

The Use of Australasian Debate System to Improve Speaking Ability of English Conversation Club (ECC) Members' of SMA N 1 Kudus

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Abstract: Being able to speak English is important nowadays. It is a global language which is used in every part of life. As a foreign language, English has different position in Indonesian learners or students rather than those who are in English-second language countries. More students still regard English as subject should be accepted only in the class. This is one of factors students are difficult to master English, especially in speaking. Speaking English becomes something which is difficult since it is not practiced. A language must be used, must be applied as the medium of communication. Regarding to the purpose of communication, speaking relies on the message conveyed and the way it is delivered. Speaking basically is easier than other skills in English (Listening, Reading, and Writing). Unfortunately, most students feel have less confidence for speaking English. They are afraid for making mistakes. Knowing this condition, it is needed an intensive treatment through certain techniques so students will get used to talk in English without any barrier. Besides, their mental should be also sharpened so they will not be afraid to speak in English to others, moreover to public or in front of public. Therefore, researchers are eager to expose students' speaking ability in the English Conversation Club (ECC) of SMA N 1 Kudus by using an Australasian Debate System. This technique will give more opportunity for students to explore their idea individually and in a team.

Key words: Australasian Debate System, Speaking Skills 2, English Conversation club

INTRODUCTION

As English is considered a foreign language in Indonesia, students should focus on developing their speaking abilities to improve their communicative competence (Ghaderi & Sadeghi, 2016). Speaking is not only a means of communication, but it also plays an important role in second language acquisition since it helps students to practice and assimilate language structures in relevant circumstances. Furthermore, speaking is necessary for academic and professional success since it fosters social connection and cognitive development (Boffi Canepa, 2013). Despite this, literacy skills are frequently given more focus in language learning, particularly among second language learners (Bailey, 1998).

(Newton & Nation, 2009) emphasize the importance of speaking in daily communication, a fundamental human activity involving cognitive, linguistic, and motor processes. Speaking involves automatic articulation and nonverbal elements like gestures, eye contact, and body movements, which enhance meaning and engagement in interactions. This complex skill is crucial for cognitive and social interactions.

Given the above argument, it is clear that the current state of language acquisition does not adequately emphasize the importance of speaking abilities. Many students still do not realize that English, as a language, should be learned largely through active communication. However, students frequently take a passive learning style, listening to teachers but not engaging in meaningful exchanges with their peers (Brown, 2014). They tend to see English as a subject to be studied rather than a skill to be used in everyday situations (Harmer, 2015). Speaking practice, according to (Newton & Nation, 2009), is essential in second language learning because it allows learners to utilize the language in natural situations. However, when students do not have opportunity to practice speaking outside of the classroom, they struggle to build fluency and confidence (Zhang, 2009). As a result, their motivation to utilize English in real-life circumstances declines, making it more difficult for them to improve their speaking abilities.

Another element that exacerbates the problem is that students are not used to sharing or disputing their views with others, which limits their ability to develop meaningful communication. According to research, restricted practice chances can hamper the development of speaking skills in second-language learners (Li & Zhang, 2023). To solve this issue, students' speaking skills should be consistently developed through planned activities that gradually increase their confidence in expressing themselves in various social circumstances. Studies have indicated that language learners' self-efficacy ratings can improve after participating in collaborative exercises (Wiboolyasarini et al., 2023). By creating an engaged and supportive learning environment, students can overcome communication barriers and increase their ability to converse with peers, new friends, and in public.

Here, the researchers propose a technique to improve students' speaking ability, their mental, and motivation. A debate is chosen as the technique in this research since it has more complex features to practice speaking. Once, students are practicing to speak while learning to construct good sentences, to express good content of the ideas, and improve their mental and motivation. To sharpen the result of the research, the researchers choose the more familiar kinds of debate system which has been well known by most students in Indonesia. It is Australasian debate system. This system has been widely used in Indonesian schools to know their students ability in English, especially in Speaking through some local, regional, and national competitions. Students will practice their speaking through some issues come up in surrounding. This also will sharpen students' social awareness so they will have social responsibility. Regarding the elaboration above, the researchers propose a study entitled "The Use of Australasian Debate System to Improve Speaking Ability of English Conversation Club (ECC) members' of SMA N 1 Kudus".

