

An Analysis of Students' Speaking Ability in Retelling Story on Descriptive Text at D3 Midwifery

Yulinda Oktaviana Harahap¹, Yulina Oktaviani Harahap¹

¹ Akademi Kebidanan Baruna Husada Sibuhuan, Indonesia

*) Corresponding Author: yulindaoktaviana@gmail.com

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Abstract

This research aimed to assess students' speaking abilities and identify the most common issues faced by students at Akademi Kebidanan Baruna Husada Sibuhuan. This research analysed students' speaking challenges based on five components: pronunciation, grammar, vocabulary, fluency and comprehension. This research was conducted qualitatively. The number of samples obtained only 21 students. The researchers employed a speaking exam. The Instrument for research. This study used video students' performance when retelling descriptive material. Then the researcher transcribed the videos into scripts and asked raters to submit scores. The study indicated that students' speaking ability in repeating stories had an average score of 3, indicating a good level. The articulation component, the students' cruel score was 2.8 focuses, whereas linguistic use got 3.5 focuses. Taking after that, lexicon component was 3.2 focuses, then again on familiarity, it was 2.7 focuses. The final, the students' normal score on the component of comprehension was 2.8 focuses. At long last, it can be concluded that the most prevailing issue confronted by understudies in talking was the familiarity component.

Keyword: *Students' Speaking Ability, Retelling Story, Descriptive Text*

I. INTRODUCTION

Talking about mastery of English, especially for students, means students must have good ability, Communication ability, because of that communication a very important part of the English language significant that students have to do it communicate and express their opinions. The Opinions and considerations with other people and also to support them verbally communication gets better. As a result, being able to speak well helps students to interact, provide their knowledge, thoughts, or feelings and other people, especially when they want to using English as an International language when students communicate in English, it is not as straight forward as we might assume.

Through the researcher's experience during teaching practice at Akademi Kebidanan Baruna Sibuhuan, it has been observed that the students continue to encounter various challenges in learning English, particularly in their speaking abilities, including when it comes to pronunciation, grammar, and vocabulary, there are challenges that students face. In terms of pronunciation, most students struggle to pronounce words correctly, even though they have always referred to the words in their handbooks. Regarding grammar, students often find it difficult to change and utilize the correct subject. Likewise, in vocabulary, they consistently struggle to select the right words to articulate their thoughts. These elements are crucial for students to achieve mastery in English. Despite having dedicated a significant amount of time in formal education to learning English, only a small number of students can speak English fluently.

One of the enormous issues that frequently happen, and the things that continuously happened in English lesson are when the educator inquire or portray something in English, most of the understudies quiet and favored to be calm without any dialogs any longer. It happened since of a few reasons like they anxious

to create a botches, feel so modest with their companions, cannot talk English smoothly, and in some cases inaccurate in elocution and linguistic used.

Hence, understudies were regularly on edge to conversation since they feel uncertain and as a result, they were exceptionally frightened to begin their talking especially when they were required to talk before the course. These issues require our consideration in arrange to attain the objectives of educating talking itself, but in some cases we cannot force them since the understudies moreover have diverse point of view almost English. As we know that most of the understudies contend that English is exceptionally trouble some to be learned, hence they continuously think that no matter how difficult their endeavors, it is still futile. This point of view, of course, make them cannot talk English well.

According to Ladouse (1991), speaking is defined as the ability to express oneself in a situation, the ability to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently. In expansion, there are different components that impact students' capacity in talking; it can cause by inner and outside variables. The inside variables incorporate the students' inspiration and intrigued toward talking itself whereas outside components incorporate the strategy that utilized by the instructors conjointly the offices that bolster them in instructing and learning handle.

In this manner, the analyst analyzed the students' issues in talking based on five components of talking which are articulation, linguistic use, lexicon, familiarity and comprehension at that point, centered to discover out in which viewpoints is the foremost troublesome for the understudies at the Moment Review Understudies at Akademi Kebidanan Baruna Husada Sibuhuan.

