



**THE EFFECTS OF TEACHING TECHNIQUES TOWARDS STUDENT'S
SPEAKING SKILL AT PRIVATE UNIVERSITY IN EAST JAKARTA**

Suwantica Kusumandari, Ferdias Prihatnasari
University of Bina Sarana Informatika
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Abstract

The purpose of this study was to: determine the interactional effects of teaching technique towards student's speaking skill that was taught by role plays and filling information gap (both are communicative language teaching) to the students. The research method used was experimental one. Sample size of 60 students consisting of 30 for experimental class and 30 for control class taken from Private University in East Jakarta, and the sampling technique used is cluster sampling. Research instruments used were the test to distinguish the effect of teaching techniques towards student's speaking skill in the form of oral test (5 items for scoring), that have been tested valid and reliable with coefficient of reliability at 0.839 and 0.705. The research uses two-ways ANOVA test. The result showed there is a significant effect of teaching technique towards student's speaking skill, as $F_{observed} = 95.553 > F_{table} = 2.77$ and $Sig = 0.000 < 0.05$. The results contribute most to the increasing of student's speaking skill.

Keywords: *Teaching Technique, Speaking Skill, Role-plays*

Abstrak

Tujuan dari penelitian ini adalah untuk: menentukan efek interaksional dari teknik pengajaran terhadap keterampilan berbicara siswa yang diajarkan oleh permainan peran dan mengisi kesenjangan informasi (keduanya adalah pengajaran bahasa komunikatif) kepada siswa. Metode penelitian yang digunakan adalah metode eksperimen. Sampel berjumlah 60 siswa yang terdiri dari 30 untuk kelas eksperimen dan 30 untuk kelas kontrol yang diambil dari Universitas Swasta di Jakarta Timur, dan teknik pengambilan sampel yang digunakan adalah cluster sampling. Instrumen penelitian yang digunakan adalah tes untuk membedakan pengaruh teknik pengajaran terhadap keterampilan berbicara siswa dalam bentuk tes lisan (5 item untuk penilaian), yang telah diuji valid dan dapat diandalkan dengan koefisien reliabilitas pada 0,839 dan 0,705. Penelitian ini menggunakan uji ANOVA dua arah. Hasil penelitian menunjukkan ada pengaruh yang signifikan dari teknik mengajar terhadap keterampilan berbicara siswa, karena $F_{observed} = 95,553 > F_{tabel} = 2,77$ dan $Sig = 0,000 < 0,05$. Hasilnya berkontribusi paling besar pada peningkatan keterampilan berbicara siswa.

Kata kunci: Teknik Pengajaran, Kemampuan Berbicara, Role-plays

I. INTRODUCTION

One of the language skills that have to be mastered by students in learning a foreign language is speaking. Speaking is one of the types of composing in language, the type that is swift, complicated, frequent and primary, because the language itself is a symbolic to use by communicators to construct and convey information.

Many students told the student's problem in speaking such as never do communicative, passive, not able to giving answer, etc. Therefore, teachers should help the students overcome this problem by motivating them to speak. For this reason, teacher should use effective teaching methods that encourage students to take part actively in the class. The teaching learning process has to involve not only teacher and students, but also the students and students.

Florez in (Bailey, 2006) stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Bailey, speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning.

Speaking is one of the types of composing in language, the type that is swift, complicated, frequent and primary, because the language itself is a symbolic to use by communicators to construct and convey information. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly.

Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing. In speaking, the students must have many vocabularies. They should master vocabulary to affect the use of it fluently and add to their feeling of competency in expression.

The existing condition nowadays, English teachers should realize their vital role in the language learning and teaching process. Teachers are demanded to use the most appro-

priate teaching technique in order to achieve the effectiveness of both teaching and learning process in their class.

Teaching Techniques

According to Anthony (1963:66) a technique is defined as a particular trick, stratagem, or contrivance used to accomplish an immediate objective. It is the part of tripartite framework proposed by Anthony. In brief, the technique is implementation that which actually takes place in a classroom. Technique must be consistent with a method and therefore in harmony with an approach as well

Techniques depend on the teacher, his individual artistry, and on the composition of the class. Particular problems can be tackled equally successfully by the use of different techniques. A particular technique might at one time in the progress of a course be used quite wrongly because it is out of order required by the method. Later on it might be quite correct.

