

TEACHING SPEAKING SKILL OF ENGLISH AS FOREIGN LANGUAGE IN SECONDARY SCHOOL LEVEL

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SUBMISSION TRACK

Submitted : 17 August 2022
Accepted : 14 September 2022
Published : 18 October 2022

KEYWORDS

Teaching, Speaking Skill,
English as Foreign Language

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A B S T R A C T

The study investigated the teaching speaking skill of English as foreign language in Secondary School level at SMAN 2 Malang from some aspects, the English teacher's role, the teaching activities, materials, the media, and the assessment of the English teacher. The design of the research belongs to descriptive qualitative research. The participant of this research was an English teacher and the 33 students of X MIPA 2. The setting was SMAN 2 Malang. The data was obtained through observation, interview and documents. The result of this research noted that the teacher has already known role in teaching speaking. Based on the 2013 curriculum students centered was applied and the teacher facilitated the students, teacher created fun speaking activity such as role play, presentation in group and individual, the teacher also used modern media to support the teaching speaking, material that suitable for speaking activities is provided by the teacher based on the syllabus. Fluency, accuracy, pronunciation and expression were the aspect to assess students speaking skill. In this research, the researcher concluded that the teaching speaking skill in SMAN 2 Malang has already well.

Introduction

English as the international language plays a interest role in global relations and therefore a compulsory subject in the secondary education curriculum in Indonesia (Bashori et al., 2021). Sheldon, (2019) in one recent decades English has become the default language of academia. As declared in 2013 Curriculum English subject in senior high school is broken into two different subject groups. Due to, students who graduate from Senior High School have the basic knowledge of English. One of the language skills of English that must be mastered by any foreign language learners is the ability to speak or communicate in the target language. The ability of speaking can be measured the success of learning the language. However, the obvious goal of speaking is primarily to make students confident to speak up.

As Alotumi, (2021) stated in his research that the lack of speaking course at junior or senior level could be the monotonous way of teaching speaking and limited exposure to authentic materials in English. Improving students speaking skill also need to consider the goal or purpose in teaching. The goal of teaching speaking skill is to make learner communicate using English well. Communication in classroom is very important to practice students speaking skill. As the spoken language, speaking has several aspects that should be followed by the students. As Ahmadi (cited in Putra et al., 2022) stated that teaching speaking has some component that should be taught to students such pronunciation, grammar and vocabulary. Furthermore, speaking is essential for senior high school students to learn it. Based on the latest curriculum, the curriculum 2013 mentions that the students are expected to have good ability in

speaking. Thus, speaking ability of the students must be taught and practiced in the class appropriately.

In teaching speaking, student's ability in speaking must be supported by some factors such as teacher, activities, media, material, and assessment. The English teacher that as the main holder during teaching speaking process has to guide learner to learn speaking with their ability. Teacher needs to speak English in fully English so that students more enthusiastic joining the teaching and learning in class (Anggraini, 2022). In line with Postholm (cited in Heikkola et al., 2022) presents that the success of teaching and learning influenced by other factors, including teachers' reflections and abilities to determine their own aim based on their interests, external resources, and a positive, encouraging school atmosphere. Mega & Sugiarto, (2020) found in their studies that the success of students' skill is from English learning habit and self-confidence. However, this kind of factors result in better learning outcomes for teachers as well as students.

Moreover, creating fun activities and providing the appropriate material are the effective way to make students enthusiast and active in teaching speaking process. Role play, group discussions, and presentations are some activities which enable students to participate actively. However, the used of media is also important to support teaching speaking process. Teacher can use technology in teaching speaking to make an interesting activity to students. Saed et al., (2021) stated in their article YouTube videos can enhance the English teaching and learning process. Its content can be used by EFL students to develop language skills especially speaking and listening comprehension. It becomes the best solution for teacher to use the media. The teacher should learn to make the best use of the modern tools.

