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The Students' Perceptions of Practicing Speaking Skill by Using British Council Website

Ica Catur Palupi
Institut Agama Islam Negeri (IAIN) Kediri

Aprilia Anggraini Ali*
Institut Agama Islam Negeri (IAIN) Kediri
lijesse33@gmail.com

Nurul Aini
Institut Agama Islam Negeri (IAIN) Kediri

ABSTRACT

This study aims to determine the perception of the use of the British Council website. This study uses quantitative methods and the research participants were 20 students in the 6th semester of the English Education Program at IAIN KEDIRI with twenty one statements concerning how they felt about using British Council Website to practice their English language skills. The data were collected through a questionnaire distributed to students using Google Forms. The highest point of those questionnaires was students "Agree" that British Council Website helps them practice in speaking. While the lowest point of questionnaires was "Disagree". They can improve their speaking skill by noting important details in their notebook when they watch videos on the British Council Website. In addition, the finding shows that British Council website is effective to help teacher in delivering material and boosting the students' motivation to speak. In conclusion, many students agree that the British Council website can help students with their problems in learning English.

Keywords: *British Council website, learning process, students' perception*

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Introduction

Language has a big role in human life to make a relation in their environment. One of the experts states that language is used widely in communication between people who do not share the same first (or even second) language (Harmer, 2007). It indicates that language is very crucial to learn in human life. Students commonly get confused about how to practice their English skills, particularly speaking. The students are afraid to begin a conversation or put their ideas into words in English. However, practicing daily will help student becoming fluent in speaking. The learner can participate in this globalization era by mastering this ability.

According to Thornbury (2005), he said that speaking ability is influenced by a variety of things rather than just one. They include linguistics knowledge, which encompasses discourse knowledge, genre knowledge, grammar, vocabulary, and phonology, as well as extra linguistics knowledge, which includes topic and cultural background, context awareness, and knowledge with other speakers. Reiser and Dick (1996) states, teachers can use a variety of teaching and learning strategies to achieve the goals and targets of teaching-learning. Therefore, Cole (2008) states that it is the teacher's responsibility to create effective strategies or techniques for supporting students' learning needs, with the main goal being for students to speak using the language that they are learning. These imply that it is the responsibility of teachers to stimulate students to speak English by using effective speaking-based teaching techniques.

Speaking fluency is often an indication of successful language learning, and teacher strategies are important for achieving learning goals, which affect the learning and teaching atmosphere (Brown and Yule, 1999). These become the focus of the study. In consideration from above explanations, this study was done to determine that Website British Council as the strategies used in learning speaking skill, as well as to know the effects of those strategies on the students. There are two objectives of this study: first, what are students' perceptions of practicing speaking through the British Council Website, and are the students willing to continue practicing speaking through British Council Website.

The Definition of Perception

Perception, stated by Qiong (2017: 18), is the process of being aware of or understanding sensory information. According to Qiong (2017:19), the perception process is divided into three stages, which are as follows: The first step in the perception process is

selection; during this stage, environmental stimuli are transformed into meaningful experiences. The second step in the perception process is an organization. Information must be organized in a specific way by identifying relevant patterns after it has been collected from the outside world. At this level, there are two characteristics. First, the organizing process develops the framework for human perception. At this point, the meaningful experiences of structured humans are combined with unprocessed external stimuli. Second, the procedure demonstrates that human perception is stable. In other words, after identifying a stimulus and categorizing it, the stimulus becomes more lasting. The third step of perception is interpretation, which refers to the process of assigning meaning to what is chosen by the stimuli. However, despite receiving the identical input, each individual will interpret it differently. According to the explanation above, there are three perception processes: selection, organization, and interpretation. The first is selection, the second is organization, which is the preparation of information if you have found information, and the third is interpretation, which is the process of attaching meaning to what the stimulus has chosen, and each person will give a different interpretation even if the stimulus is the same.

