Appendix

Interview Guideline

Students' Perception on the Techniques Used by the Teachers to Teach

Speaking Skill

Research Questions	Interview Questions
1. What are the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta as experienced by the students?	1. Apa saja teknik yang digunakan oleh dosen dalam mengajar *speaking skill* yang pernah anda ikuti mulai dari semester satu sampai dengan sekarang? 2. Bagaimana masing-masing teknik tersebut diimplementasikan di dalam kelas yang anda ikuti?
2. What are students' perceptions on the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta?	3. Apa saja tantangan yang anda hadapi dikelas ketika dosen anda mengunakan masing-masing teknik mengajar tersebut? 4. Bagaimana menurut anda manfaat dari masing-masing teknik mengajar tersebut terhadap *speaking skill* anda?

Axial and Selective Coding

The Techniques Used by Teachers to Teach Speaking Skill		
Point	Theme	Translated statement
Group discussion	Discussion (P1.1) Group discussion (P4.1)	The most commonly used techniques by the lecturers is discussion (P1.1) The techniques that often used by the lecturers in teaching speaking is group discussion (P4.1)
Presentation	Presentation (P1.2) Presentation (P2.1) Presentation (P4.2)	The most commonly used techniques by the lecturers is presentation (P1.2) In the second semester and fourth semester, we learned by using presentation technique (P2.1) They also use presentation technique (P4.2)
Role play	Role play (P1.4) Role play (P3.3)	The lecturer also use role play in teaching speaking class (P1.4) Role play is often used by lecturer to teach speaking (P3.3)
Storytelling	Storytelling (P2.2) Storytelling (P3.2) Storytelling (P4.5)	In the last semester we learned by using storytelling technique (P2.2) Based on my experience, the technique used by the lecturers is storytelling (P3.2) The teachers also teach by using storytelling (P4.5)
Debate	Debate (P1.3) Debate (P4.4)	The recently technique used in the classroom is debate (P1.3) In the end of this semester, we also taught by using debate (P4.4)
Games	Games (P2.4)	In speaking class, we ever used games technique (P2.4)
Repetition and drilling	Repetition (P3.4)	The lecturers also use repetition and drilling (P3.4)
Reading aloud	Reading aloud (P3.5)	The lecturers also use reading aloud to teach

		speaking (P3.5)
Question and answer	Question and answer (P2.3)	And also we used question and answer in classroom (P2.3)

Implementation of the Techniques Used by Teachers to Teach Speaking Skill

Point	Theme	Translated statement
Implementation of discussion technique	Brainstorming activity in the pre-activity (P1.5)	In the discussion, the lecturers usually give a brainstorming activity before the class begin (P1.5)
	Problem solving activity (P1.6)	Before they explain the topic, they give us some problem to be solved (P1.6)
	The topic of discussion (P1.7) Making a group (P1.8)	Usually, they also give us a topic to be discussed (P1.7)
	Giving questions (P1.9).	It is consisted of four or five students, according to the lecturers' instruction (P1.8)
	Making a group (P1.10)	Before the lecturers explain the topic, they give some questions such a problem. So, we discuss it with the group member (P1.9)
	Giving question (P1.11)	To make a group, the we count one by one (P1.10)
	Giving question (P1.12)	After we have our group, the lecturers show a slide presentation which consists of ten questions (P1.11)
	Discussing (P1.13)	The lecturers ask the whole class to answer the questions number 1 until 3 (P1.12)
	Making a group (P4.6)	Then, the we discuss the other questions and present the result of it in front of the classroom in English (P1.13)
	Discussing a topic (P4.7)	In discussion, we are divided into some groups which consists of four or five students (P4.6)
	Presenting the result (P4.8)	Then, we told to discuss a topic in which every

