

**MEASURING THE DEVELOPMENT OF COURAGING AND
UNDERSTANDING QUALITY IN SPEAKING SKILL THROUGH TELLING
DAILY ACTIVITY IN SMA TARBIYATUL ISLAM NWDI WANASABA**

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Abstract: *This study aims to analyze the development of students' courage and understanding in speaking skills through daily activity descriptions at SMA NWDI Wanasaba. Utilizing a descriptive qualitative method, data were systematically collected and analyzed from the tenth-grade students. The research instruments included a Speaking Assessment Rubric and an open-ended questionnaire, targeting 22 randomly selected students to measure their performance in fluency, grammar, vocabulary, courage, and understanding. Data were analyzed using a combination of qualitative and quantitative techniques, with scores from the rubric compared against students' self-reported experiences. Results indicate that most students demonstrated strong communication abilities, especially in fluency and vocabulary, though a few faced challenges with courage and understanding. The open-ended responses revealed that students gained confidence through the daily activity exercises, with many noting an improvement in public speaking over time. However, some students struggled with nervousness and fear of judgment. The integration of rubric scores and qualitative insights underscored the effectiveness of daily activity storytelling in enhancing speaking skills, though additional support is needed for students experiencing difficulties. This research advances the understanding of effective language teaching practices by demonstrating the value of integrating real-life activities into the classroom. The findings contribute to educational strategies that foster both speaking proficiency and student confidence in communication skills.*

Keywords: *Speaking Skills, Daily Activity, Students Confidence.*

INTRODUCTION

Success in both personal and professional spheres is largely dependent on effective communication, which includes both the capacity to communicate and the act of expressing ideas and thoughts. Speaking is the most important and essential skill (Arfandi & Samsudin, 2021). They have skill, bravery, and a thorough comprehension of the subject. A theory of learning that describes the central role that learners' ever-transforming mental schemes play in their cognitive growth, constructivism powerfully informs educational practice (Brooks, Martin G. & Brooks, 1999). SMA NWDI WANASABA instructional environment places a strong focus on developing these vital speaking skill component. This introduction lays the groundwork for an in-depth examination of the methods used by this prestigious speaking abilities.

Students at SMA NWDI WANASABA are led on a life-changing path to become articulate and self-assured communicators within its boundaries. The school looks for and develops each student's natural talents through carefully planned activities. Furthermore, an environment of support and encouragement is created to give students the confidence to express themselves with unwavering bravery. In addition, the delivery and understanding skills are finely tuned, guaranteeing that each word that is spoken has weight and content. This study explores the nuances of this complex methodology with the goal of shedding light on the methods and approaches used to assess students' development in these critical areas of speaking competency. SMA NWDI WANASABA strives to provide an environment that not only nurtures linguistic skills but also instills a profound sense of self-assurance and mastery in the art of effective communication by utilizing a combination of structured assessments, peer and self-evaluations, and reflective practices.

In the investigation that follows, we will present the approaches used in this project and demonstrate how SMA NWDI WANASABA prepares its students to become not only skilled speakers but also poised and perceptive communicators who can successfully negotiate the complexities of a world that is constantly changing.

RESEARCH METHODOLOGY

This study design uses a qualitative descriptive method. In order to accurately represent and condense the features of a population, group, or phenomenon under study, descriptive qualitative research systematically gathers and analyses numerical data. This type of research is very useful for analysing data for assessments created by teachers (Morgan, 2019). It is crucial to maintain validity and reliability in the research process because the gathered data is frequently utilised to produce visual representations and make generalisations about the larger population.

Moreover, the fact that the data are numerical values and that a thorough explanation of the examination of tests created by teachers is required are the main factors in the choice of descriptive quantitative approach. In the form of group analyses, event-based evaluations, or Pearson correlations, the research aims to satisfy research objectives by offering a thorough data explanation of the analysis results.

Setting of study refers to place and time to conduct a study. This study were conducted in 2024 at SMA NWDI WANASABA, East Lombok. According to (Gianfrancesco at, al 2020), population is a group of individuals who have the same characteristic. The target population of this study is the tenth grade students of SMA NWDI WANASABA in the school year 2024-2025. The total number of population is 22 of tenth grade students.

A sample consists of a selected group of elements chosen from a defined population. According to Omona (2013), a sample is a smaller set of cases that a researcher selects from a larger pool and generalizes to the population. The study focuses on the twelveth-grade class and their teacher as the target for analysing the quality of teacher-made tests. Samples are take using random sampling techniques.

