Improving Students' Speaking abilities In The English Classroom Using Drama Method

Franscy[1], Yuli Ani Setyo Dewi[2], Syihaabul Hudaa[3], Muh. Barid Nizarudin Wajdi[4], Rika Istianingrum[5]

Abstract--- this article aims to improve students' speaking skills which were indicated by the increase of their speaking score. This technique can increase students' confidence to speak in front of the public because the chronological procedures accommodate their social awareness. This research method used the Qualitative Method. The data from the classroom observation in the form of field notes were used to identify the teacher's performance during the speaking classes. The research finding and discussion based on the two research questions formulated in this study. The first section was the answer to the first research problem. The second section provided the answer to the second research problem.

Keywords--- Drama Method, Speaking Skill, English Classroom

I. INTRODUCTION

Language is not only taught and learned, but it is used as a habit [1]. Therefore, learning to speak is difficult because it must be practice as a habit to master it. Speaking skill is emphasized to make student speak the components of speaking, such as grammar, vocabulary, pronunciation, fluency, and comprehension[2]. Those two components should be producing well when speaking English to avoid different meaning from the speaker to the listener. The way of teaching speaking is intended to give basic competence about the language itself and to allow the students to express their idea in speaking class[3]. But teaching speaking is not an easy job for several reasons. First, it relates to the condition of students who lack the vocabulary mastery. Second, they like to use their native language more than the English language in the teaching-learning process. Third, they rarely practice using English to communicate. Fourth, most of the students are not confident to speak English in speaking class, especially in front of the class. The other problem related to the student is they are not interested in the method given to them. To make students able to speak, the teacher must be creative enough to manage the class so that the students are actively involved in the interaction [4]–[7].

AI. LITERATURE REVIEW

1.1 Drama Technique

Drama is a useful teaching tool as it offers ways of practicing reading, writing, speaking and listening in authentic contexts and provides students with the need to communicate [8].

Drama works well in improving her students' skills in English by applying the Drama Method in teaching English ([9]. She says that an attractive alternative is teaching language through drama because it gives a context for listening and

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[1] Franscy, STKIP Panca Sakti Bekasi
Email : franscy@panca-sakti.ac.id
[2] Yuli Ani Setyo Dewi, Sekolah Tinggi Ilmu Tarbiyah NU Al Hikmah Mojokerto
Email : yulianisetyo85@gmail.com
[3] Syihaabul Hudaa, , Institut Teknologi dan Bisnis Ahmad Dahlan Jakarta
Email : syihaabulhudaa@itb-ad.ac.id
[4] Muh. Barid Nizarudin Wajdi, STAI Miftahul Ula Nganjuk
Email : baridnizar84@gmail.com
[5] Rika Istianingrum, Universitas Balikpapan
Email : rika@uniba-bpn.ac.id

meaningful language production, forcing the learners to use their language resources and, thus, enhancing their linguistic abilities. It provides situations for reading and writing. It is very useful in teaching literary texts as it helps in analyzing plot, character, and style. It also involves learners more positively and actively in the text. "the drama approach enables learners to use what they are learning with pragmatic intent, something that is most difficult to learn through an explanation. ([10]". By using drama techniques to teach English, the monotony of a conventional English class can be broken and the syllabus can be transformed into one which prepares learners to face their immediate world better as competent users of the English language because they get an opportunity to use the language in operation. Using drama techniques also fulfills the socio-affective requirements of the learners. Moreover, this learner-centered approach makes the syllabus personally fulfilling.

By keeping the students busy. There must be many fast-paced, constantly changing activities in each lesson to keep students engaged ([11]. It is also important to create an environment with as few distractions as possible. For example, the students take off their shoes before entering the Drama Room so that they can move about quietly. They bring only a pen and notebook with them to the lesson to take notes and to do the writing tasks. Consequently, the students are not burdened with a lot of pieces of paper or materials that would distract them from the lesson.

It is so important to be clear about the sequence of the lesson plan, especially when you have to move the students around the room which I often do in drama classes. Maintaining good classroom discipline is crucial to the success of a drama lesson. You have to be clear about what you want the students to do, and you have to be clear when giving instructions[12].

