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Research Article

The Effect of Grammar Mastery and Self-Esteem towards Students' Speaking Skill

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KEYWORDS

Grammar Mastery;
 Self-Esteem;
 Students' speaking skill.

A B S T R A C T

The study's goal is to discover and to investigate how students' grammatical knowledge and sense of self-worth influence their capacity for effective oral expression empirically. The researchers adopted a quantitative strategy and used a survey to gather information. Seventy-three students were selected at random from the population of students at selected Private Vocational High Schools in East Jakarta. In order to verify the hypotheses, a multiple regression analysis was performed. The study yielded the following findings. Self-Esteem and grammatical competence go hand in hand when it comes to a student's ability to communicate clearly. The fact shows that $\text{Sig.} = 0.000 < 0.05$ and $F_{o=25.662}$. Students' fluency with grammar has a major bearing on how well they can express themselves verbally since $\text{Sig.} = 0.000 < 0.05$ and $t_{o=3.788}$ demonstrate this to be the case. Students' confidence in their own abilities has a major bearing on how well they can express themselves. This is evidenced by the congruence between the values $\text{Sig.} = 0.000 < 0.05$ and $t_{o=4.921}$.

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INTRODUCTION

Humans' ability to express themselves as members of a social group and participants in that culture is made possible by the system of arbitrary vocal symbols known as language. Making communication and social interaction is less difficult. Because people from all walks of life use it to communicate, English has earned its status as a global tongue. It is also used at conferences, seminars, and campaigns for international peace and understanding all over the world. All students, regardless of age, are required to study English in order to ensure their success in a wide variety of professional and public spheres that rely on fluent communication.

Beginning in elementary school as a part of the national curriculum, students in Indonesia study English as a foreign language all the way through their secondary education, including at the specialized technical and vocational levels. Language Arts, History, and Science are just a few of the subjects that have included English instruction since at least elementary school. All students were required to take English classes, and the language was included as a test topic on national exams.

Most people study English with the ultimate goal of becoming proficient communicators in the language. One of the reasons why speaking stands out among the other three major linguistic competencies—listening, reading, and writing—is because those who are fluent in

a language are called speakers of that language. Consequently, students must develop expertise in the aforementioned four areas in order to achieve mastery of the English language. Teachers have developed numerous methodologies, lesson plans, and curricula in an effort to enhance their classroom performance. Although English has been a required subject for at least the past six years in Indonesian schools, many students still struggle to become fluent, especially in spoken English. There is a national crisis in Indonesia because so many recent college grads lack basic English communication skills (Alwasilah, 2018).

Learning how to communicate orally is the most essential component of English study. Additionally, according to Bailey and Savage, who are cited in Le (2019), speaking is considered to be the central skill as well as the most difficult of the four skills. Compared to the other skills in English, it is one of the most difficult ones. There is no question that a good number of students struggle on both to learn how to speak and to actually practice it. Learning how to speak a language involves not only gaining knowledge of the language itself, but also gaining knowledge of how to speak the language and how to use it in actual communication and in day-to-day life.

According to studies published in the *International Journal of English Research*, a student's level of spoken English is influenced by a wide range of contextual and social factors, including the classroom setting and the teacher's role, as well as linguistic factors (pronunciation, grammar, and vocabulary), affective factors (anxiety, shyness, self-esteem, motivation, fear of making mistakes, and lack of interest), and listening ability. Furthermore, one's speech condition can affect how well they are understood, as pointed out by Thornbury as cited in Mitha et al. (2018). Cognitive (learning style, learning strategy), affective (emotion or feeling, such as self-esteem, empathy, motivation, and attitude), and performance-related aspects all contribute to how comfortable a person is with public speaking. There are subcategories for each of these potential outcomes.

Speech is an interactive process of constructing meaning that involves producing, receiving, and processing information, explained Brown in Ahmada and Munawaroh (2022). The nature and significance of any given conversation depend on many factors, including the nature of the participants, the nature of the environment, and the conversation's intended outcome. Alternatively, as Cameron in Beyginia (2018) put it, active use of language to express meanings in order for other people to make sense of them is another definition of speech. Common understanding holds that this is a

form of communication that is at once social and shaped by its surroundings.

