



The Use of Small Group Discussion and Snowballing Techniques: An Effort to enhance EFL Students' Self –Efficacy and Speaking Skill

Received: 21th January 2018; Revised: 16th February 2018; Accepted: 28th February 2018

Permalink/DOI: <http://dx.doi.org/10.15548/jt.v25i1.409>

Ade Silvana *)

Sekolah Tinggi Agama Islam Negeri
Bengkalis, Indonesia.

E-Mail: ade.silvana@gmail.com

Martin Kustati

Universitas Islam Negeri Padang, Indonesia.

E-Mail: martinkustati@yahoo.com

Darmayenti

Universitas Islam Negeri Padang, Indonesia.

E-Mail: darmayentid@yahoo.com

*) Corresponding Author

Abstract: This paper is aimed at discussing on Small Group Discussion and Snowballing techniques enhance students' self-efficacy and speaking skill on hortatory exposition text at class XI State Islamic Senior High School 1 Padang in academic year 2016/2017. The experimental research type and factorial design were used to conduct the research. Two groups of experimental classes, who were cluster randomly selected, were taught by different techniques. First group was taught by Snowballing and second one was taught by Small Group Discussion. Both groups were given post-test after they got different treatments to find out whether both two groups shown differences and the effectiveness of the different treatments. Speaking test and questionnaires were used to collect the data. The t- test and two ways ANOVA were used to analyze the data. The results of the research have shown that students who were taught by snowballing were better than those who were taught by small group discussion in speaking skill on hortatory text. The students' self-efficacy in speaking skill that was taught by snowballing was higher than that was taught by small group discussion. The students with high self-efficacy got higher speaking score than students with low self-efficacy. It is concluded that Snowballing technique gives more significant effect on students self-efficacy in speaking skill than Small Group discussion one. It is recommended that English teachers have to use Snowballing technique to increase students' self-efficacy and skill in speaking.

Key words: Small group discussion; snowballing; self-efficacy; speaking skill

How to Cite: Silvana, A., Kustati, M., & Darmayanti, D. (2018). The use of small group discussion and snowballing techniques: An effort to enhance EFL students' self –efficacy and speaking skill. *Al-Ta Lim Journal*, 25(1). doi:<http://dx.doi.org/10.15548/jt.v25i1.409>

INTRODUCTION

Small group discussion and snowballing, as examples of teaching techniques, can be used to increase students' skill in English speaking. Small group discussion is a technique in which the students sit in groups about three until six students in a group, and then they discuss about the material and allow the presenter to announce topic or idea for group discussion (AbuSeileek,

2012; Burns & Joyce, 1997). Small group discussion serves intellectual, emotional, and social purposes. Intellectually, discussion helps participants become of the diversity of opinions on an issue. Emotionally means the participants may have some sort of personal involvement in the issue they are discussing, making it important to them. It can be important affective quality that is the key to the building of self-

confidence and sense of belonging. Group discussion builds a sense of cohesion and trust with one another and helps participants to build their inter-personal skills and confidence about offering individual opinions in group atmosphere (Jun Liu, 2001).

Meanwhile, snowballing is another technique in which the students sit individually and think about the topic, then sits in pair, and then the pairs sit with another pair. At last four students in group sit with another four. After they discuss, one of the members will present the topic (Burns & Joyce, 1997). It is in line with the procedure of snowballing as stated by (Carless, 2007; Harmer, 2001) who say that students discuss a particular issue in pairs. The pairs then join another pair to share their ideas. The small groups join together gradually to form larger groups to share ideas. It can develop students' critical understanding and enhance self-critique and foster appreciation for diverse views (Burns & Joyce, 1997).

Related to procedures of those techniques, those can improve students' skill in speaking and be better in learning outcomes (Lin, Liu, & Yuan, 2001). Small group discussion can not only students' skill but also teachers' activities in classroom (Ramsden, 2003; Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2014). In addition, it can improve students' self-efficacy aspect of students in learning since that techniques can encompass the term "work with peers". Work with peers had closely relation on students' self-efficacy.

