

# TEACHING ENGLISH SPEAKING FLUENCY BY USING DRAMA

By Noor, S., Apriliaswati, R., Rosnija, E.  
n\_sapuan@yahoo.com

## ABSTRACT

*Drama can encourage students to actively participate in teaching learning English process. Hopefully, Drama can motivate students to increase their speaking fluency. This research was conducted at SMP Negeri 1 Ketapang. This research involved 26 students of Bilingual Class. This study was designed in the form of pre-experimental research, and the data of this research were obtained by videos to take students' performance. There are some aspects of speaking fluency for this research. They are vocabulary and expression, structures, speaks smoothly, develop the interaction, pronunciation and intonation. These aspects used to analysis scores of students. The data analysis indicates that the mean score of the students' pre-test is 71,15, while the mean score of the students' post-test is 79,03. The interval score of post-test and pre-test is 7,88. It means that teaching speaking fluency by using Drama can increase the students' speaking fluency.*

**Keywords: Speaking, Fluency, Drama**

## INTRODUCTION.

Based on the writer investigation to the English teacher in SMP Negeri 1 Ketapang to the second semester in the eighth grade students, especially in 8G class; some students faced difficulties in English speaking fluency. There were many problems about speaking. First, they liked to use their native language more than English language in the teaching learning process. Second, they rarely practiced to use English to communicate. Third, they never practiced conversation in English; they just did exercises and just got score. Fourth, some of students were shy and not confident to speak English in speaking class, especially in front of the class. But not all students got problems about that. The purposes of this research are to know the students' speaking fluency before and after the treatment. And the writer wants to investigate whether the use of Drama effective to increase students' speaking fluency in SMP Negeri 1 Ketapang in academic year 2011/2012.

## Definition of Speaking Fluency

One of the aspects of speaking is fluency. Speaking fluency is an aspect of oral communication to express human idea, feeling, opinion and thought or

information which helps people to communicate one another without hesitation, repetition, and false start. In one of the first studies investigating fluency, Fillmore (1979) quoted by Kormos and Denes (2009), conceptualized fluency in four different ways. First, he defined fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker is not only capable of talking without hesitations but of expressing his/her message in a coherent, reasoned and "semantically densed" manner. Third, a person is considered to be fluent if he/she knows what to say in a wide of range of contexts. Finally, Fillmore (1979) argued that fluent speakers are creative and imaginative in their language use and a maximally fluent speaker has all of the above mentioned abilities. Fillmore's definition of fluency is very extensive, but it is unclear how this conceptualization differs from the definition of global oral proficiency.

According to Person Education (2005), the Aspects of speaking fluency are vocabulary and expression, structures, speaks smoothly, develop the interaction, pronunciation and intonation.

### **Developing Speaking Fluency**

To make students able to speak English fluently, teacher must be creative enough to manage the class so that the students are actively involved in the interaction. According to Gatbonton and Segalowitz (1988), Maurice (1983), Schneider (1993) as quoted by Kellem (2009), from this literature comes seven principles to consider when designing and doing fluency building activities:

#### **1) Incorporating Repetition**

One of the best ways to increase fluency is to use the same language over and over. This does not mean simply repeating what the teacher says or doing substitution drills. It is important to change the audience or purpose when an activity is repeated. Repetition can be incorporated into many speaking activities. A common exercise is *Find Someone Who...*, where students must ask the same question to many students until someone answers affirmatively. Another technique often used is *Interview and Report*, where Student A interviews Student B and takes note of the answers. Student A is then required to report Student B's answers to Student C, who must take notes. *Class Photo* (Gatbonton and Segalowitz, 1988) is another effective activity that avoids the problem of mindless repetition.

#### **2) Increasing the amount of speaking time**

When it comes to speaking, one challenge facing most of learners is the limited amount of time they spend actually using English. At the university level, many speaking courses are limited to one 90 minute lesson per week, and little if any English is used outside of class. Here are a few ways of helping students converse as much as possible: a) have students work

in pairs or small groups, b) encourage 100% English free-conversation, and c) promote English use outside of class.

