

SPEAKING PROJECT BASED-LEARNING (SPjBL) AS AN INNOVATIVE LEARNING IN PROMOTING STUDENTS' SPEAKING SKILL AT SENIOR HIGH SCHOOL CONTEXT

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ABSTRACT This study concerns with the implementation of Project Based-Learning in promoting students' speaking skill at senior high school context. It focuses on finding out students' improvement in Speaking through Project-Based Learning (PjBL). It also described the teacher's way in implementing PjBL, and students' response. Since the learning activities focused on speaking materials, so the terms of Speaking Project-Based Learning (SPjBL) was used in this study. Classroom action research for three cycles was applied in this research. Each cycle consisted of four phases, namely planning, action, observation, and reflection. Students' activity during the lesson running was observed and recorded. At the end of each cycle, the researchers conducted speaking test to know students' improvement and interview was administered to students for knowing their response on SPjBL. The research findings indicates that the students' speaking skill improve from cycle one to cycle two, and from cycle two to cycle three. It is proven by calculating students' test score that cycle one is 77.85, cycle two is 82.61, and cycle three is 83.88. The students give positive response of the use of SPjBL in improving their speaking skill. Therefore, it can be concluded that, the SPjBL as an innovative learning could improve students' speaking skill at school context. This study gives two implications on theoretical and practical in terms of applying the appropriate learning approach or method enhance students' skill and achievement.

Keywords: *Project-Based Learning, innovative learning, speaking skill*

A. INTRODUCTION

Creative and innovative learning are expected learning by teachers, lecturers, students, and all educational practitioners. The lecturers or teachers should be able create students' critical thinking in learning activity to compete in the industrial era 4.0. One of innovative learning suggested in 2013 curriculum is Project Based-Learning (PjBL). PjBL is able to encourage students learning experience and full involvement in learning project activity. Teachers of 21 century are expected to design and develop students' skill.

Project- Based Learning (PjBL) becomes an innovative learning model in 21 century. Teacher and students collaborate in learning process. According to Bell (2010), PjBL is an innovative learning which teaches various strategies to achieve successful in 21 century. In addition, PjBL could improve students' responsibility (Johann, et.al, 2011); improve students' skill in 21 century (Ravitz, et.al.,2011); train problem solving, self-direction, communication, and creativity (Wurdinger & Qureshi, 2015). PjBL could be implemented for different educational levels as in this study it was implemented in senior high school students for English subject.

Dealing with the implementation of PjBL, there some series of studies which conducted the similar issues in teaching English Speaking in the class. As Suharti & Adi (2014) applied PjBL to improve students' English skills, it was found that students could solve the problems given. Similar to Ekawati (2017) concluded that PjBL could enhance students' listening and speaking skills. Moreover, the implementation of PjBL to students could develop students' experiences in the real context (Poonpon, 2011), and give significant effect to students' productive skills in English subject (Putri, Artini, & Nitiasih, 2017). Those research findings lead the researchers' interest to conduct the similar study, but it focuses on the implementation of PjBL in speaking lesson.

In addition, based on data and information given by the English teachers of SMAN 10 Gowa, it was identified that some problems faced by teacher and students were the learning process was not compatible yet with 21 century learning, learning activity was not integrated yet with Information Communication and Technology (ICT) and Higher Order Thinking skills (HOTs), learning method was conventional, and some students were still inactive in classroom interaction. These problems give negative effect toward students' achievement in English subject.

Concerning with those problems, the implementation of PjBL is regarded as one of innovative learning that can be solved teaching and learning problems in the classroom. Project-Based Learning put the students as active learning subject, encourage the emerge of initiation, and exploration process, give opportunity to implement what they have learnt, and have an opportunity to present, communicate, and evaluate their project work to others. This study apply constructive principles by Driscoll (2000) which cover students involvement in real activity, social negotiation in learning process, collaborative and multi-perspective study, support to determine learning goals and arrange learning process, and encouragement to reflect what and how the lesson studied.