Drama activities must be assessed in order for students to take them seriously. Before the assessment, the students will be trained in body language, voice projection and movement and doing group work. These are areas that will be assessed [13]. Students are allowed to approach me for help with difficult words or ideas for the presentation. Besides using the rubric to assess their performance and to identify areas for improvement, the students will also receive oral feedback from me immediately afterward, so they get a general idea of how they performed.

Drama does not produce results overnight. Teachers should not expect immediate improvement in students' oral skills. However, over time, students' confidence in speaking English will grow, especially when they associate it with enjoyment and pleasure rather than with passing an exam[14].

1.2 Principles in Teaching Speaking

Speaking is an active productive skill and makes use of oral production communication through speaking is commonly performed face to face [15]. In other word, to most people mastering the art of speaking is the single most important aspect of learning a second or foreign language and success in measuring terms of the ability to carry out a conversation in the language. During the conversation, the speaker will not only employ the ability of speaking but also listening ability, where the speaker and listener will negotiate the meaning to produce a response[16].

Three principles of teaching speaking. First, the speaking task should involve form-focused instruction (attention to detail pronunciations, grammar, vocabulary, and so forth). Second, the task should also involve meaning-focused instruction (opportunities to produce meaningful spoken messages with real communicative purposes). Last, it should provide learners with more opportunities to improve fluency[17].

The Suggestion of speaking tasks to involve aspects of mechanic (pronunciation, grammar, and vocabulary) by using the right words in the right order with the correct pronunciation, and aspect of functions (transactions and interactions) by knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) ([18]. Besides, speaking activities should also involve social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) by understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Because the goal of teaching speaking skills is communicative efficiency, learners should be able to make themselves understand, using their current proficiency. They are demanded to avoid confusion in the message due to the faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Minh Hong, 2006). To help students develop their communicative efficiency in speaking, instructors can use balanced activities approaches that combine several directions. The directions involve *language input* in the form of teacher talk, listening activities, reading passages and the language heard and read outside the class, *structured input* which focuses on the correct form where students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced, and communicative output in the form where learner's main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video.

There are seven principles to design speaking techniques. Comparing to the other principles mentioned above, these principles appear to provide a holistic view of what speaking technique should have ([20]:

▪ The techniques should cover the spectrum of learner's needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency. This means that teachers must be innovative to modify any activities that suit the student's needs and interests.

▪ Second, the techniques should not bore their students to deal with lifeless and repetitious drills. They should contain meaningful drills.

▪ The technique should intrinsically be motivating to students. Teachers should try at all times to appeal to the student's ultimate goals and interests, to their need for knowledge, for status, for achieving the competence and autonomy, and for "being all that they can be". Teachers should always encourage them on how the activity will benefit them.

▪ The techniques should contain authentic language in meaningful contexts. In this case, teachers should use authentic context and meaningful interactions. With the help of the teacher's creativity, everything can be done to facilitate students to develop their speaking ability.

▪ There must be appropriate feedback and corrections to the students' performance. Usually, in most EFL situations, students are dependent on the teacher for useful linguistic feedback. The teachers need to take advantage of their knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

▪ The technique should highlight the natural link between speaking and listening. The teacher does not lose out opportunities to integrate these two skills as speaking is also concerned with listening. These two skills can reinforce each other. Give the students opportunities to initiate oral communications. A good deal of typical classroom interaction is characterized by the teacher's initiation of language. They ask a question, give directions, and provide information and the students have been conditioned only to "speak when spoken to". The ability to initiate conversations, to nominate topics, to ask questions, to control conversations, and to change the subject is part of oral communication competence. Therefore, the teachers should allow the students to initiate language. Encourage the development of speaking strategies. The concept of strategic competence is one that views beginning language students are aware of. They simply have not thought about developing their strategies for accomplishing the oral communicative purpose. In this case, teachers can ask their students to ask for clarifications (*what*), ask someone to repeat something (*huh? Excuse me?*), use fillers (*Uh, I mean well*), use conversation maintenance cues (*uh-huh, right, yeah, okay, hmm...*), get someone's attention (*Hey, say, so*), use paraphrase for structures that one cannot produce, appeal for assistance from the interlocutor (to get a word or phrase, for instance), use mime and nonverbal expression to convey meaning, and the like.

