

THE SPEAKING PRACTICE OF SEVEN STUDENTS IN THE ENVIRONMENT OF STKIP PARACENDEKIA NW SUMBAWA

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Abstract

This study is intended to find out the perception of students toward English practice in campus environment, students' plans and expectation in boosting their speaking skill, and how the students practice their English in campus environment. This study is conducted at STKIP Paracendekia NW Sumbawa. The researcher uses two instruments to find the data needed, namely; observation and interview. The researcher took the fifth semester students of English department as the participants. Based on the data obtained from both instruments used, the findings showed that students perceived about practicing English in campus environment are quite similar. The students also think that practicing English in campus environment is a great way to encourage students' motivation to practice speaking. The students also supported by their plans and expectations in boosting their speaking ability. Moreover, the students' ways in practicing English are four. English practice in campus environment includes: English environment, memorize vocabulary, speaking club, and classroom practice. Practicing English also give them more experiences and more knowledge. In addition, the atmosphere tends to be fun and comfortable and it makes them more interested in practicing speaking.

Abstrak

Kata Kunci:

Lingkungan, Bericara, Praktek

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan bahasa Inggris di lingkungan kampus, apa rencana dan harapan siswa dalam meningkatkan kemampuan berbicara mereka, dan bagaimana siswa mempraktikkan bahasa Inggris di lingkungan kampus. Penelitian ini dilakukan di STKIP Paracendekia NW Sumbawa. Peneliti menggunakan dua instrumen untuk mendapatkan data yang dibutuhkan, yaitu; observasi dan wawancara. Peneliti mengambil siswa semester lima program studi bahasa Inggris sebagai peserta. Berdasarkan data yang diperoleh dari kedua instrumen yang digunakan, temuan menunjukkan bahwa siswa berpersepsi hampir sama tentang mempraktikkan bahasa Inggris di lingkungan kampus. Para siswa juga berpendapat bahwa menggunakan bahasa Inggris di lingkungan kampus adalah cara yang bagus untuk mendorong motivasi siswa berlatih berbicara. Para siswa juga didukung oleh rencana dan harapan mereka dalam meningkatkan kemampuan berbicara. Selain itu, cara siswa dalam mempraktikkan bahasa Inggris ada empat meliputi: lingkungan berbahasa Inggris, menghafal kosa kata, speaking club, dan menggunakan bahasa Inggris di dalam kelas. Praktek bahasa Inggris juga memberi mereka lebih banyak pengalaman dan pengetahuan. Selain itu, suasana yang cenderung menyenangkan dan nyaman membuat mereka lebih tertarik untuk berlatih berbicara menggunakan bahasa Inggris di lingkungan kampus.

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INTRODUCTION

As a global Language, English has now developed massively. Its presence can be felt not only in cities, but also by people in the rural area. The writer observes that English can be found somewhere in the society. At least we could find more than five words in a day that written in English.

English is practiced in many countries in the world whether as a first, second or foreign language. The mastery of English is a need of almost everyone to interact in the global arena. In Indonesia, despite its status as a foreign language, English is required not only for working in institution such as to be a director or a manager but also for the lower profession than a director and manager such as a shop staff and the janitor are required too.

However, there are a few problems associated with the efforts to master English in Indonesia. English as foreign language is still considered difficult by many learners at school (Jazadi, 2008).

Any countries now days have to master English as well to compete with other countries in the world. English is measured as a universal language as it is seen from two sides: its expansion and its natural publicity to the present (Jazadi, 2008).

To be able to play a part and compete in society, more than one language must be mastered”, this testimonial is hold by many countries. According to Dulay, Burt, & Krashen (1982, p. 9), more than billion people in the world spoken in many languages fluently. For example, the majority of mature in Netherlands spoken Germany, French, and English in addition to Dutch. In the Philippines, many people have to speak at least three languages if they want to be fully engaged in their community’s social affairs. The languages that they must speak are the national language, one of the eighty-seven local vernaculars, and English or Spain. From those phenomenon, it is clear that foreign language also has a significant role. However, English is still the main foreign language needed by the countries mentioned above.

