

Analysis of Students' Speaking Skill at Ninth Grade in Junior High School 2 Jambi City

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ABSTRACT

This study was conducted with the aim of analyzing students' speaking skills, at ninth grade in Junior High School 2 Jambi City. This research was designed using descriptive quantitative research methods. The population of this study was the ninth-grade students at Junior High School 2 Jambi City, and the sample was grade IX D students. This research uses a test as a research instrument. Then the test results are assessed and. The test used is an oral test with paired dialogue. The dialogue is made with the theme of "family" which is determined by This Research. The learning method through dialogue between friends was chosen because This Research saw students in one class often communicating verbally with their classmates to avoid embarrassment and fear so that students dared to express their opinions to their classmates. Thus, this courage will encourage students to do something, including the willingness to speak in English. The highest average test score is in the vocabulary component, which is 2,5 which means it is still "Poor." While the lowest test average value is found in the pronunciation component, namely 1,43 which means "very poor." The average test scores in the other four components are also in the "Poor" category, with the average grammar scores is 2,43, fluency 1,75, comprehension 2,12 and task 1,93. The average value explains that the speaking skill of students in grade ninth, especially in class IX D at Junior High School 2 Jambi City, is still classified as "Poor."

Keywords: Speaking Skill

INTRODUCTION

English is a second language for most people globally, increasingly becoming an international language for business and commerce, science and technology, and international relations and diplomacy. As an international language, English plays an important role in communication. Therefore, English is very important for students to learn, especially to face the global era.

In English education, four language skills need to be mastered by students, namely listening, speaking, reading, and writing. Speaking is one of the four language skills that need to be mastered by students. It can be said that speaking is a system of signs that can be heard (audible) and visible (visible) that utilizes a number of muscles of the human body for the purpose and purpose of ideas or combined ideas. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. As Nunan (2000: 39) says, speaking is used to interact

with other people. Therefore, speaking is very important in our lives because we cannot know what other people are talking about without speaking. Pawlak (2015) also said that speaking ability is one of the important skills that most English learners must master before other language skills. From this statement, it is clear that speaking is an important aspect of mastering English. The success of speaking can be measured by students' speaking English skills, conducting conversations, and interacting verbally in English. So, it can be concluded that English speaking skills must be mastered if students are determined to improve their abilities.

Here are several steps to facilitate speaking skills, namely: (1) Increase vocabulary, (2) Read aloud, (3) Know simple English grammar, (4) Read English writing, (5) English conversation or dialogue, (6) Listening to English songs, (7) Watching English films.

For most Junior High School students in Indonesia, learning English is one of the most frightening experiences to

face, especially when they learn how to speak English. This problem is because English is a foreign language that is rarely used in everyday life.

SPEAKING SKILL

According to Harmer (2007: 284) speaking is the skills to speak fluently and presupposes not only knowledge of language features, but also the skill to process information and language 'on the spot'. reinforced by Quianthy (1990:7) states that speaking as a process of conveying ideas and information orally in various situations.

Chaney (1998:13) says that speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts. Kayi (2006:1) also defines speaking as the use of language quickly and confidently with a few unnatural pauses, which is referred to as fluency.

In English education, four language skills need to be mastered by students, namely listening, speaking, reading, and writing. Speaking is one of the main language skills and speaking is considered as the most demanded skill in language learning. As Bailey and Savage (1994: 7) say that speaking a second or foreign language is often seen as the most demanding of the four skills. Reinforced by (Ur, 2000) that speaking is one of the most important skills of the four language skills because individuals who learn a language are called speakers of that language.

Kayi, H. (2006) says that speaking is a process of conveying verbal and nonverbal symbols in various contexts through the construction and making of meaning. Spratt et al (2005) also confirm that speaking is a productive skill, meaning that people express their ideas or feelings in spoken language and it functions as a form of social behavior because speaking is the basis of oral communication between people in society from the past until now.

GRAMMAR

One of the factors that influence students' speaking skills is grammar. Many

students speak English with poor grammar. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. According to (Gleason & Ratner, 2009) grammar is a set of rules that explore the form and structure of sentences that can be used in a language.

VOCABULARY

Vocabulary is very important in English lessons. As Thornbury (2002) said that without grammar very little can be conveyed and without vocabulary nothing can be conveyed. The reason why vocabulary is important in English subjects is that even though we have very good grammar, but it is useless if we do not have enough vocabulary.

Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form.

PRONUNCIATION

Pronunciation is the way in which a particular language or words or sounds are spoken, Hornby (1995). Pronunciation is a way of pronouncing a word which consists of sound, stress, and intonation. According to Hinkel (2005:491) a second language learner needs to master the individual characteristics of the sound of a new language.