Data Collections

Development of Talent. Definition: The process of enhancing and refining inherent abilities or skills over time through practice, education, and experience. In the context of this study, it refers to the growth and improvement of students' natural aptitude in speaking skills as they engage in activities designed to foster this development.

Courage. Definition: The ability to face and overcome fear or hesitation in challenging situations. In this study, courage pertains to students' willingness and confidence to speak in public, express their ideas, and participate actively in verbal communication despite potential anxieties or discomfort.

Quality of Understanding. Definition: The depth and clarity of comprehension that students demonstrate regarding the subject matter or communication tasks. This involves their ability to grasp concepts, articulate thoughts clearly, and respond effectively to various speaking scenarios.

Speaking Skill. Definition: The ability to effectively communicate ideas and information through spoken language. This encompasses several components, including pronunciation, grammar, vocabulary usage, coherence, fluency, and interactive communication.

Measure. Definition: The process of assessing or evaluating the extent or quality of a particular attribute or skill. In this study, to measure means to systematically assess the development of talent, courage, and quality of understanding in students' speaking skills using appropriate tools and methods.

Variables in scientific research are measurable, observable, or manipulable attributes used to describe relationships between the phenomena under investigation (Harris, 2014). These variables can be characteristics, conditions, or factors that can vary and have an influence on the outcome or change in a particular situation or condition (Cooper & Schindler, 2014).

There are several types of variables in the study, including independent variables, dependent variables, and control variables (Gay, Mills, & Airasian, 2011). Independent variables are factors that are changed by researchers and affect other variables (Cooper & Schindler, 2014). The dependent variable, in contrast, is a variable that is influenced by the independent variable and is a variable observed or measured in research (Harris, 2014). While control variables are variables that are not changed in research but must be controlled to ensure an accurate relationship between independent and dependent variables (Gay, Mills, & Airasian, 2011).

Variables in research play an important role in shaping research design and interpretation of results (Cooper & Schindler, 2014). Applying independent and dependent variables helps researchers to design experiments or studies that are able to answer research questions systematically (Harris, 2014). In addition, control variables allow researchers to isolate the effects of the variables under study without the influence of other undesirable factors.

Research Instrument to conduct research that focuses on measuring the development of couraging and quality of understanding of students' speaking skills at SMA NWDI WANASABA through daily activities, several research instruments that are relevant and appropriate to the study context have been designed. Speaking Assessment Rubric and Self-Assessment Questionnaire. These instruments are designed to provide an in-depth understanding of students' progress in the field of speaking.

Technique of Collecting Data

The following techniques were used to collect data based on the instruments provided:

Open-Ended Questionnaire

Objective: To explore students' perceptions, experiences, and challenges related to how daily activities influence their courage and understanding in speaking.

Method:

Distribution: The open-ended questions were distributed to the selected students of SMA NWDI Wanasaba. Students were asked to describe their experiences with daily activities and how these activities have impacted their speaking skills.

Data Collection: Students' responses were collected in written form. They were encouraged to provide detailed and honest answers to capture a comprehensive understanding of their experiences.

Analysis: The responses were analyzed qualitatively to identify common themes, patterns, and insights regarding the development of courage and understanding in speaking.

Rubric for Speaking Skills

Objective: To assess and quantify the speaking skills of students, focusing on pronunciation, grammar, vocabulary, coherence, and interaction.

Method:

Assessment: The rubric were used by teachers or researchers to evaluate students' speaking performances. Students will engage in speaking tasks, such as retelling daily activities, which will then be assessed based on the criteria outlined in the rubric.

Criteria: Fluency, Grammar, Vocabulary, Courage, Understanding.

Speaking Tasks.

Data Collection: Scores were recorded for each criterion, and overall performance was documented. This provided a quantitative measure of students' speaking skills.

Analysis: The scores were analyzed to identify areas of strength and areas needing improvement. The data was also used to correlate with students' self-reported experiences in the open-ended questionnaire.

Triangulation

Objective: To enhance the reliability and validity of the findings by using multiple data sources.

Method:

The open-ended questionnaire responses were compared with the rubric scores to see if the self-reported experiences aligned with the observed speaking performance.

Insights from both instruments were integrated to provide a comprehensive understanding of how daily activities impacted the development of talent, courage, and understanding in speaking skills.

This approach combines qualitative and quantitative methods to gather a nuanced understanding of students' speaking skill development, providing both subjective insights and objective measurements.

