

THE USE OF ENGLISH VIDEO CLIP IN TEACHING SPEAKING SKILL AND MOTIVATION

NURMAINIATI, M.Pd
STKIP AN-NUR Nanggroe Aceh Darussalam
nurmainiati@yahoo.com

Abstract

The title of this research is “The Use of English Video Clip in Teaching Speaking Skill and Motivation”. The aim of the research is to find out whether the teaching of speaking by implementing of English Video Clips is more effective than without applying the technique. This research was classified into experimental research which was conducted in four meetings. The main subject of this research was 32 students of class VIII-4 as experimental class, and 32 students of class VIII-5 as control class at an MTsN. The qualitative data were gained from the questionnaires. Meanwhile, the quantitative data were gained from the speaking tests that were conducted before and after applying the treatment. The researcher analyzed the data by using mean score, standard deviation, and t-score. The result showed that there was a significant different scores, it can be seen from the result of scores for both classes that before applying English Video Clip the t-score was 0.31 then after using English Video Clip the t-score increase became 13.03. Based on this finding, it is suggested that the implementation of the English Video Clips in English teaching learning-process improved the students’ speaking skills. They could perform more confidently, more bravely, and less hesitantly during the speaking process.

Keywords: *Video Clip, Speaking and Motivation*

INTRODUCTION

Everyone in this world has language, because language is very important for us. In Indonesia, English is as a foreign language and one of the most important parts of school subject, it is only proper to search a good system in teaching. It has been introduced from junior high school up to university level that gives an opportunity to carry out the English teacher.

Teaching English in Junior High School is aimed to develop the four skills; listening, speaking, reading, and writing. Carol (2001: 140) stated that in learning English, students have to master four basic language skills; they are listening, speaking, reading, and writing. Based on the standard competence of teaching speaking, it is mentioned that students are expected to be able to express the meaning of transactional and interpersonal conversations to interact with other people or their surroundings through oral functional text or simple short monologue.

In the teaching and learning process, developing the students’ speaking skills seems to be the most difficult thing. There were a few necessary steps to be taken to teach speaking in the classroom, one of the steps in developing students’ speaking skill is building the communication between the teachers and the students. The teachers

should be able to conduct a comfortable situation and always make a different style in teaching English, so that the students will be interested and enjoy the class activity.

The techniques to make the comfortable situation were very useful since they had some problems. They lacked of vocabulary, difficult to pronounce the words, and shy to speak English. Moreover, they did not know how to say the words correctly. In addition, most of them were shy to express their ideas to speak in English.

However, based on researcher's observation when she taught at the MTsN, she found that the materials were taken from the students' worksheet (LKS). It made the students not interested in paying attention, getting boring easily, and keeps talking with their friends. There was a good communication between the teacher and the students, but there were no media used in the class, so the students felt bored. They also did not have the opportunities to speak because the activity was only doing the task from the students' worksheet (LKS).

In addition, when the teacher asked a question to the students, they just kept silent and were afraid of making mistakes. The media provided can also influence the development of the students' speaking skills. They should be more interactive and attractive to get more attention toward the lessons. The MTsN actually has already had adequate facilities which support the students in learning English such as, sound speakers and LCD projectors but the teacher rarely used them.

On the other hand, one of the media that can be used to improve students' speaking skills is video clips. Video clips can attract students' attention through the sounds and moving pictures, so they will be motivated to learn English. There are some advantages of using video clips as media in the teaching learning process. First, they would help the teacher easier to transfer the knowledge and materials, since the students can understand the materials easily. Second, it is more interesting and communicative. Finally, video clips would make the students learn the use of English in a real context while developing their listening speaking, and pronunciation element through the exposures to the native speakers' talk directly. To solve these existing problems, the researcher will be implemented the video clip in improving the students' speaking skills for the second year student's of Junior High School.