		group have different topic (P4.7)
		The topic we discuss in group will be presented in front of classroom and the other group listen it (P4.8)
Implementation of presentation technique	Finding the information (P1.14)	In presentation, the lecturer give us the instruction to find out the explanation of the first chapter and we present it (P1.14)
	Working in group (P1.15)	We work it in the group (P1.15)
	Reviewing the chapter (P1.16)	We are given the task to review the chapter (P1.16)
	Presenting (P1.17)	In every meeting, the students present the given topic or chapter in front of the classroom (P1.17)
	The presentation use English (P1.18)	There are some lecturers who obligate the students to present the topic in English (P1.18)
	Presenting (P1.19)	The presentation also used in the discussion activity. Usually, after we discuss the topic, we present the result of discussion in front of the classroom (P1.19)
	Presenting (P1.20)	After we discuss to answer some questions, then we present it in the whole class (P1.20)
	Preparing the topic (P2.5)	In presentation we prepared the material or topic (P2.5)
	Preparing the topic (P2.6)	After we prepared the topic in laptop, we present it (P2.6)
	Presenting the topic (P2.7)	We present the information we got and we learned about the topic based on the outlines in the slide presentation (P2.7)
	Presenting the topic (P2.8)	We share and we present what we learn and what we got about the topic in whole class (P2.8)
	Preparing the topic (P2.9)	Before I present in front of classroom, I made a slide presentation as the material (P2.9)
		I present the slide presentation and explain it in

	Presenting the topic (P2.10)	front of my classmate and lecturer (P2.10)
		In presentation, we told to find out the information of a given topic (P4.14)
	Finding an information (P4.14)	
		Each group presentation will presents the topic by using power point slide in front of classroom. I also ever got a task to record my presentation and submit it to the lecturer (P4.15)
	Presenting the topic (P4.15)	
Implementation of debate technique	Providing the problem (P1.21)	In debate, the lecturers provide some problem. For example, between online and offline class, which ones better to be applied (P1.21)
	Making groups (P1.22)	The students divided into 2 groups which are group A and B (P1.22)
	Arguing in English (P1.23)	We argue and debate the other group using English (P1.23)
	Using English (P1.24)	The lecturers always remain the students who use Bahasa by saying "English please" (P1.24)
	Making a group (P4.10)	In debate, the students are divided into two groups (P4.10)
	Giving a case (P4.11)	We are given a case and then one group become a pro group and other become contra group (P4.11)
	Building opinion (P4.12)	Each group have a few minute to build an opinion and make an argument (P4.12)
	Giving argument (P4.13)	Then, we are welcomed to argue (P4.13)
Implementation of role play technique	The of role play (P1.25)	We use role play in the first semester (P1.25)
	Giving a topic (P1.26)	In the course of speaking for daily conversation, we got the role play of telephoning (P1.26)
		We are given the topic, so we are asked to make a role play of telephoning (P1.27)
	Making a role play of telephoning (P1.27)	
		We are asked to make a video and we do not practice role play in classroom. We practice role play and record it by using camera, then we share it in video (P1.28)
	Practice role play, record it, and make it as a video (P1.28)	

	Practice role play, record it, make it as a video, and submit it (P1.29)	The practice is not in the classroom but we practice it anywhere and record it. So, we submit the task through this video (P1.29)
		In role play, the first step we make a script (P1.30)
	Making a script (P1.30)	The group consists of three students (P1.31).
	The group consists of three students (P1.31).	After we made script, we memorize it, learn it, so we know what we want to say (P1.32)
	Making script, memorizing, and learning it (P1.32)	After it, we take video to record the role play (P1.33)
	Taking video to record the role play (P1.33)	In the telephoning, usually it is a conversation between two person in telephone, so one of group member record and the others practice role play (P1.34)
	One student records and the others practice role play (P1.34)	In role play, the students make a script. Before it, they are given a sample from the lecturers on how to practice role play in in front of classroom (P3.19)
	Making a script (P3.19)	After we received the sample of script from lecturer, we read it (P3.20)
		Then, we memorize the script (P3.21)
	Reading script (P3.20)	We try to practice role play with the script, and then we practice it in front of classroom (P3.22)
	Memorizing (P3.21)	
	Practice (P3.22)	The lecturer asks the students to make a script with a slightly long time period (P3.23)
	Making script (P3.23)	We also memorize the script, learn, understand it, so we remember what we will say (P3.24)
	Memorizing, learn, and understand the script (P3.24)	Lastly, we practice the role play and perform it in front of classroom (P3.25)
	Practice and perform (P3.25)	
Implementation of storytelling technique	Preparing the story (P2.11)	In storytelling technique, we prepared the story (P2.11)