As offered above, the publicity of English has widen widely. In term of formal publicity, English has been taught as a compulsory subject in school since the year of our country’s independence (Jazadi, 2008). In regard to the informal publicity to English, there are a wide range of English products, English courses, and manuals in English, etc. Not only in towns or cities, the informal publicity to English is also found everywhere (ubiquitous) like the packaged or canned food, on the front and the back of T-shirts there are English words although they are Indonesian or even local products (Jazadi,2008).

English as a language of information and technology (Jazadi, 2008). For example, the language in PC uses English as the major words, on machines, TVs, tape recorders, and also the like of those. Although the person who apply those tool cannot understand English, they still constantly use and buy them; sometimes, to solve the difficulties they find in the direction or manual, they ask the person who can understand them.

Teaching a second language means creating for students a part of all their new language environment. The entire responsibility for creating the language environment falls on teacher who is teaching a language that is not used in the community. When teaching the language, the teachers must have much outside help.

Environment is the conditions that you live or work in and the way that they influence how you feel or how effectively you can work (Cambridge dictionary). In this case, the meaning of environment is everything the learners do, hear, and see. It may include a wide variety of situation. For the example the exchange in the conversations with friends, with lecturers, and reading newspaper, as well as classroom activities (Dulay, Burt, & Krashen, 1982, p. 13).

The environment quality of the language is importance to success in learning a new language. If students are exposed to a list of words and their translations, together with a simple readings in the new language, they will perhaps be able to attain some degree of reading skill in language. As many high school and college students have learned. If one is exposed only to classroom drills and dialogues, one may acquire substantial mastery of classroom communication kills but still remain at a loss in other areas of social discourse. And of course, with no exposure at all no learning can take place (Dulay, Burt, & Krashen, 1982, p. 13).

Most English teachers would agree that their students need to practice using English outside the classroom if they are going to increase their communicative competence, but “practice” can consist of many different types of English language use (Chapelle, 2003, p. 12).

A natural language environment appears to enhance the development of communication skill in a second language in both foreign a host environment. Apparently, natural exposure to the new language triggers the subconscious acquisition of communication skills in that language (Dulay, Burt, & Krashen, 1982, p. 15).

Naturalness of the environment or the degree to which the focus of communication is on its content rather than on its linguistic form. Studies show that students who are exposed to natural language where the focus on communication, perform better than those in formal environment, where focus on the conscious acquisition of linguistic rules or the manipulation of linguistic forms. Some exposure to formal environment may be beneficial, however, especially to adults, it may satisfy their curiosity about the new language as well as their need to be consciously aware of what they are learning. Formal exposure may also, for some, increase accuracy in a few simple structure of the new language.

According to Scott Thornbury (2005, p. 2), speaking is produce utterance by utterance, in response word by word and utterance productions of the person we are talking (our interlocutor). To elaborate more on the interactive nature of speaking, Louma (2004, p. 2) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purpose for speaking. A term of studying or learning and particularly that related with schools, is usually connected with some theoretical knowledge. Only some people would possibly add practice as well. Although a variety of attitudes and belief can be different from one teacher to another and of course from one period to another one, we must admit that learning some school subjects is more theoretical and learning others more practical.

Bygate (1987, p. 3) compares learning English speaking to learning to drive and ride. Despite how many theories a learner gets to know about the car and motorbike controls, but if he/she hasn't a skill to be able to apply them as well, he/she will never manage it. In the same way

it is not enough to know how to make a sentence in theory when learning speaking English. However, we must begin to create some sentences than just learning the theory.

