

**TEACHING AND LEARNING SPEAKING FOR
PROFESSIONAL CONTEXT BY USING
DISCUSSION TECHNIQUE**

A Thesis

**Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree**

**By
Afrida Dewi Anggriani
NPM. 1711040182**

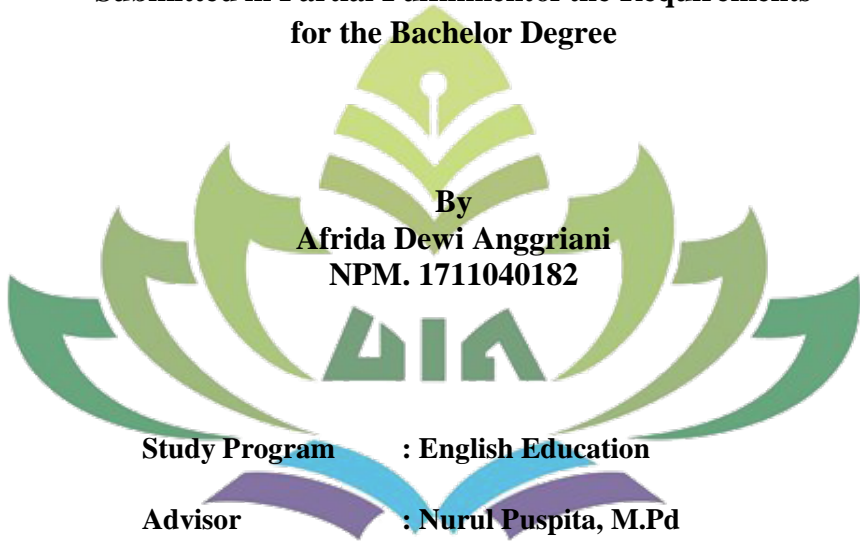


**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

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Study Program : English Education

Advisor : Nurul Puspita, M.Pd

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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023**

ABSTRACT

Speaking for professional context is one of the prerequisite courses in the English education department. This course aims to equip students with English competence in verbal and non-verbal communication that is fluent, accurate, and acceptable in public in a professional context. However, in speaking lessons, some students still find it difficult and lack confidence to express ideas, because English is not their everyday language. The aims of this research is to find out how the teaching and learning speaking process and what factors are supporting and inhibiting in this learning.

The research used qualitative descriptive research. This research conducted in class E students third semester majoring English Education study program at UIN Raden Intan Lampung with a total of 33 students. To collect the data, researcher used three techniques include observation, interview and documentation, and data analysis used data condensation, data display, and drawing conclusion to analyze the data.

In addition, to solve the students problem in speaking lesson, lecturer used interesting teaching to present the material to help them in the classroom. One alternative technique is the used of discussion techniques. The result of this research showed that the use of discussion techniques in speaking for professional context class helped students be more active, creative and confident in learning.

Keywords: *Discussion technique, Speakingfor professional context, Qualitative Descriptive,*

DECLARATION

I am a student with the following identity:

Name : Afrida Dewi Anggriani

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Thesi : Teaching and Learning Speaking for professional Context By Using Discussion Technique

Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, January 2023

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CONTEXT BY USING DISCUSSION
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ADMISSION

The following thesis entitled: **Teaching and Learning Speaking For Professional Context by Using Discussion Technique**, written by: **Afrida Dewi Anggriani, NPM: 1711040182, Departement: English Education**, has been succefully defended at the Thesis Defense of the faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung. The Thesis defense was held on **Friday, February 17, 2023.**

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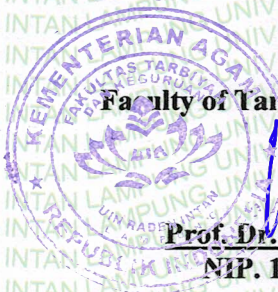

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥٠﴾

For indeed, with hardship will be ease
(QS.Asy-Syarh, 94:5)¹



¹Usman El-Qurtubi, *Al-Qur'an dan Terjemahannya*, Bandung: PT. Cordoba Internasional Indonesia, 2012, P. 596. Arabic and English Translation available at: <http://www.akucintaislami.blogspot.com/2018/03/teks-bacaan-surah-al-insyirah-dan.html> . Accessed on January, 8th 2023, at 00.20 a.m

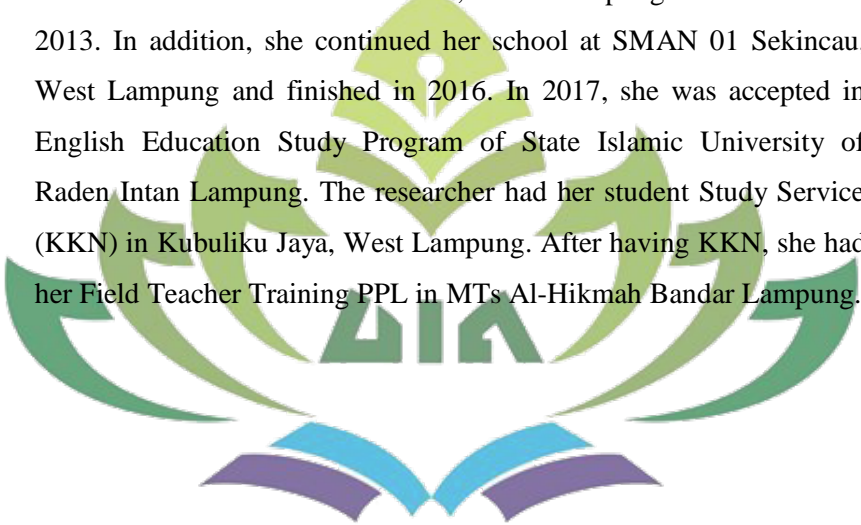
DEDICATION

With gratitude and loves, this thesis is dedicated to everyone who loves and cares me a lot. I would like to dedicate this thesis to:

