

## **THE ROLE OF MOTIVATION IN OVERCOMING SPEAKING DIFFICULTIES AMONG COLLEGE STUDENTS**

Ani Nurmayasari<sup>1</sup> Meilany M. Putri<sup>2</sup> Nenden Z. Zahra<sup>3</sup>

**Suryakancana University**

*aninurmaya2332@gmail.com<sup>1</sup>  
meilanimutiaraap18@gmail.com<sup>2</sup>  
nendenzazahra@gmail.com<sup>3</sup>*

### **ABSTRACT**

Speaking plays an important role in English language teaching, yet it is also seen as the most difficult skill to be mastered among the other English Language Skills. One of the factors why speaking is seen as the most difficult skill is because speaking has many difficult aspects to learn which is called speaking difficulties. Those are the things that make students hard to master speaking skills. In overcoming speaking difficulties, there are many ways can apply to help the students. One of the ways that can be applied is enhancing students' motivation towards learning speaking. This study aims to find out how many students were helped by their own motivation in overcoming speaking difficulties, and to find out what motivations helped students the most in overcoming speaking difficulties. This study used quantitative research method by using questionnaire as the instrument for researching 30 third year students of English Education Study Program, Suryakancana University, Cianjur which is located in the province of West Java, Indonesia. on 25th November, 2020. The findings show that 90% of 30 students were helped by motivation in overcoming their speaking difficulties. While, 52% students were helped by intrinsic motivation and 48% students were helped by extrinsic motivation. That means that intrinsic motivation is the motivation which helped college students the most in overcoming speaking difficulties among them.

***Keywords: speaking, speaking difficulties, motivation, intrinsic motivation, extrinsic motivation***

### **INTRODUCTION**

Speaking is an important part of everyday life. Without realizing it, every human in the universe does speaking every day. Thousands or even millions of words come out of every human being, which is called speaking. In learning English, speaking is also an important part. That is in line with what Rao (2019) said that speaking is the most important skill among all the four language skills in order to communicate well in this global world. Still in line with that, Nunan (1991) cited in Heriansyah (2012) stated that for most people, mastering speaking skill is one of the most important things of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking can be said as a must-mastered skill among the other skills in English. One of the quick tips for learning English in a short time is to master speaking skills. Speaking in English can help learners in the listening aspect. The reason is, without realizing it, when someone is speaking, other people also listen to what the that person is saying. In addition, the listener will be richer in vocabulary because even if he or she does not understand what the speaker is talking about, he or she will understand it through the context of situations and conditions. So that, in the future, he or she can also use vocabularies that he or she has heard previously from other people.

It is true that speaking is an important aspect in learning a second language or foreign language. But unfortunately, the fact that speaking is still considered as a difficult aspect for language learners to learn cannot be easily forgotten. According to Heriansyah (2012), speaking in the target language is not an easy thing for most foreign language learners, since learning to speak a foreign language requires more than understanding its grammatical and semantic rules. Actually, there are many methods or ways that language learners can use to overcome their

concerns about speaking. Namely, by increasing motivation in learning speaking. According to Bakar (2014), motivation is a dynamic aspect of human psychology and action that determines how people want to spend their time, how much energy they expend on any given assignment, how they think and feel about the job, and how long the assignment lasts.

Motivation is defined by Sudirman (2012) cited in Bakar (2014) as the overall driving force among learners in learning activities. Motivation is effective for ensuring the consistency of learning activities and providing instructions for learning activities, so that the objectives sought by the learning subject can be achieved. Students who have learning motivation will pay attention to the lessons presented, read the material so that they can understand it, and use certain supporting learning strategies. Regarding to the importance of motivation in learning as stated above, Hamalik (2002) cited in Bakar (2014) said "Motivation is very important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation".

In line with the statements above, it is not wrong to give high motivation to English language learners to overcome speaking difficulties that they have been facing. That is because motivation in learning is an internal and external impulse that induces an individual people to act or reach the destination so that there are supposed to be changes in their actions (Nashar, 2004 cited in Bakar, 2014). Another thing, it is also because of motivation can also help learners to achieve goals in learning second language easily. It is relevant to Norris (2001) cited in Ihsan (2016) who stated that motivation with regard to the aim of learning a second language was recognized as the orientation of the learners.