From the above mentioned there is importance of language knowledge for learning large area in learning speaking, which draws our attention, and it is using the knowledge. How the knowledge can be used in practice? Learners can study plenty of vocabulary by heart, they can have some knowledge of pronunciation and also good knowledge of grammar, but as Bygate (1987, p. 4) emphasizes Knowledge itself is not enough: knowledge has to be used in action. Aspects of the speaking skill need to be closely analyze and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

Rivers and Temperley (in Bygate 1987, p. 56) differentiate two processes involved in learning to communicate. The first one is 'skill getting', including understanding of knowledge and production (articulation and practice in formulating communications) and the second one is 'skill using', which represents interaction, real communication.

1. Speaking is face to face

Most conversation take place face to face which allows speakers to get immediate feedback (Cornbleet & Carter, 2001, p. 23). Communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other form of verbal exchange (Widdowson, 1998, p. 58). Thus, communication through speaking has many assets, such as facial expressions, gestures and even body movement. Speaking also occurs most of the time, in situation where participants or interlocutors are presents.

2. Speaking is interactive

Whether we are speaking face to face or over the telephone, to one person or small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or every talking over each other (Cornbleet & Carter 2001, p. 27).

Thornbury, (2007, p. 38) regards that speaking skill as a movement from controlled to automatic processing. Of course learners cannot jump over and control their practice, but the knowledge must be made available for use through repeated activation. There are many different theories of language learning, nevertheless, each of the theories includes a stage where a learner encounters something new, then a stage when this knowledge is integrated into the student's existing knowledge and finally the stage when it becomes usable.

Such a communicative competence, which is the result of those three stages, is understood by Widdowson (1978, p. 163) as the language knowledge realized as use in social contexts.

3. Speaking Happens in Real Time

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflect their thoughts (Cornbleet & Carter, 2001, p. 23). This implies that the production of speech in real time imposes pressures, but also allows freedom in terms of compensating for these difficulties. The use of formulaic expressions, hesitation devices, self-correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987, p. 21).

Gaining any skills, not only language. No matter how much talented a person is, without regular, frequent and repetitive practice he or she will not go far. Learning speaking is not an exception. Weather considering Harmer's (2007, p. 343) distinguishing between interactive and non-interactive, planned and unplanned speaking or Thornbury's (2007, p. 13) between transactional and interpersonal, the more opportunities for speaking students have, the better they will be at speaking, refers to all kinds of speaking practice in general.

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information (Brown and Yule, 1983, p. 33). Clearly, in this type of interaction, accurate and coherent communication of the message is important as well as confirmation that the message understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, and descriptions.

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays important social role in oiling the wheels of social intercourse (Richards, 2002, p. 264). Examples of interactional uses of language are greetings, and small talks.

METHOD

This research proposal aimed at finding the students perception about practicing English outside the classroom with their friends and the lecturers in the campus environment. In this study the researcher conducted the research by using qualitative method. Lincoln & Denzin (1994 in Anderson 1998; p.127) argue that qualitative method involves the studied use and collection of a variety of empirical materials, personal experience, life story, interview, historical, and visual view.

In conducting this research, the researcher did observation of the participants used of English inside and outside the classroom, and interviewed them to find out their perception about practicing English, to know their plan and expectation in boosting their speaking skill, and to know their ways in practicing english.

Participants

According to Jazadi (2014, p. 46), research participants are people as subject whose perspective is taken into account in the research process. Thus, the participants of this study consist of 7 students from English Department at STKIP Paracendekia NW Sumbawa in the academic year 2017/2018. They were one male and six female with 20-27 years of age, and they were originally from Sumbawa regency.

Data collection

The data that have been collected in any information regarding the participants' perception about practicing English in campus environment, the students' plan and expectation in boosting their speaking skill, and how the students' practice their English in campus environment. It has been collected by using the following techniques:

a. Observation

In this case, the writer observed the participants activities outside and inside the classroom (their interaction among each other or their responses when they are asked by the lecturers). The kind of observation that have been employed is passive participant observation. The researcher is present at the scene of action but does not interact or participate (Moleong, 2016: p. 176).

b. Semi-structured Interview

According to Arikunto (2014, p.270) he argued that semi-structured interview is the interviewer asked a series of questions that have been structured, then one by one of the questions deepened to get further information. Thus the answer obtained can include all the variables, with complete and in-depth description. The students who are focuses in this study have been interviewed to get further information and also to have direct contact with them. By interviewing the subjects, the researcher can know directly the ability of the subjects in speaking skill and also their perspectives of English.