1. Allah Subhanahu Wata'ala. Thanks for giving me strength each day of my life.
2. The greatest love for myself, thanks so much for not giving up of each struggling.
3. My beloved parents, Mr. Asep S (Alm.) and Mrs. Sri Marwiyah, Thank you so much for your patient, always pray for my success, and advice you have put me through all of my life.
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5. My Best Friend, Adhar Hadapi, who always support me.
6. My beloved friends, Astri Gunani and Umi Hani Anjani who always support me.
7. The greatest thanks for my advisor and co advisor, Mrs. Nurul Puspita, M.Pd. and Mrs. Dr. Nur Syamsiah, M.Pd who have provided guidance and direction until the completion of this thesis.
8. All of my best friends that have contributions for the thesis.

CURRICULUM VITAE

The name of the researcher is Afrida Dewi Anggriani. She is called Afi or Afida. She was born on June 16, 1998 in West Lampung. She is the last child of Mr. Asep S (Alm.) and Mrs. Sri Marwiyah. She has one beloved sister, her name is Aspin Ekawati, S.Pd. The researcher graduated at SDN 01 Kubuliku Jaya, West Lampung and finished in 2010. Then, she continued her school at Junior High School at SMPN 01 Batu Ketulis, West Lampung and finished in 2013. In addition, she continued her school at SMAN 01 Sekincau, West Lampung and finished in 2016. In 2017, she was accepted in English Education Study Program of State Islamic University of Raden Intan Lampung. The researcher had her student Study Service (KKN) in Kubuliku Jaya, West Lampung. After having KKN, she had her Field Teacher Training PPL in MTs Al-Hikmah Bandar Lampung.



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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy are given to the researcher during his study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “Teaching and Learning Speaking for Professional Context By Using Discussion Technique

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore the writer would like to express the deepest sense of gratitude to :

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University of Lampung.
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7. Seniorika, M.Pd, as the validator of the results in the data analysis of this research who is happy and friendly to take the time to validate the data analysis so that this thesis can be said to be valid.

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9. All students of class E in the third semester majoring English education study program at UIN Raden Intan Lampung who have participated in this research.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, January 2023

The Researcher,



Afrida Dewi Anggriani
NPM. 1711040182

LIST OF CONTENTS

	Page
COVER	ii
ABSTRACT	iii
DECLARATION	iv
APPROVAL	v
ADMISSION	vi
MOTTO	vii
DEDICATION	viii
CURRICULUM VITAE	ix
ACKNOWLEDGEMENT	x
LIST OF CONTENTS	xi
LIST OF TABLES	xv
LIST OF APPENDICES	xvi

CHAPTER I INTRODUCTION

A. Title Affirmation.....	1
B. Background of The Problem	2
C. Focus and Sub-Focus of the Research.....	4
D. Problem Formulation	5
E. Objective of The Research.....	5
F. Significance of The Research.....	5
G. Relevant Research.....	6
H. Research Method	6
1. Research Design.....	6
2. Research Subject.....	7
3. Research Instrument.....	7
4. Data Collecting Technique.....	7
5. Data and Source Data.....	9
6. Data Analysis.....	10
7. Trustworthiness of the Data	10
I. Systematic of the Discussion.....	11

CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching and Learning.....	13
1. Teaching.....	13

a. Definition of Teaching	13
b. Characteristics of Teaching	14
c. Phase of Teaching	14
d. Teaching Skills.....	15
2. Learning.....	16
a. Definition of Learning.....	16
b. Characteristics of Learning	17
c. Types of Learning	17
d. Learning Skills	17
B. Speaking.....	18
a. Definition of Speaking	18
b. Definition of Speaking For Professional Context	19
c. Elements of Speaking.....	20
d. Function of Speaking	21
e. Teaching of Speaking.....	22
C. Discussion Technique.....	22
a. Definition of Discussion.....	22
b. Types of Discussion.....	23
c. Advantage and Disadvantage of Discussion Technique	24
D. Procedure of Teaching Speaking For Professional Context By Using Discussion Technique	25
E. Teacher Problems In Learning Speaking For Professional Context	27

CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT

A. General Description of the Object.....	29
B. Facts and Data Display	29

CHAPTER IV RESEARCH ANALYSIS

A. Data Analysis.....	35
B. Research Finding	45

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion 53
B. Recommendation 54

REFERENCES..... 55

APPENDICES 59



LIST OF TABLES

1. Table. 1.1. Data Collecting Technique	8
2. Table 3.1. Observation Sheet.....	30
3. Table 3.2. Interview Sheet.....	32
4. Table 4.1. Stages of Speaking Activities	36



LIST OF APPENDICES

Appendix 1 : Photos During Observation.....	61
Appendix 2 : Photos During Interview	63
Appendix 3 : Description of Observation	64
Appendix 4 : Transcript of Interview	68
Appendix 5 : Expert Validation Form Instruments.....	
Appendix 6 : RPS.....	



