IMPROVING THE EFFECTIVENESS OF SMALL GROUP LEARNING IN SPEAKING ABILITY

(An Experiments Study at Second Grade Students of Waskito Junior High School Pamulang, Tangerang)

"A Skripsi"

Presented to the Faculty of Tarbiyah and Teachers' Training in a Partial fulfillment of the Requirements for the Degree of S.Pd.

Universitas Islam Negeri
SYARIF HIDAYATULLAH JAKARTA

By
ALI SYAFAAT
NIM: 103014026937

DEPARTMENT OF ENGLISH EDUCATION

FACULTY of TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY

SYARIF HIDYATULLAH

JAKARTA

1430 H / 2009 M

THE EFFECTIVENESS OF SMALL GROUP LEARNING IN IMPROVING SPEAKING ABILITY

(An Experiments Study at Second Grade Students of Waskito Junior High School Pamulang, Tangerang)

"A Skripsi"

Presented to the Faculty of Tarbiyah and Teachers' Training in a Partial fulfillment of the Requirements for the Degree of S.Pd.

Approved by
Advisor:

Dr.H. Atiq Susilo, MA
NIP. 150 182 900

DEPARTMENT OF ENGLISH EDUCATION

FACULTY of TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY

SYARIF HIDYATULLAH

JAKARTA

1430 H / 2009 M

ACKNOWLEDGMENT

In the name of Allah S.W.T, the beneficient and the merciful.

All praises be to Allah the lord of the worlds. Peace and blessing be upon our prophet Muhammad, his family, his descendants, and his followers.

Alhamdulillah wa syukrillah, by the grace of Allah the highest. After a long had effort of writing, the writer is able to finish his paper.

The writer would like to express his greatest honor to his beloved parents Jalal Syafii and Siti Asih who always motivated him by giving a big love and support, You are my heart who perfectly my life. Siti Habibah Egiyantina, you are my cute girl. And also for his sister Aini Fauziati for her never ending pray and support so that the writer could finish his study.

The writer would like to address his thanks and great gratitude to his adviser. On this occasion, the writer would like to express his sincere gratitude to Dr. H. Atiq Susilo, MA. For his guidance, kindness, patience, valuable helps and corrections during the development of this "skripsi". He also expresses his deep appreciations to Drs. Ipong as the headmaster of SMP Waskito Pamulang Tangerang who has contributed his valuable time.

His gratitude and appreciation are also addressed to:

1. Prof. Dr. Dede Rosyada, MA as the dean of Tarbiyah Faculty.

2. Drs. Syauki M.Pd as the head of English Department.

3. All lecturers of English Department who have taught and educated the writer his study at UIN Jakarta.

4. The teacher, all of the staffs and and all the students in SMP Waskito, for their guidance and kindness.

5. His best friend; Rio Rahardja, Andy Udang, Angga Herdiasyah, Rully Intan who always give their motivation during his study at UIN especially in his skripsi writing (thanks a lot for everything), Miss devi, Egi's friend, Tiens & Unicore's friend, All my friends in English Department and all the students in the English class (I will never forget you all).

By all modesty, the writer hopes this skripsi would be useful for the writer and the readers. And finally, the writer realizes that this skripsi is not perfect. Therefore, the writer would like to accept any constructive suggestion to make this skipsi better.
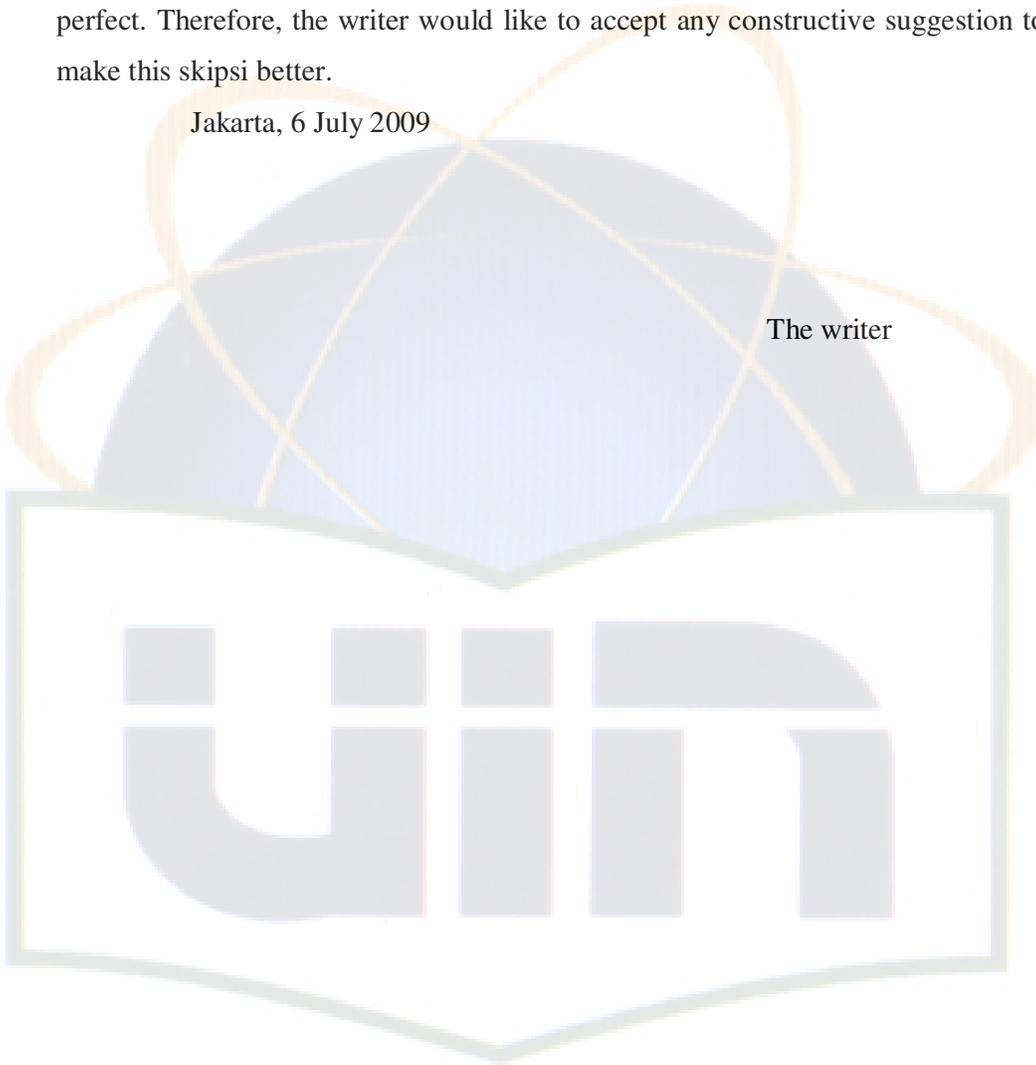
Jakarta, 6 July 2009

The writer

TABLE of CONTENT

CHAPTER I
INTRODUCTION

C. **The Background of Study**

One of human characteristics is to communicate. In modern world, communication is not only becoming a base of social interaction, but also improves largely that no one of modern society can survive without communication. A famous anthropologist, Ashley Montague (1967) said that *"the most important agency through which the child learns to be human is communication, verbal also nonverbal"*.[1] So, for this human will need an instrument called "language".

