
THE EFFECT OF COLLABORATIVE TECHNIQUE ON STUDENTS' SPEAKING SKILL OF ENGLISH EDUCATION PROGRAM AT POTENSI UTAMA UNIVERSITY

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ABSTRACT

This research aimed to explore the impact of the Collaborative technique on students' speaking abilities. The primary objective was to determine whether employing the Collaborative technique influenced students' speaking skills. The study adopted a Classroom Action Research design, involving 40 students from the English Education program at Potensi Utama University in their fourth semester during the 2023-2024 academic year. A placement test was administered to 50 students, from which 50 were selected as the research sample. Both pre-test and post-test assessments were conducted using descriptive and quantitative analysis methods. Each class comprised 25 students, with 10 males and 15 females. The study utilized a quantitative approach, with tests as the primary instruments. Purposive sampling was employed to select participants, and data analysis was conducted using SPSS 20. The findings revealed that the post-test mean score for the control group was 77.12, while the experimental group scored an average of 84.96. This indicates a strong effect of the treatment. The quantitative data suggested that the Collaborative technique significantly benefited students by making speaking easier, increasing their curiosity about content, enhancing their ability to use higher-order thinking skills like connecting, and enriching their vocabulary. In conclusion, the use of the Collaborative technique had a notable impact on students' speaking abilities.

Keywords: *collaborative technique, speaking skills, students*

Introduction

Human communication is an intricate process that relies on a wide range of linguistic, cognitive, and motor abilities. Before we speak, we must first decide on the message we intend to convey. This decision-making process is itself complex, requiring the speaker to understand the context of the conversation, the relevance of the message, and the goals of the interaction (Cummings, 2013).

Language serves as a fundamental tool for communication, with numerous languages spoken worldwide. English, in particular, is recognized as a global language. In Indonesia, English plays a significant role in education, with the government incorporating it into the curriculum as a key subject. The four essential language skills are listening, speaking, reading, and writing, and proficiency in a language requires mastery of all four (Dash & Dash, 2007).

Speaking is crucial in learning a second

language (Leong & Ahmadi, 2017). It is one of the most vital language skills for effective communication. Hybel (2001) explains that speaking allows individuals to convey information and express ideas. Speaking typically happens spontaneously, but it often involves unexpected elements.

In both first and second languages, speaking is a skill that deserves significant attention. Mastering speaking skills is a critical aspect of learning a second or foreign language, with success often measured by one's ability to engage in conversation (Nunan, 1995). Brown (2008) notes that a second language is a target language, learned deliberately for specific purposes such as career advancement or fulfilling requirements for foreign language proficiency.

Speaking poses challenges for students, as they must communicate clearly, use correct grammar, and pronounce words accurately. Some instructors rely on traditional teaching

methods for teaching speaking skills. However, observations in the classroom reveal that while students may write well, they often struggle with speaking. They tend to be shy and hesitant to speak English in class due to a lack of confidence and active speaking practice. This has led the researcher to explore the use of Collaborative techniques to enhance students' speaking abilities.

The Collaborative technique is not a novel approach in language learning; its principles have been utilized by English teachers for many years. Typically, language instructors employ the Collaborative technique to teach various contextual topics in speaking classes. However, recent research has focused on using the Collaborative technique specifically to enhance speaking skills. It serves as an alternative strategy to improve students' speaking abilities and to motivate them to engage more actively in learning English.

Given the importance of speaking skills in overall language competence, it is essential to support English language learners in mastering speaking comprehensively. Despite its significance, students' speaking abilities often remain underdeveloped. In this context, the Collaborative technique offers a potential solution. This method is considered more natural and interactive, as it encourages students to participate actively. When students learn individually, their weaknesses can become more apparent, leading to frustration and disengagement. In contrast, Collaborative learning fosters a more supportive environment, encouraging students to persevere and stay motivated.

This study addresses the research question: "Does the Collaborative technique significantly impact students' speaking skills?" The objective of this research is to determine whether the Collaborative technique can effectively improve speaking skills. The study is titled "The Effect of Know-Want-Learn (Collaborative) on Students' Speaking Skills in the English Education Program at Potensi Utama University."