LITERATURE REVIEW

Speaking is a very important part in the process of learning a language. Speaking is an activity of two or more people in sending and receiving the information or the message in oral communication. Scott (1981: 1) says that oral communication as activity involving two or more people in which participants are both hearer and speaker having to react to what they hear and make their contribution at high speed.

Speaking is very important to develop as it can express our idea when we communicate with one or more people. To communicate is to convey information that can be various understanding, fact on other idea orally to the listener. Furthermore, speaking is an activity that is involving two or more people in sending and receiving the information or message in oral form.

The purpose of this section is to give clearly meaning of the speaking terms and the elements which involved in speaking process. Based on the above definitions, the writer concludes that the speaking is an oral communication in expressing one's idea

not only under formal but also informal condition and situation as well. People often feel necessary to utilize their abilities in communication in order to satisfy their ambition and willingness.

To speak, the speaker should use the vocabulary. They should make the sentence which consists of words. It means he/she should have a lot of words in his mind to be used when he/she is speaking. Having enough vocabulary without exercises is difficult in conversation. He/she need also exercise because conversation is a skill that can be achieved with a lot of exercises. Therefore a student learning English needs a lot of practicing to make him/her able to speak. Wright (1981: 117) says that if students are learning to speak, then they must have the maximum opportunity to speak.

It is important for the teacher to make the students to take part in speaking activities. He/she should guide them to speak, even though they have very limited number of words to use. The teacher should encourage them to speak English up. Rivers (1981: 188) says that teachers need to give their students many opportunities to practice speaking. He needs to use his imagination in devising situation which provokes the use of the language in the expression of the student's own meaning, even when the students have very limited resources on which to draw.

Students should be ready to speak when they come to the speaking class. Sometimes they are difficult to speak because they do not have the ideas in their mind what to say and how to say it in an acceptable way. Soper (1956: 4) says that the primary problem for most beginning speakers is not as inability to speak. Potentially, they have this ability. Their first and important task is to have something to say that is worth saying, and that they genuinely want to say.

Teacher should help students to express the ideas in their mind when speaking. Teacher should encourage students to use their words to speak. Some teachers use dialogue in teaching speaking. Dialogue is not prepared to help the students in developing their ability to speak freely, because the words are someone else's. Roger (1979: 22) says that students will join in choral repetition and many language teachers have used model dialogue in class. But this can strictly be defined as "speaking the language". The words are always someone else's: they are rarely the learner's own words.

Students should be asked to use their own words. It is to train them to be usual with condition in the real life situations, or to make them to know what words to use in certain conditions. Savignon (1980: 39) says that the most important to the learner's progress in developing communicative competence in a variety of activities in which the students can use the second language in unrehearsed, novel situations requiring, on his part, inventiveness, resourcefulness, and a good bit of a plumb. These are the activities that most closely approximate the real word of the second-language learner. They let him see just how well he could get along if certain situations came up. They let him measure his progress against criteria which he knows to be more real than weekly grammar quizzes or dialogue practice.

Canning and Wilson (2000: 5) state video clip is a selection and sequence of messages in an audio-visual context that can portray settings, actions, emotions, eye contacts, facial expressions, and gestures which can provide important visual stimuli for language practice and learning which have a duration of one to five minutes. It means that video clip is multimedia consisting of verbal and non-verbal presentations that can enhance the teaching of language as videos that can provide great visual

stimuli through their combination of illustrations, sounds, graphics, and texts. Mixtures of sounds, pictures, mental images, perceptions, figures, texts, and others can facilitate students' engagement in and improve the teaching and learning process. On the other hand, Video Clip is different from other videos because of the duration of time.

Harmer (2001: 283) says that the use of video clip is not new in the field of education. The students like learning language through the use of videos since 1970s. The rapid technological advancement supports the use of video clips in the young generation. The popularity of the risen video clips can be searched by the students as young generation in several general sites such as *YouTube*, *Yahoo Video*, and *Google Video*. There are many videos to search and download. For language teaching and learning, videos can be downloaded from such links as *Real-English*, *BBC Learning English*, *5 Minutes Video.com*, *Learning Upgrade*, *Let's Talk*, *School House Rock*, *Teacher Mario*, *Wildcatter Productions*, etc. The use of videos has grown since decades and provided positive factors in improving the teaching and learning process.

