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# PROCEEDING

International Conference on Higher Education

*Enhancing Competitiveness in Asia*

Malang, October 27-28 2017

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**Sanksi Pelanggaran Pasal 113  
Undang-Undang No. 28 Tahun 2014 Tentang Hak Cipta**

1. Setiap Orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp 100.000.000 (seratus juta rupiah).
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**Editor:**

**Putu Dian Danayanti Degeng**

**Arcci Tusita**

**Nia Budiana**

**Faculty of Cultural Studies**

**Brawijaya University**



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# Welcome Remarks

Welcome to the International Conference on Higher Education 2017.

On behalf of the Organizing Committee, we have the great pleasure to invite all of you to the International Conference on Higher Education (ICHE) to be held from 27 – 28 October 2017 in University of Brawijaya Malang, Indonesia.

The theme echoes the urgent call for “Enhancing Competitiveness of Higher Education in Asia.” The choice of the theme is befitting with the fact that universities in Asia have come to a very tight competition to be on the list of the world university rankings such as QS World University Rankings and Times Higher Education. They are deemed to be significant to indicate not only the quality of a university, but also the quality of education in a country. The theme is further divided into sub themes: (1) lecturer resources, (2) student acceptance and selectivity, (3) curriculum, (4) research and publication, (5) technology, and (6) administration.

We are honored to have outstanding speakers from around the world. These remarkable individuals are going to shed light on the possible strategies to raise level of competitiveness of higher education institutions in the level of international competition by taking into account the managerial aspect to increase the quality of education process.

I hope you will find the conference, including the keynote speakers, the technical sessions and other program events educational and interesting. My thanks go out to the paper reviewers and the keynote speakers who have helped to make this conference a success.

We look forward to meeting you in Malang, Indonesia.

Sincerely,

Prof. Ir. Ratya Anindita, M.S., Ph.D.

Dean, Faculty of Cultural Studies, University of Brawijaya.





# Preface

This book reports the proceedings of the International Conference on Higher Education (ICHE) held in Universitas Brawijaya, Malang, East Java, on 27-28 October 2017. The conference was initiated to commemorate the 55<sup>th</sup> anniversary of Universitas Brawijaya and to foster collaboration between Indonesian universities to enhance their competitiveness in Asia.

The conference was joined by four outstanding keynote speakers from USA, UK, Malaysia and Indonesia. It was also attended by participants from overseas such as Thailand and Libya and from all over Indonesia such as Malang, Jember, Pasuruan, Tulungagung, Surakarta, Yogyakarta, Semarang, Bandung, Jakarta, Makassar and Batam. Moreover, the participants presented 52 outstanding papers and were able to discuss and to exchange fruitful ideas during the conference.

The proceedings consist of 26 papers from the conference covering areas related to higher education involving language teaching, culture and linguistics. The papers had contributed to the success of the conference by offering ideas to enhance the field of language teaching, culture, and linguistics in higher education.

Lastly, I would like to express my deepest gratitude to the members of the organizing committee who have helped to make this conference a success.

Sincerely,

Ika Nurhayani, Ph.D

Head of the Organizing Committee of ICHE



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# Verbal English Learning in Reading, Retelling, Rehearsal and Videotaping (RRRV) Technique

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**Abstract** - RRRV (Reading, Retelling, Rehearsal, and Videotaping) is a verbal English learning technique which is useful to combine reading ability and retelling a story preceded by doing rehearsal and therefore students' verbal competence can be increased during this process. This research aims to test effectiveness in applying RRRV to merely RRR without V. The subjects are students at faculty of language and literature consisting of group A (RRRV) and group B (RRR) only. Pre-test of English proficiency is given to group A and group B before treatment is presented to both of them. The result of the test is used to ascertain whether the groups are homogenous in terms of their English proficiency. It shows that both groups A and B have equal ability in TOEFL test result, thus both groups are considered to be homogenous and hence different treatment are given to group A and B. After treatments, data is taken from both groups based on post-test result by retelling the content of story and including video-taping for group A and audio-taping for group B. Meanwhile, data taken from questionnaire consists of students' opinion in applying RRRV and RRR method. Data from the test is stored in SPSS version 22 and inferential statistics of independent sample t-test analysis is used to examine if there is significant difference between the use of RRRV and RRR only. The result of questionnaire is analysed using descriptive statistics. Hopefully, the result of this research is able to contribute to the body of knowledge about how to improve verbal English proficiency.