REVIEW OF LITERATURE

Speaking

Speaking is a fundamental way for humans to express and convey their ideas verbally to

others. As Chaney and Burk (1998) describe, speaking involves the creation and sharing of meaning through the use of both verbal and non-verbal symbols in various contexts. It is an interactive process that encompasses producing, receiving, and processing information (Brown, 1994; Burns and Joyce, 1997).

Speaking is inherently a two-way process, requiring at least two participants. Communication cannot occur unless there is someone to receive and interpret the message (Agarwal, 2010). Hans and Gert, as cited in Efrizal (2012), suggest that speaking is a form of speech produced by a speaker with the intent to convey a message, which the listener then processes and responds to accordingly.

Often viewed as a productive skill in communication, speaking is considered foundational to other language skills. Adam, as referenced by Manurung and Pohan (2020), emphasizes that speaking is a productive skill requiring active knowledge of grammar, vocabulary, and pronunciation to be effectively executed. Bygate (1987) defined speaking as the creation of auditory signals intended to elicit verbal responses from listeners, systematically combining sounds to form meaningful sentences. Tarigan (1997) further explains that speaking is a language skill that develops early in life, often preceding the development of listening skills, and serves as a basic language ability.

Thornbury (as cited in Barker et al., 2013) identifies two primary approaches to teaching speaking: the task-based and genre-based approaches.

1. **Task-Based Approach:** This approach involves the use of tasks to facilitate learning, with a focus on the linguistic elements of the task. It is based on the idea that language is best learned through practice, emphasizing the balance between fluency and accuracy, and driven by the need to communicate.
2. **Genre-Based Approach:** This approach centers on the social purposes of language rather than just its structural forms. It is complemented by a process-oriented approach, which helps learners understand and achieve specific communicative goals through language.

Leong and Ahmadi (2017) stated that speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people (Leong & Ahmadi, 2017).

Technique is one of the factors that determine success in the learning and teaching process. Technique is a way that teachers use to guide students' activities to achieve progress. The Collaborative reading strategy is a practical technique that is used to improve reading comprehension. It also improves a student's ability to remember the material remarkable with simple concept.

Brown, Gillian, and Yule (1983) stated there are 3 parts version of framework that talks as interaction, talk as transaction, and talk as performance.

1. Talk as interaction. Speaking as interaction refers to the interaction which serves a primarily social function.
2. Talk as performance. Speaking as performance refers to public speaking; It is talk which transmits information before and audience such as public announcements and speeches.
3. Speaking as transaction. Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

Mazouzi (2013) suggests that learners' activities should be designed to balance the development of both fluency and accuracy, as these are essential components of the communicative approach.

1. **Fluency:** The primary goal in teaching speaking is to develop fluency. Hughes (as cited in Mazouzi, 2013) defines fluency as the ability of learners to speak clearly and understandably, preventing breakdowns in communication that might cause listeners to lose interest. Hedge (as cited in Mazouzi, 2013) further explains that fluency involves the ability to respond coherently by linking words and phrases, pronouncing sounds

clearly, and applying appropriate stress and intonation.

2. **Accuracy:** In addition to fluency, accuracy is crucial in learning a foreign language. Teachers should focus on helping learners achieve precision in their language use, emphasizing correct grammatical structures, vocabulary, and pronunciation (Mazouzi, 2013).

Grammatical structures typically arise naturally in the minds of speakers, playing a crucial role not only in language formation but also in social communication, language learning, and linguistic variation and evolution. These structures organize phrases and clauses within a sentence, with the meaning or function of the sentence heavily relying on this organization, often referred to as syntax or syntactic structure. It's essential for students to learn how to effectively use words and expressions in their speech.

Thornbury (as cited in Mazouzi, 2013) noted that pronunciation is often the least attended aspect of knowledge by learners. However, to speak English accurately, learners must master phonological rules and become familiar with various sounds and their pronunciations. Additionally, they should understand stress, intonation, and pitch, as these elements greatly contribute to clear and effective communication in English.

