IMPROVING THE STUDENTS SPEAKING SKILL THROUGH PICTURE AT THE EIGHT GRADE STUDENTS OF MTs NEGERI 1 BOLAANG MONGONDOW TIMUR

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Abstract

This study aims to improve the speaking skills through pictures of the eighth-grade students of MTs Negeri 1 Bolaang Mongondow Timur. This research is classified as classroom action research. It was conducted in two cycles, each of which held four sessions in the first and two in the second. The subjects of this study were 25 students of class VIII C MTs Negeri 1Bolaang Mongondow Timur. It used qualitative and quantitative data collecting techniques. Qualitative data was obtained through observation and interviews with students and English teachers. Data were from field notes and interview transcripts, while quantitative data was derived from tests (pre-test and post-test) and questionnaires. Besides, this study applies several triangulation techniques, such as time, researcher, and data. The actions carried out in this study used pictures in the teaching and learning process of speaking, applying image-based activities, giving feedback to students' performances, accustoming students to open dictionaries, giving handouts as daily material, and giving gifts to some active students. The results showed that the pictures application in the teaching and learning process of Speaking is believed to improve students' speaking skills effectively. Also, it showed that improvements in the teaching and learning process affected the progress of students' speaking skills. Students' speaking skills are measured quantitatively. The results revealed that the average score of students' speaking performance increased from 51.5 in the pre-test to 71.2 in the post-test. The gained score for students' speaking skills is 19.7.

Keywords: *improving, students speaking skills, picture*

INTRODUCTION

English is one of the mandatory subjects taught at a junior high school in Indonesia. There are four skills to master: listening, speaking, reading, and writing. Therefore, this research is focused on speaking skills. Speaking is considered important skill students have to accomplish. Students should be able to express their thoughts, opinions, feelings, and ideas through language. Oral language is a crucial link in the process of students' learning and thinking

development. Oral language provides a foundation for the development of other language skills. Students talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. The oral language is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact, throughout life,oral language skills remain essential for the communication of ideas and intelligent conversations.

In fact, most of students get difficult and afraid to speak English or share their opinion. It caused by some factors,those are; motivation, interest, teaching techniques and using teaching media. By using teaching media, the teacher can increase the students' motivation and create an interesting learning atmosphere andalternative way to create suitable and interesting techniques related to students' conditions.Based on the observation conducted by the researcher in grade VIII studentsof MTs Negeri 1 Bolaang Mongondow Timur, however, some problems were stillfound in the students' abilities in English, especially in speaking. The students' speaking skills were relatively low. They had difficulties in expressing ideas and opinions orally as they were afraid of making mistakes and not confident to speak English. They still had problems in pronouncing certain English words. To be able to speak, instead of pronunciation,the richness of vocabulary was also important. However, most students lacked vocabulary mastery and only a few students in the classroom consulted a dictionary. Their competencies in grammar were also poor. herefore, they preferred to be silent and not fully participate in classroom activities.In addition,the classroom activities were less motivating the students in learning.The class was monotonous and less fun learning activities.

To help the students organize their thinking and focusing their idea, the researcher used picture as a media or tools. The researcher uses 3 types of picture; they are picture of an object, picture of person and picture of object.Therefore, the students will be more confident to speak.Researchers believe that by using pictures, students' speaking skills can beimproved. Pictures are believed to be able

to stimulate and guide the students to speak. Pictures serve for illustration, develop students' imaginations, accommodate their interests, stimulate them to express ideas and also make the learning process more interesting and entertaining. Pictures are not just an aspect of the method but through their representation of places, objects, and people they are an essential part ofthe overall experiences the teachers must help their students to cope with. Teachers can use the pictures in any techniques or activities in order to meet the goal of speaking. Teachers and students can use their creativity since they can create their own drawings as the media. Therefore,the researchers believe that the picture is a medium that can be used to solve problems and help students to improve the skills of Speaking.