A research that has motivation and speaking as variables was conducted by Ihsan (2016). The research aims to find out students' motivation in practicing speaking English in Easy-Speaking Course. The results show that the learner's effort in practicing speaking English is 56.1 percent, the learners' interest in practicing speaking English is 49.7 percent, the learners' attitude towards practicing speaking English is 59.9 percent, and the learners' desire in practicing speaking English is 71.43 percent. By considering the things that have been described above, the researcher also conducted a research with motivation and speaking as the variables. But, more specifically, motivation in helping English language learners overcoming their difficulties in speaking. This study aims to find out how many students were helped by their own motivation in overcoming speaking difficulties, and to find out what motivations helped students the most in overcoming speaking difficulties.

## **THEORETICAL FRAMEWORKS**

### **Speaking**

Speaking is considered as a major skill to be mastered by students in terms of communication need. This is because the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. According to Widdowson (1998) cited in Ihsan (2016), speaking is the oldest and most universal way for human being to express their thought and feeling. Besides, Rakhmanina & Kusumaningrum (2017) define speaking as the heart of learning English. Speaking as one productive skill offers a real result for someone who learn a foreign language. It is considered as the most important skill for business and government officers as it is the main communication tool worldwide. Moreover, Brown (2001) cited in Sitorus (2018) stated that speaking as productive skill in communicative competence besides writing, listening, and reading skills. He further says that it is an interactive process of constructing meaning that involves producing and receiving and processing information.

Among other language skills in English, speaking ability or also known as a productive ability is a major skill that creates meaning through the use of verbal and non-verbal symbols in a variety of contexts coherently and properly as it is message-oriented as good for communication.

### **Causes of Speaking difficulties**

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. According to Ur (1996) and Rababah (2005) cited in Quinn (2014) and Juhana (2012), there are many factors that cause difficulty in speaking, and they are as follows:

1. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all.
2. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.
3. Students often have no ideas about what to say, so they tend to keep silent.
4. Fear of Mistake. As argued by many theorists, fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom. With respect to the fear of making mistake issue, Juhana (2012) adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.
5. Shyness. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Actually, the students felt of shyness makes their mind go blank or that they will forget what to say.
6. Lack of Confidence. It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partners do not understand what they say or when they do not understand other speakers. In this situation, they would rather keep silent while others talk.
7. Lack of Motivation. Motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. According to Juhana (2012) further adds that motivation is an inner energy. From the motivation the students will enhance their study interest.

### **Definition of Motivation**

Shunk, Meece, and Pintrich (2014) described motivation as a mechanism that promotes and sustains targeted behaviors. This means that motivation is an energized internal state that results in goal-oriented behavior. Motivation involves objectives that provide impetus and direction for activities and require physical or mental activity. It indicates that motivation is essential to the maintenance of operations.

Another definition comes from Harmer (2007) cited in Riyanti (2019) who states that motivation means some kind of internal drive which pushes someone to do things in order to achieve something. Moreover, Gardner (1985) cited in Riyanti (2019) stated that motivation as a complex of construct, involving effort and desire, as well as a favorable attitude toward learning the language at hand. Motivation is also related to other influences that have affected the energy and course of the behavioral factor, such as desire, need, meaning, attitude, aspiration and rewards.

Based on the definitions above, it can be concluded that motivation is the act or process which can influence someone to do something in order to achieve something. It also related to other influences that have affected the energy and course of the behavioral factor, such as desire, need, meaning, attitude, aspiration and rewards.