According to (Bandura, 2006), perceived self-efficacy means persons' beliefs about their capabilities to produce designated levels of performance that affect their lives. Their beliefs will influence how they feel, think, motivate themselves and behave. Such those beliefs produce these diverse effects through four major processes which include cognitive, motivational, affective and selection processes (Schunk, 1999). Thus, Self efficacy affects one's behaviors and environments with which one interacts, and is influenced by one's action and conditions in environment. In other words, self efficacy will influence students' behavior

based on themselves and their environment (Pajares & Schunk, 2001).

According to (Brown, 2000; Burns & Joyce, 1997), speaking can be defined as the process of meaning construction that engages the speakers to receive, process and produce the information and convey it to listeners. Thus, the form and meaning are depend upon the context in which it occurs, including the participant, their collective experience, the physical environment and the purpose of speaking (Burns & Joyce, 1997; Hymes, 2005; Salmon, 2004). The other experts define speaking as a learners' competence deals with the knowledge of the language and the skill to use that knowledge to interpret and produce meaningful text appropriate to the situation in which they are used (Canale, 2014; Richards, 2005; Shumin, 2002). In short, competence means knowing the language and performance when the interaction happens.

In speaking, students are intended not only understand how to produce the language components like grammar, pronunciation, and vocabulary (linguistic competence), but also that they understand when, why, and in what ways to receive, process, and produce language (sociolinguistic competence). Thus, spoken language differs from written language in its structures and conventions (Barton, 2017; Fillmore & Snow, 2000; Finegan, 2014). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act. In order to gain those competences, some Snowballing and small group discussion can be used to increase students' self efficacy and skill in speaking. Hortatory text was chosen to be taught for the students. Hortatory Exposition had function to persuade the reader or listener that something is the case. It means that the text argue something to the reader and convince by giving some arguments. As a kind of text, this hortatory exposition had generic structure. Hortatory exposition text had organized structure which covers on three main points, namely; thesis, arguments and recommendation (Jianxin Liu, 2008; Rustipa, 2014).

The purposes of the research are to find out whether snowballing technique had better

results on students' speaking skill of hortatory exposition texts as compared to small group discussion technique or not. It is also beneficial to find out whether the first had higher results on students' speaking skill of hortatory exposition text for students with high self-efficacy as compared to the second or not. In addition, it is useful to find out whether snowballing technique had higher results on students' speaking skill of hortatory exposition text for students with low self-efficacy as compared to small group discussion technique or not. Therefore, the researcher conducted a research to find out whether there is an interaction between snowballing and small group discussion with students' self-efficacy towards speaking skill or not. This research is expected to contribute to improving the quality of students at class XI of MAN 1 Padang.

METHOD

This research was a quasi experimental research type. The population of the research was Class XI of MAN 1 Padang which involved three classes which consisted of 109 students. Two of three classes were chosen through cluster random sampling technique (Creswell, 2013). The experimental class one was taught by using snowballing technique while the experimental class two was taught by small group discussion technique. The instruments of this research were speaking test, questionnaire. Form of speaking was in question and answers (Abeywickrama & Brown, 2010). The indicators were used to assess students' speaking skill were pronunciation, vocabulary, grammar, fluency and comprehension. The main purpose of this component was to build students' speaking fluency. Questionnaire was used in order to measure the students' self-efficacy. The questionnaire was designed in a five point (5-1) based on Likert scale ranging from strong agree to strongly disagree. The items of questionnaire were adapted from (Weinstein & Sandman, 1992).

This research was conducted in eight meetings for each class, experimental class one and experimental class two. After having statistical analysis, it had been known that

snowballing technique had better result on students' speaking skill of hortatory exposition texts as compared to small group discussion technique. After collecting the data, the normality testing, the homogeneity testing and hypothesis testing were analyzed. Quantitative analysis was used to describe the effect techniques in improving students' skill and analyze the gain score groups by using t-test and two ways Anova. All the data were input into the computer, and then analyzed through the Statistical Package for Social Science (SPSS17.0). To be more specific, firstly, descriptive statistics such as frequencies means, and standard deviations were computed. This research used self-efficacy as moderator variable where it was designed as factorial design 2×2 .

RESULTS AND DISCUSSIONS

The finding of the research was found that small group discussion technique and snowballing technique gave different effect towards students' skill and students' self-efficacy in speaking.