Literature Review

The Components of Talking Concurring to Harris (1996) talking may be a complex aptitude that needs a number of diverse abilities to be utilized at the same time that frequently creates at distinctive rates. Concurring to his hypothesis, the talking component comprises of articulation (counting the segmental highlights - vowels and consonants – and the push and sound designs), linguistic use, lexicon, familiarity (free discourse and speed), and comprehension. Each component will be clarified below:

a. Pronunciation

Agreeing to Richards and Schmidt (2010), Pronunciation is the way a certain sound or sounds are delivered. Not at all like enunciation, which alludes to the genuine generation of discourse sounds within the mouth, elocution stresses more the way sounds are seen by the listener. In expansion, Redman (1997) expressed that the only way you'll be able be beyond any doubt around the elocution is to memorize a few phonetic images which tell you the pronunciation. From both theories, we know that articulation alludes to the sound delivered by our discourse organs. therefore, to discover out the proper pronunciation of the words, ready to learn phonetic images that are more often than not found in dictionaries, since a letter can have distinctive articulations in case they are in different words.

b. Grammar

Crystal (2008) said that linguistic use is a central term in linguistics, but one which covers a wide range of phenomena, being utilized both in mass thing and number thing faculties (as 'grammar in general' and 'a linguistic use in particular'). Based on this theory, it shows that grammar has a very important role in language learning, and then the place for grammar should not be ignored. Therefore, in learning speaking studies need to focus on forms and grammar without exception.

c. Vocabulary

As mentioned by Hewings (1990), simple activities that you can use regularly to help students to improve pronunciation while learning or revising vocabulary. In other words, learning vocabulary can moreover make strides our capacity to articulate the vocabulary itself.

c. Fluency

Fluency is the component that gives discourse the qualities of being common and ordinary, counting the utilize of delaying, cadence, sound, stretch, rate of talking, and utilize of add and intrusions (Richards and Schmidt, 2010). In expansion, familiarity speaks to a level of somebody's communication aptitudes. In brief, in the event that we can talk fluidly it can be said that we have great communication capacity. Hence, understudies are anticipated to be able to talk easily, particularly in English.

d. Comprehension

Comprehension is the component that gives discourse the qualities of being common and ordinary, counting the utilize of delaying, cadence, sound, stretch, rate of talking, and utilize of add and intrusions (Richards and Schmidt, 2010). In expansion, comprehension speaks to a level of somebody's communication aptitudes. In brief, in the event that we can talk fluidly it can be said that we have great communication capacity. Hence, understudies are anticipated to be able to talk easily, particularly in English.

Common Concept of Retelling Story Concurring to Yahla (2013) the root of retelling is re-tell, the based root is tell which is included work starting "re" that has meaning once more. Whereas, the meaning tell is giving data almost something. Based on this term, we know that retelling story implies that the movement to retell a theme or something with others, and as a rule retell it by utilizing their expression, sound and others to form the audience appreciate and easy to get it the subject. At that point, the individual who retells the story called story teller.

Furthermore, retelling story can be characterized as an movement to retell a subject by the story teller by utilizing their capacity to express and convey the story in arrange to make the audience can be simple to get it. As specified by Morrow (2015), retelling stories is another dynamic strategy which will help comprehension, concept of story structure, and verbal language. It means that, by retelling there is a possibility for the speaker and listener become easier to understand the story orally.

In expansion, concurring to Hirai and Koizumi (2009), the key term story retelling can be characterized by clarifying each word independently. To begin with, retelling alludes to duplicating a story orally in English. Whereas a story is characterized as any sort of composed portrayal comprising of two or more sentences that are associated to one another. In brief, a story implies, a segment that comprises of a few parts and are interconnected that can be retold to others verbally called a retelling story.

Ilham, Bafadal, M. F., & Muslimin. (2019) describes the students' ability in speaking was on a good level. In line with the previous study, Rosmiaty, et. al., Rosmiaty, Ratnawati, & Hasnilatuk. (2019). Students' Ability in Using Direct and Indirect Speech of English Department Students at Universitas Muslim Indonesia. *ELT Worldwide, Airasian*, P. (2006). Reveal that students' speaking ability in speech class is dominant in the low score level. Besides, Rukmaryadi, et. al., (2020) show that the English lecturer already applied the stages of teaching English through reading materials on certain topics but lacked oral activities in the first week of teaching but with more speaking in the second-week activities after the researcher holds a lengthy discussion.

