



## Integrated language skills materials and varied activities to improve students' speaking skills

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**Abstract-** This study aims to improve students' speaking skills through the implementation of integrated language skills materials and varied activities at the English Literature Study Program of Pamulang University. Based on the initial data collected, it was found that the students did not master the use of grammar, vocabulary and pronunciation to comprehend and to speak fluently. The students became unconfident to speak. This concern led to a study design of action research conducted in a one-semester course. To maximize the results of the study, a task-based learning model was adapted. The participants were 15 students in their third semester. The data are taken from the oral tests and observation. The findings reveal that the students' speaking skills significantly improve. The average Speaking scores are based on the aspects assessed: grammar, vocabulary, pronunciation, comprehension, and fluency. In cycle 1, students who achieved average score  $\geq 70$  was only 13.33%, and in cycle 2 was 40%. Within those two cycles, less than 70 % of the students' average scores were below 70, which means they couldn't meet the criterion of learning completeness. However, in cycle 3 more than 75% of the students achieved their speaking score  $\geq 70$  which suits the learning completeness criterion. To see the overall progress throughout semester pre-test and post-test were compared and discussed further in this paper.

**Keywords:** Integrated language, materials, speaking skills, task-based learning.

### I. INTRODUCTION

Speaking is a skill requiring simultaneous use of language and background knowledge as well as interaction according to the speakers' goal to master it. Speaking is absolutely thing which must be mastered by students (Rafli, 2019). To be able to speak a foreign language requires the knowledge of grammar and vocabulary, but to be able to speak skillfully requires understanding of proper grammar and vocabulary in spontaneous conversation (Bygate, 2009; 3). One can speak fluently if he or she has the language knowledge and the ability to process information and language when speaking (Harmer, 2007; 269). The language knowledge includes the knowledge of the meaning and use of phonology, grammar, vocabulary, and the ability to organize speech (Burn, 2016; 243). In addition, the speaker needs to pay attention to appropriate pronunciation (Harmer, 2007; 343). The appropriate pronunciation is characterized by the use of the correct intonation and word emphasis (Nation & Newton, 2009; 76). Fluency depends on the combination of using appropriate grammar, choosing the right vocabulary, and clear pronunciation (Goh, 2007; 12). In other words, to be able to speak skillfully, a foreign language learner needs to master the use of grammar, vocabulary, pronunciation, which affect comprehension and fluency. However, it is not always easy for EFL students to be able to speak using those language aspects, particularly the use of appropriate grammar. The students find difficulties to express grammatically correct sentences due to the significant differences between sentences produced by EFL students and much better sentence structures by native speakers' students (Manurung, 2015). Consequently, the students often face problems to create correct statements while speaking too.

Similarly, students had difficulties to develop their English speaking skill at English Literature Study Program, Pamulang University, Tangsel, Indonesia. Based on the results of the pre-observations and the pre-test, it was found that the students did not master the use of correct grammar and pronunciation. Having insufficient vocabulary made them unable to speak fluently, and their dependence on reading texts during presentation was too high. As students did not have enough vocabulary to respond to their lecturers' questions, they failed to speak confidently due to inability to use the vocabulary instantaneously.

Although they focused too much on their reading texts, they did not fully comprehend the input well. Therefore, they could not process the input that was essential for the output by talking about information contained in the texts. According to the lecturers' interviews, they said that the topics and

learning materials did not facilitate the students learning to speak, so that the lecturer cannot maximally help the students practice speaking. The unsatisfactory results of the students' initial speaking skills test is the researcher's concern, leading to a study design of action research through three cycles conducted in a one-semester course. The students need to be provided with the use of integrated language skills materials and varied activities in order to improve their speaking skills.

The input that includes listening, reading, and writing activities in learning to speak provides good influence and comprehension. The students need additional input through listening to dialogue activity. Speaking and listening are two complementary skills (Astorga, 2015). The increased listening skills have a positive effect on speaking skills as listening and speaking are interrelated activities in learning, which suggests there is a significant relationship between listening and speaking skills (Idrissova, Smagulova, & Tussupbekova, 2015) and this correlation affects the development of speaking skills (Abu-Snoubat, 2017). Learning to pronounce and to imitate intonation as well as word stress while listening to a dialog is crucial. By accompanying input in the form of reading text, the students will have vocabulary knowledge that facilitates them to use grammar when speaking (Mart, 2012). With the integration of language skills, the students need to learn to express their understanding and ideas in writing activity using their sentences. The lecturer can provide a topic or a situation in which the students can explain their ideas through writing tasks. A writing practice is opportunity for the students to try and to use new vocabulary and grammar that they have learned without feeling afraid of making mistakes. If a student begins to use a wider variety of words in writing, the broader vocabulary must eventually be transferred to the student's speaking vocabulary (Baba, Takemoto, & Yokochi, 2013). The success of language learning is marked by the teaching language as four integrated skills, namely listening, speaking, reading, and writing. It is learning process where each skill can complement each other (Celik & Yavuz, 2015). However, in order to use appropriate grammar, vocabulary, and pronunciation fluently in speaking, the students need to practice speaking using varied activities, combined with other language skills.