	Retell the story (P2.12)	Then, we present and retell the story (P2.12)
	Memorizing the story (P2.13)	I memorize and read the story for many times within a week (P2.13)
	Retell the story (P2.14)	We retell in front of classmates and lecturers by using the gesture and proper intonation to support the story (P2.14)
	Using the proper intonation (P2.15)	I prefer use the proper intonation to support the feeling of sad, happy, angry rather than use the properties (P2.15)
	Given a sample (P3.15)	In storytelling, the lecturers give a sample on how to do storytelling (P3.15)
	Find a story (P3.16)	We were told to find a story or legend (P3.16)
	Reading a story (P3.17)	We read it for many times (P3.17)
	Taking summary and retell (P3.18)	After we understand the story and get the summary, we can retell it in front of classroom (P3.18)
	Finding a story (P4.16)	In storytelling, we told to find out the story narrative that we like (P4.16)
	Retelling (P4.17)	Then, we retell in front of classroom with our own words (P4.17)
Implementation of question and answer technique	Presenting the topic (P2.16)	We used the question and answer technique in the second semester in academic presentation course. We are given the topic to present it (P2.16)
	Submit the topic (P2.17)	Before we present, we submit the topic we determined to the lecturer (P2.17)
	Making the material (P2.18)	After the topic is accepted, we make a material in power point (P2.18)
	Presenting the topic (P2.19)	We present it in front of the classroom (P2.19)
	Using expression (P2.20)	In question and answer technique, we use the proper expressions (P2.20)
	Using expression (P2.21)	For example, when the classmates ask me, I should say "nice question", and before I answer

	Using expression (P2.22)	the question, I should say "I will answer your question" (P2.21)
	Given a question (P2.23)	We must use the proper and formal expression (P2.22)
	Given a question (P2.24)	In the question and answer, the classmate should give the question minimum three question (P2.23)
	Give a question (P2.25)	If the three classmates already give us three question, the lecturer does not ask again (P2.24)
		The lecturer will ask if there is no questions from the classmate (P2.25)
Implementation of games technique	The use of games (P2.27)	teachers used the games in teaching practice (P2.27)
	Giving instruction and sample (P2.28)	Firstly, we are given the instruction and the example (P2.28)
	Giving instruction and sample (P2.29)	For example, teachers used the Kahoot.com for games, they asked us to login first (P2.29)
	Giving instruction and sample (P2.30)	They instruct us to make a group, each group consists of three students (P2.30)
	Giving instruction and sample (P2.31)	Then, we login with one account by using their mobile phone and then put our group name in that account (P2.31)
Implementation of video recording technique	Making a group (P3.7)	In video recording, the lecturer divides us into four or five groups and each group consists of four or five students (P3.7)
	Making a script (P3.8)	Firstly, we were told to make a script (P3.8)
	Memorizing (P3.9)	After the script is finish, we memorize it and practice it (P3.9)
	Practice (P3.10)	After all member of group have memorize the script, we try to practice it (P3.10)
	Recording (P3.11)	Lastly, we try to record it (P3.11)
	Make an improvement in script	When we forget, we try to improve the script with

	(P3.13)	our own words (P3.13)
	Make an improvement in script (P3.14)	We fix the gap with making our own words (P3.14)
Implementation of repetition and drilling technique	Pronounce a word (P3.26)	In repetition, the lecturers pronounce a new word and teach us to pronounce it (P3.26)
	Pronounce a word (P3.27)	The lecturers pronounce it, and we repeat it (P3.27)
	Giving new vocabulary (P3.33)	The lecturers give us some new vocabularies, and give us a sample on how to pronounce it (P3.33)
Implementation of reading aloud	Given a text (P3.28)	In reading aloud, the lecturers give us a text (P3.28)
	Learn and read the text (P3.29)	We learn and read with the softly sound to avoid the gap when we read aloud (P3.29)
	Read the text loudly (P3.30) The type of text (P3.31)	Then, we are required to read the text loudly (P3.30)
		The text for reading aloud is a descriptive or narrative text (P3.31)

Challenges of the Techniques Used by Teachers to Teach Speaking Skill		
Point	Theme	Translated statement
Idea generalization - Difficult to develop the ideas (P1.35) - Limited idea of the topic (P4.29)	Difficult to develop the ideas (P1.35) Limited idea of the topic (P4.29)	We feel difficult to discuss with friends and we feel difficult to develop the ideas (P1.35) In debate, sometimes I have run out of ideas to refute their opinion (P4.29)
Limited English skill - Limited English vocabulary (P1.36) - Limited English vocabulary (P1.37)	Limited English vocabulary (P1.36) Limited English vocabulary	We have to discuss in English. So, it difficult to explain what we want to say and difficult to develop our ideas because our vocabulary is limited (P1.36) We also feel difficult in vocabulary (P1.37)

