

The Effect Of Action Learning Strategy In Improving Students' Speaking Skill At SMP N 01 Bandar Lampung

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Keywords:

Improving, Speaking Skills, Classroom Action Research.

Abstract

This research aimed to see the improvement of students' speaking skill in english lesson by using action learning strategy at eighth grade. The participants of this research were 32 students form VIII.6 class consisting on 15 male and 17 female. This research used Classroom Action Research (CAR). The data were obtained through the observation and speaking test. To determine students who are successful in improving speaking skills based on the KKM (Minimum Completeness Criteria), which is 80. To analysis the data, the researcher used two steps, namely scoring students speaking skills use quantitative data and calculating the students' score. The results of this study showed an increase in students' speaking ability. The results of this research indicate an improve in students' speaking ability. Students who experienced an increase in speaking skills in the preliminary data was 62.5%, or 20 students, the cycle I was 75% or 24 students and the cycle II was 84.375% or 27 students. While students who did not succeed in the preliminary data was 37.5% or 12 students, the cycle I was 25% or 8 students and the cycle II was 15.675% or 5 students. Based on the results of interviews conducted by researchers to several samples of students, several factors were found that were able to improve students' speaking skills. These factors were the comfort that students get while studying, giving reward points to attract students' interest and teachers applied some learning tricks to attract students' attention while studying.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential Education is a field that focuses its activities on the teaching and learning process (Anwar, 2017) . In the era of globalization This is education Language English really important for life We. In fact Language English is Language second most used in the world. Capabilities speak and write Language English become wrongly rejected measuring important abilities in world Work (Akbar, 2023). Lots definition speaking that has put forward by para expert Language. Speak according to Oxford dictionary can use language, making speeches, expressing

ideas, feelings. Speak is use Language in a way oral for communicate with other people. Speak with lancer also biased as interactive with speaker other languages (Inayah and Albar 2021). Talk is productive aural / oral skills, skills This consists from produce systematic verbal utterance for convey meaning. Although speak is natural things i (Ratminingsih, 2021) .

The use of appropriate teaching methods is very important for teachers in language teaching. It aims to improve the efficiency of students' mastery in English, content creation and implementation, tests and exercises. A teacher is responsible for teaching students with little experience in a proper English-speaking environment. Not only that, a teacher must also be able to overcome the differences that exist in students in the classroom. According to Fulcher (2003) speaking is a verbal ability possessed by humans to communicate with one another. This ability makes it easier for humans to provide information to each other. According to Maxom (2009) speaking ability is the most important ability that must be mastered by students, not only at school but also at school and in the community. So far, we still often find teachers using conventional methods and only focusing on teacher explanations to students. Meanwhile, to master speaking skills, the most effective thing to use is the way the student is at the center of the learning process. This means that students will more easily master speaking skills if they practice their own knowledge. With teacher facilitators and also student friends, it will be easier to practice these speaking skills.

Therefore, researchers will conduct research related to improving students' speaking skills. The method that will be used by researchers is by using Action Learning Strategy. The reason why researchers use this method as a way to improve students' abilities is because when researchers are conducting Internship II activities at SMP N 01 Bandar Lampung City, which incidentally is the place where the research will be conducted, researchers have found that learning methods related to what is happening in the field are more useful for students learning English. This is the reason why researchers want to conduct research to see whether the use of Action Learning can be used to improve students' speaking skills in high school students or not. Action Learning Strategy according to Serrat (2008) is a learning strategy that divides students in a learning class into small groups to then collaborate on an ongoing basis, solve problems, take action and learn individually at the same time.

In this study, the researcher used 3 previous researches that could assist researchers in conducting their research. The first research is research conducted by Armasita (2017) at MTs PAB 1 Helvetia. In this study, Armasita has a goal to improve students' speaking skills using Action Learning Strategy. Another research has been carried out by Salihah (2020) at MTs Muhammadiyah
Volume 1, Nomor 6 2025

Limbung. The last research that was used as a reference by researchers was a study conducted by Sari (2020) at SMP IT Khairunnas Kota Bandar Lampung.

Among the 3 previous studies selected by the researchers above, there were some differences between the research conducted by the researcher and the previous research. The first difference lies in the location and also the object of study. The second difference lies in the problems that the researchers encountered during the research. A third difference is how the researchers measured the improvement in the students' speaking skills.