The use of eclectic methods and activities is important to create effective and efficient learning. Several speaking activities such as turn-taking, role-playing, information gap, storytelling, simulation, and mini-drama facilitate the students to improve their speaking skills. The purpose of turn-taking to boost students learning to control conversations (Bygate, 2009). In doing turn-taking, the students ask questions and provide short answers, even only by only simple questions such as "And you?" (Harmer, 2007). Turn-taking helps foreign language learners reconstruct the appropriate use of grammar, vocabulary, and pronunciation during interactions. The information gap activity helps the students talk to obtain new information. The use of the information gap carried out in pairs aims at complementing missing information on each interlocutor (Bygate, 2009; 76). The information gap activity that is carried out periodically can help the students learn to gather, to repeat, and to summarize all information. The use of the role-play provides opportunities for the learners to speak as other people or actors. In planning role play, they can choose the vocabulary and expressions they need when speaking (Rojas, 2018). Simulation and mini-drama activities help the them speak fluently through collaboration to create interactions. Simulation involves making decisions in which the students in groups play their own roles or social roles in society (Bygate, 2009; 80). Drama can motivate the students to learn language actively and effectively (Atas, 2015). Learning English through drama can create meaningful communication contexts in listening and speaking as well as enabling students to apply their language knowledge and to stimulate their speaking skills (Sweeney, Preedeekul, & Kunyot, 2017). Drama is not only a means of displaying language performance but can also be used as a result of learning output and is integrated with the four language skills: reading, listening, writing, and speaking (Nordin, Sharif, Fong, Mansor, & Zakaria, 2012). The method used correctly can improve learning processes, increase students' desire to learn, and create effective and efficient learning (Ebiere Dorgu, 2015). There is no single method and activity that work for learning carried out by several students in a class with different backgrounds, abilities, and learning styles.

The students need additional vocabulary input and repetition of various grammar patterns in learning to speak. The repetition of grammar input in learning allows the students to use various sentence patterns when speaking. To help students speak using appropriate vocabulary and grammar input periodically, a task-based learning model is adapted. Task-based learning models focus on the use of forms or grammar and communication (Larsen-Freeman & Anderson, 2011). The stages of the task-based learning model consist of pre-cycle, task cycle, and language focus (Willis & Willis, 2007). The focus of grammar functions as enabling skills or as those that help the students develop their speaking skills and language knowledge (Nunan, 2004).

Several studies have shown that the use of task-based learning models can improve students' speaking skills. Albino (2017) conducts a study focused on grammar and meaning in which students are asked to speak using pictures at the pre-task stage and then repeat it at the final stage or repetition after

the teacher provides some feedback on the language focus stage. Giving oral feedback through grammar practices helps students to improve their speaking skills. Castañeda (2019) conducts a research using task-based learning with several activities focusing on increasing conversational interaction. In the language focus stage, the students are prepared to use grammar before presentation. At the end of learning, the students develop the results of their discussion into a conversation without reading notes at the final stage. Minu (2017) uses the pep-talk technique to help students acquire a second language with a short duration so that the students feel comfortable when speaking.

It can be seen that the three researchers above use different tasks and activities in using the task-based learning model. They are motivated by different problems in each study to find their own solutions. In other words, the use of the task-based learning model is flexible. Therefore, in teaching speaking by integrating other skills, flexibility is necessary, where students deal with various contents and activities customized by lecturers (Burguillo, 2010). This is also done because the tasks suggested by the proponents of the task-based learning model are not easy where the students need to be given authentic speaking tasks. For this reason, the tasks that are closer to authentic are recommended to be carried out in learning (Namaziandost, Hashemifardnia, & Shafiee, 2019). The lecturers can choose topics and tasks, design their relevant speaking activities, consider cultural aspects which can be applied in the classroom according to student needs (Thompson & Millington, 2012).

The purpose of this study is to improve the students' speaking skills using integrated language skills materials and varied activities. The research question in this study is: How does the use of integrated language skills materials and varied activities improve the students' speaking skills?

## II. METHOD

This research was conducted at the English Literature Study Program at Pamulang University Tangel starting from September 10 to December 21, 2018 or during one semester of the 2018/2019 school year. A total of 15 third semester students participated in this study. The data consist of the results from speaking skills tests, the lecturer's interview and notes taken during the observations. This study employed the action research design formulated by Riel: (1) studying and planning, (2) carrying out the actions, (3) collecting and analyzing, and (4) reflecting. There are two types of observations, namely (1) pre-observation made by the researcher before the class action and (2) the observations made by a collaborator when class actions were carried out. The oral tests consist of pre-test and the tests that are taken at the end of each cycle.

The assessment is carried out using a rubric based on a grid containing the views of experts on five aspects, namely grammar, vocabulary, pronunciation, comprehension and fluency with a score range of 0-49 (very poor), 50-60 (poor), 61-70 (satisfied), 71-80 (good), 81-100 (very good). The results of the assessment using this rubric are then confirmed to the scoring system which is the standard of student learning completeness in the English Literature Study Program of UNPAM. The content of the questions on the oral test is taken from the learning material provided during the classroom action carried out per cycle.