There are five factors that should be taken into account when instructing on the art of oratory, as stated by Harris cited by Chauday (2008). These include understanding, fluency, vocabulary, and pronunciation. These five factors constitute the standard by which a person's linguistic competence is evaluated (Brown, 2004). One of these is using correct grammar. Bygate cited in Fitri et al. (2018) claimed that knowing both grammar and vocabulary of a foreign language is necessary for fluency in that language. Obviously, a person who speaks a foreign language but lacks a solid understanding of that language's grammar will struggle to use that language correctly. If they are fluent in the language and have a firm grasp of grammar, they will be able to convey their ideas clearly. In his definition of the term, Swan in Dwipa (2021) stated that "grammar" refers to "the rules that show how words are combined, arranged, or changed to show certain kinds of meaning". The rule to alter words so that they have meaning for both the speaker and the listener is at the heart of this grammatical worry. Clarity will be brought to the sentences as soon as they are constructed grammatically, allowing the communication goal to be met. Coghil and Magendaz in Mahendra et al. (2018) said, "the grammar of a language is the set of rules that govern its structure", an opinion that is similar to Swan's. Grammatical conventions govern how words are put together to form sentences and other meaningful structures. It is a crucial part of constructing sentences that follow the rules of grammar.

One of the affective factors that can influence one's communication skills is self-esteem. To want something is one of humanity's most basic drives. Self-esteem is an affective reaction; it is an overall judgment of self-worth that includes feeling confident and proud about yourself as a person (Woolfolk & Margetts, 2013). Self-esteem is an affective reaction. A person's sense of self-worth is the extent to which they believe in their own abilities to achieve their desired outcomes. Low self-esteem disrupts a person's psychological homeostasis, increasing their vulnerability to negative emotions and behaviours such as anxiety, depression, and isolation. Students of a target language may be reluctant to take the risks essential to their progress toward communicative competence in that language. Children with high self-esteem are more likely to get along with others, pitch in around the classroom, and achieve academic success, according to the work of psychologist Amato cited in Coon and Mitterer (2013). Meanwhile, children with low self-esteem often feel anxious about showing their emotions for worry of being teased or rejected. Self-esteem scales typically evaluate

an individual based on their accomplishments, social standing, and physical attractiveness.

Being fluent in English is a significant asset in many spheres, but especially in the academic one. The author was motivated to investigate the factors that influence student speech because a large proportion of Indonesian students still have inadequate communication skills. The study aims to answer three questions: (1) Does knowledge of grammar correlate with students' self-esteem? (2) Does knowledge of grammar correlate with students' ability to communicate effectively? (3) Does knowledge of grammar correlate with students' ability to communicate effectively?

METHOD

The researchers adopted a quantitative strategy and used a survey to gather information. Based on Corbin and Strauss (2015), the qualitative research is a kind of educational research or a designated coresearcher collects and interprets data, making the researchers as much a part of the research process as the participants and the data they provide. In other words, this method is study for doing some research by collecting and analyzing data, also making the researchers getting into the process of the research as participants and the data they supplied. This methodology is one that generates meaning through the objectivity that is uncovered in the data. The term "survey method" is used to describe the steps taken to collect data on the opinions, actions, and other personal traits of a sample of people.

The participants of this study were 522 students from Vocational High School in East Jakarta whereas divided into 213 students of SMK Bina Prestasi and 309 students of SMK Adi Luhur. Researchers in this study used both standardized tests and questionnaires to compile their findings. Data on students' command of grammar was collected through a multiple-choice test given to students after the Covid-19 pandemic, and data on students' perceptions of themselves were collected through online surveys accessed through a Google form. The researchers took 73 randomly selected students from existing classes at both high schools to represent the senior class.

