



The Students' Ability in Using Asking and Giving Opinion Expression to Develop Speaking Skill at The Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan

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Abstract

The title of thesis is: The Students' Ability in Using Asking and Giving Opinion Expression to Develop Speaking Skill at the Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan. The main problem of this study is "Is it significantly effective of Using Asking and Giving Opinion Expression to Teach Speaking Skill at the Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan?". The main objective of this study that to know whether or not effective of the Students' using asking and giving opinion expression to teach speaking skill at the ninth grade students of MTs PSM Suka Agung Buay Bahuga Way Kanan. In this study, experimental method was used. The population was all at the Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan. The total number of population was 122 students. The sample was 60 students taken through cluster simple random sampling method, consisting of 30 students of experiment group and 30 students of control group. Based on the criteria of testing the hypothesis, the alternative hypothesis (H_a) was tested through t-test table. Since the sample of the researcher was 60 students. Therefore, to accept the alternative hypothesis with 5% significance, the value should exceed 2.750 with $df = (n_1 + n_2) - 2$ it was mean that $(\{30+30\} - 2) = 58$ students. The result of matched t-test calculated 1.671 lower that the result of matched t-test that has value 2.75. It means that H_0 was rejected and H_a was accepted. In the other word, the result of the study showed that it was effective teaching Speaking Skill by using Asking and Giving Opinion Expression at Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan.

Keywords: *Ability, Using, Asking, Giving Opinion Expression, Develop and Speaking Skill.*

INTRODUCTION

According to Mordy (1995:7), in many parts of the world today. There is a strong demand for English as language of international communication, of business and commerce, and of higher education. Realizing the importance of, English above, the Indonesian government, in this case the Department of National Education states that English is the first foreign language as a compulsory subject, which is learned from the junior high school until the university or college.

Background

Saleh (2004:20) State that speaking is the productive skill in the oral mode, it like the other skills are more complicated than it seems at first and involves more than just pronouncing words. In the teaching of speaking, the teachers use various techniques, for instance dialogue, debate, role-play, short story, and chain story to avoid the students feeling bored during the learning teaching process. The important thing is that the technique used by the teacher can make the students more active in speaking and encourage them to use in communication.

Teaching speaking is one of the difficult subjects that faced by teacher, because to speak English many students can not. The students feel afraid, and shy to speak. The students also afraid make a mistake when they are speaking. The teacher knows that it is happened because the students have a little chance to speak. The students always be passive in speaking. Saleh (1998:2) "The speaking skill can be developed through a reliable knowledge of linguistic competence and communicative competence, linguistic competence refers to unconscious knowledge of language structure: phonology, grammar, vocabulary, and culture". This knowledge is used in speaking or communication a long with communicative competence, actual use of language appropriate to a social situation to fit a certain function, such as greeting, apologizing, asking and giving opinion and parting. So, to solve these problems when teacher teaches speaking.

Moreover, based on my observation and experience the students feel bored in learning, the problem of the students was not easy to develop their ideas speaking. The teacher seldom used strategy in teaching speaking. Because of that, in here the writer used asking and giving opinion that can help the students to express their ideas in speaking lesson. It is suggested that the teachers should use the strategy that the students had the chance to speak. It is asking and giving opinion. Asking and giving opinion is a conversation that done by two or more than people. In the asking and giving opinion the students got more chance to speak, they have a partner and they can express what they would say. So, it is hoped that through asking and giving opinion the students tried to speak.

Based on the explanation above, the writer is interested in conducting an action research entitled. “**The Effectiveness of Using Asking and Giving Opinion Expression to Teach Speaking Skill at the Ninth Grade Students of MTs PSM Suka Agung Buay Bahuga Way Kanan**”.

The objective of the study was to know whether or not effective to the Students’ using asking and giving opinion expression to teach speaking skill at the ninth grade students of MTs PSM Suka Agung Buay Bahuga Way Kanan.