Likewise, Some suggestions for teachers to do in teaching speaking. He suggests to provide maximum opportunity to students to speak the target language, involves each student in every speaking activity, reduces teacher speaking time, shows positive signs when commenting on a student's response, asks eliciting questions to prompt students to speak more, provides written feedback, do not correct students' pronunciation mistakes very often, involve speaking activities out of class, go around classroom to ensure whether the students need help, provide the vocabulary that students need, and help the students who have difficulty(Kayi, 2012).

The effective instructors teach the students speaking strategies by using minimal responses, recognizing scripts, and using language to talk about language. Therefore, they can use to help themselves in expanding their knowledge of the language and their confidence in using it (Minh Hong, 2006). The instructors help students learn speaking so that the students can use speaking to learn. In this case, the speaking ability will be used to learn other language skills.

In the strategies of using minimal responses, students can use different types of exchanges. Such responses can be very especially useful for beginners. This is because learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking.

Some communication situations are associated with a predictable set of spoken exchanges –a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow the patterns or scripts. By recognizing scripts related to speaking skills, it is expected that students can have patterns in mastering the skills needed.

Using language to talk about language means the instructors emphasize the students by drilling some theories of language mastery by using the language itself. This is to enable students to develop their control of various clarification strategies. Thus, they will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

One of the rules that can be applied in developing English speaking proficiencies is that it should slowly but continually, through constant revision and recycling (Richards and Schmidt, 2013). Therefore, teachers should strive to achieve a positive and relaxed atmosphere in the classroom, as this proved a decisive factor in achieving the maximum results.

With the help of mixed activities, students speaking abilities can grow, their pronunciation can get better, and their awareness of the language can improve (Richards and Schmidt, 2013). The mixed activities may cover dialogues, choral revision, chants, songs, poems; and Rhymes.

There are outlined several activities that can be utilized to promote speaking(Kayi, 2012). Those activities are discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, picture narrating, picture describing, and find the difference

BI. DATA COLLECTION

This research method used the *Qualitative Method.* The data from the classroom observation in the form of *field notes* were used to identify the teacher's performance during the speaking classes. In this section, the data showed the technique implemented (or findings) would be described and analyzed based on three aspects. First, each technique will be analyzed whether it addresses one of the speaking functions, i.e. interpersonal, transactional, and performance (Richards and Renandya, 2002). Second, each technique will be analyzed whether it involves the aspects of cognitive (knowledge), psychomotor (skill), and affective (motivation). Third, it will be analyzed whether it has met the principles of the teaching speaking.

The observation was conducted as many as times. In such an amount of observation, this study identified four techniques used in teaching speaking skills, involving, presentation, group discussion, drama, and question-and-answer; each discussed in the subsequent sections [24].

IV. DATA ANALYSIS

3.1 Techniques in Teaching Speaking

Many techniques can be used for teaching speaking. In this section, those techniques are classified based on the functions of speaking, i.e. *talk as a transaction, talk as interaction,* and *talk as performance* ([23]. The classification of

teaching techniques is also supported by the three speaking activities types proposed by (Slade and Thornbury, 2005), i.e. *awareness raising (practiced control) activities, appropriation activities, and towards autonomy activities*.

Reviewing the work of Brown and Yule in ([23] elaborates different functions of speaking which involve *talk as interaction, talk as a transaction,* and *talk as performance*. *Talk as interaction* means a conversation where people "maintain a social relationship" [26] or where, for example, they exchange greeting, recount the recent experience, establishing a comfortable zone of interaction with others. Richard explains that this kind of talk has several characteristics, i.e. its primary function is the social relationship, it represents the relationship of the speakers, it reflects the speaker's identity, it may be formal or casual, it uses conversational convention, it reflects degrees of politeness, it employs many generic words, it uses conversational register, and it is jointly constructed by the speakers.

Skills that are needed in interaction talk involve opening and closing conversation, choosing topics, making small-talk, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, and reacting to others. These skills are what ([25] name managing talks, discussed in the previous chapter.

In interaction talk, a common technique or activity, which can be conducted, involves *role-play* or drama. Students pretend they are in various social contexts and have a variety of social roles. In role-playing activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" [27].

