

## Applying Hassle Lines Strategy to Improve the Students' Speaking Skill

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### ABSTRACT

#### ARTICLE INFO

*Article history:*

Received

October 09, 2020

Revised

November 07,  
2020

Accepted

November 10,  
2020

This article was to improve the students' speaking skill at the eleventh grade at sate senior high school 10 Bandar Lampung through Hassle Lines Strategy. Classroom Action Research was used in this method, with the sample of twenty six students that consist of 8 male and 18 female. In cycle of Hassle Lines Strategy, 81% the students prepare the conversation actively, 92% students practice orally, 65% students can mention the body language, and 85% students share to the teacher. From questionnaire, the researcher got the data Hassle Lines Strategy implementing was 91% of student agree and 9% of student disagree, the positive respond accomplished. From the test, 81% of students passed the KKM in post Hassle Lines Strategy implementing.

**Keywords:** *Hassle Lines Strategy, Speaking Skills, Learning Strategy*

How to cite

Kholid, M., Suhono, S., & Noviyandi, A., (2020). Applying Hassle Lines Strategy to Improve the Students' Speaking Skill. *Attractive : Innovative Education Journal*, 2(3). 40-48.

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

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Published by

CV. Creative Tugu Pena

## INTRODUCTION

Language was a system of communication among individuals. It is a signalling system which is operated with symbolic vocal sound and which is operated with symbolic vocal sound and written. Hence Learning English language is one of science that should be learnt to all the people, cause very essential to face globalization era (Suhono & Sari, 2017). The people are indirectly forced to be able to communicate through speaking with foreigners all over the world, who widely use English, either for business and learning process in digital era (Taillefer, 2018; Hafner & Pun, 2020). Advances in technology allow people from nations and cultures throughout the world to interact with each other, the ability to write a second or foreign language is becoming widely recognized as an important skill. There are many ways to develop their English skill, for instance integration of Islamic value in speaking class through kinds of materials (Hasyim & Suhono, 2017).

English Foreign Language Learners (EFL) of oral language is useful to explore students organizing idea, thinking, analyse, and criticize (Haikal, 2018; Suhono & Sari). Due to the importance and the complexity of writing, in English language learning, students are also expected to learn and master writing skill besides other English skills; listening, speaking, and reading. It means that the students do not only have to learn and be able to get the meaning from English text and speech through listening and reading, and be able to speak in English, but they also have to learn and

be able to write some types of texts in English reading (Cho & Krashen, 2019 ; Suhono, 2017; Burns & Siegel, 2018). Based on the English syllabus in Curriculum 2013 for first grade students of Senior High School. there are some text types that should be learned and mastered by the students. One of those texts is narrative text. It tells an event or story that happened in in the past time, fiction or non-fiction story. There are some kinds of narrative text. They are adventure, fairy tale, fantasy, fable, myth, legend, and etc.

However, based on the result of pra-survey of preliminary study, show that many students still get low score in their English achievement, for instance in speaking skill. The students low produce a good speaking in English. While, interview result show that there are many problems faced by the students when they are asked to speak. They often express difficulty to get ideas to write so they cannot used smoothly to develop the topic and often get stuck in the middle of their Speaking. On the other hand, the researcher saw the students feel bored and indolent when they learn English and assume that English is difficult. Conventional strategy just make students passive because it does not interest, and can't motivate students, beside it the teaching speaking should be making student become active to achieve the goal. So the teacher must solve that problem.

Based on researcher in motivating students to speak, teacher should find out some strategy that can attract the students' motivation and interest, especially in speaking skill. If the students interested in what they do, they will enjoy their teaching learning process and more understand about material given, but in fact, there are some kinds of speaking strategy. But the teacher does not choose and use one of the effective strategies in speaking. To solve those problems the teachers should be choose the suitable strategy in learning process and creative in classroom teaching learning. There a lot of technique to motivate of learning process, for instance Hassle Lines Strategy.