CHAPTER I INTRODUCTION

A. Title Affirmation

The purpose of title affirmation to provide a various understanding of the stated title. The title of this research is “Teaching and Learning Speaking for Professional Context By Using Discussion Technique” in the third semester students majoring English education study program at UIN Raden Intan Lampung in Academic Year Of 2022/2023. As the first step to understand the title of this research, the researcher will explain the title used this research. This explanation is aimed to provide information about the title and to avoid misunderstanding to the readers.

Speaking for professional context is one of the prerequisite courses in the English education department. This was a prerequisite course for third semester students. Learning speaking for professional context was done face-to-face. In delivering this lesson, the course lecturer, Nunun Indrasari, M.Pd, used one of the learning techniques, namely discussion techniques. Discussion Technique is a technique commonly used by teachers in teaching and learning activities in class. Discussion techniques can be applied in several subjects, one of which is speaking. Discussion activities can increase student activity and interest in the classroom. Through this technique, all students can participate actively through fun activities, namely discussions in small groups to share and exchange ideas so that they can get a conclusion.¹

The researcher used qualitative descriptive research in this study. This research is about describing teaching and learning speaking process conducted by third semester students majoring in English education at UIN Raden Intan Lampung. The purpose of this research is to find out how the process of teaching and learning speaking for professional context by using discussion technique and what are the supporting and inhibiting factors in teaching and learning speaking for professional context. With the phenomenon that some students lack confidence when asked to speak in front of the class and the presence

¹Observation, 06 September 2022

of some students who have difficulty understanding the material when it is being delivered, this is one reason that makes researcher interested in conducting this research. Based on previous research by Isnah Luluk Marfuah, learning speaking using discussion groups can help students be more active and more critical in learning speaking.²

Based on the results of this study, the results of this study will also later show that learning speaking using discussion techniques can help students be more active, creative and confident in learning.

B. Background of the Problem

Speaking for professional context is one of the prerequisite courses in the English education department. This is a prerequisite course for third semester students with a course code of ENG6310 and a weight of 3 sks. Teaching and learning speaking for professional context is done face-to-face. This course aims to equip students with English language competence in fluent, accurate, and acceptable verbal and non-verbal communication in public at an advanced level in a professional context (academic and non-academic), as well as cross-cultural awareness and sensitivity that supports student (or graduate) self-development (professionalism), which supports skills as an English educator/practitioner, educational researcher, teaching material developer and translator.³

In English education major, speaking for professional context is prerequisite courses. In this study, speaking learning focuses on speaking in a professional context. Speaking for professional context that is directly integrated with the world of work. The learning materials taught include speaking skills which consist of reporting, interviewing, giving instructions, hosting events, leading a formal meeting, facilitating and conducting formal discussions, and so on.⁴ However, it turns out that some problems were found by researchers in the professional class context of the third semester of class E UIN Raden Intan Lampung, they are, (1) Students often have no ideas

²Isnah Luluk Marfuah, *Teaching Speaking By Using Group Discussion For Tenth Graders*, STKIP PGRI Sidoarjo, 2018

³RPS, *Speaking in Professional Context*, UIN Raden Intan Lampung, 2022

⁴Observation, 06 September 2022

about what to say (2) Students lack confident to speak, (3) Students are lack in pronunciation and vocabulary.⁵

Therefore, efforts must be made to improve the quality of English teaching. Basically, the aim of teaching English is to make the students be able to smart four language skills, namely speaking, listening, writing and reading. Based on those skills, speaking is one of the most important skill in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with other.⁶ In teaching speaking skill, there have been many techniques that used by teacher to make students interested in English, some techniques that can be used like pictures, game , discussion, dialogue and so on. In this study, using discussion techniques that aim to stimulate students to acquire knowledge and create interpersonal and team skills.

Discussion technique exposes students to various points of view and to the ways of supporting those view points; therefore, it helps students to learn the content of speaking material, as well as teaches them how to know new content. Brown states that, discussion is one of the techniques used in language teaching.⁷ Discussion technique also can help the students, with or without teacher presence, actively can exchange opinion and solve problems. The technique chosen not only improve speaking ability but also provides opportunities for students to learn to monitor their own learning and thinking. Discussion technique is very simple to apply. It is observed that discussion technique effects increasing the academic success in addition to the social and intellectual abilities of the students. Various research have shown that discussion technique is effective in learning process.

The first research by Isnah Luluk Marfuah, 2018 “Teaching Speaking By Using Group Discussion For Tenth Graders”. Moreover, this study was qualitative ve research. The data result based on data

⁵*Ibid*

⁶*Op Cit*, Isnah Luluk Marfuah, P. 2

⁷Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*. New York: Longman cite in Nur fazriyah, *Using Group Discussion Tasks To Improve The English Speaking Learning Process Of Grade Xi Students Of Ma Al-Ianah Playen Gunung Kidul In The Academic Year Of 2012/2013*, Universitas Negeri Yogyakarta, 2013, P. 28

research, teaching speaking through group discussion was help the students to be more active and critic in learning teaching process. The last research by Marisa Fran Lina, 2018 “Teaching Speaking For Professional Context Using Prezi in the Relation With Students Creativity”. Moreover, this study was experimental research method. The students creativity test and speaking test became the research instruments. The result based on data analysis, prezi is useful for teaching speaking for professional context and the high creativity students are more superior in speaking skill than low creative students.

Based on the previous studies above, the researcher concluded that for the first research both focuses on teaching and learning speaking using discussion techniques and both want to know about how the learning process, but the difference is in the focus of the research, in this study focusing on finding out how the learning process is as well as the inhibiting and supporting factors while previous research focused on knowing the steps of learning and student responses in learning using this discussion technique. And for the last research, both discuss speaking learning, but the difference is in the technique, media and research design used. Based on these facts, the problems, and the phenomena described above, making researcher interested in studying about **“Teaching and Learning Speaking for Professional Context By Using Discussion Technique”**

C. Focus and Sub-Focus of the Research

This study focuses on the used of discussion techniques in teaching speaking for a professional context. The sub focus of this research was the process of teaching and learning speaking for professional context by using discussion technique.

