

**MAKING STUDENTS TO INVOLVE IN SPEAKING THROUGH SENTENCE  
MEMORISING: A CLASSROOM ACTION RESEARCH IN SMPN 4 SAMALANTAN****Andi Abraham<sup>1</sup>**[andi.abraham1979@gmail.com](mailto:andi.abraham1979@gmail.com)<sup>1</sup>SMPN 4 Samalantan<sup>1</sup>**ABSTRACT**

Globalisation has altered how English is utilised in multilingual communities. In order to achieve their purpose, people must be able to interact with one another. The concept of teaching English has evolved to reflect the current global environment. Memorizing a sentence or phrase is considered effective for students because it may help students to increase students' confidence to speak. The research method of this study is classroom action research (CAR). The purpose is to develop new skills or new approaches and to solve problems with direct application to the classroom or working world setting. The participants of the research are the English teacher and the students of VII B of SMPN 4 Samalantan which consists of 32 students. Based on the score obtained in the first cycle, the result in the first cycle indicates that students pass the score equal or greater than 70 as the Minimum involvement Criterion. In the second cycle, students pass the score equal or greater than 70 as the Minimum involvement Criterion. The results of the checklist table in the first and second cycles demonstrated that students are actively participating in speaking class. In the second cycle, students were involved in memorising the sentence, able to memorise the sentence or phrase, enthusiastic in participating in class, and were able to use the sentence or phrase for communicating with their friends.

**Keywords:** *Speaking, Making Students to involve, sentence memorising, SMPN 4 Samalantan*

**INTRODUCTION**

In the current English language teaching, teacher is expected to teach English in order to make English can be utilised for a variety of purposes as a universal language of communication in areas like bureaucracy, academia, social and cultural issues, business, and religion, (Lumettu & Runtuwene, 2018). However, in school the students learn English only during the teaching-learning process; They lack nearby English-speaking individuals with whom to practise, (Sudarsono, 2018). Most of the students lack confidence and are afraid of mistake-taking risks in learning English speaking. Therefore, the students need some trigger to practise speaking in English because there are not any English speakers outside of class. They can share vocabulary to help their English speaking by having other students around or practising self-exercise to expose English. According to Anugraini & Manurung (2020), the students' ability to express thoughts, orders, demands, arguments, opinions, and the like orally is assisted by having a reasonable speaking ability.

The ability to speak English could be an essential need for people to build communication among the people in their environment (Nunan, 1991, p. 39). To most people, mastering speaking is the most important aspect of learning a second or foreign language and the success is measured in terms of the ability to carry out a conversation in the relevant language. English is an international language commonly used as a means of global communication.

In building English communication, the learner needs to practise this language as frequently as possible (Rybold, 2006, p. 21). Practice may make them familiar with the

language. Practice may contribute to building up the skill of speaking and to form a habit for learners with their English. By selecting a certain topic for practice, it will make the training so interesting that the purpose of learning is achieved.

The ability to speak in order to deliver messages to other people in communication is still the target of every student learning English. Many ways such as debating, telling stories and singing in English have been applied in order to be able to speak in English rather than mastering its grammar or merely being able to read the text. However, those activities are not always effective for typical students in certain areas who consider other ways that are appropriate for them to do. One of the ways that can be suggested in order to help students in speaking is memorising the sentence or phrase.

Memorising a sentence or phrase is considered effective for students because it may help students to increase students' confidence to speak. According to Imami (2019) memorization of sentences is good to increase students' confidence to speak up. This method is considered effective in building up vocabulary, clause, and phrase. Furthermore, this method also improves students' speaking improvement. Sentence memorization work to increase students' speaking is through memorization, practice of pronunciation and oral translation. By presenting them with a brief discussion between two persons, memorization is a technique for getting students to talk. They must commit their partner's line to memory in order to finish the exercise. According to Hanson (2010), for the students who want to have a higher skill of speaking, they must have time to memorise during the speaking activities. The students with good memorization have the potential to acquire the target language well, and the students with poor memorization may not be able to speak in the target language at all. The students with good memorization have the potential to acquire the target language well and the students with poor memorization may have significant constraints in performing the speaking ability (Oanh & Hien, 2006). There have been some ways that are conducted in order to help students improve their English-speaking ability. However, there is still no improvement in their speaking due to some factors such as lack of vocabulary, unconfident in speaking. In this case, the writer would like to know whether sentence memorization is able to increase seventh grade students of SMPN 4 Samalantan speaking ability.