### **3) Allowing time to prepare before speaking**

One factor that contributes to increased fluency and shorter pauses is adequate planning (Foster and Skehan, 1996). Low and intermediate level students especially need time to prepare what they are going to say. Written planning done in silence before a speaking activity helps maintain focus on the act of speaking and creating meaning with an interlocutor. Examples of planning include taking notes on a topic for homework, composing written answers to interview questions before discussing them, and writing potential questions other students might ask about a topic and the subsequent answers.

### **4) Using familiar and motivating topics**

The more familiar and personally relevant a topic is, the easier it is to talk about. Asking students to discuss subjects far removed from their lives, about which they have little knowledge, is a sure way to decrease fluency. When focusing on fluency development in class, choose topics that are relevant and interesting to the learners, such as describing recent events and activities. A list of possible discussion topics (such as pets, hobbies and interests, friends, or family) can also be provided, from which students are free to choose.

### **5) Ensuring appropriate language level**

Fluency is best developed when already known language is put to active use (Nation, 1995), something most efficiently done through discussion of relevant and familiar topics. The ideal level should be at or just below the students' current level. Review activities are thus especially good for fluency building. Having students review at the beginning or end of class is a good way to have language repeated and reinforced.

### **6) Setting time limits**

While creating a comfortable speaking atmosphere is important, it may be helpful to introduce a bit of intensity by setting time limits on conversation activities. This forces students to speak faster and pause less. One simple technique is to set a timer and tell students to complete a task before the timer goes off. Similarly, the *4-3-2- Minute Speech* (Maurice, 1983), provides intermediate to advanced students an opportunity of giving the same speech three times in succession, thus combining the benefits of time pressure and repetition. Working in small groups, each student gives a four-minute speech.

## 7) Teaching formulaic sequences

It is important for fluency building that learners are taught chunks, collocations, and formulaic sequences (Wood, 2007). Mastering communication strategies involves developing the ability to automatically plug set phrases into conversations at appropriate moments. One such strategy is making frequent use of classroom English phrases such as *Can you repeat that?* and *What does ~ mean?* Other examples are agreeing/disagreeing (*I agree because..., I see your point, but...*) or stating opinions (*In my opinion..., I think...*). Encouraging the use of these sorts of strategies will provide more opportunities for students to use already learned language, thus building fluency more efficiently.

## The Functions of Drama in Teaching Speaking Fluency

To solve the problem, many techniques can be used. One of them is drama. According to Zyoud, Drama can foster language skills such as reading, writing, speaking and listening by creating a suitable context. Drama is a powerful language teaching tool that involves all of the students interactively all of the class period. Drama can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a foreign language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

Dramatic activities according to Maley and Duff (2001) as quoted by Zyoud "Are activities which give the students an opportunity to use his own personality in creating the material in which part of the language class is to be based". Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in the development of oral communication skills, and reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary. (Aldavero, 2008)

Based on the principle above drama has criteria as a technique to teach speaking. It encourages thinking and creativity, lets students develop and practice new language and behavioral skill in a relatively non threatening setting and can create the motivation and involvement necessary for learning. Drama encourages the students to actively participate in teaching learning English process because this technique provides a way of creating a rich communicative environment where students actively become a part of some real world system and function according to predetermined roles as members of that group. Drama can increase self confidence of hesitant students, because in drama activities, the student will

have a different role and responsibility. So, it is appropriate to use drama in increasing the students' speaking fluency in SMP Negeri 1 Ketapang.

## METHOD OF RESEARCH

### A. Form of Research

The writer chose pre-experimental research method by using group pre-test and post-test design because the writer wanted to investigate the effectiveness Drama in teaching speaking fluency with comparing before and after using treatment.

