

STORYTELLING TECHNIQUE ASSISTED WITH THE PERSONAL PHOTOGRAPH IN TEACHING SPEAKING SKILL

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Article History

Received:
March 15, 2022
Revised:
September 19, 2022
Accepted:
September 20, 2022
Published:
September 30, 2022

Abstract

This research is Classroom Action Research about Improving the Quality of the Teaching and Learning of Speaking Skill through implementing Storytelling Technique assisted with The Personal Photograph. The main objectives of the research were: (1) to improve the students' speaking skill in English lesson which were integrated with the other skills, such as listening, reading and writing. (2) to improve the students' ability in using the language aspects, such as vocabulary, grammar and pronunciation having a direct correspondence to speaking skill. Making used of the classroom action-based research procedure, the result of the study conveyed that implementing storytelling assisted with the personal photograph could improve the students' speaking skill. It could also improve their ability to use the aspects of the language, such as vocabulary, grammar and pronunciation.

Keywords: *Storytelling, Personal Photograph, Speaking Skill.*

Introduction

English plays an important role in the process of modernization as an International Language. Indonesian government chooses English as the first foreign language to be taught, starting from junior high school to the level of Senior High School, and one of the general courses at the university level. English is an essential part of our curriculum because it is a compulsory subject both at the junior high school and high school / vocational level. It is being a graduation requirement for a bachelor's degree, with a TOEFL score target system (Test of English as a foreign language). Implementing the School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan - KTSP*) by each education level, in learning English, students are expected to have adequate competence in using English.

The targeted competency standard is that students can communicate both orally and in writing fluently and accurately according to their social context (Purnama et al., 2019). Therefore, teachers should direct learning to have adequate competence in four language skills in the learning process, namely: listening, speaking, reading, and writing. With attention to these four skills, the main goal of learning English is

that students can communicate orally and in writing can be achieved (Hasanah et al., 2020). Learning the speaking skills is one of four skills in English that must be learned and mastered following the stages of language acquisition for students in Junior High School.

The researcher's experience as an English teacher at SMP Negeri 1 Parepare for several years, especially in learning and teaching speaking skill, found that most students were not interested in learning to spoke because: (1) They lack of vocabulary, (2) They were afraid to make mistakes in pronunciation, so that they feel ashamed to speak both in front of their friends and the teacher. (3) Students do not have enough motivation to speak, so only a few students will take part.

What is stated by the researcher has similarities with Rahman et al.'s (2022) opinion saying that several things cause speaking activities unsuccessful, including (1) students do not have sufficient motivation in speaking (2) only a few students will take part, and (3) teachers often dominate the conversation. It can also happen when students lose their interest and are enthusiastic (Keller et al., 2017).

From the results of informal interviews with several students, it was found that since learning English in elementary school, their teachers have placed more emphasis on teaching vocabulary and reading, namely by reading texts, followed by activities to complete tasks in textbooks, both individually and in groups. Then proceed with writing answers on the whiteboard, which is then corrected by the teacher. It can be said that the skills taught are an integration of reading and writing (but not actual writing).

Students also admit that speaking exercises, such as storytelling or dialogue, are rarely done. Even if it is carried out only in dialogue by reading textbooks in front of the class, without giving directions to students to carry out dialogues based on students' daily lives (Sosas, 2021). In their opinion, learning the speaking skills is very important, and speaking skills, especially relating to students' daily situations, are very necessary.

Contextual Teaching and Learning (CTL) which was launched simultaneously with introducing a competency-based curriculum, which stated that the contextual approach is a learning concept that helps teachers relate the material being taught to students' real-world situations. It encourages students to make connections between their knowledge and its application in everyday life as members of the family and society (Wahyuningsih, 2017). CTL approach can be seen as description of the concept of education development, growth, problems and how to overcome it (Risan et al., 2021).

Based on the problems, the researcher considers these problems are very urgent to be solved immediately. For this reason, researchers try to apply the use of storytelling techniques assisted by a personal photograph as an effort to improve the quality of learning speaking skills through integrative learning. By integrating several

skills related to speaking skills, such as listening, reading, and writing skills and supporting linguistic aspects such as vocabulary, grammar and pronunciation. English teachers must increase students' learning motivation by using various effective ways so that the learning process in the classroom will be enjoyable (Ali, 2020). Hedge (2003) states that the biggest problem in the teaching and learning process is how to make students not bored with learning. Students can often predict what will happen in class from the beginning to the end of the meeting because the activities to be carried out are relatively the same as the previous activities.