## **LITERATURE REVIEW**

### **The Nature of Speaking**

English has become a common foreign language in recent days. In Indonesia, in almost every level of school, English is taught in order to provide students with the ability to speak and communicate with other people. People from different cultural backgrounds move from one place to other places and they must communicate with each other. This situation requires every individual to be able to deliver their intention by speaking English. According to Wee (2021), the movement of people and language resources, in turn, raises interesting challenges and issues for modern understanding of language. It means that globalisation has given opportunities for people to meet and use English as an international language. Mohammed (2020) mentions that globalisation has impacted the English language because it facilitates the integration of various cultures, languages, organisations, and countries from around the world. This has provided an opportunity for people to speak with one another.

The teaching and learning of languages both depend heavily on speaking. Speaking exercises back then were repetitive and drill-based. The primary focus of early ELT methodologies and ideas was on creating positive language learning habits. Acquisition-related mistakes were quickly fixed in order to prevent them in the future. As a result, these techniques favour reception above production. As a result, they prioritised reading and listening over speaking. However, speaking has changed with the introduction of new ELT approaches and techniques, such as the communicative language education approach that arose in the 1970s,

(Guebba, 2021). This change has put more emphasis on enhancing the accuracy and fluency of language learners. To mention a few, dialogues, role plays, storytelling, and image description have all been embraced by teachers as speaking techniques. Speaking, thus, is important because it enables teachers to assess their students' speaking skill level, identify pronunciation issues that pupils run into when speaking, and offer solutions to help them speak more fluently.

Everyone speaks because they live in a society where interpersonal interaction is necessary. Producing and receiving information are both necessary parts of the interactive process of meaning construction that is spoken English. Every average person in the world is able to communicate and understand in order to go about their everyday activities. Speaking can be divided into two categories: dialogue and monologue. When speaking, reporting on events, or presenting a story, a monologue is held and used to convey ideas and information or to portray feelings. When two or more individuals interact with each other, such as during a sale or the teaching and learning process in a classroom, a dialogue is being held.

Speaking is the productive spoken language competence (Siahaan, 2008, p. 2). Speaking is a talent that, in both a first and second language, demands just as much attention as literary skills, according to Harmer (2001, p. 39). The ability to carry on a conversation in the target language is considered to be the single most significant feature of learning a second or foreign language, according to the majority of individuals.

Speaking in class with other students and teachers will give an opportunity for each student to practise their speaking before they face the real speaking with other people. Students sometimes have difficulties giving ideas and they are unconfident with what they say because they seldom use the language before.

Since students have practised speaking in front of others and have learned from their failures, speaking in class may give them the confidence they need to communicate in real conversations. According to (Harmer, 2007, p. 123) there are three main reasons for getting students to speak in the classroom.

- a. Speaking tasks that make students try to use language provides feedback for teachers and students.
- b. The more the students have opportunities to activate language in their brain, the more automatic they use it.
- c. Speaking activities provide rehearsal opportunities.

According to Thornbury, who is referenced by Harmer (2007, p. 123), "talking classrooms" are necessary for the teaching of speaking because they foster a culture of speaking in the classroom. If it is a part of their culture, it means that students will talk with a lot more confidence. If students want to be comfortable speaking in English, they must become accustomed to doing so in the classroom. In order to learn new things and become fully immersed in the language they speak, students must practise speaking and make it a habit. English will become their daily language and a tool for communication if it is used in the classroom frequently.