Some previous studies reported that using Hassle Lines can improve the students speaking with combination Thought Tracking Strategy (Putri, 2014). Furthermore students practice using the legend story can improve too in speaking class (Krista et al., 2015). Those previous studies have similar in Hassle Lines strategy that can improve and motivate the students speaking ability in the classroom. But, the difference of previous research was in using research design. The current research used Classroom Action Research design. On the other hand previous research also used the combination of Thought Tracking strategy. Whereas, researcher only uses Hassle Lines strategy to make learning process easily, because students can more focus and master the material. In her "Whilst Teaching Activities", students practice about a story that has been known (*Legend of Bawang Merah-Bawang Putih*), whereas researcher chooses the profession/occupation as the theme. This theme would be easier to be applied because they can explore the role play by their imagination. The aim of this article was to improve the students' speaking skill at the eleventh grade at sate senior high school 10 Bandar Lampung through Hassle Lines Strategy.

## **METHODS**

The researcher used Classroom Action Research because the research to know whether the using Hassle Lines Strategy to improve students' speaking ability. Action research is carried out by teachers in their context, in their classrooms (Gozali, 2020; Nurhasanah et al, 2020). Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an

intervention. The subject of this research was eleventh grade at state senior high school 10 Bandar Lampung that consist of 8 male and 18 female. In collecting the data the researchers used test, observation, and questionnaire. In test, researcher gave some questions which have to be answered by the students orally. Post-test is the test which is done after Hassle Lines strategy applying to measure how height the improving students' speaking ability. In this test, researcher gave some questions which have to be answered by the students orally. In observation, the researcher uses observation check-list to make it more systematic, containing list of students' activities. The researcher used questionnaire technique to know the students' participations and their motivation during learning process. In analysing the data. The process of evaluating data using analytical and logical reasoning to examine each component of the data provided. This form of analysis is just one of the many steps that must be completed when conducting a research. Data from various sources is gathered, reviewed, and then analyzed to form some sort of finding or conclusion. In Classroom Action Research, the researcher will be validating the data use qualitative data and quantitative data.

## **RESULT AND DISCUSSION**

Observation was held to observe the process of teaching learning in speaking activity before implementing the strategy. The researcher conducted pre-test observation on August 24, 2019 at 8.50 – 10.10 AM. Based on pre observation result, the researcher found so many mistakes which be produced by the students. The dominant characteristic and habituation is "*Speak Bahasa*" because they are poor vocabulary. Many students did not participate on class conversation, discussion; they were not courage to involve the speaking learning process. They have hesitance of practicing the materials well as the teacher drilling conduction in the learning process. Therefore, researcher concluded that they need a strategy to improve their speaking ability and make the English speaking lesson to be more exciting.

In this part, researcher got the data of observation result of pre-implementing of Hassle Lines strategy shown that 60% students did not have good speaking ability. More than a half at all did not want to join prepare the conversation and oral practicing. Moreover that they should shared or made interaction each other or with teacher.

The pre-test had done before Hassle Lines Strategy applying. The researcher had 2 times to do it. The first was conducted on August 26, 2019 at 10.30 – 11.50 AM through a role play. Researcher asked the students to discuss choose one of two theme below in pairs 4-5 person: (1) My Mom/Daddy lost the wallet at home. He forgets where did she/he put , (2) My brother has a new phone. He wants to make a social media account. But he did not know the method. Researcher asked the students to work in groups, made the preparation on approximately about three minutes, let them write the scenario if they need, then decide who play what and practice the scenario for maximum five minutes. Before come to the class to do the second part of pre-test, researcher have given the time to take the student's odd semester value. The data showed that the percentage students pass the KKM of pre test was 27% or only 7 students could pass the KKM and they were 26 students or 73% of students still below the KKM. The second was conducted on 13 January 2018 at 9.30 – 10.10 AM. The researcher made an interview test included the ten questions about greeting or the simple daily conversation. Each student has 2 minutes to answer it. After held both of two pre-test part, the researcher got the data that students' average score is 55.