From these considerations, researchers are also encouraged to use storytelling techniques to know whether this technique can achieve maximum results for students. Modifications were made by using personal photograph media to make learning more interesting and challenging and motivate students to speak according to their experiences based on their photos. According to Hidayatullah (2019), personal photographs can improve students' speaking skills and help build and express ideas. The same opinion by Savignon (Savignon, 2022) is that through photographs taken by themselves, students can find out the situation when taking pictures to imagine the context when they will talk about the photograph.

Based on some of the previous research results, the researchers used personal photographs intending to improve the quality of learning in schools, especially in improving students' speaking skills.

Method

This research is Classroom Action Research. In principle, this research was held in 3 cycles, where each cycle comprises (1) planning, (2) actions, (3) observing, and (4) reflection. The steps taken in conducting this classroom action research are:

- 1) Planning, the researcher made a Learning Preparation Plan (RPP) for three cycles and nine meetings. The researcher adjusted to the Competency Standards and essential competencies in the content standards for the even semester of class VII.
- 2) Action, it was taken to optimize English learning at SMP Negeri 1 Parepare involving all students in class VII.8, is to use storytelling learning techniques assisted by personal photograph, where students are directed to take part actively in class activities through varied activities by integrating all language skills and aspects of language such as grammar, vocabulary, and pronunciation.
- 3) Observing, it was carried out 10 times, comprising 1 initial monitoring and 9 observations during three cycles (9 meetings). The things observed in every meeting are the implementation of teaching and learning process, which implements storytelling techniques assisted by personal photograph. This monitoring activity was carried out by researchers using unstructured observation sheets and researcher diaries.

4) Reflection, by seeing the result of the observation that showed the weakness and the strength of the action. The results of monitoring and evaluation of this research was carried out at the end of each meeting and at the end of a cycle to see the students' English language skills, especially speaking skills (storytelling), which involve linguistic aspects such as grammar, vocabulary, and pronunciation (Hasanah et al., 2021). From the analysis results, it will be known whether there is a need for an additional effort to optimize English learning, especially for students who are still categorized as poor after being given the action. The researcher can decide whether to stop the treatment or replay another action.

The criteria for assessing verbal communication skills will follow a scale (1-5), speaking ability is seen from 5 variables (Harris, 2019), they are pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 1. Assessment based on Pronunciation

Score	Criteria
5	Has few traces of foreign accent
4	Always intelligible, though one is conscious a definite accent
3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem, must be frequently asked to repeat.
1	Having pronunciation problems so it can't be understood

Table 2. Assessment based on Grammar

Score	Criteria
5	Making small mistakes without reducing the meaning of the information
4	Sometimes make mistakes e.g.: wording but understandable meaning
3	Making a mistake that need to be repeated to confirm the meaning
2	Often make mistakes so that the meaning is not clear.
1	Often make mistakes that are difficult to understand.

Table 3. Assessment based on Vocabulary

Score	Criteria
5	The right choice of words, like a native speaker
4	Occasionally choose words that are not appropriate but do not reduce the meaning.
3	Sometimes uses the wrong word so it needs clarification of the meaning
2	Using the wrong words over and over again makes it difficult to understand
1	Has serious difficulty in using words so that they cannot be understood.

Table 4. Assessment based on Fluency

Score	Criteria
5	Speak very fluently like a native speaker
4	Speaks less fluently because of minor problems in vocabulary.
3	Sometimes it is hampered by thinking about the choice of words so that speaking often stops for a moment.
2	Often stops and hesitates.
1	Very slow because it has a serious language problem.

Table 5. Assessment based on Comprehension

Score	Criteria
5	Understand the material very well so that it can tell the story well.
4	Understand the material well but sometimes repeat in telling the story.
3	Having problems understanding that are not serious and understand immediately after repetition so that they are quite able to tell the story.
2	Having difficulty understanding the material so less able to tell the story.
1	Does not understand the material so cannot reveal the story.

The Minimum Completeness Criteria (MCC) required in this study is 77%, following the MCC that has been set for the class VII English subject, which is a value of 77 with the level of achievement of learning improvement using this technique is a good category.

