

# **THE USE OF VIDEO CONVERSATION IN TEACHING SPEAKING AT SMP NEGERI 6 PONTIANAK**

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**Abstract :** This reasearch focus on the use video conversation in teaching speaking at seventh grade students in SMP Negeri 6 Pontianak in academic years 2014/2015. This research raise because the researcher interested to described how a English teacher teaching by using video conversation. The researcher used descriptive qualitative research with direct and indirect data as teachnique of data collecting. The reseacher conducted interview, participant observation and documentation as tool of data collecting. The research results show that it was more efective using video conversation in teaching speaking at SMP Negeri 6 Pontianak. The students were easier to understand what the teacher teach and explain. The students more interest and active in the class. The teacher provided materials based on texts, such as textbooks and LKS (Lembar Kerja Siswa) and the teacher searching the videos appropriate with the material in internet. In addition, the teacher provided the students with assessment that emphasizes the measurement of learning outcomes in the form of students' competencies to do something.

***Keywords : Video conversation, Teaching speaking***

**Abstrak :** Penelitian ini fokus pada penggunaan vidio percakapan didalam mengajar berbicara pada siswa SMP Negeri 6 pontianak kelas 7 tahun akademik 2014/2015. Penelitian ini diangkat karena peneliti tertarik untuk mendeskripsikan bagaimana seorang guru Bahasa Inggris mengajar menggunakan vidio percakapan. Peneliti menggunakan penelitian diskriptif kualitatif dengan teknik langsung dan tidak langsung sebagai teknik pengumpulan data. Peneliti melakukan wawancara, observasi peserta dan dokumentasi sebagai alat pengumpulan data. Hasil penelitian menunjukkan bahwa lebih efektif menggunakan vidio percakapan dalam mengajar berbicara di SMP Negeri 6 Pontianak. Siswa lebih mudah untuk mengerti apa yang guru ajarkan dan jelaskan. Siswa lebih tertarik dan aktif di dalam kelas. Guru menyediakan materi berdasarkan teks seperti buku-buku dan LKS (Lembar Kerja Siswa) dan guru mencari vidio yang sesuai dengan materi di internet. Sebagai tambahan, guru menyediakan penilaian siswa untuk mengukur hasil pembelajaran dalam bentuk kemampuan siswa melakukan sesuatu.

**Kata Kunci : Vidio percakapan, Mengajar berbicara**

From the syllabus of junior high school, it can be seen that the school started to teach their students of general English. The syllabus is designed to fulfill the needs of the students. Graduating from junior high school, most of the students wish to implement the skill they have learned. They have to meet certain requirements in order to get work. One of the requirements is having sufficient skill in foreign language especially English.

Learning English means learning language components and language skills. Grammar, vocabulary, pronunciation, and spelling are examples of language components. Meanwhile, language skill covers listening, writing, reading, and speaking. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Brown and Yule (1983 : 38) state that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the speaking skill not merely so that they can pass examination but also for more general use when they want to use the English in the outside world. They may need the language for further study, work or leisure, so that they will not be among the many people who are unable to express their ideas in English after having studied it for some years. The teachers, therefore, are challenged to develop various teaching techniques. The variety of teaching techniques will help learners to get higher motivation to learn English. William and Burden (1997:111) say that motivation is the most powerful influences on learning.

The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. English learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (Richards, 2006). Considering how important speaking skill in learning English, Renandya (1999) in this case reminds English teachers by saying: Speaking is one of the central elements of communication. In EFL (English Foreigner Language) teaching, it is an aspect that needs special attention and instruction. In order to provide effective attention, it is necessary for a teacher of EFL to carefully examine the factors, condition and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input and speech-promotion activities will gradually help learners improve their English speaking ability.

In this research, teaching speaking using video is introduced. Video as audio visual aids is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teach the four skills: reading, listening, speaking and writing. Rice (1993:40) says that video has so much to offer. By using video conversation as a learning media is expected to enhance the ability of speaking students in learning speaking. Purnamawati and Eldarni (2001:4) stated : " the media is anything that can be used to transmit messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concentration and interests of students in

such a way of learning process". Through the use of video media instruction is expected that students will be interested and motivated to improve their speaking skills in English. Thus, learning achievement and the ability of speaking students in the teaching and learning process can be improved.