The criteria of success students achievement is, if 80% of students accomplishes the test and the minimum passing grade (KKM) is 70. From the data score in pre test, there are 12 or 46,15% of students who passed the KKM whereas 14 or 53,84% of students were failed. It means that students' speaking ability before Hassle.

Students filled the pre-survey questionnaire on 1 September 2019 at 10.12 AM. Then when researcher saw the result, in pre- implementing of Hassle Lines strategy 48% students response agree (Yes) about the questionnaire, 52% students response disagree (No) Lines Strategy applying is still low. By the data, researcher conclude that actually students had big desire to learn English it seen from 62% and 69%, students answer "Yes" on Question 1 and 2 (about learn English interesting). But they found the difficulties to do it. It seen from 77% students answer No in Question 3 (Q3) that is question "Do you think that English Speaking is difficult to be applied?". The research cycle began on 12 January 2018. There four steps in this cycle; they are planning, action, observation and reflection. The researcher has written their details as bellow:

### **Planning**

Based on the result of pre-test score, the researcher has identified and found the problems after talking student's pre-test score. Therefore, the researcher directly prepared the lesson plan such as; the material (topic), task and evaluation for the next meeting. Planning section has done on August 23, 2019 at 4.12 in researcher's home. In this step, the researcher prepared the teaching strategy which would be applied, designed a lesson plan, prepared the lesson material, and determined the criteria of success. Then, researcher showed the research set to the SMA N 10 English teacher, S. at 8 am while observed teachers' office room. After he saw suitability and accede it, so the Hassle Lines acting could be held on Monday morning at 8.50.

### **Action:**

The action in first cycle was done in a meeting with time allocation  $2 \times 40$  minutes. In each part of teaching, the researcher tried to make class more active and be enjoying in the class. Sometimes she gave a motivation to the students. She taught about Expressing Surprised. The description of the result in the action could be interpreted as follows:

The first meeting was conducted on August 26, 2019 at 8.50 AM. The researcher greeted to the students, gave Salam and lead praying as part of applying the religiosity aspect of 2013 Curriculum (K13). Researchers strive for the hearts of students to stimulate their desire to learn together. Then the researcher checked the attendant list. Then, the researcher began to discuss the sub chapters to be learned on that day. That is expressing Surprised.

- Demonstrate caring behaviour, confidence, and responsibility in carrying out communication about experiences / events / events.
- Identify social functions, text structure, and linguistic elements of recount text simple about experiences / events / events.
- Respond to the meaning of simple recount text about experiences / events / events.
- Prepare simple recount text about experiences / events / events.

Since the researcher has learned that the facilities in the school are limited, including no overhead projector there, the researcher attempts to provide an explanation using the cell phone to listen to them in the Expressing Surprised pronunciation example, Meeting My Idol. And she wrote on the white board to give samples of sentence structure. In this section, the researcher asks the students working

in groups (cooperative learning) in Hassle Lines strategy applying. She explains the procedure of how it works and gives examples of appropriate ones written in teaching procedure. Then the researcher asked students to create sample sentences similar to the example that has been played through the phone cell and written on the white board.

After they wrote sample of their selves' sentences and conversation, the next is they have to practice the sentence into Hassle Lines strategy, where each students has to make a pair with other one and do conversation in a lines in front of the class. The teacher keeps an eye controlled and on this activity while provide help and direction when required. Once more, all of students have to be more active in this section.

The second meeting was conducted on Saturday,

The second meeting was August 28, 2019 at 8.50 AM. That was still express meaning in a simple short dialog which is using the variety of speaking accurately, fluently and communicatively in daily-life context and to access knowledge in a dialog. In this second meeting, expressing surprised also "Meet Mr Joko Widodo. Researcher greeted students and asked their condition. After that, the researcher checked the attendance list and she gave the students motivation to participate in the learning process actively. And the researcher gave questioner for post Hassle Lines strategy implementing.