The researcher will interview the lecturers who teach them related subjects (such as Speaking and Speech) who also know the participants' attitude and ability in the classroom or maybe outside the classroom, it is very important to get further information from the lecturers. So, the research did interview to those lecturers as they certainly know the subjects' speaking ability in practicing English in the environment of the campus.

FINDINGS AND DISCUSSION

1. Students' Perception About Practicing English in the Campus Environment

To know the perception about practicing English in campus environment, the researcher did interview to all of the participants. Based on the interview that had been done by the researcher about the students' perception in practicing English in the campus environment at STKIP Paracendekia NW Sumbawa. One main finding of this study is that the students showed quite similar perception about practicing English in campus environment. That is practicing English in campus environment was preferred by the students and considered to be beneficial for them.

The participants were argued that practice English in campus environment was good thing because they have partner to practice and it can develop their speaking ability. The opportunities for oral communication outside the classroom are unlimited. Peer-to-peer free speaking practice, leading to increased fluency, motivation to use of language target. The Participants' own perceptions of the efficacy of speaking practice in improving fluency, encouraging of speaking practice, increasing confidence in speaking English and enhancing enjoyment of using English.

2. Students' Plan and Expectation in Boosting Their Speaking Skill

After getting the data about students' perception of practicing English in campus environment, the researcher also want to know what are the participants' plan and expectation in boosting their speaking skill.

Through an interview, the participants were asked to give their responses in regarding to their plan and expectation in boosting their speaking skill. In addition, they were also asked to explain about the particular ways they have done to improve their oral skill. The result of interview is shown in table 4.1

Table 4.1. Students' Plan to improve speaking skill

No	Plan to improve speaking skill	Number of student used	Reasons
1	To have more practice	7	To know their development of their speaking ability. To have many friends communicating in English To be supported by English environment.
2	To enrich vocabulary	4	To enrich vocabulary preference memorizing many vocabulary
3	To practice with native speaker	3	To know their ability in speaking and understanding with native speaker
4	To join speaking club	2	To be active in speaking To have specific materials
5	To practice with native like speaker	1	to imitate the style in speaking

As shown in table 4.1, it is known that the most favorable plan is to have more practice, while the last favorable one is to practice with native like speaker. There were some reasons why the students plan to have more practice: (1) to know their development of their speaking ability, (2) to have many friends communicating in English, (3) to be supported by English environment. Second favorable plan is to enrich vocabulary: (1) enrich vocabulary, (2) preference, (3) memorizing many vocabulary. Third favorable plan is to practice with native speaker: (1) to know the ability in speaking and understanding native speaker. Fourth favorable plan is to join speaking club: (1) Can active in speaking, (2) Specific material. The last plan is practice with native like speaker: (1) Can imitate the style in speaking. From these reasons, it is clear that the students

mostly like speaking a lot. They think their plan can help them very much in improving their speaking skills.

Table 4.2. Students' expectation in boosting speaking skill

No	Students' expectation in boosting speaking skill
1	Speak fluently
2	Have better speaking skill
3	More enjoy in speaking
4	More confident
5	Spoken accuracy
6	Have Courage to practice English
7	Practice with native speaker
8	Get scholarship
9	Study abroad

In addition, the participants were asked about their expectation in boosting their speaking skill. It was found that the participants were expected they can speak fluently, have better speaking skill, more enjoy in speaking, more confident, have spoken accuracy, courageous to practice English, practice with native speaker, get scholarship, and study abroad.