Initially, a sample of 30 students were used to confirm the instruments' validity and reliability before moving on to collect data from the remaining 73 students. According to Arikunto (2016), the researchers used the Pearson Product Moment formula and the Point Biserial formula to determine the reliability of the questionnaire. Furthermore, the author used the KR.20 formula to establish the accuracy of the measuring device. However, the Alpha Cronbach formula was used to

calculate the questionnaire's internal consistency reliability.

Before performing multi-regression analysis, it is necessary to conduct either the prerequisites test or the classical assumption test to ensure that reliable and impartial data is being collected. The Kolmogorov-Smirnov test for normality, the multicollinearity test based on the Variance Inflation Factor (VIF) and the tolerance value, the heteroscedasticity test based on the pattern of dots in the regression scatterplots, the residual normality test based on the Kolmogorov z value; if it is greater than the significance level (typically 0.005), the data are normally distributed, and the linearity test.

To examine the hypotheses, multiple regression analysis was carried out in SPSS 20.0. The SPSS program will generate a "Coefficient table" that displays the results of the regression line calculation. The partial regression was statistically examined, and the result was recorded in the t column of the sig column of the table showing the coefficients. You can find the results of the double regression test in the F column or the Sig column of the ANOVA table generated by SPSS.

RESULTS AND DISCUSSION

Data Description

The three variables that made up the focus of this research were students' confidence in themselves, their grasp of grammar, and their ability to communicate orally (X1, X2, and Y). The data description was examined to ascertain the minimum and maximum possible scores, as well as the mean, median, mode, and standard deviation.

Table 1. Research Data Description

No.	Statistics	Grammar Mastery	Self-Esteem	Students' Speaking Skill
1.	Mean	76.10	82.0 4	74.8 5
2.	Median	75.00	82.0 0	76.0 0
3.	Mode	75	83	72
4.	Std. Deviation	7.418	8.09 7	7.25 7
5.	Minimum	60	65	60
6.	Maximum	95	98	88

The majority of students have above-average scores in speaking ability, self-esteem, and grammar knowledge, as shown in table 1. This section presents a histogram and polygon depicting information about students' grammatical knowledge, confidence, and fluency.

The histograms and frequency polygons in Figures 1, 2, and 3 suggest that the grammatical knowledge, self-

esteem, and oratory ability of students at Private Vocational High Schools in East Jakarta follow normal distributions.

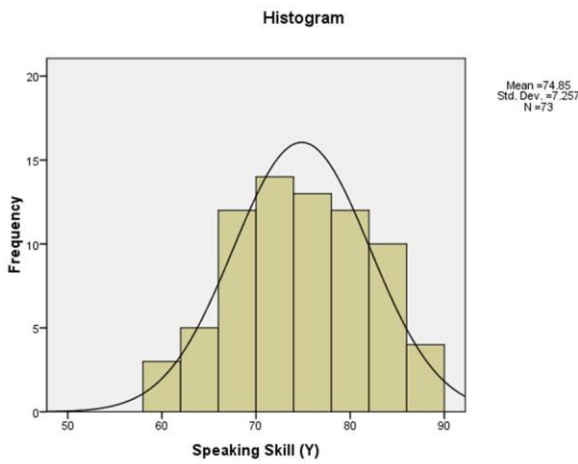


Figure 1. Histogram Chart and Frequency Polygon Variable of Students' Speaking Skill