Very often, reports say about the value of a new teaching method or interest aroused by some by some curriculum innovation or other reveal that a researcher has measured a group on a dependent variable ( $O_1$ ), for example, attitudes towards minority groups, and then introduced an experimental manipulation (X), perhaps a ten-teen curriculum project designed to increase tolerance of ethnic minorities. Following the experimental treatment, the researcher has again measured group attitudes ( $O_2$ ) and proceeded to account for differences between pretest and post-test scores by reference to the effects of X. The one group pretest-post-test design can be represented as:

Experimental		$O_1$	X	$O_2$
Note:	$O_1$	:	Pre-test	
	$\chi$	:	Treatment	
	$O_2$	:	Post-test	

Suppose that just such a project has been undertaken and that the researcher finds that  $O_2$  scores indicate greater tolerance of ethnic minorities than  $O_1$  scores. How justified is it in attributing the cause of  $O_1$ - $O_2$  differences to the experimental treatment (X), that is, the term's project work? At first glance the assumption of causality seems reasonable enough. The situation is not that simple, however. Compare for a moment the circumstances represented in our hypothetical educational example with those which typically obtain in experiments in the physical sciences. A physicist who applies heat to a metal bar can confidently attribute the observed expansion to the rise in temperature that she has introduced because within the confines of her laboratory it has excluded (i.e. controlled) all other extraneous sources of variation (Cohen, Manion, and Marrison,2000:212).

### B. Population and Sample

#### a. Population

The population of this research would be taken from the eleventh grade students of SMP Negeri 1 Ketapang in academic year 2012. There were seven classes of this grade, and the amount of students was 254 students.

**b. Sample**

The writer chose VIII G class with 26 students as sample to observe. The writer made 4 groups for Drama, consists of 5 until 9 students in one group.

**C. Technique and Tools of data collecting**

**a. Techniques of data collecting**

In collecting the data, the researcher applied the measurement technique to measure the effective of speaking skill by using Drama. The measurement would be arranged in two stages: pre-test and post-test. Procedures of data collecting are:

**1) Administrating Pre-test**

The writer gave the pre-test to the students before the treatment in teaching English speaking fluency by using Drama as a technique. The score was taken in one criterion, which was the score of fluency.

**2) Giving Treatment**

The writer would give treatments in three times.

**3) Administrating Post-test**

The writer gave the post-test to the students. The test was similar with the pre-test. However, the post-test was given after the treatment had been done in teaching English speaking fluency by using Drama as a technique. The score was taken in one criterion, which was the score of fluency.

**b. Tool of Data Collecting**

Tool of data collecting in this research was speaking fluency test. The teacher asked students to practice the conversation in group of Drama by Drama Script that had memorized based on the story was given. And to clear about the data, the writer wanted to record of students' drama by using handy came or hand phone.

**D. Technique of Data Analysis**

The data were collected from the students' speaking fluency by using Drama as a technique. The data would be scored and analyzed as follows:

**Tabel I**  
**Speaking Fluency Score Table**

STUDENTS' ACTION	SCORE
<ul style="list-style-type: none"> <li>• Uses a variety of vocabulary and expressions</li> <li>• Uses a variety of structures with only occasional grammatical errors</li> <li>• Speaks smoothly, with little hesitation that does not interfere with communication</li> <li>• Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction</li> <li>• Pronunciation and intonation are almost always very clear/accurate</li> </ul>	<b>80-100</b>
<ul style="list-style-type: none"> <li>• Uses a variety of vocabulary and expressions, but makes some errors in word choice</li> <li>• Uses a variety of grammar structures, but makes some errors</li> <li>• Speaks with some hesitation, but it does not usually interfere with communication</li> <li>• Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction</li> <li>• Pronunciation and intonation are usually clear/accurate with a few problem areas</li> </ul>	<b>60-79</b>
<ul style="list-style-type: none"> <li>• Uses limited vocabulary and expressions</li> <li>• Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors</li> <li>• Speaks with some hesitation, which often interferes with communication</li> <li>• Tries to communicate, but sometimes does not respond appropriately or clearly</li> <li>• Pronunciation and intonation errors sometimes make it difficult to understand the student</li> </ul>	<b>50-59</b>
<ul style="list-style-type: none"> <li>• Uses only basic vocabulary and expressions</li> <li>• Uses basic structures, makes frequent errors</li> <li>• Hesitates too often when speaking, which often interferes with communication</li> <li>• Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly</li> <li>• Frequent problems with pronunciation and intonation</li> </ul>	<b>0-49</b>

(Adapted from Pearson Education, Inc)

**Table 2**  
**Speaking Fluency Score Classification**

Mean Score	Class Performance
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

(Adapted from Writing English Language test by J.B Heaton, 1988;96)

## **FINDINGS AND DISCUSSION**

### **A. Research Findings**

#### 1. How is students' speaking fluency before treatment?

Before the writer gave students pre-test, the writer asked them about teaching learning process by brainstorming. The writer gave them some questions about their speaking. And the writer never forgot to ask them about their speaking fluency because the purpose of this research was to know their speaking fluency. Some students answered by using Indonesian language that they never practiced speaking orally In front of the class; they just did exercises and got score without practiced.