Statement of the Problems

Is there any significant difference on English Conversation Club (ECC) members' speaking ability of SMA N 1 Kudus before and after Australasian Debate System technique is implemented?

Objectiv of the Study

To know whether there is significant difference on English Conversation Club (ECC)members' speaking ability of SMA N 1 Kudus before and after Australasian Debate System technique is implemented.

Significance of the Study

Pedagogically

Teachers hopefully will be motivated to encourage students to speak English actively, accurately, communicatively, and critically through Australasian debate system technique. Therefore, students' speaking ability will be improved overall since the technique covers all aspects in speaking.

Practically

Australasian debate system technique hopefully contributes students to improve their speaking ability. This also will be useful to sharpen students' public speaking communication skill.

RESEARCH METHOD

This study employs a one-group pretest-posttest quasi-experimental approach to assess the effect of the British Parliamentary (BP) debate system on students' English-speaking abilities. The same group is assessed before and after the intervention to evaluate progress. The BP debate system promotes critical thinking and communication abilities, making it an effective tool for language learning (Wahyuni et al., 2019). While this design lacks a control group, it provides significant insights into how structured arguments improve speaking proficiency. Arikunto (2002:372) states that experimental research is a research which is done to know whether there is effect or not if something done for the subject of the research. In this research, the students will be tested before and after getting the treatment to know the English speaking ability of the students.

The treatment will be given six times to get the empirical result that the researcher needs. This study is an experimental one uses One Group Pre-Test Post Test Design which is conducted to improve the members of SMA N 1 Kudus English Conversation Club (ECC) speaking ability. There will be one group students treated in the experiment using Australasian Debate System. The variables which will be described are the students' reading ability as the dependent variable and Australasian Debate System technique as the independent variable. The design used in this research is formulated by Arikunto (1990:279) as follow:

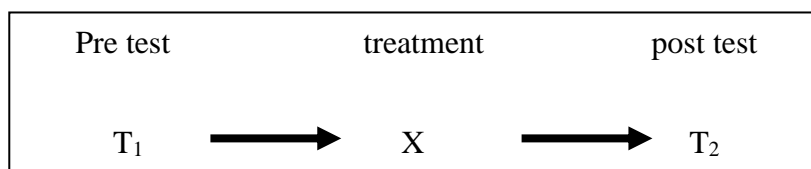


Figure 1.Design of One-Group Pretest-Posttest Experiment

Note : T1 : Pre test

X : Treatment

T2 : Post test

The topic will be discussed as the motions in the treatment are some updated issues in the society. Here, students will be provided variant motions which are familiar for students so they will be easier to explore the ideas.

Population and Sample

The population of this research will be the members of SMA N 1 English Conversation Club (ECC). The number of the members is forty-five students. Since the number of the members only forty-five students, so the sample is the same as population.

Instrument

In collecting the data, the researchers need an instrument to measure the speaking ability of the students. The instrument in this study is speaking test. A test is a sample of behavior under controlled or specified conditions and aimed towards providing a basis for forming judgment (Supriyadi, 2006:1). The test items are based on standardized competence of English subject in curriculum which is issued by government. Hence, the material for the test is topic closely related to the daily activities.

To successfully measure students' speaking abilities, a test with 10 potential themes is presented, and students choose one to elaborate on. This approach seeks to assess their ability to formulate and express arguments orally. Ensuring the reliability and validity of such evaluations is critical for accurately determining students' genuine English capability. Recent research has highlighted the complexity of evaluating speaking skills, highlighting the importance of well-designed activities and scoring systems for consistent and reliable results. (Khan et al., 2022) Furthermore, research emphasizes the need of matching assessment tasks to real-life communication contexts in order to improve the validity of speaking examinations. (Fan & Yan, 2020). By taking these factors into account, instructors can receive more trustworthy and legitimate data on pupils' speaking proficiency. To determine the overall reliability of the exam, the researchers will use Anates v4.0.5 by Karnoto et al., in which all scores are counted automatically. The outcome is a dependability rating of 0.69, indicating that it is highly reliable.