1. Speaking

   Speaking is the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise details of language is required to speak in a foreign language in order to share understandings with other people. Speaking or oral communication is an activity that includes two or more people in which hearers and speakers have to react to what they hear and make their contribution at speed of high level. While Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is a productive skill, like writing. It involves using speech to express meanings to other people. However, Speaking is different from writing in some aspects. Weigle mentions a list of characteristics which differentiates written language from the spoken one. The characteristics are permanence, production time, distance, orthography, complexity, formality, and vocabulary. Speaking is transitory and must be processed in real time, while written language is permanent and can be read and reread. Next, within a few moments speakers have to plan, formulate, and deliver their utterances, while writers spend more time to plan, review, and revise their words. To be able to communicate, both speakers and listeners need to be present during the activity. Unlike writing, speakers do not need to

carry much information to enhance a message as they employ various devices such as stress, intonation, pitch, volume, pausing, etc. Other characteristics of Speaking which can make oral performance easy as well as difficult in some cases are clustering, redundancy, reduced forms, performance variables, colloquial language, the rate of delivery, stress, rhythm, and intonation, and interaction.

To succeed in oral communication, speakers need to consider some aspectsnamely micro skills and macro skills. The micro skills refer to producing smallerchunks of language such as phonemes, morphemes, words, collocations, and phrasalunits. While the macro skills imply the speakers' focus on the larger elements: fluency, discourse, pronunciation, vocabulary, accuracy, function,style, cohesion, nonverbal communication, and strategic options. In this case, the researcher focuses inthe implementation of macro skills of fluency, pronunciation, accuracy and vocabulary. In conclusion, both micro and macro skills are needed by the speakers tosucceed their communication. The micro skills focus on the smaller chunks of language while the macro skills concern about the larger elements. By understanding those skills, teachers can scaffold the students to acquire the skills through the designed speaking tasks.

Teaching guides and facilitates learning, enables learners to learn,settingthe conditions for learning. It means that teaching speaking is guiding and facilitatinglearners to speak, helping learner to learn to speak, and setting the conditions for learning speaking. The success of productive-skill (writing and speaking skill) tasks relies on theway teachers organize the activities and how they respond to the students' works. A basic methodological model for teaching productive skills which is embedded in the teaching and learning process was conducted in this research study. The steps are lead-in,setthe task,monitor the process,and task feedback.The teaching is started by leading inthe students to the topic. In this step, the teacher may ask them some questions relatedto the topic to activate their background knowledge. The next step is setting the

task.After engaging the students with the topic,the teacher explains what the students aregoing to do. The teacher needs to demonstrate the activity as well as to provide all theinformation needed to run the activity.After the activity is started, the teacher monitors the process.Teacher may goaround the class,listen to students working, and also help them when they find, difficulties.Once the activity has finished,the teacher gives feedback to the students.In giving feedback,the responses are not merely focused on the language used by thestudents,but also the content of the task. In addition,showing the positive aspects oftheir achievement toward the task is also important that the teacher does not concentrate solely on their failings.

Teachers' duties are to guide and facilitate learning, to enable learners to learn, and also to set the conditions for learning. The teacher needs to play a number of different roles during different speaking activities. Harmer highlights some roles such as prompter, participant, and feedback provider. Sometimes, during classroom activities, role play as an example, students are unable to speak or lose their words for lack of vocabulary. In this situation teachers may not be quiet. Some encouragement are needed to help the students to think creatively rather than always depend on the teacher's words. Teachers may prompt them by offering words or phrases to suggest that the students say something or to suggest what could come next and so on and so forth. Next, teachers can be involved in an activity as a participant. This is a good reason to take a part in the activity together with the students that teacher can live things up from the inside, but they have to avoid possibilities of dominating the proceedings. Through giving feedback, the teacher can do both assessing and correcting the students' oral works. However, he/she should concern with the questions when and how the teacher gives the feedback to the students. The decisions of giving feedback during oral works also depend on the stage of the lesson, the activity, the type of mistake made and the particular student itself.

Teachers should know how to deal with giving feedback to their students. By understanding these, teacher can manage to give the correct feedback to the students. Before that, there are three types of mistakes that should be understood by teachers. Mistakes of linguistic form can be caused by the influence of the first language, by misunderstanding a rule, by a decision to communicate as best one can, by lack of concentration, and by a mixture of these and other factors. Edge (1989) categorizes the mistakes into slips, errors, and attempts. When the teacher thinks that the students can correct their own mistakes, it is categorized as slips. Errors are mistakes which a student cannot self-correct in his or her own English but the teacher thinks that the class is familiar with the correct form. When afterward. The other way is by giving feedback after the event. The teacher may discuss more detail with the class.

