

## **An Analysis of Speaking English Routine on Students' Competences at Basic Level of Genta English Course Pare-Kediri**

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### **Abstract**

*This study aims at improving the speaking competence of the basic level students of Genta English Course Pare Kediri. Speaking English routine were used in this study. This study is an action research study which comprised a class. It involved me as the researcher, the principle of Genta English Course, the English teacher, and 10 students of the basic level students of Genta English Course Pare Kediri. The steps of this study were observation, questionnaire, and documentation. The data of this study is qualitative. The qualitative data were obtained by observing the students' competences in speaking English routine. The data were collected in the forms of field notes and questionnaire paper. And the last is by documentation, the data were collected in the performances in learning process. The research finding shows that the use of the speaking English routine is effective to improve students' speaking competence. English routine is accompanied with other actions such as using English classroom/dormitory, memorizing vocabularies, doing English language in any activities, giving feedback, giving rewards, and doing English program. The indicators of the success of the implementation are that: (1) the students are more active in the speaking English routine than they were; (2) the students are more enthusiastic in doing speaking English routine; and (3) the students' self-confidence and motivation to speak English improve. Furthermore, the findings are also supported by the means of the students' competences which have increased*

**Keywords : Speaking, English Routine, and Students' Competences.**

### **Introduction**

Language is something essential in our life since everybody needs language as a piece of correspondence or correspondence movement with others. It is challenging to do

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movements of every sort without language.<sup>3</sup> Each individual involved language as a device of correspondence with one another to communicate the individual response to the circumstance to animate a reaction to another person and think something out. It implies that language is a device of correspondence to communicate our thought process. Language likewise makes us for giving and get some data. As stated in verse 4 of Surah Ibrahim that language is importance to delivering a message: "We sent not a messenger except (to teach) in the language of his (own) people, to make (things) clear to them. Then Allah sanded whom He will astray, and guides whom He will. He is the mighty, the wise. (QS. Ibrahim: 4)"<sup>4</sup>

On verse above explained that learning a foreign language is necessary and permissible which aims to create goodness. Through a foreign language not only do people know all about the information, but also people know how to interact with each other. In this era of globalization the language used to interact from one country to another is English. That is why English is taught and studied in every school.

English is seen as the language which gives you admittance to the world.<sup>5</sup> English as a subsequent language (ESL) schooling has acquired an undeniably significant job in profession advancement in science, business, and industry on the worldwide stage.<sup>6</sup> It implies that understudies ought to have the inspiration to learn English since now English can give you admittance to the world. In English training improvement in Indonesia, the reason for showing the English language in school is to foster the understudies' language abilities.

However, the objective of teaching-learning English is to develop four language skills: listening, speaking, reading, and writing.<sup>7</sup> Therefore, the students should have abilities in mastering four basic skills of learning English like listening, speaking, reading,

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<sup>3</sup> Baiq Rahmawati Vendra, Thesis, *An Analysis of Students' Problems in Mastering Speaking Skill Faced by First Semester of the Twelfth Grade*, (Kotabumi Lampung Utara, Raden Intan State Islamic University Lampung, 2018), p.02

<sup>4</sup> Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 206

<sup>5</sup>Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (Chichester, West Sussex: John Wiley & Sons, Ltd, 2009), p.9

<sup>6</sup> David J. Alonso, *English as a Second Language*, (New York: Nova Science Publisher, Inc. 2011), p.1

<sup>7</sup> H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language pedagogy*, second edition, (New York: Longman, 2001), p. 232

and writing. One of the four language skills, students often encountered difficulties in the ability to speak or speaking skills. Because people use speaking almost constantly, speaking also is the basic language activity by which people related themselves to others.

Speaking skill is taught to the students to able to use English in the real communication. The Indonesian curriculum of 2013 state that since junior high school, English compulsory lesson for students.<sup>8</sup> It means that both of teacher and student must be able to master English. To speak in the foreign language to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that a listener will understand. <sup>9</sup> In addition, Nunan states that people must master the art of speaking, speaking is the single most important aspect of learning a second or a foreign language, and success is a measure in terms of the ability to carry out a conversation in the target language.<sup>10</sup> Generally we cannot have our lives without doing some speaking activities with others.

