

The Effect of Discussion Method on Students' Speaking Ability at the Second Grade of SMP N 6 Kota Jambi in Academic Year 2018/2019

Citra Annisa, Wennyta

English Education Study Program, Faculty of Teacher Training and Education,
Batanghari University

ABSTRACT

This research was done to find the Effect of Discussion Method of Students' Speaking Ability at Second Grade students at SMP N 6 Kota Jambi in Academic Year 2019/2020. The researcher used a quantitative method as the research methodology with a random sampling technique. The sample of this research was the second of social grade students' at SMP N 6 Kota Jambi. The instrument of this research was a discussion method. This study involved 70 students, as the object of the study and divided into two classes. Class VIII D consisting of 35 students' was assigned as the experiment class and class VIII B consisting of 35 students' was assigned as the control class. The data was collected by using speaking test. Students' speaking ability is effect after treatment discussion method which in proven with students' can speak in treatment process. The data are collected by using test, pre test and post test. Thus the alternative hypothesis is accepted, the value of t-test higher than the value of t-table ($3,064 > 1,69$). Based on the finding above, it can be concluded that discussion method has a significant Effect of students' Speaking Ability at the Second Grade Students of SMP N 6 Kota Jambi in Academic Year 2019/2020.

Key Words: *Discussion , Method, Speaking Ability.*

INTRODUCTION

According to Tarigan, Henry Guntur (1988: 15), "Speaking is the ability to say sounds of articulation or words to express, express, and convey thoughts, ideas and feelings." According to Ratih, Koesoemo (2002: 1), "Speaking of the form of oral language that is positively used to communicate ideas and feelings." That is, speaking is a form of spoken language used to communicate ideas and feelings. According to Richards, Jack C. (2002: 201), Speaking is used for many different purposes, and each purpose involves different skills.

This purpose will only be fulfilled completely if the students are trained with the activity which is able to invite them to speak. In making students want to speak in the classroom is not easy. The difficulties are due to some reason such as students influence, lack of motivation, uninteresting activities conducted by the teacher, etc. In addition, the using of English in

speaking is not simple, because speaker also should master several elements which is important such as; pronunciation, grammar, vocabulary, and fluency. Some students decided to be passive in classroom when studied English because students did not get motivation, so they felt afraid of making mistake when they talked in English. In other side, some students confused in term "how to start speaking" which is make them hesitate to start conversation. Based on the researcher's slightly observation in SMP N 6 Jambi there were the students thought that especially learning english difficult, to be learned. Especially speaking skill. Factors that affect the difficulties include external and internal factors. One external factor is the error of the learning method applied. The very basic and most important thing in communication is that students are able to speak based on to the context being discussed. They should practice english everyday to speak process, the students

cannot speak the essence of the conversation if the students do not know what context is being discussed.

There are many methods for practicing speaking skills for the students. One of them that can minimize misunderstanding when students have a conversation is by using a teaching discussion method by use this method, the students are trained to be accustomed to having conversations that are in accordance with the context of the conversation being discuss with a large or individual audience. Discussion refers to teaching method that are closely related to problem-solving, discussion is a responsive scientific conversation containing exchanges of opinions woven with problematic questions of ideas and testing of ideas or opinions carried out to solve the problems and to seek the truth.

SPEAKING SKILL

According to Hornby (1995: 826) speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use a language; expressing one-self in words; making speech. Speaking is not same as singing, speaking use language in simplest way by producing ordinary sound. Then, singing is using the language by rhythmic. Speaking is not only used to communicate with other people but we can get new information, share our ideas with other. Language just processed by human to interact each other. Communication can be done at least by two people; speaker and hearer. The hearers must listen and understand what speakers say, then giving responses.

In additional, Trigan (1990: 15) states, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex, because it includes many aspects such as, grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and

conversation. So, it can be considered as the most important of human tool for social control.