D. Problem Formulation

1. How was the teaching and learning speaking for professional context by using discussion technique?

2. What were the supporting and inhibiting factors in teaching and learning speaking for professional context by using discussion technique?

E. Objective of The Reseach

1. To know about the process of teaching and learning speaking for professional context by using discussion technique.
2. To know about the supporting and inhibiting factors in teaching and learning speaking for professional context by using discussion technique.

F. Significan of The Research

a. Theoretically

Theoretically, this research is expected to provide information in the form of theoretical theories regarding the use discussion technique in teaching and learning speaking that can be applied by schools and especially for school or campus that teach speaking for professional context (Radio announcer, TV presenter, etc).

b. Practically

1. Teacher

Teachers can find out about students' speaking skills by using discussion techniques. With the use of this technique, it can also be a reference to develop and improve students' speaking skills.

2. Students

By using this technique students can increase their confidence in speaking which can later be used to support success in their work.

G. Relevant Research

To support this study, the researcher using some relevant research related this study.. The first study discussed by Marisa Fran Lina, 2018 “Teaching Speaking For Professional Context Using Prezi in the Relation With Students Creativity”. Moreover, this study was experimental research method. She examined two classes as the experimental class and control class. The students creativity test and speaking test became the research instruments. The result based on data analysis, using the prezi is useful for teaching speaking for professional context and the high creativity students are more superior in speaking skill than low creative students.⁸

And the second study discussed by Isnah Luluk Marfuah, 2018 “Teaching Speaking By Using Group Discussion For Tenth Graders”. Moreover, this study was qualitative ve research. The data result based on data research, teaching speaking through group discussion was help the students to be more active and critic in learning teaching process.⁹

H. Research Method

1. Research Design

The design of this research is qualitative research. Qualitative research that aims to explain phenomena by collecting data as deep as possible. Creswell stated that qualitative research is a means for exploring and understanding the meaning individuals or groups accribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participants

⁸Marisa Fran Lina, *Teaching Speaking For Professional Context Using Prezi in the Relation With Students Creativity*, IAIN Salatiga, Register Jornal, Vol. 11, No. 2, 2018

⁹*Op Cit*, Isnah Luluk Marfuah, P.4

setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of data¹⁰. The researcher using qualitative descriptive research in this study. According Sugiyono who states that qualitative research is descriptive. It means that collected data was in the form of word rather than number. By this qualitative research, the writer focuses on conduct to describe of teaching and learning speaking for professional context by using discussion technique.

2. Research Subject

The subjects of this research were one of English lecturer and the students E class third semester majoring in English education program of UIN Raden Intan Lampung.

3. Research Instrument

The research instrument is a research tool that involves the researcher herself. Therefore, the researcher as an instrument must be "validated" to what extent qualitative researchers are ready to conduct research. Qualitative researcher are human instruments, whose function is to determine the focus of research, select informants as data sources, collect data, assess data quality, analyze data, and draw conclusions from their findings.¹¹

The instrument of this research was the researcher herself because the research is descriptive qualitative research but the researcher also used some supporting instrument, including Observation sheet and Interview guidelines.

4. Data Collecting Technique

The technique of collecting data is the way the researcher do for collected data. In this research, the researcher

¹⁰John W. Creswell, *Research Design: Qualitative, Quantitative, and Mix Methods Approaches*, Sage Publications, 2009

¹¹Sugiyono, *Metode penelitian pendidikan*, Alfabeta : Bandung, 2015

used some techniques in collecting data those interview, observation and documentation.¹²

No.	Data Collecting Technique	Explanation
1.	Observation	Observations is made in the early stages are structured observations, here the researcher already knows what will be observed. At this stage the researcher came directly to the class to observe students when they received speaking skills learning. or it could be said that the researcher entered the classroom and followed the lesson to know about what happened during the learning process.
2.	Interview	The interview process was carried out simultaneously with observation. In this research, the type of interview used by the researcher is unstructured interview or open ended interview. Open ended interviews are interviews where the answers are not determined by the researcher. This process is carried out with lecturer. This process is carried out so that researchers get more in-depth information.
3.	Documentation	Documentation is a technique that used to prove the truth of data obtained from sources in the form of photos during observation and interview activities during learning.

¹²*Op Cit*, Sugiyono, 2015, P. 205

5. Data and Data Sources

a. Data

The data in this study are in the form of written texts in interviews and events observation. These data are the most important aspects in qualitative research. From this data, researchers were able to obtain information about how is the process teaching and learning speaking for professional context by using discussion technique in E class the third semester of the English education program at UIN Raden Intan Lampung.

b. Data Sources

In this study, Data sources can come from humans or non-humans. Sources of human data as subjects or key information, while non-humans are in the form of relevant documents such as photos and notes. Sources of data in qualitative research are not called respondents but are called sources or informants and samples in qualitative research are also not called statistical samples but are called theoretical samples, because the purpose of qualitative research is to generate theory.¹³ As for the application of informants carried out by purposive sampling, namely the sampling technique of data sources with certain considerations. These certain considerations, for example the person is considered to know best about what we expect so that it will facilitate research exploring the object under study.¹⁴ With the purposive sampling technique, the sample who became the informant was finally determined, namely: English lecturer and third semester E class students in the English Education Department at UIN Raden Intan Lampung.