English as an international language has been learned by every country in the world and also Indonesia. English is a foreign language of Indonesia. So, many approaches and methods are used to learn it. And now English has been introduced in elementary school in order that Indonesia student will have a great preparation to face globalization era which need English much for communication with the people from every country all over the world in every aspect of life such as economy, education, international relationship, technology, and so on.

In learning English, students should acquire the four language skills that are listening, speaking, reading, and writing. But, most people agree that speaking as the most important instrument of communication is the most important one in learning English, because it is used to express an idea and wishes to other people.

Marianne Celce – Murcia as the editor described in *"Teaching English as Second or Foreign Language"* that:

> "Today, language students are considered successful if they can communicate effectively in their second or foreign language, whereas two decades ago the accuracy of the language produced would most likely be the major criterion contributing to the judgment of a student's success or lack success. There is no little doubt now that these development in language teaching have moved us away from the goal of accurate form

---

[1] Drs. Jalaludin Rahmat, M.Sc. *Psikologi Komunikasi,* PT. Remaja Rosda Karya, Bandung. 1969, p.2.

toward a focus on fluency and communicative effectiveness. Thus, the teaching of the speaking skill has become increasingly important".[2]

"Central to these changes has been the recognition by educators and researchers that "communicative competence" entails not solely grammatical accuracy but also a knowledge of socio cultural rules of appropriateness, discourse norms and strategies for ensuring that a communication is understood. In fact, some applied linguists (e.g Canale, 1980; Canale and Swain, 1980) define communicative competence as comprising these vary components : (1) grammatical or linguistic competence, (2) socio cultural competence (3) discourse competence – the ability to sustain coherent discourse with another speaker, and (4) strategic competence – the means by which learners deal with potential breakdowns in communication".[3]

Based on those components, the writer thought that small group learning represent to use in teaching speaking, because some researches showed that learning with all bodies and thinks, visional, emotional, physic, and intuitive at the same time and simultaneously is better than learning it from one aspect only.

Waskito Junior High School is very concerned in teaching learning English competence especially in speaking. Speaking is an important skill among others which has to be practiced by the students. But most of the students never practice speaking English with their friend formally or informally, afraid making mistakes, not confident, and so on. Therefore, the writer was interested in researching the influence of small group learning to speaking ability then made a research in the second grade of Waskito Junior High School, Pamulang that use small group learning as a technique of teaching speaking skill.

D. **The Limitation and Formulation of Problem**

The limitation of problem in this skripsi is the influence of small group learning to speaking ability as an experiments study at second grade students of Waskito Junior High School, Pamulang.

The formulation of this research is:

   a. How far does small group learning effect speaking ability

   b. What is the common problem of the students in learning speaking

---

[2] Marianne Celce – Murcia, ed. *Teaching English as a Second or Foreign Language*, 2nd ed. Heinle & Heinle Publishers, USA, 1991, p. 125

[3] Marianne Celce – Murcia, ed. *Teaching English as…*, p.125

c. Is small group learning a suitable strategy for the students to build up their motivation in learning English

Since there are many problems to identify, the writer has to formulate the problems as follows: Is small group learning effective enough for improving speaking ability?

C. The Method of the Study

The kind of research used by the writer is quantitative method. In collecting data, the writer used field research. In the field research, the writer conducted teaching and some speaking tests.

To measure the effectiveness, the writer used quantitative method technique not only by dividing the score of pre test at the first month but also dividing the score of post test at the third month of research and at the last he made an analysis from both the final test result of pre test and post test, to see if there is significant improvement between them in speaking ability.

Standard of David P. Harris in measuring oral test of speaking ability which consist of some aspects speaking skill names: Pronunciation, grammar, vocabulary, fluency and comprehension is applied.

E. The Organization of Writing

Organization of this Skripsi is divided into four chapters. The first chapter contains the introduction, which contains the background of the study. The limitation and Formulation of Problem, The Method of Study, and The Organization of Study.

The second chapter is a theoretical framework. It discusses on speaking, the definition of speaking, purpose of speaking, the types of activities promote speaking skill. Discussed on Small Group learning, the definition of group, types of group work, group work organization. And teaching speaking ability through Small Group learning.

The third chapter is research procedures and finding. Research procedures are divided into five items, they are: The Place and Time of Study, The Technique

of Research, The Technique of Sample Taking, The Technique of Data Collecting, The Technique of Data Analysis. Findings are divided into the Data of The Student Score of Speaking Tests, The Frequency and Percentage of Mark of Pre Tests, The Data of the Student Score of Speaking Post tests, The Frequency and Percentage of Mark of Post Tests

The fourth chapter is conclusion and suggestion.
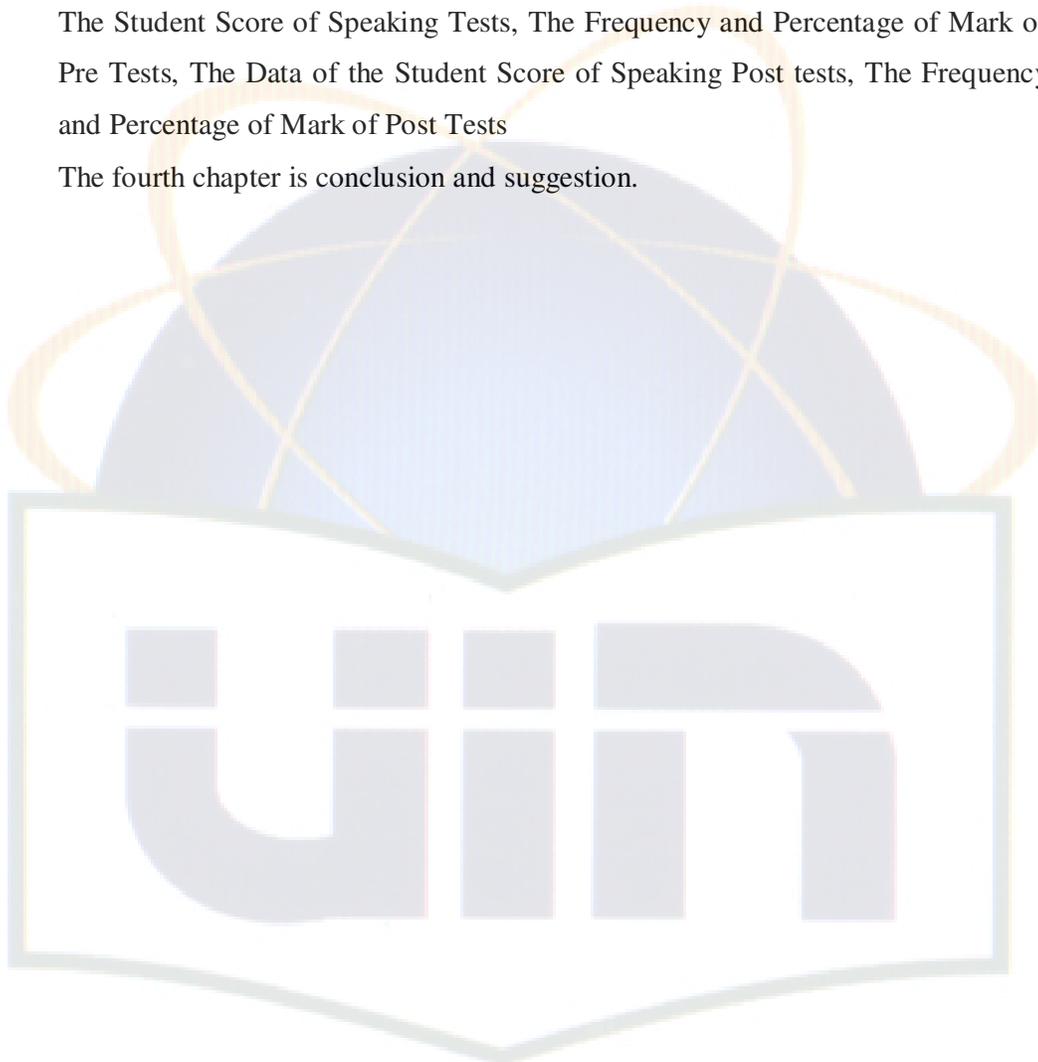
CHAPTER II
THEORETICAL FRAMEWORK

