

The Effects of Teaching Techniques and Learning Styles on Students' Speaking Skill at Junior High School in Cirebon, West Java

Pengaruh Teknik Mengajar dan Gaya Belajar Terhadap Keterampilan Berbicara Siswa SMP di Cirebon, Jawa Barat

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh interaksi pengajaran. Teknik dan gaya belajar terhadap keterampilan berbicara siswa, menentukan pengaruh teknik mengajar terhadap keterampilan berbicara siswa, menentukan pengaruh gaya belajar yang diajarkan melalui role play dan mengisi kesenjangan informasi (keduanya adalah pengajaran bahasa komunikatif) kepada siswa yang berbeda. gaya belajar. Metode penelitian yang digunakan adalah eksperimental. Besar sampel 60 siswa terdiri dari 30 untuk kelas eksperimen dan 30 untuk kelas kontrol diambil dari SMP 15 dan SMP 16 di Cirebon Jawa Barat, dan teknik pengambilan sampel adalah cluster sampling. Instrumen penelitian yang digunakan adalah tes untuk membedakan gaya belajar siswa berupa tes preferensi (30 item) dan keterampilan berbicara dalam bentuk tes lisan (5 item), yang telah diuji valid dan reliabel dengan koefisien reliabilitas 0,974 dan 0.732. Penelitian ini menggunakan uji ANOVA dua arah. Hasilnya menunjukkan. 1). Ada pengaruh yang signifikan antara teknik mengajar terhadap keterampilan berbicara siswa, dengan nilai Sig = 0,000 <0,05 dan Fhitung = 35,576. 2). Ada pengaruh yang signifikan gaya belajar terhadap keterampilan berbicara siswa dengan nilai Sig = 0,014 <0,05 dan Fhitung 4,634. 3). Ada pengaruh yang signifikan antara teknik mengajar dan gaya belajar terhadap keterampilan berbicara siswa dengan nilai Sig = 0,035 <0,05 dan Fobserved = 3,572. 4). Kelompok siswa dengan gaya belajar visual akan lebih berprestasi dalam keterampilan berbicara dibandingkan kelompok gaya belajar lainnya jika diajar dengan menggunakan teknik role play. Hasilnya memberikan kontribusi lebih bagi peningkatan kemampuan berbicara siswa.

Abstract The purpose of this study was to determine the interaction effects of teaching techniques and learning styles on students' speaking skill, determine the effects of teaching techniques on students' speaking skill, determine the effects of learning styles that were taught by role play and filling information gap (both are communicative language teaching) to the students with different learning styles. The research method used was experimental one. Sample size of 60 students consist of 30 for experimental class and 30 for control class taken from SMP 15 and SMP 16 in Cirebon, West Java, and the sampling technique is cluster sampling. Research instrument used were the test to distinguish students' learning styles in the form of preferential test (30 items) and speaking skill in the form of oral test (5 items), that have been tested valid and reliable with coefficient of reliability at 0.974 and 0.732. The research uses two-ways ANOVA test. The result showed. 1). There is a significant effect of teaching techniques on students' speaking skill, as Sig = 0.000 < 0.05 and Fobserved = 35.576. 2). There is a significant effect of learning styles on students' speaking skill as Sig = 0.014 < 0.05 and Fobserved 4.634. 3). There are significant effects of teaching techniques and learning styles on students' speaking skill as Sig = 0.035 < 0.05 and Fobserved = 3.572. 4). The group of students with visual learning style would achieve more in speaking skill compared to other groups of learning style if taught by using role play technique. The result contribute more to be the increasing of students' speaking skill.

Keywords *Teaching Techniques, Learning styles, Speaking Skill, Role Play and Filling Information Gap*

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INTRODUCTION

“English is an International language that it is the most widespread medium of International communication”. (Brumfit, 2001). It also has become a lingua franca, a language which is internationally used by people with different first language background (Harmer, 2001), and which is used for communication by more than one billion people around the world (see Johnson, 2001). This makes English an important tool that everyone should master; make it one important school subjects in most schools in the world.

In Indonesia, the policy of teaching English as a foreign language changes over time and policy changes are mostly influenced by economics and politics. Entering the era of globalization which requires each individual to prepare reliable resources, especially in the field of science and technology. In order to master technology properly, adequate knowledge is needed so that we can use it in facing the demands of a globalized world which is full of competition. In this case, the role of English is very much needed both in mastering technology and in direct interaction. As a mean of global communication, English should be actively mastered both spoken and written.