The Concept of Speaking

According to Harmer (2007) speaking is the ability to speak fluently and requires not only knowledge of language options but additionally the capability to course of information people share their idea and opinion by talking with anticipating suggestions from their listener. Speaking, as defined by Keraf (1997) is the act of communicating information or expressing one's thoughts and feelings through spoken language, to utter words or articulate sounds produced by the speech organ, and as human beings, to express thoughts and express opinions using words. Speaking is defined by Hornby (1995: 20) as talking or saying something about something; mentioning something; having a conversation with someone; addressing someone in words; or expressing oneself in a particular language. According to Delahunty and Garvey (2010) Speaking is the most common way for students to interact with texts and teachers in educational settings. However, Leong and Ahmadi (2017) argue that speaking refers to more than making an expression; it also refers to transferring information through language. Speaking allows people to discuss opinions and feelings, deliver information and ideas, share personal experiences, and mention social relationships with others. According to Cameron (2001), speaking is the active use of language to explain

meanings so that other people can understand them. Speaking is reportedly the hardest skill for a teacher to teach, according to Moreno, Scoot, and Ytberg (2000: 31). Speaking is an ongoing process of expression, interpretation, and negotiation. The aim that motivates people to engage in oral communication with others is a specific purpose that they wish to accomplish. Additionally, it is recognized as a communicative experience that is participatory, social, and contextual.

Types of Speaking Performance

Every teacher often uses a different approach while teaching speaking skills to their students. Teachers have their unique methods for teaching English speaking to students who are learning the language for the first time so that their students can practice in front of the class. This depends on the subject matter the teacher will be covering. Short conversations or monologues may be used. According Brown (2007:327), there are some types in speaking performance as explained in the following.

Most people do not consider language use to be particularly challenging. Language usage is simple since it is done frequently and out of habit. At the age of one and a half years, a baby will imitate the word he hears without understanding its meaning. The mimicked one-word phrases develop into two-word phrases, and finally become complex sentences.

Furthermore, learners should frequently listen to native speaker speech via tape recorder, movies, or other means and then practice it. This is carried out to identify a specific vowel sound or to test an intonation counter. Rather than emphasizing significant interaction, imitation serves to highlight a certain language feature.

A second types of speaking that is widely used in assessment contexts is the production of short sections of oral language designed to indicate competence in a specific range of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements- intonation, stress, rhythm, juncture). However, interaction with a speaker or test administrator is at best minimal. The speaker must be aware of grammatical properties in order to react. Interaction and comprehension tests are part of the responsive assessment tasks, however they are somewhat limited to very basic small-talk, polite introductions.

Speaking that is responsive versus speaking that is interactive differs in frequency or in the number of participants. Interpersonal interactions and transactional language both

serve the objective of maintaining relationships. Transactional language is used to change specific information.

Practicing Speaking Skill

Nunan (1999: 25) adds that learning to speak requires students to have a thorough understanding of when, why, and how to use language, in addition to knowing how to generate specific language features like syntax, pronunciation, or vocabulary. Speaking ability is therefore a crucial component of creating great communication. People communicate verbally with others by speaking. Bahadorfar and Omidvar (2014) claimed that a speaker has good speaking skills if the listeners can understand what they are saying. There are many ways to evaluate speaking skill. A rubric assessment tool called The Competent Speaker can be used to evaluate speaking ability. According to Dunbar, Norah, Brooks, and Kubicka-Miller (2006), The Competent Speaker's speaking rubric assessment contains of selecting and focusing the topics, delivering the intended message, offering the correct materials to support it, using the right writing techniques, using the proper language, using a variety of levels, tones, and vocal intensities, using the right fluency, grammar, and pronunciation, creating a physical attitude that supports verbal messages.

Furthermore, Lazaraton (2001) defines speaking as the process of building and sharing meaning that involves components of pronunciation, grammar, vocabulary, fluency, and understanding. From these experts' descriptions, it is clear that individuals can improve their English-speaking abilities by actively communicating with respondents on speaking skill-related topics. There are several different skills, including understanding, fluency, and pronunciation.

Web Based Learning

Various definitions can be found to understand what is meant by e-learning (electronic learning). Victoria L. Tinio, for example, states that e-learning includes learning at all levels, formal and non-formal, that uses computer networks (intranet or extranet) for the delivery of teaching materials, interaction, and/or facilitation. For learning that part of the process takes place with the help of the internet network is often referred to as online learning. A broader definition is put forward in the SEAMOLEC working paper, namely e-learning is learning through electronic services.

Despite various definitions, it is basically agreed that e-learning is learning by utilizing electronic technology as a means of presenting and distributing information. The definition includes educational radio and television broadcasts as a form of e-learning. Although educational radio and television are one form of e-learning, it is generally agreed that e-learning reaches its peak form after synergizing with internet technology. Internet-based learning or web-based learning in its simplest form is a Website (Web) that is utilized to present learning materials.