For many students speaking difficult to be mastered. There are some problems faced by students in speaking activities, there are pronunciation, grammar, vocabulary, fluency and comprehension.<sup>11</sup> From that all make difficulty to expression that foreign language as an international language in the world. In today's super-advanced era, the use of English has become commonplace and you must have seen it everywhere. Starting from the environment itself, global innovation and development, as a means of trade communication, and much more. Therefore, there must be lots of reasons that encourage how important it is to learn English as a preparation to face the world. In addition to being widespread and needed as a way of communicating, those of you who are in this era need to master the international language to be ready and able to keep up with the times in the era of globalization. Why development? Because surely things will change and innovate—both in the present and later in the future. So, you must be able to adapt and have good English skills

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<sup>8</sup> Loeloek Endah Poerwati, Kurikulum 2013. (Jakarta: Prestasi Insan Indonesia, 2013), p.23

<sup>9</sup> Lynne Cameron, Op. Cit, p.40

<sup>10</sup> David Nunan, Language Teaching Methodology, (New York: Prentice Hall International, 1991), p. 39

<sup>11</sup> H. Douglas Brown, Language Assessment: Principles and Classroom Practice, (New York: Longman, 2004), pp. 172-173

According to the explanation above, it can be concluded that speaking is very important because by speaking students can express their opinions and by learning speaking skill it makes students understand how to speak well. So by looking as such things as the references, the researcher conducted a research entitled An analysis of speaking English routine on students' competences at basic level of Genta English Course Pare Kediri.

The objectives of this study include: 1) to analyze the students' competences in routine English speaking at the basic level of Genta English Course Pare Kediri; 2) to analyze the students' responses in routine English speaking at the basic level of Genta English Course Pare Kediri. The results of this study are: 1) to encourage students' awareness of speaking English routine in daily life, to find out the best way on how to create effective speaking English routine and to help the students' competence in speaking English routine; 2) helping to determine the effectiveness of using English routine, provide the teachers' method to improve students' competences in speaking skills, and give suggestions to solve the problems' students in speaking English skills; 3) to develop foreign language abilities using new method easily.

## **Research Method**

In this research, the researcher employs qualitative research. Qualitative research tends to study things in their natural setting, attempts to make sense of or interpret phenomena in terms of the meaning people bring to them.<sup>12</sup> The qualitative research is descriptive. It means that type of qualitative research in this research focused on description.

This research produces descriptive data in form of written words the subject and its behavior can be observed. The types of qualitative research focus on the description. Schrieber states that descriptive studies simply describe some phenomenon using numbers to create a picture of a group or individual<sup>13</sup>. It means that descriptive studies are methods for explaining the phenomena of the group. The researcher observes the data in form of

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<sup>12</sup> ames Schrieber and Kimberly Asner-self, Educational Research (New York: John Wiley & Sons, Inc, 2001), p.10

<sup>13</sup> Ibid, p.15

written words in this study.

By this qualitative research, the researcher sees the phenomenon of the research of the moment at a certain time. In this case, the researcher focuses on the analysis of students' competence in routine English speaking at the basic level of Genta English Course Pare Kediri, the problems, and the causes of problems faced by the students in mastering speaking. The source of data in qualitative research can come from many sources such as observations, questionnaires, and documentations. There are two kinds of data sources as follows:

Primary data is original and unique data, which is directly collected by the researcher from a source such as a survey, observations, experiments, questionnaire, personal interview, etc. The researcher uses observation, questionnaire and documentation results from a basic level at Genta English Course Pare Kediri as primary data of this research.

Secondary data means data collected by someone else earlier. Secondary data are the data collected by a party not related to the research study but collected these data for some other purposes and at a different time in the past. If the researcher uses the data then these become secondary data for the current user. Secondary data are government publications, websites, books, journal articles, etc. Documentation such as a book, journal, etc. That related to the study as secondary data.