In conclusions, the objective of this study is to find out students' improvement after implementing Project-Based Learning in speaking skill and students' responses on the use of PjBL.

Based on the series of related study above and the fact in the field, it is urgent to facilitate students with innovative learning in the classroom. One of the innovative learning in century 21 is Project Based-Learning. PjBL is able encourage students full involvement and their authentic experiences could be applied to English subject. In this case, teachers and students collaborate to arrange planning which based on learning project. This study produced video as project result. It focused on speaking lesson, the students were taught with speaking materials and activity, and then they worked in team to complete the project. The researchers named the project as Speaking Project-Based Learning (SPjBL) since teaching and learning activity were about speaking materials as research focus and it is claimed as a novelty of this research. The students were led by critical questions first before work their project. Therefore, the implementation of SPjBL should be planned systematically in order to achieve optimal and qualified learning.

B. REVIEW OF LITERATURE

1. Innovative Learning

According to French, Imms & Mahat (2020) .innovative learning is converting traditional classroom to an innovative environment by converting traditional environment of learning process into spaces which are flexible, supporting a wide array of teaching and learning possibilities. Pakpahan et.a; (2021) define innovative learning is facilitating students with the use of media and multimedia and the selection of action because it is very relevant to create new and enjoyable learning experiences for students. Meanwhile, according to Mage-Nagar & Steinberger (2017) states that an innovative learning is the current outcome of the constructivist approach and the essence is co-construction of knowledge in an Information and Communication Technology (ICT). In line with that, Reiser (2002) says that learning design is in the form of a series of procedures as a system for the development of consistent and tested education and training programs. The innovative learning design in this case is interpreted as a preparatory activity for the implementation of learning that applies the latest learning elements in the 21st century and is integrated in the components and stages of learning that will be carried out to achieve the goals that have been set.

Based on the concept above, it can be stated that innovative learning is learning activities that is designed to improve students' performance and quality in learning. It consists of systematic steps to be followed by teachers and students in its implementation. This learning model engages students to be innovative, interactive, and communicative in classroom activities.

2. Project-Based Learning

Goodman (2010) define Project Based Learning (PjBL) as a teaching approach that is built on learning activities and real tasks that provide challenges for students related to everyday life to be solved in groups. According to Afriana (2015), project-based learning is a learner-centered learning model and provides a meaningful learning experience for students. Students' learning experiences and concepts are built based on the products produced in the project-based learning process. Grant (2002) defines project-based learning or project-based learning as a learner-centered learning model to conduct an in-depth investigation of a topic. Students constructively carry out deepening learning with a research-based approach to serious, real, and relevant problems and questions. Meanwhile, Wena (2014) states that the Project Based Learning model is a learning model that provides opportunities for educators to manage learning in the classroom by involving project work. Project work is a form of work that contains complex tasks based on very challenging questions and problems and guides students to design, solve problems, make decisions, carry out investigative activities, and provide opportunities for students to work independently.

From the definition about, it can be restated that Project-Based Learning is an innovative project to encourage students' higher order thinking skills in 21-century learning. The teacher provides learning activities to challenge the students to produce learning product based on the related topic that have been discussed in the classroom. Dealing with this definition, the researchers applied Project-Based Learning to promote students' speaking skill by creating speaking video. Thus, the term of Project-Based (PjBL) Learning was expanded as Speaking Project-Based Learning (SPjBL) since the learning activities given to students are related to speaking materials.

3. Project-Based Learning (PjBL) Principles

According to Thomas, project-based learning has several principles in its application, namely (Wena, 2014):

- a. Centralized. This learning model is the center of the learning strategy, because students learn the main concepts of a knowledge through project work. Project work is central to the learning activities carried out by students in the classroom.
- b. Guide Questions. Project work carried out by students is based on questions or problems that lead students to find concepts about certain fields. In this case work activities become external motivation that can generate internal motivation in students to build independence in completing tasks.