The criteria of reliability value are as follows:

r	= 0,00-0,20	: there is no reliability
r	= 0,21-0,40	: low reliability
r	= 0,41-0,60	: medium reliability
r	= 0,61-0,80	: high reliability
r	= 0,81-1,00	: perfect reliability

Table 1

The test is scored using some criteria, as described by Brown and Bailey (1984:39).

No	Speaking components	Indicators	Points
1.	Pronunciation	a. Students have little indications of foreign accents.	5
		b. Students are usually comprehensible, albeit one is mindful or certain accent.	4
		c. Students with pronunciation issues require careful attention, which can occasionally lead to misunderstandings.	3

		d. Students are difficult to understand due to pronunciation issues and must regularly be prompted to repeat.	2
		e. Students have such severe pronunciation problems that their speech is nearly incomprehensible.	1
2.	Grammar	a. Students make a few obvious grammatical blunders in succession.	5
		b. Students may make grammar or word blunders that obscure meaning.	4
		c. Students frequently make errors in grammar and word order, which sometimes confuse understanding	3
		d. Students' grammatical and wording problems make understanding difficult.	2
		e. Students grammar and word order errors are bad enough to render communication almost incomprehensible.	1
3.	Vocabulary	a. Students' employ vocabulary and idioms almost identically to native speakers.	5
		b. Students may utilize unsuitable phrases or reword concepts due to lexical shortcomings.	4
		c. Students commonly utilize incorrect terms in their conversations due to a lack of basic vocabulary.	3
		d. Students abuse words and have extremely limited vocabulary, making comprehension difficult.	2
		e. Students have such a limited vocabulary that they can only converse online.	1
4.	Fluency	a. Students' speaking is as fluid and easy as a native speaker.	5
		b. Language issues appear to have an impact on students' speaking pace.	4
		c. Students are quite fast and fluents.	3
		d. Students who are generally reluctant are frequently forced into silence due to linguistic limitations.	2
		e. Students' speech is sluggish and fragmented, making discussion nearly difficult.	1

5.	Comprehension	a. Students seem to comprehend everything without difficulty.	5
		b. Students can grasp almost everything at regular speed, however repetition may be required on occasion.	4
		c. Students grasp much of what is spoken at a slower than normal pace with repetition	3
		d. Students have a tough time following what is spoken. Can only understand social conversations conducted slowly.	2
		e. Student cannot assert that they comprehend even rudimentary conversational English.	1

Table 2
The Assessment criteria of the speaking ability

The results from the table above will be multiplied by four, resulting in a maximum score of 100 for good speaking students. The researcher then categorized the score based on the criteria adopted from Hammer (2001), as follows:

Grade 0-100	Note
90-100	Excellent
70-89	Good
50-69	Sufficient
30-49	Poor
< 29	Bad

Treatment

The treatments in this research will be the implementation of Australasian Debate System technique which described in the following steps:

1. The students do the pretest (speaking test)
2. The researchers apply the Australasian Debate System during the English Conversation Club activities after-school time.
3. The researchers review the technique and apply for different motions and students simulate it by using Australasian Debate System.
4. The students do posttest.