Clarke (1983:111) summarized the inadequacy of the Anthony's framework by saying that technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in which they occur, and obscures the fact that

classroom practice is a dynamic interaction of diverse systems.

Later on, Richards and Rodgers (1982: 154) rectify some of the limitations of the previous definition of technique. They put the term of technique into the new term namely 'procedure' which refers to the actual moment to moment classroom activity. Procedure is the third level after approach and design, which comprises the classroom techniques and practices which are consequences of particular approaches and designs.

This term of technique is recently defined as any of wide variety of exercises, activities or devices used in the language classroom for realizing lesson objectives. Technique is also referred to a task, procedure, activity in the classroom and drillings. It is used to transform the term of manipulation (totally controlled by the teacher and required a predicted response from the students such as: choral repetition, drills, dictation and reading aloud) to become communicative (student's response are open-ended and unpredictable such as: story-telling, gap fills, role-play, gap fills).

There are some learning and teaching techniques that can be used in Communicative Language Teaching class, for example, Role

Play, Information Gap, language exchanges, simulation, discussion, game, pair work and group work. All these techniques can engage the learners in communication process.

1) Role Play Technique

Some speaking materials have been designed in order for learners to become more closely involved with the materials so that they can have more meaningful things to talk about and thereby learn more readily and efficiently. One way of getting students to speak is to use Role Play activities in the classroom.

According to Larsen and Freeman (2000:134) Role Play is very important in Communicative Language Teaching (CLT) because it gives students the opportunity to practice communicating in different social context and in different social roles.

The same opinion about Role Play is also stated by Harmer (2007:352) explained that Role Play can be used to encourage general oral fluency or to train students for specific situations. When students are doing Role Plays they need to know exactly what the situation is, and they need to be given enough information about the background for them to function properly. Role-playing activities is a valuable classroom technique that encourages

students to participate actively in the process of learning. In other words, second language student can experience the target language in context to learn how to interpret and exchange meanings for real communication.

The definition of a Role Play according to Bailey (2005:52) is a speaking activity in which the students take the part of their people and interact using the characteristics of those people. This definition is supported by Kodotchigova (2008) who determined Role Play as a teaching technique in which the students are asked to identify with the given roles to interact with the other role characters within the given socio-cultural situation.

Another definition of Role Play is given by Doff (2008:15) in Web Only Chapter who stated that a Role Play is a way of bringing situations from real life into the classroom. In Role Play, students need to imagine a role, content, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed. Furthermore, Arnato (2003:222) stated that Role Play has high appeal for students because it allows them to be creative and to put themselves in another person's place for a while.

There are a lot of advantages both teacher and student can get from Role Play techniques which develops fluency in language students which promote interaction in the classroom, and which increases motivation. Further, Maley (1997:45-48) tells some reasons to use Role Play in language class. Here is a list of the main reasons: (a) Through Role Play activities, a very wide variety of experience can be brought into the classroom. (b) By using Role Play, the teacher can train the students in speaking skills in any situation. (c) Role Play puts students in the situation in which they are required to use and develop the language. (d) Students can try out and experiment with the language in a friendly and safe environment of a classroom. (e) Role Play can help many shy students by providing them with a mask. The students are liberated by Role Play as they no longer feel that their own personality is implicated.

Moreover, Woods (2005:46) stated that Role Play can also be freer or more open. The advantage to such activities is that the purpose is very clear to students and the teacher can control how much support to give them.

2) Information Gap Technique

Bailey (2005:191) stated that Information Gap technique refers to the activity in

which learners must use the target language to convey information known to them but not to their speaking partners.

In this activity, students are supposed to be working in pairs. One student will have the information that the other partners will share their information. Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. This activity gives the students the opportunity to talk extensively in the target language.