### **Kinds of Motivation**

According to Gardner and Lambert (1972) cited in Inngam & Eamoraphan (2015) the motivation can be divided into two types, they are integrative and instrumental motivation. Besides, Harmer (1991) cited in Husna & Murtini (2019) explains that in cognitive viewpoint, there are two kinds of motivation, those are extrinsic and intrinsic motivation. In this study the researcher focuses on intrinsic and extrinsic motivation which explained as follow:

### ***Extrinsic Motivation***

Extrinsic motivation is motivation to do a work or an activity as a means or way to achieve a target (Mahadi & Jafari, 2012). Extrinsic Motivation is learning activity that occurs from the encouragement and someone's need that absolutely not related to the activities of their own learning. Individual motivated extrinsically if that individual chooses an easy task, routine, simple and predictable, working to get prize, depending on help of others, less confident to express their opinions, and using external criteria in determining success and failure. This is in line with Harmer (2001) cited in Husna & Murtini (2019) stated that extrinsic motivation is the result of any number of outside factors, such as the need to pass an exam, the hope of financial reward or the possibility of future travel.

Dörnyei (1998) cited in Gilakjani et al. (2012) defined the terms extrinsic motivation as the motivation that refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. For example, if parents are angry at a learner for not studying and then the learner studies in order to avoid being scolded, we can say that the learner's action is extrinsically driven.

### ***Intrinsic Motivation***

Intrinsic motivation refers to motivation to engage in an activity for its own sake (Pintrich & Schunk, 2002, p. 245). It intrinsically motivated learners take part in activities because they think the activities are enjoyable. Dörnyei (1998) cited in Gilakjani et al. (2012) defined the terms intrinsic motivation as the motivation that refers to the motivation to engage in an activity because that activity is enjoyable to do, makes the student interested in it and nobody has asked their to do so. This is in line with Lai (2011) who states that intrinsic motivation is animated by personal enjoyment, interest or pleasure, whereas reinforcement contingencies govern extrinsic motivation.

Thus, the intrinsic motivation in English language learning is about the enjoyment of language learning itself. As a result, with intrinsic motivation, a language learner is encouraged to do a task or engage in a classroom activity purely because of enjoyment or fun. This is in line with Brophy (2010) who stated that students may be motivated to learn from a lesson or activity whether or not they find its content interesting or its processes enjoyable.

In general, both extrinsic and intrinsic motivation are crucial in the success of learners in all levels of their education (Susanto, 2018). Pintrich and Schunk (2002) stated that intrinsic and extrinsic motivation are time and context dependent. Learners can lose their intrinsic motivation for activities they formerly enjoyed. One reason is that their interests may change with age. Things in which they are interested during childhood may not continue to motivate learners when they become older. In addition, there is an undermining effect of intrinsic motivation. Ichikawa (2001) cited in Takahashi (2018) stated that when a reward is given from the outside for doing certain activities that learners have been doing just for enjoyment, learners come to recognise these activities as a means of obtaining reward and their intrinsic motivation can decrease.

### **Factors Affected Motivation**

#### ***Factors affected extrinsic motivation***

According to Brophy (2010) and Ur (1996), there are some factors that will affect students' extrinsic motivation. The first factor is teacher. Teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who needs to inspire students to do learning exercises. There are duties of the teacher in inspiring students; build a successful learning environment, provide a suitable content, vary the process, and the main one is the teachers' characteristics, such as; personal teaching quality, modeling and excitement, care and constructive expectation.

The second factor is parent. The factor which influences a lot in learning is parents, because students learn their language and attitude from their parents. Parents with who not overly protect seem to instill high achievement motivation in their children, parents who encourage their children to try new things and who reward them for high performs, establish it. On other hand, parents who overly protect their children and punish them for failure tend to raise children with low motivation.

The third factor is environment. Schools are complex environments where the collective skills, knowledge, and practices of culture are taught, shaped, encouraged, and transmitted. Teachers are challenged to provide affective and explicit instructions that maximizes students acquisition of concepts, skills, and information, and students are challenged to remain attentive, responsive, and engaged to benefit from these instructional opportunities.

The fourth factor is success and its rewards. Learners who have been successful in past tasks are more likely to engage actively in future tasks and have greater confidence in their ability to learn. Learners are aware of their own success as well as to help them develop an ability to recognize success on their own.

The fifth factor is failure and its penalties. Learners should be aware that they are failing if they are not making satisfactory progress, but they should also know that occasional failures are normal in any learning experience and they should not be ashamed of them but learn from them and use them constructively in order to succeed next time.