To teach speaking, teachers should consider some principles. Brown (2001) suggests seven principles for designing speaking techniques listed as follows:

a) Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
b) Provide intrinsically motivating techniques.
c) Encourage the use of authentic language in meaningful contexts.
d) Provide appropriate feedback and correction.
e) Capitalize on the natural link between Speaking and listening
f) Give students opportunities to initiate oral communication.
g) Encourage the development of speaking strategies.

There are some categories of speaking performance that should be understood by teachers as those focus on different speaking skills. Brown (2001) lists six, categories that students are expected to carry out in the classroom namely imitative, intensive, responsive, transactional, interpersonal, and extensive. In imitative activity, the students simply

parrot back. The focus is on some particular element of language forms such as practicing an intonation contour or trying to pinpoint a certain sound. One step beyond imitative, in intensive performance the students practice some phonological or grammatical aspect of language. Intensive Speaking can be self-initiated or it can even form part of some pair work activity. While in responsive performance, the students' performances in the classroom are in the forms of short replies to teacher- or student-initiated questions or comments. This type of speaking performance includes direct interactions which are limited to respond a very short conversation. The next types are transactional and interpersonal. They are quite similar as in the performance the students deal with a dialogue. The functions, however, are different as the transactional dialogue is to exchange specific information, while in the interpersonal one the students are maintained to deal with social relationships. The last speaking performance is extensive or monologue. The students are called on to give extended monologues. The monologues can be in the forms of short speech, oral presentation, or telling story which can be planned or impromptu. To measure the students' performance, the researcher referred to the rating scale proposed by Dick, Gall and Bog (2003) in giving score.

A medium, broadly conceived, is any person, material or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes. They define media as the graphic, photographic, electronic,or mechanical means for arresting, processing, and reconstituting visual or verbal information. To conclude, teaching media is any supporting materials, tools, equipment,or techniques used to facilitate the students' learning and to enable them to acquire the knowledge or understand the contents of the teaching and easily.

2. Picture

There is some definition of picture stated by the expert. Sadiman (1990) inWulandari (2012) states that picture is a general verbal communication that can beunderstood and available everywhere. Pictures

give a real description of an object which is portable and can be used anytime and help an understanding of objects which are difficult to be observed. According to Wright (1989) pictures are not justan aspect of the method but through their representation of places, objects, and people they are an essential part of the overall experiences that the teacher must help the students to cope with. It can be in the forms of flashcards (small cards which we can hold up forstudents to see),large wall pictures (big enough for everyone to see detail),cue cards (small cards which students use in pair or group work), photograph, or illustrations,typically in a textbook (Harmer, 2007). Wright (1989) lists a number of types and uses of pictures. The types can be used to reach different purposes and focuses of language teaching.

There are several advantages to using images in teaching English. Pictures are very helpful in supporting the teaching and learning process. According to Harmer (2007) ideas really help reduce preparation time. Images can be reused, especially those that can be laminated, and can be used at any level in the classroom for 40 children, adolescents,exam classes,and adults taking general or business courses. When it comes to using pictorial stories in class, the key point is not to limit a teacher to classroom activities and speaking exercises. Students need many oral English exercises that they can get.

Wright (1989) proposes many games and activities suggested for use with pictures under two broad categories, challenges and opportunities. In "Challenges" there is usually a defined goal which lead to a predictable need for certain language forms. The challenge implies an element of competition for the individual or for members of a group. Achieving the goal often involves the idea of a right or wrong solution, which is not feature of "Opportunities". In "Opportunities" the students are encouraged to express feelings and ideas and to exchange experiences, while little or no emphasis is placed on whether theseare right or wrong. In other words, these activities give students an opportunity to do something in a context

full of encouragement and free from stress. There are some of the activities which are introduced in this research.They are 'story line', 'hold up picture story', 'yesterday', and 'group sequence stories' activity.The procedures of the use of the pictures in those activities are presented below.