In choosing materials and topics for discussion when instructing speaking, the teacher is also expected to exercise creativity. They will benefit from being able to take their pupils' responses. The pupils have been able to engage in their speaking class if they can relate a story in a natural way. According to Harmer (2007, p. 130), "...an exercise in which students are encouraged to talk about their favourite object is a variant on asking them to relate personal stories". They consider how they would characterise their favourite item in terms of when they acquired it and whether there are any memorable events connected to it. Group members then share information about their objects with one another before reporting to the class which members of their group stood out as distinctive or fascinating.

Before they share their opinions or perform in front of the class, students need a model. Some students want a model or feature from the teacher since they occasionally lack confidence

when it comes to initiating conversations. By using the model, students get the opportunity to see what other students or the teacher are doing. They will receive a description in the process of creating their own sentence and will be assisted in developing their own performance as a result. Based on the needs of the students, the model changes. Nation & Newton (2009, p. 30) cite one method of teaching speaking as evidence for the claim. The method that is described here enables students to develop spoken language, primarily in single-sentence turns. The first method on the list below focuses on asking questions. Since the activities frequently include guessing or competition, the learners' attention will be primarily on the message. Since most teaching methods have students utilise similar types of words in front of the class, there is a possibility for students to observe what others are doing and use it to enhance their own performance. Thus, learning by understanding, noticing, comparing, and applying is made possible by the design elements of modelled repeating turn-taking, heterogeneous proficiency groups, and productive tasks.

### **Sentence Memorization**

Sentence memorization is the strategy that is offered in this writing in order to help students to learn to speak in English. Memorization is taken as a strategy because it is considered that students are good at memorising the sentence and repeating the sentence based on the instruction given by the teacher. Memorization of English sentences is a quick and effective technique for improving speaking ability. The three elements that make up this strategy's major component are practising your English pronunciation, memorising brief sentences, and prompt oral translation.

In this activity, the students will be given sentences in English in every meeting and students are supposed to memorise the sentence or phrase in order to help them get ideas to talk about something with their classmates. The sentences are prepared by the teacher and students are supposed to memorise the sentence when the teacher asks them to do so. This activity is supposed to give opportunities to students to expose English words or phrases that might be useful for their English development.

An example of activities that can be done by students according to Agoestyowati (2007) in memorising activities are as follows: Teachers make sentences or take any sentence from any resource and ask students to memorise the sentence. After the students are given time to memorise the sentence, the teacher asks students to memorise all the sentences given to them. This activity continued until the last students in the class memorised their sentence, and the teacher identified whether all students were able to memorise the sentence and how they reacted toward the activity. This memorization is beneficial for students because it will help them to remember the words and sentences when they want to speak English, (Imami, 2019).

## **METHODOLOGY**

### ***Research design***

The research method of this study is classroom action research (CAR). According to Lodico et. al. (2010), CAR is viewed as a device to improve the quality of teaching learning ability in the physical classroom. Beside solving diagnosed problems in conditional classroom activity, CAR also helps the teacher through any new methods, skills, and strategies through pair-teaching between the researcher and the teacher as collaborative study.

The purpose of action research is to develop new skills or new approaches and to solve problems with direct application to the classroom or working world setting. Classroom action research is action research which is carried out at the classroom aimed to improve learning practice quality. It means that this method can help the quality of teaching learning ability and solve real problems in the classroom through new methods, skills, and strategies through collaboration between researcher and teacher.

### **Subject of research**

The participants of the research are the English teacher as collaborator and the students of VII B of SMPN 4 Samalantan which consists of 32 students. According to Efron & Ravid (2013), The participants of the research study are the people who affect or are affected by the issue under investigation. Their actions, behaviours, or perceptions should contribute valuable information that will enable you to answer your research question. This class is selected since students in this class have some problems regarding their speaking skills. They are poor in speaking skills and have no idea how to start English sentences because it is the first year they are in junior high school and they were never exposed to the English language when they were in elementary school. Moreover, they have problems such as being unconfident, passive and unmotivated which make it difficult to teach them.