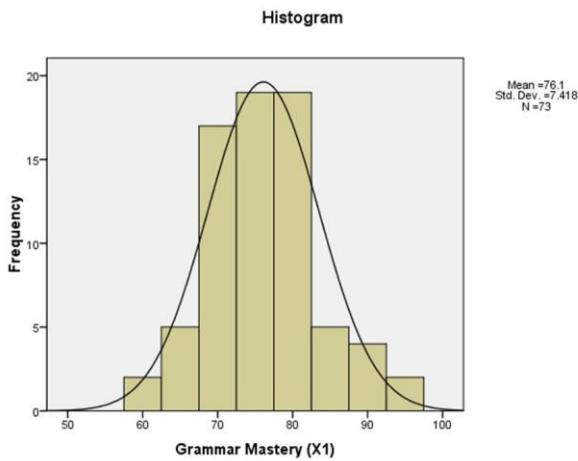


Figure 2. Histogram Chart and Frequency Polygon Variable of Grammar Mastery

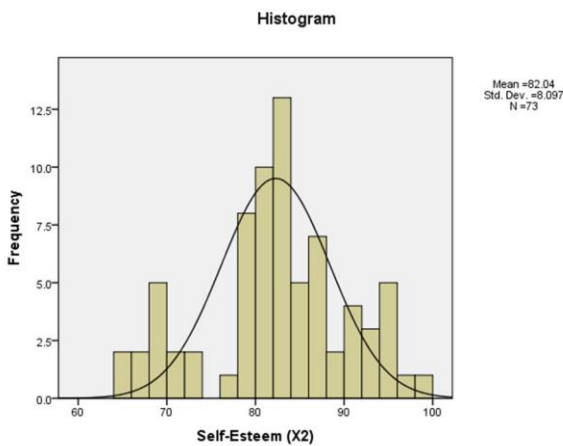


Figure 3. Histogram Chart and Frequency Polygon Variable of Self-Esteem

Prerequisites Test of Regression Analysis

The classical assumption test is necessary before proceeding with linear regression. Normal data distribution, no multicollinearity, no heteroscedasticity, normal residual data, and a linear relationship between independent and dependent variables are all prerequisites for this test to be reliable. Results from studies using the classical assumption test are described below.

1) *Normality Test of Data Distribution*

A normal distribution of the data used in the regression analysis is required for reliable results. The Kolmogorov-Smirnov test for a single sample was used to check the data in this study for normality.

Table 2. Normality Data Test

	Grammar Mastery	Self-Esteem	Students' Speaking Skill
Kolmogorov-Smirnov Z	1.270	1.149	1.012
Asymp. Sig. (2-tailed)	.079	.143	.257

The data is considered normally distributed if and only if the Asymp. Sig value is greater than 0.05. The Asymp. Sig (2 tailed) values for the research variables of grammar knowledge, self-esteem, and students' speaking ability are 0.079, 0.143, and 0.257, respectively, as shown in Table 2 of the results of the One-Sample Kolmogorov-Smirnov test.

2) *Multicollinearity Test*

Multicollinearity describes a situation in which there is a perfect linear relationship between the independent variables in the regression model. You can tell if there is a problem with multicollinearity by looking at the Variance Inflation Factor (VIF) and the Tolerance values. When the VIF is less than 10 and the Tolerance is greater than 0.100, multicollinearity does not occur.

Table 3. Multicollinearity Test

Variabel	Collinearity Statistics	
	Tolerance	Tolerance
Grammar Mastery	.936	1.069
Self-Esteem	.936	1.069

Due to the VIF value for the two independent variables being less than 10, and the Tolerance value being greater than 0.100, Table 4.5 shows that multicollinearity is not a problem.

3) *Heteroscedasticity Test*

When the residual variance in a regression model is not uniform across all observations, a condition known as heteroscedasticity exists. The points on the Y axis are scattered in an unclear pattern

above and below 0 (as seen in figure 4 below), indicating that heteroscedasticity is not an issue.

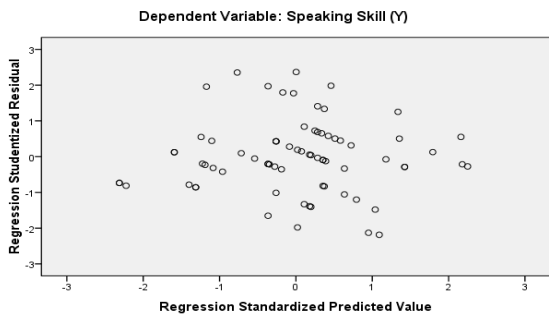


Figure 4. Scatterplot of Heteroscedasticity Test

4) *Residual Normality Test*

The following output shows that the Kolmogorov-Smirnov Z value is 0.787, and the Asym. Sig 2 tailed value is 0.565 > 0.05. All of the necessary conditions for conducting a regression analysis have been met, suggesting that the data follow a normal distribution.