The problems of improving students' speaking skills that occur in 8th grade students will be overcome based on the steps in the application of the action learning strategy. Students' low motivation might be overcome by urging them to go directly to the field. It is hoped that students will be more enthusiastic because direct learning will not bore them and will inspire them to study English even more. In addition, the large amount of vocabulary associated with the topic of interest allows students to more comfortably express their thoughts in front of friends and teachers. Not only that, also teachers can utilize this method to continuously improve students' skills in the future.

From this problem, the researcher used the action learning strategy to improve students' speaking skills. Based on the descriptions above, the title of this research is "Improving Students' Speaking Skill With Action Learning Strategy At Eighth Grade Of Junior High School (A Classroom Action Research at the Eighth Grade of SMP N 01 Kota Bandar Lampung)".

Speaking

According to Putra, et.al (2025), speaking is an activity that is carried out by someone to interact with another person. And speaking becomes a daily activity, to express the desired thing or other things. In other situations, speech can be used to convey something, give orders, or serve others. Imam Fauzi (2017) stated that active speaking abilities can be developed gradually through the correctness and efficacy of listening skills. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.

Speaking skills is one of the most important communication skills in the world. People use it to convey important information about another person. If we speak English in particular, when we need to communicate with other people in another country, we need to learn and use it (Crisianita & Mandasari, 2025). It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concludes that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understood what the other said who use a foreign language too.

Component of Speaking

According to Rora (2015), there are components of speaking to be scored: pronunciation, grammar, vocabulary, fluency, comprehension, and task. These components need to be taught in language learning.

- Pronunciation

Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words.

Moreover, pronunciation includes all those aspects of speech that make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

- Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that.

- Vocabulary

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies it will be easier to express our ideas, feelings, and thoughts both in oral or written form. It means that in spoken language or speaking, the vocabulary used must be very familiar and it is used in everyday conversation to understand the spoken

discourse. Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelled, and how they are pronounced.

- Fluency

Fluency is defined as the ability to speak communicatively, fluently, and accurately. Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea is that too much correction interferes with the flow of conversation.

- Comprehension

Comprehension is the ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher.

Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

Types of Speaking

In the context of ESL teaching, there are at least five types of speaking that take place in the classroom. This post will define and provide examples of each. The five types are as follows: imitative, intensive, responsive, interactive, and extensive.

- Imitative

At the imitative level, it is probably already clear what the student is trying to do. At this level, the student is simply trying to repeat what was said to them in a way that is understandable and with some adherence to pronunciation as defined by the teacher. It doesn't matter if the student comprehends what they are saying or carrying on a conversation. The goal is only to reproduce what was said to them. One common example of this is a "repeat after me" experience in the classroom.

- Intensive

Intensive speaking involves producing a limit amount of language in a highly control context. An example of this would be to read aloud a

passage or give a direct response to a simple question. Competency at this level is shown through achieving certain grammatical or lexical mastery. This depends on the teacher's expectations.

- Responsive

Responsive is slightly more complex than intensive but the difference is blurry, to say the least. At this level, the dialog includes a simple question with a follow-up question or two. Conversations take place by this point but are simple in content.

- Interactive

The unique feature of intensive speaking is that it is usually more interpersonal than transactional. By interpersonal it is meant speaking for maintaining relationships. Transactional speaking is for sharing information as is common at the responsive level. The challenge of interpersonal speaking is the context or pragmatics. The speaker has to keep in mind the use of slang, humor, ellipsis, etc. when attempting to communicate.

- Extensive

Extensive communication is normally some sort of monolog. Examples include speech, story-telling, etc. This involves a great deal of preparation and is not typically improvisational communication.

It is one thing to survive having a conversation with someone in a second language. You can rely on each other's body language to make up for communication challenges. However, with extensive communication either the student can speak in a comprehensible way without relying on feedback or they cannot. In my personal experience, the typical ESL student cannot do this in a convincing manner.

Action Learning Strategy

Action learning is the practice of bringing together a group of people with varying levels of expertise and experience to examine a real-world work problem and produce an action plan. The action learning process seeks to achieve this balance by adding rigor and pace to the learning cycle and using the positive impact of small groups to maintain this discipline and rhythm (Nonci et al., 2025).