In this research, the researcher conducted the observation, questionnaire, and interview to get the data for this research. The steps are as follows:

1. Observation

Observation is the process of gathering information by observing people and places at a research site.<sup>14</sup> In this research, the researcher does not involve directly in the classroom activity. She makes a note during the teaching-learning process. Notes are used to know-how is the process in teaching-learning speaking and the students' problems in mastering speaking skills

2. Questionnaire

The researcher uses a questionnaire to get data from the students. According to

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<sup>14</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Buston: Pearson, 2012), p. 213

Arikunto, the questionnaire is a list of questions given to others who are willing to respond to user requests. Furthermore, Arikunto says that questionnaire can be divided into:

- to know the further opinions and the aspect that may influence the students' competence process and to confirm the answer given by the researcher. The questionnaire presented in the form of respondents living in such a way that gives a tick (X) on a column or an appropriate place.
- To get the data about students' responses in speaking English routine, firstly the researcher do the observation to get the nformation about the existence and the condition, Secondly, the researcher also used the questionnaire to get the detail information of students' responses, the technique and causes of students' problems in mastering speaking skill

### 3. Documentation

The researcher used a camera of mobile phone to collect all the data. Camera were utilized to take photos the students' performance in learning process.

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell classified the validity of data into eight strategies, those are:

- a. Triangulate the different sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
- b. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific description or themes back to participants and determining whether these participants feel that they are accurate.
- c. Use rich, thick description to covey the finding.
- d. Clarify the bias means the rescarcher brings to the study.
- e. Also present negative or discrepant information that runs counter to the themes.

- f. Spend prolonged time in the field.
- g. Use peer debriefing to enhance the accuracy of the account.
- h. Use an external auditor or review the entire project.<sup>15</sup>

In this research, the researcher used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior. Thus, triangulation technique means the researcher study. Thus, methodological triangulation is making different method to get validity of data.<sup>16</sup>

From those types of triangulation, the researcher used methodological triangulation to get validity of data. Besides, the researcher collects the data by observation which is supported by interviewed the teacher and the researcher also used questionnaire which can give evidence if the participants are people that is proper to be used as subject of research.

Data Analysis is the proce nizing to get consistency of example of type of the exploration. As per Miles and Huberman there are three significant periods of information examination: data reduction, data display, and conclusion drawing or verification.<sup>17</sup> This following figure delineated the part of information examination by Miles and Huberman.

#### 1. Data Reduction

Data reduction refers to the most common way of choosing, focussing, simplifying, abstracting and changing the information that show up in reviewed field notes or records. In data reduction the mass of information must be coordinated and genuinely diminished or reconfigured (Miles & Hubberman, 1994, p. 10).<sup>18</sup> The purpose of data reduction is to simplify the data obtained during data collection in the field.

In this research, the researcher chose the information got from observation on teaching and learning process, questionnaire the students, and documentation.

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<sup>15</sup> J. W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approach*, (United States, 2014), p.191

<sup>16</sup> Denzin and Lincoln, *Handbook of Qualitative Research*, (Yogyakarta: Pustaka Pelajar, 2009), p. 16

<sup>17</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p. 12

<sup>18</sup> *Ibid*, p.10

Then, after collecting and reducing the data, the researcher displays those data in the form of descriptive

## 2. Data Display

Data display is second part or level in Miles and Huberman model of subjective information investigation. A presentation can be a drawn out piece of message or an outline, diagram, graph, table or network that gives a better approach for organizing contemplating the more literarily implanted information. At the showcase stage, extra, higher request classes or subjects might rise out of the information that go past those previously found during the underlying system of data reduction<sup>19</sup>. After reducing the data, the following action is show the data to be significant. Data Display should be possible by story structure, table, realistic and others. Through the introduction of these data, the data coordinated, organized in an example of relationship, in this manner it will be all the more effectively perceived. Some activities an analyzing the data that done by the researcher in data display are:

### a. Observing the teaching and learning process

In this step the researcher the teaching and learning process by the observation sheet to know how is the process of teaching speaking. By observing the class the researcher knew what are the problems that students faced in mastering speaking skill

### b. Giving questionnaire

In this progression, the reseacher gives the questionnaire to students. This progression led to realize what students' problems and reasons for students' problems in mastering speaking ability. From display the data, the reseacher set the end up to answer about the exploration inquiries in this research.