- c. **Constructive Investigation.** Project-based learning is an investigative process carried out by students to formulate the knowledge needed to work on projects. Therefore, the teacher must be able to design learning strategies that encourage students to carry out the process of searching and or deepening the concept of knowledge in order to solve the problems or projects they face.
- d. **Autonomy.** Project-based learning, students are given the freedom or autonomy to determine their own targets and are responsible for what they do. The teacher acts as a motivator and facilitator to support student success in learning.
- e. **Realistic.** Projects carried out by students are real work that is in accordance with the reality in the field of work or in the community. Projects that are carried out are not in the form of simulations or imitations, but work or problems that are really real.

Dealing with the principles above, the researchers implemented PjBL based on the principles in English speaking materials. At the beginning, the students were taught speaking materials, they need to know the concepts of expression in daily communication. Questions are addressed to activate students' critical thinking, and they are led to make investigation. In completing the project, the students have autonomy to create and design their speaking video and it should base on speaking materials and relate to real context.

C. METHOD

Respondents

This action research was conducted in SMAN 10 Gowa, South Sulawesi. The subjects were study English subject of X grade in academic 2021/2022 which consisted of 31 students. This class was chosen with the aim to increase and improve students' achievement in English speaking skill. Teaching and learning activity were held through three cycles, it followed the research principles of action research (Kunandar, 2010). Speaking Project-Based Learning (SPjBL) was implemented during three cycles with different speaking lesson topics. It aimed at finding out students' improvement from cycle one to cycle two, and from cycle two to cycle three.

Instrument

The research instruments used were observation, test, and interview. The observation sheet was used to collect the data about students' participation and activeness during learning process through the implementation of SPjBL in English subject class. Test was conducted after the observation finished. It aimed at collecting data about students' achievement. The students were

given questions to measure their speaking skill for each cycle. Then, interview was conducted to know students' response based on their experience in learning speaking skill through SPjBL.

Procedure

Data collection were gathered from learning activity in the classroom using observation sheet, and then the end of each cycle the students were given a test related to speaking materials. This research consisted of three cycles and each cycle followed four phases.

a. Plan

Teacher and researchers analyzed the curriculum to know basic competence that should be achieved by the students, and then arrange lesson plan which consisted SPjBL as innovative learning in presenting speaking materials and speaking project. The teachers, researcher, and students collaborated to design a plan for the project.

b. Action

In this phase, the teacher presented the lesson by giving critical questions to students and explained the materials. Then, the students were divided into some project groups. The project given was related to speaking lesson, and the students were instructed to create video with the team in English speaking. They have one week to complete the project. The teacher monitored the students and their progress of the project.

c. Observation

When the teacher conducted learning process and activity through SPjBL, the researchers acted as observer. Teaching and learning situation was observed and recorded, taken note students' activeness and participation, observed students' ability in group discussions, and observed the way of teacher in implementing PjBL in learning activity.

d. Reflection

At the end of cycle, the teacher and researchers made reflection to know students' progress. It conducted after giving test to the students. Each meeting or cycle, there was reflection conducted. From the result of the test the students' mean score indicted improvement for each cycle, and the third cycle about 70% to 75% students were active and responded the questions, giving idea, and asking questions. The students could finish the project on time.

Data Analysis

The collected from observation sheet and test were analyzed descriptively by finding out students' score, mean score, percentage. It was aimed at finding out progress that occurred in every meeting of the learning cycles. Students' learning outcomes in test was analyzed to find out mean score, and then it was categorized into high, average, and low. The same case for students' activeness in learning activity, it was categorized into high, average, and low. The formula used for finding out the score and mean score were based on Gay, et.al (2012).

D. FINDINGS AND DISCUSSION

Table 1: Mean Score of Students' Speaking Skill

Variable	Cycle 1	Cycle 2	Cycle 3
Speaking Skill	77.85	82.61	83.88

Table 1 indicates that there are improvement from cycle one to cycle two, and from cycle two to cycle three. The students' mean score in cycle one is 77.85 and in cycle it improved to be 82.61. The progress is 2.76 point. In cycle two the students' means score is 82.61 and improved again in cycle three to be 83.88. The progress is 1.27 point. These findings imply that students got highest improvement from cycle one to cycle three. It can be stated that in each cycle students show their progress in learning speaking skill through Project-Based Learning.