Furthermore, Heimei (1997) states that students love video because video presentation is interesting, challenging, and stimulating to watch. Especially video conversation also brings how people behave in culture whose language they are learning into the classroom. It enables students to have authentic experience in controlled environment. It is also contextualizing language naturally by showing real life into the classroom. The researcher is interested to describe this research because video conversation is more interesting to teaching speaking, easier to explain or giving example how to speaking English well and this school has used video conversation to teach speaking English. Based on the phenomenon above, it is necessary to conduct a descriptive qualitative research. This research is originated with Kurt Lewin, an American psychologist, who introduced it in educational research in the mid 1940s. Although the research is classified as either quantitative or qualitative research, the method applied in this research is qualitative methods. It allows us to describe what is happening and to understand the effects of some educational intervention.

The principal foundations conducting this research are to solve the identified problem and to understand the effects of some interventions. These two principals are aimed to make improvement and to see the developed of students' behavior change. Learning is any relatively permanent change in behavior and occurs as a result of experience. Previous definition states that a human can see the changes happen but not learning itself (Robbins, 2007:23).

## **METHOD**

The approach used in this research is a qualitative approach with descriptive methods. Descriptive research method is a method of research which provides an overview of the situations or events (Suryabrata, 1997).

This research uses the phenomenological paradigm. The definition of phenomenology is to understand the human behavior of self-mindset, in this case how we look at the symptoms and seek the meaning of the symptoms that are invited (Rashid, 2000). So in this research, the researcher was tried to describe the use of video conversation in teaching speaking at SMP Negeri 6 Pontianak.

The subject of this research was taken from students in SMP Negeri 6 Pontianak. As samples, there are eight classess of seventh grade of SMP Negeri 6 Pontianak. And researcher take all of the classess from this grade. Class A until class G are chosen because the reseacher want to observe English teacher to teach using video conversation.

Techniques of data collecting that are applied in this reaserch is direct and indirect communication technique. The collection of direct communication technique is through observation and interview technique. This means that the researcher should take a part in research activities to

take a look, listen and ask directly to the informant to obtain the necessary data. The interview results were combined with observations and were expected to answer the problems that have been formulated above. The indirect communication technique collected during the research were the data used for teaching-learning process such as syllabus, lesson plans and teaching-learning materials.

The tools of data collecting used in this research are as follows:

a. Interview

Interview is a data collection technique to obtain information directly from the source. (Bungin, 2001), the intent and purpose of the interview is to obtain/capture information with actual conversation with the subject or informant. Interviews were conducted in this research is to obtain information on matters related to the use of video conversation to increase students' speaking skill.

In this interview the respondents were given the freedom to express things that are related to research problems with snowball system (rolling on) of the answers given respondent, and will be stop if the data needed are enough. There needs to be an understanding of the essential elements of the interview. The key elements of the interview according to Denzin (cited in Rashid, 2000) are follows: (a) trying to reach respondents' setting, (b) understand respondents' language and culture, (c) determine how a person present themselves, (d) utilizing information, (e) trying to obtain the truth, (f) compile records, and (g) collect empirical materials.

b. Participant Observation

In the implementation participant observation or the term called involved observation, researcher must cultivate good and depth relationships with informants first, through mutual trust (rapport), so that the informant did not suspect the researcher as a person who wanted to do a research (Bungin, 2001). Participant observation related to the use of video conversation to increase students' speaking skill, is a real activity for the researcher. The Researcher observes directly the English teaching-learning process and activity in the selected classes.

According to Spardley (cited in Rashid, 2000) participant observation is the "scientific method done by observing, interviewing, thinking, reading, and writing". Referring to the opinion that is deemed very appropriate technique use that researchers use in this research.