Data Analysis

Quantitative analysis was conducted using a speaking skill assessment rubric. Students were assessed based on criteria such as pronunciation, grammar, vocabulary, coherence, and interaction, with a score assigned for each criterion. An average score was calculated for each criterion to identify general strengths and weaknesses in students' speaking skills. The distribution of scores was also analyzed to determine how many students fell into each category (e.g., Excellent, Good, Fair, Deficient) for each criterion. Furthermore, the results from this rubric were compared with the themes identified from the open-ended questionnaire to see if the experiences reported by students matched the objectively measured performance.

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The analysis of this data combined both qualitative and quantitative approaches to provide a comprehensive picture of how daily activities affected the development of students' speaking skills at NWDI Wanasaba High School. The integration of these two types of data ensured that the analysis was not only deep in understanding students' experiences but also broad in objectively measuring their speaking abilities.

Trustworthiness

This study explored the perceptions of Tarbiyatul Islam NWDI Wanasaba High School students regarding the effect of telling stories about daily activities on their speaking skills. According to Kyngäs et al. (2020), speaking skill was identified as one of the important components in language teaching that enabled students to develop effective communication abilities in various social contexts. Furthermore, Shufutinsky (2020)

stated that the use of authentic activities, such as telling stories about daily life, could increase students' engagement in language learning due to its relevance and ability to reflect personal experiences. Through this section, the research discussed how students perceived this practice in improving their confidence and understanding in speaking, as well as the challenges and benefits encountered during the process. Data obtained from the speaking assessment rubric and open-ended questions were interpreted to provide a comprehensive picture of the effectiveness of this approach in language teaching at the school.

1. Credibility

- Data Triangulation: The study utilized both qualitative and quantitative data sources. Qualitative data were gathered through open-ended questionnaires, while quantitative data were collected using a speaking skill assessment rubric. By comparing and integrating these different sources of data, the research provided a more comprehensive and accurate understanding of the development of speaking skills (Adler, 2022).
- Member Checking: Preliminary findings from the qualitative analysis were shared with a sample of participants to confirm the accuracy of the interpretations and ensure that the findings accurately reflected their experiences and perspectives (Maysuroh et al., 2023).

2. Transferability

- Detailed Contextual Descriptions: The research provided rich, detailed descriptions of the context, including the characteristics of the participants and the setting at SMA NWDI Wanasaba. This allowed readers to assess the extent to which the findings might be applicable to other settings or populations (Kyngäs et al., 2020).
- Thick Description: Detailed accounts of the students' responses and their speaking performances were provided. This helped in understanding the nuances of how daily activities impacted speaking skills, making it easier for others to determine the relevance of the findings to different contexts.

3. Dependability

- Clear Methodological Procedures: The research followed a well-defined methodology with clear procedures for data collection and analysis. This included a systematic approach to coding qualitative data and scoring speaking performances using the rubric (Stahl & King, 2020).
- Audit Trail: Detailed records of the research process, including data collection, coding decisions, and analysis procedures, were maintained. This allowed for an external audit of the research process to ensure consistency and reliability in how the study was conducted.

4. Confirmability

- Reflexivity: Researchers maintained awareness of their own biases and perspectives and reflected on how these might have influenced the research process. Regular reflections and discussions among the research team helped to minimize biases and ensured that the findings were grounded in the data (Ahmed, 2024).

RESULTS AND DISCUSSION

Results

This chapter presented the results of the study aimed at measuring the development of students' courage and understanding in speaking skills through daily activity descriptions at SMA NWDI WANASABA. The data collection involved a speaking skills assessment rubric and an open-ended questionnaire, and the findings were analyzed using both qualitative and quantitative methods. This section described the results obtained from the speaking performance assessments and the students' responses regarding how daily activities influenced their speaking skills.

The students' speaking performances were assessed using five main criteria: fluency, grammar, vocabulary, courage, and understanding. Each student was evaluated, and scores were given based on their ability to describe daily activities. Below is a summary of the results:

Table 1. Students speaking performance assessments

Name	Fluency	Grammar	Vocabulary	Courage	Understanding
Zahratul aulia timadina	excellent	Very good	excellent	Very good	excellent
Zuhratul aini	Very good	Very good	Very good	good	good
Yuni hartini	good	good	Very good	good	good
M. noval Fairuz zabadi	good	good	good	fair	fair
Dhea amalina	good	fair	good	good	good
Zuhratul maulida	Very good	Very good	good	Very good	Very good
Fathia nur hafifah	good	good	fair	good	good
I'in nur halida	Very good	good	Very good	good	Very good
Puspa sariani	Very good	fair	good	Excellent	good
Andika Rahman	excellent	Very good	Very good	excellent	Very good
Yulianti	Very good	good	good	fair	good
Rizki parobi	good	good	good	fair	fair
Syahril Maulana	good	fair	fair	good	Very good
Sorya	good	good	good	fair	good
M. Noval Fairuzzabadi	Very good	Very good	Very good	good	good
Mita Rizki Utami	excellent	Very good	excellent	Very good	good
Aril Majdi	fair	fair	poor	poor	poor
Imam gazali	good	Very good	Very good	excellent	good
Bambang baihaqi	fair	poor	poor	poor	fair
Riswandi	good	good	good	fair	good
Badia ahmidi	fair	fair	good	Very good	good

