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Research Article

An Analyzing the Improving of Speaking Skill in Daily Language Activities

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KEYWORDS

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A B S T R A C T

The purpose of this research was to determine the students' learning process using the "Daily Language Activities" method and to find out the learning obstacles faced by students in using the "Daily Language Activities" method at one of the school in Kabupaten Tangerang. This research uses a qualitative approach and descriptive analysis methods. The sample for this research are 19 students of Islamic Boarding School in Kabupaten Tangerang. In collecting data, we used observation, interviews, oral tests, and documentation. Based on the data collected, the researcher found 5 students who can improve their speaking skills because these activities are required by the pesantren to be carried out. These activities include learning vocabulary, remembering vocabulary, practicing conversation, and giving speeches in turns and recommended to seek feedback from peers, tutors, or language exchange partners to understand students' mistakes and areas needing improvement.

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INTRODUCTION

English is the most important language in the world. In English, the skill to improve English is divided into four parts: writing skills, listening skills, speaking skills, and reading skills (Richards & Schmidt, 2002; Koch, 2017). The four abilities are very important for the development of language improvement (Swain: 1985). Like speaking skills, this skill is very important to be improved because speaking skills are the ability to train students in speaking or communicating using English (Vygotsky, 1978; Baker & Westrup, 2003).

This research focus on exploring the effectiveness of the "Daily Language Activities" method in improving speaking skills among students at Islamic Boarding School. This title is particularly relevant because it addresses both the learning process and the challenges encountered by

students, providing a comprehensive view of how daily language activities impact speaking skills. The study is also significant as it explores a unique educational setting—an Islamic boarding school—where language learning methods may differ from traditional school environments.

Base on several previous studies have explored the impact of daily language practice on language acquisition:

1. Hidayati, N. (2018) in her study, "Improving Speaking Skills Through Daily English Conversation Activities," found that students who engage in daily speaking activities, such as conversation practice, reported significant improvements in their speaking fluency and confidence.
2. Fitriana (2020) conducted research titled "The Effectiveness of Using Daily Language Practice in Enhancing Students' Oral Proficiency," which concluded that consistent daily practice, including vocabulary drills and conversation tasks, effectively

enhances students' speaking abilities in a classroom setting. 3) Rahmah (2019) in her study, "Barriers to Speaking Skill Development in English Learning at Islamic Boarding Schools," identified common obstacles such as a lack of motivation, anxiety, and insufficient feedback from peers and teachers, which hinder students' progress in speaking skills.

Despite these findings, there is still a lack of in-depth research specifically focused on the implementation of "Daily Language Activities" within Islamic boarding schools, especially regarding how this method is adapted to fit the cultural and educational environment of pesantren. Previous studies have primarily focused on general school settings without deeply analyzing the unique challenges and opportunities within Islamic boarding schools. This research addresses this gap by examining not just the effectiveness but also the obstacles faced when employing the "Daily Language Activities" method in a pesantren context.

Based on the identified research gap, the research to answer the following research question: How does the "Daily Language Activities" method impact the speaking skills of students at Islamic Boarding School, and what obstacles do students face in this learning process?

The implementation of daily language activities at Islamic Boarding School is designed to improve students' speaking skills through regular, structured engagement with the English language (Kayi, 2006). These activities are tailored to the unique environment of the Pesantren, where English is not only a subject but also a part of students' daily routine. Below is a discussion of the various activities and their impact on students' speaking skills.

Vocabulary Learning and Memorization

One of the foundational activities in the daily language program involves learning and memorizing new vocabulary. Students are introduced to a set of new words each day, which they are expected to learn, use, and recall in context. This activity helps build a solid base of essential vocabulary, which is crucial for speaking proficiency. The constant exposure to new words enriches students' language repertoire, enabling them to express their thoughts more clearly and confidently during conversations. This activity significantly enhances students' ability to form sentences and engage in dialogues, providing them with the tools to navigate various topics. It also improves their recall speed and fluency, as the memorized vocabulary becomes readily accessible during speaking tasks.