Referring to the statements above, investigating the practice in the field is important. Therefore, it is necessary to discover how the real the teaching speaking goes on in the classroom. In this opportunity, the researcher is interested to do the research in SMAN 2 Malang . It is because SMAN 2 Malang has many students that learn English especially in speaking English. Moreover, teaching speaking is one of the four skill which interesting to be observed. Therefore, the researcher to conduct the research entitled Teaching Speaking Skill of English as Foreign Language in Secondary School Level.

Research Method

In this research, the researcher used a descriptive qualitative approach to investigate Teaching Speaking Skill of English as Foreign Language in Secondary School Level at SMAN 2 Malang from some aspects, the English teacher's role, the teaching activities, materials, the media , and the assessment of the English teacher. The result serves in the form of description context; it is not in number or statistic but phenomenon description. A qualitative research also takes into account the process rather than the outcomes or the product. Saepuloh et al., (2021) qualitative research show a natural setting as its direct source data and resources are key instruments.

The steps used to collect the data are the information notes and explanation which correlate with the topic of research. Information and explanation will be obtained through interview, observation and documents of teaching speaking skills. The first step was from observation, the researcher made an appointment with the teacher to conduct the observation during the teaching speaking skill. In this opportunity the researcher used the observation scheme consists of 3 columns. The first column present number of

the expected activities, the second column presents the things being observed. The third column presents the comment of the observation. In the observation process, the researcher acted as an observer. Besides that, the researcher also asked her friend to be an observer to observe teaching speaking skill in the class. Due to the researcher considered the validity of the data. The researcher conducted the observation as many as two meeting and properly used observation scheme in every doing observed.

The next step was interview section. The researcher interviewed the English teacher of SMAN 2 Malang directly twice and the process of interview done in break session when the English class was over. The type of interview was semi-structured interview which means that the researcher used the interview guide. The last step was to collect the document of teaching speaking skill. The documents were collected in order to learn about the teaching speaking skill that would be running. The documents that have to be collected by researcher are lesson plan based on curriculum used in the school, and the kind of assessment rubric of teaching and learning.

After the intended data was collected, the researcher clarified the data to be analyzed to obtain the final conclusion of the research. The analysis method used was descriptive qualitative, which means the result of the research was reported in a form of descriptive text not using in a form of numbers. The stages of interactive analysis applied in this research were data reduction, data display, and conclusion (Matthew and Miles 1994 cited in Maylia et al., (2020).

Result and Discussion

In this part, the researcher elaborated the findings that would answer the question in the research problems in these issues;

The Teacher's Role in Teaching Speaking Skill

According to the researcher found during the teaching speaking skill, the observed teacher understood well the teacher's role in teaching speaking skill. The observed teacher made comfortable condition and situation in the teaching speaking skill. Moreover, the teacher is known as the communicative teacher. It influences to the teaching speaking skill because it will make the students easy to understand the instruction.

Based on the interview result with teacher stated as follow:

“The teacher's role in teaching speaking skill is very important. Teacher is a facilitator in teaching speaking skill. Because in the class, teacher focuses to train the students. Students are center of teaching speaking skill. They have to practice more. In teaching speaking process, teacher becomes a model for students and give a simple example for students based on the topic that being discussed.”

From the interview result, it can be known that the observed teacher realizes that teacher as the main holder in teaching speaking skill. She often asked students to practice their English and made the activity run well based on the lesson plan that prepared before the class began. She knew that today teaching learning process is focused to the students. It is called students centered. Students have had the opportunity to practice speaking English that facilitated by the teacher.

Considering the teacher's role in teaching speaking skill, the teacher plays a very important role in teaching speaking skill. The teacher has many roles in teaching speaking skill. The teacher has to consider what she/he will do to students in the class. Understanding and comprehending the teacher's role are the basic of component how to

teach well in the teaching and learning. By applying the teacher's role in the teaching speaking skill, the teachers can help the students to master the speaking skill. Besides that, the students will feel comfortable during the teaching speaking process. In the end, the aim of teaching speaking will be achieved.