A. Speaking

Speaking seems intuitively the most important: people who know a language referred to 'speakers' of the language as if speaking included all other kinds of knowing many if not most foreign language learners are primarily interested in language to speak.[4]

1. The Definition of Speaking

According to Jeremy Harmer speaking is a form of communication, so it is important that what you say is conveyed in the most effective way. How you say something can be as important as what you say in getting your meaning across.[5]

Speaking consist of producing systematic verbal utterances to convey meaning. Utterances are simply things people say. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information".[3]

Speaking is an activity which is done by a person to communicate with others in order to express ideas, feelings, as well as opinions to achieve a particular goal.[6]

Moreover, Kayfetz states speaking is human verbal communication which sets out with the ability of utilizing mechanism that will involve oral production of language. Oral production of language is the main concern in speaking.[7]

Based on the concepts above, the writer tries to synthesize them to gain general meaning about speaking. According to the writer, speaking is a form of

---

[4] Penny Ur. *Practice and Theory; Practical in Language Teaching*. (Cambridge: University Press, 1999)., p.120

[5] Jeremy Harmer. *How to Teach English*. (London: Addison Wesley Longman, 1996)., p. 14

[3] Florez, M.A.C. *Communicative Language Teaching*: The State of Art.(TESOL, Quarterly, 1991)., p.261-277

[6] Philip M. Brudden. *Effective Speaking, 2nd ed*. (New York: The Bob's Merril Company, 1995)., p. 85

[7] J.L. Kayfetz. *Speaking Effectively*. (Boston: Heinle Publisher, 1992)., p.22

communication which human beings try to express their feelings and to express ideas through oral production of language.

2. The Purpose of Speaking

Whatever the students talk to the others, even a single word comes out from their mouth must contain some purposes.

As G. Hance said that "Most the speaking you do no matter what you say has some purpose. Even in the most conversation, you are trying to tell somebody about something he doesn't know, or you are trying to convince him that this singer is better than that singer, or you are telling him a joke amuse him; whatever you doing, it has some purpose."[8]

People talk to communicate – that is, to express themselves, to influence people, to convey meanings and messages, and to enjoy the company of others.

3. Types of Activities to promote Speaking Skill

Some of the subsections are organized around pedagogic themes (speech, dialogues, conversation).

a. Speech

Speech is an integral part of the total personality, revealing the speaker's environment, social contacts, and education.[9]

A person learns to speak at too early an age to remember the process. The child imitates the sound he/she hears. If the models are good and he/she has a good ear for sound, he/she may speak well. However, if the models are poor and if they are imitated correctly, he/she will probably speak poorly. Conversely, if the models are good, but the ears are a poor recording instrument, the speech is likely to be faulty.

Speech is the faculty of uttering articulate sounds or words to express thoughts. It means that speech is a system of audible and visible signs utilizing many of the muscles and tissues of the body for the purpose of the communicating ideas.[10]

---

[8] Kenneth G. Hance. Et.al. *Principle of Speaking*.(Belmont, California: Wad Worth Publishing Company, Inc. 1982)., p. 266-272

[9] Dorothy Mulgrave. *Speech.* (New York: Barners & Molole inc. 3rd printing, 1957)., p.3

[10] Dorothy Mulgrave. *Speech…*, p.4

There are four types of speech, classified on the basis of the situations in which they are given, the style or mode of delivery, and the preparation required. They are:[11]

a) Impromptu Speech

An impromptu speech is given when people are called upon to speak on the spur of the moment when people were not informed in advance that people would be called upon to talk.[12]

Typically people are asked for an impromptu speech because people have some special, additional, timely, or distinctive knowledge about a subject being considered.

An impromptu speech provides people with an opportunity to present people's ideas, or some information. And a good impromptu speech can improve people's image.

The disadvantages: it is easy to do poorly. Many speakers when called on for such a speech feel obligated to "say something", even though they may have nothing to say. Consequently they ramble, wander, wasting their time and that of the audience, revealing their own weaknesses in thought and fluency.

b) Extemporaneous Speech

An extemporaneous speech is given when people had an opportunity to prepare. People deliver it either by referring occasionally to brief notes or by recalling from memory the points, ideas, and specifics but not writing it out or memorizing it.[13]

The Preparation, an extemporaneous follows an easy four step systems: (1) establishing a purpose, (2) gathering data, (3) organizing and (4) practicing.

The advantages: through the preparation people become confident that people know what people are going to say – that is, in broad, general terms – so most speakers are more relaxed and self-assured. And this type of delivery

---

[11] Leon Fletcher. *How to Design & Deliver Speech, 2nd ed.*(London: Harper & Raw Publisher, 1979)., p.42-44

[12] Leon Fletcher. *How to Design & Deliver Speech…,* p.42

[13] Leon Fletcher. *How to Design & Deliver Speech…*, p.42

conveys the impression that people are really sincere, concerned, and informed – that we indeed want our audience to receive and to remember what people say.

The disadvantage: the worried beginning speaker or inexperienced speaker may be doubtful of his/her skills in presenting a speech without very detailed preparation – often wanting to write out his speech word by word.

c) Manuscript Speech

Manuscript speech is presented when some exact words are required, such as presenting policies, contracts, and scientific reports. The speech is written out word by word and delivered by reading the script to the audience.[14]

Preparation for the manuscript speech as follows as the same four step process as used for the extemporaneous speech: (1) establishing a purpose. (2) gathering data, (3) organizing and practicing – and the additional step of writing the full script.

It is difficult to adapt quickly the content or the style of the speech to speaking situation. And where there are conditions which the speaker did not envision when he/she was writing his /her speech, the speech may miss entirely. Therefore the manuscript speech is not recommended for any but the most exacting, structured speaking situation.

d) Memorized Speech

The memorized speech is used when some exact words are required but reading from a script is inappropriate; therefore the speech is committed to memory.

The Preparation for the memorized speech as same as the four step process used for the extemporaneous speech; then write out the speech words for word and memorized it.