Conversation Practice

Conversation practice is a core component of the daily language activities. Students are paired or grouped to practice dialogues, role-plays, and spontaneous

conversations on everyday topics. This practice simulates real-life interactions and encourages students to think on their feet, promoting both fluency and spontaneity. Regular conversation practice helps reduce anxiety and builds confidence in speaking. It provides a safe environment for students to make mistakes and learn from them, which is essential for language acquisition. Additionally, it fosters listening skills, as students must respond appropriately to their peers.

Speech and Presentation Activities

Students are often required to give short speeches or presentations on assigned topics. This activity helps develop public speaking skills and encourages students to organize their thoughts coherently. Speeches are usually presented in front of peers, which adds an element of performance and boosts students' ability to speak confidently in front of an audience (Utami et al, 2023). These activities significantly improve students' ability to structure their speech, use proper intonation, and project their voice. They also teach students to manage nervousness and enhance their articulation skills, making them more effective communicators.

Peer Feedback Sessions

After each speaking activity, feedback sessions are conducted where students receive constructive criticism from peers and teachers. This feedback focuses on pronunciation, grammar, fluency, and overall delivery. The emphasis is on encouraging self-improvement and recognizing areas that need attention. Feedback is crucial for growth, as it helps students identify specific mistakes and understand how to correct them. It also builds a supportive community where students learn to critique constructively and accept feedback graciously, enhancing the overall learning experience.

Daily Reflection and Self-Monitoring

Students are encouraged to reflect on their daily language activities by keeping journals or engaging in short reflective discussions. This self-monitoring process helps students set personal speaking goals and track their progress over time. Reflection fosters self-awareness and motivates students to take ownership of their learning. It encourages them to actively seek improvement and become more conscious of their speaking habits, which contributes to long-term language development.

In Conclusion, the daily language activities are specifically designed to create an immersive English-speaking environment that aligns with the pesantren's educational philosophy. By engaging in vocabulary learning, conversation practice, speech activities, peer feedback, and self-reflection, students not only improve their speaking skills but also gain confidence and develop a proactive approach to language learning. These activities address the

typical challenges faced in language acquisition, such as lack of practice and speaking anxiety, making them highly effective for students in an Islamic boarding school setting. The continuous cycle of practice, feedback, and reflection allows students to incrementally build their speaking skills, preparing them to communicate effectively both within and outside the school environment.

Assessing Speaking focuses on students' ability to interpret and give meaning to an interaction. It is important for teachers to know the student's speaking skills through assessment. According to Brown (2004), to provide effective assessment, there are four rules that need to be established: specify criteria, give appropriate tasks, present maximum output, and set practical and reliable scoring procedures. For this assessment, the table on oral presentation criteria below is going to be used to evaluate students' performance (Rahmawati, 2014).

Daily Language Activities.

Daily language activities at Islamic Boarding School are structured to immerse students in an English-speaking environment, enhancing their familiarity with pronunciation and vocabulary. These activities are designed to create a target language environment, encouraging students to use English in daily communication, both inside and outside the classroom. Maghfiroh (2010) notes that Islamic boarding schools employ various methods to improve students' language mastery, including establishing a language-rich environment and organizing specific daily language activities. The following discussion outlines these key activities and their impact on students' speaking skills.

1. Dawn Vocabulary Giving

This activity occurs every morning after dawn prayers and involves introducing new vocabulary to students in their rooms, led by the room manager. The vocabulary list, curated by the Central Language Improvement (CLI) organization, focuses on specific themes relevant to the students' daily communication needs. This activity helps students start their day by engaging with new words, setting a foundation for their daily language use. It serves as an effective method for gradually expanding students' vocabulary, making them more adept at using varied expressions in their conversations.

2. Afternoon Conversation Program

The afternoon conversation program is a continuation of the vocabulary learning session. Students practice using the vocabulary introduced during the morning session by engaging in guided conversations with their roommates. This practice helps them apply new words in context, fostering deeper understanding and retention. This activity bridges the gap between passive vocabulary acquisition and active usage, encouraging students to experiment with

new words in real-time dialogue. It enhances fluency and boosts students' confidence in using English in casual settings, making language learning more dynamic and interactive.