In sum, speaking is active or productive skill. Speaking skill is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking skills are the ability to perform the linguistics knowledge in actual communication. The ability functions to express one ideas, feeling, thoughts, and needs orally. The application in the classroom is depend on two aspects, the speaker or teacher and learner. Both of them will influence each other. The problems which can be happened may be caused by the teacher or learner itself.

Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language. First, monologue, Brown (2001:250) states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener have to process the information without interruption and the speech will go on whether or not the listeners comprehends what the speaker means. Second, dialogue, it is different with monologue; Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker say. Like Nunan, according to Harmer (2007:343) finally, we might make a difference between speaking, that is planned (such as lecture or weeding speech) and speaking that is unplanned, such as a conversation that takes place spontaneously.

Heaton (1988) divided element of speaking into ability, fluency, pronunciation, grammar, and vocabulary, here is the explanation:

1. Fluency

Fill more (1979) mentions, fluency has four deferent interpretations. First, he defines 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 can speak/talk with hesitations and express his/her message in coherent, reasoned, and semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in their language use and have all of aforementioned abilities (K. Judit, 2006: 154-155).

2. Pronunciation

Pronunciation is one of important aspect in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances to fulfill the task requirements (Thornbury, 2005:128-129).

3. Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speaker does not master grammar structure, he cannot speak English well.

4. Vocabulary

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said: 1) They are (speakers) involving high proportion of words and expressions that express their attitude (stance) to what is being said. 2) Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity. 3) A speech also usually employs deictic language, i.e. words and expressions that point to the place, time,

and participants in the intermediate or a more distant context.

DISCUSSION METHOD

Discussion method is an exchange of thoughts, ideas, opinions between two or more people verbally with the aim of seeking agreement or understanding of ideas or opinions. Discussions involving several people are called group discussions. In group discussions a leader is called a discussion leader. The task of the chair of the discussion is to open and close the discussion, arouse the members to convey ideas, mediate with the debating members, and express conclusions on the results of the discussion. Kochhar (1985) identifies two major types of discussion which are formal and informal. Informal discussions are governed by a pre-determined set of rules and it includes debates, panels, etc. And informal discussions may involve whole groups or small groups of people divided with the intention of discussing themes.

Types of Discussion is an activity that is used for various purposes. In language teaching, discussion is divided into some types. There are some types of discussion proposed by Donald and Kneale (2001: 129-131), such as: 1) Brainstorming, it is a great way of collecting a range of ideas and opinions and getting a group talking. 2) Role play exercises, this may involve the simulation of a meeting, as for example, where a committee discusses the progress of a project. 3) Transactional discussion, this is the term for a dialogue centered on a real-life activity such as buying a rail ticket, ordering a meal, describing an aching tooth to the dentist or making a phone call. 4) Debate, the normal format for a debate presupposes that there is a clear issue on which there are polarized opinions. 5) Oppositional discussion, it is a less formal version of debate, in which each side tries to persuade an audience that a particular case is right and the other is wrong. 6) Consensual

discussion, it involves a group of people with a common purpose pooling their resources to reach an agreement.

There are several Advantages of Discussion Method, namely; 1) Discussion method would make students' speaking skill higher because students are encouraged discussing (speak) things with their friend. 2) Discussion method would make students used to speak properly and clearly so they would become better and better.

TEACHING SPEAKING WITH DISCUSSION METHOD

Teaching is not an easy job, but it is necessary one to see our students. Progress and know that we have helped to make it happen. Teaching speaking seems so difficult and challenging for English teacher. Speaking can be called as oral communication and speaking is one of skill in English learning. This become one important subject that teacher should give. That's why teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. When teaching young learners we constantly have to keep in mind the fact that we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. All students of English, whether they are intermediate, advance, or beginners need to have a lot of practice using their English freely in classroom to practice the language they have learned.

In those meaning of teaching speaking above, the teacher must pay attention of some important aspects include producing sentence, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produced logically from thoughts. It will give an opportunity, useful, encouragement to speak and that teachers hope students can learn to speak by speaking. In addition, we need to vary our approaches and offer as much

opportunity as possible to make the whole class find a little something to hold on to expand and grow. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities and meaningful task that promote oral language. Finally, the use of good activities is intrinsically enjoyable that it will stimulate students to do the task in the classroom especially in speaking task.

