PENGARUH PERCAKAPAN BAHASA INGGRIS TERHADAP KOMPETENSI SISWA DALAM BERBICARA BAHASA INGGRIS DI KELAS 11 SISWA MA DAARUL ULUM MAJALENGKA

Nana Supriatna
Dosen Program Studi Administrasi Bisnis STISIP Bina Putera Banjar
Jln. Gerilya - Sumanding, Kota Banjar 46322
email: jurnaladbisstisip@gmail.com

Abstrak

Subjek penelitian ini adalah siswa kelas X MA Dararul Uluum Majalengka. Penulis mengambil kelas XI E sebagai sampel penelitian ini dan tiga puluh siswa dilibatkan dalam penelitian ini. Untuk mencapai tujuan penelitian, penelitian ini terdiri dari uji validitas, tes, dan juga wawancara sebagai instrumen lainnya. Ada lima pertemuan selama penelitian. Tes lisan dan posttest digunakan untuk mendapatkan data. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh percakapan bahasa Inggris pada kompetensi siswa dalam berbicara bahasa Inggris, untuk mengetahui penguasaan siswa dalam percakapan bahasa Inggris dan untuk mengetahui penguasaan siswa dalam kompetensi mereka dalam berbahasa Inggris di kelas XI MA Dararul Uluum Majalengka. Penulis menggunakan penelitian kepustakaan untuk mengumpulkan data dan penelitian lapangan untuk mengetahui data kuantitatif dengan menggunakan tes sebagai teknik. Penulis menghitung data dengan menggunakan rumus "Product Moment". Populasi penelitian adalah semua siswa kelas XI MA Dararul Uluum Majalengka. Siswa yang menjadi populasi terdiri dari 231 siswa yang terdiri dari lima kelas, setiap kelas terdiri dari 40 atau 30 siswa. Dalam penelitian ini penulis mengambil IPS XI dari siswa yang menjadi responden sebagai sampel yang terdiri dari 30 siswa.

Kata kunci: Percakapan, kompetensi dan berbicara

Abstract

The subject of the research was eleventh grade of MA Dararul Uluum Majalengka. The writer took class XI E as the sample of this research and thirty students were involved in this research. In order to achieve the objective of the research, he designed an action research that consisted of validity test, test, and also interview as the other instrument. There were five meetings during the research. Oral test and posttest was used to get the data. The purposes of this research are to know the influence of English conversations on the students' competence in English speaking, to find out the students' mastery in English conversations and to find out the students' mastery in their competence in English speaking at the eleventh grades of the students of MA Dararul Uluum Majalengka. The writer uses library research to collect the data and the field research to find out the quantitative data by using the test as the technique. The writer computes the data by using the formula of "product moment". The population of the research is all of the eleventh grades of students of MA Dararul Uluum Majalengka. The students who become population consist of 231 students consisting of five classes, every class consist of 40 or 30 students. In this research the writer takes IPS XI of the students who become respondents as sample consist of 30 students.

Keywords: Conversation, competence and speaking

INTRODUCTION

In Indonesia, the existence of English is important and it has been the first foreign language that has to be learned and taught to the students, started at elementary school up to the students of university. For example, Indonesia has many languages but it has language unity. So English is universal language that is used to get in touch with out-world people. http://www.ericdigest.org/pre-9211/self.htm).

The Language represents requirement which almost covers all of aspects, because something that is felt and thought of by someone will be known if they lay open it with language, whether in speaking or in writing. Besides, language has some targets, such as communication means, someone appliance, say, unifier of nation and as a social control in society.

In language learning, there are four skills that must be mastered by the learners, namely; listening, speaking, reading and writing skills. Reading is one of the major skills involved in language learning. Henry Guntur Tarigan (1990:13)

The writer argued that man is a social being. So, there is no single man who can live alone. They need friends to cooperate with. Similarly, every country has to cooperate with others if it wants to survive.

