



Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety

¹Jupri, ²Mismardiana, ³Muslim, ¹Haerazi

English Language Education, Faculty of Culture, Management, & Business, Universitas Pendidikan Mandalika, Jln. Pemuda No.59A, Mataram, Indonesia

English Teacher, SMKN 2 Lombok Tengah, Central Lombok, NTB, Indonesia

English Teacher, SMPN 2 Batukliang, Central Lombok, NTB, Indonesia

*Corresponding Author e-mail: jupri@undikma.ac.id

Received: February 2022; Revised: May 2022; Published: May 2022

Abstract

This research investigated the teaching of English by using Two Stay Two Stray to improve the students' speaking skill in the 10th-grade students of vocational schools, West Nusa Tenggara Province, Indonesia. The participants of this research were 28 students. The research utilized a classroom action research. The research covered two cycles and each cycle consisted of four steps they were; planning, acting, observing, and reflecting. The research consisted of two cycles, and each cycle applied three parts, such as; pre-test, treatment, and post-test. The data collected were qualitative and quantitative data. The qualitative data were gained through observation and documentation. Meanwhile, the quantitative data was collected from the test. The researcher used SPSS 16.00 to analyze the quantitative data. The researcher found a significant improvement in students' speaking skills after giving treatment using Two Stay Two Stray in cycle I and II. The improvement of using Two Stay Two Stray in improving the students' speaking skill was significant. It can be seen from cycle I up to the cycle II. The result of the cycle I showed that the mean of post-test is higher than the the pre-test. The mean of the post-test was 66.14 and pre-test are 60.50. In cycle II, the mean of the post-test is higher than the mean of the pre-test. The mean score of post-test was 76.28 and pre-test are 66.14. The researcher concluded that using Two Stay Two Stray improved the 10th grade students' speaking skill at vocational schools, West Nusa Tenggara Province.

Keywords: Two stay two stray; speaking skills; Foreign language anxiety

How to Cite: Jupri, J., Mis Mardiana, Muslim, M., & Haerazi, H. (2022). Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety. *JOLLS Journal of Language and Literature Studies*, 2(1), 33-42. Doi: <https://doi.org/10.36312/jolls.v2i1.719>



<https://doi.org/10.36312/jolls.v2i1.719>

Copyright© 2022, Jupri et al.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



INTRODUCTION

In teaching language, speaking skill is the crucial skill for EFL students because it is used in communication (Pranoto & Suprayogi, 2020; Mulyono, 2019). In EFL context, speaking is categorized as the productive skill after writing skills. It is oriented to produce an idea and information actively by using language (Pae, 2017). This is why the listener can be able to understand until they have capability to responds what they heard in learning process (Khodabandeh, 2018). The problems that emerge in communication faced by EFL students include anxiety (Mulyono, 2019), less self-confidence (Aprianoto

& Haerazi, 2019), less motivation (Pae, 2017), and low linguistic competence (Road & Samutprakarn, 2019). Interestingly, such anxiety becomes the big problem for EFL students during communication between EFL learners and native speakers or native-like accented speakers (Galante, 2018). Students' speaking anxiety has a debilitating impact on students that hinder them from speaking. They felt mental block, stay quiet and feel inferior to other interlocutors.

Ahmadi (1990) says that speaking skill is a natural process of social relation that growth in human beings. In communicative activities, speakers must deliver language aspects that can be understood by interlocutors based on public sense, same language, assumption, and point. But if there are no differences in various aspects, it will be uneasy to be comprehended by those interlocutors. Therefore, speaking is an action to solve differences, one or more problems between two peoples or group of peoples, either the knowledge like public information, definition, and personal opinion. In international relationship, the capability of English speaking is very important since English is an international language in the world that always used in communication each other in the world especially in western countries.