## 3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing includes venturing back that the analyzed information mean and to survey ther suggestion for the current inquiries. Verification is connected to end drawing, involves reconsidering the information however many times as important to cross-

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<sup>19</sup> Ibid, p.11



check or confirms these rising conclusions, Verification alludes to the cycle which can clarify the response of exploration questions and examination targets.<sup>20</sup> In this progression, the researcher reach the conclusion and confirm the response of examination question that done in showing the information by comparing observation data, questionnaire data, and documentation data. Subsequently, the researcher get the decision about students' competence in English speaking routine at basic level of Genta English Course.

## **Findings and Discussion**

### **Research Findings Fact**

Research instrument is an tools in the research by using certain method. Furthermore, research instrument is tool of facilities which is used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning more complete and systematic, so it will be easy to analyze.<sup>21</sup> In this research, the researcher uses observation, questionnaire and documentation as the instrument of the research. The following is the specification of instrument.

**Table.1 Instrument of the Research**

<b>No</b>	<b>Instrument</b>	<b>Aim</b>
1	Observation	Students' competences in speaking English routine
2	Questionnaire	Students' responses in speaking English routine
3	Documentation	Students' performances in learning process

#### 1. Observation Results

Observation method is a technique to get information about human behavior and ability by observe while any direct contact. The observation is only take the role of observer to step away from the role as students and get another point of view of the situation. It is a fundamental way to find out about the real thing around us. It is more than just looking or listening. By observation the researcher could obtain

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<sup>20</sup> *Ibid*, p.11

<sup>21</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2011), p.160

the clearer description about social life that is difficult to be gotten by using another method. The data collected in this research are the utterances produced by the students' speaking performance in front of class. In this research, observation is to know what the students' competences in speaking English routine. The researcher use specification as follows:

**Table 2 Observation Note in the First Week of Meeting**

Description	Observation Note
<p>The researcher analyzed the students' competences in speaking English routine based on the students' performance in front of the class. Students' competences in speaking English routine are :</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Pronunciation</li> <li>3. Grammar</li> <li>4. Fluency</li> <li>5. Comprehension</li> </ol>	<p>6 members feel difficult to comprehend what I said. They just know/answer the easy word, because they have never studied English before, so they also can not speak English. 4 members like English since they at elementary school, so they always try to be mastering English. By listening a music, watching a movie and reading novel everyday that can improve a little bit.</p>

**Table 3 Observation Note in the Second Week of Meeting**

Description	Observation Note
<p>The researcher analyzed the students' competences in speaking English routine based on the students' performance in front of the class. Students' competences in speaking English routine are :</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Pronunciation</li> <li>3. Grammar</li> <li>4. Fluency</li> </ol>	<p>They have enthusiasm study English very much. Their comprehension to comprehend what I said is more increasing than first meeting. And they be able to answer my question or my greeting in English although combine in their first language. Besides, 1 member are sleepy</p>

5. Comprehension	and 2 members were felt bored study English.
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**Table 4 Observation Note in the Third Week of Meeting**

Description	Observation Note
<p>The researcher analyzed the students' competences in speaking English routine based on the students' performance in front of the class. Students' competences in speaking English routine are :</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Pronunciation</li> <li>3. Grammar</li> <li>4. Fluency</li> <li>5. Comprehension</li> </ol>	<p>After from the second week of meeting, just 3 of members still feeling confused because they are not kind of interested with the second meeting's agenda. So they are cannot keep up with the next agenda. But, 7 members members started to like English and feel comfortable. They feel curious, and ask how to be a good English especially have many vocabularies in English. They want to get easy to memorize the vocabularies, able to arrange sentences and able to pronounce the word correctly.</p>

**Table 5 Observation Note in the Fourth Week of Meeting**

Description	Observation Note
<p>The researcher analyzed the students' competences in speaking English routine based on the students' performance in front of the class. Students' competences in speaking English routine are :</p> <ol style="list-style-type: none"> <li>1. Vocabulary</li> </ol>	<p>For last meeting, the researcher asked some members who braves came forward for telling any topic using English language although they still combined with their first</p>