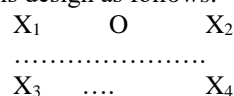
METHOD

This section presents six topics, namely: (1) Method of Research, (2) Variable of the Research, (3) Operational Definitions, (4) Population and Sample (5) Technique for Collecting the Data, and (6) Technique for Analyzing the Data.

Method of Research

This study used the experimental method. Richard et al (1995:100) states that experiment is an approach to educational research in which idea or hypothesis is tested or verified by setting up situation in which relationship between different subject or variable determined.

In this research, the researcher used the true experimental design. According to Fraenkel and Wallen (1993:282), “The true experimental design, a single group is measured observed both before and after exposure to treatment”. Diagram of this design as follows:



Where:

- X₁ : Pre-test of experimental class
- X₂ : Post-test of experimental class
- X₃ : Pre-test control class
- X₄ : Post-test control class
- O : Treatment

The steps taken are as follows:

- 1) Surveying the literature relating to the problems;
- 2) Defining the problems;
- 3) Constructing an experimental plan by writing the research design;
- 4) Conducting the experiment;
- 5) Collecting and analyzing the data;
- 6) Interpreting the findings
- 7) Drawing conclusions, proposing suggestions;
- 8) Reporting the result

Variable of the Research

Hatch and Farhady (1992:12) define variable as an attribute of a person or of an object which “varies” from person to person or from object to object there are two kinds of variable in this research: independent and dependent variable.

Independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated, and measured by researcher. And dependent variable is the variable which you observe and measure to determine the effect of the independent variable (Hatch and Farhady, 1992:13). In this study, the independent variable was asking and giving opinion and dependent variable was speaking skill. The writer conducted this research to find out whether asking and giving opinion would influence students speaking skill.

Population

Weber (1993:223) states "Population is (in statistic) any set of items, individuals, which share common and observable characteristic from which sample can be taken". According to Arikunto (2006:104) "Population is all things, people or events that are subject of the investigation.

This study is done at to the ninth grade student's of MTs PSM Suka Agung Buay Bahuga Way Kanan in academic year 2013/2014. The distribution of the population can be seen in Table I.

Table 1. The Population of the Study

| No | CLASS | TOTAL |
|----|-------|-------|
| 1 | IX A | 32 |
| 2 | IX B | 32 |
| 3 | IX C | 30 |
| 4 | IX D | 30 |
| | Total | 122 |

Source: MTs PSM Suka Agung Buay Bahuga Way Kanan 2013/2014

Sample

According to Arikunto (1996:107), a sample is a part of single object, Symptoms, happening, or evens of the same population which would be investigated. To get the sample of this study, the writer used cluster random sampling. In which a researcher used personal judgment to select a sample: the researcher assumed that personal knowledge of the population and the specific purpose of his/her research can be used to judge whether a particular sample has been representative (Wallen and Fraenkel, 1990:138). The writer took all the population as the sample of study.

Table 2. The Sample of the Study

| No | Class | Group | Total |
|----|-------|------------|-------|
| 1 | IX C | Experiment | 30 |
| 2 | IX D | Control | 30 |
| | Total | | 60 |

Source: MTs PSM Suka Agung Buay Bahuga Way Kanan 2013/2014

Technique for Collecting the Data

In collecting the data, the technique used an oral test. A test is any procedure for measuring ability, knowledge or performance (Richard, et al, 1995: 291). In this study the writer has been divided the test into two, pretest and posttest.

The pretest is given before the writer does the experiment, for seeing the students' speaking skill. The posttest was valid if the degree to which a test measures given to the students after the experiment, to find the effectiveness of the speaking through speech contest. Before give the students, the validity and reliability.

Validity of the Test

Validity is the most important idea to consider when preparing or selecting an instrument for use, (Arikunto, 2010:76). Content validity is concerned with what goes into the test. Thus, the degree of content validity in a classroom test relates to how well the test measures that content studied and the behavior that the task requires.