The Activities in Teaching Speaking Skill

In this research, the researcher conducted classroom observation dealing with the teaching activities of speaking skill. The classroom observation was conducted twice in class X MIPA 2. English is taught to the X grade students of SMAN 2 Malang twice a week. Period of teaching is 1x45 minutes and 2x45 minutes. The schedule for class X MIPA 2 was held every Wednesday at 12.15-13.00 and Saturday at 08.05-09.09.35.

Based on observation, the researcher found the activities of the English teacher were three steps, namely pre-activity, whilst-activity, and post-activity.

Pre-activity

In the classroom, in the very beginning, the teacher always asked the student to lead the pray before the lesson is started. After praying, the teacher used to greet her students by asking,

Teacher : "Hello students, how are you today?"

Students : "I am fine, Miss, and you?"

Teacher : "I am wonderful"

Then the observed teacher checked the students' attendance by calling one by one. (Sometimes, she did it at the end of the class). After reviewed the previous lesson, she introduced a new topic to be discussed by giving an example of the new material. As like in the first observation, directly she gave announcement text about the championship that held by their school. In the second observation, the teacher introduced the new topic by congratulating one of her students and the students directly could guess the new topic. The observed teacher often motivates her students before lesson started.

Whilst-activity

Having done the activities above, the teacher continued the lesson by explaining the material. She used daily vocabulary to make the students easy to understand. Using English as the medium is one of the way to increase the students' speaking skill.

In the first observation, after teacher gave the example of announcement text, she asked students to read more example about announcement text in the textbook. As a note, all students have the English book that has been suggested by the government set.

Announcement text (Page 105 in English Book)

School Trip

To Golden Sands Beach

On 28th of August, the school will hold a school trip to Golden Sands Beach.

Departure time : 07.30 a.m

Programs : Morning swimming, games, volley ball: polo in the sea view restaurant, afternoon walk along the beach for the lagoon, watch the music festival in the beach.

Fee : Rp. 50.000,00

Contact person : Azmi and Mayska

Chair person,
Inkensari

The observed teacher created a challenging activity in order to grab the students to get into the activity in the classroom. After she explained the lesson clearly and communicatively, she gave task and divided the students into seven groups to do the task. Each group had to make a conversation containing about the announcement and then present it in front of the class.

The teacher gave enough time to make the conversation and asked every groups to prepare it well. Students were looked busy memorizing some parts of dialogue. Some groups presented their conversations which were suitable for the teacher instruction. The researcher also found that every time the students come forward, the teacher reminded them to be confident and able to show their expression. Finally, some groups performed their conversation well without text. All of the students were involved in the teaching speaking activities.

During the speaking activities, the researcher found that students seemed interesting and interactive. It can be seen from the students' anticipation in teaching speaking process. All of the students were involved during the teaching speaking skill. Moreover, the teacher focused to the students' speaking skill by asking them to more practice. She had many different styles to explain the material such as using slide or giving handout of text.

Post-activity

Having given the materials and tasks, the English teacher did the last activities. It is called post-activity. In the last activity of two observations, the researcher found the teacher monitored her students' activities and recorded the students' performance. Then she gave feedback to the students' performance. She did several corrections on their students' performance. As in the first meeting when teacher gave task to make the dialog about announcement, she corrected the students' pronunciation.

Event / i'vent

Even / i:və n

As the researcher found during the observation, students speaking skill had improvement every meeting. It can be seen from their performance in front of the class. Students were more confident and expressive to practice their speaking skill. Students' pronunciation, accuracy, fluency and expression were the aspect of the assessment of students' speaking skill by the teacher. After giving feedback, the observed teacher always gives students opportunity to ask about the material or the task. The students directly asked to the teacher when they found the difficulties. The end of the class, the teacher closed the meeting by reciting hamdalah together.