The problems which are available and often found by the students are how to understand the words and how to arrange them. This frequently happens because they don't know the meaning of the difficult words and they do not mastery in vocabularies. Because most of the eleventh students at *MA* Dararul Uluum Majalengka found difficulties in English conversations besides they

have the competence in English speaking. Therefore, here the writer would like to write a thesis which is entitled "the influence of English conversations on the students' competence in English speaking at the eleventh class."

The identification of the problems is needed to give clarification about the problems that will be investigated. The students get trouble in speaking, because speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Further more they want to be able to speak English well, with English conversation which can be done easily by students.

Here are the lists of the problems that the writer found when doing research in eleventh class of students of *MA* Dararul Uluum Majalengka.

The parts of study of this research include the influence of English conversations on the students' competence in English speaking at eleventh class of the students of *MA* Dararul Uluum Majalengka.

The main problem of this school is the lack of students' competence in English speaking at the eleventh class of the students of *MA* Dararul Uluum Majalengka.

On the other hand there are still many kinds of problems the writer shows problems on English speaking generally. For example: the parts of students don't understand what the vocabulary is, so they felt difficult to speak English, understanding the

sentences, paragraphs, and memorizing the lessons .etc.

THEORETICAL FOUNDATION

In Oxford advanced Learner's Dictionary AS. Hornby (2000: 1063) said that the definition of speaking is to talk or say something about something; to mention. Anonymous, *Kurikulum Muatan Lokal untuk Sekolah Dasar, (Jakarta: Depdikbud, 1994),* said that in language there are four major skills of language that the learners have to improve: speaking, reading, writing and listening. Of all the four skills, speaking seems intuitively the most important. One of the four skills above that the most important in mastering English is speaking. As a skill, speaking is the most used skill by people rather than the three other skills. Henry Guntur Tarigan (1990: 13) states that "Language skills in any school curriculum involve four aspects, they are:

Listening skills
Speaking skills
Reading skills
Writing skills

From the statement, the writer can say that most language learners study English in order to develop proficiency in speaking. Besides, many language learners regard speaking ability as the measure of knowing a language.

Speaking is significant to an individual's living processes and experiences as are the ability of seeing and walking. Speaking is also the most natural way to communicate. Without speaking, people must remain in almost total isolation from any kind of society. For most people, the ability to speak a language is the same with knowing a language since the speech is the most basic means of human communication.

When we speak, a great deal more than just mouth is involved such as nose, pharynx, epiglottis, trachea, lungs and more. But, speaking isn't just making sound. Birds, animals, babies make sound and though it may be communication of sorts, it's not speaking. (Sandra combleet and Ronald Carter: 2001)

Actually, what is the meaning of speaking? In the process of writing this paper, the writer has tried to find out the meaning of speaking as one of skills in English language. He has finally found several resources that explain speaking as follows.

According to Noah Webster, speaking has a variety of meanings:

To tell, to say, to make known or as by speaking, to declare; to announce, To proclaim; to celebrate, To use or be able to use (a given language) in speakingTo address. (Noah Webster, William Collins publisher: 1980).

In addition, Oxford Dictionary states that "speaking is to make use of language in an ordinary, not singing, to state view, wishes etc or an act of spokesman". (AS Hornby, Oxford: Oxford University 1987).

In this definition we can know that is to use some languages in an ordinary condition. Meanwhile, Henry G. Tarigan defines that, "…speaking is a skill of conveying words or sounds of articulation to express or to deliver ideas, opinions, or feelings. (Henry G. Tarigan: 1981).

Furthermore, Don Bryne states that, "oral communication (or speaking) is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding. From the statement above we can know that the speaking is an interaction of two

people or more to give some information each other.

Based on the previous four definitions, it can be synthesized that speaking is the process of sharing with another person, or with other persons, one's knowledge, interests, attitudes, opinions or ideas. Delivery of ideas, opinions, or feelings is some important aspects of the process of speaking which a speaker's idea become real to him and his listeners.