To maximize the student achievement in improving their speaking skills, a task-based learning model was adapted in this study. The learning step consists of pre-task, task cycle, and language focus. The students were introduced to learn topics at the pre-task stage. They carried out the speaking tasks using varied activities and integrated language skills materials that include listening, reading, and writing activities at the task cycle stage. The students received feedback on aspects of language, particularly on the grammar at the language focus stage. The students repeated their speaking activities at the end of the lesson

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### III. RESULTS

#### Findings

##### Cycle 1

Planning in cycle 1 was carried out based on the results of pre-observations, lecturers' interviews, and pre-tests. From the results, it was identified that the students had problems in speaking English using aspects of grammar and pronunciation. They did not have sufficient knowledge of vocabulary so that it was difficult for them to understand and to speak fluently. They lost their confidence when they speak.

According to the lecturer's opinion, the topics, the tasks and learning materials contained in the module did not facilitate the student to speak. The learning material focuses only on the reading text. Students tend to read the text while making a presentation in class. The students did not understand the topic well so they could not process learning input into speaking output. The test which was held at the beginning showed the speaking skills of the students was low. The average scores for each aspect assessed were grammar = 51, vocabulary = 60, pronunciation = 53, comprehension = 55, and fluency = 55. Hence, the action planning in cycle 1 was made by (1) selecting topics and tasks that are closer to authenticity and based on the students needs, (2) providing integrated materials that include listening and reading activities (3) using turn-taking and role-play modified as game activities, and (4) adapting task-based learning models to maximize the students' achievement particularly in the grammar aspect.

Cycle 1 consisted of four meetings with two different topics and tasks. Each meeting was 100 minutes long. The learning phase followed the stages of pre-task, task cycle, and language focus. In meeting 1, the lecturer introduced the learning topic by conducting brainstorming followed by the students listening to the dialogue through the CD player in the group. The lecturer checked students' comprehension and reviewed some grammar focus and the vocabulary that students would use in speaking practice. The students matched the vocabulary with their meaning by playing a game to find a partner at the pre-task stage.

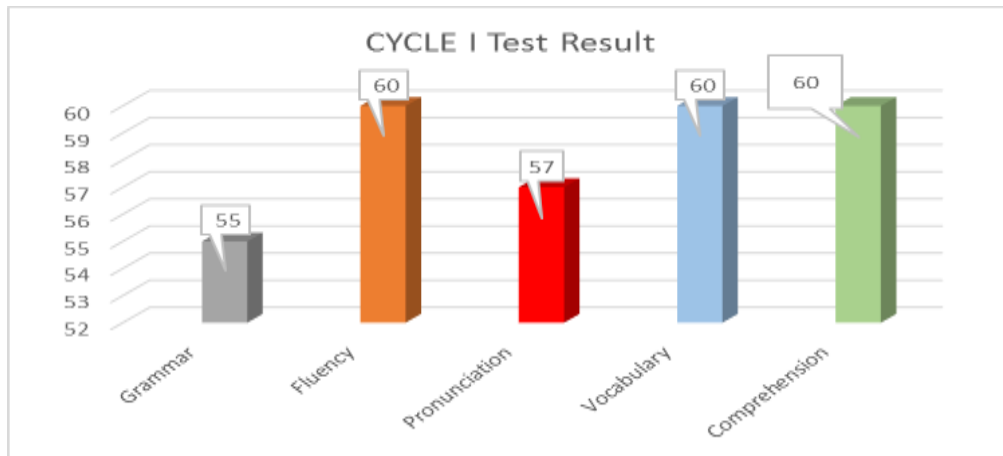
In meeting 2, students spoke in pairs using turn-taking and a short role-play modified as a game of throwing a ball at the task cycle stage. The feedback on grammar was provided at the language focus stage. The students repeated the speaking activities by developing their dialogue using role-playing in a large circle. The role-play carried out was modified as a game activity of listening to a song. The students asked and answered questions as the song was stopped in turn. They were free to choose friends they would to ask during the game, and they were motivated to play the game. They were allowed to ask questions and to provide feedback at the last stage. The lecturer concluded the lesson and underlined the importance of using appropriate sentence patterns, vocabulary, and pronunciation when speaking.

In next the meeting 3 and 4 the students were provided with a new topic and task. They listened to the dialogue through a CD player after the lecturer did brainstorming. The lecturer provided a grammar review and some new vocabulary. The students matched the words and their meaning by playing a game to find a partner at the pre-task stage. The students did a short turn-taking and role-play, read online material, so that lecturer could check their comprehension. When students performed the role-play by asking and answering the content of the reading text, the lecturer provided some feedback at the language focus stage. After repeating role-play performance several times, the students reported their comprehension of the content by reading notes. The lecturer concluded their learning and evaluated the language aspects they had learned when speaking.