The first is Story Line activity. This activity can be done in individual or pairwork.A story line and some points in the story are given to students together with useful sentence pattern tables and a list of useful vocabulary and one or more pictures.The students tell a story.

The second activity is Hold up Picture Story. This activity is done through class work. A sequence of pictures illustrating a story or process is shown to the classby the teacher, out of order. The class discusses and decides where each picture should be placed in the sequence. A student is asked to stand at the front of the classand to hold up one of the pictures.The class then decides whether the next picture, comes before or after it, and another student holds up and stands in the appropriate position.Each student then tells the story.

The third is Yesterday activity. Some pictures are required: actions and people (there should be about 40 pictures and there must be quite a few showing thesame action). The pictures are placed upside down in four piles (three piles of actions and one pile of people). The first student takes a picture of a person and asks a question. The second,the third,and the fourth student take a picture of action and make a statement of what the person did yesterday.

The last is Group Sequence Stories activity. The students will be divided in to some groups. Each group is given a picture. Each group makes at least two statements about the picture. Each group then studies the new picture and adds two more statements to the story based on the new picture. When the fourth picture has passed, the stories are displayed and compared.In conclusion, pictures are the type of media used by teachers because of their benefits of using pictures. Furthermore, they can provide various activities to support the

teaching and learning process. By using picture as a medium in teaching and learning can improve students' abilities especially students' speaking abilities.

In this research the researcher tried to present the review of several related literatures dealing with some related research findings. Some of them are mentioned as follows:

Kosdian (2016) in his thesis: Improving Students Speaking Skill by Using Picture Strip Story. The subject of this research was the first-year students of SMA 1 luragung. The objectives of their research were aimed to improving students speaking skill by using picture strip story. From that research, he found that picture strip story could improve students speaking skill.

Khairunnisa (2014) conducted a research about: The Effect of Using Picture Strip Story Technique Toward Speaking Ability of the First Grade Students at MA Al-IhsanBuluRampai. The objectives of her research was to find out students speaking ability taught without using picture strip story technique, and to find out if there is any significant effect of using picture strip story technique toward speaking ability of the second grade students at MA Al-IhsanBuluhRampai. The type of he research quasi-experimental. She used pre-test and post-test which design with the Nonequivalent Group. The result of her research was the implementation of picture strip story technique was effective in improving speaking English ability.

Novianda (2017) on his research entitled: Teaching Speaking by UsingPicture Strip Story. His research was purposed to find out whether picture strip stories used as CLT(Communicative Language Teaching)could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could bebetter taught by using picture strip stories. The study on his research used a true experimental research design with quantitative methods. The subject was limited to the class VIII of MTsN Model Gandapura, with 30 Students in each class. The result of his research showed that the students who were

taught speaking by using the picture strip story technique improved significantly more in speaking than those who were not taught by using the picture strip story technique.

Damayanti(2016) had conducted her research entitled: The Use of PictureStrip Story to Improve Students Speaking Skill at Eight Grade of SMP MuhammadiyahTempuran. The type of her research was the classroom action research.The subjects of her research were the students of VIII A that they had a low score in English lesson. The researcher took action on class that inquired about the problem. The research collected the data by giving pre-test and two cycles.

Referring to whole previous research which is not only strongly motivated the researcher but also make the researcher concludes that technique, exactly picture has much usefulness such as it can be used to improve students speaking skill especially.All of them take a speaking as the main skill but with different places. Therefore, the researcher will focus on student's fluency in English speaking skill. The research willtake a place at MTsN 1 BolaangMongondowTimur.

Based on the background above this research was conducted to answer thefollowing question:How can pictures improve the speaking skill of grade VIII Students of MTsNegeri 1 BolaangMongondowTimur?

RESEARCH METHOD

The research was conducted using Classroom Action Research at grade VIII (C class) studentsof MTs Negeri 1 BolaangMongondowTimur.According to Burns (2010),Action Research is a self-reflective, systematic and critical approach to aninquiry by participants. The aim is to identify problematic situations or issuesconsidered by the participants to be worthy of investigation in order to bring aboutcritically informed changes in practice. Action research is underpinned by democraticprinciples in that ownership of change is invested in those who conduct the research.