Score Interpretation

To interpret the score achieved by each student, the researcher adopted the score conversion rules through the benchmark reference assessment set by the Ministry of Education and Culture (1994:52).

Table 6. The Score Achievements

Score	Achievement	Level/Category
A	85% - 100%	Very Good
B	70% - 84%	Good
C	55% - 69%	Fair
D	45% - 54%	Poor
E	0,0% - 44%	Very Poor

Technique Collecting Data

The data in this study were collected through the following steps:

1. Preliminary data was obtained from the value of the daily test before the remedy was held.
2. Preliminary data was reviewed to find the optimal solution strategy.

3. Implementation of cycle 1 consisted of 3 meetings for the learning process and 1 meeting for the final test.
4. Reflection of results in cycle I
5. Implementation of cycle II consisted of 3 meetings with 2 times meeting for the learning process and 1 meeting for the final test.
6. Reflection of results in cycle II
7. Implementation of cycle III consisted of 3 times meeting for the implementation of the learning process and 1 time meeting for the implementation of the final test.
8. Reflection of results in cycle III.

Technique Analysis Data

The collected data were analyzed descriptively. Data related to the test were analyzed by calculating the mean score covering the five assessed aspects mentioned (Harris, 2019). The results are then interpreted qualitatively to determine the achievement criteria. Meanwhile, the data collected through questionnaires were analyzed by finding the percentage of students who chose specific options. The formula used is:

$$\% = \frac{\text{Number of subjects who chose items}}{\text{Number of Subjects}} \times 100\%$$

Finally, the data obtained from unstructured observations were analyzed qualitatively.

Results

The result of the daily test results before the remedial was carried out, especially on speaking skills, obtained by students from the linguistic aspects of oral communication, which included speech, grammar, vocabulary, fluency, and comprehension.

Table 7. Data on Student Daily Test Results Before Remedial

Aspect	Average	Percentage of Maximum Score (5)
Speech	1,31	26,9%
Grammar	1,21	23,75%
Vocabulary	1.21	23,75%
Fluency	1,21	23,75%
Comprehension	1,15	23,1%
Average	1,21	24,12%
Category	Very Poor	

The table shows that the average of all linguistic aspects scored was 1.21 (26.9%). This achievement is of course still far from the Minimum Completeness Criteria (MCC) that the value has been determined is 77%. By looking at the averages

for each of the linguistic aspects in the table, it can be seen that the student's language skills, which include aspects of speech, grammar, vocabulary, fluency and comprehension are still very poor. Of the five aspects assessed, the ability to comprehend spoken text was the most problematic 1,15(23,1%) then the percentages of grammar vocabulary, and fluency were all 23,75%. And then speech was 26,9%. Based on the category of level achievement, it could be considered was very poor.

From the preliminary data above, it is known that in general, the ability of students to speak using English is still very poor, this can be seen all of students (32 students) got less than 45% that was categorised very poor.

Cycle I

The data from the post-test 1 analysis can be seen in the following table:

Table 8. Data of students' Oral Communication Ability Results in Post Test 1

Aspects	Post Test 1	Percentage from Maximum Score(5)
Speech	3,06	61,25%
Grammar	3,15	63,12%
Vocabulary	3,18	63,75%
Fluency	3,06	61,25%
Comprehension	3,03	60,62%
Average	3,31	62%
Category	Fair	

The table above shows that students' communication skills have reached the fair category with an average of 3.06 (61.25%). Of the five aspects of the assessment, students' abilities in vocabulary and comprehension aspects were the lowest, with an average of 3.03, followed by speech and fluency were 3,06. The acquisition shows that students' abilities have reached the fair category in each language aspect. However, the results obtained have not yet reached the minimum completeness criteria of 77% or MCC 77.

Cycle II

Data from post-test 2 which shows how students' ability to communicate orally after being given a follow-up cycle can be seen in the following table:

Table 9. Data Results of Students' Oral Communication Ability in Post Test 2

Aspect	Post Test 2	Percentage from Maximum Score (5)
Speech	3,25	65%
Grammar	3,28	65,62%
Vocabulary	3,31	66,25%
Fluency	3,28	65,62%
Comprehension	3,28	65,62%
Average	3,27	65,37%
Category	Fair	

The table above shows that students' communication skills are still in the fair category with an average value of 3.27 (65%) of the maximum score 5. From the five aspects of the assessment, students' vocabulary in speaking got the highest score of 3.31 (66,25%) but still in the fair category. Followed by grammar, fluency, and comprehension, the all three got a score of 3.28 (65.62%) in the fair category. From the five aspects of the assessment, the speech aspect was the lowest, with a score of 3.25 (65%) as in the fair category.