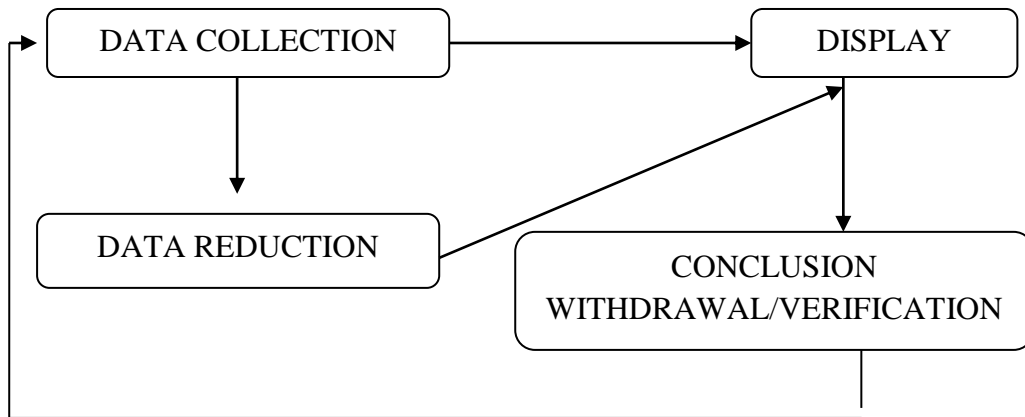
c. Documentation

The word documentation derives from the word "document" which means "to record the event closer with the conversation, regarding personal issues, and require very close interpretation related to the context of the event record." (Bungin, 2001). Narrowly, Harun Rashid (2000) defines that "the document is in the form of written text, notes, personal letters, autobiographies, and so on. While, broader meaning is the form of artifacts, monuments, photographs, tape recorder, and so on".

Data analysis includes data reduction, data presentation, and drawing conclusion (Miles and Huberman, 1994:10). Qualitative data analysis is also interpreted as efforts which continued, are repeated constantly. The problem

of data reduction, and present the conclusion or verify a successful image as a series of an analysis followed one to another sequentially (Miles and Huberman, 1994:11-12).

The data analysis technique used in this study was an interactive model as described below:



Processes of Data Analysis (Miles and Huberman, 1994:12)

1. Data collection is the way that researcher use to collect data. Data collection in this reserach used the rechnique of meausurement and observation with interview, participant observation and documentation as tools of data collecting. The researcher collected the necessary data and then processed it through data reduction, data display and came to the conclusion.
2. Data reduction is is the process of selecting, focusing on streamlining, abstracting and transforming the initial data that emerged from the notes written in the field. This happens as long as the research is conducted.
3. Data display is defined as an act, a secondary part that must exist in an analysis, a more focused presentation of data, including structured summaries, synopsis, sketched, frameworks or other diagarms (Miles and Huberman, 1994:11).
4. Data verification and conclusion are an attempt to interpret the data that is displayed with the involvement of reseracher's understanding.

Step of this research, including the pre-field, conducting the research and final.

### **The pre-field**

Develop a research design, it is used to ask for permission to the relevant institution in accordance with the necessary data sources. In this step, the researcher also visited the institution to conduct pre-survey.

### **Conducting the research**

#### a. Collecting data

In this step, the researcher collected the data by: observing directly to the teacher and taking the data from the field, interviewing the teacher and examining the relevant theories.

b. Analyzing data

The data were collected through interview, observation and documentation identified to facilitate the researcher in analyzing based on the research goals.

**Final**

Analyzing the data according to the research purposes and Presenting the data in the form of description.

**RESEARCH FINDING AND DISCUSSION**

**Research Finding**

Data findings in this research will be presented at The Use of Video Conversation in Teaching Speaking which include : 1) Teaching-learning process and activity, and 2) Assessment in Speaking.

**Teaching-learning Process and Activity**

Based on observations in the field, direct (interview) and indirect communication technique (syllabus, lesson plan, and teaching learning material) that had been collected by the researcher in the use video conversation in teaching speaking from respondent/informant was held on October 1<sup>th</sup>, 2014 to November 20<sup>th</sup>, 2014. The teaching-learning activities that were carried out were almost the same in each class for the meeting during a week. The research tried to observe all classess in seventh grade at SMP Negeri 6 Pontianak. There are eight classess in seventh grade from Class A until Class G and with the same English teacher. The curriculum used by repondent is curriculum 2013. The schedule of learning is started at 06.45 AM and finish at 12.10 AM with two or three section in one day.