Meanwhile, in the process of writing this paper, the writer has found some different terms that are associated with "speaking" from several resources that are "talk", "speech", "oral communication", "oral language" and "spoken language". That is why the writer sometimes used that one of those five terms when explaining speaking theory in this chapter. Basically, all the four terms have similar meaning with term "speaking".

Then, the writer explains the Technique of Teaching Speaking. Speaking is an important language skill. Speaking is a possible subject that should be taught to students, but improving speaking skill is not easy for the teachers. Teachers should be able to create or choose a technique or use a media, which is good for the students. Hammada Gomma Mohammed Sobh M.A. 2010. Said that teaching speaking as below:

Produce the English speech sounds and sound patterns.

1. Use word and sentence stress, intonation patterns and the rhythm of the second language.
2. Select appropriate words and sentences according to the proper social setting, audience, situations and subject matter.
3. Organize their thoughts in a meaningful and logical sequence.

4. Use language as means of expressing values and judgments.
5. Use the language quickly and confidently with few unnatural pauses, which are called as fluency.

The researcher also add the way to improve students' competence in English speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency.

In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students speaking skill, give attention to the speaking components', and make the English lesson more exiting.

THE METHOD OF THE RESEARCH

The objective of the research is to know the influence between English Conversation on The Students' Competence in English Speaking at the Eleventh Class of The Students of MA Dararul Uluum Majalengka.

The method of the research is quantitative method. It means that in the research is done by using number or data, the formula of statistic, structure and experiment are controlled. There are many methods of the research,

which are in the quantitative research that have characteristic non-experimental such as: descriptive, survey, comparative, correlation and action of observation etc.

Quantitative methods are research techniques that are used to gather quantitative data information dealing with numbers and anything that are measurable. Statistics, tables and graphs, are often used to present the results of these methods. (Denzin, Norman K. and Lincoln, 2005: 1)

In this research the writer chooses and uses influence method, which is used to know the influence of English conversations on the students' competence in English speaking at the eleventh class, which was analyzed.

The writer states the variables into two, they are: Variable X: English Conversation

Variable Y: The Students Competence in English Speaking.

The populations in this research are all of the students of MA Dararul Uluum Majalengka. The students who become populations consist of 231 students. According to Arikunto (2002: 108), a population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the population that I used was the second grade students of MA Dararul Uluum Majalengka in the academic year of 2010/2011 which is located on Jl. KH. Abdul Halim. The total number of the population was 231 students. They were grouped into five classrooms there are A, B, C, D, and E. Each class consisted of around 45-47 students.

The reason why I chose them as the population was that I considered the population was homogeneous enough for my research because they all were in the same grade and had been studying English for a certain length of time.

Then, the researcher add the sample as Arikunto (2002: 112) states that if the number of subjects of the study is less than 100, it is not necessary to take the sample, so all of the members of the population can be the subjects of the study, but if the populations are more than 100, the sampling is needed. The sample could be 10%-15% or 20%-25% or more of the population.

To get the sample, I took 15% of the population based on Arikunto's theory, so I got 30 students to be the sample from 231 populations. In taking the sample I used random sampling. It was called random because the sample was taken randomly. The class that was chosen as the sample was the class eleventh E.

Arikunto (2010: 174) also said "sample is part from population that taken a part as data source and can representative entire populations". The students who become respondent as sample consist of 30 students.

Then, the researcher explained how the techniques of collecting data. The techniques were two there are interview and test.

a. Interview

In this research, the writer interviewed the owner of the course, the teacher, the stuff, and the students as a source of information for the research.

b. Test

The writer ought to give the test of English Speaking to the students in order to know how the students speaking by using English conversation. The test is used to collect the data about the influence of English conversation on the students' competence.

Harmer (2001: 322) also argues that a test item is direct if it asks candidates to perform the

communicative skill which is being tested.