The validity of the test materials has been checked through the content validity. The writer consulted her two advisors in construction. The test materials in making the stem suitable to be used in measuring the students' mastery in speaking.

Table 3. Specification Test

| Objective | Material | Indicator | Sum of test | Number of item | Type of test |
|--|--------------------------------------|--|-------------|----------------|--------------|
| The students can make the concept of speech in front of the class. | Asking and giving opinion expression | The students are able to speech in front of the class. | 1 | 1 | Orally |

Reliability of the Test

Reliability referred to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. In this study, the reliability of the speaking test based on the syllabus and the curriculum that was used by ninth grade students of MTs PSM Suka Agung Buay Bahuga Way Kanan. The researcher took two interraters for judge this speaking test. The first ratter, was the researcher, and the second was the teacher of English in this school.

Technique for Analyzing the Data

In analyzing the test, it was conducted in the speaking ability. The result of the test was then classified into categories of extremely good, good, fair, low and extremely low (Hadi in Wijayanti 2009:35). The item and scoring of the test can be seen in the table below (Depdiknas, 2006:26), can be seen in Table 5.

Table 4. The Aspect for Giving the Score in Speaking

| Aspect | Score | Notification |
|-------------------------|-------|---|
| Pronunciation | 5 | Easy to understand and has native accent |
| | 4 | Easy to understand although with certain accent |
| | 3 | There is pronunciation problem which makes the listener to fully concentrate and sometimes there is a misunderstanding |
| | 2 | Difficult to understand because there is pronunciation problem, often asked to repeat |
| | 1 | serious pronunciation which makes it cannot be understood |
| Structure | 5 | There is no or a few structure mistakes |
| | 4 | Sometimes makes structure mistakes but does not affect meaning |
| | 3 | Often makes structure mistakes which affect meaning |
| | 2 | There are many structure mistakes which affect meaning and often rearrange the sentences |
| | 1 | Structure mistakes are so serious which make it difficult to understand |
| Vocabulary | 5 | Use vocabulary and expression like native speaker |
| | 4 | Sometimes use inappropriate vocabulary and have to explain the opinions because the vocabularies are not many |
| | 3 | Often use inappropriate vocabulary, the conversation becomes limited because of the limited vocabularies |
| | 2 | Use vocabularies wrongly and the vocabulary is difficult to understand |
| | 1 | Vocabularies are so limited which makes conversation is impossible to occur |
| Fluency | 5 | Fluent like native speaker |
| | 4 | - Fluency is a little bit disturbed by language problem - Fluency is much disturbed by language problem |
| | 3 | Fluency is much disturbed by language problem |
| | 2 | Often doubtful and stop because of limited language |
| | 1 | Speak unnaturally and stop which makes conversation is impossible to occur |
| Listening Comprehension | 5 | Understand all without having trouble |
| | 4 | Understand almost everything although there is repetition on certain parts |
| | 3 | Understand most of what is spoken, speaking is a little bit slow although there is repetition |
| | 2 | Difficult to understand what is spoken. Only understand socialization conversation by speaking slow and many repetition |
| | 1 | Cannot understand even though it is simple conversation |

Conversion of Percentage Ranges

To interpret the student’s score, the conversion of the percentage ranges is used proposed by Daryanto (1990:45) See Table 6.

Table 5. Score Category

| No | Score Category | Score Ranges |
|----|----------------|--------------|
| 1 | Excellent | 86 - 100 |
| 2 | Very Good | 71 - 85 |
| 3 | Good | 56 - 70 |
| 4 | Moderate | 41 - 55 |
| 5 | Poor | 26 - 40 |
| 6 | Failed | 0 – 25 |

Source: Wijayanti, 2009:35

RESULTS

In this part, the descriptions of the data dealt with; (1) the students’ scores in the pre-test of Control Group, (2) the students’ scores the post-test of Control Group, (3) the students’ scores in the pre-test of Experimental Group, (4) the students’ scores the post-test of Experimental Group, and (5) The result of t-test calculation.