**Keywords**-RRRV, RRR, verbal English learning

## I. INTRODUCTION

There is a growing urgency of the mastery of English, particularly in speaking skill. Educators keep on trying to condition authentic, natural learning atmosphere by providing wide open opportunity to try out and participate, accommodated by integration of two or more language skills like listening-speaking, reading-writing, and reading-speaking. A method that provides such skill integration is Task-Based Language Learning (TBLL), since it assigns students to do several tasks. Ellis (2003) cited in [1] mentions that there are three TBL stages, namely: *pre-task*, *during task*, and *post-task*. While for the task types according to Willis (1998) in [1], there are six task types of TBL: *listing*, *ordering and sorting*, *comparing*, *problem solving*, *sharing personal experience*, and the last is *creative task*. [2] states that TBLL aims to utilise natural process, by practicing activities with conscious rising language. He emphasises on form than meaning in English, similar to learning directly from the native speakers, or living in English speaking countries.

Moreover, [3] state that task-based is an activity to explore language resources at hand leading to apparent English learning outcome. Therefore, in doing so students can participate in producing meaning, synthesising, and doing experiment in language development. In accordance, [4] postulate that task-based in language teaching provides natural context in language usage for English learners so that they have abundant

opportunity in interaction while completing assignment given. Such interaction is considered as something to facilitate language attainment since by so doing students should do their best to reciprocally understand and express themselves.

Language attainment can be through 'acquisition' which occurs in subconscious, and 'learning' by way of conscious process as the result of teaching rules of the target language (TL). [5] claims that input needs to be made interesting therefore with less thinking (unconscious) eventually the language that becomes a means of communication is not mother tongue (compelling). Considering that English texts provide compelling input, learners can be encouraged to pick up language with the absence of knowing that it needs struggle to improve language being studied or not. This research has vital role since learning style by employing interesting input from stories in English texts which are read then retold, rehearsed, and finally videotaped by their peers, facilitates natural process of Second Language Acquisition (SLA). This process stimulates 'input process' in which Learning Acquisition Device (LAD) of TL is being triggered therefore language can be absorbed well subconsciously.

Some English education department students at Kanjuruhan University Malang still possess lack mastery of English speaking ability when they tell stories in English in front of their friends; therefore appropriate technique is needed to boost mastery in speaking. TBLL is introduced since it brings enjoyable English learning atmosphere (in practicing speaking), by reading pleasing English short stories through *rehearsal* after *reading*, *retelling* after *reading*, and *videotaping* after *reading* at the end. These RRRV (*Reading, Retelling, Rehearsal* and *Videotaping*) procedures are applied once in a week and continued until the end of semester.

[6] mentions that there are two fundamental factors in foreign language learning, they are vocabulary knowledge and grammar knowledge. Both bring impact to English speaking performance. Vocabulary knowledge is one of critical factors influencing speaking fluency, without this communication can become impeded. Moreover, Oya, Manalo, and Greenwood in [6] claim that better vocabulary knowledge will result in better verbal performance. In their opinion, accuracy and fluency can improve speaking to be better and this process is believed to be facilitated through doing reading.

Adequate vocabulary knowledge can build confidence during speaking performance, facilitating better story telling, demonstrating language wealth in much extensive coverage, and also exploring it more apparently. Adequate grammar knowledge is also considered as vital aspect in foreign language mastery. Grammar is essential in finding out characteristics of how the language is used which help learners utter comprehensible utterance. To understand how language works, learners should pay attention to grammar.

The most fundamental aim in studying English is to do communication both in verbal (speaking) and written (writing), both are categorized as productive skills in English. However, prior to having speaking and writing proficiency, learners are encouraged to be able to learn two distinct skills which are categorized as receptive skills (listening and reading). Both receptive skills can support and enhance speaking and writing mastery, since in these skills there are many language components including pronunciation, glossary, and grammar which all will interplay during the application of receptive skills. Language processing as such can be adopted by students during the speaking and writing practice.

Listening and speaking are not distinct ability, since one particular ability cannot stand alone and be separated with the other. This is due to the fact that at the time of speaking, one must understand what is being conveyed by the speaking partner. This is also true with reading and writing that they are inseparable

since in the process of reading, the more reading is done the more information we can attain, which eventually can be used as resources to write ideas in our mind. In general, it can be stated that listening proficiency has big impact to speaking mastery whilst reading mastery has strong influence to writing and the fact that they all are inseparable and these four skills can possibly be developed further for the progress of language components. This is supported by [7] who emphasizes on skill integration of speaking and reading to deepen learners' comprehension of reading material, this reveals students' problem in comprehending a text, and the most of all is encourages students to be able to apply information they have read into authentic speaking practice to boost speaking fluency.

