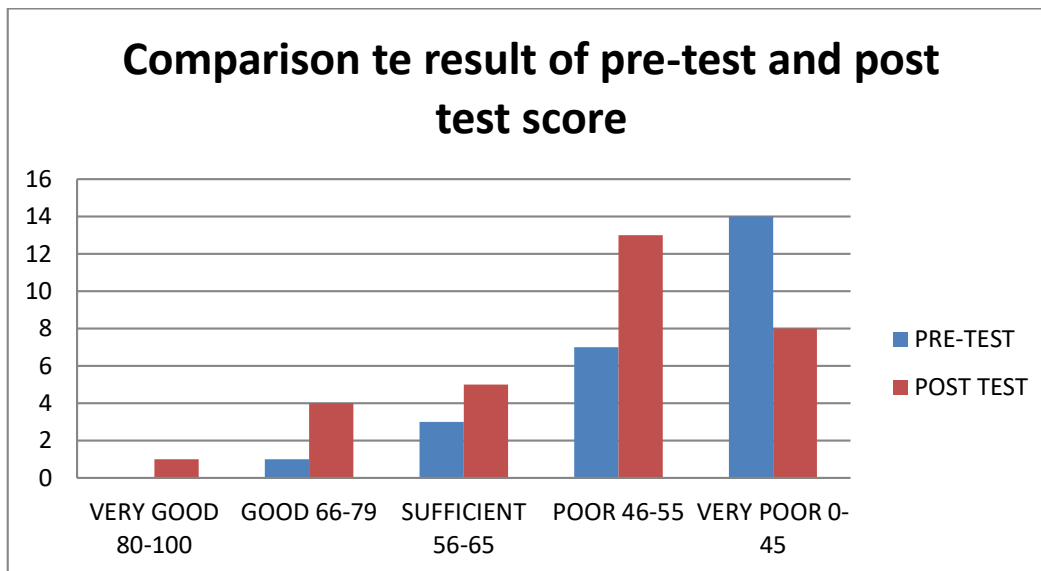
Table 3
The Distribution of Students' Score

Percentage Range	Criteria	Frequency & Percentage	
		Pre-test (%)	Post-test (%)
80 – 100	Very good	0 (0%)	1 (3%)
66 – 79	Good	3 (9,7%)	4 (13%)
56 – 65	Sufficient	4 (13%)	5 (16%)
46 – 55	Poor	6 (19, 3%)	13 (42%)
0 – 45	Very poor	18 (58%)	8 (26%)
Total		31 (100%)	31 (100%)

The table showed in the experimental group, from 31 students in the pre-test, there were 18 (58%) students who in the very poor category, 6 (19,3%) students in the poor category, 4 (13%) students were insufficient, 3 (9,7%) students in the good category, and 0 (0%) in the very good category. Meanwhile, in post-test, there were 8 (26%) students who in the very poor

category, 13 (42%) students in the poor category, 5 (16%) students were insufficient, 4 (13%) students in the good category, and 1 (3%) students were in the very good category.

The comparison between pre-test and post-test from the sample was described in the following bar graphics.



Statistical Analysis

a. Normality Test

The statistical output is shown in the following table:

Tests	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Score Pre-test	.179	31	.012	.883	31	.003
Post-Test	.129	31	.200*	.925	31	.032

.*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

From the table shows that the significance value of speaking achievement of pre-test, the point of the Kolmogorov-Smirnov Test was 0,012 ($p > 0.05$) it means that the result of the pre-test was distributed normal data. The pre-test result based on Shapiro-wilk 0,003 ($p > 0.05$) it's mean too that the result of the pre-test was distributed normal data.

Based on the table in a column of the post-test, the point of the Kolmogorov-Smirnov Test was 0, 2 it's it was more than Alpha Point (0.05). So, it means that the data of the pre-test

score had a normal distribution. Next, the post-test result based on Shapiro-wilk 0,032 ($p > 0.05$) it means too that the result of the post-test was distributed normal data. It meant that both data were approximately normal.

a. Paired Sample T-test

Here the researcher calculated the result of pre-test and post-test by using the Paired Sample t-test. To find out the significant difference in student's speaking ability before and after treatment.

Table 15
Paired Samples T-test

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-Test	46.63	30	11.625	2.122
Post-Test	53.27	30	10.869	1.984

Based on table 15, it was found that the mean score of the Pre-test in the experiment class was 46,63 and the mean of the Post-test was 53, 27.

Table 16
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-Test & Post-Test	30	.260	.165

Based on the Paired Sample Correlation between pre-test and post-test was 0,260 with the N 31 students and the significance level was 0,165.

Table 17
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre-Test - Post-Test	6.633	13.695	2.500	11.747	1.520	2.653	30	.013

Based on Table 17, it was found that the mean between post-test and pre-test was 6.633. The value of t-obtained was 2.653 more than t-table 2.024 with the degree of freedom ($df = n-1$) = 30 and the value of Significance (2-tailed) 0,000 less than the Sig. level ($\alpha = 0.05$).

Discussion

The study was to find out the effectiveness of the hot seating strategy as a teaching technique to teach speaking at Eighth grade of SMP NEGERI 3 MADANG SUKU III OKU TIMUR academic year 2019-2020. For that reason, some arguments are presented accordingly.