Advantage: only one, really – people can select, plot out ahead of time, just exactly the best word and the most dramatic phrase throughout the speech. The disadvantages are significant: a memorized speech is very difficult to

---

[14]Leon Fletcher. *How to Design & Deliver Speech... , p.44

deliver with a feeling of sincerity and spontaneity – two important characteristic of an effective speech.

b Dialogue

Julia M. Dobson said that dialogue is a short conversation between two people presented as a language model-the dialogue often receives top building in the manipulative phrase of language learning.[15]

And Penny Ur said dialogue is traditional language – learning teaching technique that has gone somewhat out of fashion in recent years. The learners are taught a brief dialogue which they learnt by heart.[16] Learner can be asked to perform the dialogue in the different ways: in different mood (sad, happy, irritated, bored, for example); in different role relationships (a person and child, wife and husband, etc.). Then the actual words of the text can be varied: other ideas substituted (by teacher and learner), and the situation and the rest of the dialogue adapted accordingly. Finally, the learners can suggest a continuation: two (or more) additional utterances which carry the action further.[17]

Particularly for beginners or less confident, the dialogue is a good way to get learners to practice saying target – language utterances without hesitation and within a wide variety of context; and learning by heart increases the learners vocabulary of ready – made combination of words.

c. Conversation

People sometimes use the term *"conversation"* to mean any spoken encounter of interaction. Conversation refers to a time when two or more people have the right to talk or listen without having to follow a fixed schedule, such as an agenda. In conversation everyone can have something to say and anyone can speak at any time.[18]

---

[15] Julia M. Dobson. *Effective Techniques for English Conversation Groups.* (Rowley, Mass: New Bury House Publish, 2005)., p.15

[16] Penny Ur. *A Course in Language Teaching (Trainee Book).* (Cambridge: Cambridge University Press, 1999)., p.54

[17]Penny Ur. *A Course… ,* p.54

[18]Julia M. Dobson. *Effective Techniques for…,* p.12

Conversation is one of the most basic and pervasive forms of human interaction. But carrying on a conversation is the target language can be very difficult for beginning students and false beginners, for many reasons. For example, carrying on a conversation in English involves selecting vocabulary, pronouncing the English sounds, and understanding the other person.[19]

True conversation is unscripted, free-ranging discourses involving two or more people. In conversation the topic can exchange and the individual take turns, that is the utterances build on the different speaker's contribution.

By definition, conversation is interactive: although one speaker is sometimes more talkative than another, in a conversation, two or more individuals communicate.[20]

Conversation technique is important for teachers to create task that encourage learners to speak English. Conversation is as the informal interchange of thought and information by spoken words. In other words, the conversation means how to listen to and respond to the speakers and it useful for interaction.[21]

The purpose of conversation include the exchange of information; the creation and maintenance of social relationships such as friendship as well as deciding on and carrying out joint actions. Conversation therefore has many functions, although is primary purpose in our language is social.[22]

Based on the theories about dialogue and conversation above, the writer conclude that dialogue is short conversation between two people practiced saying target within a wide variety of context and conversation is interactive two or more individuals communicate the exchange of information, creation, and maintenance of social relationships.

---

[19] David Nunan. *Task- Based Language Teaching.* (New York: McGraw hill / ELT, 2003)., p. 43-44

[20] David Nunan. *Task- Based…,* p.43

[21] Penny Ur. *A Course…,* p.102

[22] Julia M. Dobson. *Effective Techniques for…,* p.24

B. Small Group Learning

1. The Definition of Group

John K. Brilhart said that group is two or more persons united for some purpose (s) and interacting in such a way that they influence each other.[23]

Christopher Brumfit stated about group" A group is usually defined as a number of people who interact with one another that perceive themselves to be a group".[24]

2. The Definition of Small Group learning

Small group learning is the learning that takes place when student work together usually in groups of 5 or 7.

3. Types of Group Work

There are nine ways to organize groups according to Friederike Klipple. There are[25]:

a. Fishbowl

All students of the class sit in a big circle. In the middle of the circle there are five chairs for a group. Three students who have controversial opinion about the topic sit in three chairs. The three of five students start the discussion. Then two other students who have different opinion join them. Students from the outer circle can replace speakers in the inner circle by tapping them on the shoulder if they feel confident that they can present the topic better.

b. Buzz Group

Each group discusses a problem for a few minutes before the solution are reported to the whole class.

---

[23] John K. Brilhart. *Effective Group Discussion, 4th ed.* (California: Brown Company Publisher, 1982)., p.16

[24] Christopher Brumfit, *Communication Methodology in Language Teaching The Roles of Fluency & Accuracy.* (Cambridge: Cambridge University Press, 1984)., p.9-10

[25] Friederike Klipple. *Keep Talking Community Fluency Activities for Language Teaching.* (Cambridge: Cambridge University Press, 1984)., p.9-10

c. Hearing

A group of students sit in front of class and are asked by the other students about the topic. They have to discuss before they make discussion to answer the questions.

d. Network

The class is divided into groups that should not have more than 10 students each. Each group has a ball of string whoever is speaking about the topic holds the ball of string. When the speaker has finished him or she gives the ball of string to the next speaker, but keeps holding on the string. In this way a net of string develops, showing who talked the most and who the least.

e. Market

All students walk around the class and each of them talks to some others.

f. Onion

The class is divided into two equal groups. The students sit on the courtiers that are arranged in a double circle. The students who sit in the outer circle facing inwards and those of the inner circle sit facing another student in the outer circle. After discussing the topic for a few minutes all students in the outer circle move on one chair and now have a new partner to continue the discussion.

g. Star

Six groups try to find solution of a problem. Each group elects a speaker. Then the speaker joins with the other speakers from the other groups to form a new group to continue the discussion.

h. Opinion Vote

Each student gets a voting card with numbers from 1 to 5 in it (1= agree completely, 2= agree, 3= nor agree or disagree, 4= disagree, 5= disagree completely). They discuss for a while, each student votes, and the distribution of different opinion in the group can be seen at glance.

i. Forced Contribution

In order to make sure that all the members are distributed which determine the order of speaking.

4. Group Work Organization

Now the task of small group learning is paramount importance, but it is so less the manner of its administration. This may make all the difference between smooth, independent student's performance and inefficient confusion. Some guidelines on organizing group work are divided into four sections: Presentation, process, ending, and feedback.

a. Presentation

The presentation of the task should usually be made before any more is made by students to start work. Students are divided into groups, giving out the materials, explain what they have to do, by this time their attention is naturally focused on each other or on the materials, not on the teacher, with a corresponding drop in concentration and comprehension. It is essential that the students should be completely clear in their minds right from the start what the task is and what limitations are imposed on how they do it.[26]

There is a limit, of course, to students' patience and concentration span, so the clearer and more concise the instruction the better. With student whose knowledge of English is not yet up to understanding and repetition, it should be most sensible to give these in the native language. Time saved by giving gained for the group learning itself.

The first time a class does an activity, it is a good idea to do a 'trial run', either with the full class, or using a group of good students as demonstration. In the lengthier group learning that involve a lot of negotiation and argument this is impractical and unnecessary, but in the shorter game-like activities it may be the best way to make sure that the rules and procedure are clear to all.[27]

Techniques of presentation model should be appropriate to the context without demanding total realism. There is a right to expect the presentation models to be acceptable as exponents of communicative function. In other words, it is believed that what is presented could be used for a communicative approach.

---

[26] Penny Ur. *Discussion That Work.* (Cambridge: Cambridge University Press, 2000)., p.18

[27] Penny Ur. *Discussion...*, p.18

In giving effective explanation, the teacher should have the following guidelines, they are:

a) Prepare

A teacher may feel perfectly clear in teacher's own mind about what needs clarifying, and therefore think that the teacher can improvise a clear explanation. But the experience shows that teacher's explanations are often not as clear to their students as they are to themselves.