In Joanna Baker and Heather West up activities like small group learning discussion and answering questions in class gives students a chance to practice speaking ability, but sometimes only confident student take part. Many more students will be able to practice communicating when they work simultaneously in groups of up to five during the lesson. This activity should be planned for the production phase of lesson. The objective of types of production activities is to improve the students' fluency in English without immediate help of the teacher, so it is very important that the students are well prepared.

RESEARCH METHODOLOGY

The research design in this study is the quantitative research. According to Sugiyono (2010 :56) quantitative research is the research which used counting result that is processed by classification, counting and result as a presentation. Then, According to Salkind (1994: 194), the purpose of quantitative research is to describe the current state of affairs at the time of the study by using statistic data. In conducting the research, the researcher used the experimental research.

According to Arikunto (2010:647) population is the larger group to which a researcher wishes to generalize; it include all members of a defined class of people, events, or objects. The population of this research is the second grade students of SMP N 6 Jambi in Academic Year 2018/2019.

According to Sugiyono (2008:119) sample is the part of respondent or respective of population that will be investigated. The sample in this research will be chosen by using random sampling. According to Sugiyono (2008:121) in the type of cluster sampling, units of individuals are selected rather than individuals themselves. Meanwhile, according to Arikunto (2004:256) the groups of individuals that naturally together are selected rather than individuals themselves. The cluster sampling was used in this research since it was not allowed to arrange individuals into two equal classes. Two classes were selected as sample, namely class VII D with 35 students and class VII B with 35 students.

The instrument of this research is test. The test is given before and after treatment, namely pre-test and post-test. The test is in the form of students' speaking score. The researcher gives oral test to collect the data. The material discussion method of the test is taken from the book entitled English Book for Grade VIII of Junior High Schools', written by Ida Kusuma Dewi, et. Al, Published by "Tiga Serangkai". Because the test is oral test, so the writer divided the score into five criteria component of specification, which are the scores of vocabulary, Pronunciation, fluency, Intonation and organizations. To see the effect of it, the researcher gave the post-test in one meeting. The researcher was gave the twice test (pre-test and post-test) in both experimental and control class. Also gave a test that consisted of oral test.

The students' speaking scores pre-test and post-test are analyzed in order to know is there any significant Effect in students' speaking ability by using discussion method. In addition, T-test formula used to measure the significant differences between the result of pre-test and post-test after treatment is given for three meetings. If the T-test is bigger than T-table significance level, it means that there is

significant effect of students' speaking ability by using Discussion method. On the contrary there is no significant effect of students' speaking ability by using discussion method if the T-test is lower than T-table.

To find out the data of students ability to speak, it viewed from the three componen there are Pronunciation, Grammar, Vocabulary , and fluency. Analytic scoring is used in this research, according to Hughes (1989:91) analytic scoring is method of scoring which require a separate score for each of a number of aspect of a task. The scoring system is a follows :

Table 1. Rubric Score

Asp ects	Score	Criteria
Pron ounc iation n	5	Speech is fluent and effortless as that of native speaker.
	4	Always intelligible through on is conscious of definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problem must frequently be asked to repeat.
	1	Pronunciation problems too severe as to make speech unintelligible.
Gra mm ar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/ or word order errors which do not, however, obscure meaning.
	3	Make frequent errors of grammar and word order, which obscure meaning.
	2	Grammar and word orders make comprehension difficulty must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and words order to severe as to make speech virtually unintelligible.
Voc abul ary	5	Use of vocabulary and idioms is virtually that of native speaker.
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words, conversation, somewhat limited because inadequate vocabulary.

Fluency	2	Misuses of words and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitation to extreme as to make virtually impossible.
	5	Speech is fluent and effortless as that of native speaker problems.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language problems.
	1	Speech is a shaling and fragmentary as to make conversation virtually impossible.