Effect of Small Group Discussion and Snowballing Techniques towards Students' Speaking Skill

The result of research showed that Snowballing Technique gave better result on students' speaking skill on hortatory exposition texts as compared to small group discussion one. It can be seen on the following table.

Table 1. Students' score on Speaking Skill

Description	Group 1 Snowballing	Group 2 Small Group Discussion
Resp	35	35
Mean	71.05	65.14
St. Deviation	11.330	10.795

Based on the table above, it was shown that the students who had been taught by Snowballing technique had better skill on speaking on hortatory exposition text than the Small Group Discussion one. The mean students' speaking test score for experimental

class one (who was taught by snowballing technique) was 71.05. Then the highest score was 92 while the lowest score was 50, with std. deviation was 11.330 and variance was 128.376. The mean of students' speaking test for second experimental class (who was taught by small group discussion) was 65.14 while the highest score was 96 and the lowest score was 48. Then its standard deviation was 10.795 with variance was 116.536. The data of students' speaking test can be illustrated by the data distribution figure below:

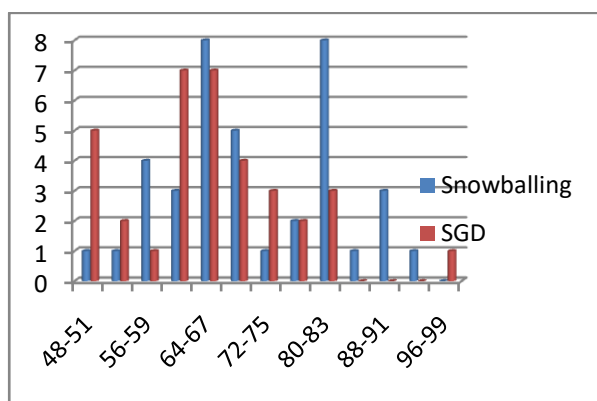


Figure 1. Students' Speaking Skill Experimental Class One and Experimental Class Two

The figure above stated that the students' speaking skill of experimental class group 1 was taught by snowballing got score between ranges 64-67 and 80-83 about eight students of each range, while the students' speaking skill of experimental class group 2 most get score between ranges 60-63 and 64-67 about seven students of each range. The highest score for snowballing was between ranges 92-95 got by one student and the lowest score was about range 48-51 got one student. The highest score for small group discussion was between ranges 96-99 got by one student and the lowest score was about range 48-51 got by five students. It meant that most students taught by snowballing got higher result than those taught by small group discussion. It is concluded that Snowballing had better result in teaching speaking.

Effect of Small Group Discussion and Snowballing Techniques towards Students' High Self- efficacy on Speaking

Snowballing technique gave higher results on students speaking skill on hortatory exposition texts for students with high self-efficacy as compared to small group discussion technique. It can be seen on the following table.

Table 2. Students' High Self- Efficacy on Speaking Skill

Description	Group 1	Group 2
	High Self Efficacy	High Self Efficacy
Resp	10	10
Mean	78.6	67.78
Varian	104.933	165.444
t-observed		2.039
t- table		1.734
P-value		0.05

The result second of hypothesis testing shown that the value of t_{observed} was 2.039 and the value of t_{table} was 1.734. Because the value of t_{observed} was higher than the value of t_{table} , so statistically as consequence null hypothesis (H_0) that stated the snowballing technique did not give higher result on students' speaking skill of hortatory exposition text for students with high self-efficacy as compared to small group discussion technique was rejected and alternative hypothesis (H_1) that stated the snowballing technique gave higher result on students' speaking skill of hortatory exposition text for students with high self-efficacy as compared to small group discussion technique was accepted. It means that the snowballing technique gave higher result on students' speaking skill on Hortatory Exposition Texts for students with high self-efficacy.

Effect of Small Group Discussion and Snowballing Techniques towards Students' Low Self- efficacy on Speaking

Snowballing technique did not give higher results on students' speaking skill on hortatory exposition texts for students with low self-efficacy as compared to small group discussion technique. It can be seen on the following table.