Brown (as cited in Chodkiewicz et al., 2016) identified five categories of speaking assessment tasks:

1. **Imitative:** This involves repetition of single words, phrases, or sentences, focusing on specific elements of the target language (such as a sound, lexical item, or intonation pattern) rather than on meaningful communication.
2. **Intensive:** Here, short stretches of speech are produced to practice or demonstrate mastery of certain forms in the target language, including phonological, grammatical, lexical, or pragmatic elements. While comprehension is necessary, interaction is minimal or non-existent.
3. **Responsive:** This type involves brief exchanges, often just a few turns, where students respond to questions from the teacher or peers. Although these exchanges can introduce new meanings and are based

on known information, they typically involve limited interaction.

4. **Interactive:** In these tasks, longer and more complex exchanges occur, sometimes involving multiple participants. These tasks may require adherence to sociocultural norms or pragmatic conventions, such as in whole-class discussions or various pair and group work activities. Interaction here can be transactional or interpersonal, allowing for spontaneous communication.
5. **Extensive:** This category requires higher proficiency levels and involves longer monologues, such as speeches, presentations, storytelling, or reports. Interaction with listeners is usually limited, and the language used tends to be more deliberate and formal, with careful planning to ensure accuracy, appropriateness, coherence, and precision.

In conclusion, speaking is the ability to produce language competently, using correct grammar, pronunciation, vocabulary, and comprehension to effectively convey ideas, desires, information, and opinions.

Collaboration is more than just a popular term—it's a powerful tool that can drive the creation of life-saving medicines and technologies that contribute to a more just and sustainable world. To truly grasp the concept, it's important to deconstruct its somewhat abstract nature. By doing so, we can move beyond merely understanding collaboration and focus on enhancing how we implement it in practice.

Types of Collaboration

There are two primary forms of collaboration:

1. **Synchronous:** This type of collaboration occurs in real-time, whether through virtual or in-person interactions. Teams can collaborate synchronously using methods such as online chats, video conferences, in-person meetings, or by simultaneously editing a document or spreadsheet.

2. **Asynchronous:** Unlike synchronous collaboration, this form does not require participants to work together at the same time. It can involve adding notes or comments to a document or presentation after the original content has been shared. For example, this blog

post was created through asynchronous collaboration, with edits made at different times. Vidcast, for instance, facilitates asynchronous video collaboration.

The Future of Collaboration

Innovative strategies and solutions are driven by effective teamwork. It was through collaboration that humans reached space, and life-saving vaccines were developed thanks to the collective efforts of multiple minds, spanning generations. The device you're using to read this is the product of collaboration, as are all the products we rely on, which emerge from the countless collaborative processes necessary for a global supply chain to operate smoothly.

Creating an effective team is a challenge, but so is sustaining one. As industries and technology continue to evolve, so too will our approaches to communication and collaboration.

At Webex, we believe the workplace will not return to its pre-2020 norms. Our research indicates that 57% of people expect to be in the office 10 days or fewer each month, and 98% anticipate that future meetings will involve remote participants. Hybrid work is set to become the standard for many individuals, companies, and industries, and we are intensely focused on developing the best solutions to support the changing landscape of workplace collaboration.

As the writer and social activist Helen Keller once said, "Alone we can do so little; together we can do so much." Let this quote guide us as we navigate the future of work together.

A technique is a specific activity derived from a procedure, with any step from the procedure list qualifying as a technique. Different methods naturally utilize different techniques.

The Collaborative technique involves three main steps: first, activating students' background knowledge through brainstorming; second, formulating questions related to the text to be read, focusing on what they want to know; and third, answering these questions after reading. According to Fengjuan (2010), the Collaborative technique serves as an instructional approach that helps teachers maintain student engagement by encouraging

them to think about what they want to learn and what they have learned. This technique is both comfortable and enjoyable for students to follow.