The technique of analysis data for the research of influence is by using the formula of product moment correlation by Pearson. The formula for Pearson is:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{(N \sum x^2 - (\sum x)^2 (N \sum y^2 - (\sum y)^2)\}}}$$

Where:
1) The coefficient correlation between X-variable and Y-variable
2) The sum or the total
3) The products that are from X-scores multiplied by Y-scores
4) X-scores quadrate
5) Y-scores quadrate

The result of the formula above can be used to interpret the correlation between X-variable and Y-variable. The followings are the correlation criteria according to Guilford (in Subino, 1987:115, cited by Subana & Sudrajat, 2005:130). Those are:

Less than
0, 20	=	no correlation or very low correlation
0, 20-0, 40	=	Low correlation
0, 40-0, 70	=	Sufficient correlation
0, 70-0, 90	=	High correlation
0, 90-1, 00	=	very high correlation
1, 00	=	perfect correlation

The researcher Use the formula of DC (*Determination Coefficient*) to determine the research has significant influence or no significant influence, and to know how many percents the X variable gives contribution to the Y variable. Its formula is:

$$DC = r^2 \; x \; 100\%$$

Where:
1) Determination Coefficient
2) The result of product moment correlation by Pearson.
(Sugiono, 2009:80).

THE RESEARCH FINDINGS

The Application of English conversations at MA Dararul Uluum Majalengka after the researcher did the research he found the problems that is faced by the students of MA Dararul Uluum Majalengka in English conversations especially. The ways to improve speaking in English conversations that ever had been done by the English teacher in this school is by the list below:
1) Giving two vocabularies in every meeting.
2) Memorizing and applying it in their daily conversations.

After the researcher did this application he observed by the interview and test. Finally, he concluded that in the interview the researcher found the little mistakes. For example, parts of the students don't understand about questions that the researcher gave, lack of vocabularies etc. Besides thats the students have the positive side. For example, they can memorize a part of vocabulary that the teacher gave and applying it in their daily activities.

Furthermore, in the test the researcher found some problems, such as the students can't answer the dialogues, lack of vocabulary, etc. Besides, they get some advantages for example, they used to use the language everywhere they stay and whenever they want to talk.

In this research the writer takes 30 participants as the sample from class XI Islamic Senior High school of MA Dararul Uluum Majalengka.

And here are the results of the X variable test from the class XI Islamic High School in English conversation can be seen as below:

No	Name	Score
1	Abdul Gofur	80
2	Ade Arief Ardiansyah	75
3	Aep Saepudin	75
4	Ali Tirmidzi	80
5	Agus Triana	80
6	Atikah	70
7	Dedeh Sumiati	65
8	Devi Nurfadillah	60
9	Dodi Rahardi	60
10	Fitri Insi Nisa	80
11	Ida Nurhidayah	80
12	Ipah Solihah	85
13	Jumadi	80
14	Latief Rahman	75
15	Lia Awaliayah	70
16	M. Afifah Mi'rojudin	65
17	M. Gina Wijaya	75
18	Neng Lela L.	80
19	Noor Muhammad	70
20	Nurul Bariyah	70
21	Roni Syahroni	65
22	Salsabila	80
23	Pungki Ariwibowo	70
24	Santika Dewi	75
25	Sofiq Udin	70
26	Sofyan N. Hidayat	80
27	Sukma Lesmana	70
28	Ujang Misbahul Aripin	80
29	Yuki Rahman. K	70
30	Yuni Hartini	75
	Total	**2210**
	Average	**73.67**

To count the average score the writer use form as below:
Form = SS/ST
Explanation:
SS = student's score
ST = Student's Total

Then, the average score is:
2210/30 = 73. 67 circled become 74

Then, here is Students' Competence in English Speaking. After doing the research at eleventh class of *MA Daarul Ulum Majalengka*, the writer found some potency that the students have. And it may aid their daily conversations. In this school, the students also have the potency to improve their speaking in their daily activities. For example, they like English song, desire, going abroad and etc.