The sixth factor is authoritative demands. Younger ones, but teachers should try to find a balance because too much authoritative demands by the teacher will make learners dependent on the teacher and will not allow them to develop personal responsibility for their learning, while too much freedom and autonomy may lead to lowering of effort and achievement and learner dissatisfaction.

The seventh factor is test. If they are not used too often, tests may be motivating for learners because when they know that they are going to be tested they will invest more time and effort to learn the material than when they are simply told to learn it.

The last factor is competition. Learners are often motivated to do their best when they take part in a competition. However, teachers need to be aware that individual competition can be stressful for people who find losing humiliating and so should opt for group competitions because they tend to be more enjoyable, less tense and equally motivating.

### ***Factors affected intrinsic motivation***

Harmer (2001) cited in Husna & Murtini (2019) points out there are some factors that will affect students' intrinsic motivation, those are as follow: 1) Student's intrinsic motivation will be affected by challenge. Students are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty; 2) Recognition. Students feel satisfaction when others recognize and appreciate their accomplishments; 3) Curiosity. Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activities; 4) Control People have a basic tendency to want to control what happens to them; 5) Students' interest can affect their motivation to learn something because if students interested to one topic or subject, they can learn the subject continuity, easily and also learn it individually not because their teacher asked them to learn; 6) Students use mental images of things and situations that are not actually present to stimulate their behavior; 7) Students feel satisfaction by helping others achieve their goals; 8) Need.

### **METHOD**

This study used a quantitative research design. According to Leavy (2017), quantitative research is characterized by deductive approaches to the research method intended to assert, disprove or add credence to current theories. This method of study includes the measurement of variables and the testing of relationships between variables to establish associations, correlation, or causal relationships. Besides, according to Edmonds & Kennedy (2017), quantitative research refers to the application of the systematic steps of the scientific method and using quantitative properties (i.e., numerical systems) to research the relationships or effects of specific variables. It also referred to as a deductive process and iterative in nature. That is, a theory is supported or not, based on the findings, expanded, or refined and further tested.

In this study, the data were collected by using questionnaire as an instrument. According to Johnson & Christensen (2017), questionnaire is a self-reported data collection method that each research subject conducts as part of a research sample. It used to collect information on the emotions, feelings, behaviors, opinions, values, expectations, personality and behavioural

intentions of the study subjects. There are three types of questionnaire: structured, semi structured and unstructured questionnaire. Besides, questionnaire also contains some type of question. There are three types of questions item: open-ended questions and close-ended questions (Cohen et al., 2018). The researcher chose structured questionnaire with close-ended questions in this study.

Population is group of individuals who targeted, has characteristic and has certain requirements related to the research. Besides, sample is the subgroup of the target population that represents the population and is used as a source of research data. This is in line with Creswell (2012) that stated "a population is a group of individuals who have the same characteristic and a sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population."

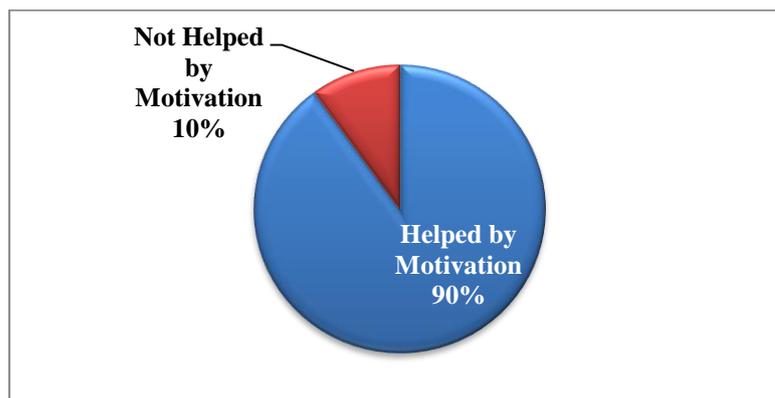
The population of this study was the third year English Education Study Program students of Suryakancana University which consists of three classes. Besides, the sample of this study were 30 third year students of English Education Study Program of Suryakancana University.