The overall test results show a positive performance, with most students demonstrating solid skills in fluency, grammar, vocabulary, courage, and understanding. A significant number of students achieved "Excellent" and "Very Good" ratings, especially in fluency and vocabulary, indicating strong communication abilities. However, there are a few students with lower scores, particularly in courage and understanding, which may require additional support.

The majority of students performed well in grammar, although there is room for improvement in some cases. A few students showed weaker performance across multiple areas, which suggests that targeted interventions might be necessary to help them progress. Overall, the results are promising but indicate a need for further focus on building

confidence and enhancing comprehension for a few individuals. The general trend suggests that many students have a solid foundation, but ongoing practice and tailored guidance will help improve those with lower scores.

The open-ended questionnaire explored how describing daily activities influences students' speaking abilities, with a focus on their confidence, comprehension, and the challenges they face. Many students highlighted that describing daily activities had a significant impact on their confidence when speaking English. Several students mentioned feeling more confident over time as they practiced, with some emphasizing that they initially felt nervous or groggy when speaking in front of others but gradually became more accustomed to public speaking. For example, Aril Majdi noted that although he felt "groggy" at first, he became more comfortable through repetition, while Imam Gazali pointed out that he still felt nervous when speaking in front of the class but found improvement over time.

The primary benefits students reported from describing daily activities revolved around improving public speaking skills, learning to express themselves more clearly, and gaining more vocabulary. Some students, such as Bambang Baihaqi, noted that these activities helped in developing the courage to speak in class. Others, like Zuhrotul Maulida and Syahril Maulana, highlighted that regular practice helped them overcome feelings of embarrassment or nervousness. The responses suggest that daily activity storytelling helped students become more familiar with English in casual settings, such as conversations with friends, and prepared them for speaking in front of larger groups. For instance, Dhea Amalina shared that practicing public speaking enabled her to gradually overcome feelings of shyness and anxiety. Zuhrotul Aini reflected on how frequent conversations with her friends helped her maintain mental strength during public speaking.

Despite the benefits, many students encountered challenges, including shyness, nervousness, and fear of being judged by their peers. Students like Yuni Hartini and Fathia Nur Hafifah expressed concern about being mocked or judged by their classmates, which hindered their confidence in speaking. Other students, such as Imam Gazali, mentioned struggling with nervousness and difficulty concentrating while speaking in front of the class, and Syahril Maulana noted difficulty in fluently expressing himself during public

speaking. The most commonly mentioned benefit was an increase in confidence and comfort in public speaking. Many students, like Rizki Parobi and Sorya, appreciated how these activities helped them reduce anxiety and improve their speaking fluency over time. Others, like Puspa Sariyani, saw the value in being able to deliver their messages more effectively in front of an audience.

Several students provided suggestions for enhancing the effectiveness of the daily activity storytelling practice. Many advocated for more frequent public speaking opportunities to help build confidence, such as Yulianti and Imam Gazali, who recommended more practice speaking in front of others. Some students, like Mita Rizki Utami and Andika Rahman, emphasized the importance of ignoring negative feedback from peers and maintaining a focus on personal improvement. The open-ended responses reveal that while many students initially struggled with nervousness and shyness, describing daily activities contributed to greater confidence and comprehension in speaking English. Regular practice helped them become more comfortable in public speaking, though challenges like fear of judgment remained. Students generally acknowledged the value of the activity in developing their speaking skills and suggested more opportunities for practice to further enhance their abilities.

When comparing the quantitative rubric results with the qualitative questionnaire responses, a noticeable trend emerged. Students who performed well in courage and fluency in the assessment (e.g., Zahratul Aulia and Andika Rahman) generally reported positive experiences and found that the daily activity descriptions helped them overcome their fear of public speaking. On the other hand, students who struggled in certain aspects, such as fluency and vocabulary (e.g., Aril Majdi and Bambang Baihaqi), also reported difficulties in maintaining confidence when speaking in front of others, particularly due to anxiety and fear of making mistakes.