Table 4. Residual Normality Test

Kolmogorov-Smirnov Z	.787
Asymp. Sig. (2-tailed)	.565

5) *Linearity Test*

As can be seen in the results below, there is a linear relationship between students' variable command of grammar (X₁) and their overall proficiency in speech (Y). This is shown by the fact that both F = 1.226 and Sig = 0.305 are larger than 0.05, indicating that the significance level of the deviation from linearity is larger than 0.05. Furthermore, the students' self-esteem (measured by X₂) is linearly related to their ability to communicate effectively (Y). The fact that the F-value for the departure from linearity, 1.591, was greater than 0.05, demonstrates this.

Table 5. Linearity Test

		Sum of Squares	df	Mean Square	f	Sig
Speaking Skill (Y)*	Deviation from Linearity	299.345	6	49.891	1.226	.305
Grammar Mastery (X ₁)						
Speaking Skill (Y)*	Deviation from Linearity	1262.644	26	48.563	1.591	.084
Self-Esteem (X ₂)						

Hypothesis Test

A multiple regression analysis was carried out in order to test the hypotheses. The tables that follow provide a summary of the obtained results.

Table 6. Multiple Coefficient Correlation Test Result of Variable X₁ and X₂ towards Y

Model	R	R square	Adjusted R Square	Std. Error of the Estimate
1	.650 ^a	.423	.407	5.590

Table 7. Correlation Coefficient Zero-Order, Partial, Part Variable X₁, X₂ towards Y

Independents Variable	Correlations		
	Zero-order	Partial	Part
Grammar Mastery	.473	.412	.344
Self-Esteem	.552	.507	.447

Table 8. Significance Test of Variable X₁ and X₂ towards Y

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1603.860	2	801.930	25.662	.000 ^a

Table 9. Calculation of Multiple Regression Equation X₁ and X₂ towards Y

Variable	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig
	B	Std. Error			
(Constant)	14.425	8.509		1.695	.094
Grammar Mastery	.348	.092	.356	3.788	.000
Self-Esteem	.414	.084	.462	4.921	.000

The Effect of Grammar Mastery and Self-Esteem towards Students' Speaking Skill

Table 8 shows that students' confidence in themselves and their grasp of the English language have significant effects on their public speaking skills. The facts that Sig = 0.000 0.05 and Fo = 25.662 are both correct provide evidence of this. This signifies that Ho has been thrown out and H1 has been accepted. The equation for multiple regression can be stated as follows (it can be found in Table 9): = 14.425 + 0.348 X₁ + 0.414 X₂. This means that a one-point increase in the independent variable (X) leads to a 0.348-point increase in grammar proficiency (X₁) and a 0.414-point increase in confidence. Table 6 also shows that one's level of speaking ability is increased by a combined total of 42.3% when they have a good grasp of grammar and a healthy sense of self-esteem.

The study found that students' speaking skills improved at Private Vocational High Schools in East Jakarta when they had a solid grasp of grammar and a healthy sense of self-esteem. To rephrase, students' confidence and command of the language's grammar have a major impact on how well they can express themselves at Private Vocational High Schools in East Jakarta.

A student's self-assurance in their grammatical abilities can have a positive effect on his or her ability to express themselves verbally. Both of these are essential for students to improve their communication skills. This research found that high levels of self-esteem contributed by 25.50%, while a solid grasp of grammar accounted for 16.84%. Other factors accounting for 57.7% of the contribution were not studied in this study. Affective factors like anxiety, shyness, a lack of motivation, a fear of making mistakes, or a lack of interest might also play a role, as might other linguistic factors like pronunciation or vocabulary and affective factors such as anxiety, shyness, motivation, fear of making mistakes, and lack of interest (Bhattachary, 2017).