Information Gap activities provide extensive practice in asking and answering questions and giving direction, and allow students to handle information in a more realistic manner. The same idea came from Woods (2005:47) who stated that the activity depends on one person processing information which the other one does not have. The task can only be completed if the pair works together.

According to Rees (2008:76) the Information Gap is ideally suited to pair and small group work and usually relies upon pre-prepared information cards. Information Gap techniques give every student the opportunity to speak in the target language for extended period of time and students naturally produce

more speech than they would otherwise. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated. Another advantage of Information Gap activities is that students are forced to negotiate meaning because they must make what they are saying comprehensible to others in order to accomplish the task (Neu & Resser, 1997).

Information Gap activities can also reinforce vocabulary and a variety of grammatical structure taught in class. They allow the students to use linguistic forms and functions in a communicative way. Grammar is no longer a concept they have difficulty applying to their speaking. Students have the opportunity to use the building blocks of language we each them to speak in the target of the language.

From the explanation above, it can be concluded that Information Gap technique is a communicative language teaching technique which bring the language to life for students and usually involves pair work activities.

3) The Distinction between Role Play and Information Gap

Role Play and Information Gap are two among other techniques that can be used in communicative language classroom. Each of

these techniques has its strength and weakness. In Role Play classroom activity, the multiple language setting can be applied so that it can allow the students to interact and understand the perspective of others. Although the roles are determined by the teacher, the students can create interaction and use the language freely depends on their roles.

Information Gap activity, on the other hand, is mostly about asking and answering questions in order to complete the information. One student has to listen to another student and then decide on how to respond in her own words according to the given situations. The following are the distinction between Role Play and Information Gap.

The Distinction between Role Play and Information Gap

Role Play	Information Gap
It requires active participation of the learners.	It requires extensive practice in asking and answering questions.
Students usually consider this type of learning fun.	Students sometimes consider this activity is not so interesting.
The activity can be applied in multiple settings.	The activity is applied in limited setting.
It allows students to gain insight, or understand the perspective of	Students are suited to pair and usually

<p>others.</p> <p>Students can experience the target language in context to learn how to interpret and exchange meanings for real communication.</p> <p>Students use language freely only the setting and the students' roles are determined by the teacher, and students create interaction.</p> <p>Teacher can provide students with a variety of learning experiences.</p>	<p>rely upon pre-prepared information cards.</p> <p>One student has to listen to her partner and then decide on how to respond in her own words in the given situations.</p> <p>Teacher provides students with appropriate forms to be used and meanings in dialogues.</p> <p>Teacher can only provide students with limited learning experience.</p>
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Speaking Skill

As a matter of fact, speaking is one of communication skills in which the speaker shares information while at the same he/she also gets information from the listener. For most people, the ability to speak a language has often been viewed as the most demanding of the other three skills. Caney (1998:13) as quoted by Kayi stated that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context.” By speaking someone can communicate his ideas or

information, and share them to others at any situations and in a various contexts.

Florez (1999:2) stated that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. According to Bailey speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. Moreover, Dessalles (<http://www.infres.enst.fr>) explained that speaking is the process of expressing thought, idea or feeling in the form of spoken language. Based on the definition above, speaking is the process of conveying meaning, expressing idea and feeling through verbal utterances at any situations and in various contexts.

Speaking a language is really difficult for foreign language learners because effective oral communication requires the skills to use the language appropriately in social interactions. Webster (2006:927) stated that Skill refers to the ability to use one’s knowledge effectively in doing something.

In order to speak communicatively and effectively, one should have speaking skill. Speaking skill has to be learned, practiced and evaluated over a period of time. Hyper dictionary (2007) stated that speaking skill in is

described as an ability to speak that has been acquired by training.

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Richards (2002:204) stated that learners must also require the knowledge of how to use the language in the context of structured interpersonal exchange. Therefore, the students need explicit instruction in speaking, which generally has to be learned and practiced.

Learning speaking skill is very challenging for students in foreign language context, such as in Indonesia. Students have very few opportunities to use the target language outside the classroom. That is the teacher's role to facilitate the communicative learning and teaching process so that the students can practice and improve their speaking skill.