English is generally taught as a foreign language in some schools and has been taught and received serious attention in all levels of study, for example; Elementary School, Junior High School, and Senior High School in Indonesia. The goal of teaching English in Indonesia, and probably in most schools in the world, is the students' ability to use English for communication through four language skills, i.e. listening, speaking, reading, and writing. Among other skills, mastery speaking which is "the basic means of human communication" (Lazaraton, 2001) and English speaking which has become "the most demanding skill" (Bailey & Savage, 1994 in Lazaraton, 2001) is a must.

Besides the importance of speaking skill, learning speaking in second or foreign language, has a great challenge. Brown (1994 In Lazaraton, 2001) mentions a number of features that interact to make speaking as challenging as it is. To cope with the challenges of teaching speaking, the language teachers are required to be able to create and apply certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the teacher plays an important role in determining what technique can best encourage students' participation in the learning process. The teacher-centered model in which the teacher plays the most important role in the class and is center of activity has been changed into student-centered, because it does not give meaningful advantages.

Different from the teacher-centered, in the learner-centered class, the learning and teaching process is more 'students'-oriented. The students are the focus of the teaching and learning process. The students are expected to be the ones who play the most part of language teaching and learning process, and the teacher, is expected to facilitate the students with the appropriate teaching program. The most popular student-centered teaching is Communicative Language Teaching (CLT). CLT emphasizes on communication and real life situation. Using CLT, the teacher is supposed to create the communicative circumstances in which real life communication can be applied.

There are some techniques related to CLT. Littlewoods in Richards (2001) distinguished two types of techniques in CLT; Functional Communication and Social Interaction., Functional communication includes tasks-based activities, following direction, and solving problems from shared clues. Social interaction includes some activities such as dialogue, role play, simulation, brainstorming, discussion, debate, story-telling and information gaps.

Each technique has its own strengths and weaknesses. One technique can be appropriate a certain class condition but it can be inappropriate for other

classes' condition. Some students enjoy getting involved while others are reluctant to participate in class. Some students can get advantages, while others cannot. It may happen based on the fact that each student has different learning style. Some teaching techniques that can be applied by teachers in the speaking class are Role Play and Information Gap. These techniques can facilitate the communicative learning, and the students can get involved in the language use communicatively.

An important factor in understanding learning styles is to understand how the student feels comfortable in studying. The students' learning styles are influenced by preferences. It means the students who feel comfortable to study through visual, auditory or perhaps the kinesthetic one.

The aim of teaching English should enable the students to communicate in that language. Speaking skill is one of the main priorities of most English teaching. Speaking is aimed at enabling the students to use the language properly. In order to reach that goal, teachers certainly need to provide the appropriate techniques to promote the communication activities so that the students will master the communicative competence.

With regard to the fact above, it is necessary to do kind of research to find out the most appropriate teaching techniques according to the students' learning styles so that the learning and teaching process can be conducted more effectively. This is an experimental research in which, two techniques are compared – Role Play and Information Gap. Role Play is teaching technique which demands the creative and active involvement of the students. Information gap, on the other hand, is a teaching technique that demands the students to rely upon prepared information. Although these two techniques are quite different, both are considered as the communicative language teaching techniques.

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

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

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

Communicative Language Teaching. There are many ways to teach a language. One is called CLT. Richards (2001) stated that CLT is an approach which refers to a diverse set of principles that reflect a communicative view of

language learning and that can be used to support a wide variety of classroom procedures. According to Brown (2000) CLT is best understood as an approach, not a method. He offered four interconnected characteristics as a definition of CLT, one of them is Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

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

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

In order to speak communicatively and effectively, one should have speaking skill. Speaking skill has to be learned, practiced and evaluated over a period of time. Hyper dictionary (2007) stated that speaking skill is described as an ability to speak that has been acquired by training..

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

Place and Research. This research was conducted at Junior High School in Cirebon, West Java, namely SMPN 15 and SMPN 16. These schools are chosen to become the places of research due to school’s achievements. they are located not far from the researcher’s place of work, so that the process of collecting data is more accessible. This research used experiment method, which means to give the different treatment upon two students’ learning groups. One group is treated as a group, which is given treatment of teaching technique by using role play, while another group is given treatment by using filling information gap technique. This research has 2 kinds of validity. They are internal validity and external validity. Internal validity is related to the effect of treatment on students’ speaking skill, which based on accuracy of the procedure, collected data and summing up the conclusion. While external validity is related to whether the result of the research could be generalized to other subjects which do not have the similarity in condition and characteristic as well. In order to achieve the goal, hence through this research, there are some controls on the extra variables as follows: (1). The effect of history variable, which means during this research, the sample will be given the same subject, the same period of time, and the same teacher. (2). The effect of readiness variable, which means during the research, the sample will be given the treatment in a short period of time. It is hoped that they will have the