The research results agree with the hypotheses. Knowing the grammar and vocabulary of a foreign language is essential for communicating in that language. One of the five factors that must be considered when instructing on the art of oratory is grammar, as stated by Harris in Chauday (2008). As Brown (2004) pointed out, grammar is the study of the rules that govern the standard placement and relationship of words in a sentence. Therefore, it is essential that students have a solid grasp of grammar in order to communicate effectively in English, especially in more formal settings. A sentence devoid of correct grammar is meaningless because it cannot be constructed in accordance with any rules that govern its structure.

Research by De Jong et al. cited by Priyanto and Amin (2013), suggested that a solid grasp of grammar is correlated with better articulation and fluency. Possessing a healthy sense of self-worth is associated with better language acquisition and proficiency. One of the many facets of an individual's character that can influence the way they go about learning a new language is their sense of self-worth. It's a social and psychological phenomenon, and it's also one of the driving forces behind people's actions. Depending on the person and the circumstances, it could result in a wide range of emotionally stable but still highly variable emotional states. When people value themselves highly, they are more likely to be confident in themselves, cooperative with others, see value in their lives, and achieve their goals. Conversely, people with low self-esteem are more likely to isolate themselves, exhibit anxious and fearful behaviours, and face a host of other negative consequences. Anxiety and low self-confidence can hinder a student's ability to become fluent in the target language in the classroom. Therefore, educators should plan for ways to improve students' perceptions of themselves by inspiring them and making it simpler for them to engage in rewarding forms of education.

Students' ability to communicate effectively can be boosted by teaching them to use correct grammar and building their confidence. These things should be thought about when crafting an ESL lesson plan. This is done on purpose to accommodate people's growing need to communicate formally in English, both in and out of the workplace.

The Effect of Grammar Mastery towards Students' Speaking Skill

The values Sig. 0.000 0.05 and to = 3.788 can be found in Table 9. There is a significant effect of students' mastery of grammar on the students' ability to communicate orally. This is something that can be interpreted. It indicates that Ho has been rejected, while H1 has been accepted. In addition, the percentage of students' overall speaking ability that can be attributed to their command of grammar is 16.84%. The calculation is carried out by using the formula which is as follows:

$$KD = \text{Beta score } (\beta \times 1y) \times \text{zero-order } (r \times 1y) \times 100\%$$

$$KD = 0.356 \times 0.473 \times 100\% = 16.84\%$$

The study also found that students' speaking skills improved with greater knowledge of grammar at Private Vocational High Schools in East Jakarta. This data shows that students' communication skills at Private Vocational High Schools in East Jakarta are significantly impacted by their level of grammatical competence.

Those who are not native speakers of the language should place special emphasis on learning the language's grammar. Definition of grammar is the study of the forms (or structures) that are possible in a given language. A grammar, then, is a description of the rules that govern the construction of sentences in a given language. Word order and sentence structure are two aspects of grammar that are essential for effective communication, both orally and in writing. It is consistent with a number of different theories. One of these is Swan's definition of grammar as the rules that demonstrate how words are combined, arranged, and altered to convey particular kinds of meaning. The rule to alter words so that they have meaning for both the speaker and the listener is what this grammatical concern is about. If the sentences are put together correctly, they will become much easier to understand, allowing the intended purpose of the communication to be accomplished.

Furthermore, the conceptual definition of grammar mastery suggests that an excellent command of grammar plays a significant role in enhancing one's capability of verbal communication. Additional studies have confirmed the findings of this one. The conceptual

definition of grammatical mastery is the ability to understand and use the correct rules of English by modifying the form of words correctly and joining them into sentences, and to put these skills to use in interacting and communicating effectively with others.

After reading this far, it should be obvious that mastering grammar is a crucial step toward enhancing one's communication skills. In reality, there are still a lot of difficulties associated with learning grammar because of a lack of understanding. Educators face a significant challenge in devising a grammar-teaching strategy that is both effective and engaging for the development of communicative competence.