Data Analysis

In this study, the data required is the speaking skill of EEC members of SMA 1 Kudus before and after treatment with the Australasian debate system. To analyze the data, the researchers use the T-test technique as follows:

$$t_0 = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Note:

t : the t-value from correlated means

\bar{D} : Mean of differences

D : The differences between paired scores

$\sum D^2$: The sum of the squared differences scores

N : The number of sample

Formula to compute the mean difference:

$$\bar{D} = \frac{\sum D}{N}$$

Note

\bar{D} : The mean of the differences scores

D : the difference between the paired scores

N : The number of sample

To analyze the data, it is needed to count mean and standard deviation. The formula of Ali (1982:181-182) used to count the mean and the standard deviation as follows:

a. Formula of calculating mean

$$\bar{x} = \frac{\sum fx}{N}$$

Notes: \bar{x} = mean

f = frequency

x = middle score of the internal class

N = number of sample

b. Formula of calculating the standard deviation

$$SD = i \sqrt{\frac{\sum fx^2}{N} - \left[\frac{\sum fx}{N} \right]^2}$$

Notes: S = Standard Deviation

i = Internal width

f = Frequency

x = coding

N = Number of sample

To determine there is a significant difference between the speaking ability of EEC members of SMA 1 Kudus, before and after treated by using Australasian debate system, or not.

The hypothesis testing calculated by the statistical or null hypothesis as follows:

$$H_0 : \mu_1 = \mu_2$$

It means there is no significant difference.

$$H_1 : \mu_1 \neq \mu_2$$

It means there is a significant difference between the speaking ability of EEC members of SMA 1 Kudus before and after treated by using Australasian debate system.

Notes:

$\mu_1\mu_1$: the mean of the speaking ability of EEC members of SMA 1 Kudus before being taught Australasian debate system.

$\mu_2\mu_2$: the mean of the speaking ability of EEC members of SMA 1 Kudus after being taught Australasian debate system.

RESULTS AND DISCUSSION

This chapter focuses on the research findings from the data collected to determine whether there is a significant difference in the speaking capacity of ECC members of SMA 1 Kudus before and after treatment with the Australasian debate system.

Results of the Research

The data processes for this research are taken from the speaking pre-test before being treated by using Australasian debate system and post-test result after being treated by using Australasian debate system of ECC members of SMA 1 Kudus. In order to achieve the study purpose, the data is evaluated using the t-test for dependent samples.

The speaking ability of English Conversation Club Members of SMA 1 Kudus before being treated by using Australasian Debate System

Prior to do the treatment by applying Australasian debate system, the researchers give pre-test to find the students speaking ability. According to Table 4.1, the experiment's results are as follows: the minimum score is 60, the maximum score is 88, and the pre-test mean is 68.2. Meanwhile, the standard deviation is 7.4. It implies that the speaking skill of ECC members of SMA 1 Kudus before being treated with the Australasian debate system is sufficient, as shown in appendix 6.

Table 3
The speaking ability of ECC members of SMA 1 Kudus before being taught by using Australasian debate system.

No	Pre Test Score	No	Pre Test Score	No	Pre Test Score
1	64	11	80	21	60
2	68	12	72	22	56
3	60	13	60	23	80
4	60	14	64	24	64
5	56	15	88	25	72
6	80	16	72	26	60
7	64	17	64	27	64

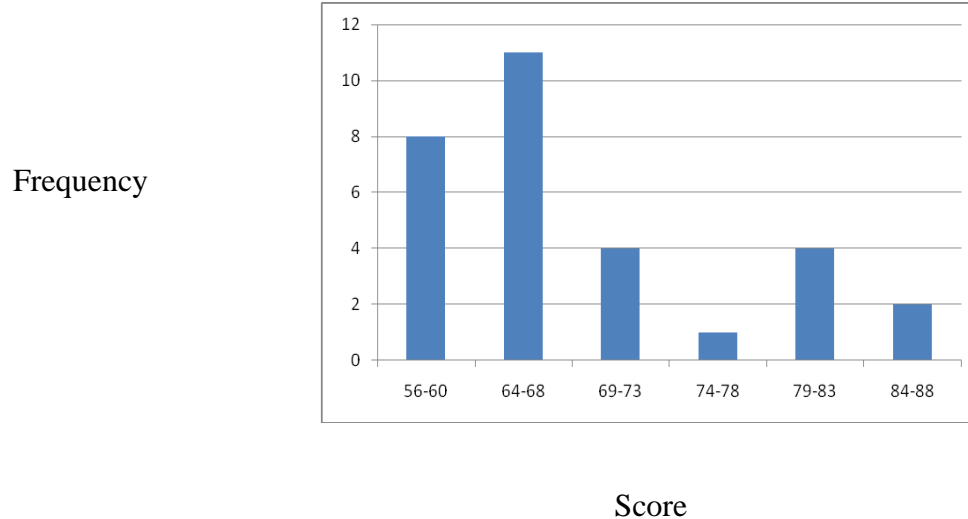
8	72	18	64	28	80
9	60	19	68	29	72
10	64	20	60	30	60