Reading in RRRV in this research, builds up learning condition by integrating several skills in that while reading the text, the students need to listen to native speakers' voice explanation in the video, and during watching it students can at the same time do note-taking for important information.

The next procedure is retelling which according to [8] requires readers to organize information in a text to totally express personal opinion. As comprehension strategy, retelling encourages readers to come to the meaning of the text, strengthens story structure elements, requires readers to have capability to differentiate main and supporting ideas in details; reinforces communicating development. As assessment strategy, retelling demonstrates what students comprehend and remember about the story, expresses what is essential in the story, identifies what students know about story structure and literature; demonstrates glossary as well as verbal development.

Doing rehearsal is believed by [9] as glossary learning strategy commonly employed by both teachers and students. According to Banikowski (1999) cited in [9] that doing it helps collecting information in working memory by keep doing repetition. Moreover, he states that doing rehearsal can later transfer such information into our long term memory. He categorises rehearsal into two, the first is maintenance rehearsal merely by keep rehearsing with memory with the absence of comprehension. The second is elaborative rehearsal by accumulating the link between newly attained information and the one already at hand earlier. This kind of rehearsal will result in information to be stored in long term memory. In brief, rehearsal is a process of collecting information and keeps storing such information in both short and long term memory (Banikowski, 1999) in [9].

RRRV facilitates speaking learning and teaching to be easier, so the process can be more effective and independent. Reading can boost speaking by way of retelling and keep rehearsing prior to videotaping the best performance with own android camera phone. The last procedure in RRRV is videotaping which opens opportunity for students to do self-assessment as well as peer-assessment; it also can boost self-confidence and encourage self-assessment to gain self-improvement. This is in line with [10] who claims that videotaping is a very beneficial activity since students can replay the video which encourages them to identify own inappropriateness and mistake and in the long run they can do self-correction, improve themselves, and perform better ahead. In addition, peer-correction can be as useful material evaluation to improve certain parts that need improvement. Criticising each other may depict not only appearance during speaking performance but also English proficiency.

The advantage of RRRV is supported by [6] who claims that reading can boost speaking performance. In reading texts, students can build up not only vocabulary knowledge but also grammar knowledge, both are needed to be able to communicate better, more fluent and accurate in speaking performance. [8] mentions that retelling is beneficial to improve comprehension and verbal language production, [11] further clarify that

pronunciation mastery gets much more improvement compared to other language components like vocabulary and grammar. In due course, students are encouraged to express opinions based on the context of the story.

This research encourages students' activities which can accelerate speaking ability through post reading activities in these stages: (1) reading, (2) retelling, (3) rehearsal, and (4) videotaping. As in reading, students read text accompanied with tutorial video with native speaker voice explaining related vocabulary, in addition examples of possible word usage are shown to facilitate easier understanding. Later on, the video introduces topic coverage from general to specific one. In the last part of the video, special topic dealing with parts of speech are discussed in detail.

Next, in retelling, students try their best to retell what they have understood from the text. This is done in their own wordings, with no necessity to be exactly similar to the text, the point is that they can develop verbal English production with great confidence without fear of making mistake during speaking because they have already got adequate background knowledge based on the text being read. In Rehearsal, students are asked to read already prepared text and in reading aloud there should be no mistake in doing so both in English sound and intonation. This is done repeatedly until what have been read will not result in mistake. Later on, in videotaping, students videotape themselves with own camera mobile phone.

### **Research Problem**

In general, the research problem of this article is the weakness of speaking skill of English department students in telling the story in front of their friends and therefore an appropriate learning technique is needed namely RRRV technique. Specifically, the problem of this research is formulated as follows:

1. Does the use of RRRV learning technique produce better English speaking ability than merely using RRR?
2. How is the students' response in employing RRRV learning technique?

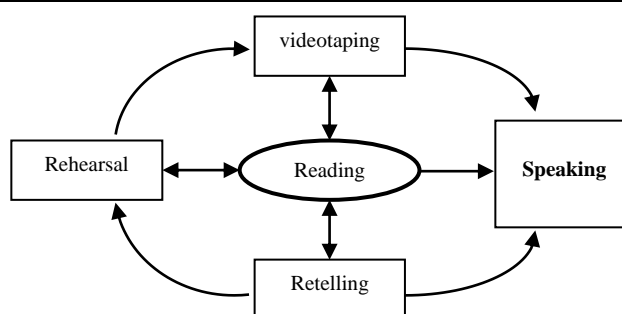
### **Hypothesis**

From what have been discussed earlier as literature reviews, it can be assumed that there is significance difference between employing RRRV technique and merely employing RRR. Therefore, the theoretical hypothesis of this research is that employing RRRV can develop English speaking ability better than employing RRR only.