3. Students' Practice English in Campus Environment

Based on the interview and observation that had been done by the researcher in STKIP Paracendekia NW Sumbawa, there were some ways that applied by the students to practice their speaking skill.

a. English Environment

Based on the result of the interview in STKIP Paracendekia NW Sumbawa, it is known that practicing English was supported by English environment.

The students practice their English with their friends in the same department. The students communicate in English in their events activity when they walk to the class, when they went to play volleyball, sit in front of class, and other place. The students talk everything they can and other friends will correct if something wrong in pronunciation and grammar. The students looked happy and enthusiastic. Usually they speak about problems in daily life, their experience, and gossip in boarding school. They are enjoyed and look so interested in practicing English although there are some students still have difficulties in interact by using English. Practicing English is very good for students to improve their ability in speaking. Besides English environment, communication by using English in STKIP Paracendekia NW Sumbawa also supported by there were the partner to practice English.

b. Memorizing Vocabulary

Based on the result of the interview, it is known that one way to practice English is Memorizing vocabulary. Memorizing vocabulary was one way that can improve students speaking skills.

It is known that the students were aware that vocabulary is important for them. The data from the interview explained that memorizing vocabulary help them to improve their speaking ability.

They were memorized vocabularies in order to enrich their vocabularies so when they talk to their friends they were not disturbed by lack vocabularies. In addition, to be more useful, the students were practiced English by using the vocabulary they were memorized.

c. Speaking club

Speaking club was one way of the students practicing English. In joining speaking club, they were always enthusiastic to talk English with their friends during they were joined speaking club as they had chance to talk. The participants were discuss with determined topic and free topic.

The determined topic were about description and comparison. In free topic the participants were discuss almost the same as those in natural setting in their daily life. As the researcher observed, In determined topic the participants were enjoy in express their material because they were prepared earlier before they join English club. Meanwhile, in free topic Some participants were faced some difficulties in delivering the argument, then the other friends help the speaker. Sometimes the member of speaking club was joking so the situation not monotonous.

In comparing with other ways, all participants said that speaking club could provide the condition that enabled them become more active to speak because they had chance and partner to speak. However, an enjoyable situation in speaking club was also one reason that made the participants' enthusiasm to communicate in English.

d. Classroom Practice

Practicing English not only outside the classroom but also inside classroom. In the classroom activities, after the lecturer explained the material that will be discussed then he ordered to the students to make a group consist of 2 and 3 persons. After the students formed group, the lecturer commands to the students to begin interview one each other with aim to exchange the information about the latest news. The lecturer give ten minutes to exchange the information. After getting information from their friends, they should report the information they were got from their friends in front of the class. The students were active and enthusiastic in reporting the information they were got.

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DISCUSSION

1. Students' Perception in Practicing English in Campus Environment

As shown in findings above, the students' perception on practicing English in campus environment were quite similar. They were perceived that practicing English in campus environment is good things to apply. However they also said that practicing English in campus environment can improve their speaking skill because they can practice English with their friends and lecturers.

Furthermore, they can elaborate English with their friends and lecturers they also have lot of opportunities to use English in their daily conversation because it is supported by the English environment. English environment can motivate them to use English as their daily communication tool when they interact with their friends in the same department. Also, they perceived that they feel enjoy when they practice with their friends.

In addition, the students' perception that explained above showed they are preferred to practice English to develop their ability especially in speaking. Because in campus environment the students have many friends to be as the partner to interact by using English.

2. Students' Plan and Expectation in Boosting Their Speaking Skill

From the result of study, students' plan and expectation were vary in boosting their speaking skill. Several plans and expectations presented by the students to boost their speaking skill. It quite surprising that the students put to have more practice as their favorable plan in boosting their speaking skill. This is indicate that the students were really preferred to have better speaking ability.

Some plans are similar to the way that students usually practiced their English such as to have more practice, enrich vocabulary, and join speaking club. Meanwhile, other plans were different to the students ways in practice their English in campus environment such as practice with native like speaker and practice with native speaker. It presented by the participants because they

have not talked with native like speaker and native speaker in their real condition. The researcher believe that students can improve their speaking skill by keep in touch with the native like speaker and native speaker.