After the researcher found these all, he did the research and made the test and interview. Of all a sum of the students, the writer takes 30 participants to be the sample from class XI Islamic Senior High school of *Dararul Uluum Majalengka*. And here are the results of the Y variable test from the class XI Islamic High School in students' competence in English speaking can be seen as below:

No	Name	Score
1	Abdul Gofur	75
2	Ade Arief Ardiansyah	70
3	Aep Saepudin	75
4	Ali Tirmidzi	75
5	Agus Triana	80
6	Atikah Purnamasari	65
7	Dedeh Sumiati	65
8	Devi Nurfadillah	60
9	Dodi Rahardi	65
10	Fitri Insi Nisa	75
11	Ida Nurhidayah	80
12	Ipah Solihah	75
13	Jumadi	80
14	Latief Rahman	75
15	Lia Awaliayah	75
16	M. Afifah Mi'rojudin	65
17	M. Gina Wijaya	75
18	Neng Lela L.	80
19	Noor Muhammad	65
20	Nurul Bariyah	75

21	Roni Syahroni	65
22	Salsabila	75
23	Pungki Ariwibowo	65
24	Santika Dewi	75
25	Sofiq Udin	80
26	Sofyan N. Hidayat	80
27	Sukma Lesmana	80
28	Ujang Misbahul Aripin	80
29	Yuki Rahman. K	65
30	Yuni Hartini	80
	Total	**2195**
	Averages	**73.17**

To count the average score the writer use form as below:

Form = SS/ST

Explanation:

SS = student's score

ST = Student's Total

Then, the average score is: 2195/30 = 73. 17 circled become 73.

The influence of English conversations in this school is good because it was supported by the students' competence in their speaking which always they did in their daily activities. And it was proofed by a sum of the research of English conversations which get the result 74 and supported with the students' competence that reach the result only 73.

Furthermore, here the writer will show how to look for the influence in every variable, first the writer uses the correlation table which using the correlation count of product moment. And below is the list of how to count the correlation:

The Table of The Correlation Between X Variable And Y Variable

No	X	Y	XY	X2	Y2
1	80	75	6000	6400	5625
2	75	70	5250	5625	4900
3	75	75	5625	5625	5625
4	80	75	6000	6400	5625
5	80	80	6400	6400	6400
6	70	65	4550	4900	4225
7	65	65	4225	4225	4225
8	60	60	3600	3600	3600
9	60	65	3900	3600	4225
10	80	75	6000	6400	5625
11	80	80	6400	6400	6400
12	85	75	6375	7225	5625
13	80	80	6400	6400	6400
14	75	75	5625	5625	5625
15	70	75	5250	4900	5625
16	65	65	4225	4225	4225
17	75	75	5625	5625	5625
18	80	80	6400	6400	6400
19	70	65	4550	4900	4225
20	70	75	5250	4900	5625
21	65	65	4225	4225	4225
22	80	75	6000	6400	5625
23	70	65	4550	4900	4225

24	75	75	5625	5625	5625
25	70	80	5600	4900	6400
26	80	80	6400	6400	6400
27	70	80	5600	4900	6400
28	80	80	6400	6400	6400
29	70	65	4550	4900	4225
30	75	80	6000	5625	6400
Total	2210	2195	162600	164050	161775

$$\text{r } xy = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{[\sum x^2 - (\sum x)^2] [N \sum y^2 (\sum y)^2]\}}}$$

$$= \frac{(30 \text{X} 162600) - (2210)(2195)}{\sqrt{\{[30 \text{ X } 164.050) - (2210)2] [30\text{X}161775 - (2195)2]}}$$

$$= \frac{4878000 - 4850950}{\sqrt{(4921500 - 4884100)(4853250 - 4818025)}}$$

$$= \frac{27050}{\sqrt{(37400)(35225)}}$$

$$= \frac{27050}{36296.2}$$

$$= 0,745257$$

The result of coefficient relation between English conversation on the student's competence reach the score 0, 74. This score is at 0.70 up to 0.90 it mean that include to the high correlation.