In the workplace, action learning is a collaborative endeavor that unites individuals around a shared challenge or undertaking in order to devise resolutions or accomplish project objectives. The action-learning group or set encourages and provides support for the exploration of novel approaches to tasks and methods of thinking (Imran, 2025).

Action learning affords individuals the chance to combine their expertise and capabilities, collaborate on learning assignments, assess and contemplate

Volume 1, Nomor 6 2025

their own progress, scrutinize one another's perspectives and notions, and gain insights into effective teamwork. Action learning teaches participants how to learn through the resolution of actual workplace issues (Imran, Sulviana, & Sulya, 2023).

So the conclusion is Action learning is a process that requires members of an organization to work together to solve problems through action and reflection. It has the potential to become a multi-purpose organizational activity depending on the extent to which it is integrated into the organization's systems and made central to the organizational culture. Action learning processes promote reflection, mentoring and collaboration and cast employers into the role of continuous learners who are capable of both investigating and improving work practices.

METHOD

Participants / Subject / Population and Sample (Level 2)

This research was conducted at SMPN 01 Kota Bandar Lampung. The sample for this study was a Class VIII.6 student with totaling of 32 students consisting of 15 male students and 17 female students.

Instruments (Level 2)

1. Observation: It used to collect data about students' activities in teaching and learning process. The type of observation that used in this research was direct observation.
2. Test: It was done at the end of each cycle.
 - a. Cycle I test: It was used to measure the improvement of students after implementation of action learning strategy in cycle I.
 - b. Cycle II test: It was used to measure the improvement of students after implementation of action learning strategy in cycle II.
3. Interview: It was used to find out unsolved problems in student activities in the teaching and learning process and to find out whether the learning strategy could be followed well by students or not.

Data Analysis Procedures (Level 2)

The data in cycle I and II collected through the following steps:

1. Scoring Students Speaking Skills Use Quantitative data

In collecting data, researcher test students by asking them to make oral reports, either individually or in group tests, based on a given topic. The time given is 40 minutes. When evaluating language test data, researcher used

categories that were evaluated according to criteria. Each category earned 50 points. Students earn 100 points in all categories. All aspects of speaking were ranked from 0 to 50. Researcher was assisted by collaborator teacher to evaluate students. The categories were vocabulary and pronunciation.

Table 1. English Speaking Skills Assessment Collects.

No	Categories	Aspects	Range	Score
1	Vocabulary			
	a. Unsatisfactory	Very limit vocabulary make comprehension quite difficult	01-15	
	b. Fair	Frequent uses wrong speech limit to simple vocabulary	16-25	
	c. Good	Sometimes uses inappropriate terms about language because of inadequate vocabulary.	26-35	
	d. Very Good	Rarely has trouble	36-50	
2.	Pronunciation			
	a. Unsatisfactory	Had to understand because of sound, accent, pitch, difficult, incomprehensible	01-15	
	b. Fair	Error of basic pronunciation	16-25	

	c. Good	Few noticeable errors	26-35	
	d. Very Good	Understandable	36-50	
Total Score			100	

(Adapted form M. Finocchiaro and Sako (1983))

2. Calculating The Students' Score

According to Gay (2012) the mean score of students' speaking test by used the following formula:

$$X = \Sigma X / N$$

Where:

X = the mean of the students score

ΣX = the total score

N = the member of the students

In order to categories the member of master students, the researcher used the following formula:

$$P = R / T \times 100\%$$

Where:

P = The percentage of students who get the point 80

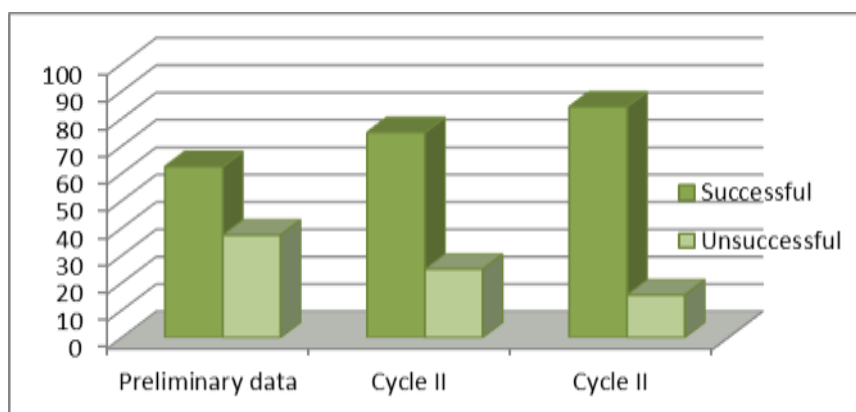
R = The number of students who get point up to 80 above T = The total of students