In line with the students plans, the students also expect can speak more fluently, have better speaking skill, and more confident in elaborate English, etc. It is important to note that students expectations will motivate them to be more practice English in their daily communication. Furthermore, the support from English environment will be more beneficial for them and also will be easy for them to practice their English together.

3. The Ways of Students Practice Their English

Students were give positive response toward practicing English. It is more about how the students practice their English in campus environment. Furthermore, campus environment provide English environment for the student to practice English in order to improve their speaking ability.

There were four ways the students practice their English in campus environment. English practice in campus environment: English environment, memorizing vocabulary, speaking club and classroom practice. All four ways that have mentioned can help students in improving their speaking skills that is hoped can develop students achievement in English language learning activities outside and inside classroom, particularly in speaking skill.

The students can do learning activities such as make a group and discuss the problems together and ask the problems to the lecturer will make students easier to avoid the difficulties in practicing English. However, campus is the good place to practice English for the students who don't keep in touch directly with native speaker. One ways for those who want to speak English in real life situations is to participate in an English place. The researcher believed that practicing English makes the students have many experiences and they got a lot of vocabulary. Through practicing English with their friends, all of students can express their opinion without feeling afraid.

English language did not teach how to be able to mastery of fourth skill (listening, reading, speaking and writing) only, but also to practice in daily life. It can create improvement to students' mentality implementation. The English environment influences the courage of students to practice English. Moreover, they students will learn when they speak, listen to other friends, analyze their friends speak although many mistake in pronunciation, grammar, structure, etc, but it is good for them to build their mentality in speaking English.

Besides, to have more practicing English with their friends and lecturers, students also have another plan that is to join speaking club which can help them to be more active in speaking because they can talk with specific material that present by the tutor or the leader of speaking club. Speaking club also believed can improve students' speaking ability. Students perceived English speaking club can motivate them and they could make a relationship situation more conducive in building the friendship among all members to practice speaking. Furthermore, speaking club provide a good situation and condition. An enjoyable situation and condition in the speaking club can make students more comfortable and confident in express their idea or opinion.

CONCLUSIONS AND SUGGESTIONS

The research conclusion is presented according to the data which have been described in the previous chapter. From all the data described about the students' perception about practicing English in campus environment, students' plan and expectation in boosting their speaking skill, and how the students practice their English outside the classroom in campus environment, it can be concluded below.

Based on data gathered and analyzed from observation and interview, it can be concluded that most of students gave positive responses toward practice English in campus environment. Most of the students perceived that they prefer practicing in English in campus environment. It is because the students can practice English without feeling afraid, motivate them, exchange their opinion while practicing English. So practice English in campus environment gives the students a

place to fully practicing in English. Also, they could make an improvement through practicing English in campus environment.

Furthermore, students' plan and expectation also has a great power to encourage students' motivation to practice speaking with friends. The students' could come together to share their own knowledge and experience in English without afraid of making mistakes. Besides, students' plans and expectations The students also practice their English by using four ways such as English environment, memorizing vocabulary, speaking club, and classroom practice.

From the findings of the study, the researcher is going to address suggestions to three elements. Firstly to the campus, secondly to the students, and the last to the lecturers.

To the campus, students should be facilitate to run their extra English study, because campus is the suitable place to practice English in daily interaction and communication among the students and lecturers.

To the lecturers, the support from lecturers very needed by the students as their motivation. The involvement of the lecturers can be the students' inspiration because lecturers are ideal figure for them.

To the students, often practice your speaking skill. It is important, to realize that you can find many ways of practice such as often practice, enrich vocabulary, join speaking club, join debating club, etc. Meanwhile, many kind of media that can be as medium to study English such as watching English program on TV, listening English music, communicate in your social media, English book, etc. It will be given benefit for us as effective as possible.

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