3. Daily Language Use

In the boarding school, students are required to use English and Arabic in their daily interactions, whether communicating with peers, teachers, or other community members. This mandatory language policy applies to both formal and informal contexts, replicating a target language environment similar to immersion in a native-speaking country. By consistently using English in various settings, students become accustomed to thinking and speaking in the language, reducing hesitation and enhancing spontaneous language use. This immersive approach reinforces learning, as students naturally integrate language skills into their daily routines.

4. Night Vocabulary Memorizing

Conducted before bedtime, this activity focuses on reinforcing the vocabulary learned throughout the day. The memorization session is intended to strengthen students' recall and retention of new words, embedding them more deeply in their memory. Memorization at night leverages the brain's processing during sleep, helping to consolidate newly acquired vocabulary. This reinforcement is crucial for long-term retention, ensuring that students can readily recall and use words when needed in speaking contexts.

5. Speech Every Saturday Night

To further support language development, weekly speech sessions are organized where students practice public speaking in English. Speeches are delivered in groups, allowing students to build confidence and enhance their ability to articulate thoughts in front of an audience. This activity is supervised by the CLI to ensure guidance and constructive feedback. Speech sessions provide students with a platform to showcase their speaking skills, enhancing their ability to organize thoughts, use proper intonation, and engage listeners. It also trains students to manage speaking anxiety, making them more adept public speakers.

In conclusion, the daily language activities at Boarding school play a crucial role in improving students' speaking skills by integrating English use into their daily lives. These activities, from vocabulary drills to conversation practice and public speaking, create a supportive language environment that helps students overcome common barriers to speaking proficiency. By participating in structured yet flexible activities, students are continuously engaged in language learning, which promotes not only their speaking skills but also their overall confidence in using English.

METHOD

The decision to use a qualitative approach to analyze the improvement of eleventh graders' speaking skills in language activities at the Islamic Boarding School in Babakan, Sukabakti, Curug Tangerang-Banten, is well-grounded in several theories that highlight the importance of context, human experience, and interaction in understanding educational outcomes. Below are some key theories that support qualitative approach:

1. Constructivist Learning Theory

Constructivist Learning Theory posits that learning is an active, constructive process where learners build new knowledge upon their existing knowledge base. Vygotsky's contribution emphasizes the social aspect of learning, where interaction with peers and teachers plays a critical role in cognitive development. The qualitative approach aligns well with this theory because it allows the researcher to observe and understand the social and contextual factors that influence how students improve their speaking skills during language activities. Through methods like interviews and observations, qualitative research captures the nuances of students' interactions and how these contribute to their learning (Piaget, 1964; Vygotsky, 1978)

2. Phenomenology

Phenomenology focuses on exploring the lived experiences of individuals to understand how they perceive and make sense of their world. This approach supports qualitative methods in this study because it seeks to delve into the personal experiences of students as they engage in language activities. By capturing students' thoughts, feelings, and reflections through interviews, the research can provide a rich, descriptive understanding of how these activities impact their speaking skills, highlighting the personal and subjective aspects of their learning journey (Husserl, 1931; Moustakas, 1994).

3. Sociocultural Theory (Vygotsky, 1978)

Vygotsky's Sociocultural Theory emphasizes that learning is deeply embedded within social and cultural contexts. This theory supports the qualitative approach as it allows researchers to explore how language activities at the boarding school, a unique cultural setting, shape students' learning experiences. Through observations and interactions, researchers can understand how the social environment, cultural practices, and peer interactions influence the students' development of speaking skills. This approach captures the broader cultural context of learning, which is often missed by quantitative methods (Vygotsky, 1978)

4. Case Study Approach (Yin, 2014)

The case study approach is particularly useful for in-depth exploration of a specific context or phenomenon within its real-life setting. Yin argues that case studies allow for a comprehensive examination of complex issues where the context plays a crucial role. In this research, using a qualitative case study enables an in-depth investigation of the specific language activities, teaching methods, and unique boarding school environment that contribute to the improvement of students' speaking skills (Makka, 2018; Harmer, 2001). This approach allows the research to draw detailed insights that are context-specific and grounded in the lived realities of the students.

5. Symbolic Interactionism

Symbolic Interactionism focuses on how individuals create meaning through social interactions. This theory is particularly relevant to the qualitative study of speaking skills, as it emphasizes the importance of communication and interaction in learning. By using qualitative methods such as participant observation and interviews, the research can capture how students interact with each other and their teachers during language activities, how they interpret these interactions, and how these experiences contribute to their speaking skill development (Blumer, 1969).