Many speaking aspects should be paid attention by English teachers to facilitate students' speaking learning outcomes. Due to this, EFL teachers must design the materials of English teaching in order to facilitate learners easily in doing learning process. Lubis (2006) says that the teacher as a means of professional instructor must have ability to implement various theory and teaching media to conduct the effectiveness and efficiency of the teaching method (Azis 7 Dewi, 2020; Nuna, 2017). Furthermore, they should be capable in managing their classroom setting to build active participation of students (Anugrah et al., 2019), and the ability in making learning process is support to the learning goals (Muslem et al., 2019). There are many problem's found on the students when the writer take an observation while teaching at that school because the researcher is the English Teacher at that school. Those problems are like shy to say anything, fearful to make a mistake, having difficult expressing, seldom to practice, a little vocabulary, misunderstanding, and lack of confidence. The writer believes that entire of the students has ability to participate successfully in oral interaction.

There are many factors such as: students' motivation, materials interesting, and techniques in English teaching. It can make the teacher ask the students to practice in writing more than practice in speaking. The teacher does prefer to inspect students' writing than students' speaking skill. This is why the students less in speaking practice to express their idea in front of other students in the classroom.

With references of the problems above, the teacher need the way to push the students active in expressing their idea. To optimize the students active in classroom is need an encourage in working together between students and the creativity of the students process to increase information. Lie (2008) states that the learning strategy often used to activate the students' include in discussing at all. But strategy is not effective enough to push students in participating even though the teacher has been trying and motivate to participate. Most of students just for viewer and a few students who master materials in classroom. An effort to increase learning quality is cooperative learning. Lie (2000) declares that the cooperative learning often called by mutual-aid learning system. By cooperative learning students will work together with their groups then discuss about any information and express their opinion to another group.

The matters above has supported by the statement of Neos' (2005) in his research entitled "Engaging Students in Group-based Cooperative Learning A Malaysian Perspective" explain "As the students work together in group, they share information and come to each other's aid. They are a teamwork together to achieve group goals successfully". Neo's research shows that after cooperative learning implemented there is a positive reaction of the learners. It is show by the learning motivation is better. Baker (2009) says that cooperative learning integrates with active teaching strategies by providing structures and processes for students to work in group settings.

Cooperative learning offers two additional benefits beyond traditional teaching methods that are the Students develop practice with real world requirements for teamwork and working in groups. The students become more engage both with content and learning (reflection, and practice) with each other. The teacher performs the function as a means of facilitator for learning groups. The first task for the teacher is a scheme for forming groups: random assignment and student selection. After the groups are formed, the teacher needs to monitor and assist the groups in being effective.

One of model in cooperative learning is Two Stay Two Stray. By cooperative learning Two Stay Two Stray techniques, the learners able to express their idea neither in their group nor another group. Beside that Two Stay Two Stray structures gives a chance to the group to give their information to another group. By using Two Stay Two Stray techniques the learners divided into some heterogenic groups that consist of four students in each groups. They work together to make a report with reference of the topic. After that students who have function as a means of house owner have to give information to the visitor. The students as visitors' back home to their group after they got enough information. Then, they give information that they got from the other group to their group and another groups. Then each group makes a report.

By the implementation of this technique the students able to get positive matter anymore. So, the teacher can activate all of the students in learning process through Two Stay Two Stray techniques because there is two student as house owner who will speak to inform the visitors and two students as visitors goes to another group to get information and discuss at there.

The cooperative learning of Two Stay Two Stray techniques is need a long times to make the students work together either in their group or in other groups. When the students interview the house owner of other group is expect to confidences, has no fearful and not horrible because they are classmates. Besides that, Two Stay Two Stray techniques make the learners active in learning process because every student has to responsible. That is why the enthusiasm and talent of the students increase and also the students master the topic of discussion.

METHOD

This research is categorized as a classroom action research. Creswell (2012) states action research aims to improve the practice of education by studying issues or problem to be searched a solution. Therefore, this study uses the classroom action research because the researchers want to know the improvement and the significant influence of using the Ts-Ts strategy to improve speaking skills integrated with foreign language anxiety. Due to the complexity of the study, Kemmis and McTaggart's model was adapted and adopted

during the study. Those steps are namely planning, acting, observing, and reflecting. The solutions for the research problems are designed in a series of two cycles.