The results of the observations in cycle 1 showed that the students still read and memorized the sentences they would say during the turn-taking and role-playing. They read notes while reporting the results of their comprehension. They were still shy and did not speak confidently. They had not been able

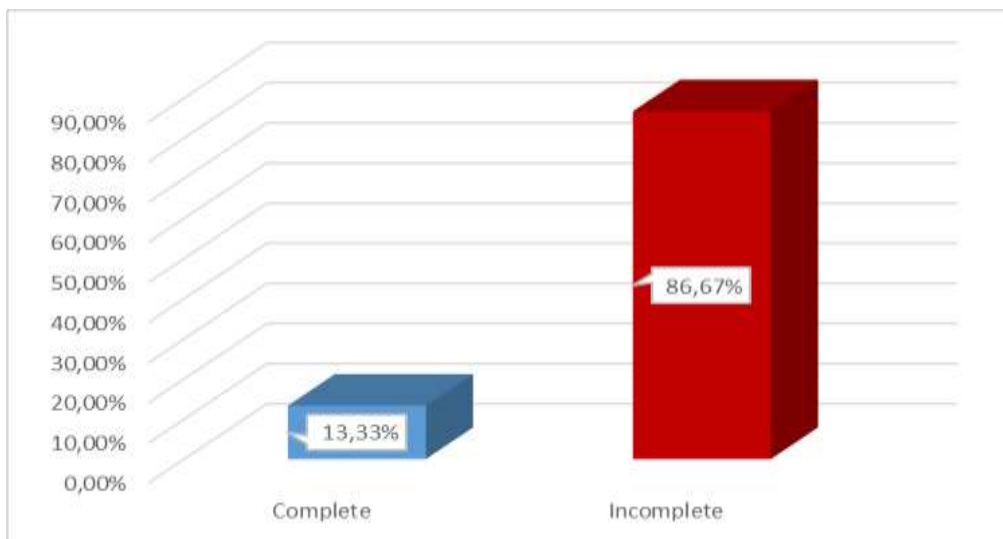
to develop their sentences and ideas when speaking, because they were not familiar with the way of how to speak using the activities given. They failed to comprehend the whole learning input, which includes listening and reading online materials.

However, they like doing turn-taking and role-play modified as games activities. Unfortunately, most students still made mistakes in the aspects of grammar, vocabulary, and pronunciation when speaking. Because some of them still had difficulty to understand the topics, they did not speak fluently. At the end of the fourth meeting, students were given an oral test. The results of the average score in cycle 1 are shown in graph 1 below.



**GRAPH 1.** The results of the English speaking skills test cycle 1

Graph 1 shows some improvement in the students' speaking skills in each language aspect. The average score in cycle 1 increased compared to their pre-test score, with the aspects of grammar = 55, vocabulary = 60, pronunciation = 57, comprehension = 60, and fluency = 60. However, the learning completeness has not been achieved yet as seen in graph 2 below.



**GRAPH 2.** Completeness of learning in cycle I

Graph 2 informs that only 13.33% of students achieve speaking score of  $\geq 70$ . However, the prerequisite learning completeness is  $\geq 75\%$  of students must reach average speaking score of  $\geq 70$ . Hence, the next action plan needed to be done.

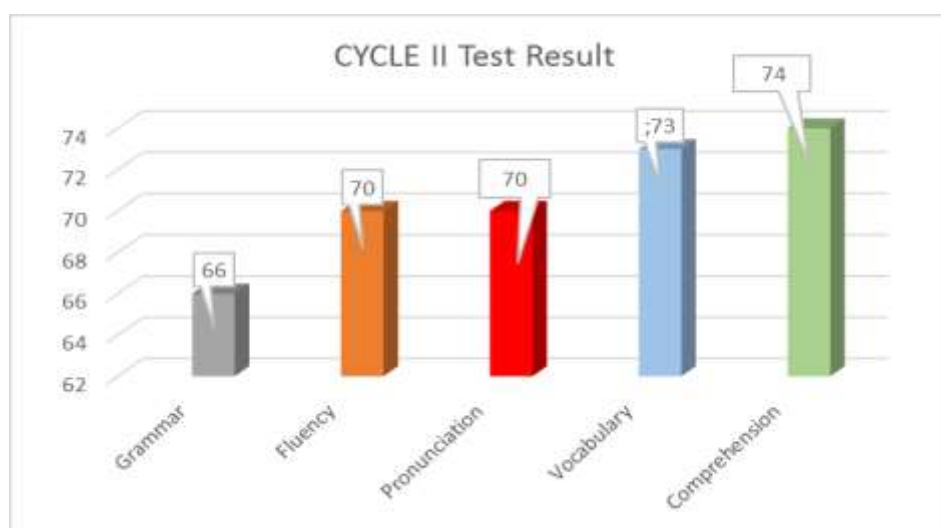
## Cycle 2

Planning in cycle 2 was arranged and carried out based on the reflections of the results during observations and the tests at the end of cycle 1. The implementation of the action included (1) the students listened to dialogues and did some writing activities in class, as well as read online material texts at home (2) the students did turn-taking, role-playing, and storytelling (3) the students spoke and told stories using pictures without reading notes, (4) the lecturer maximized giving the feedback at the language focus stage.

Cycle 2 consisted of four meetings with two different topics and tasks. The learning stage started from pre-task, task cycle, and language focus. In meeting 1, the lecturer introduced the topic by conducting brainstorming followed by students listening to the dialogue through the CD player in the group. The lecturer checked the students' comprehension, reviewed some grammar expression, and provided them with vocabulary that they would use in speaking. They matched the vocabulary with their meaning by playing a game to find a partner at the pre-task stage. In meeting 2, the students did turn-taking and short role-plays using pictures in pairs at the task cycle stage. They received some feedback on the language aspects at the language focus stage. The students repeated the turn-taking and role-play using pictures. The lecturer concluded the learning and reminded the students of the importance of using appropriate language aspects in speaking.