The use of the Web (E-Learning) makes schools or educational institutions no longer lack information and sources of knowledge for educational purposes, not least in the educational process that takes place at Briton International English School Makassar. In fact, knowledge about the world at large can be transferred to the fingertips of the learners. Communication that was once limited to paper, pen and correspondence can now take place very quickly and on an international scale, opening up new insights for the development of learning communities (Duffy & McDonald, 2008: 283).

The Web contains many categories of resources that can be used for teaching and learning. These resources range from online professional publications and various blog organizations to video conferences. Web users can search for information formats according to their interests because the information is presented in text, audio, visual, and video or movie media formats (Duffy & McDonald, 2008: 285).

Previous Research

This research article has relevant research, the first previous research entitled "Enhancing Students' English-Speaking Skills Through Web-Based Teaching" by Suryana, Hidantikarnillah, and Oktavianti (2020). This research used teacher interview to collect the data about the use of the website in the class. Finally, we can confirm that teaching English speaking is useful for students to improve their speaking skills. The second entitled "British Council's English for Academic Purposes (EAP) Students' Manual: A Critical Analysis of the Course book Taught at Pakistani Universities" by Qadar (2019). This study evaluated the British Council's EAP course book and to know the usefulness and effectiveness of the course book. The study found the course book a useful, effective and an appropriate source of English language learning in terms of the investigated aspects of the book.

Methods

This research used a quantitative. Furthermore, the researchers gathered data from questionnaires from some students based on their categories including high achievers, middle achievers, and low achievers. The researcher created a questionnaire aimed to find out the student's points of view towards practicing activities using the British Council Website. In this case, the researchers divided the questions into two themes, namely: (i) the student's perception of practicing speaking using the British Council Website in the classroom; (ii) the students are willing to continue learning through the British Council Website. Data provided answers to the questions which helped to understand the perceptions better. The study concentrates on students' practicing speaking by using British Council Website. The research respondents are students in 6th semester at IAIN Kediri. All of the participants are who use British Council as a learning tool.

A questionnaire was used to gather the data. The researcher created a questionnaire that asked about students' perceptions with twenty two statements concerning how they felt about using British Council Website to practice their English language skills. There were five scales on the survey: "Strongly Agree, Agree, Disagree, and Strongly Disagree". A voluntary in this research was all of the participants are who use British Council as a learning tool every day. The survey used in this research is adapted from Tahmina, T. (2023).

Result and Discussion

The process of choosing, concentrating, reducing, and converting data from written-up field notes is referred to as data reduction. The information will be gathered through the questionnaire. The subject of this research is all of the participants are who use British Council as a learning tool from any kind of English level proficiency.

In this research, the data reduction was done by summarizing the raw data from the questionnaire. The first step is read all the answer in questionnaire, and then the researcher classifies the categories of the students' perception which is proven using numerical evidence. The researcher will find the frequency of the types of the informational British Council impacts and the frequency of the British Council usage for their educational competences. The percentage of each type of respondents will be calculated.

This is the formula which is used by the researcher for the percentage:

$$\frac{\sum x}{\sum n} \text{ x } 100\%$$

Note:

$\sum x$ = Total respondents who choose the same degree of agreement

$\sum n$ = Total all of the respondents

Item 1, I always use British Council Website when practicing speaking. It showed that 3 students (15%) choose " strongly agree", 11 students (55%) choose " agree ", 6 students (30%) choose " disagree ". So, we can conclude that most students of English Department "agree" to choose British Council Website for practicing speaking English.

Item 2, British Council Website can run well on all types of mobile phones. It showed that 2 students (10%) choose " strongly agree", 16 students (80%) choose " agree ", 2 students (10%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website for practicing speaking English can run well on all types of mobile phones.

Item 3, British Council Website is easy to access. It showed that 1 students (5%) choose " strongly agree", 18 students (90%) choose " agree ", 1 students (5%) choose " disagree". So, we can conclude that most students of English Department "agree" that British Council Website is easy to access.

Item 4, I can practice speaking English using British Council Website. It showed that 3 students (15%) choose " strongly agree", 15 students (75%) choose " agree ", 2 students (15%) choose " disagree". So, we can conclude that most students of English Department "agree" that they can practice speaking English using British Council Website.

Item 5, British Council Website helps me practice speaking. It showed that 20 students (100%) choose "agree ". So, we can conclude that most students of English Department "agree" that British Council Website helps them practice speaking.

Item 6, British Council Website makes practicing speaking more interesting. It showed that 4 students (20%) choose " strongly agree", 11 students (55%) choose " agree", 5 students (5%) choose " disagree". So, we can conclude that most students of English

Department "agree" that British Council Website makes practicing speaking English more interesting.