This action research occurs through a dynamic and complementary process, which consists of four steps; planning, acting, observing, and reflecting. In the first stage, researchers develop lesson plan according to the syllabus that had been used by EFL teachers during learning process. In the planning step, researchers discuss the organized plans with the real teachers to create some learning instruments and teaching steps to find solutions over students' speaking problems integrated with foreign language anxiety. Afterwards, researcher did actions in speaking classes. It is in line with the previous arranged plan. During the process of learning, researchers and teams observe the process of implementing the Ts-Ts strategy in speaking classes. In doing so, researchers and teams are assisted with observation sheets. To evaluate the whole processes, researchers and real teachers conduct a reflection. It aims to see whether or not the organized plans attain the speaking improvements.

The current study was carried out at vocational schools at Central Lombok which is located at West Nusa Tenggara, Indonesia. It is at the academic year of 2020/2021. It is selected as the research location because the researcher acted as English teachers at the vocational school. The speaking skills in this school is assumed as the important and difficult language skill. Pre-observation was conducted absolutely at speaking achievements in the serial semester and ELT classes. Based on the researchers and real teachers' schedule, the learning strategy of Ts-Ts is applied in line with the ELT schedules held on Monday and Friday. Each meeting is piloted in 80 minutes in length. All learning activities are carried out in the ELT classes, and the speaking test is conducted in the ELT classes, the tenth-grade students of the vocational school. In doing a process discussion, researchers and real teachers evaluate whole aspects of learning activities in the ELT classes and very often in the teacher office. The research was conducted in collaboration with the English teachers in the form of the collaborative action. The subjects of this research are the tenth-grade students that consist of 28 students (3 Female and 25 Male). Meanwhile, the procedure of the action research is classified into two main activities; the preliminary study and the action. The preliminary study aims to select the students' speaking problems causing them low speaking performance. At the same time, the action aims to find out solutions over the speaking problem with implementing the learning strategy.

Research Instruments

This study employed observation checklist and interview guidelines to collect the data. The observation checklist was used to assess the students' activity and learning in teaching learning process and checking the students understanding about the speaking skill which the observation checklist would be evaluate by the writer (collaborator) in every meeting during applying the technique with the aimed to know students' activity. The researcher would be observing the students activity during the teaching learning process. The observation checklist was base on the students' activity and how many meeting the researcher do the research. Each question of observation checklist was conducted by the teacher of English lesson as the collaborator in this research by giving checklist mark for each question. The researcher used observation checklist in order to make more systematic. The observation sheet consists of students' and teachers' observation checklist.

The interview consisted of some questions related to the learning activities, teaching media, and speaking assessment. Moreover, the interview was intended to reveal the teachers' point of view about using the activities, media, and assessment in ELT classes. The interview is a verbal interaction between two persons which are the interviewer and interviewee with the purpose of gathering relevant information for the research. Besides, the interview facilitates the participants to describe their interpretation about the situation from the participants' point of view.

Data Analysis

In analyzing data, the researcher uses mixed methods to analyze the data (Creswell, 2012). The data of this study comprise the qualitative and quantitative data. The data of qualitative are in the form of words, phrases, and sentences. The qualitative data are analyzed in some ways, namely data condensation, data display, and drawing conclusion. The process of condensation refers to select the data containing information of speaking skills such as the students' problems of pronunciation, accuracy, fluency, grammar, and vocabulary level. In addition, researchers also focus on students' aspects of causing an anxiety in speaking activities. Afterward, researchers display the data in line with the students' problems to be solved immediately in using Ts-Ts strategy. The displayed data are then used in taking a conclusion.

Dealing with the quantitative data, the data are analyzed using statistical analysis. The quantitative data are in the form of the speaking scores of students. In this study, four components are used in this study. Those scores are coming from grammar, vocabulary, comprehension, and fluency, pronunciation. The researcher uses an analytical scoring rubric to analyze the data related to the students' speaking test. After the scoring of students' test, the researcher calculates the data using the t-test to determine there was a significant difference in cycle I and cycle II. This research uses Statistical Package for the Social Science (SPSS) for analyzing the data. In practice, the researchers are assisted with SPSS version 16.0.