The students listened to dialog, matched vocabulary and the meaning, wrote and told short stories using pictures in pairs in meeting 3. Before starting the fourth meeting, they were asked to download online material in the form of reading texts and read them at home. The students discussed their comprehension of the content by carrying out a role-play in meeting 4. The lecturer provided feedback on the language focus stage. After that, the students repeated doing role-playing, and developed their sentences and ideas. Finally, they reported their comprehension of the text.

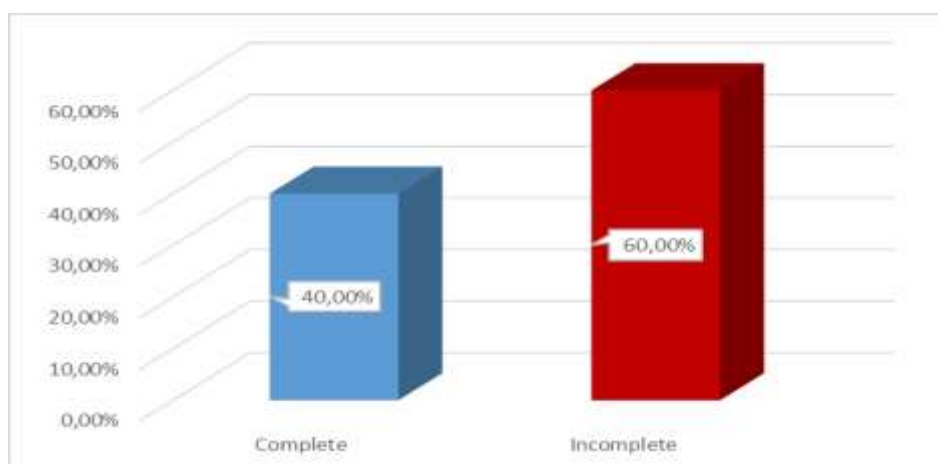
The results of the observations in cycle 2 showed that fewer students memorized and read notes than before. Even though they spoke more fluently using pictures when doing the role play, they still sounded like reading. They had not used appropriate intonation and word stress yet, but they understood well the reading texts due to plenty of time to open the dictionary and reread the online material at home. While most students used the grammar and vocabulary they read from the texts when speaking, some others had been able to develop sentences and ideas in a role-play. Some of them still made mistakes in the use of grammar and vocabulary, and did not speak fluently yet. The students were accustomed to the role play and turn taking activities in pairs, but they needed to collaborate to speak in groups so that they could develop more sentences and ideas when interacting. The results of the oral test conducted in cycle 2 showed improvement of the students' speaking skills compared to the test in cycle 1, as shown in graph 2 below.



**GRAPH 3. English speaking skills test results cycle 2**

Graph 3 shows an improvement in the students' speaking skills. The average score in each aspect in cycle 2 increased compared to cycle 1, namely grammar = 66, vocabulary = 73, pronunciation = 70,

comprehension = 74, and fluency = 70. However, the completeness of learning has not been achieved yet, as seen in graph 3 below.



**GRAPH 4. Completeness of learning in cycle II**

Graph 4 indicates that only 40% of students achieve the learning completeness in which  $\geq 75\%$  of students should have reached the speaking score of  $\geq 70$ . Hence, action planning in the next cycle needs to be done.

### Cycle 3

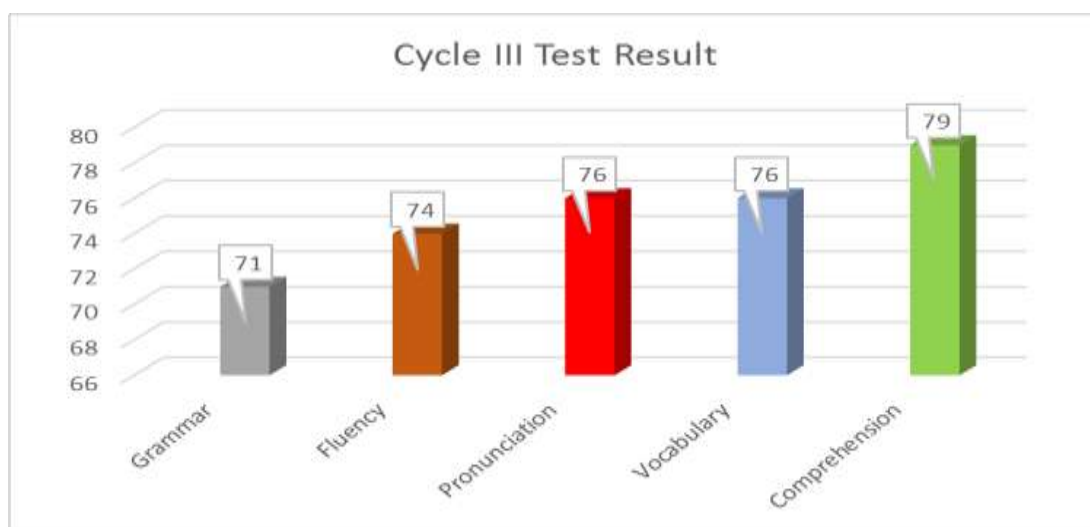
Planning in cycle 3 was made and carried out based on reflections of observations and tests at the end of cycle 2. The implementation of the action includes (1) the students listen to the dialogue through the CD player, (2) the students download and read text online material at home (3) the students do turn-taking, role play, and information gaps in pairs, (4) the students collaborate to do simulations and mini-drama activities in groups.