Table 3. Students' Low Self- Efficacy on Speaking Skill

Description	Group 1	Group 2
	Low Self Efficacy	Low Self Efficacy
Resp	10	10
Mean	62.80	60.89
Varian	77.511	122.111
t-observed	0.419	
t- table	1.734	
P –value	0.05	

The result of third hypothesis testing shown that the value of t_{observed} was 0.419 and the value of t_{table} was 1.734. Because the value of t_{observed} was smaller than the value of t_{table} , Thus, statistically as consequence null hypothesis (H_0) that stated the snowballing technique did not give higher result on students' speaking skill on hortatory exposition text for students with low self-efficacy as compared to small group discussion technique was accepted and alternative hypothesis (H_1) that stated the snowballing technique gave higher result on students' speaking skill on hortatory exposition text for students with low self-efficacy as compared to small group discussion technique was rejected. It means that the snowballing technique did not give higher result on students' speaking skill with low self-efficacy on Hortatory Exposition Text.

Interaction between Snowballing and Small Group Discussion Technique with Students' Self-Efficacy toward Students' Speaking Skill on Hortatory Exposition Texts

Table 4. The Interaction between snowballing and small group with students' self-efficacy

Sum of Variance	Sum	df	Mean Square	F Value	Sig	F Tab
Technique	384.01	1	384.01	3.312	0.078	2.883
Self Efficacy	1219.2	1	1219.23	10.515	0.03	2.883
Interact	188.07	1	188.07	1.622	0.21	2.883
Error	3942.4	34	115.954			
Total	179872.000	35				

The third row in the table ANOVA (interaction) shown the value of F observed was 1.622 and the value of F on the table was 2.883. Because the value of F observed was 1.622 and it was lower than the value of F on the table 2.883, so as consequence null hypothesis (H_0) that stated there was no interaction between Snowballing and Small Group Discussion with students' self-efficacy towards students' speaking skill on Hortatory Exposition Texts was accepted and alternative hypothesis (H_1) that stated there was interaction between Snowballing and Small Group Discussion with students' self-efficacy towards students' speaking skill on Hortatory Exposition Texts was rejected. It is concluded that there is no interaction between snowballing and small group discussion with students' self-efficacy towards students' speaking skill on Hortatory Exposition Texts.

In addition, there were differences between students' speaking score in experimental class group one and experimental class group two. The mean score of students' speaking skill with high self-efficacy was taught by snowballing technique was 78.60 while the mean score of students' speaking skill with high self-efficacy was taught by using small group discussion was 67.78. The mean scores of students' speaking skill with low self-efficacy taught by using snowballing technique was 62.80 while the mean score of students' speaking skill with low self-efficacy was taught by using small group discussion was 60.89. The data from both classes have shown that the students with high self-efficacy got higher speaking score than students with low self-efficacy. The data above can also be seen in the following table:

Table 5. Students' Score in Experimental and Control group

Technique	Snowballing Technique	Small Group Discussion Technique
High Self-Efficacy	78.60	67.78
Low Self-Efficacy	62.80	60.89
Mean Score	70.7	64.33

From the table above, it was stated that the mean score of students' speaking skill with high and low self-efficacy was taught by using snowballing technique was 70.7 while the mean score of students' speaking skill with high and low self-efficacy was taught by using small group discussion technique was 64.33. Based on the score, there were significant differences between both classes. The statistical data has proved that one of the techniques was more effective in teaching speaking. It indicated that snowballing was more effective than small group discussion in teaching speaking. It is proven with the chart below:

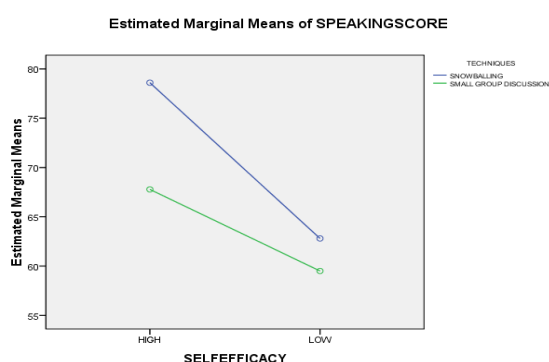


Chart 1. Interaction between Techniques and Self-Efficacy

If the lines were not parallel, an interaction existed between teaching techniques and self-efficacy toward students' speaking skill. In contrast, if there were two lines in ordinal line, it indicated that there was no interaction between techniques used in teaching and learning process and self-efficacy towards students' speaking skill. If the null hypothesis was accepted, there was an implication that no relation exists between the factor levels and the response. There was not much could be learnt, and it was just finished with the analysis.