The results show a significant connection between students' participation in daily activity descriptions and their development of speaking skills. The majority of students demonstrated improvements in courage, fluency, and understanding, though some still faced challenges with confidence and consistency. These findings indicate that using daily

activity descriptions as a learning method has positive effects on speaking skill development, but additional support in building confidence is needed for some students.

Discussions

The open-ended questionnaire results indicate that students experience significant improvements in their speaking confidence and comprehension when describing their daily activities. Many students reported initially feeling nervous or shy, but over time, with repeated practice, they became more comfortable speaking in front of others. The primary benefits noted included enhanced vocabulary, clearer expression, and increased confidence in public speaking. However, challenges such as fear of judgment and nervousness were common among respondents.

The findings align with the constructivist learning theory, which posits that learners construct knowledge through experiences (Ningsih et al., 2023). Engaging in storytelling about daily activities provides students with opportunities to practice language skills in a supportive environment. Research by (Usuludin & Indah, 2021) on self-efficacy suggests that as students practice and experience success in speaking, their confidence grows, leading to improved performance. This was reflected in the students' comments about feeling more capable and less anxious over time. Additionally, studies show that peer interaction plays a crucial role in language acquisition (Li & Jeong, 2020). The social context of sharing experiences allows for feedback and encouragement, which were noted by several students as instrumental in their progress. This supports the idea that collaborative learning environments foster language development.

The results highlight the importance of integrating daily activity storytelling into language curricula to enhance students' speaking skills. By fostering an environment where students can practice speaking in a low-stakes setting, educators can help alleviate anxiety and build confidence. These findings can inform instructional strategies that prioritize interactive and experiential learning, which are essential for language acquisition. Furthermore, the positive impact on confidence and comprehension can lead to improved academic performance in English and other subjects, as effective communication is a critical skill across disciplines.

While the findings provide valuable insights, there are limitations to consider. The sample size was relatively small and specific to a single school, which may affect the generalizability of the results. Additionally, the open-ended nature of the questionnaire may lead to subjective interpretations, as responses are influenced by personal experiences and perceptions. The reliance on self-reported data also raises concerns about potential bias, as students may underreport their struggles or overemphasize their successes.

Future research should consider larger, more diverse samples to enhance the generalizability of the findings. Longitudinal studies could provide deeper insights into the long-term effects of daily activity storytelling on language proficiency. Additionally, exploring the impact of different types of storytelling activities and their effects on various demographic groups would be valuable. Investigating teacher perspectives on implementing these activities could also inform best practices and curriculum development. By addressing these areas, researchers can further elucidate the relationship between storytelling in language learning and its effects on student outcomes, ultimately contributing to more effective teaching strategies in language education.

CONCLUSIONS AND SUGGESTION

Conclusions

This study aimed to measure the development of students' courage and understanding in speaking skills through daily activity descriptions at SMA NWDI Wanasaba. Utilizing both a speaking skills assessment rubric and an open-ended questionnaire, the findings indicate a positive trend in students' speaking abilities. The assessment results show that most students excelled in fluency, grammar, vocabulary, courage, and understanding, with many achieving "Excellent" and "Very Good" ratings.

However, a subset of students faced challenges, particularly in areas related to courage and comprehension, necessitating targeted interventions. The open-ended responses further highlighted the significant impact of daily activity storytelling on students' confidence and comprehension. Many students reported initial nervousness but noted improvements over time, which underscores the importance of practice in developing speaking skills. Despite the overall positive outcomes, some students

experienced difficulties related to shyness and fear of judgment, indicating a need for additional support to enhance their confidence.

Suggestion

To enhance students' confidence and fluency in speaking, it is crucial to increase opportunities for practice based on their feedback. Incorporating more frequent public speaking activities, such as group discussions, presentations, and storytelling sessions, into the curriculum can significantly benefit their speaking skills. For those who struggle with confidence and comprehension, targeted support mechanisms should be established, including one-on-one coaching, peer mentoring, or smaller practice groups, which create a more comfortable environment for hesitant speakers. Additionally, educators should promote a positive learning atmosphere that encourages risk-taking and reduces the fear of judgment. This can be achieved by emphasizing constructive feedback and celebrating small successes in students' speaking efforts.

To cater to diverse learning styles and preferences, a variety of speaking activities should be introduced, including role-playing, debates, and interactive games, which can engage students and provide alternative contexts for practice. Regular monitoring of students' speaking abilities, accompanied by constructive feedback, will help track their development and address specific areas needing improvement. Finally, future research should focus on expanding the sample size and including a more diverse population to validate these findings. Longitudinal studies could offer valuable insights into the long-term effects of daily activity storytelling on students' speaking proficiency and confidence, ultimately guiding educational practices in this area.

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