### **Theoretical Framework**

This research uses theoretical framework as portrayed in Figure 1 below which shows that English speaking development can be gained through reciprocal relationship between Reading-Retelling-Rehearsal and Videotaping meaning that the increase in speaking ability is not solely determined by reading but other variables such as retelling, rehearsal, and videotaping having similar impact as well.





**FIGURE 1. THE DEVELOPMENT OF ENGLISH SPEAKING ABILITY BY WAY OF RRRV (READING-RETELLING-REHEARSAL AND VIDEOTAPING)**

## II. METHOD

The method used in this research is quantitative approach with quasi-experimental research design because there are two groups taking place-one group is experimental and the other is control group aiming to examine the use of RRRV (Reading-Retelling-Rehearsal and Videotaping) learning technique which can improve English speaking ability of intermediate level students. Due to the existence of two groups and the comparison of two data in this research, this is considered as quasi-experimental research. The test result of both data are analysed using independent sample t-test because it compares two different groups.

### Participants

The participants who become the subject of this study are the students of Kanjuruhan University Malang in English Education department who are in intermediate level. They were supposed to be at intermediate level based on the result of TOEFL Paper-Based. The rationale of choosing those participants because they have passed integrated course (listening, speaking reading, and writing) and language components (pronunciation, vocabulary and grammar) and the test result of their TOEFL-Paper-Based is categorized as intermediate. Therefore, the two groups were chosen as they are homogenous in terms of their English proficiency level.

### Instruments

Two kinds of instruments used in this study including test and questionnaire. Test is used to answer the first research question, that is, to measure the students' ability of English speaking performance after RRRV learning technique is applied to the group in comparison to the application of RRR using audiotaping. Next, questionnaire is used to answer the second research question, that is, to find out students' perception after applying RRRV technique for group one and RRR for group two. Finally, the two instruments, test and questionnaire are used to collect quantitative and qualitative data which result are analyzed using SPSS version 22.

### Data Collection and Analysis

The first data were collected from the students' speaking test and the students' performance were recorded using their android-based mobile phone. The recordings were collected and transcribed. The RRRV group records their spoken production using videotaping and the RRR group records their spoken production using audiotaping. Next, the result of the two groups transcription was scored using Harris (1969) scoring rubric which contains components of pronunciation, grammar, vocabulary, fluency, and comprehension using 1-5 band scores so that it reaches the highest score of 25 which is converted into the following formula.

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100.$$

The two group scores were stored in SPSS and analysed using independent sample t-test since it compares two different groups or between-group comparison. The two groups were ascertained to be homogenous before the treatment was given. The second data were obtained from answering questionnaire distributed to the participants after the experiment was conducted. The questionnaire consisting of 22 closed-ended statements was analysed using descriptive statistic by calculating percentage of the participants' answers.

### III. RESULTS

The result of the present study is divided into three sections. The first section is the result of homogeneity between group RRRV (Experiment) and group RRR (Control) measured from the result of Paper-Based TOEFL Test scores. It was found that group RRRV and RRR are homogenous from the Levene's Test for Equality of Variances. There is no significant difference between RRRV group and RRR group because probability that is due to sampling error for equality of variances ( $p=.24$ ) is higher than the significance level ( $\alpha=.05$ ); ( $p > \alpha; .24 > .05$ ) which means that the null hypothesis can not be rejected and therefore both groups are equal in terms of their English proficiency before treatment was done.

The second section is related to the result of the study after the treatment of two different group—the experimental and control group. The experimental group is a group using RRRV technique and the control group is a group using RRR technique. As it was said in the previous section of this paper regarding the measurement of speaking performance based on the scoring rubric containing the domain of pronunciation, vocabulary, grammar, and fluency become one part of speaking performance. It was found that the speaking performance of the two group was significantly different at .05 level since the probability that is due to sampling error was .037 which was lower than the significance level ( $.037 < .05$ ) as it was seen in Table 2.