First Meeting Observation, there are three parts to the Hassle Lines Strategy implementation that must be observed during the observation process. The first is the Preparing Conversation section, which is whether the student prepares the conversation to be practiced in the class. In this situation, the students seem to be striving to compose a conversation sentence. This is seen from opening dictionary activity and also interact both with other students and researcher. Some researchers are not unaware in watching each student activity. Because although the learning model used is Cooperative Learning interaction, but performance is still based on personal. Then the second is Oral Practicing, which is the most important, namely the activity of students during practicing speaking through Hassle Lines strategy. The result of this observation is X grade students relative looks active and spirit in playing their each character. It marks that they are enjoying a new atmosphere in English learning. There are five aspects observed in speaking research; namely Fluency, Pronunciation, Vocabulary, Grammar, Comprehension (Bohari, 2020; Irmayunda et al., 2020). Then the last stage is the Mentioning Body Language, which mentions the body language of a student at the mention of the word "Freeze" (Albert, 2019), by the researcher. In this section, the researcher designates two students for a moment's silence from his body movements to be an object, while approximately five students are appointed and assigned to guess and answer what the body language means. In this observation, Related to the students' collaboration with the researcher, near of all students paid attention to the teachers' explanation and practiced with their pair enthusiastically. There were some improvement that was better than last meeting.

The Second Meeting was Observation. In this observation, Related to the students' collaboration with the researcher, near of all students paid attention to the teachers' explanation and practiced with their pair enthusiastically. There was some improvement that was better than last meeting. The researcher looked at the "Almost Perfection" in this section. In prepared of dialogs making, they could found more variant sentences. The exploration can be acted when they practice to do the conversation with their each partner. Not only make the class looked more interesting, but also almost all students make interaction with the researcher. It was the effect from

appearing feel that they need researcher's helping to do the assignment. There were some improvement that was better than last meeting.

### **Reflection**

In this section, the researcher reflects on the efforts that have been maximally done for the determination of improved students' speaking ability. The interest or interest that students have is very visible during the implementation of Hassle Lines. Because, students in generally always need new atmosphere in each new sub-chapter learning as well. Researchers evaluate it through the score scores obtained as a material comparison between student learning outcomes with teachers and also with researchers. What has happened in the classroom is that students' speaking skills can be explored when they are given the opportunity to interact with other friends. And in this Hassle Lines strategy, low capability and low interesting problems can be solved by one cycle.

### **Post Test Result After Doing Hassle Lines Strategy**

The post-test had done after Hassle Lines Strategy applying. It was conducted on September 13, 2019 at 10.30 - 12.00 through a role play. Researcher ask the students to discuss choose one of two theme below in pairs 4-5 person: (1) The important event in an Indonesia National Patriot' s life, (2)Three things that students like from the Patriot. Researcher ask the students to work in groups of 4 then Choose a fragment from the Patriot's life. Then, researcher ask the students write a scenario and decide who play what and play the scenario for maximum 10 minutes. The researcher asked the students to work in groups, made the preparation on approximately about three minutes, let them write the scenario if they need, then decide who play what and practice the scenario for maximum five minutes. Then, the researcher made a short interview test included the ten questions about daily conversation and "The Idol". Each student has 1,5 minutes to answer it. After held both of two post-test part, the researcher got the data that students' average score is 72. The criteria of succeed students achievement is, if 80% of students accomplishes the test and the minimum passing grade (KKM) is 70. From the data score in post test, there are 21 or 80,76% of students who passed the KKM whereas 6 or 19,23% of students were failed. From the result above, the researcher conclude that the criteria of success in (students' score) was reached in post test. It means that students' speaking ability can be improved after Hassle Lines Strategy applying.

### **Questionnaire after Doing Hassle Lines Strategy**

Students filled the questionnaire result on August 29, 2019 at 13.02 AM. Here they had shown their premise after three meetings do English learning through Hassle Lines Strategy. Then when researcher saw the result, in post implementing of Hassle Lines strategy 91% students response agree (Yes) about the questionnaire, 9% students response disagree (No). By the data, researchers knew that the students have gotten a suitable atmosphere which can help them improve their speaking ability. Here, they revealed the argument and opinion through fill questionnaire. Why did the researcher called it was an argument and opinion? Because the answer was filled personally and independently.