The Teaching Materials in Teaching Speaking

Based on the interview with the English teacher, teaching materials for tenth grade students at SMAN 2 Malang in daily speaking activities are taken from two textbooks, there are: English Book for SMA/MA X 2013 Curriculum Revised published by Pusat Kurikulum dan Perbukuan, Balitbang Kemdikbud and Pathway to English for Senior High School X General Programme published by Erlangga. But the main textbook that used by teacher in the class is English Book for SMA/MA X 2013 Curriculum Revised.

As stated by the teacher in the interview as follows:

“There are many reasons why I often take materials from Bahasa Inggris textbook published by Kemdikbud. The first reason is because all materials based on the syllabus

that set in the 2013 curriculum are provided in these book. The second reason is the students can understand more the materials. Examples, tasks, difficult vocabulary of text or conversation are completely available in the textbook.”

From the interview, the result can be known that the material is given based on the syllabus from the ministry of education. Moreover, before teaching the teacher prepared their lesson plan to know what material will be given for students.

The Teaching Media in Teaching Speaking

In the classroom, during the observation, the researcher found that the teacher used media related to the topic in teaching speaking process to attract student attention. Additionally from the observation in the class, whiteboard as a one of media was used in the class by the teacher. Media is used to improve their interest while the teacher is delivering the message. Moreover, in teaching speaking skill directly teacher would give the example of text or material that have been provided in the textbook. As like in the first observation on April 22nd,2021 when the teacher taught about announcement to the students in X MIPA 2, she used textbook during teaching the material. The teacher tried to use media that can be reachable to make the students more interest in teaching and learning. This finding was match with the data in the interview that the teacher maintained as follow:

“I have to consider some aspects which media can be used in teaching speaking skill. The media must be acceptable, visible, usable, and also reachable. The media has to make the student interest to learn in the class. For example, I give explanation about the material in general and usually use power point and choose full color to show the slide. I think the students will not bored during teaching and learning.”

From the interview and observation of teaching material, it can be known that the teacher used media to make the students get the material that explain in the class. Moreover, in teaching speaking the teacher should give the instruction clearly what the students to do and how the students do it.

Considering the teaching media used, we know that many kinds of media are used by the teacher in the class are modern media. White board, board marker, picture, power point, audio speaker, hand phone, and LCD these media could support teaching speaking skill. It makes the students more understand the task and know what activity they will do.

The Assessment of Students’ Speaking Skill

Aspects	Criteria			
	61-70	71-80	81-90	91-100
Fluency	Speaking with many pauses	Speaking too slowly	Speaking generally in normal speech	Speaking fluently
Pronunciation	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation
Accuracy	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consists of many errors	The errors present in speech are so minor so that the message would be easily comprehended
Performance skill	Speaking in volume which is almost inaudible, no facial expression, and not communicative	Mumbling, flat facial expression, and less communicative	Speaking in soft voice, but can understood, good facial expression, and communicative enough	Speaking clearly and loudly, good facial expression, and communicative

Figure 1. The rubric score used by teacher.

In this research, the researcher interviewed the English teacher dealing with the assessment of speaking skill. The observed teacher considered some aspect to assess the students’ speaking skill such as fluency, accuracy, pronunciation, and expression. She took the aspect because she has some reasons.

As stated by the teacher as follow:

“Because sometimes students should be shocked in the conversation but they do not express it. And vocabulary include to the accuracy. I mean diction in the conversation or dialog is include in the structure of statement. Pronunciation also important to say the understandable word. That’s why I classify into some aspects.”

It means that the aspects based on the consideration of the teacher. All of the aspects are include to the standard of the components of oral proficiency. Moreover, the teacher conducted the assessment of students’ speaking skill during the students performed their dialog/ conversation/ presentation in front the class. The observed teacher was familiar with the scoring rubric. Sometime she directly assesses students’ speaking skill in the students’ script to make more efficient and flexible.