In cycle one, the teacher taught Expressions of Suggestion and Offering to the students. It was begun by preparing lesson plan, and in action or implantation phase the students were introduced useful expression in giving suggestion and offering. There are some questions are addressed to students, it to lead them into the speaking to topic. According to Yasid, Munir & Retnaningdiyah (2021) after the teacher explored many questions and used a lot longer period to the wait time method, the students were easier to understand. The teacher emphasized the pronunciation and intonation of the expressions. Then, the students imitated it and expressed it well. To maximize students' understanding on these materials, the teacher asked students to watch the video. The students watched conversation between two people taking about giving suggestions. Then, the students in take turn were invited to do role play. It is the best practice for students to train their speaking skill in terms of pronunciation and fluency. It seems, the students enjoy all the activities.

After finishing all activities, the teacher gave assignment to students to do similar video as speaking project. The video content should be related with real context. Thus, the students created video at their home and focused on taking about the daily suggestion that they experienced around their home activity. As Riswandi (2018) states Project-based learning is based on the idea of connecting students' experiences with school life and encouraging them to learn new things. Real experience makes students easier to promote their speaking skill, because they use common vocabulary and expression based on their experiences. On the other hand, designing video practiced to speak fluently and naturally. Similar to Dewi (2016) who conducted action research by implementing Project-Based Learning and found that PBL technique could improve students speaking skill. However, it is difference with Sirisrimangkorn (2018) who applied Project-Based Learning to promote students' speaking skill by performing drama. It means that, giving project to students can be done in various ways or techniques, since the function is to enhance students' skills.

In cycle two, the teacher still continue to teach Expressions of Suggestions and Offering by applying Project-Based Learning, but in this cycle it more focus on Asking and Giving Offering expressions. The technique of applying PjBL is similar to cycle one. The students were introduced the expression of giving offering. The materials were presented in power point slide and they were supported with related pictures, video, and conversation. The students practice the conversation with their pair. In line with Gustrianto, Hidayah & Edy, (2018) students get greater opportunities to develop their English speaking skills through activities such as video viewing, group discussion, role play, and video production. The components of speaking focused on pronunciation and fluently. At the end of lesson, the students were asked to design speaking video in terms of expressing offering in their daily activity. Data of reflection shows the students still need improvement in pronunciation, therefore in cycle two the activities is more pay attention on practicing pronunciation. The teacher provided related vocabulary to the materials and show the way to pronunciation and in this case the students also know the meaning of the words. The project that students must be completed was speaking video of giving offering. The students worked in pair and discussed it and took video out of the school then send their video to the teacher. The selected video are published in YouTube. YouTube has provided a fun environment for learning English (Sari, Dardjito, & Azizah, 2020). It is encourage them to be more creative in designing video and promoting their speaking skill. It is similar to Aditama, Haryanti & Sari (2020) in the study is found the benefits of students' improvements in speaking skills for presentation after composing a

personal documentation video project are also explored in this study. Video project can make students more confident in exploring their idea to speak.

In cycle three, the teacher went to next materials about Expression of Asking and Giving Opinion. Project-Based Learning was still applied to improve students' speaking. The students were provided many activities to practice their speaking such as showing pictures and then students were invited to give their idea. Besides, the teacher turned video on as conversation example, then the students take turn to practice. In this activity, the students should underline the expressions of asking and giving an opinion. Dealing with the topic, the students created their own video with their pair or team. The students communicate naturally based on their experience in asking and giving opinion in their daily activity. Baron (2021) in his investigation revealed that the capacity to communicate in English had improved after teaching them by using Project-Based Learning. The average score improved with each component of the ability to speak English. From observation notes, all of students actively participated to speak their idea. Moreover, the result of evaluation indicates students achieved progress every meeting. It finds that integrating language learners in a video-making activity is a viable strategy to integrate technology into language curriculum and incorporate constructivist pedagogical strategies into foreign language instruction (Puspa. 2016). Making video project gives new challenge and experience in the real context to practice speaking skill.