Scores of the Pre-test and post-test in Control Group

The pre-test was given to know how far the students’ speaking skill before taught through asking and giving opinion expression. In the pre-test the sample of the students were 30 students, every student was given the test which the total items 1. After the test was given and the scores had been calculated, it was found that the highest scores were 7.5, and the lowest score was 5.0.

The post-test was given to know how far the students’ speaking skill after taught through conventional way. After the test was given and the scores had been calculated, it was found that the highest score was 7.5, and the lowest score was 5.0. The Students’ score of Pre-test and post-test Control Group can be seen in Table 7.

Table 6. The Result of Students’ score of the Pre-test and post-test Control Group

| No | Pre-test Control Group | | | Pos-test Control Group | | |
|----|------------------------|-------------|---------------|------------------------|-------------|---------------|
| | Rater 1 (X) | Rater 2 (Y) | X+Y : 2 Score | Rater 1 (X) | Rater 2 (Y) | X+Y : 2 Score |
| 1 | 6.5 | 7.0 | 6.7 | 6.0 | 7.5 | 6.7 |
| 2 | 6.5 | 6.5 | 6.5 | 6.5 | 7.0 | 6.2 |
| 3 | 6.0 | 6.5 | 6.2 | 6.0 | 6.5 | 6.2 |
| 4 | 7.0 | 6.5 | 6.7 | 7.0 | 6.0 | 6.5 |
| 5 | 6.0 | 5.5 | 5.7 | 6.0 | 6.5 | 6.2 |
| 6 | 7.5 | 7.0 | 7.2 | 7.5 | 7.5 | 7.5 |

| | | | | | | |
|--------|-----|-----|-------|--------|-----|-------|
| 7 | 7.0 | 7.0 | 7.0 | 6.5 | 6.5 | 6.5 |
| 8 | 6.0 | 5.5 | 5.7 | 5.0 | 5.5 | 5.2 |
| 9 | 6.5 | 6.0 | 6.2 | 6.0 | 5.5 | 5.7 |
| 10 | 7.5 | 7.0 | 7.2 | 6.5 | 7.0 | 6.7 |
| 11 | 6.5 | 6.5 | 6.5 | 6.5 | 6.5 | 6.5 |
| 12 | 6.0 | 5.5 | 6.2 | 6.0 | 5.5 | 5.7 |
| 13 | 7.0 | 7.5 | 7.2 | 7.0 | 7.0 | 7.0 |
| 14 | 7.5 | 7.0 | 7.2 | 7.0 | 6.5 | 6.7 |
| 15 | 6.5 | 6.5 | 6.5 | 6.5 | 6.5 | 6.5 |
| 16 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 |
| 17 | 6.0 | 6.0 | 6.0 | 7.5 | 7.0 | 7.2 |
| 18 | 5.5 | 6.0 | 5.7 | 5.5 | 5.5 | 5.5 |
| 19 | 6.5 | 6.0 | 6.2 | 6.0 | 6.0 | 6.0 |
| 20 | 5.0 | 6.0 | 5.5 | 6.5 | 6.5 | 6.5 |
| 21 | 6.0 | 6.0 | 6.0 | 6.5 | 6.5 | 6.5 |
| 22 | 7.5 | 7.0 | 7.2 | 7.5 | 7.0 | 7.2 |
| 23 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 |
| 24 | 7.5 | 7.0 | 7.2 | 7.5 | 7.0 | 7.2 |
| 25 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 | 6.0 |
| 26 | 6.5 | 6.0 | 6.2 | 7.0 | 7.0 | 7.0 |
| 27 | 6.0 | 6.0 | 6.0 | 5.0 | 5.0 | 5.0 |
| 28 | 7.5 | 7.0 | 7.2 | 7.0 | 7.0 | 7.0 |
| 29 | 6.0 | 6.0 | 6.0 | 5.5 | 5.5 | 5.5 |
| 30 | 7.0 | 7.0 | 7.0 | 7.5 | 7.0 | 7.2 |
| Total | | | 192.9 | Total | | 191.6 |
| Mean | | | 6.43 | Mean | | 6.38 |
| Max | | | 7.5 | Max | | 7.5 |
| Min | | | 5.0 | Min | | 5.0 |
| Median | | | 6.2 | Median | | 6.5 |
| Modus | | | 6.0 | Modus | | 6.5 |