same opportunity to gain both mental and physical development. (3). The effect of pre-testing variable, which means two-group of students will be given the pre-test. It is hoped that the pre-test activity will not affect the performance of the sample during treatment. (4). The effect of the instrument variable, which means both group of students (experimental and conventional) are controlled by giving them the same kind of test. (5). The effect of morality variable, which means other students who are not the sample, will be given the same treatment during the research so that if the morality happens, it can be simple replaced by another student in the same class. (6). The effect of interaction among the subjects, which means the sample will not know anything during research whether the process or the learning activity.

Meanwhile, the efforts to control the external validity of this research are taken as follows: The learning interaction by using role play technique, filling information gap technique. Later, the two-group are given the different treatments according to the design of this research. The control of reactive research, which means the sample is controlled by: (a) Providing them the natural learning situation so that they will do the activity as usual. (b) Keeping all information out of the sample. (c) Giving the same treatment to all students whether he/she is a part of the sample or not. (d) Providing only one teacher to both classes.

Table 1. Research Design

Learning Style (B)	Teaching Technique (A)		TOTAL
	Role Play Technique (A1)	Information Gap Technique (A2)	
Visual (B1)	A1B1	A2B1	$\sum B1$
Auditory (B2)	A1B2	A2B2	$\sum B2$
Kinesthetic (B3)	A1B3	A2B3	$\sum B3$
TOTAL	$\sum A1$	$\sum A2$	$\sum \text{TOTAL}$

A1B1 : Role Play Technique with Visual Learning Style.

A1B2 : Role Play Technique with Auditory Learning Style.

A1B3 : Role Play Technique with Kinesthetic Learning Style.

A2B1 : Filling Information Gap Technique with Visual Learning Style.

A2B2 : Filling Information Gap Technique with Auditory Learning Style.

A2B3 : Filling Information Gap Technique with Kinesthetic Learning Style.

Technique of Collecting Sample

Target Population. The target population of this research is all students at Junior High School in Cirebon, West Java. The students will be divided into several parallel classes, where each class consists of more or less 30-40 students.

Scope Population. Refer to the problem of this research, the scope population is students of each grade of Junior High School in Cirebon, West Java, in semester of academic year 2015-2016, total 132 students who are divided into 4 parallel classes where each class contains of approximately 30 students.

Sample. According to Sudjana (1992:6), sample is a part of population. In this research, total sample is 60 students, who are divided into 2 classes, one

experiment class consists of 30 students, and one control class consists of 30 students as well. In each class of experiment is divided into 2 sub-classes, in which there are 3 typical students with different learning style. This experiment classes are IX – 1 class and IX – 1 from one school meanwhile the control classes are IX – 1 class and IX – 2 from another school. Those classes are located at different school. In this research, there are 4 sub-classes with different treatment and ability. The clustering of the sample is stated in the following.

Sampling Technique. The sampling technique of this research is intact or complete class based on factorial group design, with the following steps: (a). choose the location for this research; (b). choose the classes for this research; (c). choose the sample for this research by giving a previous test to determine which kind of style they have. Those who are determined will be automatically the sample for this research; (d). collect all the students' names before giving them the instrument of the research.

The things address data description requirement test, testing of hypothesis, and also interpretation of research. More detailed discussion related to research findings is clearly depicted below: (a) **Data Description.** The researcher analyzes the data from the students' speaking test. Data are taken from teaching technique results and speaking skill scores of 60 students where all data are previously found to be valid and reliable through the try outs. The aim of analysis is to find out and give the information of the research findings based on the data and variables of the research subject. Therefore, the all data will be analyzed by using *Statistical Program for Social Sciences (SPSS) version 20.0 for Windows* in order to get the relationship among variables. The description of the data of variables : teaching technique (X) and speaking skill (Y). Based on the result of data analysis which has been done, the resume of data gained through the research is presented as follow:

Table 2. Description of Research Data

Descriptive Statistics				
Dependent Variable: Speaking Skill				
Teaching Technique	Learning Style	Mean	Std. Deviation	N
Role Play	Visual	79.10	3.957	10
	Audio	77.50	3.472	10
	Kinesthetic	74.40	5.082	10
	Total	77.00	4.533	30
Information Gap	Visual	68.20	5.350	10
	Audio	73.90	4.280	10
	Kinesthetic	68.50	4.062	10
	Total	70.20	5.176	30
Total	Visual	73.65	7.228	20
	Audio	75.70	4.219	20
	Kinesthetic	71.45	5.404	20
	Total	73.60	5.918	60

The data of Teaching Technique (X1). Data of teaching technique are taken from students' test from SMPN 15 and SMPN 16 Cirebon, West Java. The data is considered accurate since the result of the tests are valid.