RESULTS AND DISCUSSION

Based on the result of the cycle I, the teacher and researcher discussed about the teaching and learning using Two Stay Two Straytechnique in the tenth-grade students was not effective yet because some learning activities are focused on pronunciation training. Pronunciation is felt as a variety of challenges (Chan, 2019; Bai & Yuan, 2019). In this study, English teachers do not have long time to address pronunciation aspects in ELT classes. The researcher found some weakness that happened during the teaching and learning process. The weakness was less of a quarter of tenth-grade students did not have an idea to speak. It causes students felt uneasy to produce their sentences in oral. It is in line with Saito (2019), Steed and Cantero (2018) who declare students who do not have enough fluency to speak feel low self-confidence and emerge their anxiety to speak (Moneypenny & Aldrich, 2016; Wong et al., 2017). They were still confused in organizing the words in speaking. The students had low mastery of grammar and limited vocabulary so they felt difficult to speak with an appropriate word while speaking.

The use of Ts-Ts strategy helped students practice their speaking skills with their partners. The habit formation to speak in English is accustomed in any of learning activities in the speaking classes. It is in line with Angelini and Garcia-carbonell (2019)

who states speaking activities are tightly controlling students' correct habit formation of grammatical forms. In addition, speech production aims to reinforce correct habit structures and contents in communicative activities (Uchihara & Saito, 2019; Ibrahim & Ibrahim, 2017; Fernandez & Pozzo, 2017). In this study, students still feel uneasy to practice in the initial learning activities in Cycle 1. The improvement of willingness to communicate occurs in using Ts-Ts strategy in cycle 2. Nevertheless, the students did not achieve the passing grade in the pre-test and post-test in Cycle 1. But in Cycle 2, the passing grade (KKM) was 75, The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students' score of cycle II and the observations checklist were used to make a proper reflection. The teacher emphasized to review the material about the generic structure and grammatical features of asking and giving direction. Giving various speaking activities help students to practice construction and vowel reduction (Afifah & Devana, 2020; Aprianoto & Haerazi, 2019; Ayu et al., 2020). It aims to facilitate students in acquiring fluency and accuracy to listen native-like accented speakers (Fitri et al., 2021; Hadiyansah, 2020). These activities are responded positively by English teachers of the vocational schools. They state that a Ts-Ts strategy help students practice what they learn in speaking classes. So, based on the discussion between the teacher and the researcher, the students' ability in speaking skills of asking and giving direction in cycle II had successfully improved.

The first part, the teacher conducted pre-test, the teacher gave pre-test to the students. In cycle I, the students looked confused in their pre-test. In the pre-test, some students got difficulties organizing the vocabulary while speaking because they felt anxious. It is in accordance with Hanan and Budiarti (2019) who declares that an anxiety disturbs EFL learners to express their ideas. In this study, students still ask the meaning of some words, and similar words since speaking activities. They cannot produce correct sentences and proper structures. However, in cycle II the students got easier to practice with good pronunciation, accuracy, and grammatical forms. In the learning activities, students are asked to imitate native-like accented speakers from videos. Imitation of speech production is to train students pronoun any of English words accurately (Hayati, 2020; Muliani & Sumarsono, 2019; Sudarmaji et al., 2021). The second part, the teacher conducted treatment by using Two Stay Two Stray technique. The teacher gave the students example of asking and giving direction using Two Stay Two Stray technique.