After gave brainstorming, the writer gave the solution for them how could speaking fluency. The writer explained that there were seven ways to increase their speaking. These were incorporate repetition, increase speaking time, prepare before speaking, use familiar and motivating topics, ensure appropriate level, impose time limits, and teach formulaic sequences. Each of seven ways explained.

The last, after the writer explained about how to increase their speaking fluency, the writer gave them pre-test. The writer asked them to speak orally as individual in front of the class. The writer asked them to speak anything that they wanted to say. All of students agreed to speak orally about introduction themselves.

After the data was analyzed by using video, it showed that the lowest score was 55 and the highest score was 90. The factors that made students got the lowest score were lack of vocabularies and expression, speaking with some hesitation, and there were no preparing before speaking. According to KKM in SMP Negeri 1 Ketapang, KKM will be passing for students if they got score were 70. Based on the table 3, there were some student that still got under KKM score; they were student number 01, 04, 07, 08, 12, 16, 23, and 25.



## 2. How is students' speaking fluency after the treatment?

After gave students pre-test, the writer introduced a technique to increase their speaking fluency. The technique was Drama. Drama could more them actively to speak fluency because they could practiced together in group, knew some expression at the moment to speak, could more details how to speak well in pronunciation, knew some vocabularies, etc.

After technique of Drama had been done, the writer gave them post-test. The writer wanted to know whether Drama could make them to increase their speaking fluency or not. The rule of post –test same with pre-test before. They were asked to speak orally in front of the class as individual.

After the data was analyzed by using video, it showed that the highest score was 95 and the lowest score was 65. The factors that made students got the lowest score were lack of vocabularies and expression, speaking with some hesitation, and there were no preparing before speaking. According to KKM in SMP Negeri 1 Ketapang, KKM will be passing for students if they got score were 70. Based on the table 4, there was a student that still got under KKM score; it was student number 25. Other students had increased scores although there were still one student got the lowest score based on KKM score.

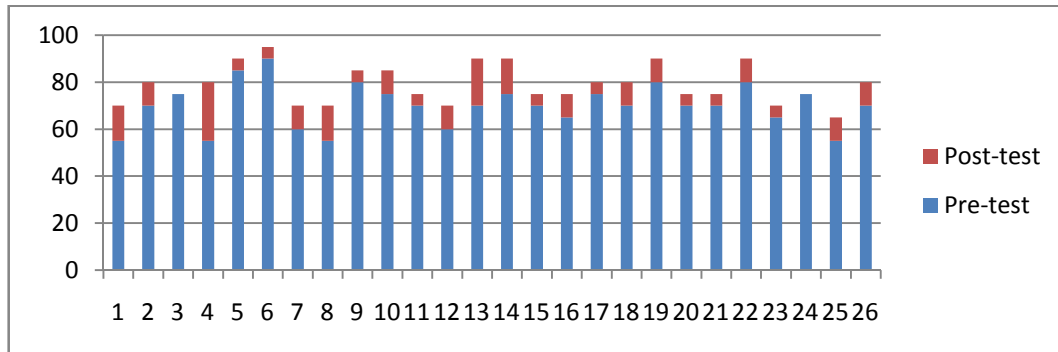
### B. Discussion

From the table 3 of Pre-test, after the writer gave them pre-test with using speaking orally in front of the class, there were some students that had lowest score of KKM in SMP Negeri 1 Ketapang. KKM score was 70. The students had lowest scores were students 01, 04, 07, 08, 12, 16, 23, and 25. The reason that made them get the lowest scores was: they lacked of vocabulary and expression, grammar error, hesitation, develops to interaction, and pronunciation and intonation. Other reasons made them get the lowest score: lack of preparing and planning to speak.