It contains of thinking for the words that you will use the illustration you will provide.[28]

b) Full Attention

Make sure that you have the class full attention when we want to explain something and we have to make sure that all students' attention is on us.

c) Present the Material More Than Once

Each learner has different characteristics, it influences their learning style, and the teacher should give presentation more than once to make them more understand the new material.

d) Be Brief in Giving Explanation

In giving explanation, the teacher should give the brief, clear, and simple explanation; therefore, the learner will understand the lesson easier than before.

e) Illustrate with Example and Media

Using illustration with the example or media in teaching can help students understand the lesson, because the media can attract students to give full attention to our explanation.

f) Get Feedback

To get feedback from the learners, ask them to do something that will show their understanding to paraphrase in their own words or provide further illustration of their own.

---

[28] Penny Ur. *Discussion...*, p.18

b. Practice

The Teacher's job during the activity is to go from a group to a group, monitor, and either contribute or keep out of the way – whichever is likely to be more helpful.

However, teachers will have to intervene in some ways if the activity is not going smoothly. If a discussion begins to dry up, the teacher will have to decide if the activity should be stopped – because the topic has run out system – or is careful prompting can get it going again. That's where the teacher may make a point in a discussion. Prompting is of often necessary, but as with correction, teachers should do it sympathetically and sensitively.[29]

Practice is rehearsal of certain behaviors with the objectives of consolidating learning and improving performance, they are many characteristics of effective language practice.[30] They are:

a) Pre – learning

The learners should have a good preliminary grasp of the language they are required to practice, though the students may only be able to produce or understand it slowly and after thought. If the students are required to do a practice activity based on something the students have not yet begun to learn, the students will either not be able to do it at all, or will produce unsuccessful responses. In either case the activity will have been fairly useless in providing practice: its main function, in fact, will have been as a diagnostic test, enabling the teacher to identify and (re-) teach language the learners do not know. If, however, the students can – however hesitantly – produce successful responses, the students have a firm basis for further effective practice of the target language material.[31]

b) Success Orientation

On the whole, a teacher consolidate learning by doing things right. It is therefore important to select, design and administer practice activities in such a way that learners are likely to result in succeed in doing the task.[32]

---

[29]Penny Ur. *Discussion...*, p.20

[30] Penny Ur. *A Course In Language Teaching: Practice and Theory.*(England:Cambridge University Press, 1996)., p.10

[31]Penny Ur. *A Course In...*, p.22

[32]Penny Ur. *A Course In...,* p.22

Success, incidentally, does not necessarily mean perfection. A class may engage successfully with language practice in groups, when mistakes do occasionally occur, but most of the utterances are acceptable to teacher-monitored full-class practice, which may produce fully accurate responses.

c) Heterogeneity

Good practice activities provide opportunities for useful practice to all, or most, of the different levels within the class, and provide them a task with different activity and it will show the heterogeneity of the process and its results.

d) Teacher assistance

The main function of the teacher, having proposed the activity and given clear instructions is to help the learners 'flounder' – make random uninformed guesses or are uncomfortably hesitant. In group work, of moving around the classroom making the students available to answer questions.[33]

e) Interest

Interest is not derived from the challenge of getting-the answers-right, it has to be rooted in other aspects of the activity: an interesting topic, the need to convey meaningful information, a game-like 'fun' task, attention-catching materials, appeal to learner's feeling or a challenge to their mind. A good teacher should have many methods and techniques to give material and create an interesting class, because it will lose students boredom and motivate them to learn language.[34]

c. Ending

If you have set a time limit, then this will help teachers draw the activity to a close at a certain point. In principle, try to finish the activity while the students are still enjoying it and interested.

d. Feedback

A feedback session takes places in the context of full-class interaction after the end of the group work. Feedback on the task may take many forms:

[33]Penny Ur. *A Course In… ,* p.23
[34] Penny Ur. *A Course In…,* p.23

giving the right solution, if there is one; listening to and evaluating suggestions; pooling ideas on the board; displaying materials the groups have produced; and so on. The objective hare is to express appreciation at the effort that has been invested and its results. Feedback on language may be integrated into this discussion of the task, or provide the focus of a separate class session later.[35]

C. Teaching Speaking Ability Through Small Group Learning

All students of English, whether they are intermediate, advance, or beginners need to have a lot of practice using their English freely in classroom to practice the language they have learned.

In Waskito activities like small group learning discussion and answering questions in class gives students a chance to practice speaking ability, but sometimes only confident student take part. Many more students will be able to practice communicating when they work simultaneously in groups of up to five during the lesson. This activity should be planned for the production phase of lesson.

The objective of types of production activities is to improve the students' fluency in English without immediate help of the teacher, so it is very important that the students are well prepared. Teacher must be sure that the following points are covered:

1. The first time students do simulation or a role play, the language content must be very easy.
2. Students must know enough vocabulary to do the activity
3. Students must have learned enough correct grammar or appropriate functional language to be able to do the activity
4. Students must have enough knowledge of the topic to be able to do the activity
5. Students must be able to finish the task successfully

---

[35] Penny Ur. *A Course In...*, p.11

6. Instructions for the activity must be very clear. The teacher can give these very clearly in the students' first or main language. Instruction can also be written on the blackboard. Teachers must check that students understand what they have to do

7. Activities must not be too long

8. Teachers must organize the activity so that students at all levels of ability have a part to play and benefit from the activity

9. The teacher does not correct during the activity, but can watch and note errors during the activity and correct when it is finished.[36]

Small group learning is in many ways a grander version of a role play. Small group for language practice does not always mean learning a script by heart and performing it. Students can improvise and create a small group for themselves, using language they have already learned. They need to do some preparation and many need to practice improvisation. They can do this preparation in group and perform their improvisation to other groups, to the rest of the class or even to the rest of the school.[37]

> "You can get ideas for small group performances from a situation or text in the students' course book or from some literature they are studying. It can be motivating for student to act out an incident which appears in a local newspaper or magazine. Students can take the part of main characters in the situation. A small selection of objects or some pictures can form the basis of a story which students invent and then act out. From example: four chairs arranged in different ways (a waiting room, a car, a cinema, a table in a restaurant) can prompt some ideas from students to act out a disagreement, an amusing story or a minor disaster."[38]

By bringing the outside world into the classroom in this way we can provide a lot of useful practice (in cafes, shops, banks, business, streets, parties, etc) that would otherwise be impossible. There can also be a freeing from constrain of culture and expected behavior, this can be personally and

---

[36] Joanna Baker and Heather West up, *The English Teachers' handbook: How to Teach Large Classes with few Resources,* Continuum, Great Britain, 2000, p.92

[37] Joanna Baker and Heather West up, *The English Teachers' handbook …,*p. 93

[38] Joanna Baker and Heather West up, *The English Teachers' handbook …,*p. 94

linguistically very liberating. Curiously, it is sometimes the shies student who is must be able to seize the potential.

Success or failure small group activities depend crucially on the perceived attitude of the teacher and of the other students; without a certain degree of trust, acceptance and respect the chances for useful work are greatly diminished.