English has long been regarded by non-native speakers as a difficult language because of its pronunciation. To speak English accurately, learners must master the phonological rules and they must be aware of various sounds and their pronunciation.

FLUENCY

Good speaking is characterized by several factors the most prominent one of which is fluency. According to Richards & Renandya (2002) achieving fluency in oral communication is the main dream and main

motivation that is brought by most learners to language classes and it is the main goal of teachers in teaching speaking skills.

Fluency is the learner's skills to speak in an understandable way so as not to damage communication because listeners can lose their interest (Hughes, R. 2002). Fluency can be defined as the skills to speak fluently and accurately.

COMPREHENSION

The last component in learning speaking skills is understanding. Comprehension is the power of the mind's action of understanding exercise aimed at improving the examiner (Hornby, 1995). Reinforced by the statement of Irianti (2011) which states that understanding is defined as the ability to understand something with a reasonable understanding of the subject or as knowledge of what the situation actually looks like

RESEARCH METHODOLOGY

This research was designed using quantitative descriptive methods, as stated (Creswell, 2019) that quantitative research is research that identifies research problems based on trends in the field or the need to explain why something happens by analyzing trends, comparing groups, or related variables using statistical analysis. Nana Sudjana (1997: 53) explains that descriptive research methods with a quantitative approach are used if the aim is to describe or explain an event or events that are currently happening in the form of meaningful numbers. This Research analyzed the research by using a test in the form of a paired dialogue.

According to (Creswell, 2009) Population is a group of individuals who have the same characteristics. The population in this study are students at Grade Ninth in Junior High School 2 Jambi City, totaling 249 students, consisting of 29-32 students in each class

Sample is a smaller group of population (Arikunto, 2014). This research determines the sample by using cluster sampling. The clusters obtained from the

population are students from class IX A to class IX H. This Research took class IX D as a randomly selected sample from the cluster.

In accordance with the opinion (Creswell, 2009) that cluster sampling is ideal when the population is too large. One-stage cluster sampling procedure is a procedure in which This Research has access to groups in the population and can take samples directly.

In this study, researchers used tests as research instruments. The test is one of the data collection techniques in a certain way. This Research will give a test in the form of a speaking test, namely by having a dialogue with the theme "Family" that This Research have determined. The test will be done in pairs.

Oral Proficiency Scoring Categories, namely, based on the following components; Grammar, Vocabulary, Pronunciation, Fluency, Comprehension, and Task. Each category has points 1-5, starting from the best-worst points (Brown, 2001, p. 406-407).

To classify students' speaking level, This Research used a Likert scale. Each response category on the scale is generally assigned a consecutive integer value to facilitate data analysis. This scale consists of 5 levels, namely 1 (Very poor), 2 (Poor), 3 (Medium), 4 (Good), and 5 (Very Good). As in the table below:

Table 1.
The Classification of Students' Speaking Skill

| Total Score | Description |
|--------------------|--------------------|
| 1 | Very Poor |
| 2 | Poor |
| 3 | Medium |
| 4 | Good |
| 5 | Very Good |

Data are presented using descriptive statistics. Descriptive statistics allow researchers to make accurate statements about the data (Cozby and Bates, 2012). Descriptive statistics are used when researchers want to describe the data obtained, and do not make generalizations

that apply to the population where the sample was taken (Sugiyono, 2012). In addition, Sugiyono (2012) added a formula for analyzing statistical descriptive data as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency of respondents

N = Number of sample

In analyzing the data in this study using the average formula (mean). The mean is a group explanation technique based on the average value of the group. To find the average (mean) of a single data set, it can be searched by adding up all existing data and then dividing by the number of existing data. The formula for the average (mean):

$$\bar{X} = \frac{\sum f_i}{f}$$

\bar{X} = Average

f_i = Sum of the value/score

f = Total of data

After analyzing the data quantitatively, This Research conducted a descriptive analysis through the results of tests conducted by students. Researchers transcribed and summarized the results of the tests that had been carried out. Then, researchers can group and find results about students' speaking skills.

FINDINGS

This research was conducted using an oral test to determine the students' speaking skill in dialogue. The time given to students for dialogue is a maximum of 5 minutes. The test was carried out in two meetings, namely on February 4th, 2022 and February 7th, 2022.

This research was carried out in class IX D at Junior High School 2 Jambi City, totaling 32 students, namely 16 male students and 16 female students, according to the sample mentioned in the previous chapter.