Based on the Table 7, the writer found the lowest score in the pre-test of rater 1 and rater 2 was 5.5 and reached by 4 students with the percentage 6.67%, and the highest score 7.5 and reached by 5 students with the percentage 8.33%. The average or mean score rater 1 and rater 2 for pre-test was 6.43. While the median score was 6.2, and modus score was 6.0. And the lowest score in the post-test of rater 1 and rater 2 was 5.0 and reached by 3 students with the percentage 5%, and the highest score 7.5 and reached by 7 students with the percentage 11.67%. The average or mean score rater 1 and rater 2 for post-test was 6.43. While the median score was 6.5, and modus score was 6.5.

The Students' Scores in the Pre-test and Post-test of Experimental Group

In the pre-test the sample of the students were 30 students, every student was given the test which the total item 1. After the test was given and the scores had been calculated, it was found that the highest scores were 8.0 and the lowest score was 4.5.

In the post-test the sample of the students were 30 students, every student was given the test which the total items 1. After the test was given and the scores had been calculated, it was found that the highest scores were 9.5 and the lowest score was 6.5. The Students' Scores in the Pre-test and Post-test Experimental Group can be seen in Table 10.

Table 7. The Result of Students' score of the Pre-test and post-test in experimental group

| No | Pre-test experimental Group | | | Pos-test experimental Group | | |
|----|-----------------------------|-------------|---------------|-----------------------------|-------------|---------------|
| | Rater 1 (X) | Rater 2 (Y) | X+Y : 2 Score | Rater 1 (X) | Rater 2 (Y) | X+Y : 2 Score |
| 1 | 7.5 | 8.0 | 7.7 | 8.5 | 9.0 | 8.7 |
| 2 | 8.0 | 7.5 | 7.7 | 8.0 | 8.5 | 8.2 |
| 3 | 7.0 | 7.0 | 7.0 | 7.5 | 8.0 | 7.7 |
| 4 | 7.0 | 6.0 | 6.5 | 8.0 | 8.0 | 8.0 |
| 5 | 6.0 | 6.5 | 6.2 | 7.5 | 7.5 | 7.5 |
| 6 | 5.5 | 5.5 | 5.5 | 8.5 | 8.5 | 8.5 |
| 7 | 6.5 | 6.5 | 6.5 | 7.0 | 8.0 | 7.5 |
| 8 | 5.0 | 5.5 | 5.2 | 7.5 | 8.0 | 7.7 |
| 9 | 6.5 | 6.5 | 6.5 | 8.5 | 8.5 | 8.5 |
| 10 | 6.0 | 7.5 | 6.7 | 8.0 | 7.5 | 7.7 |
| 11 | 6.5 | 6.0 | 6.2 | 7.5 | 8.0 | 8.2 |
| 12 | 6.0 | 5.5 | 5.7 | 8.0 | 8.0 | 8.0 |
| 13 | 6.5 | 6.0 | 6.2 | 9.0 | 8.5 | 8.7 |
| 14 | 7.0 | 7.5 | 7.2 | 7.0 | 7.5 | 7.2 |
| 15 | 6.5 | 6.5 | 6.5 | 7.5 | 7.5 | 7.5 |
| 16 | 6.0 | 6.0 | 6.0 | 8.0 | 8.0 | 8.0 |
| 17 | 7.0 | 7.0 | 7.0 | 9.0 | 8.5 | 8.7 |
| 18 | 7.0 | 6.5 | 7.0 | 8.5 | 8.0 | 8.5 |