So, the activities are described as follows: *Detecting differences; priorities; Layout Problems; Guide; and Putting in order.* When the writer applies small group learning in teaching speaking consists of three parts. They are:

a) The first stage is opening. The writer prepares the students to study. After gaining the student's attention, the writer tells them what they are going to do. The writer the divides the class into group of four to five students.

b) The second stage is whilst activity. The writer gives explanation on what the students should do with the topic. The topic is going to be discussed should have been studied before, so that students are familiar with the expressions and vocabularies the topic they are going to discuss.

c) The third stage is post activity. In the last stage, the writer gives other advance questions to each member of the group in order to check whether the students have mastered the materials they discuss in small group learning. And the writer gives some feedback to the students. One of the feedback is to have a full class discussion to try to come a general definitive solution, the other simply to give the answers suggested and see which group was nearest.

This is the only way we can give our learners the opportunity to practice improvising a range of real life spoken language in the classroom, and is an extremely effective technique if the students are confident and cooperative, but more inhibited or anxious people find small group learning difficult and sometimes even embarrassing, factors that can contribute to small group learning success are: making sure that language demanded is well within the learner's capacity, your own enthusiasm, careful and clear presentation and instructions. A preliminary demonstration or rehearsal by you together with a student volunteer can be very helpful.

D. Thinking Framework

In the thinking framework, the teacher assigns roles to the students and divides them into five groups. Then, the teacher explains their roles, the situation that students have to do in small group learning and the goal or outcome that they have to get. The teacher also must not forget to clarify the cues and gives the example/model of the small group learning that the students play. Finally, the teacher encourages students to be creative and use their own languages resources.

Below are the brief explanations of the thinking framework activities.

No	Teacher Activities	Students Activities
1	Teacher tells the students about what they are going to learn or to do on that day such as following:"Today we are going to practice our speaking by using small group activities. The title of our small group is consequences small group."	Students listen carefully to the teacher and ask if there is something they don't understand such as following:' What is small group Sir? And why does it call consequences small group?
2	Teacher asks the students to prepare a piece of paper. On this paper, the teacher asks them to write the following things: a. The name of favorite celebrity or idol but the opposite gender to themselves. b. The name of a celebrity or an idol (movie star, singer, model, or public figure) that they don't like most with the same gender to themselves c. A description of their dream house, for example is by the sea side, in the mountain, or	Students prepare a piece of paper and write 7 points that the teacher has told them

	near by the river, etc.	
3	Teacher asks the students to change character to the person they have described on the piece of paper. Here are the points above mean: a. This is their name b. This is their husband's or wife's first name c. This describes the family house and tells listener where is located	The students change the character to the person they have described on the piece of paper and try to remember it.
4	The teacher divides the class into 5 groups. Then teacher tells them to read through the points and asks them to act as if they were in a party where they are meeting famous people. In the party they have to introduces themselves to several people as this person. They have to practice it when the small group has started.	Students separated into 5 groups. Each group has 6 pupils. They read through the text and listen to the teacher's explanations about what they have to do with their character
5	Teacher tells the students the goal of this small group, which is to get as much as information about the people in the party. All these activities are done in each group.	Students listen carefully and take notes about the goal of the small group.
6	The students need to share the conversation and be interactive to reach the goal. Therefore, the teacher gives them cues by giving them vocabulary,	Students takes notes about the cues, study and memorized it

	grammar, idiomatic expressions and sentences that might be used in the conversation.	
7	The teacher demonstrates how the conversation might be occur such as following:" Hello, allow me to introduce myself. I am Ali Syafaat, how do you do?".	Students pay attention to the teacher
8	The teacher gives the students some times to prepare and let them work group to outline their ideas and the language they will need to express	Students work group to prepare themselves in the small group
9	The teacher reminds the students to use their own English language resources and try to act as natural as possible	Students prepare Themselves to use their own English language resources and also prepare their mental to act as natural as possible in the small group.
10	Before the small group begin, the teacher asks the students whether they understand clearly or not about what they have to do in the small group activity	Students answer the teacher's question whether they understand or not and ask to the teacher if they don't understand.

CHAPTER III
RESEARCH PROCEDURES AND FINDING

A. RESEARCH PROCEDURES

1. The Place and Time of Study

The study was conducted at the eight grade students of WASKITO Junior High School. It was located at Jl. Raya Pamulang Permai 11 No. 75 Serua Ciputat Tangerang Banten. It took about four months in sixteen meetings. The field research was done from 8th September 2008 until 18th of December 2008. On 8th September, the writer interviewed the English teacher and Headmaster of SMP Waskito to get some important information about the process of English teaching learning and other information supporting the research procedure.

To make his research easier, the writer gave some pre-tests that are given on 12th, 19th of September, and post tests on 14th, 18th of December 2008.

2. Method of Research

To collect the data the writer uses field research by experimental method. Field research is carried out by observation, teaching practice and interview with the teacher concerned. The object of the study were second year students of SMP Waskito Junior High School. It was located at Jl. Raya Pamulang II No. 75 Serua Ciputat Tangerang Banten. 2C and 2D. they were given the same materials but using different techniques of teaching. The first group 2C which speaking was taught through small group learning is it called experimental class, and the second group 2D which speaking was taught without small group learning is controlled class.

3. Variable of Research

The variable of this research is involved into two aspects, the effectiveness and learning small group learning in improving speaking ability. Is small group learning effective enough for improving speaking ability?

4. Technique of Sample Taking

Suharsimi Arikunto said," Populasi adalah keseluruhan subjek penelitian".[39] The population of this research is two classes of the second year students of SMP Waskito Pamulang. The total number of population is 122 students. And sample is," sebagian yang diselidiki dari keseluruhan subjek penelitian".[40] The writer take 30% students from each class through random sampling

5. Techniques of Data Collecting

a. Measuring Oral Test

According to David P. Harris: all good test process three qualities: validity, reliability, and practicality. That is to say, any test that we use must be appropriate in terms of our objectives, dependable, in the evidence it provides, and applicable to our particular situation.[41]

Therefore, to find valid data, the writer gave test as the most important technique of data collecting. This test was given to know the effectiveness small group learning in improving students' speaking ability.

And to get the validity of the test result, the writer use some books as speaking test references, for the example the rating scores of oral test of David P. Harris as follow:

- **Pronunciation**

Score

5	Has few traces foreign accent
4	Always intelligible, through one is conscious of a definite accent
3	Pronunciation problems necessity concentrated listening and occasionally lead to misunderstanding
2	Very hard to understand because of pronunciation problem must frequently be asked to repeat
1	Pronunciation problems to severe as to make speech virtually

---

[39] Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan Praktek*, (Jakarta: PT. Rineka Cipta,1996), cet ke –x, p. 111

[40] Amirul Hadi dan hariyono, *Metode Penelitian Pendidikan*, (Bandung: CV. Pustaka Setia, 1998), p. 150

[41] David p. Harris, *Testing English as second Language*, (George Town University, Washington, D.C., 1969), p. 81-82

- **Grammar**

Score
5	Makes few (if any) noticeable errors of grammar or word order
4	Occasionally makes grammatical or word order errors which do not, however, obscure meaning
3	Makes frequent errors of grammar and word order which occasionally obscure meaning
2	Grammar and word orders make comprehension difficult. Most often word order as severe as to make speech virtually intelligible.
1	Rephrase sentences and or restrict to basic pattern errors in grammar