Cycle 3 consists of four meetings with two different topics and tasks. The learning stage started with pre-task, task cycles, and language focus. In meeting 1, the lecturer presented a new topic and conducted a short brainstorming followed by students listening to a short dialogue through the CD player in the group. The lecturer checked the students' comprehension and made some reviews on grammar and vocabulary that the students would use in speaking practice. The students matched words with their meanings by playing a game to find a partner at the pretask stage. The students spoke in pairs using information gap activity at task cycle stage. The students were provided with different short notes containing information to exchange among the peers. At the language focus stage, they received grammar feedback. The students continued learning by summarizing and reporting the information. The students were allowed to ask questions and provide input regarding their learning. The lecturer concluded the learning and conveyed the importance of using aspects of language in speaking.

The students were given a new topic and task for meeting 2 until 4. They listened to a dialog , matched words and meanings, and did role play in meeting 2. Before continuing the next lesson in meeting 3, they were asked to download an online material and read it at home. The reading text was about a movie review of a film that was quite famous at that time. They would discuss the reading texts in a simulation for meeting 3 in the task cycle stage. Reading the text at home gives the students plenty of time to understand the contents of the text as they were motivated to open a dictionary and reread the text. They carried out the simulations by playing several movie characters. They were also given a chance to play their own characters in the simulation through a cue card containing background and scenario of the simulation. The simulation was performed in a "The Talk Show", as if it was one of an entertainment programs of a TV station. The students were divided into three groups. They designed and discussed the dialogue for the show by themselves. The students practiced and performed the simulations by playing characters through the talk show.

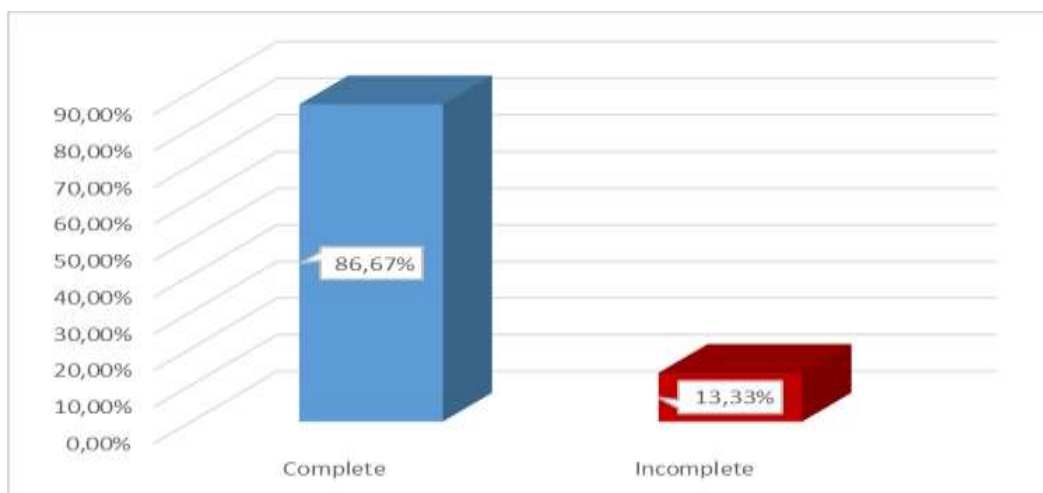
The learning started at the language focus stage in meeting 4. The students were given feedback on all aspects of the language. They repeated the "The Talk Show" in the form of a mini-drama. This time they improvised the dialogue they had before. The speaking practice was emphasized in all aspects of the language, particularly in intonation and word stress. From the observations, it showed that students had been able to develop sentences and ideas when speaking, and they understood the topics as well as

obtained the benefits of being familiar with the use of integrated language skills materials. They had been accustomed to speak in pairs using turn taking and short role play. They collaborated to speak in groups doing the simulation and mini-drama. They wrote scripts, developed and practiced dialogues in the mini-drama, as well as spoke confidently. The test results showed a significant improvement in students' speaking skills for five aspects assessed as shown in graph 3 below.



**GRAPH 5. The results of the English speaking skills test in cycle 3**

Graph 5 shows significant improvement in the students' speaking skills. The average score in each aspect in cycle 3 increased compared to cycle 2, namely grammar = 71, vocabulary = 76, pronunciation = 76, comprehension = 79, and fluency = 74. The student learning completeness can be seen in the following graph 6.



**GRAPH 6. The Completeness of learning in cycle III**

Graph 6 informs that 86.67% of the students achieve learning completeness or  $\geq 75\%$  of students have reached the speaking score of  $\geq 70$ . Hence, the action is accomplished.