To know how big the influence of English Conversation and Students' Competence at Islamic Senior High School Dararul Uluum Majalengka the writer will count it by the form of Coefficient Determinant (CD):

CD = r2 x 100%
CD = 0,742 x 100%
CD = 0, 55 x 100%
CD = 55 %

CONCLUSIONS AND SUGGESTIONS

In this last chapter the writer presents the conclusions based on the results of the research. Besides that, the suggestions for the readers and teachers are also presented.

Conclusions

Based on the research the writer did, there are some conclusions he got. The eleventh grade students of *Islamic Senior High School of Daarul Ulum Majalengka* in the academic year of 2016/2017.

The students' mastery in English conversation at the eleventh grades of *MA Dararul Uluum Majalengka* as the experimental group can be concluded that the highest score in this variable is only one person which the score is 85 which categorized as good enough. After the researcher doing the research about English conversation at eleventh class he found the problems that are faced by the students especially at eleventh grades of *MA Dararul Uluum Majalengka.*

Furthermore, he found the problems solving that ever had been done by the English teacher in that school. Such as,

o Giving two vocabularies in every meeting.
o Memorizing and applying it in their daily conversations.

After the researcher found this problem solving he observed by the interview and test. And get the results 74 and the mean is 73.67 which circled become 74. It was the high correlation score.

After the researcher did the research at eleventh grades about the students' competence in English speaking at the eleventh grades of *MA Dararul Uluum Majalengka*. The writer found the students' competence in English speaking such as they like English song, desire, going abroad and etc. After the researcher found these all, he and made the test and interview. As the experimental group can be concluded that the highest score in this variable it was about nine persons whose the score is 80 and this score is lower than the X variable which reaches the score 85. And the mean is 73.17 which circled become 73.

The influence of English conversation on the students' competence in English speaking at eleventh grades of the students' of *MA Dararul Uluum Majalengka* is good because it was supported by the students' competence in their speaking which always they did in their daily activities. And it was proofed by result 0.74 in English conversations. So, it was supported by the students' competence who reaches the result only 0.73. This score is at 0.70 up to 0.90 it mean that it indicates the high correlation.

There is an influence between English conversations on the students' competence in English speaking at eleventh grades of the students' of *MA Dararul Uluum Majalengka*.

Besides, this case can be seen from the product moment test rxy = 0. 74. It means that the correlation between the English conversations on the students' competence has the high correlation. The big influence of English conversations on the students' competence is described by the coefficient determinant (CD) form in the amount of 55%. While the residue is 45% and decided by the other factors that can support to English conversations on the students' competence at eleventh class of the students of *MA Dararul Uluum Majalengka* school year 2016-2017.

Suggestions

Based on the conclusions above, there are some suggestions for the readers and all the teachers in *MA Dararul Uluum Majalengka*. The students of that school are expected to consider when they talk to their hearer. If their hearers are their senior, they always feel shy and fear of doing mistakes when they talk each other. Yet, if they use the language and practice in their daily they must be supported by the English teacher.

It will be good if the teachers of English in *MA Dararul Uluum Majalengka* are able to motivate more to the students in order they do not make any mistakes in their conversations. The teacher of English has to know the students' potency that was hidden.

The writer suggests for other researchers in the future that they could make more complete research about English conversations on the students' competence. The subject of the data could be taken from all levels of English students. So, various ways of English conversations on the students' competence could be found.

For the students, they have to pay attention for their teacher's motivation while teaching and learning process. They also have to improve their knowledge especially in practicing their English in daily conversation in order to improve their fluency, stress and comprehension. They should not worry about making mistakes, balance from mistakes; they can learn many things because language is practical.

Finally, for the researchers, they must concern more with the improvement of teaching English

techniques or strategies, so the result will be useful in the future.

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