- **Vocabulary**

Score
5	Use of vocabulary and idioms is virtually that of native speaker
4	Sometimes uses inappropriate terms and or must rephrase ideas because of lexical inadequacies
3	Frequently uses wrong word; conversation somewhat limited because of inadequate vocabulary
2	Misuse of words and very limited vocabulary make comprehension quite difficult
1	Vocabulary limitation so extra as to make conversation virtually impossible

- **Fluency**

Score
5	Speech as fluent and effortless as that a native speaker
4	Speed of speech seems to be slightly affected by language limitation
3	Speed and fluency are rather strongly affected by language
2	Usually hesitant; often forced into silence by language limitation
1	Speech is so halting and fragmentary as to make conversation virtually impossible

- **Comprehension**

Score
5	Appears to understand everything in that difficulty
4	Understanding nearly everything at normal speed, although occasional repetition may be necessary

3	Understand most of what is said at slower- than- normal speed with repetition
2	Has great difficulty following what is said or comprehend only "social; conversation" spoken slowly and with frequent repetition
1	Can not be said to understand even simple conversational English[42]

6. Instrumentation

To know the effectivenes of teaching speaking by using small group learning,the writer gives oral test to the students. Because the test is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, is rated into five scale of rating scores, it is based on David P.Haris' scale rating scores.

After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post-test was given after he head given the treatment to the class.

7. Technique of Data Analysis

Having got the data from pre-test, they were analyzed and processed by using statistic calculation of T-test formula with significance degree 5% and 1%. The formula as follows:

$$to = \frac{MD}{SE_{MD}}$$

to   : Test observation

MD   : Mean of differences; the average score from the differences gained scores between I variable and II variable, which are calculated with the formula;

$$MD = \sum \frac{D}{N}$$

---

[42] David P Harris. *Testing English As a Second Language*. (Washington, DC: George Town University. 1969), p. 81-82

$\sum D$: Total score between I variable (X variable) and II variable (Y variable). And d is gained with formula; $D = X - Y$

N : Number of cases

SD_D : The standard deviation from differences between score of X variable and Y variable, which is gained with the formula;

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

SE_{MD} : The standard error from mean of differences that is gained with the formula;

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

df : Degree of freedom with formula : N-1

B. Research Findings

1. Description of Data

After conducting the research, the writer obtained two kinds of data; the scores of pre-test and the scores of post-test.

a. The Pre-Test Scores

The data of the pre-test scores can be seen in the table below :

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	60	60	62	60	60	302
2	66	60	70	65	70	331
3	84	75	80	83	80	402
4	62	62	65	60	64	313
5	78	70	77	75	80	380
6	75	70	76	73	78	372
7	80	72	78	75	80	385
8	65	60	63	63	65	316
9	70	65	70	70	70	345
10	90	85	90	90	90	445
11	73	68	70	70	75	356

12	68	65	70	70	70	343
13	62	62	68	63	66	321
14	83	86	85	80	90	424
15	73	73	75	70	75	366
16	60	60	63	62	63	308
17	68	70	78	65	75	356
18	70	69	74	73	70	356
19	80	74	77	82	80	393
20	70	70	75	70	78	363
21	77	80	80	75	80	392
22	64	60	70	62	67	323
23	60	60	65	60	64	309
24	67	66	70	65	70	338
25	85	80	90	84	85	424
26	72	70	80	70	75	367
27	63	70	70	64	77	344
28	75	70	78	76	75	374
29	72	75	75	70	75	367
30	60	60	64	62	65	311

After the data is analyzed, it shows that the mean (x) is 357,53 the standard deviation is 37,540 the median is 356 the highest score is 445 and the lowest score is 302

b. The Post-Test Scores

The data of the post-test score can be seen in the table below :

No.	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension	Total
1	60	60	65	62	65	312
2	66	63	73	65	75	342
3	85	80	82	85	86	418
4	63	63	68	62	66	322
5	80	73	80	75	82	390

6	78	70	80	73	80	381
7	80	75	80	75	85	395
8	67	63	65	66	65	326
9	70	70	70	75	74	359
10	92	90	90	95	90	457
11	73	70	70	73	75	361
12	70	67	70	70	73	350
13	62	62	70	65	68	327
14	83	86	88	83	90	430
15	73	73	80	73	75	374
16	60	60	65	65	63	313
17	70	73	78	70	75	366
18	70	74	75	75	75	369
19	80	75	80	85	83	403
20	72	74	75	72	80	373
21	80	80	80	77	80	397
22	65	62	70	62	69	328
23	60	62	65	60	65	312
24	70	68	70	66	70	344
25	85	85	90	86	86	432
26	72	70	80	75	78	375
27	64	70	70	65	77	346
28	75	74	80	76	77	382
29	72	75	80	70	78	375
30	60	61	65	62	65	313

After the data is analyzed, it shows that the mean (x) is 365,73 the standard deviation is 38,813 the median is 367,50 the highest score is 457 and the lowest score is 312

c. The Comparison of the Test Result

The Comparison of the Test Result can be seen in the table below :

No	Score of Pre-Test (X)	Score of Post-Test (Y)	D= (X-Y)	$D^2 = (X-Y)^2$
1	302	312	-10	100
2	331	342	-11	121
3	402	418	-16	256
4	313	322	-9	81
5	380	390	-10	100
6	372	381	-9	81
7	385	395	-10	100
8	316	326	-10	100
9	345	359	-14	196
10	445	457	-12	144
11	356	361	-5	25
12	343	350	-7	49
13	321	327	-6	36
14	424	430	-6	36
15	366	374	-8	64
16	308	313	-5	25
17	356	366	-10	100
18	356	369	-13	169
19	393	403	-10	100
20	363	373	-10	100
21	392	397	-5	25
22	323	328	-5	25
23	309	312	-3	9
24	338	344	-6	36
25	424	432	-8	64
26	367	375	-8	64
27	344	346	-2	4
28	374	382	-8	64
29	367	375	-8	64
30	311	313	-2	4

N=30	$\sum X$= 10726	$\sum Y$= 10972	$\sum D$= -246	$\sum D^2$= 23 42

Based on the data in table, the researcher calculated the result of $\sum D$ = -246 and $\sum D^2$ = 2342. Then, he tried to find out the standard deviation of differences (SD$_D$) with the formula:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{2342}{30} - \left[\frac{-246}{30}\right]^2}$$

$$SD_D = \sqrt{78,07 - \left[-8,2\right]^2}$$

$$SD_D = \sqrt{78,07 - 67,24}$$

$$SD_D = \sqrt{10,827}$$

$$SD_D = 3,29$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula:

$$MD = \sum\frac{D}{N}$$

$$MD = \frac{-246}{30}$$

$$MD = -8,2$$

After gaining the result of SD$_D$ = 3,29 the researcher calculated the standard error from mean of differences (SE$_{MD}$) between variable X and Y:

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{3,29}{\sqrt{30-1}}$$

$$SE_{MD} = \frac{3,29}{\sqrt{29}}$$

$$SE_{MD} = \frac{3,29}{5,38}$$

$SE_{MD} = 0,611$

The last calculation is determining the result of t observation (to) of the test with formula:

$$to = \frac{MD}{SE_{MD}}$$

$$to = \frac{-8,2}{0,611}$$

$to = -13,420$

The result -13,420 indicated that there was a difference of degree as much as -13,420. Regardless the minus, it doesn't indicate negative score.

