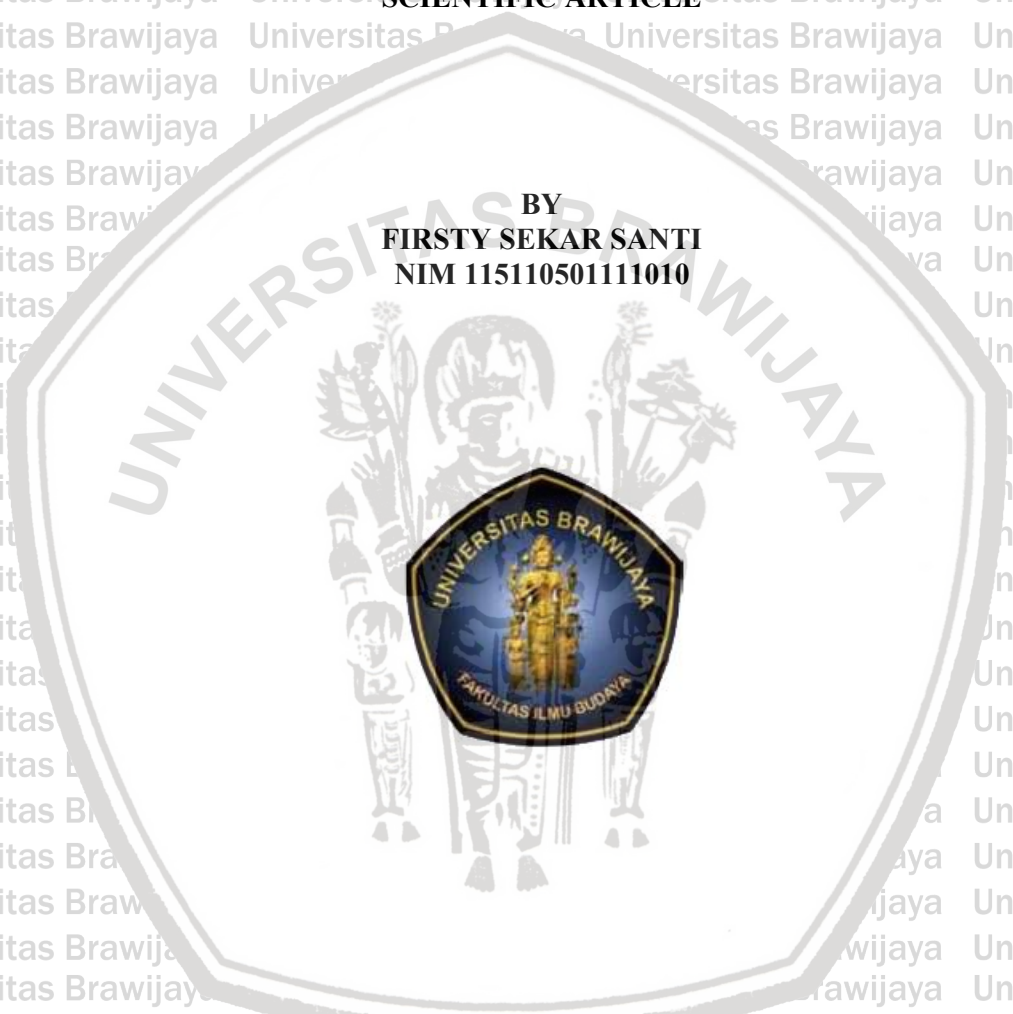


**IMPROVING THE STUDENTS' SPEAKING SKILLS BY
USING STORYTELLING PIECES AT SMA NEGERI 1
JOMBANG**

SCIENTIFIC ARTICLE

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IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING
STORYTELLING PIECES AT SMA NEGERI 1 JOMBANG