This Research conducted a speaking test to get the data. This Research asked the

students to have a dialogue in pairs with the theme that had been determined by This Research, namely "Family". Then, the test score consists of six indicators. The indicators measured are grammar, vocabulary, pronunciation, fluency, comprehension, and task. The number of samples obtained is 32 students. The results of the speaking test can be seen as follows:

Table 2.
Students' Score in Speaking Skill

| No | Students | Point | | | | | |
|-------|-------------|-------|----|----|----|----|----|
| | | G | V | P | F | C | T |
| 1 | Students 1 | 3 | 3 | 2 | 3 | 3 | 2 |
| 2 | Students 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| 3 | Students 3 | 2 | 3 | 4 | 4 | 3 | 3 |
| 4 | Students 4 | 2 | 3 | 1 | 2 | 3 | 3 |
| 5 | Students 5 | 2 | 3 | 1 | 2 | 3 | 2 |
| 6 | Students 6 | 2 | 3 | 1 | 2 | 3 | 2 |
| 7 | Students 7 | 1 | 1 | 1 | 2 | 2 | 1 |
| 8 | Students 8 | 1 | 1 | 1 | 2 | 2 | 1 |
| 9 | Students 9 | 3 | 2 | 1 | 1 | 2 | 2 |
| 10 | Students 10 | 3 | 2 | 1 | 1 | 2 | 2 |
| 11 | Students 11 | 2 | 3 | 1 | 1 | 2 | 2 |
| 12 | Students 12 | 2 | 3 | 1 | 1 | 2 | 2 |
| 13 | Students 13 | 2 | 2 | 2 | 2 | 3 | 2 |
| 14 | Students 14 | 2 | 2 | 2 | 2 | 3 | 2 |
| 15 | Students 15 | 3 | 3 | 2 | 2 | 3 | 2 |
| 16 | Students 16 | 3 | 3 | 2 | 2 | 3 | 2 |
| 17 | Students 17 | 3 | 3 | 3 | 3 | 2 | 2 |
| 18 | Students 18 | 3 | 3 | 1 | 1 | 2 | 2 |
| 19 | Students 19 | 3 | 3 | 1 | 1 | 2 | 1 |
| 20 | Students 20 | 3 | 3 | 1 | 1 | 2 | 1 |
| 21 | Students 21 | 3 | 2 | 1 | 1 | 1 | 2 |
| 22 | Students 22 | 3 | 2 | 1 | 1 | 1 | 2 |
| 23 | Students 23 | 2 | 2 | 1 | 1 | 1 | 2 |
| 24 | Students 24 | 2 | 2 | 1 | 1 | 1 | 2 |
| 25 | Students 25 | 3 | 3 | 3 | 3 | 2 | 2 |
| 26 | Students 26 | 3 | 3 | 2 | 3 | 2 | 2 |
| 27 | Students 27 | 3 | 3 | 1 | 2 | 2 | 2 |
| 28 | Students 28 | 3 | 3 | 1 | 2 | 2 | 2 |
| 29 | Students 29 | 2 | 2 | 1 | 1 | 1 | 2 |
| 30 | Students 30 | 2 | 2 | 1 | 1 | 1 | 2 |
| 31 | Students 31 | 2 | 2 | 1 | 1 | 2 | 2 |
| 32 | Students 32 | 2 | 2 | 1 | 1 | 2 | 2 |
| Total | | 78 | 80 | 46 | 56 | 68 | 62 |

To get the percentage is obtained by dividing the total number of students who get points 1,2,3,4, and 5 in each component, with the total number of students (32 students) and then multiplying by 100%.

a. Students' Speaking Skill in Grammar

In the grammar component, 2 or 6,25% of students got 1 point which means "Very poor". 14 or 43,74% of students get 2 points which means "Poor". And 16 or 50% of students got 3 points which means "Medium". There are no students who get points 4 and 5, which means that there are no students who have perfect grammar. But most students already have good grammar control and can speak with a fairly accurate structure.

Table 3.
Percentage of Students' Speaking Skill in Grammar

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 2 | 6,25% |
| 2 | Poor | 14 | 43,75% |
| 3 | Medium | 16 | 50% |
| 4 | Good | 0 | 0% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

b. Students' Speaking Skill In Vocabulary

In the vocabulary component, 2 or 6,25% students got 1 point which means very poor. 12 or 37,50% students get 2 points which means poor. and 18 or 56,25% students got 3 points which means medium. There are no students who get points 4 and 5, which means that there are no students who have perfect vocabulary. But most students already have a sufficiently broad vocabulary that they rarely have to search for words in a conversation.