Table 4

Frequency distribution of the speaking ability of ECC members of SMA 1 Kudus before being taught by using Australasian debate system.

Score	F	x	Fx	x'	fx'	x' ²	f(x' ²)
84-88	2	86	172	-4	-8	16	32
79-83	4	81	324	-3	-12	9	36
74-78	1	76	76	-2	-2	4	4
69-73	4	71	284	-1	-4	1	4
64-68	11	66	726	0	0	0	0
56-60	8	58	464	1	8	1	8
Σ	30	438	2046	-9	-18	31	84

The table had shown the chart as follow:



Graph. 1 The Bar Chart of Speakingability of ECC members of SMA 1 Kudus before being treated by Australasian debate system

The Speaking ability of ECC members of SMA 1 Kudus after being treated by Australasian debate system

Following the collection of pre-test data in teaching speaking using the Australasian debate system, the researchers begin treatment, which consists of six meetings. As stated in the

previous chapter, the researchers conduct this research using a one-group pre-post test, thus the researchers administer a post-test to the students to determine the outcome of the treatment.

Based on the data in table 4.3, the experiment's outcomes are as follows: the minimum score is 64, the maximum score is 96, and the post-test mean is 74.9. Meanwhile, the standard deviation is 6. 5. It implies that the speaking skill of ECC members of SMA 1 Kudus after being treated using the Australasian debate system is categorized as good. The calculation is in the appendix.

Table 5

The speaking ability of ECC members of SMA 1 Kudus after being taught by using Australasian debate system.

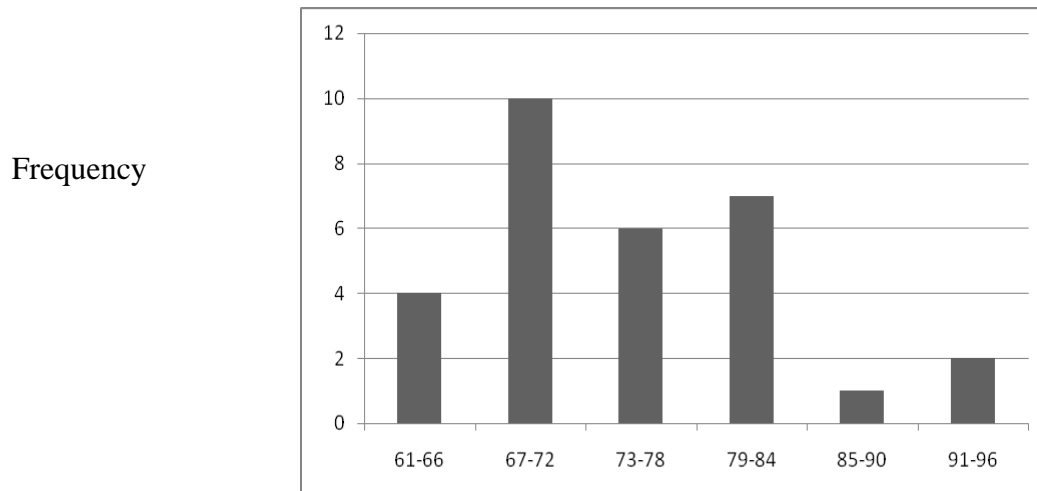
No	Post Test Score	No	Post Test Score	No	Post Test Score
1	64	11	88	21	92
2	68	12	68	22	80
3	76	13	68	23	64
4	68	14	80	24	80
5	64	15	96	25	80
6	84	16	76	26	76
7	68	17	76	27	80
8	72	18	80	28	72
9	68	19	76	29	68
10	68	20	64	30	76

Table 6

Frequency distribution of the speaking ability of ECC members of SMA 1 Kudus after being taught by using Australasian debate system.