The data of this research are qualitative and quantitative data. The qualitativedata were in the forms of the descriptions of the process during the actions written infield notes, observation checklists, interview transcripts, and the

students' speaking performances.On the other hand,the quantitative data are from the scores of the students' speaking performances.

The data of this research obtained from several techniques, such as interviews, observations, tests, questionnaires,and documentation.The instruments that used in this study were forms of interview guidelines, observation sheets and checklists, speaking rubrics, and questionnaires. The researcher used a photo camera to document the teaching and learning process.

Inter-rater reliability was employed in this research. The researcher involved more than one rater or scorer in assessing the students' performance. They were the researcher himself and the English teacher.

RESEARCH FINDINGS AND DISCUSSION

This study was begun on October 8th, 2019 and ended on November 16th, 2019. It was aimed to improve the speaking skills of the students of MTs Negeri 1 BolaangMongondowTimur through pictures. All of the actions had been conducted in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the researcher discontinues the research up to this cycle. The implementation of pictures and the complementary actions were successfully accomplished and the objective of the research had been achieved. The research findings would be inferred from the qualitative and quantitative data gathered during the research. The qualitative data are from the observation of the teaching and learning process, interview with the English teacher and also the students. While the quantitative data are derived from the speaking scores of pre-test and post-test and the result of questionnaires given at the end of each cycle. Regarding the implementation of those two cycles, the researcher presented the following changes as a result of Cycle 1 and Cycle 2.

a. Using pictures in the teaching and learning process of speaking.

   In cycle 1, pictures were successful in attracting the students' interests and attention in learning. In addition, through pictures, the students were motivated and stimulated to speak as the pictures provided illustrations and new vocabulary which could be explored by the students.

In Cycle 2, the implementation of pictures in the teaching and learning process of Speaking was successful. Pictures attracted the students' attention during the teaching and learning process. Besides, the picture also motivated the students to speak up as the researcher provided illustrations and concrete ideas.

b. Implementing picture-based activities.

In cycle 1, the picture-based activities implemented in Cycle 1 were quite successful. The researcher makes fun of learning activities and gave more opportunities to the students to practice speaking. The students were motivated as they learned English in fun ways so that they were gradually brave to speak English. However, most students were still not confident to express their ideas. When they are asked to perform in front of the class, nobody was willing to do it. Some students still read aloud. The students' pronunciation also got better. They gradually pronounced the English words correctly and stressfully, though some of them still mispronounced some words. Though they had practiced their grammar knowledge about simple past tense in the activities, most students were still confused with the use of simple past tense. While, in the cycle 2 the learning was joyful, the students were motivated and enjoyed the teaching and learning process. This way, the students were not shy and silent anymore. Most students became more confident and active. They also actively participated in every task given either in group works, pair works, or individual works. Their aspects of Speaking were also improved, especially their understanding of simple past tense.

c. Giving feedback on the students' performance.

The action was effective in helping the students to improve their fluency and also pronunciation during Cycle 1. However, some students were still shy to speak English. They still mispronounced some words very often. Most students also had the same problem in constructing simple past tense as they were still confused with the Past verbs. Maximizing the rapport to the students, the researcher could give the feedback maximally

to the students. The action of giving feedback to the students in cycle 2 improved the students' works covering the aspects of fluency, pronunciation, accuracy, and vocabulary. As their mistakes were reduced, the students also became confident to speak in English.

d. Accustoming students from accessing a dictionary.

In Cycle I, most of the students brought their dictionaries in the classroom. However, some of them were not aware of the benefits of using dictionaries. They did not bring dictionaries with them and preferred to always directly asking the researcher to consult dictionaries so that it made the class became crowded. As the researcher allowed them to use dictionaries installed in their cellphones, they ended with playing games and accessing Google translate. In cycle 2, most students became aware of the importance of using a dictionary to consult difficult words. Some students used dictionary Books while the rest used electronic dictionaries. This action was successful since there was more student brought dictionaries: at least there was a dictionary in each desk. In this cycle, few students relied on the teacher's help related to vocabulary. The class also became more conducive than before.

e. Giving handouts as daily materials.