Moreover, an examinee can retell a story either in a diverse way or within the same way as the first, adjusted from Chaudron in Hirai and Koizumi (2009). It implies that, when a story teller passes on stories they may tell it in comparable way with the first content or tell in another way whereas utilizing facial expressions, sound, signals and others.

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Descriptive Text

There are different sorts of content, one of them is clear content. Kane (2000) said that, portrayal is approximately tactile experience-how something looks, sounds, tastes. Generally it is almost visual involvement, but moreover bargains with other sorts of recognition. So also with Oshima and Hogue (2007) who expressed that clear composing offer to the faculties, so it tells how something looks, feels smells, tastes, and/or sounds. A great depiction could be a word picture; the peruser can envision the protest, put, or individual in his or her intellect. In brief, expressive content tells approximately the portrayal of the appearance and the characteristics of the things being depicted. Oshima and Hogue (2007) too expressed that in a clear section, the more subtle elements you incorporate, the more clearly your peruser will envision what you're depicting. Your subtle elements ought to request to the five faculties. They ought to tell your peruser how something looks, smells, sounds, feels, and tastes. Compose approximately colors, sizes, shapes, odors, clamors, and surfaces. In brief, in clear content the more detail the characteristics merely specified be more clearly for your audience or peruser approximately the things you clarified.

a. Vocabulary

According to Hewings (1990), basic tasks that can be used consistently will assist students in enhancing their pronunciation while they are learning or reviewing vocabulary. In other words, acquiring vocabulary can also enhance our capacity to pronounce the words accurately.

b. Fluency

Fluency is the component that gives discourse the qualities of being characteristic and typical, counting the utilize of delaying, beat, sound, stretch, rate of talking, and utilize of contributes and interferences (Richards and Schmidt, 2010). In expansion, familiarity speaks to a level of somebody's communication abilities. In brief, in case we can talk smoothly it can be said that we have great communication capacity. Subsequently, understudies are anticipated to be able to talk smoothly, particularly in English.

e. Comprehension

Comprehension is the distinguishing proof of the aiming meaning of communication, either composed or talked. This prepare is dynamic in drawing data both from the message (bottom-up handling) and the foundation, setting, and reason or deliberate of the audience and the speaker (top-down). In brief, comprehension alludes to the precision and fittingness of the data accessible with the data passed on by somebody when talking. In conclusion, all the components specified over are exceptionally vital in talking since they have a really near relationship and association. In this manner, in learning talking understudies are anticipated to ace all these components in arrange to move forward their talking aptitudes.

The Basic Idea of Storytelling Yahla (2013) asserts that the foundation of recounting is re-tell, the based the root is tell, which is the additional labour that starts with "re" and has meaning once more. On the other hand, the word tell is providing details about something. According to this definition, recounting a

narrative involves having someone else retell a topic or object, usually utilising their expression, intonation, and other elements to make the subject interesting and simple for the listener to understand. The storyteller is thereafter the one who recounts the tale.

Additionally, recounting a story is an activity in which the storyteller uses their expressive and delivery skills to retell a topic in a way that the listener may easily grasp. According to Morrow (2015), recounting stories is an additional active technique that can improve oral communication, comprehension, and idea of story structure. It implies that there is a chance that recounting will make it simpler for both the speaker and the listener to comprehend the story orally.

Furthermore, the crucial term "story retelling" can be defined by elucidating each word independently, claim Hirai and Koizumi (2009). First, reciting a narrative aloud in English is known as retelling. A tale, on the other hand, is any kind of written description that consists of two or more related phrases. A narrative is, in essence, a piece that may be orally repeated to others and is composed of multiple interwoven parts. This type of story is known as a retelling story. Besides, an examinee can retell a story either in a diverse way or within the same way as the initial, adjusted from Chaudron in Hirai and Koizumi (2009). It implies that, when a story teller passes on stories they may tell it in comparable way with the first content or tell in another way whereas utilizing facial expressions, sound, signals and others.