- Limited English vocabulary (P1.38)	(P1.37)	We search the vocabulary in the dictionary or Google translate because we difficult to deliver our ideas by using English. Sometimes, not all member in a group understand what we want to say (P1.38)
- Lack of use English (P4.35)	Limited English vocabulary (P1.38)	
- Too many filler (P1.43)		
- Grammar (P1.47)		
- Limited English vocabulary (P1.48)	Lack of use English (P4.35)	I think discussion technique is not very helpful for improving students' speaking skill because we are not controlled whether we use English or Bahasa (P4.35)
- Limited English vocabulary (P1.50)	Too many filler (P1.43)	We also often have many filler when we speak (P1.43)
- Error pronunciation (P1.52)	Grammar (P1.47)	Even though we prepared it, but we still afraid of making mistake in grammar (P1.47)
- Error pronunciation (P1.54)	Limited English vocabulary (P1.48)	In debate we feel difficult to develop and explain the ideas by using English because we have not enough vocabulary in that topic (P1.48)
- Error pronunciation (P3.57)	Limited English vocabulary (P1.50)	In debate, we must give an argument. So, if we do not know the vocabulary, we difficult to speak and explain it (P1.50)
- Pronunciation (P2.38)		
- Error pronunciation (P3.42)	Error pronunciation (P1.52)	We also feel difficult in pronunciation, we must concern on the pronunciation (P1.52)
	Error pronunciation (P1.54)	I feel afraid to speak with the error pronunciation (P1.54)
	Error pronunciation (P3.57)	Every students have different level of pronunciation, so it will make us anxiety to speak (P3.57)
	Pronunciation (P2.38)	I also feel afraid if when I tell the story, I make some mistakes in pronunciation because there are many people watch me (P2.38)
	Error pronunciation (P3.42)	We only repeat what the lecturer said. Sometimes, there are some lecturers who make mistakes to pronunce a word (P3.42)

Social factor	Lack of correction on grammatical error (P1.39)	We discuss only with our friends, so sometimes when we have a mistake in grammar, nobody can correct it (P1.39)
- Lack of correction on grammatical error (P1.39)		
- Lack of correction on grammatical error (P1.40)	Lack of correction on grammatical error (P1.40)	We deliver the argument without concern to the grammar because our friends in the group cannot correct the grammar (P1.40)
- Uncooperative member (P4.24)	Uncooperative member (P4.24)	I feel bored because there are many group members who are not cooperative during the discussion. Only few members who seriously discuss the topic. Whereas, group discussion is a group work (P4.24)
- Uncooperative member (P4.28)		
- Various level of speaking ability in group member (P3.40)	Uncooperative member (P4.28)	In group discussion technique, the challenge is most of the group member are not cooperative (P4.28)
	Various level of speaking ability in group member (P3.40)	In role play, the challenge is the group member because we do not know their ability in memorizing, so when they make mistake, it can influence other member because the script is related each other (P3.40)
Phsycological factor	Nervousness (P1.42)	The challenge is sometimes we feel nervous to speak in whole class (P1.42)
- Feeling bored (P4.23)		
- Nervousness (P1.42)	Feeling bored (P4.23)	If group discussion technique often applied in the classroom, it will makes bored (P4.23)
- Nervousness (P1.45)		
- Feel afraid of making mistake (P1.46)	Nervousness (P1.45)	When we speak in front of class, the lecturers and a whole class watch us. It makes me nervous (P1.45)
- Nervousness (P2.35)		
- Nervousness (P4.30)	Feel afraid of making mistake (P1.46)	I fear if I make mistake in my pronunciation (P1.46)
- Nervous and less confidence (P1.53)		
- Less confidence (P1.56)	Nervousness (P2.35)	The challenge is I also should dealing with nervous (P2.35)
- Nervous (P4.26)	Nervousness (P4.30)	In the presentation, I often feel nervous. It makes me forget a vocabulary when I present the topic
- Nervous (P4.31)		