6. Reflective Practice Theory

Reflective Practice Theory highlights the role of reflection in learning and professional growth. This theory supports the qualitative approach by emphasizing the importance of understanding how students reflect on their language learning experiences. Through reflective interviews and discussions, qualitative research can capture students' thought processes as they assess their own progress, identify challenges, and set goals for improvement in their speaking skills (Schön, 1983).

7. Ecological Systems Theory

Bronfenbrenner's Ecological Systems Theory examines how various environmental systems interact to influence individual development. Qualitative research methods are ideal for exploring these complex interactions within the boarding school environment. By observing the classroom, peer interactions, and overall school culture, the research can identify how different layers of the environment (microsystem, mesosystem, etc.) impact students' speaking skill development (Bronfenbrenner, 1979).

In conclusion, the use of qualitative methods in this research is supported by theories that emphasize the importance of context, social interaction, and personal experience in learning. These theories provide a strong foundation for understanding how language activities in the unique setting of an Islamic boarding school contribute to the improvement of students' speaking skills. Qualitative research allows for a detailed, in-depth exploration of these processes, capturing the complexities

of learning that quantitative methods may overlook, and providing valuable insights into the educational practices that support language development.

The research used a qualitative approach by using Bronfenbrenner's Ecological Systems Theory examines how various environmental systems interact to influence individual development. Qualitative research methods are ideal for exploring these complex interactions within the boarding school environment. By observing the classroom, peer interactions, and overall school culture, the research can identify how different layers of the environment (microsystem, mesosystem, etc.) impact students' speaking skill development. to analyze the improvement of the eleventh graders' speaking skills in language activities at Islamic This research was conducted at Boarding School in Babakan, Sukabakti, Curug Tangerang-Banten in the academic year 2023-2024, in the 1st semester, from March to October, based on the academic calendar and class schedule. The population of this research is from XI class SMA. The sample for this research was taken from nine students in class XI SMA.

The data collected was taken from observation: 1) Define the specific speaking activities to get the frequency of speaking in daily activities, 2) Create an observation checklist or rubric based on factors like fluency, pronunciation, vocabulary usage, or confidence to get Changes in speaking fluency, expression, or vocabulary over time. 3) Observe participants in natural daily language activities to get any challenges or hesitation during speaking. From Interview: 1) Prepare open-ended questions focused on understanding how participants feel about their speaking skills and daily language use. 2) Conduct individual interviews to gather personal insights about the difficulties and improvements in speaking. 3) Record the interview sessions for accurate transcription and analysis. From Oral Test: 1) Design a speaking test that reflects real-life situations. 2) Evaluate the participants based on fluency, pronunciation, accuracy, and the use of vocabulary. 3) Record the oral test for later analysis. 4) Take notes on both verbal and non-verbal cues, interviews, oral tests, and documentation. In conclusion, collecting the data used initial observations to find students' speaking activities, then an interview to find students' language development in speaking after the implementation of the Daily Language Activities method, both linguistically and psychologically, for an oral test that uses conversational questions to see how students develop in speaking skills using the Daily Language Activities method (Juhana, 2012).

RESULTS AND DISCUSSION

The purpose of this research is to find out how the learning process in daily language activities works and to know whether students have difficulty learning English, especially in speaking skills in daily language activities.

1. The Learning Process Using the Method of Daily Language Activities

Based on the results of the analysis, several language activities were implemented by the Islamic Boarding School to improve students' speaking skills. And language activities include:

a. Vocabulary Giving

In this activity, the researcher saw that the provision of vocabulary was scheduled for the board of directors to provide vocabulary in the morning after the dawn prayer and before other activities. In this activity, the teacher will give 5 vocabulary words such as Responsibility, Achievement, Cooperation, Communication and Discipline, then students will write the vocabulary in a special book for vocabulary. Students will be collected according to their respective classes, then the teacher will explain how to read the vocabulary he has given to students, and after that, students will repeat the words. In this way, the researcher found that some words were still mispronounced by students because they did not listen to them clearly, and sometimes the teacher still mispronounced them so that students did not understand how to read the vocabulary that had been given.