Score	F	X	Fx	x'	fx'	x' ²	f(x' ²)
91-96	2	93,5	187	-4	-8	16	32
85-90	1	87,5	87,5	-3	-3	9	9
79-84	7	81,5	570,5	-2	-14	4	28
73-78	6	75,5	453	-1	-6	1	6
67-72	10	69,5	695	0	0	0	0
61-66	4	63,5	254	1	4	1	4
Σ	30	471	2247	-9	-27	31	79

The table displayed the chart as follows:



Graph.2 The Bar Chart of speaking ability of ECC members of SMA 1 Kudus after being taught by using Australasian debate system

The Significant Difference of the Speaking Ability of ECC members of SMA 1 Kudus Before and After Being Treated by Using Australasian Debate System

After processing the data found, the mean of the post test is better than the pre-test. (74,9>68,2). The t observation (t_0) is 6,6, the level of significant (df) is 2.05. Since t observation (t_0) has been identified, researchers must examine the t-test table. In this situation, the t observation of 6.6 was more than the value in the 5% column (2.05). As a result, the students' mean difference of 5% (df (29) = 2.05 p:.05) indicates that there is a substantial difference in the speaking capacity of ECC members of SMA 1 Kudus before and after being treated with the Australasian debate system. (The calculation is shown in Appendix 16).

Hypothesis Testing

The statistical or null hypothesis (H_0) indicates that there is no significant difference between two variables. In contrast, if there is a significant difference, the null hypothesis will be accepted and the alternative hypothesis (H_1) confirmed.

The researchers used a t-test for the dependent sample to see whether two variables differed significantly. Appendix 9 contains the complete calculation of the t-test.

The hypothesis is formulated as follows:

$$H_0 : \mu_1 = \mu_2$$

It means that there is no significant difference of the speaking ability of ECC members of SMA 1 Kudus before and after taught by using Australasian debate system.

Table 7
The summary of t-test result of ECC members of SMA 1 Kudus

Test	N	Mean	Standard Deviation	Df	T-table	T-Observation
Pre test	30	68,2	7,4	29	2,05	6,6
Post test		74,9	6,5			

Table 7 shows that teaching speaking using the Australasian debate system has a considerable impact on the speaking abilities of ECC members of SMA 1 Kudus. The t observation (t_0) obtained (6,58) is greater than the t-table (2.05) at the chosen threshold of significance of 0.05 [$df(29) = 2,05$], confirming the alternative hypothesis. It means that there is a considerable difference in speaking skill between ECC members of SMA 1 Kudus before and after being educated utilizing the Australasian debate system.

After calculating and evaluating the data, the researchers share the findings of their investigation of the speaking abilities of ECC members of SMA 1 Kudus treated using the Australasian debate system.

This research employs quantitative data. The null hypothesis (H_0) is used for hypothesis testing with quantitative data. The hypothesis testing results demonstrate that the t observation (t_0) obtained (6,6) is bigger than the t-table (2.05) in the predefined, and thus the alternative hypothesis is supported. It means that there is a considerable difference in speaking skill between ECC members of SMA 1 Kudus before and after being treated with the Australasian debate system.

The results of the data show that before the students are treated using the Australasian debate system, their speaking ability is classified as sufficient. Students are still quite difficult to express their arguments and do a debate in the pre-test given before the treatment. Students are quite difficult to explore their ideas and arguments using spoken language.

In the previous description, the lack of speaking ability of ECC members of SMA 1 Kudus is caused by several reasons, one of which is the technique of practicing used by the advisor teacher in dealing with the speaking practice. Furthermore, the students are uninterested in improving their speaking ability because of the low frequency of practicing English speaking in the real situation.