Then, to complete the result of the research, the writer finds out the degree of freedom (df) with the formula:

df = N – 1

= 30 – 1

= 29

df = 29 (see table of "t" value at the degree of significance of 5% and 1%)

At the degree of significance 5% = 2,045

At the degree of significance 1% = 2,756

The result is 2,045 < 13,420 > 2,756

The result of analyzing the data by using the above formula shows that the coefficient is 13,420. It means that there is a significance increase after the small group learning is used to teach speaking.

2. Hypothesis Testing

To prove the hypothesis, the data obtained from the experiment class and the control class are calculated by the using t-test formula with the assumption as follows:

1. The alternative hypothesis is accepted. It means, there is significant difference between the result of small group learning and without small group learning

2. The alternative hypothesis is rejected. It means, there is no significant difference between the result of small group learning and without small group learning.

From the result of statistic calculation, it is obtained the value of 13,420. and the degrees of freedom (df) is 29. The result of significant is 2,045 < 13, 420 > 2, 756. It means, that hypothesis of the research is rejected, or there is significant difference between the result of small group learning and without small group learning.

According to Anas Sudijono that:

1. Apabila to sama dengan atau lebih besar dari pad attest, maka hipotesa nihil di tolak, berarti diantara kedua variable yang kita selidiki terdapat perbedaan mean yang signifikan

2. Apabila to lebih kecil dari pad attest, maka hipotesa nihil diterima atau disetujui, berarti diantara kedua variable yang kita selidiki, tidak terdapat perbedaan mean yang signifikan

It means the influence of using small group learning in improving speaking ability is better than without small group learning in the second year of SMP Waskito Pamulang, Tangerang.

3. Interpretation

Having analyzed the data of pre-test and post-test by using t-test formula, the result shows that the coefficient is 13,420. It means that there is a significance increase in teaching speaking by using small group learning.

From the result of calculation, it is obtained the value of the t observation (to) is 13,420 the degree of freedom (df) is 29 (obtained from N - 1) = (30 – 1 = 29). The writer used the degree of significance of 5% and 1%. In the table of significance, it can be seen that on the df 29 and on the degree of significance of 5% and 1%, the value of degree of significance are 2,045 and 2,756. If the to compared with each value of the degrees of significance, the result is 2,045 < 13.420 > 2,756. Since to score obtained from the result of calculating, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

1. If the result of t observation is higher than t table (to > tt), the null hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted. It means that there is a significance difference between variable X and variable Y.

2. If the result of t observation is lower than t table (to < tt), the null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected. It means that there is no significance difference between variable X and variable Y.

Based on the result of the data analysis, it is proven that the Students score of speaking taught by using small group learning is better. It means that the use of small group learning in teaching speaking is quite effective. Another reason based on the Students responses is because most students find that small group learning is enjoyable. This reason leads to better attention in learning and stimulate them to participate in small group learning activities.
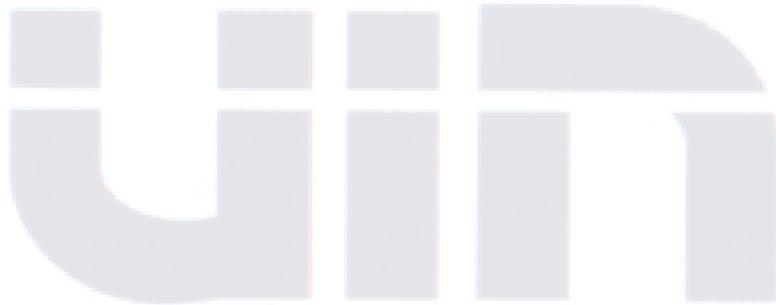
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

According to the data described previously, the conclusion can be drawn that the influence of using small group learning in improving speaking ability is better than without small group learning in the second year of SMP Waskito Pamulang, Tangerang.

The result of the analysis of the research shows the value of t_o is higher (13.420) than the value of T_{table} (2, 756). It means small group learning is an effective way in teaching since it gives a significance influence toward student's speaking ability.

B. Suggestion

The success in teaching does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. Regarding to the teaching speaking by using small group learning, the writer gives some suggestion for the teacher and students as follow:

1. The English teachers should improve their knowledge in understanding the concept of small group learning.

2. The member of small group learning should be five to seven persons in order to manage the students easily. It will give more chance to each member to express their ideas.

3. The topic should be suitable to the age of the students.

4. The English teacher should give motivation to the passive students since cooperative learning required active participant from the student by giving the role in small group learning.

5. The students should take part much in acting out small group learning

BIBLIOGRAPHY

Amirul Hadi dan hariyono, *Metode Penelitian Pendidikan*, (Bandung: CV. Pustaka Setia, 1998), p. 150

Baker, Joanna & Westrup, Heather; *The English Language Teacher's Handbook : How to Teach Large Class with Few resources.* Great Britain, Continuum, 2000

Brillhart, John K. *Effective Group Discussion, 4th ed*. California: Brown Company Publisher, 1982.

Brumfit Christhoper. *Communicative Methodology in Language Teaching The Roles of Fluency & Accuracy.* Cambridge: Cambridge University Press, 1984.

Fletcher Leon. *How to Design & Deliver Speech, 2nd ed.* London: Harper & Raw Publisher, 1979.

G.Hance, Kenneth, *Principle of Speaking,* California: Wad Worth Publishing Company, 1982.

Hammer, Jeremy, How *to teach English.* Addison Wesley Longman, 1998.

Harris, David P. *Testing English as Second Language*. George Town University, Washington, D.C., 1969.

Kayfeltz, J.L, *Speaking Effectively,* Boston: Heinle Publisher, 1992

Klipple Friederike. *Keep Talking Community Fluency Activities for Language Teaching*. Cambridge: Cambridge University Press, 1984

M.A.C. Florez, *Communicative Language Teaching*, The state of Art: Quarterly, 1991.

Marianne Celce – Murcia, Elite Olshtain. *Discourse and Context in Language.* 2ed, Heinle Publishers, 1991.

Mulgrave, Dorothy, *Speech*, New York: Banners & Molole, 1957.

M. Dobson Julia. *Effective Techniques for English Conversation Groups.* Rowley Mass: New Bury House Publish, 2005.

M. Brudden Philip. *Effective Speaking 2nd ed.* New York: The Bob's Merril Company, 1995

Nunan David, *Task- Based language Teaching*. New York: McGraw hill / ELT, 2003

Rahmat, Jalaludin, Drs., Msc., *Psikologi Kumunikasi*. Bandung, PT. Remaja Rosda Karya, 1996.

Sudjono, Anas*; Pengantar Statistik pendidikan.* Jakarta: PT. Raja Grafindo Persada, 2000.

Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan Praktek*, (Jakarta: PT. Rineka Cipta,1996), cet ke –x, p. 111

Ur, Penny. *Practice and Theory: Practical in Language Teaching,* London: Cambridge University Press, 1999.

Ur, Penny. *Practice and Theory: Practical in Language Teaching,* London: Cambridge University Press, 1999.

Ur, Penny. *Discussion that Work*. Cambridge: Cambridge University Press, 2000