| | | | | | | |
|--------|-------|-----|-----|--------|-------|-----|
| 19 | 6.5 | 6.0 | 6.2 | 7.5 | 7.5 | 7.5 |
| 20 | 6.5 | 6.5 | 6.5 | 8.5 | 8.0 | 8.2 |
| 21 | 7.5 | 7.5 | 7.5 | 9.0 | 8.5 | 8.7 |
| 22 | 6.0 | 6.0 | 6.0 | 9.0 | 9.0 | 9.0 |
| 23 | 6.0 | 6.0 | 6.0 | 8.0 | 8.0 | 8.0 |
| 24 | 6.5 | 6.0 | 6.2 | 9.0 | 9.0 | 9.0 |
| 25 | 6.0 | 6.0 | 6.0 | 8.5 | 8.5 | 8.5 |
| 26 | 7.0 | 7.0 | 7.0 | 8.0 | 8.5 | 8.2 |
| 27 | 6.5 | 6.0 | 6.2 | 8.5 | 8.5 | 8.5 |
| 28 | 6.0 | 6.0 | 6.0 | 9.0 | 9.0 | 9.0 |
| 29 | 7.5 | 7.0 | 7.2 | 9.5 | 9.0 | 9.2 |
| 30 | 8.0 | 7.0 | 7.5 | 9.0 | 9.0 | 9.0 |
| Total | 195.6 | | | Total | 247.6 | |
| Mean | 6.5 | | | Mean | 8.25 | |
| Max | 7.7 | | | Max | 9.5 | |
| Min | 5.2 | | | Min | 7.2 | |
| Median | 6.2 | | | Median | 8.2 | |
| Modus | 6.5 | | | Modus | 8.5 | |

Based on the Table 10, the writer found the lowest score in the pre-test of rater 1 and rater 2 was 5.0 and reached by 1 student with the percentage 1.67%, and the highest score 8.0 and reached by 2 students with the percentage 3.33%. The average or mean score rater 1 and rater 2 for pre-test was 6.5. While the median score was 6.2, and modus score was 6.5. And the lowest score in the post-test of rater 1 and rater 2 was 7.0 and reached by 1 student with the percentage 1.67%, and the highest score 9.5 and reached by 2 students with the percentage 3.33%. The average or mean score rater 1 and rater 2 for post-test was 8.25. While the median score was 8.2, and modus score was 8.5.

DICSUSSION

Based on the criteria of testing the hypothesis, the alternative hypothesis (H_a) was tested through t-test table. Since the sample of the researcher was 60 students. Therefore, to accept the alternative hypothesis with 5% significance, the value should exceed 2.75 with $df = ((n_1+n_2)-2)$ it is mean that $((30+30)-2) = 58$ students. The result of matched t-test calculated 1.671 lower that the result of matched t-test that has value 2.75. The result shower that the alternative hypothesis was received in this study and null hypothesis was rejected.

Based on the result of the test, the researcher concluded that Asking and Giving Opinion Expression was effective used in teaching speaking skill, by Asking and Giving Opinion Expression increased student motivation and students' achievement where many students comprehend the text so made them were able to answer the question then Asking and Giving Opinion Expression made the students be active in reading lesson where the students worked in pairs beside and students not only understand about the meaning of each words in the text but also comprehend about the contents of the text itself. So, it made the students feel enjoy interest and the more active to participate in learning process.

CONCLUSION

Based on the findings of the research of study, it could be concluded that teaching speaking skill by asking and giving opinion expression to the ninth grade students of MTs PSM Suka Agung Buay Bahuga Way Kanan enable them to get better score. It means that using asking and giving opinion expression was effective. Teacher can use variety strategy when she/he teaches speaking skill. Asking and giving opinion expression also gave the students motivation and gave the chance to express and found many variety of studying speaking presented into dialogue.

When a teacher teaches speaking, to give the students activity based on their knowledge the teachers' creativity, it could be given pronunciation, or dialogue.

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