¹³ Sugiyono, *Metode Penelitian*, Bandung : Alfabeta, 2010, P. 298

¹⁴ *Ibid*, P. 300

6. Data Analysis

In analyzing data, researchers used the method described by Miles and Huberman. Huberman argued there were three-step in analyzing data.

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus of written-up field notes, interview, transcript, and other empirical material.

2. Data Display

Data display is an organized, compressed assembly of information that allows conclusion drawing and action.

3. Drawing and verifying conclusions

The third is conclusion drawing and verification . from of start the data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal, flow and propositions.¹⁵

7. Trustworthiness of the data

In analyzing the data, it is necessary to analyze the validity of the data to obtain valid data. To prove the validity of the data, researcher used triangulation techniques. To triangulate the data, Norman Denzin identified four basic types of triangulation, as follow :

1. Data Triangulation

The use of multiple data sources in a single study.

¹⁵B. Matthew and A. Michael Huberman Miles, *Qualitative Data Analysis*, 3rd edition. United States of America: SAGE Publications, Inc., 2014.P.8

2. Investigator Triangulation
The use of multiple investigators/researchers to study a particular phenomenon.
3. Theoretical triangulation
The use of multiple perspectives to interpret the result of study.
4. Methodological triangulation
The use of multiple methods to conduct a study.¹⁶

In this research, the researcher used theoretical triangulation and investigator triangulation to validate the data. Because in this study, researcher used several perspectives from the books, journals, and articles to support this research, and researcher also used an expert (Seniarika, M.Pd) to ensure the correctness of the data that had been collected by researcher.

I. Systematic Discussion

The systematic of the discussion of the overall discussion in this research consists three chapters, there were :

Chapter I. Introduction

This chapter contains the Title Affirmation, Background of the Problem, Focus and Sub-focus of the Research, Problem Formulation, Objective of the Research, Significance of the Research, Relevant Research, Research Method, and Systematic of the Discussion.

Chapter II. Literature Review

This chapter contains descriptions of several theories from expert to support this research study.

Chapter III. Description of the Research Object

¹⁶ Denzin, N, *Sociological Methods: A Sourcebook*, New Brunswick, Transaction Publishers, 1970 cite in Deborah Rugg, *An Introduction To Triangulation*, UNAIDS, P.13

This chapter contains General Description of the Object in the research, Facts and Data Display of the research.

Chapter IV. Research Findings and Discussion

This chapter contains Data Analysis and Research Findings about this research

Chapter V. Conclusion and Suggestion

This chapter contains Conclusion and Recommendation about this research



CHAPTER II LITERATURE REVIEW

A. Teaching and Learning

1. Teaching

a. Definition of Teaching

When someone gives information or skills to others, it represents an act of teaching. Providing teaching can be in the form of sharing experiences or communicating information. In education teaching is regarded as either an art or a science. According to Edmun Amidon teaching as an interactive process, primarily involving classroom talk which takes between teacher and pupil and occurs during certain definable activities.¹⁷ There are other opinion, According to Nilsen and Albertalli, teaching is the process whereby a teacher guides a learner or a group of learners to a higher level of knowlegde or skills.¹⁸ Teaching is scientific process and its major components are conten, communication and feedback.¹⁹

Teaching is a complex activity carried out by teachers in conveying knowledge to students so that the learning process occurs. In essence, the purpose of teaching is to convey knowledge and to train students' thinking patterns. So, it can be concluded that teaching is giving the best lessons to someone so that they gain an experience according to the abilities of each individual, therefore teaching must also pay attention to the different levels of ability possessed by each individual because they have different potential abilities. .

¹⁷Isola Rajagopal, *Concept of Teaching*, District Institute of Educational Training, India, International Journal Education, Vol. 7, Issue. 2, ISSN: 2320-2653, 2019,P. 5

¹⁸ Bethel T Ababio, *Nature of Teaching: What Teachers Need to Know and Do*, University of Cape Coast, Ghana, International Journal for Innovation Education and Research, Vol. 1, No. 3, 2013, P. 37

¹⁹*Op.Cit*, P. 6

b. Characteristics of Teaching

The characteristics of teaching are as follows :

1. Teaching is an effective interaction between teacher and students.
2. Teaching has various forms, like formal and informal raining, conditioning or indoctrination, etc.
3. Teaching is dominated by the skill of communication.
4. Teaching is a tripolar process; the three poles are, educational objectives, learning experiences and change in behaviour.
5. 5.Teaching should be well planned, and the teacher should decide the objectives, methods of teaching and evaluation techniques.
6. Teaching is remedial, and the teacher must solve the learning problems of students.
7. Teaching can be observed, analyzed and evaluated.
8. Good teaching is democratic, and teacher respects the students, encourages them to ask questions, answer questions and discuss things.²⁰

c. Phase of Teaching

The process of teaching can divide into three phase :

1. Planing phase of teaching

The planning of lesson needs to be seen in the broader terms, not merely the designing a lesson plan. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adapted, use of teaching aids and so on.

2. Execution phase of teaching

The second phase includes the execution of the plan, where learning experiences are provided to students through suitable modes.

²⁰*Ibid*

3. Reflection phase of teaching

The reflection phase is the one that involves teachers activities such as analysing evaluation result to determine students learning.²¹

d. Teaching Skills

Teaching is process that facilitates learning. The effectiveness of the teaching learning process adheres to the teaching skills of the teacher and the learning skills of the learner. Some of the key points of teaching skills are as follow :

1. Interactive skills

This interactive skill covers interpersonal skills, effective speaking skills, and presentation skills in the teaching learning process.