After being treated with the Australasian debate system, the speaking skill of ECC members of SMA 1 Kudus is rated as good. The growing number of mean values in the pre-test and post-test indicate that the pupils' speaking skill has improved. The pre-test mean is 68.2, and the post-test mean is 74.9. This shows that pupils can enhance their speaking skills.

The Australasian debate system is a difficult technique for ECC members of SMA 1 Kudus. Students are interested in participating in the therapy utilizing the Australasian debate system, as seen by their overall engagement in the debate.

The percentage of student improvement is approximately 20%, indicating that there is a considerable difference between the pre-test and post-test results. Their post-test results show a higher score. The minimal pre-test score ranged from 60 to 88, while the post-test score ranged from 64 to 96. It demonstrates that after receiving treatment using the Australasian debate system, they are able to increase their speaking skills.

The Australasian debate system will assist students in expressing their ideas or arguments regarding societal, environmental, and international issues. By participating in a discussion, kids will become more open-minded, critical, confident, and respectful. As a result, they will be able to express their ideas more effectively through spoken language.

Students who practice and comprehend this debate are responsible for delivering qualified substance during their speeches. They will naturally expand their ideas, knowledge, and vocabulary. The teams' positions make it difficult because, while the team on their side agrees with them, they must recognize that they compete with each other, so they must be confident and brief in delivering their speech, supporting the arguments, and fighting the team without disagreeing with the team on their side.

After entering the data, the researcher discovers that the mean of the post-test is higher than the pre-test result ($74.9 > 68.2$). The t observation (t_0) is 6.58, with a degree of freedom (df) of 29. Since t observation (t_0) was discovered, the writer must reference the t table. According to (Pallant, 2013), to be significant, your t value must be greater than the numbers shown in the table. In this example, t observation (6.6) is greater than t_t (2.05). It means that there is a considerable difference in speaking skill between ECC members of SMA 1 Kudus before and after being educated utilizing the Australasian debate system.

Sukardi (as cited in Lisniawati 2008) states that the null hypothesis is rejected and the alternative hypothesis is accepted since the t observation is greater than the t table, [$t_0 (6,6) > t_t (2.05)$]. This finding leads to the conclusion that a considerable difference exists, as evidenced by the research data. Sukardi (2008) also supports the idea that an approved or supported alternative hypothesis is true. The computation demonstrates a considerable difference in the speaking skills of ECC members of SMA 1 Kudus before and after treatment with the Australasian debate method.

Thus, confirmation of the research hypothesis indicates that the Australasian debate system is effective in increasing the speaking skills of ECC members of SMA 1 Kudus.

CONCLUSION

The last chapter of this whole scientific study exposes the conclusion of the conducted research and the suggestion would be proposed.

Conclusion

After completing this research, the researchers are able to conclude that Australasian debate system is effective in improving the speaking ability of English Conversation Club members of SMA 1 Kudus.

There is a significant distinction in the speaking capacity of ECC members of SMA 1 Kudus before and after treatment with the Australasian debate system, with a threshold of significance of 0.05 or 5% and a degree of freedom of 29. This is shown by the data that the t observation (t_0) is 6,6 and the t table (t_t) is 2.05, the result is $t_0 > t_t$ (t observation is higher than t table).

The mean in pre-test is 68,2 and mean in post-test is 74,9. The researchers conclude that the using of Australasian debate system for ECC members of SMA 1 Kudus can improve their speaking ability because of the post-test mean is higher than pre-test mean. The students get the better score after having the treatment of applying Australasian debate system technique.

Suggestion

By observing the entire process and results of this study, the researchers would like to recommend that English teachers, particularly those who become extracurricular advisors, use the Australasian debate system as a technique to improve students' speaking ability because the Australasian debate system has more features that attract students' willingness to speak up and elaborate their arguments. Students should be more creative in exploring their ideas and arguments using spoken language because, as indicated in the previous chapter, oral performance is a valuable asset in the global period. Students must have confidence in expressing their critical thinking about current topics. It will help students become more open-minded and attentive to their surroundings, which will increase their knowledge.

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