### **Tools of data collecting**

The data collection effort is purposeful, deliberate, organised, and systematic. The information we gather from our data may serve as evidence that confirms our insights and validates our intuition: tape recording data, experiments, journal, questionnaires, interviews, observation, and test, (Efron & Ravid, 2013). For this classroom action research, the writer used two instruments for observing the process of the research, and the tools are observation checklist and Fieldnotes.

### **Observation Checklist**

Observation checklist is one of the tools used to collect the data in classroom action research. According to Efron & Ravid (2013), a checklist is made up of a predetermined list of behaviours or activities that are the focus of the observer's attention. In order to develop a useful checklist, the observed behaviours should be defined and be separated into their components (e.g., "The students concentrate on their work"; "The student sways on his chair."). Checklists allow you to track the development of behaviours over time or across settings. Lodico, et.al (2010, p. 117)". The observation was conducted to observe teaching- learning speaking skill in the real classroom activities of seven-grade students of SMPN 4 Samalantan. These observation checklists used a checklist (✓) of suggestion in the form of Yes or No proposed by (Efron & Ravid, 2013, p. 97). Moreover, according to Luoma (2004), checklists are useful for giving diagnostic feedback, however the degree of their usefulness depends on the perceptiveness of the features of the list.

Table 1. Item of students' involvement

<b>Number of Items</b>	<b>Students' action</b>	<b>Yes</b>	<b>No</b>
1	Students follow the lesson actively		
2	Students try to use English in the teaching learning process		
3	When performing, students are enthusiast in memorising sentence in English		
4	Students are being motivated to speak English		
5	Students brave to show the result of their memorising result to the class		
6	Students are able to memorise all the sentences given by teacher		
7	Students speak spontaneously after memorising the sentence		
8	Students follow the direction of the discussion		
9	Students listen when other speak		
10	Students are curious to get involved in the activity.		

Source: Luoma (2004, p. 79) Modified

### **Field Note**

The researcher uses descriptive notes in order to take any information in the running classroom action research. It is used because the researcher wants to record what happened during the observation without inferring feelings or responses to what is happening. In the descriptive notes, describe the physical setting; provide a verbal portrait of the participants; record the acts, activities, and events that take place; and document conversations verbatim, (Efron & Ravid, 2013). The following is the example of a descriptive field note in taking the data according to (Efron & Ravid, 2013). The following is the checklist table used in this research.

### Data Analysis

In data analysis, the researcher is going to use triangulation in order to process the data obtained from the students. According to Lodico et al, (2010), Action researchers use many data analysis strategies. Like qualitative researchers, action researchers collect multiple forms of data, and decisions must be made about how to organise and review the data. Craig cited in Lodico et al, (2010) recommends setting up a triangulation matrix to identify which data will be used to help answer each sub question. In this matrix, each sub question is listed in the first column and the types of data being used to think about each sub question are listed in the row for that question along with the type of data analysis to be performed. The matrix identifies which types of data should be compared during the data analysis.

### Mean score measurement

The researcher first of all analyses the students' score from the checklist table to know the students' action in the first and second cycle. The average means score is used to classify the qualification of the students' action or behaviour in conducting the sentence memorising. The formula is qualified as follow:

$$M = \frac{\Sigma X}{N}$$

- M = The average percentage of students' performance  
 ΣX = The sum of percentage of students' performance  
 N = The number of students being observed

In order to know whether sentence memorising could make students involve and improve in speaking, the researcher conducts an observation in every meeting that the indicator of students' involvement can be seen in the observation checklist table and from the field note that is obtained from the collaborator. From the observation checklist table, the students' action could determine the students' improvement in conducting the strategy.