2. Confidence

The teacher needs to be confident enough to handle with the subject matter and should be ready to explain and answer to the question probed by the learners.

3. Organisational skills

The pre planned activities for the teaching considering the needs and interest of the learners should be developed by the teachers.

4. Team work

The skill to work in team and groups in necessary for the teachers.

5. Conflict management skills

The teacher should process conflict resolution skills to deal with help for the students or among the peer group.

6. Motivation skills

²¹M Muthukumar,*Learning and Teaching*, Bharathidasan University, 2015, P.93

It a pre requisite skill needed by the teachers since motivation pushes the students to gain interest and attitude toward the subject being taught.

7. Evaluation and feedback

The teacher should be able to imply appropriate evaluation methods and techniques and give feedback to the students on their performance without any personal bias.²²

2. Learning

a. Definition of Learning

Learning is a complex concept and activity. Learning is the process by which human being acquire a vast variety of competencies skills and attitudes. According Kimble, learning is a relatively permanent change in behavioral potentiality that occurs as a result of reinforced practice.²³ Learning is about a change, the change brought about by developing a new skill, understanding a scientific law, changing an attitude.²⁴ There are other opinion, according Cronbach, learning is shown by change in behavior as result of experience.²⁵ By the definition, learn has a sense of acquiring knowledge, through experience, mastering the experience and get information or find.

So it can be concluded, learning is a whole series or activity that is carried out by a person consciously and results in changes in himself in the form of increasing knowledge thanks to experience and practice. This means that the purpose of learning activities is a change in behavior, both concerning knowledge, skills and attitudes. Therefore, if after studying students there is no positive change in behavior or the absence of new knowledge gained, it can be said that the learning of these students is not perfect.

²²*Ibid*, P. 40-41

²³*Ibid*, P. 5

²⁴*Ibid*

²⁵Esa Nur Wahyuni, *Learning Theory: What is Learning*, Maulana Malik Ibrahim State Islamic University, Malang, 2010, P. 5

b. Characteristics of Learning

There are some characteristics of learning, including :

1. Learning is characterized by a change in behavior. This means that the results of the learning can only be observed from the behavior change, from not knowing to knowing, from unskilled to skilled and so forth.
2. Behavior change is the result of practice and experience.
3. The experience or training that can provide reinforcement. Something that strengthens the spirit or give impetus to change behavior.²⁶

c. Types of Learning

There are different types of learning which could be classified such as :

1. Depending on the way of acquiring knowledge
Learning could be classified further as formal learning, informal learning, and non formal learning
2. Depending on the number of individuals
The number of individuals involved in the learning process distinguishes learning as individual learning and group learning
3. Depending on the types of activity involved
The third classification of learning is based on the type of activities like motor learning, discrimination learning, verbal learning, sensory learning.²⁷

d. Learning Skills

The learning skills are often called the 4 cs, namely :

1. Critical thinking skill
Critical thinking is focused, careful analysis of something to better understand.
2. Creative thinking skill
Creative thinking is expansive, open ended invention and discovery of possibilities.

²⁶*Ibid*, P. 7

²⁷*Op.Cit*, P. 6

3. Communication skill

Analysing the situation means thinking about the subject, purpose, sender, receiver, medium, and context of a message.

4. Collaborating skill

Leading a group means creating environmen in which all members can contribute according to their abilities.

B. Speaking

a. Definition of speaking

Speaking is one of the skills in English. This is one of the most important skills for students to support success in English. According to Sprat and Pulverness speaking is a productive skill like writing by involving speech to express meanings to other people that producing some words that represent one's ideas.²⁸ It is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is the active use of language to express meaning so that otherpeople can make sense of them.²⁹ The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.³⁰ Hammer states that the ability to speak fluently assumes not only the features of knowledge (e.g., speech, expressive, lexical and grammatical as well as language negation) but also skills for processing information (e.g., language processing, interacting with information processing and others).³¹

²⁸*Ibid*, Suryadi, P.195

²⁹Syahra Fitri,*Improving Students' Speaking Skill By Retelling Technique Using Video (An Experimental Study At The Second Grade Students Of Mtsn Kuta Baro Aceh Besar*, Syiah Kuala University, Banda Aceh, Research In English And Education (Read), Vol.2, No.3, August 2017, P. 37

³⁰ Jack C. Richards, *Teaching Listening and Speaking*, (New York: Cambridge University Press, 2008), P. 19

³¹Gaya Tridinanti, *The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement Undergraduate EFL Students of Private University in Palembang*, University in Palembang : South Sumatera, International Journal of Education & Literacy Studies ISSN: 2202-9478, P. 36

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking English is not as easy as the people described. So, speaking is an ability to communicate, interact and also to express opinions, ideas and give information.