Refer to the above explanation we can conclude that speaking skill is one's ability to perform and share meaning through the knowledge of a language system in the form of oral activity that has been acquired by practicing or training.

From a pragmatic view of language performance, listening and speaking are almost always closely interrelated. Brown (2004:140-165) stated that "as speaking is

productive skill that can be directed and empirically observed, the accuracy and effectiveness of listening skill can comprise the validity and reliability of an oral production".

In assessing the speaking skill, Underhill (2004:96) stated that there are five aspects should be measured; fluency, grammar, pronunciation, vocabulary, and comprehension. Brown (2004: 57) stated that there are six cases to be evaluated in accordance with the speaking assessment; (1) grammar, (2) vocabulary, (3) comprehension, (4) fluency, (5) pronunciation, and (6) task (accomplishing the objective of eliciting task)

1. Fluency according to Bailey (2005:5) refers to the capacity to speak fluidly, confidently, and at a rate consistent with the norm of the relevant native speech community. Koponen in Louma (2004:88) stated the definitions of fluency often include references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation markers, length of utterances, and connectedness. In order to decide the fluency level of a learner, Nakano in Kouichi (2008) stated that there are five factors to be analyzed: (1) the total number of words spoken in a fixed time, (2) the number of silent pauses for thinking, (3) the

number of repetition of words, phrases, or clauses, (4) number of repair or reformulation for correction, and (5) mean length of utterance.

2. The second aspect of speaking skill is grammar. Almost all speaking criteria make some reference to grammar, either as a part of holistic descriptions or in a separate analytic rating criterion. However, the grammar that is evaluated in assessing speaking should be specifically related to the grammar of speech.
3. The third aspect of speaking skill is pronunciation which is including features, vowels and consonants, and the stress and intonation patterns. Louma (2004:12) stated that pronunciation which, the sound of speech can refer to many features of speech stream, such as individual sounds.
4. Many rating scales for speaking include descriptions of vocabulary use. Vocabulary is the forth aspect of speaking skill which related to the words that are used by the speaker.
5. The fifth aspect of speaking skill to be assessed is comprehension which is related to the ability to understand the utterances. Generally comprehension refers to the act

or fact of grasping the meaning, nature, or understanding.

Based on the explanation above, it mentioned about the explanation of speaking aspects gives the conclusion that there are five important aspects to be measured in the speaking assessment, namely: fluency, grammar, pronunciation, vocabulary, and comprehension.

II. METHOD

This research used experiment method, which means to give the different treatments upon two students' learning groups. One group is treated as experiment group, which is given treatment of teaching method by using role plays, while another group is given treatment of teaching approach by using filling gap information. For each group, then it will be divided into two, a group of student with positive language attitude, and a group of student with negative language attitude.

This research has 2 kinds of validity. They are internal validity and external validity. Internal validity is related to the effect of treatment towards student's speaking skill, which based on the accuracy of the procedure, collected data and summing up the conclusion. While external validity is related to whether the result of the research could be generalized

to another subjects which do not have the similarity in condition and characteristic as well. In order to achieve the goal, hence through this research, there are some controls on the extra variables as follows:

1. The effect of history variable, which means during this research, the sample will be given the same subject, the same period, and the same teacher.
2. The effect of readiness variable, which means during this research, the sample will be given the treatment in a short period of time. It is hoped that they will have the same opportunity to gain both mental and physical development.
3. The effect of pre-testing variable, which means two-group of students, will not be given the pre-test. It is hoped that the pre-test activity will not affect the performance of the sample during the treatment.
4. The effect of instrument variable, which means both group of students (experiment and conventional) are controlled by giving them the same kind of test.
5. The effect of mortality variable, which means other students who are not the sample, will be given the same treatment during the research so that if the mortality

happens, it can be simple replaced by another student in the same class.

6. The effect of interaction among the subjects, which means the sample will not know anything during the research whether the process or the learning activity.