It has shown that there was no interaction between both techniques (snowballing and small group discussion) and self-efficacy towards students' speaking skill. So theoretically, there was no need to continue further analysis (Post Hoc) with Turkey's Honestly Significant Difference (HSD) test. The data analysis of students' speaking skill and self-efficacy shows that Snowballing technique significantly has better results on students speaking skill on hortatory exposition texts. The

scores of students' speaking skill on hortatory exposition texts taught by Snowballing technique are higher than those taught by Small Group Discussion.

Based on the statistical analysis of hypothesis testing, it is found that the students' mean scores in experimental class one is higher than those in experimental class two. Snowballing had better result on students' speaking skill on hortatory exposition text. It is in line with the previous research finding conducted by (Burns & Joyce, 1997) They found that snowballing can give better effect on students' English speaking skills.

Then, this finding is also in line with (Burns & Joyce, 1997) about the effectiveness of collaborative technique which found that Snowballing is the most effective technique in reading comprehension. Moreover the teacher can get many advantages besides getting easy to learn speaking, the students can develop their opinion, their way to thinking, their interests of some material ((Burns & Joyce, 1997). It means that snowballing technique can be used as an alternative technique in teaching speaking to help the students and make their English better and better. By learning with snowballing, students can add knowledge and enhance their insight through different students' experience. Snowballing offers more insight because the steps of snowballing add students' participation until eight students in a group.

Secondly, based on the result of the second hypothesis, it is found that the mean score of students' speaking skill of hortatory exposition text with high self-efficacy taught by using snowballing had higher result than taught by small group discussion.

Many experts on self-efficacy stated that comparing the students who get worried on their capabilities to those who feel self-efficacious about learning or performing tasks competently are able to participate more readily, work harder, persist longer when they encounter difficulties, and achieve at higher levels. It means that the students with high self-efficacy do better work in performing task (Burns & Joyce, 1997). Besides performing persistently,

they also have high belief to recognize that they can do.

The different mean score of students' speaking skill achieved by both classes is influenced by some factors. First, the experimental class taught by snowballing technique got more opportunities to develop themselves in participating in the classroom than the class taught by small group discussion. As stated by (Burns & Joyce, 1997) that students discuss a particular issue in pairs. The pairs then join another pair to share their ideas. The small groups join together gradually to form larger groups to share ideas. The students have more understanding about the topic because they exchange their ideas many times.

Second, in both snowballing and small group discussion, the students got more maximum time to speak target language by providing tasks, material and shared knowledge. In this research, the teacher reduced her talking time in class to add chances the students to speak. It means that the researcher develops oriented learners in speaking English. The different result for both experimental classes depends on students' skill to maximize the chances and result findings showed that snowballing gets higher result because the students have more chances to speak.

Snowballing and Small Group Discussion belong to cooperative learning. It means that the implementation of these techniques relate to work with peers. Work with peers itself will influence the students' self-efficacy (Burns & Joyce, 1997). Self-efficacy is strongly influenced by peers. In other words, applying snowballing and small group discussion will influence the students' self-efficacy as a result of the discussion they do and provide them social persuasion.

Thirdly, based on the result of the third hypothesis, the score of students' speaking skill on Hortatory Exposition Text with low self-efficacy taught by snowballing had better result than that taught by small group discussion, but statistically in t- test the snowballing technique does not have higher result on students' speaking skill.

As theory about self-efficacy mentioned by (Burns & Joyce, 1997) that compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing tasks competently are able to participate more readily, work harder. The researcher focuses on the first statement compared with the learners who doubt their capabilities. It means that the students who had low self-efficacy tend to doubt to their skill in accomplishing or performing task.