Based on these clarifications, it appears that retelling story can be apply in instructing and learning English particularly in talking expertise. It is since by doing this movement the understudies havethe opportunity to hone their talking. Whereas for the instructors, this movement can be a way to discover out the students' talking capacity. As Ellis and Brewster in Pirdasari (2017) expressed that, story implies a way to create the potential of children as learners. In brief, story can offer assistance us to distinguish the students' capacity in learning, in this case their talking aptitude.

Kane (2000) said that, depiction is almost tactile experience-how something looks, sounds, tastes. For the most part it is approximately visual encounter, but too bargains with other sorts of discernment. Additionally with Oshima and Hogue (2007) who expressed that the descriptive composing request to the faculties, so it tells how something looks, feels smells, tastes, and/or sounds. A great depiction could be a word picture; the peruser can envision the question, put, or individual in his or her intellect. In brief, descriptive text tells approximately the depiction of the appearance and the characteristics of the things being depicted.

Oshima and Hogue (2007) moreover expressed that in a graphic passage, the more points of interest you incorporate, the more clearly your peruser will envision what you're portraying. Your points of interest ought to offer to the five faculties. They ought to tell your peruser how something looks, smells, sounds, feels, and tastes. Compose around colors, sizes, shapes, odors, clamors, and surfaces. In brief, in expressive content the more detail the characteristics that you just said be more clearly for your audience or peruser approximately the things you clarified According to Pardiyono (2007) in Rosbaida (2017) the non-specific structure of expressive content are distinguishing proof which presents the character or subject that will be portrayed and portrayal which depicts the characters, illuminate the highlights of subject, such as character, behavior, and qualities.

II. RESEARCH METHOD

The plan of this inquire about was a subjective inquire about. Subjective investigate is the inquire about that done by utilizing investigation with a subjective approach. As expressed by Cheerful, et al (2006)

subjective investigate is the collection, examination, and translation of comprehensive story and visual (i.e., nonnumerical) information to pick up experiences into a specific marvel of intrigued. Subjective inquire about strategies are based on distinctive convictions and planned for diverse purposes than quantitative investigate strategies. So also with Bryman (2012) who expressed that subjective inquire about could be a research strategy that as a rule emphasizes words instead of evaluation within the collection and investigation of information. In brief, subjective investigate tends to analyze the wonder than utilizing number to depict it.

This inquire about was conducted at Akademi Kebidanan Baruna Husada Sibuhuan. It is found. The time of this inquire about begin from Eminent to Oktober 2024. The population of this inquire about was the second-grade understudies at Akademi Kebidanan Baruna Husada Sibuhuan that which comprises of 43 understudies. The analysts chose course II.2 as a test with the add up to number of the understudies were 28 understudies through purposive procedure examining.

In collecting information, the analyst utilized a talking test as an instrument. For the most part, the test can be deciphered as a apparatus utilized to degree information or authority of measuring objects towards a certain set of substance or fabric, Sudaryono (2017). Subsequently, information collection procedures are required to get information and total the data required in this consider. At long last, the analyst chosen to take the inquire about information through Whatsapp. After collecting the information, the analyst was inquired two raters to analyze and provide the scores by utilizing scoring rubric of talking ability which received frame Brown (2003). In order to classify the students' level in speaking, the scale that used as follow:

Table 1. The Classification of Students' Speaking Ability

Score	Level of Ability
4.2-5.0	Excellent
3.4-4.1	Very good
2.6-3.3	Good
1.8-2.5	Poor
1.0-1.7	Very Poor

Adapted from Arlin in Yanti, 2017)

III. RESULTS AND DISCUSSION

The analyst conducted a talking test to induce the information. The analyst inquired the understudies for retelling a Descriptive Text about Taj Mahal India. At that point, the score of the test comprise of five Indicators. The Indicators measured were pronunciation, grammar, vocabulary, fluency and comprehension.

The number of samples obtained only 21 students. In other words, there were 7 students who did not send their recordings since there were no news or clarity. The result of the speaking test can be seen as follow: From the information appeared by the figure, we are able see that the students' talking capacity within the articulation component the normal score was 2.8. In this case, the articulation blunders that are regularly found by analysts in understudies are words that are not common and they once in a while utilize in day by day communication.