TABLE 1. MEAN DIFFERENCE IN SPEAKING PERFORMANCE AFTER THE TREATMENT

Descriptive Statistics					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Score of Post Test	RRRV	19	83.37	9.64	2.21
	RRR	21	76.38	10.65	2.32

TABLE 2. EQUALITY OF MEANS BETWEEN EXPERIMENT AND CONTROL GROUP

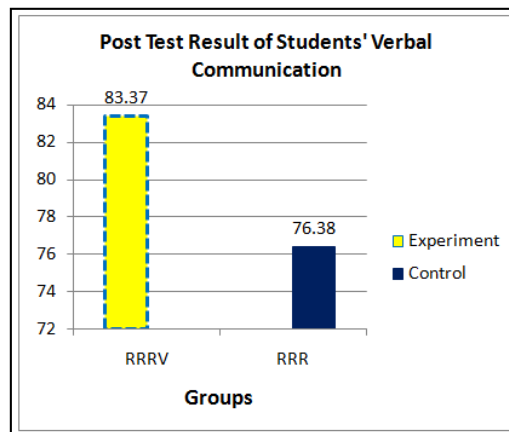
#### Independent Samples Test

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score Post Test	Equal variances assumed	.76	.39	2.1738		.037	6.99	3.22	.46	13.51
	Equal variances not assumed			2.1838	00	.036	6.99	3.21	.49	13.48

\* Significance was set at .05 level.

By looking at the mean difference from Table 2., we can say that there is significant difference between using RRRV technique and using RRR and the null hypothesis is rejected since the probability due to sampling error is .037 which is lower than the significance level which is set at .05 ( $p = .037 < .05$ ). From descriptive statistic we can say that the use of RRRV in teaching and learning English as a Foreign Language outperforms the RRR only technique since the experimental (RRRV) group performs 6.99 better than the control (RRR) group ( $83.37 - 76.38 = 6.99$ ). This difference can also be seen from the Chart 1.

**CHART 1. MEAN DIFFERENCE OF VERBAL COMMUNICATION BETWEEN EXPERIMENT AND CONTROL GROUP**



The third part of the data was based on the data collection from questionnaire distributed to the participants who had experienced learning process using RRRV (*Reading, Retelling, Rehearsal* dan *Videotaping*). The participants who were submitted the result of questionnaire are 39 out of 41.

The result of questionnaire is divided into three parts, namely (1) learners' condition before research are conducted and the influence of learning style to improve their verbal communication, (2) speaking learning habit during research activity, and (3) participants' point of view after joining the research activity.

The first part of the finding from this questionnaire is telling about participants who are adequately able to have verbal communication before participating the research activity. It shows that 85% of them state Agree that their ability are adequate to have verbal communication. Furthermore, their ability to speak is influenced by reading habit (51% Agree) and by listening while watching English videos from native speakers (59% Agree). It means that reading and listening included in RRRV learning technique have been experienced by participants before taking part in the study.

The second part is telling about participants' learning habit on verbal communication during the experiment. It focuses on watching, repetition, retelling, rehearsal, and recording through videotaping and audiotaping. Students like to repeat after native speakers' style of having verbal communication (74%, Agree), to repeat after native speakers' style and to have mutual correction with their friends (54%, Agree), and to repeat after native speakers' style as accurate as possible because the topic is interesting (62%, Agree). Next, students like to have this activity in front of mirror before retelling in front of their friends (74%, Agree). So, during retelling activity students ask one of their friends to record their performance by means of videotaping (74%, Agree), and by means of audiotaping (64%, Agree) and they like to record through videotaping better (54%, Agree), and through audiotaping better (36%, Agree). It means that students like recording their performance by making use of videotaping better than audiotaping.

The third part is telling about participants' perspective on what they feel after joining the research activity. It shows that the highest percentage of the students who state Agree (82%) that Reading, Retelling, Rehearsal, dan Videotaping (RRRV) technique can improve their English performance. So, the highest percentage of students who state Agree based on this data can be concluded that doing activity on reading, listening, rehearsal, and retelling in RRRV learning technique can improve their pronunciation (51%), vocabulary (62%), complexity (74%), accuracy (62%) and fluency (59%). Therefore, the improvement of learners' comprehension and ability in English verbal communication is better to use RRRV than merely RRR (82% > 69%). In addition, the participants' perspective on this technique state Agree (59%) and Strongly Agree (36%) that the use of RRRV learning technique is fun because only 5% state Disagree and 0% state that RRRV learning technique is fun.