After using Drama as a technique, their score different became high. From the table 4 of post-test we could compare with table 3 that the students got lowest score before increase, but there were still two students that got the lowest score of KKM of SMP Negeri 1 Ketapang. The only one student number 25 got lowest score above KKM. The reason that made them get the lowest score still lack of preparing and planning to speak, hesitation, grammatical error, pronunciation and intonation.

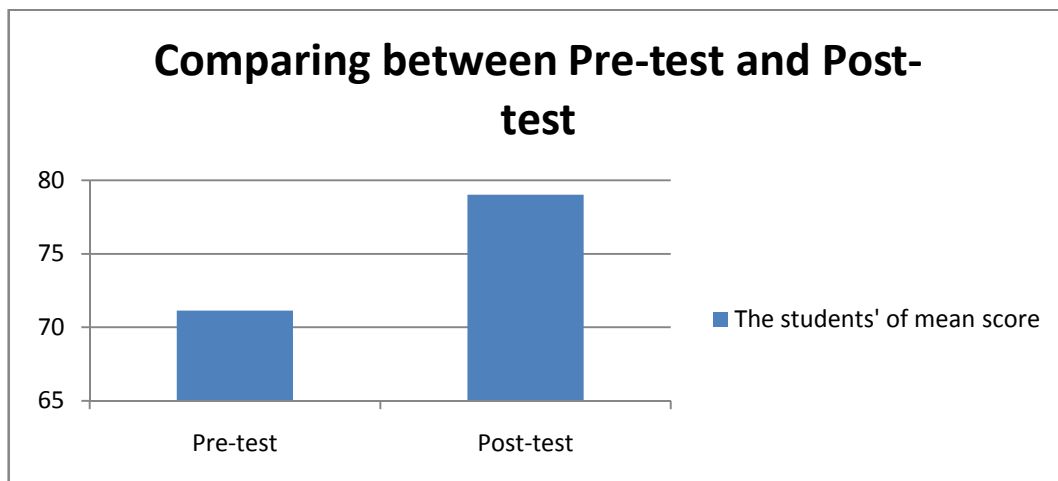
The data analysis, it was found that before the treatment was given, the mean score of pre-test was 71.15. Then, after the treatment was given, the mean score of post-test was 79.03. The result of the interval score was 7.88. It means that the use of drama effective to increase their speaking fluency. We could see the table diagram 1:

Table Diagram 1



From the table above, the lowest score of pre-test was 55 and the highest score was 90. Whereas the lowest score of post-test was 65 and the highest score was 95. It means that Drama can increase their speaking fluency.

Table Diagram 2



The table diagram 2 above, the writer wanted to explain about comparing between pre-test and post-test based on the students' mean score. From that table also to know that after using the treatment, the score of post-test became high until 7.88.

The result of analyzing the data by using the above formula shows that the coefficient is 0.06, and it's categorized as moderate. It means that there was a significance increase after the Drama was used to teach speaking fluency.

Based on the investigation with the teacher in bilingual class, her students never practiced speaking orally in front of the class. It's opportunity for the writer to know more about students' speaking fluency. Because the writer chose pre-experimental, the writer gave students oral test (pre-test) in front of the class suddenly without gave the instruction for them before. After the writer had done pre-test by using record video, most of all students faced many problems about English Speaking fluency. They were pronunciation, grammar, vocabularies, expression and intonation.

Before the writer introduced Drama as a technique to increase their speaking fluency, the writer gave explain about how to build speaking fluency in activities. There were seven ways to build speaking fluency activities: the first was incorporate repetition. It meant that in teaching English learning process, English teacher sometimes or always said or gave the information about the lesson with short phrases, if these phrases always used by teacher, students would remember and sometimes practice about that with their friends. So that's why, the writer gave the explanation to the students in order to practice more about the phrases that ever given by their teacher in teaching learning English process.

The second was the amount of speaking time. The writer gave the suggestion to students to make group in order that could practice the conversation about English either in school or out of school, with a group they could share or give the information or communication each others, and more active to practice.