b. Conversation Practice

Then, in the conversation practice, this activity is scheduled for Friday morning before school activities begin. In this activity, all students were gathered in their respective groups, then started the conversation with the text that had been previously given by the head of the room and was supervised by the head of each room. In this way, the researcher found that this method was not effective in improving students' speaking ability because the chairperson himself was still a twelfth grader.

c. Daily Language Use

In this activity, the researcher found that the use of language took place once every two weeks, then changed again to another language, such as Arabic. In this activity, students use English to communicate with their friends or teachers. However, the use of everyday English is rarely used by students for daily activities because the average student cannot and does not understand English.

d. Vocabulary Memorizing

The students memorize the vocabulary by repeating the words that were given by the teacher in the morning. Every night before going to bed, they are asked to read the vocabulary aloud. By repeating and reading the words out loud, students engage not only

visually but also auditorily, practicing their pronunciation. This process helps reinforce their memory of the vocabulary through consistent repetition and multisensory involvement.

e. Public Speaking

The researcher saw this activity held every Saturday night. In public speaking activities, students were asked to make speeches in front of their friends using English, Arabic, and Indonesian. This activity is useful for training students' confidence to speak in public. An example of a theme for public speaking based on the paragraph "The Importance of Multilingualism in Today's Globalized World" This theme allows students to reflect on the value of speaking multiple languages (English, Arabic, and Indonesian) and how it contributes to communication skills, cultural understanding, and confidence in public speaking.

2. The Factors of Students' Difficulties in Learning English

In addition, the researcher found several factors contributing to students' difficulties in learning to speak English using English, including psychological factors such as shyness to speak, lack of confidence, lack of motivation, and fear of making mistakes in speaking English, as well as linguistic factors such as a lack of memorized vocabulary, grammar, listening ability, pronunciation, and feedback during speaking. Researcher found these factors in 19 students at Boarding School who had difficulty learning English, as we can see from the details of the table below:

Table 1. The Distribution of Factors Affecting Speaking Skill from Psychological Factors

No	Psycholinguistic Factors	Student Number	Amount	%
1	Lack of Confidence	1, 3, 4, 5, 9, 12, 14, 15, 18	9	47,36
2	Lack of motivation	10, 17,	2	10,53
3	Fear of mistake	2, 6, 7, 8, 11, 13, 16, 19	8	42,10
TOTAL			19	100%

Based on the table above, the dominant factors that influence students's speaking skills in XI IPA from psychological factors are lack of confidence, lack of motivation, and fear of making mistakes.

In psychological factors, there are 9 students who lack confidence. The situation of lack of confidence in students occurs when students have conversations using English. When their conversations begin, students do not understand and do not know what they want to say, and students do not master vocabulary and grammar so that

they do not feel confident. According to Nunan (2004:103), "students who lack confidence in themselves and their English necessarily suffer from communication apprehension". This shows that students who lack confidence will suffer because they cannot enjoy conversation properly and correctly.

Then, there are two students who lack motivation to learn to speak English. According to Nunan (2004), "Stresses that are important to notice are that they can affect students' reluctance to speak in English" (p. 103). Here, the researcher saw that the students were not interested in speaking English during conversation because they were discouraged before trying. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. In this case, it is important for teachers to provide motivation for students because, with strong motivation, students can be successful and interested in learning to speak English properly and correctly in pronunciation.

The last of the psychological factors is that there are eight students who are afraid to make mistakes when speaking English. The situation of students is that they are afraid of making mistakes in speaking English. When students have conversations and make public speeches because of daily language activities, they look nervous and afraid to speak English. According to Aftat (2008), "fear is linked to the issue of correction and negative evaluation" (p. 101). In addition, the students are afraid of making mistakes in pronunciation, which can make listeners not understand what they are saying, and students are afraid of being laughed at when they make mistakes when speaking.

The researcher found that the dominant psychological factors are lack of confidence and fear of making mistakes in students. Based on the interview and oral test data, it was revealed that students still felt less confident for several reasons, such as that they did not understand English lessons, did not know the correct pronunciation of vocabulary, and thought that English was difficult. Fear of mistakes has become a dominant factor because some students think that if they speak English and make mistakes in pronunciation, they will laugh at him, and they are also afraid that they will be the joke material with friends.