Meanwhile, the efforts to control the external validity of this research are taken as follows:

1. The learning interaction by using role play technique, filling information gap and also language attitude is taken on equal-two-groups (experiment class and control class). Later, the two groups are given the different treatments according to the design of this research.
2. The control of reactive research, which means the sample is controlled by:
 - a. providing them the natural learning situation so that they will do the activity as usual
 - b. keeping all information out of the sample.
 - c. giving the same treatment to all students whether he/she is a part of the sample or not.
 - d. providing only one teacher to both classes.

This research used experimental method with 2x2 factorial designs, which stated as follow:

Research Design

Teaching Technique		TOTAL
Role Plays (A ₁)	Filling Gap (A ₂)	
A ₁ B ₁	A ₂ B ₁	∑ B ₁
A ₁ B ₂	A ₂ B ₂	∑ B ₂
∑ A ₁	∑ A ₂	∑ TOTAL

Target Population

The target population of this research is all varsity students of Private Islamic University in East Jakarta, possesses more than 2562 students which is divided into several parallel departments/classes, where each class consists of more or less 25 students.

Scope Population

Refer to the problem of this research; the scope population is varsity students (English Education Department) of Private Islamic University in East Jakarta, in even semester of academic year 2012-2013, total 115 students who are divided into 5 parallel classes where each class consists of approximately 20-25 students.

Sample

According to Sudjana (1992:6), sample is a part of population. In this research, total sample is 60 students, who are divided into 2 classes; one experiment class consists of 30 students, and one control class consists of 30 students as well. The experiment classes are class A and B, while the control classes are class C and D, which all classes are the students of English Education Department from the same university. In this research, there are 4 groups with different treatment and different ability.

Variable of Research

Variables of this research are:

- a. Independent variable 1 or treatment variable (A) which is teaching technique with role plays and filling information gap.
- b. Dependent variable or criterion variable (Y) which is student's English speaking skill for the purposely designed refers to the standardized one.

Source of Data

In this research, all data is gained from students. For further information, we can see the table below:

Source of Data

Variables of Research	Source of Data
Teaching technique (role plays and filling information gap)	Students
Speaking skill	Students

Method of Collecting Data

The data for this research is collected through:

Method of Collecting Data

Variable of Research	Technique of Collecting Data
Teaching technique	Treatment on the field
Speaking Skill	Oral Test

IV. FINDINGS AND DISCUSSION

According to the result of data analysis which has been done, the resume of data gained through the research is presented as follows:

Scoring the data for speaking skill is done by using instrument with oral test (speaking skill test) and the total items to be assessed are 5. For each item will be graded according to the student's skill from 1 to 5. Hence the maximum score will be 25, while minimum score will be 5. Respondents for experimental group are 30 students, taught by using role plays approach with different preference of language attitudes. While another 30 students (control group) are taught by using filling information gap with different preference of language attitudes. The empiric score stated that the highest score is 23, the lowest score is 13. Furthermore, mean is 18.75, median is 19, mode is 19, standard of deviation is

2.22 and variance is 4.936. The complete result gained from calculation can be seen on the table below:

Statistics

Speaking Skill		
N	Valid	60
	Missing	0
Mean		18.75
Median		19.00
Mode		19
Std. Deviation		2.222
Variance		4.936
Minimum		14
Maximum		23

The mean 18.75 indicates that the average score for the students is relatively good. The standard of deviation 2.22 indicates that the speaking skill given by students whether using role plays or filling information gap is relatively the same.

V. CONCLUSIONS

Refer to the result taken from the testing of research hypotheses and analysis of data processing, it can be concluded as follows: There is a significant effect of teaching technique towards student's speaking skill at Private University in East Jakarta. This means that student's speaking skill is affected by teaching technique, which in this case role plays and filling information gap. Therefore teaching technique is an important variable to consider in predicting the student's speaking skill. Based on the test results with the

correlation coefficient using the formula of ANOVA analysis values, obtained F_{observed} 95.553 while score of F_{table} is 2.77. Whereas the *p-value* (*Sig*) of teaching approach is 0.000 or less than 0.05. Thus it can be said that there is an affirmative and significant effect of teaching technique towards student's speaking skill, because the computation criteria are $F_{\text{observed}} > F_{\text{table}}$ (95.553 > 2,77).

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