The third was allowing time to prepare before speaking. The writer explained that without preparing to plan before speaking about the topic, they could be confuse, hesitation, and nervous. It made the problem about speaking fluency if it happened. So that's why, the writer gave the suggestion to students in order that before their speaking about anything, they had to prepare planning about the topic that would be given by them to another.

The fourth was using familiar and motivating topic. It meant that the students should use easy topic to increase their speaking fluency, for example describing pictures, friends, and so on. If they always practiced about that it made the solution to reduce pause, hesitation, nervous, and shy.

The fifth was ensuring appropriate language level. It meant that the students asked to try to review about the lesson that had given by teacher from beginning until the end orally. It made them to build their speaking fluency if they always practiced.

The sixth was setting time limit. It meant that students asked to try practiced with their group to speak English for 2-4 minutes every day, and students afforded can be reducing their pause at the moment their speaking.

The last was teaching formulaic sequences. It meant that students asked to use phrases about English in order to increase their speaking fluency. English phrases such as *Can you repeat that?* and *What does ~ mean?* Other examples are agreeing/disagreeing (*I agree because..., I see your point, but...*) or stating opinions (*In my opinion..., I think...*). Encouraging the use of these sorts of strategies will provide more opportunities for students to use already learned language, thus building fluency more efficiently.

After the writer explained about how to build speaking fluency in activities for students, the writer introduced Drama for students to increase their speaking fluency because in Drama, it related to seven ways to build speaking fluency. The writer as the teacher asked students to make a group consist of 5-9 students in group. Because students in bilingual class just 26 students, the group only got 4 groups. With group, it encouraged students to participate actively, more practice, cooperative, creative to share or discussing about the information in teaching learning English process in Drama.

After made groups had done, the writer gave students scripts of Drama. It encouraged students to know about many vocabularies and phrases to build speaking fluency. The titles of scripts were: the right thing to do, the robbery, the ghost story, and slow food. These stories about advices for students in real life, so Drama was not only giving them motivation to increase their speaking fluency but also gave them motivation about socialization for them in real life.

The writer could not management class at the moment taught Drama in classroom, because Drama had weaknesses to make class became noisy. So that's why, the writer asked students to practice Drama in outside of school in order that did not disturb another class. The writer asked students to practice it everyday with one group in one day as per turn at 3 p.m in school.

At the moment practiced in outside of school, it made easy to manage students because they could free express their feeling based on the characteristics in Drama. The writer as a teacher asked students to practice with reading script in order that to manage their pronunciation, intonation, and expression at the moment students used phrases in script. From that, the writer knew and corrects their pronunciation if they had mistaken at the moment they spoke with their friends in group. And with this, they could learn more how to make their pronunciation became well.

After this clear, all of groups asked to memorize the scripts and understanding how to perform before real performance began in front of the public, namely performance in front of another groups. It encouraged them to reduce feeling about shy, hesitation, nervous, and pause. And it made them to more active, creative, confident, and cooperative in performance. After this ready to start to perform, they would give the test perform in Drama, to make sure that they could be the best and increase their speaking fluency.

After the technique had done, the last test would be given by the writer, namely post-test. In post-test, most of students had speaking fluency become well, it meant that Drama as a technique effective to increase their speaking fluency. They even used many vocabularies at the moment the test began.

The purposes of Drama were not only increase their speaking fluency, but also building the characteristics students became active, cooperative, self confident, trustworthiness, hard working to practice in group, respect, and responsibility in teaching English learning process.

Hopefully, the writer wanted that all of English teachers could be creative enough to make class become active, namely used Drama as a technique to teach English learning speaking fluency process.

## **CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the research result, the researcher concluded that Drama technique in teaching English speaking fluency had positive and negative results. The students could good interact with their friends and the teacher. The students also enjoy their performance in acting in front of the class.

Through the dramatic activities students not only gain an understanding of grammatical structure in a context but also experience the dynamic, and productive use of the language to influence, control, entertain, and inform, that is, as if in real communicative circumstances.