RESULT AND DISCUSSION

During the research, the researcher gained some results that cover the improvement of the students' speaking vocabulary and pronunciation as well as their activeness in the teaching and learning process in class VIII 6 at SMP N 01 Kota Bandar Lampung. These findings were to cover the answers of the problem statements aimed to improve the students' speaking skills in vocabulary and pronunciation. The researcher also discussed the results of the research and made a comparison between the preliminary data obtained during the process of observing the conditions before conducting the research with the results form cycle I and cycle II. This cycle I research was conducted on March 21st to April 16th, 2025 and the cycle II research was conducted on April 18th to May 16th, 2025. The results in this research were based on several source, there were speaking test, observation results, field notes and interviews with students. Each cycle

consists of four steps, namely planning, action, observation, and reflection. Before the first cycle started, the researcher observed the students' scores on the collaborator teacher which aimed to determine the students' speaking ability in English lessons.

The Comparison of the Results



The percentage of students who successful get the improvement in speaking skill

Based on the data that shown above in preliminary data, there was 62.5% from 32 students successful got score >80 and there was 37.50% or 12 students who unsuccessful got score >80. There was significant improvement in cycle I, 75% from 32 students successfully got score >80 while students that unsuccessful got a score of 80 are 8 students or 25% of the total students in the class. In cycle II was 84.375% from 32 students successful got score >80 and 5 students or 15.675% was unsuccessfully passed the standard score. It means that cycle II was higher (84.375%) than cycle I (75%) and preliminary data (62.5%) or cycle II > cycle I > preliminary data. It also showed that the result of preliminary data is the lowest mean score achievement.

Interview Result

After the researcher gave the test at the end of Cycle I and Cycle II, the researcher conducted interviews with several students who were taken from students who had increased grades, decreased grades and students whose grades were fixed to analyze whether the learning strategies that the researcher used were able to improve students' speaking skills or not.

a. Cycle I

Based on the results of interviews conducted with several students in the class, it was found that there were several unsolved problems in the learning process using this Action Learning Strategy. The problem was that some students

said that they were still embarrassed and were not confident when told their friends about their experiences. In addition, they were also afraid that what they said did not understood by their group mates. Then there were also students who were not interested in following the lesson. After the interview, it turned out that the student felt that his experience was not as interesting as the experience of his friends. This made him unmotivated and chose not to follow the discussion properly. However, some other students enjoy this way of learning, because they become more relaxed and also don't feel pressured by telling things they understand.

After got the results of the interview and Cycle I test, the researcher and collaborator teacher discussed about the solution to overcome the problem. The solutions obtained were: 1) Researcher and collaborator teacher provided motivation in the form of support and speaking practice to students that feel embarrassed to share their experiences. 2) During the learning process, the teacher asked students that have problems to be more active in giving examples of their personal experiences. 3) Gave the reward points to students who were actively in discussed the topics, added these points to the list of student scores. 4) Provided topics that were more interesting to students' attention. 5) Gave an appreciation in the form of praise and provided an understanding that the experiences that each student has were interesting and deserve to be told to each other.

b. Cycle II

In the interview conducted at the end of cycle II, which was conducted to several students who had carried out the learning process using the Action Learning Strategy, there were several variations of the interview results. According to the interviewees, the used of Action Learning Strategy was enough to help them to improve their speaking skills in English. In addition, the topics given in Cycle II make it easier for students to understand the conversations they were having in class. They also feel more confident after practice the speaking skills used the experiences they have had. This makes it easier for them to found appropriate vocabulary to describe their experiences. They also felt more comfortable and happy during discussions because in groups and classes they shared their experiences with each other. This added exciting a new experiences and vocabulary to them.

From the results of interviews conducted by researcher on several students in the research class, the researcher concluded that several factors that made students able to improve their speaking skills were a sense of comfort when doing speaking exercises, then the teacher must also be able to provide

motivation that aroused students' confidence to speak in front of classmates and in public. In addition, the teacher must also look for some learning tricks. It aims to make the learning process more interesting for students. In this study, the collaborator teacher gave a reward value to students who wanted to actively speak in class while occasionally asking students who were still shy to speak in front of their friends.