The Effect of Self-Esteem towards Students' Speaking Skill

The results for Sig. 0.000 0.05 and to = 4.921 can be found in Table 9. It is possible to draw the conclusion that students' levels of self-esteem have a significant effect on their ability to communicate orally. It indicates that H_0 has been rejected, while H_1 has been accepted. In addition, a student's level of self-esteem contributes a total of 25.50% toward their level of speaking skill. The calculation is carried out by using the formula which is as follows:

$$KD = \text{Beta score } (\beta \times 1y) \times \text{zero-order } (r \times 1y) \times 100\%$$

$$KD = 0.462 \times 0.552 \times 100\% = 25.50\%$$

The most up-to-date results in this line of study lend credence to the idea that students' confidence in their own abilities plays a significant role in the improvement of their public speaking skills in Private Vocational High Schools in East Jakarta. This demonstrates that students' self-esteem at Private Vocational High Schools in East Jakarta significantly influences the degree to which they are assured when presenting in front of their peers.

An individual's self-esteem is said to be high if they have faith in their own abilities and take steps to realize those dreams. The ability to express oneself verbally may be affected, according to some experts' claims. It is common sense that one's self-assurance plays a role in how effectively they communicate with others. Consequentially, it is consistent with the claims in. Research, according to Coon and Mitterer (2013) show that kids who have a healthy sense of self-worth are more likely to get along well with others, cooperate productively on group projects, and do well in school. Moon (2005) finds that kids with low self-esteem were more likely to hide their feelings for fear of being picked on or rejected. The author draws the conclusion that students with high self-esteem will speak English with fluency and confidence, while students with low self-

esteem will not be able to do either because they lack the confidence to show or do something, which makes them feel pessimistic and fearful in all aspects of their lives, including speaking English.

Students can be helped by focusing on the underlying causes of their low self-esteem and by providing them with emotional support, direction, and strategies for coping with setbacks. This may imply that teachers need to have a firm understanding of self-esteem and the factors that contribute to low levels of this trait among their students. Teachers play a pivotal role in preparing students for success in extracurricular activities by fostering an environment of positivity and support in the classroom. Teachers should encourage their students to solve their own problems and build up their own self-esteem.

After reading this explanation, there is no room for doubt that a student's sense of self-assurance in relation to his or her own abilities is directly related to the quality of his or her speech. As a result, it is the responsibility of both parents and teachers to instill a sense of self-assurance in their children so that they can learn to communicate clearly through speech and writing. Self-confident people are less likely to let the fear of rejection paralyze them, no matter how many times they experience it.

CONCLUSION

To conclude, the finding of this study is to investigate whether or not students' mastery of grammar and their level of self-esteem have a collective or individual impact on the speaking ability of students attending vocational high schools in East Jakarta. At Private Vocational High Schools in East Jakarta, there is a significant relationship between students' grammatical knowledge and their self-esteem on their own speaking abilities. Mastery of grammar has a sizeable impact on their ability to communicate in speech and students' confidence in their own abilities has a substantial impact on their public speaking skills.

Students' self-esteem and grammatical competence were found to influence their public speaking skills. Teachers need to be creative and can increase student engagement because speaking is such an important skill for students to learn and become proficient at. These goals can be met using methods such as audio-visual media integration, simulation, and role-playing to get students talking and practicing their pronunciation. Let them talk it out without interrupting or pressuring them. Genuine compliments will make them feel good about themselves, which will increase their self-assurance. To boost their students' communication skills, teachers

should also find an efficient method for teaching grammar. Rather than focusing on rote memorization of words and patterns, which can bore students, teachers should stress the use of grammar in everyday conversation. There is widespread agreement that providing students with more opportunities to practice speaking is an important component of the communicative approach to language learning. Students should also be made aware of the importance of mastering grammar in order to enhance their English communication skills. The result will be increased diligence in the classroom and greater engagement with the process of English acquisition on the part of the students. Students need to believe that expressing themselves in English is not particularly difficult. They must learn to value themselves and have a solid sense of self-worth. If they can learn to respect and like themselves, they will be less self-conscious and hesitant when communicating in English.

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