The Result of the Students’ Speaking Assessment

Based on the purpose of the assessment that researcher found was to know the students’ speaking ability by performing their speaking ability. If the students’ speaking aspect/components are good, the teacher will give them high score. On the contrary, if the students’ speaking skill are poor, the teacher will give low score. Stated bellow the aspects and the criteria of scoring rubric as follow by the teacher to assess students’ speaking performance

Based on the result of the assessment of X MIPA 2 students’ speaking skill of SMAN 2 Malang that conducted by the teacher has high scores. What the researcher found from the first performance students almost achieved high score. The highest score was initial MAP because she had good pronunciation to pronounce English. The initial NRA got almost perfect score in expression aspect. She used body language and express the dialog well. On the contrary, the initial RAR had the lowest score because he got 65 in fluency.

According to the interview section, the observed teacher usually give the result of the assessment score to the students when they have good performance. Sometimes she shows the score to the students when they have low score. The purpose is to motivate students to speak English better than before.

Based on finding of the research the researcher also connected the relation between the data finding and the theories used for conducting this research. Firstly, the teacher is responsible to make the teaching learning process run well. In the class, teacher has to set all the components of teaching-learning process. The teacher is able to manage and handle the students speaking activities, give example and model for students, choose the material in teaching speaking, explain the material to the students, and create fun and interesting activities and also gives feedback to the students' performance. The teacher could make learner easy to learn because the teacher took role as a guide, facilitator. Students was facilitated by the teacher to learn for that reason students can learn easier because of there is guide or facilitator.

Secondly, the use of the activities for teaching speaking skill of class X MIPA 2 by the teacher could bring the students easy in speaking English. What was found in the findings from the observation that the teacher has already implemented an educated learning activities in the classroom. In this case, she had already understood that his responsibility was to educate his students to be able to face any life challenge someday. As Bashori et al., (2021) faced in her research emotions experienced in the FL classroom, such as anxiety, play a significant role in students' language learning. Two recent meta-analyses provided firm findings for the negative impact of foreign/second language anxiety on language achievement. Besides, the activities applied by the teacher are various, because the students have the different skills and abilities in achieving material given by the teacher.

Based on the findings, teaching activities divided into three steps. They are pre-activity, whist-activity and post-activity. Then, performance was the most important in the teaching speaking activity. According to the interview, some activities that usually teacher uses in the class such as role-play, conversation, individual and group presentation, and discussion. Those activities could intend to facilitate teaching and increase the students' motivation to use English orally and fluently. Based on Parupali in her reaserch cited in Mega & Sugiarto, (2020) the purpose of learning speaking skill are able to communicate with the world society. However good communication happens when the opposite speaker comprehend or understand topic of discussion.

In addition, asking the students to practice their speaking by dialog with their friends is the way to increase their students' speaking skill. Students like to cooperate or communicate each other. They expressed and shared ideas, feeling and emotion to their friends. That's why most of the activities that teacher creates in teaching speaking is in group activity. The end of activity was called post-activity. Feedback, short explanation, and students' opportunity to ask were given after students do speaking activities. The teacher almost used English totally during teaching and learning process. It's one of the way to make students speak up in the class. It seems easy for students to do the speaking activities because the teacher use communicative language and easy instruction in the class. Moreover, it could be proved from the situation of the classroom that the students learn enthusiastically because of the activity which can enjoy and provide the students to explore their talent. As Alotumi, (2021) found students need to get involved in all class discussion, activities, and task improving English speaking competences.

Thirdly, the contribution of the material is needed. In order to build the students' ability in English speaking, the teacher chooses a material that based on the syllabus and 2013 curriculum. The teacher said that the book "English Book for SMA/MA X 2013 Curriculum Revised" was the main material in teaching speaking, because in that book there were a lot of materials that were suitable with speaking activity, but the teacher only chose some material about conversations. It happened also for curriculum in Finland, Finland's current core curriculum for basic education requires that all teachers be linguistically and culturally aware, that attitudes about language and language communities be discussed, and that the role of language in learning, identity building, and socializing into society be understood (Heikkola et al., 2022). Likewise, teacher is able to divide which materials are focused to speaking or other skill.