- Laziness (P2.41)	Nervous and less confidence (P1.53)	(P4.30)
- Shy (P2.43)		Because of many people watch me, I feel nervous and less confident (P1.53)
- Laziness (P3.32)	Less confidence (P1.56)	
- Laziness (P3.46)		The challenges are pronunciation and less confidence (P1.56)
- Laziness (P3.47)	Nervous (P4.26)	
- Nervous (P2.39)		Presentation, storytelling, and MC requires to speak in public, so it makes me feel nervous (P4.26)
- Afraid of making mistake (P2.40)	Nervous (P4.31)	In storytelling, I also feel nervous to speak in public (P4.31)
	Laziness (P2.41)	The challenge in games technique is I often feel lazy to follow the instruction for joining the games (P2.41)
	Shy (P2.43)	I also sometimes feel shy to join the games (P2.43)
	Laziness (P3.32)	In drilling, the lecturers do not ask the students to repeat what they say, it is depended on the students' consideration to follow (P3.32)
	Laziness (P3.46)	The challenge is lazy. I feel lazy because I know that word and I ever use and pronounce it (P3.46)
	Laziness (P3.47)	Sometimes, in drilling we already know a word that was pronounced by lecturer. It makes some students underestimate drilling technique (P3.47)
	Nervous (P2.39)	In question and answer, I often feel nervous (P2.39)
	Afraid of making mistake (P2.40)	I also feel afraid if I make mistakes in answering the question (P2.40)
Knowledge	Forget the material (P1.44)	We often quiet so much if we forget it and we do not know what we want to say (P1.44)
- Forget the material (P1.44)		
- Memorizing (P2.32)	Memorizing (P2.32)	In presentation technique, we must memorize the material and prepare it (P2.32)
- Forget the material (P2.33)		In the middle of presentation, I forget what should I say (P2.33)

- Understanding the material (P2.34) - Giving an argument suddenly (P1.49) - Difficult to memorize (P1.51) - Unorganized scene of the script (P3.41) - Gesture (P2.36) - Memorize (P2.37) - Forget a story (P3.38) - Change a story too much (P3.39) - Forget a story (P4.33)	Forget the material (P2.33) Understanding the material (P2.34) Giving an argument suddenly (P1.49) Difficult to memorize (P1.51) Unorganized scene of the script (P3.41) Gesture (P2.36) Memorize (P2.37) Forget a story (P3.38) Change a story too much (P3.39) Forget a story (P4.33)	I should really memorize and understand the material, and it quite hard for me (P2.34) We must give an argument to answer the others' opinion, so we difficult to give an argument immediately (P1.49) In role play we have a script, we need to memorize it. if we memorize in Bahasa it will more easier, but we difficult to memorize it in English (P1.51) I also afraid of making mistake not only in pronunciation but also in the part of script or scene in the script. I afraid to skip a scene of the script (P3.41) In storytelling, the challenge is the use of gesture when we tell the story (P2.36) The story is quite long, so we need to memorize it and it quite difficult for me (P2.37) In storytelling, the challenge is we often forget the part of story (P3.38) Because of many improvement in a story, it makes the story changed (P3.39) I also often forget what will I say in the next part (P4.33)
Preparation - Limited preparation (P4.32) - Being clumsy while reading (P3.44) - The voice is lost for a moment (P3.45)	Limited preparation (P4.32) Being clumsy while reading (P3.44) The voice is lost for a moment (P3.45)	I also feel that in storytelling, I have not enough time to prepare it (P4.32) When we have been long time not read loudly, usually we will become clumsy while reading (P3.44) When we read loudly, suddenly our voice is lost for a while (P3.45)

Teachers' factor		
- The unclear instruction (P2.42)	The unclear instruction (P2.42)	When we join the games, there are some instructions are not clear and complicated, then it makes us confused (P2.42)
- The voice is not clear (P3.43)	The voice is not clear (P3.43)	The lecturers' voice is not clear, so the students listen a wrong pronunciation (P3.43)