The improvement of students' English speaking fluency through Drama could be indicated from the following: the first improvement was "participation is event". All the students got the same chance to practice English speaking fluency through Drama. Next, the students talked a lot. In this case, students talked a lot in practicing to speak English with their friends. Then, motivation was high. The students' motivation could be seen through the students' participation in performing the drama in front of the class with good preparation and the students' participation in answering the researcher's questions dealing with the speaking activity. In addition, the situation of the classroom was alive. The class was full of laugh and the students were interested in joining the teaching learning through some real objects, interesting dialogues and fun sound. Moreover, they knew the procedure of genre when they practiced the drama. The students also remembered about all expressing taught in that semester and based on the syllabus well and could differentiate the using of them.

Based on the result of speaking fluency tested between pre-test and post-test, it could be proved that there was an improvement of the students' speaking fluency. The students' test score were much better than before the action. The students' sum score from videos, pre-test is 1850, and post-test is 2055. Comparing between pre-test and post-test is 235. It means that teaching speaking fluency by using drama as a technique really effective to increase the students' speaking fluency.

## **B. Suggestion**

In accordance to the conclusion above were drawn some suggestions related to this research. It expected that the research would be useful for English teacher, the students, the researcher, and the institution of education. They were as follows;

The teacher should use drama in teaching speaking. It was proven that it can improve fluent of students. It was more interesting and made them be active in speaking, because they could more active, cooperative, and practice the conversation in group. In a speaking class, students needed many more chanced to speak up so that the teacher should be able to create speaking activities which could make the students had many chances to speak up. The teacher should often practice the speaking activity in order to the students to be more fluent and confident to speak in public. The teacher should be making conversation orally to students with role playing or drama, so not only do exercise but also practice, because by using Drama, the students could learn more about many vocabularies, phrases, and pronunciation. The teacher should use Drama in order that students were more creative, innovative, and did not feel bored.

The students should have good preparation, when they were playing the drama. They should be more discipline in time in order that the teaching learning process using drama could start and finish on time. They should not be noisy when they were memorized the dialogue before doing drama. And they should often practice the English conversation with their friends after doing drama in order to be more fluent in speaking English.

## REFERENCES

- Aldavero, Vanesa, Alonso. (2008) *Drama in the development of oral spontaneous communication*. Encuentro 17. Retrieved on 1/8/2010 from [www.encuentrojournal.org/textos/Alonso.pdf](http://www.encuentrojournal.org/textos/Alonso.pdf)
- Cohen, L., Manion, L., & Marrison, K. (2000). *Research Methods in Education*. 5<sup>th</sup> Edition, 2000.
- Education, Pearson (2005) *WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities Copyright © 2005 by Pearson Education, Inc. Permission granted to reproduce for classroom use.*
- Fillmore, C. J. (1979). On fluency. In D. Kempler, and W. S. Y. Wang (Eds.), *Individual differences in language ability and language behavior* (pp. 85-102). New York: Academic Press.
- Foster, P., & Skehan, P. (1996). The influence of planning and task type on second language performance. *Studies in Second Language Acquisition*, 18, 299-324.
- Gatbonton, E., & Segalowitz, N. (1988). Creative automatization: Principles for promoting fluency within a communicative framework. *TESOL Quarterly*, 22, 473-492.
- Heaton, J.B. 1988, *Writing English Language Test*. English. New York; Longma
- Kellem, Harlan (2009). The Language Teacher 33.1. *Principle for Developing Oral Fluency in the Classroom*. Readers' Forum, January 2009. Kwansei Gakuin University.
- Kormos, J., & Denes, M (2009). *Exploring Measures and Perceptions of Fluency in the Speech of Second Language Learners*. Eotvos Lorand University, Budapest.
- Maley, A. and Duff, A. (2001) *Drama techniques in language learning: a resource book for communication Activities for language teachers*. Cambridge: Cambridge University Press.
- Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 17(4), 29.
- Nation, I. S. P. (1995). *Language teaching techniques*. Tokyo: Temple University Japan.
- Wood, D. (2007). Mastering the English formula: Fluency development of Japanese learners in a study abroad context. *JALT Journal*, 29, 209-230.
- Zyoud, M. (n.d) *Using Drama Activities and Techniques to Foster Teaching English as a Foreign Language: a Theoretical Perspective*. Al Quds Open University.