MENINGKATKAN KEMAMPUAN BERBICARA SISWA MENGGUNAKAN
STORYTELLING PIECES DI SMA NEGERI 1 JOMBANG

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ABSTRACT

Visual media like storytelling pieces are able to stimulate students' interest on delivering a narrative text. By using storytelling pieces, students are able to move around the picture of the characters and other items as the story is being told. By then, it is hoped that the students will be able to find the appropriate vocabulary as they tell the story. Hence, the students can focus on what they are going to tell since they hold the picture of characters and other items of the story. The objective of this study is to know how storytelling pieces can improve the XI IPS 5 students' speaking skill. This study used Collaborative Classroom Action Research for research design. The data in this study were obtained from observation sheet, interview guideline, and questionnaire as the qualitative data and the students' narrative speaking tests as the quantitative data. The narrative speaking test was about storytelling of certain topic using storytelling pieces as the media to deliver the story that was done by the student XI IPS 5 students of SMA Negeri 1 Jombang in first semester of 2016/2017 academic year. The improvement of the students' speaking skills by using storytelling pieces of speaking narrative text for the eleventh grade students of SMA Negeri 1 Jombang was proven by the percentage of the students who passed KKM (Minimum standard score 75). In the pre-test, it was 53.50% of the students passed the KKM and 71.50% students passed the KKM in the post-test. In addition, the students showed positive responses by showing their interest, enthusiasm, and motivation during the implementation of the treatment. It was known from observation sheet, interview guideline, and questionnaire done during the study.

Keywords: speaking skill, storytelling pieces

1. Introduction

The importance of English also gives impact to education environment. Students may also open their communication to the wider world as they master English. Therefore, English is an important foundation for students. English is a compulsory subject in Indonesian curriculum. In English teaching learning process, speaking is one of the four basic skills in learning foreign language besides listening, reading and writing. Through speaking, people can express

their minds, ideas and thought freely and spontaneously. To most people, mastering the art of speaking is the most important aspect of learning a second or a foreign language, and success is measured in terms of ability to carry out a conversation in the language (Nunan,1991). In addition, Louma (2004), states that speaking skills are important part of the curriculum in language teaching, and this make them an important object of assessment as well.

During the learning process, teachers are expected to have an attractive and innovative in activation and media for teaching speaking. Teachers should create a good atmosphere and a positive classroom environment. The teacher must create the situation that can encourage real communication. The teaching learning process should not only happen between teacher and students but also between students. One alternative to create a good atmosphere and a positive classroom environment is by choosing narrative and storytelling method. Both narrative and storytelling is considered able to provide the opportunity to insert an element of fun into the learning activity, which will make the experience more engaging for both teacher and students.

When applying storytelling in the learning activities, the use of supportive media is needed. Media itself is needed because media can capture and sustain the students' interest and attention during the learning activities. Storytelling Pieces is a modified visual teaching media constructed by combining the picture and a stick. This combination is meant for the students to be able to move around the instrument as they presenting the story and increase their imagination. Storytelling Pieces can be used to stimulate students' imagination, creativity, and their ability on organizing the idea of story. According to Asher (2000), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told.

Based on the observation that was conducted on August 15, the students of XI IPS 5 in SMA Negeri Jombang faced the problem on delivering and organizing their idea, especially in speaking activity. Researcher chose SMA Negeri 1 Jombang as the object of the study since the students of SMA Negeri 1 Jombang are considered active students in speaking activity, specially the students of XI IPS 5. Therefore, research will be focused on the students of XI IPS 5. In addition,

based on the researcher's informal interview and observation, the problems may occur because the students have difficulties to find appropriate vocabulary and it affects their fluency on generating idea during speaking in target language. Thus, students' fluency in speaking English becomes a problem in this study.

The objective of this study was to know how storytelling pieces can improve the XI IPS 5 students' speaking skill. Since speaking has a lot of things to be observed with various methods, narrow down the area of this research are needed. It is important in order to get focused in a specific area of speaking skill. To limit the material of study, the researcher chooses to work on the students' ability to enhance students' ability on find the appropriate vocabularies related to the topic and accuracy in telling a narrative story spokenly.

2. Literature Review

Speaking is a productive skill which is mention as one of the most difficult skill compared with the other skills. In this case, the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently and accurately to make good speech in communication. Brown (2001) states speaking is an interactive process of constructing meaning involving producing, receiving, and processing the information. Furthermore, speaking is simply the physical embodiment of abstract system (Widdowson, 2008). It can be conclude speaking is one of the four language skills which become a priority in teaching English as a foreign language. It is considered as an important aspect in communication to express and convey the ideas, meaning, information and one's thoughts in spoken language.