This research was conducted to find out whether or not the use of action learning strategy to improve students' speaking skills in English lesson. The action learning strategy was one of the strategies that could be used by the teacher in teaching English to improve the students' ability in speaking. It could be seen in findings of this research. In this study, the activities carried out by students and teachers were to share their personal experiences with each other. The aims were to build students' knowledge or background about the topic being discussed, help students to master the topic, and help students learn knowledge and vocabulary relevant to the material being studied.

Before taking a classroom action research through Action learning Strategy, the researcher hold preliminary data to measure the students' knowledge in speaking English. After getting the preliminary data, the researcher found that the students' speaking vocabulary and pronunciation at the VIII students of SMP N 01 Kota Bandar Lampung was fairly good.

There was improvement of result of the students score who successful got score

>80 from preliminary data to Cycle I test, cycle I to cycle II test, and preliminary data to cycle II test. From preliminary data, there was 20 students or only 62.5% students from 32 students in class that successful got score >80. In cycle I there was 24 students or 75% students from 32 students in class that successful got score >80. In cycle II test there was 27 students or 84.375% students from 32 students in class that successful got score >80.

So, the improvement of students score from preliminary data before implementation of action learning strategy to cycle I test after implementation action learning strategy was 12.5% or 4 students. The improvement of students score in cycle I test to cycle II test was 9.375% or 3 students. And the improvement of students score in preliminary data to cycle II test was 21.875% or 7 students.

Based on the results of interviews conducted by researcher after the speaking test was carried out in cycles I and II, there were several factors that made students able to improve their speaking skills. These factors were the convenience of students in learning the material using strategies that applied to

students in the class, then the way the teacher conveys the material and attracts students' attention using several supporting media such as pictures or audiovisual, offering reward points to students was also able to increase students' desire to share their experiences with their friends and teachers.

Based on the explanation above, the researcher concluded that the finding of this research proved the statement from WIAL-World Institute for Action Learning (2015) stated that action learning is effective for solving problems and made the participants to be more creative, think critically, and work collaboratively. The researcher agreed with the statement because the finding of this research showed that the students' ability in speaking improved and became well in the first meeting to the next meeting by applying Action Learning Strategy. It was improved because of the teacher knew how to control the class and created the class to be active. Besides that, the action learning strategy helped the students to understand the topic easily.

So, this research showed that action learning strategy worked effectively and efficiently in helping students' ability in speaking at VIII.6 grade of SMP N 01 Kota Bandar Lampung and this learning has applied successfully and able to improve students' ability in speaking.

This research finding also similar to Armasita (2017) that reported there was 80% effective to use action learning strategy to improve students' speaking skill, but the finding of this research was higher and 90% more effective. There was also a lot of previous of related studies that found similar finding but used different method. Salihah (2020) reported that 90% of the students were increasing in speaking through action learning strategy. She said that 90% were effective in speaking.

Based on the perception above, the researcher concluded that all the findings have similar result that improving students speaking skill but they applied different method, strategy and steps. It means there was a lot of effective method to improve students' speaking skill in learning and teaching process. One strategy that can be used is Action Learning Strategy.

CONCLUSIONS

Based on the analysis data, it can be concluded that there was an increase in student scores from the preliminary data to the Cycle II test. In the preliminary data, there were 62.5% (20 students) who scored >80. In the Cycle I test there were 75% (24 students) who scored > 80. This means that there was an increase of 12.5%. In the Cycle II test, there were 84.375% (27 students) who scored >80. The

increase was about 9.375% and the increase in the total score of students from the preliminary data to the second cycle test was 21.875%.

Action Learning strategies can improve students' speaking skills supported by several factors. The factors that can improve students' speaking skills were student comfort in learning, giving reward points to students who dare to tell their experiences in class. In addition, teacher must be able to attract students' attention in learning by presenting content using pictures, then having discussions about the experiences they have experienced before.

It can be concluded that the action learning strategy works quite effectively and efficiently in helping the speaking ability of students of class VIII.6 SMP N 01 Bandar Lampung City and this learning has been successfully applied and is able to improve students' speaking skills. Even so, to get maximum results it takes longer because of the diverse abilities and willingness to learn from students who are in a learning class.

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