To know whether sentence memorising could involve students in speaking in English, the researcher conducts an observation in every meeting that indicates students' involvement that can be seen from the observation checklist table. From the observation checklist table, the students' action could determine the students' involvement in conducting the technique. The qualification to know whether students involved in speaking through sentence memorising is as follow:

Table 2. Speaking Rubric

Percentage	Qualification
80-100	The students are actively involved
60-79	The students are involved
50-59	The students are not really involved
0-49	The students are not involved at all

*Adapted from Heaton (1988, p. 96)*

### FINDINGS

**First cycle of checklist table**

In the first cycle, the researcher started the class as usual by greeting and checking students' presence because that is the routine lesson introduced to students. After the process in introduction is done, the researcher starts to teach the students with the text book and gives them assignments by asking them to memorise the English sentences that frequently appear in the topic and used to express certain purposes. During the class, the collaborator observed the class activities and took some information from the checklist table and note. The checklist table obtained from the first cycle is presented as follow:

Table 3. Students' checklist table record first cycle

No	Students Initial	Students' Action										Score (%)
		1	2	3	4	5	6	7	8	9	10	
1	Ai	√	√	√	√	√	√	√	√	√	√	90
2	Bdr	√	√		√	√	√	√	√	√	√	90
3	Lg	√		√		√	√	√	√	√	√	80
4	Ms	√		√		√	√	√	√	√		70
5	Bd	√	√	√	√	√	√	√	√	√	√	100
6	Tn	√			√	√	√	√	√	√	√	80
7	Cc	√	√	√	√	√	√	√	√	√	√	100
8	Ss	√	√	√	√	√	√	√	√	√	√	100
9	Si	√	√	√	√	√	√	√	√	√	√	100
10	So	√		√	√	√	√	√	√	√	√	90
11	Ae	√		√	√	√	√	√	√	√	√	90
12	Be	√	√	√	√	√	√	√	√	√	√	100
13	Bi	√			√	√	√	√		√	√	90
14	Fm	√		√	√	√	√	√	√	√	√	90
15	Bc	√		√	√	√	√	√	√	√	√	90
16	Dd	√	√	√	√	√	√	√	√	√	√	100
17	Ca				√	√	√	√	√	√	√	70
18	Gu		√		√	√	√	√	√	√	√	80
19	Pt	√		√		√	√	√	√	√	√	80
20	Yl	√	√	√	√	√	√	√	√	√	√	100
21	Ad	√	√	√	√	√	√	√	√	√	√	100
22	Sn	√	√	√	√	√	√	√	√	√	√	100
23	Wl	√	√	√	√	√	√	√	√	√	√	100
24	Kd	√	√	√	√	√	√	√	√	√	√	100
25	Sp	√	√			√	√	√	√	√	√	80
26	Tt	√	√			√	√	√	√	√	√	80
27	Pu	√	√	√			√	√	√	√	√	80
28	Pr	√		√	√	√	√	√	√	√		80
29	Di	√	√	√			√	√	√		√	70
30	Bk	√	√	√	√	√	√	√	√	√	√	100
31	Kl	√			√	√	√	√	√	√	√	80
32	Jh	√	√		√	√	√	√	√		√	80
<b>TOTAL SCORE</b>											<b>2.840</b>	

Based on the result of the students' checklist table checked by collaborator, the researcher put the score in the following formula:

$$M = \frac{2.840}{32} = 88.75$$

Table 4. Students' checklist table record second cycle

No	Students Initial	Students' Action										Score (%)
		1	2	3	4	5	6	7	8	9	10	
1	Ai	√	√	√	√	√	√	√	√	√	√	100
2	Bdr	√	√		√	√	√	√	√	√	√	90
3	Lg	√		√	√	√	√	√	√	√	√	90
4	Ms	√		√	√	√	√	√	√	√	√	90
5	Bd	√	√	√	√	√	√	√	√	√	√	100
6	Tn	√		√	√	√	√	√	√	√	√	90
7	Cc	√	√	√	√	√	√	√	√	√	√	100
8	Ss	√	√	√	√	√	√	√	√	√	√	100
9	Si	√	√	√	√	√	√	√	√	√	√	100
10	So	√		√	√	√	√	√	√	√	√	90
11	Ae	√		√	√	√	√	√	√	√	√	90
12	Be	√	√	√	√	√	√	√	√	√	√	100
13	Bi	√	√	√	√	√	√	√		√	√	90
14	Fm	√	√	√	√	√	√	√	√	√	√	100
15	Bc	√	√	√	√	√	√	√	√	√	√	100
16	Dd	√	√	√	√	√	√	√	√	√	√	90
17	Ca	√	√		√	√	√	√	√	√	√	90
18	Gu	√	√		√	√	√	√	√	√	√	90
19	Pt	√	√	√		√	√	√	√	√	√	90
20	Yl	√	√	√	√	√	√	√	√	√	√	100
21	Ad	√	√	√	√	√	√	√	√	√	√	100
22	Sn	√	√	√	√	√	√	√	√	√	√	100
23	Wl	√	√	√	√	√	√	√	√	√	√	100
24	Kd	√	√	√	√	√	√	√	√	√	√	100
25	Sp	√	√		√	√	√	√	√	√	√	90
26	Tt	√	√		√	√	√	√	√	√	√	90
27	Pu	√	√	√	√	√	√	√	√	√	√	100
28	Pr	√	√	√	√	√	√	√	√	√		90
29	Di	√	√	√	√	√	√	√	√		√	90
30	Bk	√	√	√	√	√	√	√	√	√	√	100
31	Kl	√		√	√	√	√	√	√	√	√	90
32	Jh	√	√		√	√	√	√	√	√	√	90
<b>TOTAL SCORE</b>											<b>3.030</b>	