The goal of the Collaborative technique, as explained by Baggette (2012), is to bring students' beliefs and misconceptions into the classroom, impacting their learning by recording prior knowledge, identifying what they want to learn, and assessing what they have learned after instruction. This technique serves as a pre-assessment tool, offering opportunities to correct misinformation uncovered during discussions of prior knowledge. It is useful for setting a purpose for learning and serves as an excellent starting point for classroom discussions. The organizer is beneficial in various ways:

1. **Reading:** Discussing the details of informational texts read in class.
2. **Word Study:** Recalling prior knowledge before studying nouns or verbs.
3. **Math:** Organizing information before, during, and after teaching a new unit on place value.
4. **Science:** Classifying information before, during, and after a unit on magnets.
5. **Social Studies:** Recording information learned during a unit on slavery.
6. **Character Education:** Identifying student misconceptions about bullying.

RESEARCH METHODOLOGY

Research Design

This research employs a quantitative design through an experimental approach aimed at evaluating the impact of the Collaborative technique on students' speaking skills. This section outlines the data sources, time-frame, research setting, design, instruments, experimental procedures, scoring methods, data analysis techniques, and overall research procedures. According to Nahartyo (2012), experimental research involves manipulating conditions through specific procedures to observe and interpret the effects of these manipulations on a phenomenon.

Instrument of Data Collection

Data for this study was gathered using a speaking test, which assessed students' fluency, pronunciation, vocabulary, accuracy, and

grammar. The assessment was conducted by two evaluators: the researcher and a lecturer.

Observation, as a data collection method, involves monitoring and recording ongoing events using specific observation tools (Sanjaya, 2009). Researchers and their colleagues conducted observations to gain direct insights into student learning activities, including the English learning process, student engagement, and vocabulary acquisition following the taboo word game approach.

Interviews and discussions are techniques for collecting data through verbal communication, either in person or via other media (Sanjaya, 2009). These were conducted after classroom observations and document reviews to gather information about various aspects of student English vocabulary learning. Interviews and discussions with peers were used to identify issues related to vocabulary learning observed during the initial phase.

Documentation serves as a means to collect data on past events through records and archives (Mulyasa, 2009). This study utilized documentation to gather information about fourth-semester students in the English Education program at Potensi Utama University. Documentation also included recordings of the speaking process using the Collaborative technique, with the recordings made using a mobile phone (HP). The researcher instructed students to adhere to the Collaborative rules, and the recordings were analyzed by the two assessors.

Research Procedures

The research design of this study was experimental research

Pre-Test

The pre-test is administered before any treatment is given to assess the initial level of students' speaking abilities. This test is administered to all students to determine the homogeneity of their mean scores. The purpose of the pre-test is to evaluate students' baseline understanding of speaking and identify any existing variations in their skills. Students are asked to answer a series of questions related to their speaking abilities, and their scores are calculated based on specific assessment criteria.

The pre-test is designed to measure improvements in students' speaking skills over time. The procedure for the pre-test includes the following steps:

1. Distributing the test materials to the students.
2. Instructing students to prepare their responses based on the test questions.
3. Observing students as they prepare their answers.
4. Paying attention to students as they present their responses in front of the class.
5. Evaluating the results based on the criteria established.

The results of the pre-test are used to gauge students' initial knowledge and identify any issues they may have with their speaking skills. This information serves as a foundation for designing subsequent tests and addressing any problems identified. The pre-test scores provide a benchmark for students' vocabulary competence and are used as a reference point before the introduction of any treatments.

Treatment

Prior to implementing the research in the classroom, researchers must prepare detailed lesson plans for each session. To achieve the objectives of the class action research, researchers utilize the Collaborative technique as outlined by Mantra (2016). The preparation involves several key activities:

1. Selecting and preparing a series of teaching materials tailored to address the specific challenges students face in speaking.
2. Creating pre-tests, observation sheets, and questionnaires.
3. Designing materials for retelling activities, observation sheets, and achievement tests.
4. Developing a post-test to assess students' mastery of speaking skills after the treatment.
5. Compiling a questionnaire to gather student feedback on the Collaborative technique used in the English lessons.

The researchers aim to manage and conduct classroom activities according to the pre-planned strategies to maximize the effectiveness and efficiency of teaching speaking skills. Each session is organized based on the Collaborative technique, and

activities are divided into three phases: pre-activity, interim activity, and post-activity.

In the pre-activity phase, the teacher greets the students with a friendly "Good morning, students; how are you today?" and takes attendance. The goal is to engage students and set a positive tone for the lesson. The researcher then captures students' attention and interest by posing general questions about the lesson topic to build motivation and enthusiasm.