Cycle III

This cycle was held to find out how far the improvement in students' speaking ability after seeing the results of the previous two cycles.

Table 10. Data of Students' Oral Communication Ability Results in Post Test 3

Aspect	Post Test 3	Percentage from Maximum Score (5)
Speech	3,59	71,25%
Grammar	3,53	70,62%
Vocabulary	3,53	70,62%
Fluency	3,43	68,75%
Comprehension	3,43	68,75%
Average	3,50	70,5%
Category	Good	

The table above shows that students' communication skills are categorized as good, with an average of 3.50 (70.75%) of the maximum score). Of the five aspects of the assessment, speech got the highest score, namely 3.59. with a good category, as well as other abilities such as grammar and vocabulary have reached a good category and achieved a score of 3.53 (70.62%) and the ability to comprehend stories and fluency was categorized fair with an average for both, namely 3, 43 (68.75%).

From all test results, starting from the preliminary data on student scores before taking action, post-test 1 to post-test 3, the researcher believes that this study has succeeded in improving students' oral communication skills, seen from the very sharp increase in students' speaking abilities from initial conditions to post-test III.

Discussion

Based on the preliminary data got, it shows that they still have problems in oral communication. The data also shows that in speaking, students still need to improve their abilities because of these skills. They are still very problematic in using all aspects of language with an average achievement of below 2 (1.21) in the very poor category.

It is stated that in speaking skills, it shows how big the problems faced by students in speech which is a prerequisite for good and correct speaking. So, what is conveyed will be tense if it is conveyed with the wrong words. Likewise, in terms of students' speaking grammar, their were classified as poor. Regarding the use of vocabulary and the fluency in speaking, the average was was in the very poor

category. in terms of comprehension, their ability to understand the content of the story is classified as very poor. Based on the data, it is necessary to pursue strategies to improve students' ability to speak English. The technique pursued in this research is the personal photograph-assisted storytelling technique.

In post-test 1, in terms of the ability to pronounce words with the correct pronunciation in speaking, the students' mean score is 3.06, which was categorized fair. In terms of the ability to use grammar, the achievement of the average score on the speaking test was 3.15, which is categorized as fair. It can be concluded that in using grammar, students have increased not only in terms of the average achievement of each aspect assessed but also from the number of students who have increased from these aspects. In the vocabulary aspect, students' ability to use the correct vocabulary in speaking was categorized fair, with an average of 3.18. Regarding fluency, the average score of students in post-test 1 was 3.06 (61.25%), which was quite fluent. And the student's comprehension was raised up to fair category 3.03 (60,62%).

The questionnaire results at the end of cycle 1 reveal additional findings that refer to students' opinions on the activities they have taken part in. All students agree with the emphasis of learning on speaking skills, whereas out of 32 students, 17 (53.12%) strongly agree and the remaining 14 (43.75%) agree, 1 student (3.12%) disagrees. To use the storytelling technique, 13 people (40.62%) strongly agree, and 19 students (59.38%) agree.

From the results of observations found: (1) student-student interaction is good where, in speaking, they are active and share stories with their classmates, (2) student-teacher interaction is also running well. Every student finds a difficult word, they don't hesitate to ask the teacher the meaning of a word they don't know. (3) Students' courage in telling stories is also quite good, but some students seem afraid to go forward. (4) Their participation in teaching and learning activities is categorized as good, which is aimed at good cooperation and practicing speaking, being serious in carrying out good assignments in writing summary and storytelling. (5) Their motivation and enthusiasm in learning is quite good where the class atmosphere is responsive.

Following the findings above, both from the results of tests, questionnaires and observations, to improve students' speaking and writing skills by looking at the aspects being assessed, technique modifications were carried out in cycle II, namely: (1) doing repetition drill of difficult words in the text to help improve students' ability to pronounce words, understand the meaning and remember the spelling of the words, (2) emphasize the use of Simple Present Tense and Simple Past Tense for stories about facts in the text and past activities, and inserting knowledge about possessive adjective, possession with apostrophe ('), (3) asking the use of the Simple Present Tense and Simple Past Tense, these two activities are aimed at helping students

understand the tense so that they are helped in speaking, (4) providing more opportunities in practice talking to my classmate and other friends behind them and in front of them to improve fluency of speech. This is all done to avoid the same error in the next cycle.