Table 2: Mean Score of Students' Video Project

Variable	Cycle 1	Cycle 2	Cycle 3
Video Project	79.23	81.44	82.91

Table 2 shows students' progress in making speaking video project for three cycles. They achieved progress from cycle one to cycle two and cycle three. The students' score in cycle one is 79.23 and improved become 81.44, and 82.91 in cycle three. The students practice to speak about giving suggestion and offering, and asking and giving opinion. The content and expressions of actors were measured in the video. From the product of the project, the students show their skill in speaking skill fluently. The score above can be concluded that using Project-Based Learning could increase students' speaking skill.

Dealing with the project, the students evoked positive responses based on their experiences in creating their own speaking video. Some of the responses are as follows:

Extract 1:

“we are free to construct our own idea, and making best video is really challenging for me, we need to speak naturally as native speaker.”

Extract 1 implies that the students got new experiences to make their own video, and they should speak English like a native speaker. In this case, it is challenging to them to find good idea and show their good performance in the video.

Extract 2:

“I think it is a best way to practice our English because usually we only practice conversation in the class based on the text given by the teacher, but by doing video project I got a chance to show my skill and friends.”

Extract 2 emphasize that asking the students making their own video as speaking project give them opportunity to explore their skill and idea. In conventional way, usually the students only practice the expression in performing conversation in the class. The conversation is based on the text. It means they have not chance to use their own idea in real context.

Extract 3:

“ actually I’m not confident to speak English because I have bad pronunciation and poor vocabulary, but through this project I and my pair have much time at home to think and create the content of the conversation. We practice several time, then after we think we are ready, we record our self to speak English. I like our acting in the video, hehebe”

Extract 3 points out that doing project means they have enough time to make preparation. The students got a chance to find creative idea that is related to real context about the topic. After providing the concept in Indonesian, they then switched to English and memorize it. The students practiced many times to make sure the correct pronunciation, so they can express naturally in front the camera.

From these samples of extracts, it can be stated that all of the students are involved in speaking activity. They have opportunity to make preparation before showing their speaking skill. In relation to Ting (2013) states that although there were some reservations at first owing to a lack of experience and abilities in filmmaking, the students were generally positive and enthusiastic about the video project. Some of the students were not confident in speaking, but after practicing many times before taking video, finally they can minimize their hesitation. Similar to Wijaya (2020) revealed that participating in a digital video project helps students develop their abilities to create a proper introduction, maintain voice volume and emotion, and foster creativity in order to create

engaging videos. Applying video project in speaking as a assignment to students is effective to increase their skill dealing with pronunciation, vocabulary, and their speaking performance.

E. CONCLUSIONS

Based on the research findings that indicates the students' speaking skill improve from cycle one to cycle two, and from cycle two to cycle three. It is proven by calculating students' test score that cycle one is 77.85, cycle two is 82.61, and cycle three is 83.88. The students give positive response of the use of SPjBL in improving their speaking skill. Therefore, it can be concluded that one way to minimize students' problems and difficulties in speaking skills is applying Project-Based Learning. Conducting the project as the assignment could give opportunity to the students to show their best performance in the video. They can cooperate with their team to explore their creative idea by considering the content, the background of the video, and the actor performance. It gives new experience for them in creating their own video. In the video they should use right pronunciation, vocabulary, intonation, and appropriate expressions. Additionally, they have enough time to prepare, revise, and practice before shooting. The product of this project is speaking skill and video and it is called Speaking Project-Based Learning (SPjBL) by the researchers, since the research focus is concerning with speaking skill. Therefore, it is suggested to teachers and lecturers to apply SPjBL in teaching speaking skill at school or university context. The project can be developed based on the materials and students' needs.

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