There is the other opinion about speaking, speaking is a hard part in learning foreign language. Learners have to become competent in communicating in a foreign language through mastery the language.³² Here students are required to be competent in speaking because speaking is considered as a difficult part of language teaching. In the speaking process, Florez stated that speaking requires the earners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they need to understand when, why, and in what ways to produce language (sociolinguistic competence).³³ So, it can be concluded that, speaking is one of the most important skills in English that is needed by students, although in the process of mastery there are some problems and also tend to be difficult.

b. Definition of Speaking for Professional Context

Speaking for professional context is one of the prerequisite courses in the English education department. This course aims to equip students with English language competence in fluent, accurate, and acceptable verbal and non-verbal communication in public at an advanced level in a professional context (academic and non-academic), as well as cross-cultural awareness and sensitivity that supports student (or graduate) self-development (professionalism), which supports skills as an English educator/practitioner, educational researcher, teaching material developer and translator. Learning materials include speaking skills which consist of reporting, interviewing, giving instructions or instructions,

³²*Ibid*, Suryadi, P. 195

³³*Ibid*, P. 196

hosting events, leading a formal meeting, facilitating and conducting formal discussions, and so on. Learning materials include Foundation of public speaking, Types of public speaking, Teaching simulation/ Micro teaching, Academic opening remarks, Academic speech, Forum group discussion, Academic conferences, Questions and answers in a conference, and Recording and published public simulated speaking (Video production and video publications).³⁴

c. Elements of Speaking

Based on the theories above it can be concluded there are five indicator namely, pronunciation, grammar, vocabulary, fluency, comprehension

1. Pronunciation

Pronunciation is basic quality of language learning. According to Oxford Advanced Learner's Dictionary, pronunciation is the way in which a word is pronounced, the way a person speaks the word of a language.³⁵ In pronouncing the words, the learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2. Grammar

Brown state that grammar is a system of rules governing the conventional arrangement and relationship of word in a sentence.³⁶ Grammar is a set of structured rules that contain the arrangement of sentences, phrases and words in any language.

³⁴RPS, *Speaking in Professional Context*, UIN Raden Intan Lampung, 2022

³⁵ Septiana Kusumaningsih, *A Correlation Study Between Students' Motivation And Self-Confidence Toward Speaking Ability Of The First Grade Students Of Man Sukoharjo In The Academic Year Of 2016/2017*, State Islamic Institute Of Surakarta, 2017, P.12

³⁶*Ibid*, P.13

3. Vocabulary

Vocabulary is very important because without words we can not speak at all. Vocabulary can be said as a collection of all the words understood by the person or all words that are likely to be used by that person to compile new sentences.

4. Fluency

Fluency became a goal for speaking courses and this could be developed through the use of information-gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. Fluency refers to the smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking. In the classroom, the students often speak English with pause, they often say “ums” or “a”. They are not fluent to speak English in the classroom.

5. Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example: a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar.

d. Function of Speaking

Three-part version of Brown and Yule's about the function of speaking: talk as interaction; talk as transaction; talk as performance.

1. Talk as interaction

Talk as interaction refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function.

2. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making one self

understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.³⁷

e. Teaching of Speaking

Speaking must improve students' communicative skills to express themselves and learn how to follow the appropriate social and cultural rules in each communicative circumstance. According to Richards, approaches to the teaching of speaking in English language teaching have been more strongly influenced by fads and fashions than the teaching of listening.³⁸ And then the teaching of a second or foreign language therefore, one way or other cover the teaching of speaking skills.³⁹ The emergence of communicative language teaching leads to changes in syllabus views and methodologies, that is continue to form approaches to teaching speech skills today.

C. Discussion Technique

a. Definition of Discussion

Discussion technique or group learning is an instructional strategy which organizes students into small groups so that they can work to gather to maximize their own and each other's learning. According to Barker, discussion technique is three or more people interacting face to face, with or without an

³⁷*Op Cit*, Jack C. Richards, P. 21

³⁸*Ibid*, P. 3

³⁹Eyup Yasar Kurum, *Teaching speaking Skills*, University Ankara Turkey, 2017, P. 2

assigned leader in such a way that each person influences, and is influenced by another person in the group.⁴⁰ Discussion techniques create classes that involve dependent students who are responsible for various aspects of the content and teaching of other members of the group. Group work is not finished until all members have mastered the content. Furthermore, individual learning is strengthened as from explaining content to others. The purposes of discussion are: (1) reconcile conflicting arguments, (2) reduce the fear of sharing individual opinions by building relationships between classmates, (3) enable students to learn better by motivating them to better prepare themselves in class (4) allow students to stay involved during in the classroom.⁴¹ So, discussion is important way for people to affiliate with one another, to develop the sympathies and skills that make participatory democracy possible.

b. Types of Discussion

Discussion is an activity that is used for various purposes. In language teaching, discussion is divided into some types. There are some types of discussion proposed:

1. Forum Discussion

If there is a special time aside during the program for audience participation, the program is a forum discussion. If the discussion program is presented on radio and television, the audience may ask question by letter of telephone.

⁴⁰Barker, Larry G., *Communication*, Englewood Cliffs Jersey; Prentice Hall, Inc. 1987.P.168 cite in Sitti Mahillah, *Influence Of Discussion Technique On The Students' Reading Ability At The Eighth Grade Students Of Madrasah Tsanawiyah Attaqwa Tangerang*, Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (Stkip) Kusuma Negara Jakarta, 2010

⁴¹Jonathan Ying, *The Important Of The Discussion Method In The Undergraduate Business Classroom*, Springer nature Switzerland, Humanistic Management Journal, Vol. 5, 2020, p. 254

2. Panel Discussion

In panel discussion, a small group of discussants talk, much as in a conversation, about the topic. Informality is the keynote, and the members of the group can interrupt one another. The panel discussion is often organized around and outline of topics or questions, and the participants extemporize their comments much as a speaker might outline and deliver a speech extemporaneously.

3. Symposium Discussion

Another widespread form of public discussion is the symposium discussion. In the symposium, a group of experts divides up the topic. Each is allotted a certain amount of uninterrupted time in which to make a brief statement.