There were two meetings for each class in a week. Each class has four hours every week to lesson English. And every Saturday after the lesson finished, students have extracurricular. The name extracurricular is “Students English Club”. Here the respondent provide additional teaching hours. The aim respondent do it is to make students more understand to learning English and gives students the opportunity to channel their talent in English such as drama in English and story telling in English.

Table 1.

Lesson Schedule (per week)

Class	Hours per day						Total hours per week
	Mon	Tues	Wed	Thurs	Fri	Sat	
VII A			2		2		4
VII B	2	2					4
VII C			2			2	4
VII D		2				2	4
VII E	2			2			4
VII F				2		2	4
VII G	2				2		4
Total hours per day	6	4	4	4	4	6	28

Based on observation of teaching speaking in classroom, the activities carried out was based on lesson plan. The teacher made the lesson plan by herself. The teacher always used video as learning media in teaching learning activities. Especially in teaching speaking the teacher used video conversation to teach. The teacher always motivated the students by embedding them awareness about the importance of being able to communicate in English and motivated that learned English easier if we have wish to be better.

Before the teacher began the lesson, she always invited students to pray together, checked students attendance and asked them about the material that has passed. After the students recall the previous lesson, the teacher gave a new lesson. The teacher gave instructions for the students to guess what lesson would be learned like a brainstorming. And then after the students knew what lesson would be learned, the teacher gave explanation about the material and played video conversation accordance with the material to be taught. After students watched the video conversation, teacher gives more explanation about material. Students more active and interest listen the teacher when she explained about material. The teacher invited students one by one to practice in front the class.

Teacher giving suggestion and correct the mistake and if students correct when their performed, the teacher gave applous and sometimes giving praising such as chocolate or candy as appreciate because they have tried to do all the things that they can do. The teacher realized that the learning material might be difficult for some students because every student would have different capability in the knowledge. So that the teacher gives explanation slowly until students understand.

In supporting this, the teacher used short video conversation, teacher found video in the internet and the video more easily to understand. And the teacher not always used English in teaching learning process and activity in the classroom, because not all students understand if the teacher explains used English. The percentage of English used in the teaching learning process may vary. The teacher sometimes uses English 50% and 50% Indonesian in the classroom, sometimes 30% until 20%. However, if the teacher recognizes that his/her students face difficulty understanding it, so the teacher will use Indonesian in teaching English.

Here, video as media teaching and learning, for teacher video is very helpful in teaching English especially teaching speaking in English because students more interested and enthusiastic to learn. Students very active in the classroom. Because the video is displayed by the teacher in the classroom it's familiar for the students so that students easily to understand. Each meeting or each replace the learning topic the teacher has prepared a video in accordance with the learning topic/material. The teacher also prepared if some problem happen for axample the video failed or the elictricity turn off, so the teacher make something like craft of paperboard as media in teaching learning process. The teacher made lesson plan by herself with guidance syllabus and curriculum 2013. The teacher provided materials based on texts, such as textbooks and LKS (Lembar Kerja Siswa). The teacher claimed that book is very important because the students need

materials that they have to face on. It is intended that students can fully participate in the learning process. The students will not be confused when they are studying or just spending time to write down the materials without doing the tasks. Book provided by the teacher for seventh grade in SMP Negeri 6 is *When English Rings A Bell* published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud and there were also LKS (Lembar Kerja Siswa).

**Assesment in Speaking**

In the assessment column written in the syllabus, task and performance become reference to assess the students in teaching speaking. It does not mean that other things are not related each other. However, learning activities become the most important part to assess the students. When getting involve in the learning activities, students will learn something by experiencing the things being taught or learning by doing. Here, the teacher monitor the students and she is able to notice the problems, students’ capability as well as provide help and fedback, facilitate the students’ learning and many other.

The assessment made by teacher here was not only the score in number of doing worksheet or exercise in the book. According to teacher, assessment is taken in overall activities and during the teaching learning process. The teacher helps the students learn, that is to understand the learning material and remember what they have learnt. The teacher focuses on giving practice for the students and task to perform.