The result of testing in the third hypothesis has shown that students' speaking skill with low self-efficacy taught by using snowballing is not significantly higher than those taught by small group discussion compared with students' speaking skill with high self efficacy. There is something new of finding that the researcher found in this research. The means score of students' speaking skill with low self-efficacy taught by snowballing is not significantly higher than those taught by small group discussion. Despite their self-efficacy is low, but there is another factor influence the result, that is intelligence. It is supported by (Burns & Joyce, 1997) who reveal that self efficacy depends on students' intelligence. But of course the result of the students' speaking skill with low self-efficacy is not better than those with high-self-efficacy. This is in line with the Bouffard –Bouchard's in Schunk and Meece (2005:79) who found that high school students with high self- efficacy for problem solving demonstrated the greater performance-monitoring and persistence than did the students with lower self-efficacy.

To sum up, the students with low self-efficacy tend to have lower performance in their speaking because they do not have high belief to perform well. They have low judgment toward their skill in speaking English.

Last, based on result of the fourth hypothesis, there is no interaction between snowballing and small group discussion with self-efficacy toward students' speaking skill of hortatory exposition texts. It is found that alternative hypothesis (H_1) is rejected and null hypothesis (H_0) is accepted. If the null hypothesis is accepted, there is an implication

that there is no relation between snowballing and small group discussion with students' self-efficacy toward students' speaking skill of hortatory exposition texts.

The chart shows that there are two parallel ordinal lines. It means that there is no interaction between the used of snowballing and small group discussion toward students' speaking skill of hortatory exposition texts. But the data showed that snowballing technique is better than small group discussion toward students' speaking skill from the mean scores of students' speaking skill.

The result of the fourth hypothesis is related to the theory proposed by (Burns & Joyce, 1997). They reveal that the teaching techniques which are used and combined with the goal setting raise the students' skill and self-efficacy. In other words, small group discussion and snowballing give positive results toward students' speaking skill and students' self-efficacy.

If it is seen from the mean score of students' speaking skill, there is possibility that there is interaction between students' self-efficacy and students' speaking skill. This is related to the second and third hypothesis. The students with high self-efficacy get the higher scores than those with low self-efficacy toward speaking skill. It is in line with (Burns & Joyce, 1997) that compared with learners who doubt their capabilities, those who feel self-efficacious about learning or performing tasks competently are able to participate more readily, work harder.

In conclusion, there is no interaction between teaching techniques (small group discussion and snowballing) and self-efficacy toward students' speaking skill. Self-efficacy encourages students to speak English. But, based on the statistical calculation, the interaction between techniques used and self-efficacy can not affect students' speaking skill of Hortatory Exposition Texts. It is concluded from four of hypothesis that snowballing generally gives better result towards students' speaking skill than small group discussion. It is similar result with the students with high self

efficacy; the snowballing can give higher result on students' speaking skill. For students with low self-efficacy, the snowballing does not help students' speaking skill. At last, there is no interaction between techniques used and self-efficacy toward students' speaking skill.

CONCLUSION AND RECOMMENDATION

Based on the result of the data analysis and findings of this research which was conducted at Class XI of MAN 1 Padang, several conclusions can be drawn as follow: first, snowballing technique is very beneficial in teaching speaking as it gives significant effect on students' speaking ability. It can be seen from the scores that the students' grouped to experimental class one taught by snowballing technique are higher than theirs in experimental class two taught by small group discussion technique.

Second, the result of the data analysis and findings prove that the students who feel self-efficacious about learning or performing a task competently can participate more actively in activities and work harder when they encounter difficulties. The students' speaking ability having high self-efficacy taught by snowballing technique is significantly higher than those taught by using small group discussion technique.

Third, snowballing does not help students with low self-efficacy on their speaking ability. It is proven by the speaking ability of students' having low self-efficacy taught by snowballing technique are not significantly higher than those taught by small group discussion technique.

Finally, the finding of this research also shows that there is no interaction between both snowballing and small group discussion with students' speaking ability. It shows that no matter what teaching technique is, students having low self efficacy got lower score than those having high self-efficacy. It also indicates no matter what the level of students' self-efficacy, the students taught by snowballing

technique got higher score than those taught by small group discussion.