4. Interrogation

Broadcasters have popularized another version of the discussion program a format that, essentially, involves the questioning of experts. In the dialogues of Plato, Socrates plays a game in which one party to the dialogue agrees to answer all of the other person's questions.⁴²

c. Advantages and Disadvantages of Discussion Technique

According to Harmer, the advantages of discussion technique are:

- a. It dramatically increases the amount of talking for individual students.
- b. It encourages broader skills of cooperation and negotiation.

⁴²Fitrah Azizah, *Using Discussion Technique To Improve Students' Speaking Skill In English*, Universitas Muhammadiyah Makasar, 2018

- c. It promotes student autonomy by allowing students to make their own decision in the group without being told what to do by the teacher.⁴³

On the other hand, Harmer also states the disadvantages of discussion technique are:

- a. It is likely to be noisy.
- b. Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- c. Individuals may fall into group roles that become fossilized, so that some are passive whereas others may dominate.⁴⁴

D. Procedure of Teaching Speaking For Professional Context By Using Discussion Technique

Learning to speak using discussion techniques can encourage students to achieve learning goals. In applying the discussion technique, there is a teaching procedure as follows:

1. The lecturer divides students into several groups
2. The lecturer explains the topic to be discussed
3. The lecturer gives an example of an overview related to the topic of discussion
4. The lecturer asks students to choose and determine the topic of discussion
5. The lecturer invites students to discuss with a predetermined time
6. The lecturer checks student work by observing the course of the discussion
7. The lecturer chooses a group randomly to present the results of their discussion in front of the class⁴⁵
 - a. In relation to the explanation above, David Nunan, explained that to arrange an effective discussion, the group discussion session will be divided into three parts:

⁴³Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition (London: Pearson Educational Limited, 2001), p. 117-118

⁴⁴*Ibid*, p. 118-119

⁴⁵*Observation*, 13 September 2022

1. Pre-discussion activities

Pre-discussion activities were employed to give information about the techniques, procedures, and steps of discussions and the reading text to discuss in groups. In this activity, the teacher gives an example of reading text to discussion in groups and some questions. The duration of this activity is 5 minutes.

2. While discussion activities

In while discussion activities, the students read and do the small group discussion about the reading text, answering the questions that was given by the teacher, report their own discussion on the piece of paper that was provided by the teacher, and present the result of their discussion in their own group first and to other groups in panel discussion, while other member of groups may debate, clarify, give opinion, and criticize. During whilst discussion activities, the teacher should observe the groups discussion to make sure that all members of group participate in their own discussions. The time of group discussion is 15 minutes and panel discussion is 30 minutes.

3. Post discussion activities

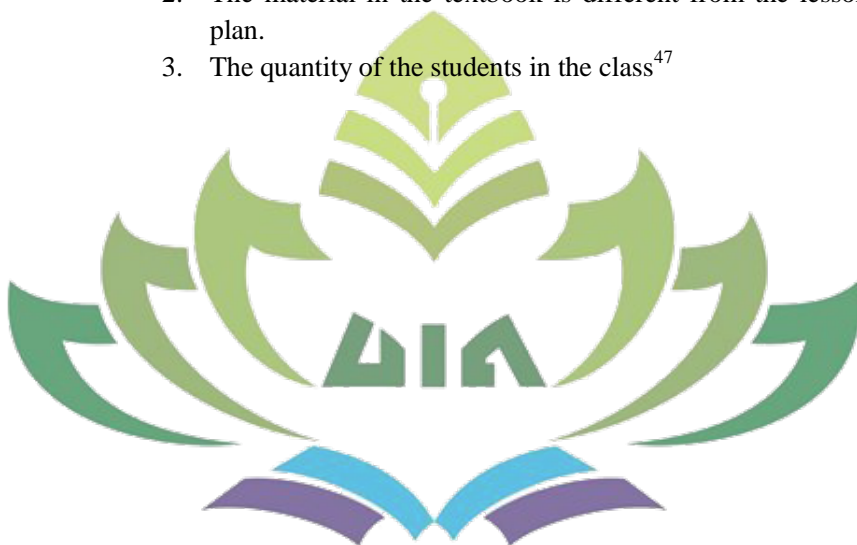
The post discussion activities the teacher collects the works of group discussion, the teacher comments the group discussions and giving the reward (score) to each group and members of group who participate in discussions, the teacher may give some corrections if

any, and the teacher may give several oral questions to members of group randomly.⁴⁶

E. Teacher problems in learning speaking for professional context

There are the Teachers problems in learning speaking. According Greene, H. A and Preety, W.T the teacher problems are as follows:

1. Teachers often face problems in the form of a limited duration of the teaching and learning process
2. The material in the textbook is different from the lesson plan.
3. The quantity of the students in the class⁴⁷



⁴⁶David, Eggewn, Paul and Kauchack D, *Method For Teaching aSkill Approach*, Ohio: Merril Publishing Company, 1989, p. 22 cite in Saniyati, *The Influence Of Using Discussion Technique Towards Students Speaking Skill At The Eighth Grade Of SMP PGRI 6 Bandar Lampung, Raden Intan State Islamic University, 2020, p.32*

⁴⁷Greene, H.A, & Preety, W.T, *Developing Language Skill in The Elementary Schools*, Boston : Allyn and Bacon, 1967 cite in Putri Ramadhani, *Teachers Problems in Teaching Speaking To Young Learners*, Syiah Kuala University, Banda Aceh, Research in English and Education (READ), Vol. 2, No. 1, 2017, P. 29



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