According to Vanderkevent (1990) there are three components in speaking. The first component is speaker, the person who produces the sound during conversation. The sound made by speakers should be meaningful in order to make it understandable. The second component is listener, some or somebody who receives speakers' utterances, in the part of communication listener usually responds to what speaker says. The last components is utterances, the utterances are words or sentences produced by the speakers to express the speakers' opinion.

There are some competences to measure students speaking ability. Hornby (1974)

states that competences in speaking includes: pronunciation, grammar, vocabulary, fluency, and self-confidence. While Klitsch (1999) states that competences in speaking covers: comprehension, vocabulary, fluency, and comprehension.

The goal of teaching speaking should improve students' communicative skills; in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Hughes (2002) states the goal of teaching is communicative efficiency. In learning speaking, students should be able to make themselves understood and try to avoid confusion in the message due to its pronunciation, grammar, and vocabulary and to observe the social rule that apply in communication situation. Furthermore, Murcia (2001) states the teacher needs to make the speaking class to be fun and enjoyable. The teacher has to create activities that give students many opportunities of communicating with their friends. Thus, teaching speaking must be an enjoyable and fun activity that makes the student feels secure and be able to express their feeling freely. This way, it is hoped that the students will speak up more during the classroom activity.

When teaching inside or outside the classroom, all teachers definitely need media to teach. Media is one of the tools or instruments that support the teaching learning process. Latuheru (1988) stated that there are three kinds of teaching media, they are: audio media, visual media and audio-visual media. Therefore, choosing the media to be in the classroom is one thing that is important in teaching activity. One medium that is often applied in the classroom is a visual media. Visual media is easily understandable and unifying of remembering. Therefore, visual media is a tool used in the teaching learning process. According to Ganguly (2007), pictures can give accurate representation of idea; help to define facts and information easily and precisely.

One of the visual media that is applied in this study is Storytelling Pieces. Storytelling Pieces is a modified visual teaching media constructed by combining the picture and a stick. This combination is meant for the students to be able to move around the instrument as they presenting the story and increase their imagination. Asher (2000) states storytelling pieces are pictures of characters and

items in a story that children manipulate or move around as the story is told. This media can be used to stimulate students' imagination, creativity, and their ability on organizing the idea of story. In this way, it was hoped that the students will be able to remember the vocabularies given easily as they can both pay attention to the picture and the pronunciation as it is being retold.

Narrative speaking is an activity involving oral performance to tell about past events whether it is true or not in order to entertain or amuse the listeners. Celce-Murcia (2001) states narrative is structured around the chronological development of events and is centered on a person or hero. Consequently, a narrative is usually personalized or individualized and tells about the events related to the person or persons involved. It means that a narrative contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. Based on curriculum 2006, Narrative is aimed to entertain listeners and readers with real condition, imagination or experiences. The number of complications and resolutions may be one or more. Narratives sequence people or characters in time and place but differ from recounts in that through the sequencing. A Narrative consists of four generic structures. They are orientation, complication, resolution, and re-orientation.

3. Research Method

a. Research design

In this study, the researcher applies Collaborative Classroom Action Research as the method of the study because the researcher was actively collaborating with the classroom teacher to conduct this action research. Kemmis (in Hopkins, 1985) states action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of their own social or educational practices, their understanding of these participants, and the situations in which the practices are carried out. In addition, according to Kemmis and McTaggart (in Burns, 2010), action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing or iterative, spiral of cycles which recur

until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

b. Research procedure

In order to know the problem that is faced by the students and to set the criteria of success, the researcher conduct the preliminary study on August 15 up to September 3 2016. In order to get the information about students' condition towards English in learning process, researcher distributed the questionnaire to the students and interviewed the classroom teacher about English implementation during learning activity. Furthermore, researcher also conducted a pretest in order to know the students' basic speaking ability. The result of pretest would be used as the early data on the students' speaking skill. The speaking test that was used in this pre-test is the same test that later on will be applied in the end of cycle as post-test. The pre-test was in the form of speaking test about retelling a narrative text titled Thumbelina.