Another function of talk, talk as a transaction, refers to an exchange whose primary focus is exchanging messages to be understood or exchanging goods and services. The main features of this kind of talk involve its primary focus is information, the main focus is the message and not the participants, participants employ communication strategies to make the message across, there may be frequent questions, repetitions, and comprehension checks, there may be negotiation and digression, and linguistics accuracy is not always important.

The skills needed for such talk involve explaining a need or intention, describing something, asking questioning, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, and agreeing and disagreeing. The technique which fit this talk is classroom group discussion and problem's solving activities, a class activity during which students design a foster, discussing needed repair to a computer with a technician, discussing sight-sing planned with a hotel clerk or tour guide, making a telephone call to obtain flight information, asking someone for direction on the street, buying something in a shop, ordering food or a menu in a restaurant.

The last function of talk is known as performance. It refers to the public talk, which transmits information before an audience such as morning talks, public announcements, and speeches. This kind of talk tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. This talk involves giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sale's presentation, and giving a lecture.

For a detailed discussion, several techniques characteristics are provided below. They involve discussion, role play, simulation, information gap, brainstorming, story-telling, story completion, interview, picture narrating, picture describing, reporting, find differences.

3.2 Making Drama

This technique or activity refers to making a conversation between two or more students from the school hour. In this activity, students play a role such as a doctor and a patient, midwife and a client, a midwife and a client's family, midwife and doctor and client, and job interview in the office of the hospital. This technique is quite similar to role-play, but it necessarily takes a much longer time.

In this activity, the students were asked to record their conversation as a drama. The lecturer provided time for the preparation until all groups were ready to submit it. The comment and feedback gave after the recording was submitted.

In the fourth, and sixth observation, students involved in the consultative class. Here the lecturer conducted the teaching-learning process to prepare the students for a movie project. In observation third and fifth, for instance, students

were trained to pronounce certain expressions, which are going to be used in the dialogue of the movie script. As well, the teacher trained the students with appropriate intonation of such expressions. Meanwhile, in observation twelve, one of the students' movies was watched. Here the teacher gave feedbacks on how students' pronunciation and mimicry in playing a certain role in the movie.

Observation #1

Teacher: What about your task, making a movie? In making the movie you have to pay attention to the intonation. The intonation in speaking English is important. For example, 'watch out' means angry and Watch out! Be careful! Next, the facial expression such as smile
You have to know that I'd give some point of your movies such as intonation, expression, and pronunciation
(Give more explanation about making drama)

The lecturer asked the students whether they had finished the project of making a movie: "What about your task, making a movie?". The teacher then explained the English intonation. Besides, explaining the aspect of culture, facial expression and gesture, and pronunciation. The lecturer also alerted the students about grammar but did not explain it.

In the first observation, the teacher gave feedback to the student's work (movie) which had been submitted. The teacher reinforced the students by saying that he appreciated the students' work. Besides, the teacher wanted to know whether the students could share their problems during the process of making it.

Observation #2

Teacher: Good morning, I'm happy watching your movie. It's a clear sound. I mean the voice was clear with a nice conversation and good acting. However, in doing drama you also have made a movie, created your script and edited.
(He appreciated the students' movie task). What about the other group? Do have any difficulties?
Student: It's hard but we can practice
Student: I got difficulties in mimic and expression
Teacher : (Show a model how to act) Now I want Novi and Devi practice your dialog

The lecturer commented on the students' assignment of drama making. At this time, she stated that she appreciated the students' drama in terms of the sound, the acting, and the conversation. The teacher then asked the students about their works; whether they had any difficulty through the process of making it. A student commented: "It's hard but we can practice". Another student stated: "I got difficulties in mimic and expression. By showing a model on how to act in front of a camera and asked two students practicing it, certainly, it would help the students conducting their task given.

In the second observation, the teacher asked groups of students who had not submitted their assignments (movie/drama). The lecturer asked why they had not submitted them yet. The students gave some reasons related to the camera, which was unavailable, and the member of the group who was not co-operative.

Observation #3

Teacher: Hi…Good morning. How are you?
How about your holiday?
Welcome to our class!
How about your movie

Student   : script, mom

Teacher : (watching the Students' movie on the laptop and said: "If I am not mistaken I ask you to collect or submit it after the holiday last week". Where is your movie? (Pointed a student)

Student: two more scenes.