Table 2. The Distribution of Factors Affecting Speaking Skill from Linguistic Factors

No	Linguistic Factors	Students Number	Amount	%
1	Grammatical	2, 4, 5, 6, 7, 11, 13	7	36,84
2	Pronunciation	1, 8, 12, 14, 15, 16, 18	7	36,84
3	Vocabularies	3, 9, 17, 10, 19	5	26,31
TOTAL			19	100%

Based on the table above, the factors that dominate the linguistic factors experienced by students are grammatical, pronunciation, and vocabulary.

In the linguistic factors, the researcher found some students who were bad grammatically. There are seven students from some samples that do not use grammar, especially the simple past tense, which is usually used to express past sentences; they did not use verb 2 when talking in the past.. In this case, students who do not understand grammar are caused by a lack of students' understanding of English and a lack of grammar learning from teachers to students, so that students cannot understand grammar. There are even some students who do not understand at all what grammar is.

From the linguistic factor, some students had bad pronunciation. There are seven students who have bad pronunciation. Some students had difficulty pronouncing new words or new sentences in the conversation test that they had never studied. In the conversation, there are words that are difficult for students to say, such as surfing; then there is the word beach and summit.

The researcher also found that some of the students lack vocabulary. There are 5 students that lack vocabulary; we found students who suddenly stopped talking during conversations, and students looked confused when they were about to answer or ask questions to their conversation partners. In the interview, using English, students only answered short questions because they did not know the meaning of the words they wanted to say.

This research has found several factors that dominate the linguistic factors experienced by students: lack of understanding of grammar learning and lack of pronunciation of the students' vocabulary. Based on interviews and oral tests, the students still have problems with grammar for some reason, such as: they do not understand English grammar, they think English grammar is difficult, and they act. Pronunciation also becomes a factor because some students do not know how to read the word, and the word they want to pronounce is considered difficult and not trained properly, so the pronunciation is sometimes wrong.

The previous studies that relate to improving speaking skills through daily language activities: 1) *The Effect of Daily Language Activities on Speaking Proficiency Among EFL Learners*" (2023): This study focused on the impact of consistent daily language practice, such as short conversations, storytelling, and vocabulary exercises, on improving speaking proficiency among English as a Foreign Language (EFL) learners. The results indicated a significant improvement in fluency and confidence over a six-month period of regular language activities. 2) *Improving Oral Proficiency through Cooperative Learning*

Activities in Secondary Education" (Zhang & Lin, 2022). The study explored how cooperative daily speaking tasks, such as pair discussions and group presentations, helped improve students' speaking skills. It concluded that regular engagement in speaking activities fostered better fluency and interactive communication among students. 3) *The Role of Artificial Intelligence Tools in Enhancing Daily Speaking Practice*" (2023): This research investigated how AI-powered language tools, such as speech recognition apps, assisted students in daily speaking exercises. The findings showed that the tools helped students practice pronunciation and receive real-time feedback, leading to improved speaking proficiency.

Based on previous studies the research findings, it is concluded that students have several difficulties in the form of psychology and linguistics. It has been explained that students lack confidence when speaking in English, lack motivation given by people around them, and are afraid of making mistakes when speaking in English due to a lack of understanding of grammar, not knowing how to pronounce, and vocabulary in English. so that it makes students feel more difficult when learning English.

CONCLUSION

Based on the observation, interview, and oral tests, it can be concluded that the student learning process using the daily language activities method had a schedule and learning method applied according to each activity. The activity process aims to train students to be able to develop students' speaking skills when speaking in English.

Based on the results of the interview, it can be concluded that there were obstacles experienced by students when learning to speak using English by applying the daily language activities method, caused by several factors. These are factors included: psychological factor: students lack confidence when speaking in English; lack of motivation because students feel not interested in English and nothing motivates them; and fear of mistake because students feel a lack of knowledge about English and do not want to be the laughing stock of their friends. Then, in the linguistic factor, students' problems were in vocabulary because they did not understand how to use vocabulary correctly; in pronunciation because students did not know how to pronounce correctly and clearly; and lastly, in grammar, the students seemed confused in learning grammar because they did not study grammar from the basics.

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