For that reason, when they need to specify the new word they got to grab and conclusion up misspeaking it. In rundown, in spite of the fact that there are still numerous errors and the complements are some of the time new, by and large their elocution was still "great" since these articulation mistakes once in a while irritate the listener's understanding.

Furthermore, the average of the students' speaking ability in grammar component was 3.5, and from five components of speaking ability, this is the highest average scores. From this research, the researcher found that only a few students made mistakes in using grammar. This happens because in retelling the descriptive

text, the researcher has provided the topic and the text. So, when retelling the text most students tend to be fixated on the text that has been given. However, there were students who mistakenly use grammar, especially in the use of "s" in a word which means plural and singular. They often use "s" in singular words, and vice versa. In conclusion, most of students rarely make mistakes and still have good control in grammar. As a result, the students' speaking ability in grammar component was categorized very good.

In addition, the graph was moreover appears that the normal of students' talking capacity in lexicon component may be a bit lower than linguistic use, which is 3.2. As for the reason since they frequently mispronounce the word, so that the word they say has exceptionally diverse meaning from the setting that was already told. In any case, this misappropriate of lexicon as it were happens in few words along their performed. So the conclusion is in spite of the fact that their lexicon information is still restricted, they are still able to get it and retell the content. As a result, the students' talking capacity in the lexicon component was categorized good.

Then, the average of students' speaking ability in fluency component was 2,7. It was the lowest average of the five components of spe. In this case, the researcher saw that during their performances the students often paused, repeated mentioning words and pronounced words incompletely. However, not all the students have problems with fluency, because there are still some students who have good ability to speak fluently. For that reason, the conclusion for the students' speaking ability on the fluency component is still categorized "good" because they can still handle it.

Lastly, the average of students' speaking ability in comprehension component was 2,8. It has several reasons such as their lack of understanding with the text retold; consequently most of them are not sure what the text describes about. Therefore, it is concluded that the students' speaking ability in the comprehension component is still categorized "good". In conclusion, the average score of the second-grade students' speaking ability in retelling descriptive texts was 3 which categorized as "good level". Furthermore, from the results of these data it can be concluded that the most dominant problem faced by students in speaking is fluency component.

The conclusion and suggestions. This research was conducted at this. The Akademi Kebidanan Baruna Husada Sibuhuan. It's based on that. Two scores have been scored. The raters were rated by raters and analyzed by the researcher. It can be concluded as follows. The average student's average score pronunciation component was 2.8 points. Even though they're often not. Incorrect in pronunciation, it does not affect with the listener's understanding and categorized as good level.

Secondly, the students' speaking ability in term of grammar was 3,5, because only few students who made mistakes in using grammar and their control in grammar still good. As a result, the students' speaking ability in grammar component categorized as very good level.

Thirdly, the students' vocabulary is still limited, they rarely have to grope. In addition, inappropriate Vocabulary also occurs in a few words, accordingly it can still understood by listeners. Therefore, the student's speaking ability score. The vocabulary component was 3.2 and categorized as very good level.

Fourthly, the students' speaking ability score in the fluency component was only 2.7 and became the lowest score because students still often paused, repeated, and groped when they wanted to mention certain words. However, it was categorized as good. Because still there are some students. who can speak fluently. The students' speaking ability score on the comprehension component was 2.8, which was regarded good since they were able to retell the descriptive text using the general format despite not understanding the content. The study found that second-grade students at Akademi Kebidanan Baruna Husada Sibuhuan had good speaking ability in retelling descriptive texts, with fluency being the most common problem. The researcher will provide suggestions based on the study's findings.

IV. CONCLUSION

This study was conducted at Kademi Kebidanan Baruna Husada Sibuhuan to assess the speaking abilities of second-grade students in retelling descriptive texts. The results indicated that the overall speaking ability of the students was at a "good" level, with an average score of 3.0. Specifically, the students performed relatively well in grammar (3.5) and vocabulary (3.2), while pronunciation (2.8), fluency (2.7), and comprehension (2.8) showed areas needing improvement. The most significant challenge faced by students was in fluency, where they often paused and struggled to articulate their thoughts smoothly. In summary, while students demonstrated good speaking abilities, there remains a need for targeted interventions to enhance their fluency and overall confidence in speaking English.

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