#### IV. DISCUSSION

The purpose of this study is (1) to investigate the effectiveness of using RRRV technique to improve learners' English verbal communication in comparison with merely RRR technique to improve the same skill, and (2) to examine learners' perspective on the use of RRRV learning technique.

To answer the first research question in the present study, the researcher uses the result of students' test on English verbal communication. The students' verbal communication performance were recorded by means of videotaping for group RRRV and audiotaping for group RRR. The result of scores from the two groups shows that there is significant different performance between using RRRV and RRR at .05 significance level since the value of probability is less than the value of significance level ( $p = .037 < .05$ ) so that the null hypothesis is rejected. The difference can be seen from Chart 1 that the experiment group (RRRV, 83.37) performs 6.99 better of English verbal communication than control group (RRR, 76.38) based on this subtraction ( $83.37 - 76.38 = 6.99$ ). It happens because the students' ability on pronunciation, vocabulary, grammar, fluency, and comprehension improve as a result of practicing RRRV learning technique by reading, retelling, rehearsal, dan videotaping done both in the classroom and at home from the learning video files distributed to the students as their learning tasks.

The result of the present study shows that students who use RRRV learning technique have better score on English verbal communication than those who use merely RRR because of their vocabulary and grammar. These language components affect learners' speaking performance (Mart, 2012) besides the improvement of their pronunciation [11]. Next, in reading and speaking activity which is integrated in RRRV learning technique, they can improve not only students' understanding on the reading materials but their application on reading through speaking ability as well [7].

Furthermore, when students are doing rehearsal before retelling they are helped by this activity to find out information from their memory working continuously which is in line with [9] opinion. Finally, in videotaping activity, students make it as autonomous self assessment to improve their speaking performance when verbal communication takes place. This is in line with [10] opinion stating that it is useful for students in videotaping activity to evaluate themselves in order to evaluate each other and understand which part is needed to be improved. Besides, students can criticise of how to act in front of camera and the language they produce in order to perform better than the first performance.

To answer the second research question in the present study, the researcher uses the result of students' questionnaire. It shows that 85% of students state that their English verbal communication are adequate

before the study is conducted. So, it is supported by the result of their Paper-Based TOEFL scores which is categorized as Intermediate level of English proficiency and it is in accordance with the researchers' need to get participants of intermediate level.

It shows that the students' English verbal communication improve because it is influenced by several language components including pronunciation improvement which is in line with [11] stating that students try to pronounce correctly when retelling time take place in order that others people understand their English easily. However, [6] tends to be reading that makes students' improvement on speaking because vocabulary and grammar knowledge smooth their speaking performance. Though the overall knowledge says that reading can improve students' writing, even though it is not the target on this study, students still write the idea before performing. They even sometimes only read the idea they write during the speaking performance in front of the camera videotaped by their friends.

The use of RRRV learning technique can improve the students' understanding and ability in English verbal communication, according to the participants, better than the use of merely RRR because doing the activity of reading, listening, rehearsal, retelling, and videotaping as a learning technique can improve students' pronunciation, vocabulary, complexity, accuracy, and fluency as a result of videotaping which can be used to evaluate which parts need to be improved. They can criticise not only how they act out in front of the camera but how they can improve their spoken production as well [10]. So, it is in a synergy like in theoretical framework previously mentioned that reading texts while getting better comprehension from video youtube about materials containing difficult words. Students can do the retelling texts better while getting better comprehension and some of them are sometimes able to develop their ability to retell texts based on their background knowledge and their own condition in a pleasant way.

## V. CONCLUSION

The application of RRRV (Reading, Retelling, Rehearsal and Videotaping) can be visible during teaching learning process to improve speaking ability that is the result of combining reading, retelling, repeating again and again before eventually do videotaping. The pronunciation, glossary, grammar ability can be enhanced as the result of applying this way of learning with this technique so that speaking ability will automatically improve along with the increased synergy between these three language components. Therefore, students speaking ability in English can be improved with the support of these language components. The result of this research can be of benefit to students who need to improve their verbal communication, to teachers who need to improve their teaching activity as supplementary material, and to those who are eager to master English as a foreign language in Indonesia.

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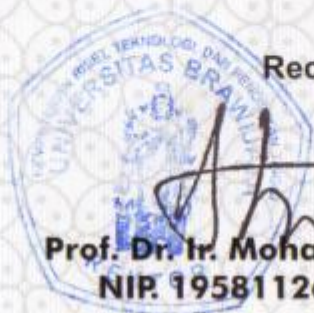
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