Item 7, The English language contents of the British Council Website are easy to comprehend. It showed that 4 students (20%) choose " strongly agree", 14 students (70%) choose " agree ", 2 students (26,70%) choose " disagree". So, we can conclude that most students of English Department "agree" that the English language contents of the British Council Website are easy to comprehend.

Item 8, The English language contents of British Council Website videos are easy to comprehend. It showed that 3 students (15%) choose " strongly agree", 14 students (70%) choose " agree ", 2 students (10%) choose " disagree", 1 students (5%) choose "strongly disagree". So, we can conclude that most students of English Department "agree" that the English language contents of British Council Website videos are easy to comprehend.

Item 9, British Council Website provides relevant material to prepare assignments. It showed that 1 students (5%) choose " strongly agree", 14 students (70%) choose " agree ", 5 student (25%) choose " disagree". So, we can conclude that most students of English Department "agree" that British Council Website provides relevant material to prepare assignments.

Item 10, watching videos on British Council Website helped me develop my speaking skills. It showed that 2 students (10%) choose " strongly agree", 14 students (70%) choose " agree ", 3 students (36,70%) choose "disagree", 1 students (5%) choose "disagree". So, we can conclude that most students of English Department "agree" that watching videos on British Council Website helped them develop their speaking skills.

Item 11, writing down the significant points in my diary while watching videos on British Council Website help me to acquire speaking skills. It showed that 2 students (10%) choose " strongly agree", 15 students (75%) choose " agree ", 3 students (15%) choose "disagree". So, we can conclude that most students of English Department "agree" that writing down the significant points in my diary while watching videos on British Council Website helps me to acquire speaking skills.

Item 12, I can improve my speaking skill by noting important details in my notebook when I watch videos on the British Council Website. It showed that 2 students (10%) choose " strongly agree", 17 students (85%) choose " agree ", 1 students (5%) choose "disagree".

So, we can conclude that most students of English Department "agree" that they can improve their speaking skill by noting important details in their notebook when they watch videos on the British Council Website.

Item 13, British Council Website provides relevant material to learn to speak. It showed that 2 students (10%) choose " strongly agree", 15 students (75%) choose " agree ", 2 students (10%) choose "disagree", 1 students (5%) choose " strongly disagree". So, we can conclude that most students of English Department "agree" that British Council Website provides relevant material to learn to speak.

Item 14, British Council Website enables me to understand English lessons better. It showed that 2 students (10%) choose " strongly agree", 15 students (75%) choose " agree ", 3 students (15%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website enables me to understand English lessons better.

Item 15, British Council Website helps me to increase my speaking skill. It showed that 2 students (10%) choose " strongly agree", 16 students (80%) choose " agree ", 2 students (10%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website helps me to increase my speaking skill.

Item 16, British Council Website is an appropriate tool for improving speaking. It showed that 2 students (10%) choose " strongly agree", 16 students (80%) choose " agree ", 2 students (10%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website is an appropriate tool for improving speaking.

Item 17, British Council Website makes me practice speaking and become more comfortable. It showed that 3 students (10%) choose " strongly agree", 15 students (70%) choose " agree ", 3 students (15%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website makes them practice speaking and become more comfortable.

Item 18, British Council Website captures my attention better in practicing. It showed that 3 students (10%) choose " strongly agree", 15 students (70%) choose " agree ", 3 students (15%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website captures their attention better in practicing.

Item 19, British Council Website's videos motivate me to practice speaking more and more. It showed that 2 students (10%) choose " strongly agree", 15 students (75%) choose " agree ", 3 students (15%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website's videos motivate them to practice speaking more and more.

Item 20, British Council Website motivates me to study English well. It showed that 3 students (15%) choose " strongly agree", 15 students (75%) choose " agree ", 2 students (10%) choose "disagree". So, we can conclude that most students of English Department "agree" that British Council Website motivates them to study English well.

Item 21, I am willing to continue practicing speaking through British Council Website. It showed that 3 students (15%) choose " strongly agree", 15 students (75%) choose " agree ", 2 students (10%) choose "disagree". So, we can conclude that most students of English Department "agree" that they willing to continue practicing speaking through British Council Website.