During the interim activity phase, the researcher implements the Collaborative technique, which involves interactive and participatory exercises to enhance students' speaking skills. This phase focuses on applying the techniques developed during the preparation stage to improve students' speaking proficiency.

Post-Test

In classroom action research, researchers assume the dual role of classroom teachers and observers. Observations are crucial for assessing whether the implementation of the Collaborative technique is yielding positive outcomes. By observing classroom dynamics, researchers gain insights into the effectiveness of the technique and its impact on students. Reflection involves analyzing both observational data and post-test results to evaluate the effectiveness of the intervention.

Observations conducted during each session and the post-tests administered at the end of each cycle provide valuable feedback that informs subsequent actions. This reflective process allows researchers to determine whether to continue or modify the intervention based on observed outcomes. To gather the necessary data, researchers utilize well-constructed instruments, which play a key role in the data collection process.

Two primary instruments are used to collect data: tests and questionnaires. Data for this study are collected through initial reflections (pre-tests), reflective evaluations (post-tests), and student questionnaires. The pre-test scores, along with the results from subsequent post-tests, provide data on student performance. These scores, collected through questionnaires and observation sheets, reflect student progress over the course of the research. The post-test data are obtained from

questionnaires administered to students at the end of the final cycle.

Researchers collect various types of data through observations to evaluate research outcomes. The first type of data is derived from pre-test and post-test results, while the second type is obtained from student questionnaires. Both types of data are analyzed to assess scores and determine the effectiveness of the teaching method. By comparing average scores, researchers evaluate the impact of the Collaborative technique on students' English proficiency. Descriptive analysis, including the use of average score calculations and success indicators, helps in assessing student participation, skill levels, and speaking abilities.

Data Analysis Technique

Data analysis is essential for addressing research questions and testing hypotheses (Nazir, 2003). In this study, the analysis technique involves comparing the mean scores from cycle 1 and cycle 2. If the mean score for cycle 1 is higher than that for cycle 2, it suggests that the Collaborative technique may not be effective in enhancing students' speaking abilities. Conversely, if the mean score for cycle 1 is lower than that for cycle 2, it indicates that the Collaborative technique is effective in improving students' speaking skills.

FINDING AND DISCUSSION

Findings

The analysis of data from this study reveals that the primary objective was to enhance the speaking skills of fourth-semester students in the English Education program at PBI Malam A and to evaluate the effectiveness of the Collaborative technique in teaching these skills. To achieve this, valid and reliable research instruments, including pre-tests, post-tests, and questionnaires, were employed. The post-tests and questionnaires were administered both before and after the intervention to assess the impact of the Collaborative technique on students' speaking abilities.

The teaching and learning processes were conducted according to the lesson plans. Initially, students practiced their speaking skills, followed by a post-test to evaluate

improvements. Cycle 2 was implemented based on revisions made from Cycle 1. The process in Cycle 2 mirrored that of Cycle 1, with the average score in Cycle 1 being 48 and the average score in Cycle 2 rising to 81. This significant increase indicates that the Collaborative technique effectively enhanced students' speaking skills.

The research problem addressed in this study has been answered affirmatively. The goal of improving students' speaking skills through the Collaborative technique was achieved successfully.

Conclusion

The research conducted at Potensi Utama University demonstrated notable improvements in student performance. Essential data for this classroom action research were gathered using pre-tests and post-tests, with additional support from a questionnaire administered at the end of the cycle. The initial pre-test scores highlighted a low level of speaking skills among students.

However, the average score achieved in each study cycle significantly exceeded the initial pre-test average, with a score of 81 compared to 48. This finding conclusively shows that the Collaborative technique effectively enhances students' speaking skills. Moreover, analysis of questionnaire scores further confirmed substantial improvements in students' speaking abilities using this technique. The results indicate that the Collaborative technique is a highly effective method for improving speaking skills. However, since classroom action research is tailored to specific groups with particular challenges, the findings cannot be generalized to other groups, even within the same institution. Therefore, the results are considered valid and reliable for the specific student population studied.

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