Based on the result of the students' checklist table checked by collaborator, the researcher put the score in the following formula:

$$M = \frac{3.030}{32} = 94,7$$

Based on the score obtained, the result in the second cycle indicates that students pass the score equal or greater than 70 as the minimum involvement Criterion.

#### 4.2.1 First cycle

The data in the first cycle consist of a checklist table and field note. From the checklist table, it can be explained that students 32 students follow the lesson actively, 20 students try to use English in the teaching learning process, 23 When performing, students are enthusiast in memorising sentence in English, 26 students are being motivated to speak English, 29 students brave to show the result of their memorising result to the class, 32 students are able to memorise all the sentences given by teacher, 32 students speak spontaneously after memorising the sentence, 31 students follow the direction of the discussion, 30 students listen when other speak, and 30 students are curious to get involved in the activity. The number of students is actively involved in speaking or willing to participate to speak when teacher ask them to memorise English sentence indicate that sentence memorising is in line with Harmer, 2007, p. 123) that speaking task that makes students try to use language provides feedback for teacher and students, the more the students have opportunities to activate of language in their brain, the more automatic they use it, and speaking activities provide rehearsal opportunity.

#### **4.2.2Second cycle**

The data in the first cycle consist of a checklist table and field note. From the checklist table, it can be explained that students 32 students follow the lesson actively, 26 students try to use English in the teaching learning process, 26 When performing, students are enthusiast in memorising sentence in English, 31 students are being motivated to speak English, 32 students brave to show the result of their memorising result to the class, 32 students are able to memorise all the sentences given by teacher, 32 students speak spontaneously after memorising the sentence, 31 students follow the direction of the discussion, 31 students listen when other speak, and 31 students are curious to get involved in the activity. There is an improvement in numbers in the second cycle related to students' participation. All students show that they are willing to participate. It is in line with Newton (2009, p. 30) citing one method of teaching speaking as evidence for the claim. The method that is described here enables students to develop spoken language, primarily in single-sentence turns.

### **CONCLUSION**

The results of the checklist table in the first and second cycles demonstrated that students are actively participating in speaking class. The majority of students were involved in remembering the sentence and were able to memorise the language or phrase, were excited in participating in class, and could utilise the sentence or phrase to communicate with their friends, particularly in describing their friends. It means that sentence memorising has provided an excellent opportunity for students who enrol in English classes, particularly in terms of speaking ability. The checklist table score indicates that the pupils scored between 70 and 100. The lowest of the minimum criteria for passing the English class is 70. Furthermore, in the second cycle, the majority of students were involved in memorising the sentence and were able to memorise the sentence or phrase, were enthusiastic in participating in class, and were able to use the sentence or phrase for communicating with their friends, particularly in offering something to their friends. It can be seen that the mean score of students in the second cycle increased from the previous cycle, indicating that the students grew used to the method and got along well with it in the second cycle.

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