Fourth, the use of media for teaching English speaking to the students in SMAN 2 Malang was almost useful. Teacher chose media is to help the teacher build the good teaching-learning activity. Media which used in speaking teaching-learning process are picture, textbook but sometimes teacher used the electronic media such as watching movie, power point, LCD projector, and so on. Power point that almost every teach used by teacher. Many researchers conducted a research of using modern technology as the teaching media in teaching speaking. Saed et al., (2021) one of the researchers has been conducted regarding the use of You- Tube as a source of learning in the Jordanian context, especially for improving the speaking skill, a major productive skill for effective communication. Therefore, it is expected that the present study will help bridge this gap by investigating the effect of using YouTube videos in improving Jordanian university students' speaking skills. Modern technology is a useful and powerful tool that is now being used in English classrooms effectively and extensively. Using whiteboard is also needed during teaching and learning process. It will be effective and easy to use because its whiteboard is provided in front of the class. Teacher uses whiteboard when she gives additional information for students that nothing in slide or in the book. Sometimes teacher writes the correction word when she gives feedback for students. Hämäläinen et al., (2021) stated in their study that to better do the variation in the digital competences of teaching professionals, we conduct both measured and self-reported factors that constitute the digital competence of teaching professionals (e.g., skills, attitudes, and knowledge regarding technology). The last, assessment is needed to know and to measure the student' speaking skill. Based on the observation, the writer knows that the results is good, because most of the students get high score. From that information, it means that the students have mastered all of the basic components in English speaking. The component of speaking that teacher classified are fluency, accuracy, pronunciation and expression. Those are fluently, accuracy, pronunciation, and vocabulary. As Kubrica cited in Mega & Sugiarto, (2020) used rubric score to assess students speaking skill that consist of choosing topic, delivering specific purposes, providing suitable supporting materials, utilizing draft pattern, using proper language using various level, tone, and vocal, using suitable grammar, fluency and pronunciation. Based on the findings from the interview with teacher, vocabulary is included to the accuracy. And for the expression is the crucial component of oral communication. The classification is based on the oral communication needed. Students can their conversion or dialog using expression. Teacher conducts the speaking assessment during the students' performance. She records the students' performance and give feedback to the students speaking skill.

Teacher provides feedback to make the students can be better performance later. From the score of the students speaking skill, the observed teacher said that from the first meeting till now students' pronunciation and fluency had improvement. Moreover, they are more confident to show the expression. The teacher also said that she knew her students were able to speak English if they meet with native speaker. Students could communicate using English.

Conclusion

Teaching Speaking Skill of English as Foreign Language in Secondary School Level should be supported by some aspects to make the goal of the teaching speaking process achieve. The English teacher did her role as well during teaching speaking. The English teacher also created fun and enjoy activity from her creativity such as role play, individual or group presentation, discussion, conversation and so on. Moreover, the teacher is known as the communicative person. The teaching materials had been selected and organized in the syllabus of 2013 Curriculum. Then, the media that used to support the English teacher in the classroom. The English teacher made modern technology become useful in teaching speaking skill. Teacher used the media that can be reachable, visible and acceptable to the students. Media can make the situation of the class more alive because media can attract the students' intention and later on the students become interested in learning. The assessment of students' performance analyzed based on their fluency, accuracy, pronunciation and expression. From the score of the students speaking skill, the observed teacher said that from the first meeting till now students' pronunciation and fluency had improvement. Moreover, the students are more confident to show the expression. The teacher also said that she knew her students were able to speak English if they meet native speaker. Students could communicate using English.

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