Teacher: Actually, it's been almost three months what is your problem?

Student: tool/media; camera, time for coming together, the members are not serious

Teacher: What is your movie about?

Student: The movie about the Ghost, Chinese ghost, it is simple to make it. Love story

Teacher: Why do you choose gay and lesbian?

Student: Because it is interesting and it is closed to reality

Teacher : (tells a story about the ghost at the school. It was a girl with the white dress he had ever seen)

Students : (listen carefully and pay attention, look at the teacher)

Student: Is it in our school, Sir

Teacher: Yes. Do you have a scary event in your life? "Hospital is popular with Dutch Ghost

The lecturer asked students about their assignment of making a drama/movie: "how about your movie?". A student answered: "script, sir". The teacher mentioned: "if I am not mistaken I ask you to collect or submit it after the holiday, where is your movie" (pointed to a student). The student replied "two more scenes". The lecturer said: "it takes almost three months, what is your problem?" The student replied: "tool, media, camera, time for coming together, and the member are not serious". The teacher asked what the student's movie was about.

By this technique, the teacher assigned students to play drama in groups. The drama should be recorded using a video recorder. The result of the recording was submitted to the teacher. The lecturer watched the drama and assessed them. Since this kind of technique cannot be seen in the classroom.

3.3 Students' Responses to the Drama Technique

To the drama technique, the students gave various responses that show their positive attitude towards this technique. Learning English through drama or role-play is very interesting for them. From the interview, it is revealed that drama or role-play could facilitate the students to create their own stories, provides students with the opportunity to practice using English, and makes all students participate in the process of making the script as they should play a certain role of their own choice as table 1 showed

Table 1: student participation in drama

No	Students	Students' Responses	Main Points
1	Novi	In this semester, we filmed the role play. We made the situation by ourselves. It's exciting to practice speaking and acting with friends.	Provides the student's opportunity to practice speaking
2	Rere	This drama which is filmed motivates us to speak because. This is caused by the language we used in the drama is easy, since we made it by ourselves. The teacher is used to remind us about pronunciation, expression, and intonation. This enhances our confidence.	Trigger the students to speak. Facilitate the teacher to give feedback contextually. Increase students' motivation
3	Wendy	Making the movie is the part I like most. It can train us in speaking English and help us to	Students are motivated to speak

		speak English fluently.	
4	Rika	The movie about our field is simpler. I like it since it can enrich my experience. Surely, it helps us a lot in speaking. When we speak English, sometimes we have to look at the text. But, when we do it in the movie, we have to memorize the text. We make the script and memorize it so that we do not need to look at the script, then. There are seven students in one group. The instruction is started from the beginning.	• Provide the student's opportunity to write the text using their language and then practice it
5	Ani	We filmed the drama with any theme we like. The duration is 20 minutes.	Facilitate the students to find the material of their interest
6	Fahmi	The drama task is good to train us to speak English and acting. But, it hard for us to gather to practice the drama.	Facilitate the students to practice speaking

Although it is generally admitted that this technique made the students motivated to speak English, there is a little problem found in one student's comment about this technique, i.e. gathering his friends to do the assignment. However, this can be handled by the teacher support by telling the deadline for the students to submit their assignment; hence, this may force them to be disciplined.

However, in implementing those available techniques, it should be taken to account the students' learning style as not all of the techniques are suitable for the students.

VI. Study Results, Summary And Contribution

There were four techniques employed in teaching speaking skill, i.e. *show-and-tell, presentation, drama making,* and *question-and-answer. Show-and-tell* and *presentation* techniques are two types of *performance talk,* which were used more often by English teachers than the two others technique (i.e. drama making and question-and-answer). Within all the four techniques, this study identified that aspects of knowledge in speaking (i.e. extra-linguistic and linguistic) receive little attention by the lecturer, whereas the largest portion of the speaking activities was filled with uncontrolled practice, which encourages students' speaking involvement and fluency.

The students' responses to the four techniques used were mostly positive. Except for student FM who felt shy to speak English in front of his classmates in *presentation* and *show-and-tell* activities, all of the participants in this study mentioned that the four techniques used for speaking lessons were interesting, enjoyable, motivating, and challenging.

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