Table 3.Description of Research Data

		Statistics		
		Teaching Technique	Learning Style	Speaking Skill
N	Valid	60	60	60
	Missing	0	0	0
Mean		71.18	98.65	73.60
Median		72.00	97.00	74.50
Mode		76	97	76
Std. Deviation		7.361	9.635	.5.198
Skewness		-.309	1.057	-.339
Std. Error of Skewness		.309	.309	.309
Kurtosis		-.480	1.231	-.385
Std. Error of Kurtosis		.608	.608	.608
Range		32	46	25
Minimum		52	85	60
Maximum		84	131	85

It is known that the scores are in the range 52 – 84. It means that the minimum score is 52 and the maximum score is 84. The critical thinking level of the respondents is on the average 71.18 (mean), standard deviation 7.361, median (score at center of distribution) 72.00 and mode (most frequency) score in the data set) 76. The score of standard deviation is 7.361.

The Data of Learning Styles (X2). Data of learning styles are taken from a set of questionnaire. The questionnaire consists of questions out of 60 respondents. Each item will be represented in three different learning styles. The learning styles of the respondents is on the average 98.65 (mean), standard deviation 9.635, median 97.00, and mode 97. From the description of table above, we can see that the average score and median score is almost the same, by 98.65 and 97. It means that the data of learning styles is representative.

The Data of Speaking Skill (Y). Data of students' speaking skills are taken from students' test score.. Thus, the maximum score will be 100, while the minimum score will be 50. It is known that the score in the range 60 – 85. It means that the minimum score is 60 and the maximum score is 85. The speaking skill level of the respondents is on the average 73.60 (mean), standard deviation 5.198, median 74.50 and mode 76. From the description of table above, we can see that the average score and median score is almost the same, by 73.60 and 74.50. It means the data of speaking skill level is quite representative.

Table 4. Research Data

		Speaking Skill
N	Valid	60
	Missing	0
Mean		73.60
Median		74.50
Mode		76
Std. Deviation		5.918
Skewness		-.339
Std. Error of Skewness		.309
Kurtosis		-.385
Std. Error of Kurtosis		.608
Range		25
Minimum		60
Maximum		85

The mean 73.60 indicates that the average score for the students is relatively good. The standard of deviation 5.918 indicates that the answers given by students whether using role play technique or filling gap technique are relatively the same.

Testing the Hypothesis. Having the normality test and also homogeneity, we can see that the data is distributed normally and variance of the data also comes from homogenous population.

The analysis of Speaking Skill variable is performed by using two-ways ANOVA test, with the assistance of *SPSS version 20,0 for Windows*. The result of ANOVA test then continued to extended test to find out the level of significance among groups significantly (*simple effect*). In other words, the extended test is performed to find out which group contributes more to the students' speaking skill based on the teaching technique and also the preference of learning styles. The computation of data analysis by using two-ways ANOVA test can be seen on the Table below:

Table 5. ANOVA Test

Tests of Between-Subjects Effects

Dependent Variable: Speaking Skill						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	
Corrected Model	1013.600 ^a	5	202.720	10.398	.000	
	325017.600	1	325017.600	16670.736	.000	
A	693.600	1	693.600	35.576	.000	
B	180.700	2	90.350	4.634	.014	
A * B	139.300	2	69.650	3.572	.035	
Error	1052.800	54	19.496			
Total	327084.000	60				
Corrected Total	2066.400	59				

a. R Squared = .491 (Adjusted R Squared = .443)

The Discussion of Research Findings. This research is designed to find the effects of teaching technique and learning styles on students' speaking skill for the major of English at Junior High School in Cirebon, West Java.

Based on theoretical review on chapter two, term of teaching technique is recently defined as any of wide variety of exercise, activities or devices used in the language classroom for realizing lesson objectives. Technique is also referred to a task, procedure, activity in the classroom and drilling. It is used to transform the term of manipulation (totally controlled by the teacher and required predicted response from the students such as: repetition, drills, dictation and reading aloud to become communicative (students' response are open-ended and unpredictable such as story-telling, gap fills, role play). Teaching technique is nowadays used into several forms of activities in the classroom. One of which is communicative is CLT.