The highest point of those questionnaires was students "Agree" that British Council Website helps them practice in speaking (100%). while there are several lowest point of questionnaires, the first item was "Disagree" that British Council Website is easy to access (5%) and "Strongly Agree" that British Council Website is easy to access (5%), the second item was "Strongly Disagree" The English language contents of British Council Website videos are easy to comprehend (5%), the third item was "Strongly Agree" that British Council Website provides relevant material to prepare assignments (5%), the fourth item was "Strongly Disagree" that Watching videos on British Council Website helped me develop my speaking skills (5%, the fifth item was "Disagree" that they can improve my speaking skill by noting important details in their notebook when they watch videos on the British Council Website, the sixth item was "Strongly Disagree" that British Council Website provides relevant material to learn to speak (5%).

This study aimed to explore the students' perceptions of practicing speaking skills by using the British Council website. The findings of this study shed light on the effectiveness of online platforms in enhancing students' speaking abilities and their overall learning experience. The discussion will delve into the key findings, implications, limitations, and suggestions for further research.

The first previous research entitled "Enhancing Students' English Speaking Skills Through Web-Based Teaching" by Suryana, Hidantikarnillah, Oktavianti (2020). The similarity of this research is that researchers use web-based for learning and for the difference this researcher uses teacher perception and they used qualitative method by using direct interview. while this research uses students' perception and uses quantitative data for the website previous research teachers use the web as a medium of learning to students while this research uses the British Council website as a perception to improve students' speaking skills. This research used teacher interview to collect the data about the use of the website in the class. The second previous research conducted by Qadar (2019) entitled "British Council's English for Academic Purposes (EAP) Students' Manual: A Critical Analysis of the Course book Taught at Pakistani Universities".

This research used qualitative in design and descriptive in nature. The research tries to evaluate the British Council's English for Academic Purposes (EAP) Students' Manual. The similarity of this research is that researchers use British Council as a research medium, for the difference, researchers use British Council for media that will be used for course books and researchers use qualitative as a research method while this study uses British Council to find out whether the website can improve students' speaking skills and this study uses quantitative methods.

The results of this study indicated that the majority of students had positive perceptions of using the British Council website for practicing speaking skills. It shown that the most students of English Department agree that the website is easy to access helps them to practice more in speaking content, and motivate them to practice speaking more than before. Moreover, the students appreciated the variety of topics and authentic materials available on the website. They felt that the content was relevant, up-to-date, and provided them with exposure to different accents and speech patterns. This exposure helped broaden their understanding of the English language and improved their listening comprehension skills. The students also mentioned that the self-paced nature of the online exercises allowed them to practice speaking at their own convenience, promoting autonomous learning.

However, it is important to acknowledge the limitations of this study. Firstly, the sample size was relatively small, and the study was conducted in a specific educational setting. Therefore, caution should be exercised when generalizing the findings to other contexts.

Secondly, the study relied on self-reported data, which may be subject to social desirability bias. Future research could employ mixed-methods approaches and larger sample sizes to provide a more comprehensive understanding of students' perceptions. The findings of this study have important implications for language educators and curriculum developers. Incorporating online platforms like the British Council website can offer valuable speaking practice opportunities to students, especially in contexts where face-to-face interaction is limited. Educators can integrate these resources into their lesson plans, encouraging students to explore and utilize them for independent practice. Additionally, institutions and policymakers should invest in digital infrastructure to ensure equitable access to online resources for all students.

This study showed that students had a positive view of using the British Council website to hone their speaking abilities. The results emphasized the value of using online tools in language instruction to improve students' speaking skills and promote independent learning. To further investigate the possibilities of digital technologies in language instruction and solve the identified limitations, future research projects should expand on these findings.

Conclusion

The use of British Council Website as the strategies used in teaching speaking, as well as to know the effects of those strategies on the student. So, British Council Website can facilitate students to learn and improve their speaking skills. In addition, British Council Website also makes it very easy for students to learn online. 20 students were involved in this study and they are asked to fill questionnaire by using the Google Form format. The perception is focused on the issue of attractiveness, effectiveness, relevance, and motivation. The contents in the questionnaire were presented with a Likert-scale which students could choose to express their perceptions through the statements provided. As a final conclusion, it can be concluded that the use of British Council Website is attractive, effective, can be relevant to the course content, and can motivate students in learning English, especially in learning speaking. It clearly proved through data that has been processed and concluded in research finding. The majority of students gave a positive response in every statement on each aspect presented through a questionnaire that they had filled in and submitted it. Based

on the study, researchers can conclude that the use of British Council Website has great potential to help students in improving their speaking skills and abilities.

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