Benefits of the Techniques Used by Teachers to Teach Speaking Skill		
Point	Theme	Translated statement
Improve interactions among studets - Exchanging ideas with friends (P1.58)	Exchanging ideas with friends (P1.58)	In discussion we can exchange ideas with friends (P1.58).
Psychological aspects - Do not feel shy and afraid to make mistake (P1.59) - Helpful for the shyness students and improve the students interaction (P1.60) - Do not afraid to make mistake (P1.61) - Improve the students' confidence (P1.62) - Enjoy (P4.21) - Reducing nervous (P4.22) - Improve students' confidence (P1.65) - Interesting (P4.25) - Improve students'	Do not feel shy and afraid to make mistake (P1.59) Helpful for the shyness students and improve the students interaction (P1.60) Do not afraid to make mistake (P1.61) Improve the students' confidence (P1.62) Enjoy (P4.21) Reducing nervous (P4.22) Improve students' confidence (P1.65)	If we ask a friend, we do not feel shy to speak with them or even when we speak English, we do not afraid to make mistake (P1.59) Discussion is very helpful for me because I cannot speak in public and it makes me can ask anything to my friends (P1.60) I also feel not afraid to make mistake when I speak with them (P1.61) It makes me more confident to speak English even though I still have some errors in speaking (P1.62) Discussion technique makes us enjoy (P4.21) I do not feel nervous because the discussion in a small group which consist few classmate (P4.22) It also trains our confidence to speak English in public (P1.65) Debate technique is interesting because I can give my own argument about the topic and I can disprove others' arguments (P4.25) Debate is the most useful technique for my

confidence (P4.36)	Interesting (P4.25)	speaking skill. I become more confident to speak English even though I do not concern of the grammar (P4.36)
- Improve students' confidence (P3.58)		
- Improve students' confidence (P2.46)	Improve students' confidence (P4.36)	Role play makes me more confident while speaking (P3.58)
- Improve students' confidence (P3.53)	Improve students' confidence (P3.58)	
- Improve students' motivation (P3.55)		The benefits of storytelling for may speaking is it improve my confidence in speaking because I can prepare before I speak in whole class (P2.46)
- Make the students fun (P2.52)	Improve students' confidence (P2.46)	
- Reduce students' anxiety (P2.53)		For my speaking ability, it makes me more confident to speak in a whole class and many people (P3.53)
- Improve students' confidence (P2.54)	Improve students' confidence (P3.53)	
- Reduce the clumsy (P3.63)		In storytelling, we can measure and aware of our speaking ability, so it will motivate us to improve it (P3.55)
	Improve students' motivation (P3.55)	
	Make the students fun (P2.52)	The games is fun and makes the students fun (P2.52)
	Reduce students' anxiety (P2.53)	It reduce anxiety to speak because the learning process is fun (P2.53)
	Improve students' confidence (P2.54)	It also makes me more confident to speak English (P2.54)
	Reduce the clumsy (P3.63)	
		Drilling also useful to reduce the clumsy while speaking (P3.63)

Students' English skill - Improve students' vocabulary (P1.63) - Improve students' critical thinking (P4.34) - Improve students' speaking skill (P1.64) - Improve students' vocabulary (P1.66) - Improve students' awareness about grammar (P1.67) - Improve vocabulary (P2.44) - Improve the grammatical in speaking (P2.45) - Improve students' vocabulary (P4.27) - Improve students' speaking ability (P4.39) - Feeling more challenging to speak (P1.68) - Improve students' speaking ability (P1.69) - Improve students' vocabulary.(P1.70) - Evaluation for our	Improve students' vocabulary (P1.63) Improve students' critical thinking (P4.34) Improve students' speaking skill (P1.64) Improve students' vocabulary (P1.66) Improve students' awareness about grammar (P1.67) Improve vocabulary (P2.44) Improve the grammatical in speaking (P2.45) Improve students' vocabulary (P4.27) Improve students' speaking ability (P4.39) Feeling more challenging to speak (P1.68) Improve students' speaking ability (P1.69)	I also can improve my vocabulary because I can get a new vocabulary from sharing with my friends (P1.63). Through discussion, we can discuss with our classmate and can be critically with their ideas (P4.34) Presentation can improve students' speaking skill. Because we should speak in front of many people, so we must train to speak fluently (P1.64) It improves the vocabulary. it is because when I confused on a vocabulary, I find out the meaning and how to pronounce it (P1.66) We also more aware about the grammar when we speak because we will speak in public, so we should think about the grammar (P1.67) When we prepare and learn the topic, we found many new vocabularies, so it useful to improve the vocabulary (P2.44) I also learn the grammar before I do the presentation. I can learn the use of grammar in sentences, so it improve the grammar in my speaking ability (P2.45) Presentation, storytelling, and MC very useful to acquire new vocabulary (P4.27) Presentation can improve my speaking ability (P4.39) We feel more challenging to speak (P1.68) We can easier to speak what we think (P1.69) It improves our vocabulary. the vocabulary that we do not know previously, by debate we can get new vocabulary (P1.70) In debate, we answer immediately the others'