The researcher knew the improvement students' activity from pre implementing and post implementing. It means that the researcher got different result student's activity of observation. The percentage of observation pre implementing and post implementing in each activity, showed that the observation in pre implementing was 42% and post implementing was 81% in Preparing Conversation activity improved and

the gained improvement was 39%. In Oral Practicing activity in pre implementing was 46% and improved in post implementing was 92%, the gained improvement was 46%. In Mentioning Body Language activity in pre implementing was 38% and improved in post implementing was 65%, the gained improvement was 27%. The last, in sharing activity in cycle 1 was 55,55% and improved in pre implementing was 35% and improved in post implementing was 85%, the gained improvement was 50%.

This finding found that Hassle Lines strategy could enhance the students' speaking ability. The criteria of success students achievement is, if 80% of students passed in accomplishes the test and the minimum passing grade (KKM) is 70. And the chart of the students score above showed that in pre implementing were 12 or 46% could be improved exactly with 21 or 81% of students who passed the KKM in post implementing. From the result of this research cycle, the researcher decided that the research would be stopped. It is mean that Hassle Lines strategy can improve students' speaking ability. Other finding Rujiana & Sevrika (2012) reported that Hassle Lines strategy can increase the students' in speaking class. This strategy allows for a broad examination of perspectives relating to a particular topic or theme. It might be particularly useful for issues relating to conflict simulation and resolution scenarios (Chusna, 2015). Krista et al., in this research explored that the individual making the racist remark, while the person facing him or her will be the respondent, or the individual who is refuting or responding to the remark (Krista et al., 2015). It means that hassle lines strategy is one of role play strategies in teaching speaking where in this strategy the students should play drama related to daily particular topic and theme (Putri, 2014). This strategy ask the students work hardly to give the best performance in front of class through their critical thinking in daily conversation through they develop scenario and improve their cooperation.

## **CONCLUSION**

After held post-test part, the researcher got the data that students' average score is 72. The criteria of succeed students achievement is, if 80% of students accomplishes the test and the minimum passing grade (KKM) is 70. From the data score in post test, there are 21 or 80,76% of students who passed the KKM whereas 6 or 19,23% of students were failed. It means that students' speaking ability can be improved after Hassle Lines Strategy applying. In pre-implementing of Hassle Lines strategy 48% students response agree (Yes) about the questionnaire, 52% students response disagree (No). Then when researcher saw the result, in post implementing of Hassle Lines strategy 91% students response agree (Yes) about the questionnaire, 9% students response disagree (No). By the data, researcher knew that the students have gotten a suitable atmosphere which can help them improve their speaking ability. Here, they revealed the argument and opinion through fill questionnaire. Why did the researcher called it was an argument and opinion? Because the answer was filled personally and independently. Based on students' activities, students' response and students' score the researcher found out that Hassle Lines strategy can improve students' speaking ability. Hassle Lines strategy can not only help students get more opportunity to speak up in front of class but also make them be their self in the conversation. The students can find more sentences to make dialogs and they get new atmosphere to be more active with classmates in cooperative learning. The data showed that Hassle Lines strategy can improve students' speaking ability. In pre-test, the researcher got the data that students' average score is 55. The criteria of success students' achievement are, if 80% of students accomplish the test and the minimum

passing grade (KKM) is 70. From the data score in pre test, there are 12 or 46, 15% of students who passed the KKM whereas 14 or 53,84% of students were failed.

#### **ACKNOWLEDGMENTS**

This research was made as part of a series of large-funded research. Thank you also expressed to all students at Senior High School 10. My research assistant and field helper give more contribution.

#### **AUTHOR CONTRIBUTION STATEMENTS**

All researchers conducted written manuscript. They prepared all research and contributed collecting the data, until manuscript published.

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