The third part was the post-test. The teacher gave post-test to the students. After the researcher know the result of pre-test and post-test, the researcher analyzed the score of students by using SPSS 16.00. It can be seen from the score of pre-test and post-test. It is shown in the mean of students' score of pre-test in cycle I and cycle II are 60.50 and 66.14. It means that speaking skill in asking and giving direction without Two Stay Two Stray technique was low because the result showed that the standarized score (70) is higher than the mean of pre-test in cycle I (60.50) and II(66.14).While using Two Stay Two Stray technique the students' score of post-test in cycle I and II are 67.57 and 76.28. The mean of pre-test in cycle I (60.50) and the mean of post-test in cycle II (76.28) are higher than the mean of pre-test in cycle I (60.50). The mean of post-test in cycle II is higher than the mean of post-test in cycle I. It means that using Two Stay Two Stray technique, the students' speaking skill in asking and giving direction was improved.

The result of students' ability in speaking skills before use Two Stay Two Stray technique in the tenth-grade students show that there were only 21% of the students who

got score higher than the passing grade (KKM) in the pre-test. After the treatment was applied in the cycle I shows that there was 36% of the students who got the score higher than the passing grade in the post-test. On the result of cycle II were 39% of students who got score higher than the passing grade in the pre-test and 79% of the students who got score higher than the passing grade in the post-test. Both of the statements can be the result of the research from the pre-test and post-test cycle I and cycle II. Finally, Developing Speaking Skills Using Two Stay Two Stray Technique to Improve The Tenth Grade Students was successful.

The students' generate their idea in asking and giving direction. In the pre-test of cycle 2, there are 79% of the students who get the score higher than KKM. It means that after reflection from the cycle I was applied in the action of the cycle II, there was an enhancement of implementation of students' ability in speaking skill using Two Stay Two Stray technique for the tenth grade students. Finally, the teacher and the researcher stop the cycle because 79% of the students have already passed the passing grade. After analyzed the students' score in the cycle I and cycle II, the researcher concluded that there was a significant result of using Two Stay Two Stray technique to improve students' ability in speaking skill for tenth grade students. The improvement can be seen in Table 2.

Table 2. The results of data analysis

No.	Analysis	Cycle 1	Cycle 2
1	Mean of pre-test	60.50	66.14
	Mean of post-test	67.57	76.28
2	Total of the students who pass the passing grade (≥ 70)		
	Pre-test	21%	39%
	Post-test	36%	79%
	Improvement	15 %	40%
3	T-Table with N-1(N=27)	1.703	1.703
4	T-test	5.344	7.392

From the table above, it can be seen that the t-test is bigger than t- table. It means that there is a significant result of using Two Stay Two Stray technique to Improve Students' Speaking Skills in The Tenth Grade. The improvement can also be seen from the total of the students who pass the passing grade (KKM). Based on the result above, the researcher concluded that the use of Two Stay Two Stray technique could improve the students' ability in speaking skills tenth grade students of SMK Negeri 2 Praya Tengah. The finding of this research recalls that the use of Two Stay Two Stray technique is effective in improve students speaking skill. This finding corroborates the former research finding from Mis Mardiana (2014) who stated that the use of Two Stay Two Stray can improve students speaking skill. This finding also strengthened from Sumarsono D. (2013). The finding from Sumarsono, D. (2013), who found the application of two stay two stray can improve the students speaking ability.

CONCLUSION

After conducting the research and analyzing the data, the researcher drew to several conclusions of using Two Stay Two Stray Technique to improve students' ability in speaking skill in the tenth grade students of SMK Negeri 2 Praya Tengah, the researcher can conclude based on the findings discussed in the previous chapter that. The

implementation of using Two Stay Two Stray Technique to Improve Students' Speaking skills in The Tenth Grade of SMK Negri 2 Praya Tengah was successful. There is an improvement of speaking skill in asking and giving direction after using Two Stay Two Stray technique. The researcher got the information from cycle I and cycle II. There was the implementation of this study was divided into three parts.