Based on the preliminary study, it could be concluded that the problems occur because the students have difficulties to find appropriate vocabulary that effects on their fluency of generating idea during speaking in target language. In addition, the result of the pretest also shown that the students need to improve their speaking skill because the average score of students' pretest was 68 and 53.5% students passed the KKM. Thus, students' fluency in speaking English became a problem in this study. Researcher chose narrative and storytelling method since it was hoped by applying storytelling and narrative, a good and positive atmosphere would be created in classroom environment.

Before the CCAR could be effectively started, the researcher had to plan and prepare all materials, instruments, and design the procedure of conducting the action. In this study, the researcher used Storytelling Pieces to improve students' speaking skill. The researcher determined the subject of the study and prepared some exercises of speaking skill based on syllabus. Here, the researcher designed the lesson plan to help the researcher during the classroom action research. There would be four meetings in one cycle in this study. Time allocation for each meeting is 2x45 minutes.

The researcher used the first meeting as “ice breaking” activity. The activities in first meeting would be introduction of narrative text and its elements. The second meeting would be about retelling the story of three little pigs using storytelling pieces that would be done by the students of XI IPS 5. This activity would be scored based on the scoring rubrics and used as the post-test. The measurement upon students’ speaking skill using storytelling pieces was used to know how far the students understand narrative text and its elements. When implementing the storytelling pieces as the media to deliver spoken narrative, the student held two items of storytelling pieces; the characters of the story on one hand and the item of the story on the other hand. For example, the student held the first pig character on the right hand, and the house of hay item on the left hand when he was retelling first pig build a house of hay part. The same steps also applied when the student retold other parts of the story. The third meeting would be about the continuation from the second meeting. Here, the retelling activity by the students continued and it was hoped that all of the XI IPS 5 students could finish the activity in this meeting. On the fourth meeting, the researcher reviewed students’ understanding upon narrative text once again. If the activity from the previous meeting was not clear yet, then it was possible to continue it on the fourth meeting.

In acting step of the Collaborative Action Research, the researcher carried out the entire detail action in speaking class. The teaching activities were conducted based on the lesson plans that had been made before. The storytelling pieces were used to teach the class using Communicative Language Teaching approach. While for the observe step, the researcher conduct an observation. The observation was in the form of filling up the observation sheet of the students’ activity during the lesson by observing the teaching and learning activity. Thus, the researcher would be able to analyze students’ improvement and progress. After carrying out the teaching and learning activities based on the treatment and lesson plans, the researcher evaluated the result to see whether there is the improvement from the action program. By conducting the reflection, the researcher found whether it was necessary to conduct another cycle.

c. Setting and subject of the study

This study was conducted in SMA Negeri 1 Jombang, which is located on Jl. Bupati RAA Soerodiningrat no. 8 Jombatan Jombang, East Java. The research subject of this study was the students of XI MIS 5 in SMA Negeri 1 Jombang in academic year 2016/2017. There are 25 classes in that school that covers 9 classes of first graders, 9 classes of second graders, and 7 of third graders. Each class consists of 25 up to 30 students. English, as a main subject is conducted twice a week. This study was conducted on XI IPS 5 class. This class was chosen because the students of XI IPS 5 had a high activity in speaking since they tend to speak in English actively. The students in this class were chosen as the subject of study with Mr. Didik Irfanuddin as collaborator. The researcher was a substitute teacher when the main teacher could not attend the class for teaching.

d. Data collection

The data in this study was obtained from the students' narrative speaking test. There were 28 students of XI IPS 5 in SMA Negeri 1 Jombang. Therefore, researcher focused on how the students improve their speaking skill in organizing their idea of generic structure in narrative text. Data about the students' speaking test was gained from score according to the scoring rubrics which was already provided. The test was about students' retelling the story of *Thumbelina* in the pre-test and *Three Little Pigs* for the post-test. The researcher used the storytelling pieces as the media applied for the students of XI IPS 5 in SMA Negeri 1 Jombang in delivering spoken narrative story. The data in this study gained from both quantitative and qualitative data.