Table 4.
Percentage of Students' Speaking Skill in Vocabulary

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 2 | 6,25% |
| 2 | Poor | 12 | 37,50% |
| 3 | Medium | 18 | 56,25% |
| 4 | Good | 0 | 0% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

c. Students' Speaking Skill in Pronunciation

In the pronunciation component, 22 or 68,75% students got 1 point which means very poor. 7 or 21,88% % students get 2 points which means poor. 2 or 6,25% students got 3 points which means medium. And 1 or 3,13% get 4 points wich means good. However, there were no students who got 5 points, which means that there were no students whose pronunciation was perfect but there was 1 student who had errors in pronunciation quite rarely. However, most students often make mistakes in pronunciation.

Table 5.
Percentage of Students' Speaking Skill in Pronunciation

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 22 | 68,75% |
| 2 | Poor | 7 | 21,88% |
| 3 | Medium | 2 | 6,25% |
| 4 | Good | 1 | 3,13% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

d. Students' Speaking Skill in Fluency

In the fluency component, 15 or 46,88% students got 1 point which means very poor. 11 or 34,38% students get 2 points which means poor. 5 or 15,63% students got 3 points which means medium. And 1 or 3,13% get 4 points which means good. However, there were no students who got 5 points, which means that there were no students whose fluency was perfect but there was 1 student who can use the language fluently with a high level of fluency. However, most students but most students still have a low level of fluency.

Table 6.
Percentage of Students' Speaking Skill in Fluency

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 15 | 46,88% |
| 2 | Poor | 11 | 34,38% |

| | | | |
|-------|-----------|----|--------|
| 3 | Medium | 5 | 15,63% |
| 4 | Good | 1 | 3,13% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

e. Students' Speaking Skill In Comprehension

In the comprehension component, 6 or 18,75% students got 1 point which means very poor. 16 or 50% students get 2 points which means poor. And 10 or 31,25% students got 3 points which means medium. However, there were no students who got 4 and 5 points, which means that there were no students whose comprehension was perfect. But some students are able to get the gist of most conversations and understanding is relatively complete at standard speech level.

Table 10.
Percentage of Students' Speaking Skill in Comprehension

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 6 | 18,75% |
| 2 | Poor | 16 | 50% |
| 3 | Medium | 10 | 31,25% |
| 4 | Good | 0 | 0% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

f. Students' Speaking Skill in Task

In the task component, 4 or 12,50% students got 1 point which means very poor. 26 or 81,25% students get 2 points which means poor. And 2 or 6,25% students got 3 points which means medium. However, there were no students who got 4 and 5 points, which means that there were no students whose task was perfect. More than half the number of students who are able to fulfill routine social but still need help to overcome complications or difficulties.

Table 11.
Percentage of Students' Speaking Skill in Task

| Point | Description | Total Students | Percentage |
|-------|-------------|----------------|------------|
| 1 | Very Poor | 4 | 12,50% |
| 2 | Poor | 26 | 81,25% |
| 3 | Medium | 2 | 6,25% |
| 4 | Good | 0 | 0% |
| 5 | Very Good | 0 | 0% |
| Total | | 32 | 100% |

g. The Result of Test

This test is used to see the students' speaking skills in six components. In calculating the mean score of the test, the writer getting the data:

Table 12.
The Result of Test

| No | Category | Total | Average | Description |
|----|---------------|-------|---------|-------------|
| 1 | Grammar | 78 | 2,43 | Poor |
| 2 | Vocabulary | 80 | 2,5 | Poor |
| 3 | Pronunciation | 46 | 1,43 | Very Poor |
| 4 | Fluency | 56 | 1,75 | Poor |
| 5 | Comprehension | 68 | 2,12 | Poor |
| 6 | Task | 62 | 1,93 | Poor |

From the table above, This Research can categorize students' speaking skills into five levels in each component: Very poor, Poor, Medium, Good, and Very good. The average is obtained by adding up all students' points in each aspect, namely, grammar 78, vocabulary 80, pronunciation 46, fluency 56, comprehension 68, and task 62, then divided by the number of students in the sample class, which is 32.