The results achieved in cycle II turned out to have shown an increase in students' ability in oral communication, starting with learning activities by listening to stories from the teacher, then proceeding with making drafts of stories by students which were then told to their classmates and in front of the class until post-test 2, namely the speaking test. In using grammar, the average achieved by students is 3.28 (65.62% of the maximum score). Here, there is still 1 student (3.12%) who got a score of 2, and there were also 10 students (31.25%) who got a score 4 with good criteria, 21 (65.62%) got a score of 3 with fair criteria.

Although in the second cycle the students' speaking ability had progressed, which was shown by the increase in the acquisition of the mean score of 3.27 (65.37%) which was categorized as fair. All aspects of language that were measured also get a fair score. This showed that all aspects still need attention. Therefore, in cycle III, the modifications made are: (1) repetition drill is still being used to help pronunciation, (2) provides a handout summary of the use of the Simple Present Tense in the text and provides exercises addition to help improve grammatical understanding, (3) ask students to read texts and tell stories to several friends not only their classmates to help improve speaking fluency.

From the results of observations of class activities, the following findings could be revealed: (1) student interactions with other students in discussing words with their friends were good as well as when telling stories to each other, (2) student and teacher interactions were also good where students and teachers ask and answer each other in interpreting difficult words, (3) the frequency with which students ask questions was good. Whenever they encounter difficulties, they talk about it with friends and teachers, (4) their courage to tell stories has increased where the children who previously looked less daring can now tell stories even with repetition, (5) students were earnest in telling stories. Carry out activities both in listening to stories and telling stories. No students were doing other things. There was no longer like the words: 'ouch', 'ah' heard when the teacher gives assignments. This means that they did not mind doing activities, (6) the motivation and enthusiasm of students to speak very well, and the class atmosphere was very responsive, which was shown by their enthusiasm to prepare stories, they wanted to speak quickly so they could show their abilities in front of the class.

From the above findings, it could be concluded that the students' speaking ability has shown an increase in the second cycle. However, the results obtained have not yet reached the minimum score; therefore, they still need to be addressed. Likewise, some students still feel they do not dare to speak, so in cycle III, the

storytelling technique is attempted to be used as in cycle II. However, slight modifications are made, such as (1) providing a handout summary of the use of simple present and simple past tense and additional exercises so that students understand better. In using this tense, (2) asking students to practice telling stories with their friends over and over, not only with their classmates but also with friends in front and behind them, besides practicing fluency but also to make them fully understand the content before telling stories, (3) activities storytelling was also carried out in session 2 to give more time to learn to speak.

Post-test III shows that the students' speaking ability was categorized as good. This can be seen from the average got by students on the final test, which was 3.50 (70.5%) from 3.27 (65.37%) previously. Of the five aspects assessed, the speech aspect got the highest score, with an average of 3.59 (71.25%) in the good category. Followed by aspects of grammar and vocabulary, both aspects got an average of 3.53 (70.62%), which is also a good category. Followed by aspects of fluency and comprehension, they both got the same average and score, namely 3.43 (68.75%) in a fair category.

From the observations, it could be seen that students were still enthusiastic about participating in learning, especially the last material studied about shopping, which was never separated from their lives. The findings according to the observation sheet were: (1) student interaction with other students is good, students actively ask questions about difficult words and tell stories to each other, (2) interaction between students and teachers was also good, students were no longer burdened with asking questions. The difficulty with the teacher, they sometimes looked for the teacher in front of the class to ask questions, (3) their courage to ask and tell stories was quite increased, no one did not want to be appointed to come forward, there was even a tendency for students to scramble to come forward. (4) their motivation and enthusiasm for learning were very good. They were very enthusiastic about taking lessons and carrying out assigned tasks. Some of them smiled and nodded their heads as a sign that they enjoyed the stories they heard and understood the contents. (5) the atmosphere in the class became serious when they told stories.