Researcher distributed questionnaire for the students. The questionnaire was distributed both before and after the treatment. The questionnaire before the treatment aimed to know students' speaking skill and their interest in learning speaking. While, the after treatment questionnaire was about students' responds upon the implementation of storytelling pieces for speaking skill activity. In addition, researcher also interviewed the classroom teacher which was conducted in preliminary study. Here, the researcher asked the teacher about English implementation during learning activity in the preliminary study. To enhance the data from qualitative manner, the observation was done by the researcher. The

purpose of this instrument was to know how well the students speaking ability especially in vocabulary and fluency aspect during the learning activity.

While for the data taken from quantitative manner, the researcher conducted speaking test for the students. The pre-test and post-test were used in this study. Both pre-test and post-test were in the form of speaking test and are used to measure the progress achievement of students' competence and to achieve the objective of this study that is the students' fluency and how well they organizing their idea as they speak. The rater of the speaking tests was the researcher of this study.

e. Data analysis

According to Ary, et al (2010) Quantitative research uses objective measurement to gather numeric data that are used to answer questions. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. Thus, the data of this study will be analyzed quantitatively and qualitatively. The quantitative data were analyzed by using descriptive statistic. Descriptive statistic was to calculate the mean score of the students' speaking results. In this study, researcher only analyzed and scored the students' ability based on the students' vocabulary and how well they organizing the idea of the story. To enrich the data, the researcher also analyzed and scored about how well the students deliver the story according to punctuations and intonation; how fast and clear they deliver the story; how often the student has repetition; and how many gap or filler they make while delivering the story.

The qualitative data obtained by verbal analysis. The researcher used the questionnaires, observation sheet, and interview guideline as the instruments.

Those instruments had function to know students' speaking skill and their interest in learning speaking; especially in vocabulary and fluency aspect during the learning activity and also students' responds upon the implementation of storytelling pieces as teaching media in teaching speaking narrative activity.

f. Criteria of success

This study would be considered successful when the students were able to retell the spoken narrative fluently which shown by mean score of students' post-

test that improved from their pre-test. Because of the limited time in conducting this study, researcher expected at least 70% the subjects of the study are already able to deliver the spoken narrative fluently and able to pass the minimum standard of score (KKM) 75 in speaking skill.

4. Research Findings

This research was conducted only in one cycle because it already met the criteria of success. This cycle consisted of four stages, namely planning, implementation, observation, and reflection. This cycle finished in four meetings.

The first meeting was conducted on Saturday, November 5th 2016, the second meeting which is held on Monday, November 7th 2016. The third meeting was conducted on Saturday, November 12th 2016. The final meeting, the fourth meeting was held on Monday, November 14th 2016.

During the implementation of the treatment, the researcher found that storytelling pieces made the students learn English in a new way. This way, the students learnt new material in interesting way. However, storytelling pieces also had disadvantages on its implementation. The storytelling pieces consumed many times during its implementation and became the problem for the classroom's teacher due to English classroom time allocation. The implementation of collaborative classroom action research was done only on preliminary study since the researcher needed the classroom's teacher help to conduct the pre-test. Here, the classroom's teacher helped the researcher to supervise the students in order to prevent the students from cheating during the storytelling process.

As the main goal of this study is to improve the XI IPS 5 students' speaking skill by using storytelling pieces as the media, the students were required to retell the story of Thumbelina (pre-test) and Three Little Pigs (post-test) briefly.

From the speaking test result, the mean score of the XI IPS 5 class in the pre-test is 68. It means that the students' achievement score of speaking test before the researcher implemented the treatment is 53.5%. While in the post-test,

The class' mean score in the pre-test was 68 points or 53.5% students are passed the KKM in the pre-test. It means that 15 students passed the KKM and 13 students got the score under KKM. In addition, the percentage of the students who

passed the KKM in the post-test is 71.5% or 20 points. It means that there were 20 students out of 28 students who passed the KKM and 28.5% students or 8 students still had score under KKM. The mean score of the students in the post-test was 72. It means that the improvement from the pre-test to the post-test was 4 points and students' class percentage is significantly improved from 53.5% into 71.5%. As the result, storytelling pieces can improve the students' achievement on speaking skill. It was indicated by the number of the students who passed the KKM score that are more than 70%, meaning that it has already met the criteria of success and the mean score from the pre-test to the post-test had increased.