Source: Harris (1979)

Table 2. Scoring Scale System

Score	Category
81-90	Excellent
71-80	Very Good
61-70	Good
51-60	Fair
41-50	Weak
30-40	Poor

Source: Harris (1979)

The formula for T-test is taken from Arikunto (2010:349) as followed :

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

Explanations :

t = T-test value

Mx = (differences), between pre-test and post-test score

My = (differences), between pre-test and post-test score

$\sum x^2$ = quadrate of deviation

N = The number of sample

d.b. = N-1

- To look for the mean score, the researcher uses formula is presented as follows :

$$M = \frac{\sum X}{N}$$

Explanations :

M = Mean score

$\sum x$ = The total score

N = The total number of sample

- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanations :

P = The percentage of score

F = The number of false score

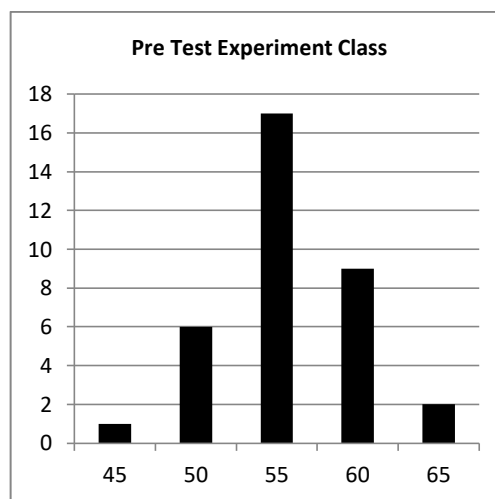
n = The number of students

FINDINGS

The Result of Pre Test in the Experiment and Control Class

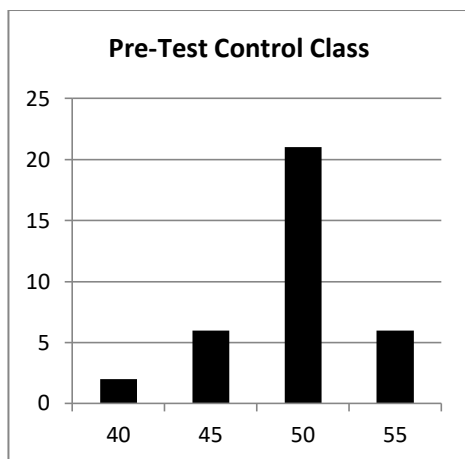
The first meeting the researcher was given pre test, The researcher gave test for students. The test has 5 point. The result of pre test as a follows:

Chart 1. The Means Scores of Pre-Test in Experimental Class



Based on histogram above researcher concluded the pre test in experimental class more than one students got 55-60 score. The lowest students got 45 score. The mean in histogram is 55,71, and the number of students is 30.

Chart 2. The Means Score of Pre-Test in Control Class

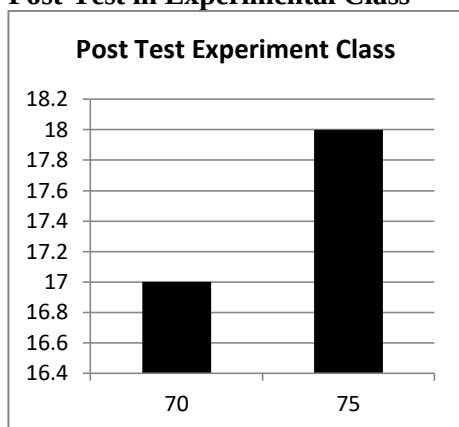


Based on histogram above researcher concluded the pre test in control class more than one students got 45-50 score. The lowest students got 40 score and the higherscore is 55. The mean in histogram is 49,42 and the number of students is 35.