Based on the result of this research, it can be implied that Snowballing technique is better than Small Group Discussion to maximize students' speaking ability. The implication of the Snowballing technique in teaching and learning of speaking ability is the snowballing technique brings important role on students' speaking skill. Snowballing technique makes students think critically, stimulate students' cooperation, respects different viewpoints among them and facilitate them to get the knowledge and discuss together about the text.

Students are provided with a text and instruction what should be done to control the discussion. It makes students work effectively to speak English. Self-efficacy is a very important aspect to be considered in teaching speaking. In this research, it is found that the students' speaking skill having high self-efficacy taught by Snowballing technique has higher result than those taught by using Small Group Discussion. It implies that the students having high self-efficacy in learning can participate more readily and work harder when they encounter difficulties.

Snowballing technique does not help too much toward students' speaking skill having low self-efficacy which is proven by the students' speaking skill having low self-efficacy taught by snowballing technique is not significantly higher than those taught by small group discussion. It implies that the students having low self-efficacy tend to have low ability in speaking. The judgment about their skill directly influences their speaking ability.

Referring to the conclusion and implication of the research, it is recommended teacher of MAN 1 Padang and other teachers to use Snowballing technique in teaching speaking with interesting text. The more interesting the text used, the more successful the use of Snowballing technique in teaching and learning process. Second, English teacher can apply Snowballing technique as one of the alternative techniques to improve students' speaking skill.

It can help the teacher to vary the activities in the classroom especially in the teaching and learning English speaking.

REFERENCES

- Abeywickrama, P., & Brown, H. D. (2010). *Language assessment: Principles and classroom practices*. NY: Pearson Longman.
- AbuSeileek, A. F. (2012). The effect of computer-assisted cooperative learning methods and group size on the EFL learners' achievement in communication skills. *Computers & Education*, 58(1), 231–239.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-Efficacy Beliefs of Adolescents*, 5(1), 307–337.
- Barton, D. (2017). *Literacy: An introduction to the ecology of written language*. John Wiley & Sons.
- Brown, H. D. (2000). *Principles of language learning and teaching*.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. ERIC. Retrieved from <http://eric.ed.gov/?id=ED411709>
- Canale, M. (2014). From communicative competence to communicative language pedagogy. In *Language and communication* (pp. 14–40). Routledge.
- Carless, D. (2007). Student use of the mother tongue in the task-based classroom. *ELT Journal*, 62(4), 331–338.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Fillmore, L. W., & Snow, C. E. (2000). What teachers need to know about language.
- Finegan, E. (2014). *Language: Its structure and use*. Cengage Learning.
- Harmer, J. (2001). *The practice of English language teaching*. London/New York.
- Hymes, D. (2005). Models of the interaction of language and social life: toward a

- descriptive theory. *Intercultural Discourse and Communication: The Essential Readings*, 4–16.
- Lin, S. S., Liu, E. Z.-F., & Yuan, S.-M. (2001). Web-based peer assessment: feedback for students with various thinking-styles. *Journal of Computer Assisted Learning*, 17(4), 420–432.
- Liu, Jianxin. (2008). The generic and rhetorical structures of expositions in English by Chinese ethnic minorities: A perspective from intracultural contrastive rhetoric. *Language and Intercultural Communication*, 8(1), 2–20.
- Liu, Jun. (2001). *Asian students' classroom communication patterns in US universities: An emic perspective*. Greenwood Publishing Group.
- Pajares, F., & Schunk, D. (2001). The development of academic self-efficacy. *Development of Achievement Motivation. United States*, 7.
- Richards, J. C. (2005). *Communicative language teaching today*. SEAMEO Regional Language Centre.
- Rustipa, K. (2014). Metadiscourse in Indonesian EFL learners' persuasive texts: A case study at English department, UNISBANK. *International Journal of English Linguistics*, 4(1), 44.
- Salmon, G. (2004). *E-moderating: The key to teaching and learning online*. Psychology Press.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in Language Teaching: An Anthology of Current Practice*, 12, 204–211.
- Weinstein, N. D., & Sandman, P. M. (1992). A model of the precaution adoption process: evidence from home radon testing. *Health Psychology*, 11(3), 170.