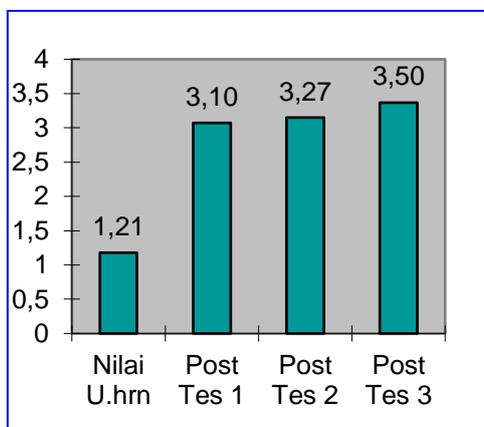
Table 11. Data of Students' Speaking Ability Improvement from Daily Test Values to Posttest 3

Test	Mean Score	Percentage (%)	Category
Score Daily Test	1.54	24,12%	Very Poor
Post -Tes I	3.10	62%	Fair
Post – Tes II	3.27	65,37%	Fair
Post – Tes III	3.50	70,5%	Good

The table above shows that at the beginning, before the storytelling technique was applied, students' oral communication skills were very poor with an average of

1.18. This score is of course very far from the standard category. Then this score increased sharply to 3.15 in post-test 2, and to 3.37 in post-test 3. From the daily test scores up to post-test 3, students' scores had a very significant increase. For more details can be seen in the following diagram.

Diagram 1: Improving students' speaking ability from daily test scores – Post Test 3



The average increase in each final test of the existing cycle is supported by an increase in students' abilities in each aspect of speaking itself. From the table below it will be seen how far the improvement of students' abilities in aspects of speaking.

Table 12. Students' Ability in Each Aspect of Speaking from daily test scores until Posttest 3

Aspek	Daily Test	%	Post Tes 1	%	Post Tes 2	%	Post Tes 3	%
Speech	1.31	26,87%	3.06	61,25%	3.25	65%	3.59	71,25%
Grammar	1.21	23,75%	3.15	63,12%	3.28	65,62%	3.53	70,62%
Vocabulary	1.21	23,75%	3.18	63,75%	3.31	66,25%	3.53	70,62%
Fluency	1.21	23,75%	3.06	61,25%	3.28	65,62%	3.43	68,75%
Comprehension	1.15	23,1%	3.03	60,62%	3.28	65%	3.43	68,75%
Average	1.21	24,12%	3.10	62%	3.27	65,37%	3.50	70,5%

The table shows the results conducted in 3 cycles; the application of storytelling techniques assisted by personal photography can improve students' oral skills. Although it has not reached the minimum standard of 77%, the researchers believe that using this strategy will improve students' speaking skills in the future. Because of the test results, we see that this technique makes students speak from very poor to good category.

It was in line with the finding of Wulan et al., (Wulan et al., 2020), who said that personal photographs can improve student's speaking skill and help build and express ideas. The statement is previously support theory from Swan (Swan, 2018) mentioned that students must speak up and will actively learn when the teacher create

conducive learning environment for the students. This finding is definitely appropriate with the theory from Raba (2017) who concludes that in measuring students' oral communicative skill which measures the learner's actual performance in speaking (speaking skills) including all the language components, functions, and discourse, interactive skills.

Conclusion

Based on the results of the research and discussion that have been stated in the previous section, and in line with the research objectives, it can be concluded:

1. The ability of students in class VII.2 of SMP Negeri 1 Parepare in speaking increases with the help of storytelling techniques assisted by a personal photograph in learning. Before telling the story, they were directed to listen to the story from the teacher, make a draft of the story, and then tell the story to their friends. This can be proven from the increase in the average value in speaking starting from the daily test score, namely 1.21, at post-test 1, namely 3.10, in post-test 2, which was 3.27, and in post-test 3, which was 3.50.
2. Students' abilities in linguistic aspects that support speaking skills, namely vocabulary, grammar (grammar), and pronunciation, also increase. Using vocabulary from daily test scores to post-test 3, the average score was 1.21, 3.10; 3.27; and 3.50. In using grammar, the mean score of each was 1.21; 3.15; 3.28; 3.53. For the use of pronunciation (speech), their respective mean scores were 1.31, 3.06; 3.25; and 3.59. Students' fluency in speaking also increased from 1.21 in the daily test scores to 3.06 at post-test 1, and then to 3.28 and 3.43 at post-test 2 and 3, respectively. Likewise, students' understanding of the story increased from 1.15 on the daily test score to 3.03 on post-test 1, 3.28 on post-test 2, and 3 to 3.4 .

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