The Result of Post Test in the Experiment and Control Class

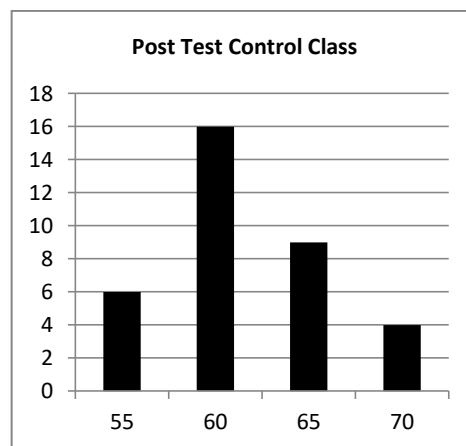
The researcher was given a treatment after the pre test. The treatment is teaching speaking with discuccion method. The duration treatment is 40 minutes. The last meeting the researcher was given post test in experimental and control class. The result of post test in experimental and control class as a follows :

Chart 3. The Means Scores of Post-Test in Experimental Class



Based on histogram above researcher concluded the post test in experimental class 17 students get 70 score. and 18 students get 75 score. The mean in histogram is 72,57, and the number of students is 35.

Chart 4. The Means Score Post-Test in Control Class



Based on histogram above researcher concluded the post test in control class more than one students got 60-65 score. The lowest students got 55 score and the higher score is 70. The mean in histogram is 61,57 and the number of students is 35.

The result of the test showed that the post test score were better than the pre test score. It can be seen from the difference of both test mean score. There is significant effect of discussion method on students speaking abilty achievement in the classroom. It is very apparently proved that the students were able to very well.

The Average Score of Pre Test and Post Test in the Experiment and Control Class

Tabel 3. The Score Distribution in the Experiment Class

Score interval	Category	pre-test		post test	
		Frequency	Percentage	Frequency	Percentage
81-90	Excellent				
71-80	very good			18	51,00%
61-70	Good	3	9%	17	49,00%
51-60	Fair	25	71%		
41-50	Weak	7	20%		
31-40	Poor				

From the table 6, it can be seen that, in the pre test no one students got excellent, no students got very good, 3 students get good category, 25 students get fair, 7 students get weak category, no one students got poor.

In post test, it can be seen that is improvement in students score which mean improvement in students ability, 18 students get very good category, 17 students get good category, students get fair category. In the post test no one students got excellent, fair, and weak, and poor category.

Tabel 4. The Score Distribution in the Control Class

score interval	Category	pre-test		post test	
		Frequency	Percentage	Frequency	Percentage
81-90	Excellent				
71-80	very good				
61-70	Good			13	37,00 %
51-60	Fair	6	17%	22	63,00 %
41-50	Weak	28	80%		
31-40	Poor	1	3%		

From the table 5, it can be seen in pre test most students were in 6 students get fair category, 28 students get weak category, 1 students get poor category, no one students get excellent, very good, and good category. Meanwhile in post test 13 students were in good category, 22 students get fair

category, and no one students get very good category, poor category, weak category and excellent category. It is clearly proved students speaking ability that taught without discussion method not really improve.

The table comparison between experimental class and control class:

Table 5. Different between Control Class and Experimental Class

Variable		Mean	The improvement
Control class	Pre test	49,4	12,1
	Post test	61,5	
Experiment class	Pre test	55,7	19,5
	Post test	75,2	

The result of control class and experimental class is different. The result of control class is 12,1 and experimental class is 19,5. Experimental class higher than control class. This result is significant.

To know there is significant difference between experimental class score and control class score, t-test was higher than t-table. In order to see the significance between pre test and post test before and after treatment of experimental class, the formula would be used analyze the data, the researcher was compared between the score of pre test and post test.

The t-test result calculation

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{Nx + Ny - 2} \right] \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$= 6225 - 5160,7$$

$$= 1064,3$$

$$M_y = \frac{575}{35} = 16,4$$

$$= 10725 - 9446,4$$

$$= 1278,6$$

$$t = \frac{12,1 - 16,4}{\sqrt{\left[\frac{1064,3 + 1278,6}{35 + 35 - 2} \right] \left[\frac{1}{35} + \frac{1}{35} \right]}}$$

$$= \frac{+4,3}{1,403}$$

$$= 3,064$$

$$T_{table} = N - 1$$

$$= 35 - 1$$

$$= 34 = 1,69$$

$$(3.064 > 1,69)$$

The statistical *t-test* formula is used to analyse the result of the test. It was intended to know whether there is statistical difference between pre test and post test experimental class and control class. Moreover, the statistical analysis of *t-table* was used to know was hypothesis accepted in this research.