5. Discussion

Based on the speaking result, there were 20 students out of 28 (71.5%) students who passed the KKM, while 8 students out of 28 (28.5%) still had score under the KKM. The mean score of the students in the post-test was 72. According to this, a study titled Improving the Students' Speaking Skill by Using Storytelling was successful. The result of this study is in line with the theories from Ganguly (2007) and Asher (2000). Based on the Ganguly (2007), pictures can give accurate representation of idea; help to define facts and information easily and precisely. In addition, the researcher also took a theory from Asher (2000) who states that storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told. Based on the both theories and the result data, the researcher concluded that using story telling pieces as media for teaching English can improve the speaking skill of the students.

The use of storytelling pieces can give good impact to the students in the classroom. Based on the observation, almost all students paid attention and gave comment to the teachers' explanation about the lesson. In addition, most of students were very excited with the use of storytelling pieces to improve their speaking skill in narrative text. The questionnaire also proved that the use of storytelling pieces as the media was very helpful for the students. However, there were problems faced by the teachers' side. The teacher thought that the use of

storytelling pieces as media needs more cost and consumes a lot of time, that's why the teacher rarely used storytelling pieces as the media.

6. Conclusion and Suggestion

The objective of the study was to know the improvement of speaking achievement by using storytelling pieces for XI IPS 5 of SMA Negeri 1 Jombang. In order to gain the objective of the study, the researcher conducted an experiment in Collaborative Classroom Action Research design. The researcher found the improvement of speaking skill between the result of the pre-test and the post-test.

In the finding, the researcher explained the percentage of XI IPS 5 students of SMA Negeri 1 Jombang who passed the KKM in the pre-test was 53.5% and the post-test was 71.5%. From the data above, the researcher was able to answer the problem of the study; there was significant improvement of speaking skill of the XI IPS 5 students of SMA Negeri 1 Jombang after using Storytelling pieces in speaking narrative text. The percentage of the students' score who passed the minimum mastery criteria in speaking skill by using storytelling pieces in speaking narrative text for XI IPS 5 students of SMA Negeri 1 Jombang was 71.5%. The improvement was also revealed from the aspects of speaking test. Thus the researcher concluded that the use of storytelling pieces can improve students' speaking narrative text.

Good attitude shown from the result of the observation sheet. Almost all students paid attention and gave comment to the teachers' explanation about the lesson. The researcher solved problem faced in the preliminary study. However, the teacher thought that the use of pictures as media needed more cost and time.

The solution for the teachers was to use video or film which contain appropriate vocabulary, picture and music. Those media would allow the students to pay full attention to the video and later on, they can get the idea of the story and the important part of the story.

The researcher also compared the result with the theories from Ganguly (2007) and Asher (1977). Ganguly (2007) stated that pictures can give accurate representation of idea, help to define facts and information easily and precisely. In

addition, according to Asher (1977), storytelling pieces are pictures of characters and items in a story that children manipulate or move around as the story is told.

Based on both theories and the result data, the researcher concluded that using storytelling as media for teaching English can improve the speaking skill of the students.

The researcher suggested the classroom teacher to provide more various media in order to increase the students' interest to learn English. Thus the students' willingness to learn English will be increased and achieve better score in the test. The teacher should hold more speaking activity such as role-play, storytelling, or puppet show as the media to deliver the material. This kind of activities will make the learning activity more fun and attract the students to be more active in the classroom. In addition, group activity also can save the time allocation. However, detailed aspects and the accuracy of the scoring process should become the teacher's concern in assessing the students' speaking skills, since scoring the students' speaking skills in group activity could be quite difficult.

While for students of XI IPS 5, researcher expected that they could learn more about how to make a good narration in narrative text from the English story on magazine and English story book. In that way, the students would have more experience and enriched their vocabulary. The current researcher also hoped that further researcher can use storytelling as media in teaching English applied in other skills such as listening, reading, writing, or even integrated.

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