We can see that the students' speaking skills in the grammar component only has an average score of 2,43 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$

$$\bar{X} = \frac{78}{32}$$

$$\bar{X} = 2,43$$

In the vocabulary component, students only have an average score of 2,5 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$
$$\bar{X} = \frac{80}{32}$$
$$\bar{X} = 2,5$$

In the component of Pronunciation, students only have an average score of 1,43 which means "Very poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$
$$\bar{X} = \frac{46}{32}$$
$$\bar{X} = 1,43$$

In the Fluency component, students only have an average score of 1,75 which This Research rounded to 2 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$
$$\bar{X} = \frac{56}{32}$$
$$\bar{X} = 1,75$$

In the component of Comprehension, students only have an average score of 2,12 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$
$$\bar{X} = \frac{68}{32}$$
$$\bar{X} = 2,12$$

Meanwhile, in the Task component, students only had an average score of 1,93 which this research rounded to 2 which means "Poor". The average is obtained from the following results:

$$\bar{X} = \frac{\sum f_i}{f}$$
$$\bar{X} = \frac{62}{32}$$
$$\bar{X} = 1,93$$

From the data that has been obtained, it can be seen that the speaking skills of students who have the lowest average score is found in the pronunciation component is 1,43 and the highest in the vocabulary component, which is 2,5.

DISCUSSIONS

In this section, This Research wants to discuss and interpret the results of his research. Based on the instrument used in this study, namely an oral test. It was found that the speaking skill of class IX D in Junior High School 2 Jambi City in every component is still very low. This can be seen from the component with the highest average score of only 2,5, which means it is still "Poor" in vocabulary. The lowest average score is 1,43 in pronunciation, which means "Very poor."

The average score of students on the grammar component is 2,43, although it is still relatively low and is included in the "Poor" category. Students have poor grammar control. For example, in student 4-students 5 dialogue, they say, "Cinta, how many siblings you have?" the correct one is "Cinta, how many siblings do you have?". There is also a dialogue that reads, "Me and my family planning to go to my grandparents house." the correct one is "I and my family are planning to go to my grandparents' house." Although it is still classified as "Poor," this value is quite good compared to the average value of the other five components.

The students' speaking skill score on the vocabulary component is 2,5, which is included in the "Poor" category and is the highest average value compared to other components. They only have a little vocabulary to express themselves, so some often make mistakes in choosing vocabulary. For example, in a dialogue of students 13-students 14, they say, "My sister also goes to school here" the correct one is "My sister also studies here." There is also a paired dialogue of student 11-student 12, which reads, "This is my sister, the name is Dara" which is correct is "This is my sister, her name is Dara."

The lowest average score of students is found in the pronunciation component, namely 1,43, which is classified as "very poor." This value was obtained because of the number of pronunciation errors made by students, especially on words that were not familiar to them. For example, in the dialogue of student 23 student 24, they write, "What's up" but student 23 reads, "What is up." There is also a pair dialogue between students 7 student 8. They write "Second" in the sentence "I am the second child," but student 8 reads /'skun/ which should be read /'sekənd/.

The average score of students on the fluency component is only 1,75, which is rounded up to 2 and is included in the "Poor" category. Because students still often stop, repeat and grope when they want to mention certain words. But it's good enough because some students can still speak fluently.

The average score of students on the understanding component is 2,12, which is classified as "Poor," while the student assignment component has an average value of 1,93, which is rounded up to 2 and is included in the "Poor" category. This value was obtained because even though students could make dialogue texts quite well, they seemed to stammer in pronouncing it so that understanding in the text was still in doubt.

CONCLUSIONS

In this chapter This Research obtained in discussing the research entitled "Analysis of Students' Speaking Skill in Dialogue at Ninth Grade in Junior High School 2 Jambi City", in general, it can be concluded:

1. The student's average score on the grammar component is 2,43, although it is still relatively low and is in the "Poor" category, but the score is quite good compared to the average score in the other five components. Because their mastery of grammar is still quite good.
2. The students' speaking skills score on the vocabulary component is 2,5 which is included in the "Poor" category and is the highest average value compared to other components. They only have a

little vocabulary to express themselves so that some often make mistakes in choosing vocabulary.

3. The student's lowest average score is found in the pronunciation component, namely 1,43 which is classified as "very poor". This value is obtained because of the number of errors in pronunciation made by students, especially on words that are not familiar to them.
4. The average score of students in the fluency component is only 1,75 which is rounded up to 2 and put in the "Poor" category. because students still often stop, repeat and grope when they want to mention certain words. However, it is quite good because there are still some students who can speak fluently.
5. The average score of students in the comprehension component is 2.12 which is classified as "Poor", while in the task component students have an average
6. value of 1.93 which is rounded up to 2 and is in the "Poor" category. This value was obtained because even though students were able to make dialogue texts quite well, they seemed to stammer in pronouncing it so that understanding in the text was still in doubt.

Based on the results of the analysis of research problems and samples, it can be concluded that the speaking skills of class IX D students in dialogue is included in the "Poor" category, and the most dominant problem faced by students in speaking is the pronunciation component.

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