Based on the the calculation of the statistical analysis, it is found that the value of *t-test* was 3,064 is higher than the value of *t-table* 1,69 at the degree freedom (df) $35+35-2=68$ and the level of confidence 0,05 (5%). It means that the effect of using audio visual as media more effectiveness of teaching discussion method.

DISCUSSIONS

Based on the analysis, it is found that there is better improvement of group who were taught by using discussion method and those who were not. This can seen from the pre-test treatment in both of groups. Discussion was given as the treatment in experimental group, before the treatment was conducted in this group, the students behaved passively during the lesson. They just listened to the teacher and followed the class inactively.

The good learning activities also happened in the control group. However, because they were leaning the speaking with the similar way they knew before, they were likely to bored and in attracted to practice that have been presented. Because the teacher have already served them with the dialogue, they were likely read the book and memorize it. There were no new inovations happened in this group, so the students did not have any attention to the speaking they learned

After the researcher got pre-test result, the researcher found the significant difference of their score in the experimental class and control class, it was influenced by the treatment, so the ability of student improved. It can be seen from the result of their test.

Based on the post-test result, it was known that the students' speaking howed the differences in both experimental and controlled class. The mean of pre-test score in experimental class is 55,71. The mean of pre-test score in controlled class is 49,42. Then, comparing with the mean of post-test in experimental class is 72,57 and in controlled class is 61,57. In this research, source of data that was became as control class was class VIII B with 35 students, and experimental class was VIII D with 35 students. There were 35 students in experimental group and also 35 students in controlled group. From those results, it can be interpreted that post-test score of the experimental class and controlled class increased better than the pre-test. Although the mean of post-test score from both class increased, the experimental class has more improvement than controlled class. Thus, it can be concluded that discussion method are an effective way to be used in improving students' speaking at the second grade students at SMP N 6 Kota Jambi.

In experimental class, there were 35 students, it can be seen that teaching by using discussion method in experimental group was more effective than giving explanation in control group.

Based on the calculation paired *t-test*, it was found *t-test* between control class and experimental class. The findings displayed that value of *t-test* is 3,694 for control class and 5,110 for experimental class and sig. (2 tailed) for control class is = .001 and = .000 for experiment class, whereas the value of *t-table* with the degree of freedom 35 (df 35-1) and the level of the level of the significance 0.05 are 1.699. Alternative Hypothesis (*H_a*) is accepted if the value of *t-test* is higher than value of *t-table* (*t*-

test>t-table). Thus the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table (3.061>1.69). Thus, it proved that there is the effect of discussion method on students' speaking ability at the second grade of SMP Negeri 6 Kota Jambi.

CONCLUSIONS AND SUGGESTIONS

Based on the research finding and discussion, it could be concluded that using discussion method can improve their effect to speaking ability.

1. The result of the analysis indicated the mean score of students' Speaking ability by using Discussion was higher than the mean score of students' Speaking ability not using Discussion.
2. The researcher has computed these two means score by using t-test formula; the value of t-test was higher than the value of t-table. It indicated that there was a significant difference on the students' improve that was taught using discussion method. It means that the effect of using discussion method for students' speaking ability at SMPN 6 Kota Jambi was accepted.

Based on the conclusion above, the suggestion for english teacher at SMPN 6 Kota Jambi, especially english teachers of SMPN 6 Kota Jambi to consider discussion as one of strategy to increase students' speaking ability. The teacher can create it based on sub topic of discussion. The english teacher should be creative in explaining the material in order to stimulate the students' interest to learn english especially speaking. For next the researcher to develop this research with another media to improve students' ability in speaking.

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