In cycle 1, the handouts to the students were very helpful as the students were provided with complete materials and speaking exercises completed with the procedures. This also minimized the students who wrote the materials on their notebooks during the speaking class. In cycle 2, it helped the students to learn the learning materials and do the speaking practices. From the handouts, they know what to learn and what to do.

f. Giving rewards to active students.

In cycle 1, this was not applied. The researcher had only just begun the action in the classroom. In Cycle 2, the action of giving rewards was effective to boost students' motivation and to improve their involvement in the classroom. They became active not only in participating in the class activities in groups and in pairs but also in individual activities.

Furthermore, the improvement in the teaching and learning process of Speaking actually also affected the improvement of the students' speaking performances. In this research, the students' speaking ability in pre-test and post-test were scored. The summary of the student's achievements of the pre-test and post-test is presented below.

Table 4.10: The Students Achievement Notes

The Average	Fluency	Pronunciation	Accuracy	Vocabulary
Pre-Test	54,4	50,4	48,4	52,8
Post-Test	72,8	68	72,8	71,2
Gain Score	18,4	17,6	24,4	18,4

In the pre-test, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. They tended to rely on their notes and even just read aloud the monologue. Their dictions were also limited. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly.

Besides, their utterances were not linked perfectly to one another. Through the implementation of pictures, the students' speaking abilities were improved. The improvements were revealed from the result of the students' performances in the post-test. In the post-test, their grammatical mistakes were reduced and their pronunciation also got better. Their vocabulary was also varied. The students were more confident and fluent in delivering the monologue. Some of them were able to use facial expressions and gestures. In addition, the delivery of the monologue was equipped with connectors which linked their ideas well and some strategic devices applied during the performance to maintain the process of communication, such as pauses, fillers, and self-corrections. The general findings of the students' mean score in pre-test and post-test are presented in the table below.

Table 4.11: The Students Mean Score

Mean Scores	Pre-Test	Post-Test	Gain Score
	51,5	71.2	19.7

Table 4.10 shows that the mean score of the post-test is higher than the mean score of the pre-test. The gain score of the students' speaking ability is 19,7 showing that there is an improvement of students' speaking skills.

CONCLUSION

The results of this study revealed an increase in students' speaking skills at class VIII C MTS Negeri 1 BolaangMongondowTimur. Pictures are believed to be effective in increasing student motivation. Pictures are able to attract the attention of students and are interested during the teaching and learning process of speaking. Pictures can also provide students with illustrations and ideas in their minds. Improvements can be seen in the teaching and learning process. The absence of media is overcome through picture implementation. In addition, the pictures can provide a variety of fun learning activities so that researchers can reduce student boredom during the learning process. Students become more confident to talk and be active in class activities. Students are motivated and the speaking class goes well. Hence, students' speaking skills, such as fluency, accuracy, pronunciation, and vocabulary also increase. This can be seen from the difference between the average results of the pre-test that is 51.5 increased to 71.2 with a difference in score of 19.7. The use of picture as a medium in the teaching and learning process of Speaking is very effective for improving students' speaking skills at the eighth grade C students of MTS Negeri 1 Bolaang Mongondow Timur.

Based on the result of the study, the researcher set some suggestions for English teachers, researchers, and students. It is important for English teachers to improve teaching and speaking learning. One of the media that can improve students speaking skills is images. The pictures are considered effective to be implemented in the teaching and learning process of speaking. The need for common language forms to be used in the classroom, various speaking practices that are fun and are able to improve students speaking skills not only in aspects of students' pronunciation, but also their fluency, grammar, and also vocabulary mastery, and focus of interest for students. The results of research can be used as one of the references for the other researchers who conduct similar studies related to the development of the students' speaking skills in the field of micro skills refer to producing smaller chunks of language such as phonemes, morphemes, words, collocations and phrasal units and in the field of macro skill such as discourse, function, style, cohesion, nonverbal communication and strategic options.

Base on the objective of this study, it is suggested for students to keep practices to improve their speaking skills by using the method that the researcher used in this study. It also possible that the students use another method related improving speaking skill or the students can also combine with another method. Overall, the students supposed to being active and continuously practice their speaking skill in daily life.

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