2. Pronunciation	language. Then the results are 6 members be able to tell their hobbies and ambition. 2 members describe their family and 1 member just silent and 1 member was getting sick.
3. Grammar	
4. Fluency	
5. Comprehension	

## 2. Questionnaire Results

Questionnaire is a method used to get the data by submitting questions to respondent. To get the data about students' competences in speaking English routine, firstly the researcher did the observation to get the information about the existence and the condition of the class from the teacher of the class, and the researcher also used the questionnaire to get the detail information of students' competences in speaking English routine and students' responses in speaking English routine. The researcher used specification of questionnaire as follows:

- a. Do you feel that speaking English routine give the effect for you? Tell me!  
5 members choose absolutely yes. Because in English routine, there is a lot of things that we can learn. 3 members choose absolutely no. Because they think that English can not give effect for them. And 2 members are not giving answer.
- b. Do you agree that speaking English routine make you more confidence? Why?  
All members answers of course. In speaking aspect, there is such a training to improve their confident.
- c. Do you agree that mastering English is one of results of speaking English routine? Tell me!  
3 students disagree because English is difficult, and 7 students agree, because they have to learn from the basic such building mentality and the others.

d. Do you feel shyness if you cannot fluent in speaking English? What is your reason?

7 members is shyness because they feel is a big mistakes. And 3 members answer no, because they are still laerning, so if they cannot be fluent, they just need more practice.

e. What is your motivation to be mastering in English? Tell me!

6 members say that they can not to be mastering in English because Englis is difficult. And 4 members answer simple. Because they only remember that "if we can, we can". That's their only motivation to always improving.

f. Do you feel confused to arrange correct sentences in speaking English? Explain it!

6 members feel confused because they never study English before. 2 members feel difficult because they dislike English. And 2 members directly trying be theirsself to solve their problem, it means they will ask their teacher or directly look for in their mobile phone.

g. What would you do if you do not have a partner to speak English? Tell me!

2 members answer that they just silent because do not have a partner. 3 members give the example that our partner can be like mirror, mobile phone etc. And 5 members just practicing alone, bacause sometimes they do not need someone else to accompany them to practice.

h. How do you increase your vocabulary? Tell me!

3 members answer by always practicing and memorizing, because vocabulary needs to be memorize. 3 members by listening to music/playing game, and 4 members difficult to memorize, so they difficult to increase their vocabulary too.

## **Research Result Analysis**

### **1. Students' Competences**

Based on the obeservation data the researcher found that 6 members feel difficult to

comprehend what I said. They just know/answer the easy word, because they have never studied English before, so they also can not speak English. Besides, 4 members like English since they at elementary school, so they always try to be mastering English. By listening a music, watching a movie and reading novel everyday that can improve a little bit. Those are the data that the researcher found in the first week of meeting before the reseacher gave the material.

They have enthusiasm study English very much. Their comprehension to comprehend what A researcher said is more increasing than first meeting. And they be able to answer her question or her greeting in English although combine in their first language. Besides, 1 member are sleepy and 2 members feel bored study English. Those are researcher found in the second week of meeting after the researcher gave the material.

After from the second week meeting, just 3 of members still feeling confused because they are not kind of interested with the second meeting's agenda. So they are cannot keep up with the next agenda. But, 7 members members started to like English and feel comfortable. They feel curious, and ask how to be a good English especially have many vocabularies in English. They want to get easy to memorize the vocabularies, able to arrange sentences and able to pronounce the word correctly. Those are researcher found in the third week of meeting.

For last meeting, the researcher asked some members who braves came forward for telling any topic using English language although they still combined with their first language. Then the results are 6 members be able to tell their hobbies and ambition. 2 members discribe their family and 1 member just silent and 1 member was getting sick. Those are the researcher found in the last meetting before researcher close this program

## 2. Students' Responses

Based on the questionnaire data, the researcher found that the students increased in learning process and braved to speak up. Furthermore, the researcher found the competences result by students in speaking English routine were:

- The first question is about the effect of students' achievement in learning English. And the answers are 5 members choose absolutely yes. Because in English routine, there is

a lot of things that we can learn. 3 members choose absolutely no. Because they think that English can not give effect for them. And 2 members are not giving answer. It means that most of the students get achievement in learning English.