Based on the findings and supported by statistical analysis for the research about students' speaking skill, it is proved that data comes from population which is distributed normally and comes from homogenous variances. It means that the data has fulfilled the prerequisite tests of data analysis. Then the data is processed to test about the hypothesis. From the testing of hypothesis, it is gained that: (1). There is an effect of teaching technique on students' speaking skill. Based on the testing of the hypothesis the score of significance (Sig) is 0.000 and F observed = 35.676. Since the score of Sig < 0.05 so H_0 is rejected and H_1 is accepted, which means there is a significant effect of teaching technique on students' speaking skill. (2). There is an effect of learning styles ability on students' speaking skill. Based on the testing hypothesis the score of significance (Sig) is 0.014 and F observed = 4.634. Since the score of Sig < 0.05, so H_0 is rejected and H_1 is accepted, which means there is a significant effect of learning style on students' speaking skill. (3). There are interaction effects of teaching techniques and learning styles on students' speaking skill. Based on the testing of hypothesis the score of significance (Sig) is 0.035 and F observed = 3.572. Since the score of speaking Sig < 0.05 so H_0 is rejected and H_1 is accepted, which means there are interactional effects of teaching technique and learning style on students' speaking skill.

CONCLUSION

Referring to the result of the research hypothesis testing and analysis of data processing, it can be concluded as follows: (1). There is a significant effect of teaching technique on student's speaking skill at Private Junior High School in Cirebon – West Java. This means that student's speaking skill is affected by teaching technique. Based on the test result the correlation coefficient using the formula of two-ways ANOVA analysis values, obtained F observed is 35.576. Whereas the p-value (Sig) of teaching technique is 0.000 or less than 0.05. Thus, it can be said that there is an affirmative and significant effect of teaching technique on students' speaking skill. (2). There is a significant effect of learning style on student's speaking skill at Private Junior High School in Cirebon – West Java. This means that the learning style affect the student's speaking skill most.

Based on the test result with the correlation coefficient using the formula obtained by two said that -ways ANOVA analysis, F observed is 4.634 While the score of Sig 0,014 < 0,05. Thus, it can be said that there is an affirmative and significant effect of learning styles on student's speaking skill. (3). There are significant interaction effects of teaching technique and learning styles on student's speaking skill at Private Junior High School in Cirebon – West Java. Thus, it means the student's speaking skill is largely determined by both teaching technique and learning styles are two important variables (essential factors) be considered in explaining the increase of student's speaking skill. Two-ways ANOVA analysis of the results, obtained F observed is 3.572 and Sig 0.035 is less than 0.05, which indicates that there are interactional effects of teaching technique and learning styles on students' speaking skill significantly.

From the research it was found that there are significant interaction effects of teaching technique and learning styles on students' speaking skill. Overall it was found that the result of speaking skill for a student taught by using role play teaching technique is higher than those taught by filling information gap ones. This is because in the process of learning English by using role plays technique, students are taught to learn through social life concepts or interesting natural ideas. In the concept of teaching by using role plays technique, it is demanded the teacher's ability in a classroom to set up the class systematically, so that students are expected to learn actively and interactively with peers, which in turn the monotony and boredom in the learning process can be minimized.

Based on the result findings, as an educator, English teacher should be able to determine the learning styles preference of individual learners or students that can do sorting and proper treatment in learning activities. While in his capacity as a teacher, then an English teacher should be able to design a learning activity by selecting appropriate teaching technique refers to the students' preference learning styles so that the students would be able to get the best achievement based on learning style he has.

Suggestion. Based on the conclusion and the implication of the study, some suggestions related to the researcher to convey in this study are : (1). The result of students' speaking skill that is taught by role play technique is higher than those who are taught by using filling information gap technique. Also, those who possess the visual learning style will achieve better compared to other types of learning style. Therefore, English teachers should multiply the theoretical knowledge of teaching technique and practice so that they will be able to apply this technique more fun and various to answer students' need. (2). The result of students' speaking skill is better if they are taught by using role play technique than with filling information gap one. Therefore, it is required training English teachers in order to optimize the capability of providing English lessons by using this kind of technique. (3). Teachers should determine students' learning styles, besides encouraging them to be able to please the subjects taught, so that the students' preference of learning styles in learning process could be pump up their achievement.

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