REFERENCES

- Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 135. <https://doi.org/10.33394/jo-elt.v7i2.3109>
- Amory, A. (2007). Game object model version II: A theoretical framework for educational game development. *Educational Technology Research and Development*, 55(1), 55–77.
- Angelini, M. L., & García-Carbonell, A. (2019). Developing English speaking skills through simulation-based instruction. *Teaching English with Technology*, 19(2), 3–20.
- Anugrah, N. J., Sumardi, S., & Supriyadi, S. (2019). Integrating “Daily Learn English Application” to Teach Speaking Skill in EFL Classroom. *Indonesian Journal of EFL and Linguistics*, 4(2), 181. <https://doi.org/10.21462/ijefl.v4i2.163>
- Aprianoto, & Haerazi. (2019). Development and assessment of an interculture-based instrument model in the teaching of speaking skills. *Universal Journal of Educational Research*, 7(12), 2796–2805. <https://doi.org/10.13189/ujer.2019.071230>
- Ayu, P. D. S., Hidayatullah, H., & Ariani, S. (2020). Applying Circle Game to Enhance Students' Speaking Skill. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 119. <https://doi.org/10.33394/jo-elt.v7i2.3187>
- Aziz, I. N., & Dewi, Y. A. S. (2020). The use of power point as media of language teaching on students' speaking skill. *Humanities and Social Sciences Reviews*, 8(1), 344–358. <https://doi.org/10.18510/hssr.2020.8145>
- Bai, B., & Yuan, R. (2019). EFL teachers' beliefs and practices about pronunciation teaching. *ELT Journal*, 73(2), 134–143. <https://doi.org/10.1093/elt/ccy040>
- Chan, J. Y. H. (2019). The choice of English pronunciation goals: different views, experiences and concerns of students, teachers and professionals. *Asian Englishes*, 21(3), 264–284. <https://doi.org/10.1080/13488678.2018.1482436>
- Chotari, C. R. (2004). *Research Methodology: Method and Techniques Second Revised Edition*. New Delhi: New Age International (P) Limited.
- DeKanter. (2005). Gaming Redefines Interactivity for Learning. *Association of Educational communication & Technology*, 49(3).
- Dempsey, J., Casey, M. (2002). Forty simple computer games and what they could mean to educators. *Simulation and Gaming*, 33(2), 157-168.
- Fernández, S. S., & Pozzo, M. I. (2017). Intercultural competence in synchronous communication between native & non-native speakers of Spanish. *Language Learning in Higher Education*, 7(1), 109–135. <https://doi.org/10.1515/cercles-2017-0003>
- Fitri, A., Hermansyah, H., Pratiwi, E., & Aswadijaya, A. (2021). Teacher's Strategies In Teaching Speaking During Covid-19 Pandemic. *Journal of English Education and Teaching*, 5(3), 349–367. <https://doi.org/10.33369/jcet.5.3.349-367>