#### IV. DISCUSSION

The students' speaking skills improve after taking actions from cycles 1 to 3 using integrated language skills materials and varied activities. Three potential factors to facilitate the students improve their speaking skills in this research are (1) the way to apply the integrated language skills materials, (2)



the way to carry out speaking tasks using varied activities, and (3) the way to adapt the task-based learning models.

### **The Used of Integrated Language Skills Materials**

The use of the integrated language skills material in learning speaking helps the students improve their speaking skills (Celik & Yavuz, 2015). This is one of the ways to solve problems in speaking faced by students in the English Literature Study Program of UNPAM. According to the results of pre-observation, it was found that students were only exposed to reading materials on their learning module. The students found it difficult to understand learning materials because of the insufficient learning input and their lack of language knowledge: grammar, vocabulary and pronunciation, so that they did not speak fluently. According to the results of interviews with lecturer, it was found that the topics, the tasks and the learning materials did not facilitate students learning to speak English so that the lecturer could not maximally help the students practice speaking.

In this study, the addition and the repetition of listening activities in each cycle were intended to provide many opportunities for students to be exposed to the topics and to the use of language aspects, particularly appropriate pronunciation. Increasing listening skills has a positive effect on speaking skills (Idrissova et al., 2015); (Tavil, 2010), and this correlation has an effect on the development of speaking skills (Abu-Snoubar, 2017). Foreign language learners can imitate appropriate intonation and pronunciation when asking, confirming, and giving answers. The students can learn strategies of how to start, to continue, and to end conversations. Listening to dialogue through a CD player is practical and quite effective as the students can focus on listening to the conversations carried out by native speakers in class through recorded materials. The lecturer can choose the topic and duration of the conversation according to the students' needs and ability to understand the conversation.

Reading activity helps students to enhance students' speaking skills (Mart, 2012); (Irmawaty, 2013); (Akbar, 2014), but without specifying whether it is a classroom activity or additional practice outside class. However, in this research the students read online materials at home, which helps them to understand the topic well. This home assignment allows students to use their precious time to reread and get the whole idea of the reading passage, and these online materials can enrich the students' knowledge of grammar and vocabulary. They can use various sentence patterns, practice the vocabulary by speaking, and find out the latest information regarding the topics. This supplementary practice at home enables them to learn independently to obtain relevant reading sources to comprehend. They can discuss the content in class in groups, and the lecturer can choose the links and material for them to download according to their own needs and abilities in order to facilitate their comprehension of the reading content. The lecturer then checks the students' comprehension before they carry out the role-play and simulation.

Writing practice can affect speaking improvement (Namaziandost, Saray, & Esfahani, 2018). Related studies show positive impact of guided writing practice on the speaking proficiency (Fathali, Sotoudehnama, & Professor, 2015); (Rausch, 2015). Writing activity provides an opportunity for the students to try and to use new vocabulary and grammar that they have learned without feeling afraid of making mistakes. If a student begins to use a wider variety of words in writing, the broader vocabulary must eventually be transferred to the student's speaking vocabulary (Baba et al., 2013). Providing writing activity before the students tell stories in this study helps the students create ideas using the grammar they have learned and the new vocabulary they obtain when reading the text. The students feel confident when speaking as they prepare everything before speaking. This writing activity can be developed by assigning the students to write an outline first then develop the outline when speaking. In addition, it helps them to speak without relying on their notes.

Moreover, vocabulary input and grammar repetition on the stage of pre-task helps the students to speak by using a variety of grammar patterns and word forms. The students' vocabulary mastery has high correlation with their speaking ability (Rahmi Fhonna, 2014); (Seffar, 2015). They gradually practice to speak using these sentence patterns and vocabulary. They become aware and finally get used to using appropriate sentence patterns and vocabulary. In other words, the use of appropriate grammar and vocabulary can facilitate oral communication.

### **The Used of Varied Methods and Activities**

The use of varied activities in this study helps the students improve their speaking skills and confidence. The activity of matching words with their meaning through the game to find a partner motivates them, because they need to move and find friends in order to avoid feeling boredom while learning. After they move and get their partner instead of sitting and waiting for an answer, they can be impressed by the matching process which helps them remember the words and their meanings. The

lecturer modifies the turn-taking and role-play into fun activities in which the students can choose their friends to ask and to answer questions by throwing a ball and listening to a music stopped in turn. They use the turn-taking activity in each task-cycle stage in order to train them to speak fluently. To smoothly participate in oral communication, they need to furnish themselves with sufficient knowledge of turn-taking mechanism, rules, and strategies present in the target language (Thi, Huu, Stivers, & Levinson, 2011). The lecturer can give more chance for the students by practicing their spoken English without any boundaries (Dewi, Suharsono, & Munir, 2018). The students can also learn to coordinate utterance during the turn-taking.

Students carry out the role-play activity requiring them practice using short questions and answers to the complicated ones. This enables the students to develop their sentences. The role play conducted in groups can build the students' ability to interact and to understand each other, to actively participate in learning, and to increase their vocabulary as the students will learn to use and listen to each other's vocabulary learnt (Krebt, 2017). Role play is an effective activity to develop speaking skill of the students (Neupane, 2019); (Sofyan, Buaja, & Rahman, 2018).