In the assessment the teacher focused on improvement both the improvement of the teacher to teach and improvement of the students’ achievement. For the students, the teacher compared their current performance with pervious performance to see whether they have improved or not. Here, the teacher have pattern in scoring speaking of the students. The way to assess of speaking from the teacher is the final score equal to divided score total of three aspect in assessment in teaching speaking and then multiplied by one hundred. For example student A got understanding score is 3, pronounciation score is 3, and fluency score is 3. And then add all of three aspects score after that divided to score total (12) and then multiplied one hundred.

$\text{Final Score} = \frac{\text{Score}}{\text{Score Total (12)}}$	➔	$\text{Final Score} = \frac{9}{12} = 75$
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The teacher have three aspect in scoring speaking such as understanding (U), prononciation (P) and fluency (F). The description of understanding (U), prononciation (P) and fluency (F) as follows :



Table 2.  
Description of Scoring Speaking

Aspect	Score	Description
Understanding	4	Understand
	3	Enough Understand
	2	Less Understand
	1	Not Understand
Prononciation	4	Almost Perfect
	3	Some Errorr
	2	Many Errorr
	1	Difficult to Understand
Fluency	4	Fluent
	3	Enough Fluent
	2	Less Fluent
	1	Not Fluent

## Discussion

In accordance with the result of data collection from the field that has been describe above, the reseacher would discuss the findings of the data in : 1) Teaching-learning process and activity, and 2) Assessment in Speaking.

### Teaching-learning Process and Activity

The implementation of the use video conversation in teaching speaking at SMP Negeri 6 Pontianak. In the daily activities, students still need to speak even they learn writing and vice versa. Brown and Yule (1983 cited in Richards, 2008:21) made a useful distinction between the intractional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. The teacher stated that being able to speak is really important because through this skill, students able to master other skill easily. However, the skill should integrate each other to get a better result.

To reach the learning goal, teacher tried her best to motivate the students in order they are able to reach the learning objective. Teacher motivated her students in various ways by giving positive feedback, praising, offered them time to contact the teacher anytime if they facing difficulties and many more. According Brown (2002: ) motivation has an important role in learning English especially in speaking. So the teacher must be motivator for students, because if students are motivated then automatically they will be high achievement.

One of the way to motivate or to interest students in teaching learning process is using media. According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as

their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately. So many kinds of media for teaching and learning process especially in teaching speaking.

One kinds of media to teaching and learning is video. Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. Video can facilitate in teaching process. The teacher used video in teaching English especially in teaching speaking. Video conversation be choice to teaching speaking because the teacher more easier to explain material. According to Alessi (2001: 538), video is a powerful tool for learning and instruction. It is difficult to illustrate human behavior in interpersonal situations, for example, without showing a video. It is hard to show a student the effects of body language on communication using only graphics or still photographs. The movements of athletes or animals are best captured by video. Video here has also been included for motivational reason. So through video conversation the teacher can show many expression (expression happy, sad, etc.) and body language is well. From the result of research finding, reseacher found that video conversation in teaching speaking can help teacher to teaching English, the students more easier to understand and the students more active in the class because they are very interest to learn using this media. Reseacher think that video conversation very interesting for students because the students very happy and relax when they are learn English like that. Because situation or the way of teacher teaching in the class also one of factor or reason why students more active and spirit to learning. The teacher believes by motivating them continuously and providing good feedback, they will lose their performance anxiety.

The teacher provides negative feedback for the students by giving error corection of the student's faulty language behavior directly when the teacher notices the mistake. Besides, the teacher provides positive feedback by praising the students or giving them appreciation. As learners produce language, such evaluative feedback can be useful in facilitating the progression of their skills toward more precise and coherent language use (Brandl, 2007:19-20).

Teaching learning materials have very important role also as part of learning process and activity. Teaching learning materials will make students easier to learn because it finctions as guideline and instruction. Nunan (2001:212) also supports that the use of authentic source leads to greater interest and variety in the material that learners deal with in the classroom. Teacher provides rich input for the students to learn. There are textbook which published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud and LKS (Lembar Kerja Siswa). Teachers and textbooks make use of variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies.

Teacher provides realistic sample to teaching speaking in the classroom. Such as video conversation that tells the events surrounding. As Doughty and Long (2003:61) put it, rich input entails “realistic samples of discourse use surrounding native speaker and non native speaker accomplishments of target tasks”. Teacher also used English in teaching learning process: gives instruction, explain material, provides feedback although not 100% used English because not all of the students understand if the teacher explain in English.