Based on the finding, the writer found that the students' mean score of the post-test was higher than the students' mean score in the pre-test. Next, the result of the computation formula of the t-test was found and the value of Sig. (2-tailed) less than the significance level. It showed that an alternative hypothesis (H_a) was acceptable and the null hypothesis (H_o) was rejected. Meant that it was significantly effective to use a hot seating strategy to improve students' speaking skills at eighth-grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR.

In respect to the studies by Afrizal (2015), Hadorfar & Omidvar (2014) Dewi, Kultsum and Armadi (2017) Navarro Romeo (2009), Tsou (2005) Trisnaningsih (2015), the current study has given a positive hope for prospectus researchers despite using the different technique but the core goal was to improve speaking skills.

After the implementation of a hot seating strategy in teaching speaking at the eighth-grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR the students get better speaking skills and get a better score. It means that the current study is in line with the prior researchers as quoted. However, it must be good to do a further study with different subjects, additional instruments and number of participants.

Nilasari (2017) states that the strength of using a hot seating strategy was this strategy can create wide imagination that gives the students relative choices and thus thinking new ideas. The cooperative process includes discussing, negotiating, rehearsing, and performing. Furthermore, sparkling (2008) explained that the students are encouraged to use deductive reasoning to predict what language might come next. Hence, deductive reasoning is a good way to make inductive reasoning better (Turmudi, 2012).

CONCLUSION AND SUGGESTION

Conclusion

From the interpretation of research findings, the researcher concluded that the use of a hot seating strategy at the eighth-grade students of SMP NEGERI 3 MADANG SUKU III OKU

TIMUR was effective and gave a good contribution to the students' speaking skill. The result of the test has a significant difference between the result of the pre-test and post-test. The sample of the study was 31 students, and the significance level ($\alpha = 0.05$). The mean score of the pre-test was 46.63 and the mean score of the post-test was 53.27. The value of sig (2-tailed) was more than $\alpha = 0.05$. It meant that H_a was accepted meanwhile H_o was rejected. Therefore, the researcher concluded that it was significantly effective to use a hot seating strategy to improve the students' speaking skill at eighth-grade students of SMP NEGERI 3 MADANG SUKU III OKU TIMUR.

Suggestion

Based on the conclusion above, the researcher would like to offer suggestions here especially for the teachers hopefully could develop the teaching technique because students like to something new that is interesting. The technique should be appropriate with this era and students' level and need.

REFERENCES

- Afrizal, M. (2015). *A classroom action research: Improving speaking skills through information gap activities*. *English Education Journal*, 6(3), 342-355. Retrieved from <http://www.jurnal.unsyiah.ac.id/EEJ/article/viewFile/2578/2432>
- Bahadorfar, M., & Omidvar, R. (2014). Technology in teaching speaking skill. *Acme International Journal of Multidisciplinary Research*, 2(4), 9-13.
- Bilikova, A & Kissova, M. (2013). *Drama techniques in a foreign language classroom*. University of Nitra: Faculty of Arts Department.
- Borisch, G, D. (2004). *Effective Teaching Method*. New Jersey. Pearson Prentice Hall.
- Brown, H. D. (2004). *Principle of language learning teaching*. San Francisco: Longman
- Cameron, L. (2001). *Teaching Language To Young Learners*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2012). *Educational research (4th ed.)*. New York: Pearson Education.
- Creswell, J. W. (2014). *Research designs (4th ed.)*. United States: SAGE Publications.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2017). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63-71. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1124241.pdf>
- Elise, Wiles. (2013). *EFL Vocabulary games*. Retrieved from (www. ehow.com/list6624901-vocabularygamesenglish-learners.html on 3rd of February, 2020)
- Fauziati, E. (2002). Testing Speaking Skill. In *A paper of the 49 th International TEFLIN Conference, English*.
- Moore (2005). *Effective Instructional Strategies Learners*. London: Sage Publications.
- Navarro Romero, B. (2009). Improving speaking skills. Retrieved from https://ebuah.uah.es/dspace/bitstream/handle/10017/10090/improving_navarro_ENCUCENTRO_2009.pdf?sequence=1&isAllowed=y
- Nilasari, N. (2017). *Using Hot Seating Strategy to Increase the First Year Students' Speaking Ability at SMA Negeri 2 Takalar* (Doctoral dissertation, Universitas Islam Negeri Alauddin Makassar). Retrieved from <http://repositori.uin-alauddin.ac.id/8928/1/NILASARI.pdf>
- Sudijono. (2010). *Pengantar Statistik Pendidikan*: Jakarta: Rajawali Press.
- Trisnaningsih, W. (2015). Using worksheets to teach English speaking skill. *Premise: Journal of English Education*, 4(2). Retrieved from <http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/288>
- Tsou, W. (2005). Improving speaking skills through instruction in oral classroom participation. *Foreign Language Annals*, 38(1), 46-55. Retrieved from

<http://dl.ueb.vnu.edu.vn/bitstream/1247/10003/1/Improving%20Speaking%20Skills%20Through%20Instruction.pdf>

Turmudi, D. (2012). Responses toward inductive and deductive method in teaching writing. *Premise: Journal of English Education*, 1(1), 1-12. Retrieved from <http://ojs.fkip.ummetro.ac.id/index.php/english/article/view/1101>