The addition of pictures used in cycle 2 helps the students to be creative in speaking and telling stories without looking at their notes. They can start a dialog in accordance with the context in the picture and create an imagination while speaking. Speaking using pictures can reduce anxiety and build motivation to speak (Lavalle & Briesmaster, 2017). The students will only see pictures and start speaking using aspects of the language. They can start talking and telling stories about the objects that they like in the pictures. The lecturer can provide pictures with more than one interesting objects so that they will talk and tell a lot about the pictures. The lecturer can design their pictures according to the vocabulary and grammar that students learn. However, the lecturer needs to pay attention to the intonation and word stress used by students when speaking and telling stories using pictures because the students will tend to focus only on vocabulary and grammar without paying attention to their pronunciation. The lecturer provides feedback on the intonation used by students after they finish speaking and telling stories.

The addition to information gap, simulation, and mini-drama activities in cycle 3 the lecturer trains the students to speak creatively and confidently. The information gap activity provides an opportunity for students to find out new information and then discuss them in groups. This stimulates students' creativity to know more information used in speaking. The information gap activity helps both introverted and extroverted students improve their speaking skills as they can complement each other. When the extroverts actively provide information, the introverts can receive the information better (Marasi & Naddim, 2019). The simulation and mini-drama activities provide opportunities for students to be actively involved in providing ideas and practicing speaking using aspects of language in a group. Simulation activity involves making decisions in which students in groups play themselves or social roles in society (Bygate, 2009). They write the scripts, check the vocabulary and grammar and then practice the intonation and word stress when preparing for the short drama. Drama activity is useful and fun to allow the students to practice the target language to improve four English skills (Nordin, Sharif, Fong, Mansor, & Zakaria, 2012); (Above, 2015). Drama helps the students improve their speaking skills, increase self-confidence, develop language use and critical thinking (Sweeney et al., 2017). They will learn to be creative during the collaboration in groups and develop their speaking skills and teaching speaking is giving instruction to a person to communicate (Syarfuni, 2013). The change in practising speaking in pairs to in groups through collaboration makes the students actively and creatively involved to improve their speaking skills.

### **The Implementation of Task-based Learning Adapted**

The implementation of the task-based learning model is adapted to help the students improve their speaking skills. The learning stages that begin with pre-cycles, task cycles, and language focus provide opportunities for students to gradually speak using varied activities and are exposed to integrated language materials skills. The students are first introduced to the topic in the pre-cycle stage. They are prepared with activities that motivate them to speak (Munirah dan Arief.M.M, 2015). The lecturer does brainstorming by asking the students questions related to learning topics so that they are expected to show their creativity in providing solutions to problems (Willis & Willis, 2007). Then students listen to the dialog to obtain more info relating to the topic. The lecturer do small reviews on the grammar and vocabulary that the students will use during speaking practice at the task cycle.

The students begin to practice speaking in the task cycle using turn-taking, short role-playing, storytelling, information gaps, and simulations. The students repeat the activities after being provided with some feedback by the lecturer in the language focus stage. The repetition of turn-taking and role-play activities in this study facilitates the students to practice speaking step by step. The students become

accustomed to speaking using appropriate aspects of language before they can develop their dialogue. The habit of using the appropriate language is needed to be practiced gradually using short sentences in pairs before the students can develop the sentences in spontaneous interactions. The students repeat the simulation activity in the form of a mini-drama to increase their pronunciation after gaining some feedback. The lecturer provides opportunities for the students to develop their dialogue. The students learn to improvise their ideas. The repetition and gradual speaking practice can prepare the students to speak creatively, critically, and confidently. The students will feel more ready to speak and develop their dialogue. The students are allowed to plan and to report their speaking practice in groups at the end of the lesson. It is possible for students to provide feedback for their friends who make mistakes in the language aspect when speaking. By giving feedback to each other, it is hoped that they can increase their confidence in speaking. The corrections made by lecturers and students in groups create learning conditions where students can help each other so that students can improve their speaking skills (Nguyen, 2013); (Nejad & Mahfoodh, 2019).

## V. DISCUSSION AND CONCLUSIONS

The use of integrated language skills materials and varied activities improve the students' speaking skills. The improvement in the speaking skills can be seen from the way each student uses appropriate grammar, vocabulary and pronunciation in order to speak fluently and comprehend what they are talking about. The students can gradually create appropriate sentences and develop them into ideas when speaking both in pairs and in groups. The students manage to speak using pictures. They speak and build their confidence by being actively involved in simulation and mini-drama activities. There are three ways on how the improvement is obtained using integrated language skills materials and varied activities: (1) the activities using integrated language skills materials are carried out both in class and at home, (2) the procedure using varied activities are gradually done based on what the students need to improve, and (3) the implementation of task-based learning is adapted by choosing the topics and the tasks carried out with activities that are closer to authenticity, based on the students' need, and can be executed in learning. The learning stages consisting of pre-cycles, task cycles, and language focus allow the students to speak using varied activities and integrated language skills materials. The students repeat the activities in order to speak appropriately. The students receive feedback periodically on language aspects particularly the grammar. They are given opportunities to provide feedback. The findings reveal that using integrated language skills materials and varied activities is potential to improve the students' speaking skills.

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