- Galante, A. (2018). Drama for L2 Speaking and Language Anxiety: Evidence from Brazilian EFL Learners. *RELC Journal*, 49(3), 273–289. <https://doi.org/10.1177/0033688217746205>
- Goldberg, A., Russell, M., & Cook, A. (2003). The effects of computers on student Writing: A meta-analysis of studies from 1992-2002. *The Journal of Technology Learning, and Assessment*, 2(1), 1-51.
- Green, M., McNeese, N. (2007) Using Edutainment software to enhance online learning. *International Journal of E-Learning*, 6(1), 5–16.
- Hadiyansah, D. N. (2020). Using Puppet Media in Improving the Speaking Ability of Junior High School Students 4 Waru Sidoarjo. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 74. <https://doi.org/10.33394/jo-elt.v7i2.3146>
- Hanan, A., & Budiarti, H. A. (2019). Improving Students' Motivation and Speaking Competence By Using Think-Pair-Share Strategy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(1), 41. <https://doi.org/10.33394/jo-elt.v6i1.2349>
- Hayati, A. (2020). The Use of Digital Guessing Game to Improve Students' Speaking Ability. *Journal of English Education and Teaching*, 4(1), 115–126. <https://doi.org/10.33369/jeet.4.1.115-126>
- Ibrahim, M. K., & Ibrahim, Y. A. (2017). Communicative English language teaching in Egypt: Classroom practice and challenges. *Issues in Educational Research*, 27(2), 285–313.
- Khodabandeh, F. (2018). The impact of storytelling techniques through virtual instruction on english students' speaking ability. *Teaching English with Technology*, 18(1), 24–36.
- Money Penny, D. B., & Aldrich, R. S. (2016). Online and face-to-face language learning: A comparative analysis of oral proficiency in introductory Spanish. *Journal of Educators Online*, 13(2), 105–134. <https://doi.org/10.9743/jeo.2016.2.2>
- Muliani, M., & Sumarsono, D. (2019). Contextual Teaching Learning (CTL) Approach in Speaking Materials for Students' 21st Century Skill: Does it have any effect? *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(2), 99. <https://doi.org/10.33394/jo-elt.v6i2.2362>
- Mulyono, H. (2019). An Investigation of Factors Contributing to Foreign Language Speaking Anxiety among International Students in Indonesian Universities. *Register Journal*, 12(1), 13. <https://doi.org/10.18326/rgt.v12i1.13-27>
- Muslem, A., Zulfikar, T., Ibrahim, I. H., Syamaun, A., Saiful, & Usman, B. (2019). The impact of immersive strategy with english video clips on efl students' speaking performance: An empirical study at senior high school. *Teaching English with Technology*, 19(4), 90–103.
- Nunan, A. (2017). Giving learners a multicultural voice: An English speaking university context. *Language Learning in Higher Education*, 7(2), 435–449. <https://doi.org/10.1515/cercles-2017-0018>
- Pae, T. II. (2017). Effects of the differences between native and non-native English-speaking teachers on students' attitudes and motivation toward learning English. *Asia Pacific Journal of Education*, 37(2), 163–178. <https://doi.org/10.1080/02188791.2016.1235012>
- Pour, M. (2006). Emerging trends and challenges in information technology management. Idea group inc.
- Pranoto, B. E., & Suprayogi, S. (2020). Incorporating 9GAG memes to develop EFL learners' speaking ability and willingness to communicate. *IJEE Indonesian Journal of*

- English Education*, 7(2), 130–144.
<https://doi.org/https://doi.org/10.15408/ijec.v7i2.17496>
- Prensky, M. (2002). The motivation of gameplay or, the real 21st century learning revolution. *On The Horizon*, 10(1), 5-11.
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Road, B., & Samutprakarn, B. (2019). *Influences of Teacher Power and the Use of Phonetics Website Over EFL Undergraduate Students' Attitudes toward Speaking English Intelligibly*. 19(4), 27–36.
- Saito, K. (2019). Individual differences in second language speech learning in classroom settings: Roles of awareness in the longitudinal development of Japanese learners' English /ɪ/ pronunciation. *Second Language Research*, 35(2).
<https://doi.org/10.1177/0267658318768342>
- Seow, A. (2002). The Writing Process and Process Writing. In Richards, J. C. and Renandya, W. A. (Eds). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Steed, W., & Delicado Cantero, M. (2018). First things first: exploring Spanish students' attitudes towards learning pronunciation in Australia. *Language Learning Journal*, 46(2), 103–113. <https://doi.org/10.1080/09571736.2014.963644>
- Sudarmaji, I., Amaliyah Anwar, A. A., & Mulyana, A. (2021). Developing Students' Speaking Skills through Flipped Classroom Model. *Journal of English Education and Teaching*, 5(2), 188–200. <https://doi.org/10.33369/jcet.5.2.188-200>
- Uchihara, T., & Saito, K. (2019). Exploring the relationship between productive vocabulary knowledge and second language oral ability. *Language Learning Journal*, 47(1), 64–75. <https://doi.org/10.1080/09571736.2016.1191527>
- Wong, S. W. L., Mok, P. P. K., Chung, K. K. H., Leung, V. W. H., Bishop, D. V. M., & Chow, B. W. Y. (2017). Perception of Native English Reduced Forms in Chinese Learners: Its Role in Listening Comprehension and Its Phonological Correlates. *TESOL Quarterly*, 51(1), 7–31. <https://doi.org/10.1002/tesq.273>