Teaching learning material must contains some message which learners should comprehend. Teacher uses body language, repetitions, slower speech rate and maximized use of English to help students comprehend to input easily. A meaningful and comprehensible material will make the students able to elaborate the input. Doughty and Long (2003:17) stated that making input accessible is meaningful and comprehensible learning which will lead student’s ability to elaborate it. Teacher stated that material has messages, in which the students comprehend then they are able to answer questions, tell or explain it to other and the most important thing they are able to use that.

### **Assesment in Speaking**

Teacher devices the learning based on the students need. It can be seen in the lesson plans that make by the teacher. Teacher adjusts the lesson plans to syllabus is made based on the curriculum that applies in the school. Teacher provides assessments which reflect closely to the real world purposes. Assessment involves the “documentation of student performance that is planned, collected, and interpreted by language teachers as part of the instructional cycle” (Gottlieb, 2006:8). Teacher helped students to improve their speaking ability through practice speaking continuously by using English in the classroom to communicate each other. Through this, the students have perform their speaking and the teacher could monitor their progress. Teacher stated that it is better to focus on what they can do then gives feedback also develop it. One of the way to improve speaking skill of the students, teacher used video conversation as media teaching learning process to interest and motivated the students.

The teacher wants the student achieve or reach KKM (Kriteria Ketuntasan Minimal). KKM (Kriteria Ketuntasan Minimal) in the school especially in speaking is 70. Teacher adds that KKM is also goal for students to compete. It is needed because without having goal then the learning would not have meaning. Teacher used three aspect in scoring speaking such as understanding, pronunciation, and fluency. Oller in Mukminatien (2000 : 38) based on scoring system of speaking test can used discrete-point test. A discrete-point test measures one of language components such as : pronunciation, intonation, grammar, and vocabulary.

In giving assessment in the teaching learning process, teacher usually gives feedback by praising the students or tells them that they have done well. It must be stressed that this positive feedback is not just a stream of vague expressions of praise, such as “Good job!” and “Awesome!”, positive assessments should be specific (Chalk & Bizo,

2004:342). Teacher actually would be better if say and show what exactly peers have done well because some even most students focus their feedback on what peers have done well. This will build students' confidence that they can indeed communicate successfully in the target language.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

It can be concluded that the used video conversation in teaching speaking skill in seventh grade at SMP Negeri 6 Pontianak academic year 2014/2015 is more effective to teaching speaking. Because the students more easier to understand the learning materials or topic. All the learning materials or topic refers to syllabus. The teacher motivate, facilitate and monitor the students learning. Teacher explain more slowly if needed to help students if they face problem in learning English and monitoring their learning so that the students learning is under the guidance and directional.

The teacher felt teaching speaking by using video conversation is very helped because the teacher more easier to get attention from the students and the students more active and interest when the teacher played this video. The scoring or achivement of the students more highly before the teacher used video yet. Teacher found the video from the internet to each meeting appropriate with materials. The teacher filled out the classroom activities with role-play activity, for instance, the students are divided into several groups and then they were acting as questioner to asked the time, days, and month and as respondent to answer the questions from questioner.

The teacher presented tasks that involved student in social interaction also provide students with book published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud and LKS (Lembar Kerja Siswa). The teacher designed the materials with emphasis to help student to learn easily. Learning materials used by the teacher was not always in video conversation but printed also to know or to check how far the students understand of the materials. Based on the number of the students involved in the speaking assessment, the performance of speaking activities can be distinguished on individual or as group. The teacher used three aspect in scoring speaking such as understanding, pronunciation and fluency.

### **Suggestion**

Based on the description that has been written in the previous chapters, the researcher gave this following suggestions :

#### **1. Teacher**

Teacher should be more creative and inovative in teaching English so that the students are always interested to learning English.

#### **2. Students**

Students should not be afraid of using English because the errors or mistake that occur would be an opportunity to learn. Interspersed it by asking question to the teacher and always try figure out the actual thing.

### 3. School

Striving continuously to conduct training to improve teacher performance in teaching that will produce graduates with good quality.

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