Questionnaire was distributed to 30 students of the third year English Education Study Program students of Suryakancana University on 25<sup>th</sup> of November 2020. The researcher provided the questionnaire containing question number 1 until 12 on Google Forms and used Indonesian language to make the participants easy to understood and get the point of all the statements given. The answer choices for each question were only 'Yes' or 'No'. The researcher give a link of the questionnaire via personal chat on Whatsapp and the respondents filled it through their Smartphone. The researcher told the respondents that they would be allowed to complete the questionnaire in one time and the time to complete the questionnaire was about one weeks.

## **FINDINGS**

The diagram below shows that 90% students, or 27 students of 30 students were helped by their motivation in overcoming speaking difficulties. That means that motivation has a big role in teaching-learning process. That is in line with what Filgona et.al. (2020) said that motivation is the key to success in the teaching-learning process.

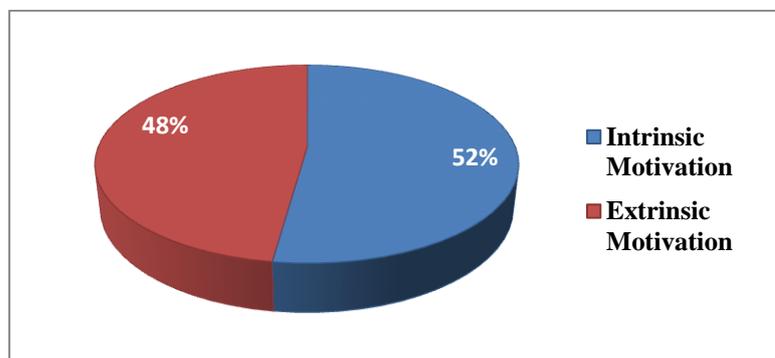
**Figure 1. The Percentage of Students Were Helped and Were Not Helped by Motivation**



Another thing, a fact that students were helped by their motivation in learning are supported by a statement stated by Filgona et.al. (2020), that is "Motivation is important in getting students to engage in academic activities. It is also important in determining how much learners will learn from the activities they perform or the information to which they will be exposed to. Learners who are motivated to learn something use higher cognitive processes in learning about it". Motivation itself is a mechanism that begins with a physiological or psychological impairment or need that causes an action or motivation directed at a purpose or reward (Luthans, 2012 cited in Filgona et.al., 2020). According Filgona et.al. (2020), motivation stimulates learners to think,

concentrate, and learn effectively. That is why motivation is considered as one of important things to have by the students in order to reach the learning's goals.

Figure 2. The Percentage of Kinds of Motivation who were Helped Students



The diagram above shows that Intrinsic Motivation has a largest percentage, which is 52%. It means that Intrinsic Motivation is a kind of motivation that helped students the most in overcoming speaking difficulties. Since motivation is considered as an important factor that has a positive influence in any educational learning process especially in learning second language by Rehman et.al. (2014), no wonder if Intrinsic Motivation which is one of several kinds of motivation has the same role too. Intrinsic Motivation is motivation that comes from within the students themselves, which indirectly helps the students in learning. According to Deci (1971) cited in Jovanovic and Matejevic (2014), intrinsic motivation intrinsically motivated behaviours as those that are engaged in for their own sake, in other words, for the pleasure and satisfaction of performing them. Most students are helped by their own inner motivation, so intrinsic motivation is the type of motivation that most helps students with overcoming speaking difficulties. This is what supports a statement put forward by Javanovic and Matejevic (2014) that motivation is often considered as an inner drive for behaving or acting in a certain manner.

## CONCLUSION

From the findings found in this study, it can be concluded that Motivation has an important role in overcoming speaking difficulties. It is proved by the fact that 90% students in this research were helped by their motivation in overcoming their speaking difficulties. It also can be concluded that intrinsic motivation helped the students the most in overcoming their speaking difficulties, 52% which was obtained by intrinsic motivation is a proof that intrinsic motivation also has an important role for helping the students in overcoming their speaking difficulties.

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