- The second question is about the effect of students' confidence. And the result is all members answer that in speaking aspect, there is such a training to improve their confident.
- The third question is about the students' accomplishment. And the answer is all 3 students are disagree, and 7 students agree because they have to learn from the basic such building mentality and the others.
- The fourth question is about the students' feeling in learning process. And the answers are 7 members is shyness because they feel is a big mistakes. And 3 members answer no, because they are still laerning, so if they cannot be fluent, they just need more practice.
- The fifth question is about the students' motivation in mastering English. And the answers are 6 members say that they can not to be mastering in English because Englis is difficult. And 4 members answer simple. Because they only remember that "if we can, we can". That's their only motivation to always improving.
- The sixth question is about the easy way in learning process. And the answers are 6 members feel confused because they never study English before. 2 members feel difficult because they dislike English. And 2 members directly trying be theirsself to solve their problem, it means they will ask their teacher or directly look for in their mobile phone.

- The seventh question is about the students' practice in daily routine. And the answers are 2 members answer that they just silent because do not have a partner. 3 members give the example that our partner can be like mirror, mobile phone etc. And 5 members just practicing alone, because sometimes they do not need someone else to accompany them to practice.
- The last question is about how to increase our vocabulary in mastering English. And the results are 3 members answer by always practicing and memorizing, because vocabulary needs to be memorize. 3 members by listening to music/playing game, and 4 members difficult to memorize, so they difficult to increase their vocabulary too.

From the questionnaire data above, the researcher concluded that the students' responses in speaking English routine were very supportive in understanding and mastering English. Furthermore, in this research the researcher really agree with this method because with speaking English routine the students will get used to speak English everyday with their roommate, their friend and their classmate. They will easy to get the information about English in their mobile phone, not only that but also students can utilized the mobile phone to look for anything what they want.

## **Conclusion and Suggestion**

### **Conclusion**

Based on the data analysis, it can be concluded that:

- a. The students' competences in speaking English routine were the students have many of vocabularies, they were easy to pronounce the words in English, understand of grammar, could speak English easily, enthusiasm studied English, and faced easier to understand what the speaker said. Furthermore, the students must practice English speaking everyday and they must use English in conversation.



- b. The students' responses in speaking English routine referring to the aim of the study, it can be concluded that the students had more enthusiasm for learning foreign language and highest motivation to be mastering English, combined English and Indonesian language in speaking and improving everyday by speaking English routine.

### **Suggestions**

Considering the results of the research, the researcher would like to give some suggestions as follow:

#### *For the teacher*

1. The teachers should make a variety of techniques in teaching learning process. As the technique, speaking English routine was suggested to be used by English teacher to applied in their teaching speaking.
2. The teachers should have a good control and can handle the students during the treatment because some students are too noisy when working in group with their friends.

#### *For the students*

1. The students should improve their vocabulary, pronunciation and meaning by using online dictionary that can be easily used in their speaking English routine.
2. The students should try to speak with a good grammar, although the fact there will be a mistake but just let it as a lessons.
3. The students should have more time to practice their English, in order to increase their fluency and minimize the use of first language.
4. The students should build their confident to practice speaking everyday.
5. The students should be more creative and have motivation to learn and practice their English, especially speaking English routine.
6. The students should not feel shy and afraid of making mistakes because they are part of learning.

#### *For the researcher*

1. The next researcher can conduct a study about speaking problems and its causes, and also give the solution of the competences in speaking English routine that can

make the students achieve the success in English, especially in speaking English routine.

2. The researcher recommended the other researchers to develop speaking English routine in teaching students' competences but at different level of students or different language skill and different material.
3. And to the other researchers who are interested for advance research, they can use this research to enrich the references about teaching speaking through speaking English routine.

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