vocabulary mastery (P1.71)	Improve students' vocabulary.(P1.70)	opinion. So, it will be an evaluation for our vocabulary mastery (P1.71)
- Improve speaking (P1.72)		We are required to speak English in debate (P1.72)
- Improve speaking (P1.73)	Evaluation for our vocabulary mastery (P1.71)	We learn to speak and make people understand what we say without confuse about the pronunciation and grammar (P1.73)
- Improve vocabulary (P1.75)	Improve speaking (P1.72) Improve speaking (P1.73)	It also improves our vocabulary from script. When we make, read, and memorize it, we got many
- Improve grammar (P1.76)		vocabularies (P1.75).
- Helping to speak fluently (P1.77)	Improve vocabulary (P1.75)	It also improves our grammar because from the script, we can learn how to apply tenses in a conversation (P1.76)
- Improve pronunciation (P1.78)	Improve grammar (P1.76)	Role play also makes us fluent in speaking because we prepared the script (P1.77)
- Improve grammar (P1.79)	Helping to speak fluently (P1.77)	It improves our pronunciation because the lecturers correct our pronunciation (P1.78)
- Improve students' speaking ability (P3.56)	Improve pronunciation (P1.78)	It improves our grammar in speaking (P1.79) Through role play, we learn to speak clearly, so the other people understand what we said (P3.56)
- Improve students' pronunciation (P3.59)	Improve grammar (P1.79) Improve students' speaking	It also improve my pronunciation while speaking (P3.59)
- Improve students' speaking ability (P2.47)	ability (P3.56)	It also makes me able to speak fluently because I memorize the story (P2.47)
- Improve students' speaking ability (P3.54)	Improve students' pronunciation (P3.59)	It is useful for training the students' speaking ability. When we tell a story, we will miss some words, so we will improvise the story with our
- Improve students' speaking ability (P4.40)	Improve students' speaking ability (P2.47)	own words (P3.54) Storytelling requires us to retell a story with our own words, in which it trains our speaking ability (P4.40)
- Improve students' speaking ability	Improve students' speaking ability (P3.54)	It also makes me more fluently in speaking (P2.50) It also makes me easier to speak and answer the

(P2.50)		students' question (P2.51)
- Improve students' speaking ability (P2.51)	Improve students' speaking ability (P4.40)	Repetition is useful for our speaking ability (P3.60)
- Improve students' speaking ability (P3.60)	Improve students' speaking ability (P2.50)	When we repeat some words, we will easier to pronounce it, so it helps us to speak fluently (P3.61)
- Improve students' speaking ability (P3.61)	Improve students' speaking ability (P2.51)	
- Improve students' awareness to pronounce a word (P3.34)	Improve students' speaking ability (P3.60)	Drilling technique makes the students aware if they need a sample on how to pronounce some new vocabularies (P3.34)
- Improve students' speaking ability (P3.62)	Improve students' speaking ability (P3.61)	The benefit of reading aloud is reducing the filler or clumsy when we produce English both in speaking or reading (P3.62)
	Improve students' awareness to pronounce a word (P3.34) Improve students' speaking ability (P3.62)	

Students' knowledge - Gaining many information (P4.9) - Improve students' understanding towards a topic (P4.37) - Enrich the information (P4.38) - Improve English memorizing (P1.74) - Improve students' summarizing (P3.52) - Train the students' to answer the question (P2.49)	Gaining many information (P4.9) Improve students' understanding towards a topic (P4.37) Enrich the information (P4.38) Improve English memorizing (P1.74) Improve students' summarizing (P3.52) Train the students' to answer the question (P2.49)	Through presentation, we got the explanation of many other different topics (P4.9) Presentation makes me more understand what we will explain in front of classroom (P4.37) For my speaking, it useful for delivering the information to other students (P4.38) Role play trains us to memorize an English script and makes us familiar with it (P1.74) Through storytelling, we can summarize the story (P3.52) It makes me know how to answer the question with the proper expressions and attitude (P2.49)