RESEARCH METHODOLOGY

This research in an experimental study with some additional data to support the result, which is intended to obtain information on the implementation of English Video Clip in teaching speaking.

The method used in this research is descriptive-quantitative method. Descriptive-quantitative method is the systematic investigation of quantitative which explains a phenomenon using numbers. In addition, quantitative research is generally approach using scientific methods which includes the development of instruments and method for measurement. Descriptive-quantitative research is all about quantifying the relationship between variables with no attempt is made to change behavior or condition-measuring things as they are. The objective of quantitative research is to develop and employ mathematical model.

POPULATION AND SAMPLES

The population of this research was the second year students of the school. There were 160 students of grade eight consisting of five classes. While the samples of this research were taken randomly since those classes have same ability and knowledge toward speaking subject. The researcher took two classes as the research sample. Class VIII-4 is as an experimental class and class VIII-5 as a control class. There were 64 students in total from both experimental and control class.

DATA COLLECTION

In collecting the data needed for this research, a set of test was distributed to both groups: experimental and control. The pre-test was given to both groups prior to the treatment. After pretest, the treatment was given to the experimental group by using English Video Clip, and the control group was taught without using English Video Clip. The experiment lasted for four meetings. After the treatment finished, both groups were then given the post-test.

RESEARCH INSTRUMENT

Test was the instrument used by the researcher in collecting the needed data. The test used in this research consisted of pre-test and post-test. Pre-test was given to both experimental class and control class in the first meeting to know their ability in speaking skill prior to the application of the technique, and the post-test was given by the teacher to the students in the last meeting in order to know the improvement of the experimental class students after the use of English Video Clip in speaking skill and the improvement of the control class students without the application of the technique. Besides that the questionnaires gave to the students to know their response after applying the technique.

DATA ANALYSIS

In analyzing the data, the researcher used the quantitative analysis method. The data analysis will be obtained from the result of test (pre-test and post-test). This test is in order to see the students' improvement in learning speaking after implementing English Video Clip. The data from test will be analyzed by using interval data, which is presented by score.

The following formula will be used in analyzing the data from test:

1. Range

Range is the difference between the highest score and the lowest score.

The formula is:

$$R = Hs - Ls$$

In which:

R = the range of the score

Hs = the highest score

Ls = the lowest score

2. Mean

Mean is the average result that received from the students. The formula is:

$$\bar{x} = \frac{\sum fx}{n}$$

In which:

\bar{x} = Mean

$\sum fx$ = Total of the students

n = Number of the students

3. Standard Deviation

Standard deviation is the general renditions of deviation of one group the mean score of the groups.

$$SD = \sqrt{\sum \frac{fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

In which:

SD = Standard deviation

$\sum fx^2$ = The total of midpoint that is quadrate and multiplied by each frequency

$\sum fx$ = The total of multiplication result between midpoint and frequency

n = Number of Students.

4. T - score

T- Score to indicate significant or the difference the score of two groups.

(Experimental and control group)

$$T\text{- Score} = \frac{X_e - X_c}{\sqrt{\left(\frac{S_e^2}{n_e}\right) + \left(\frac{S_c^2}{n_c}\right)}}$$

In which:

X_e = Mean score of experimental group

X_c = Mean score of control group

S_e = Standard deviation of Experimental group

N = Number of students.

However, in analyzing the questionnaire, the researcher will used the formula of Sudjana (2005). The formula as follows;

$$P = \frac{f}{n} \times 100 \%$$

In which:

P = Percentage

f = Frequency

n = Number of Students

100% = Static Score.

FINDINGS AND DISCUSSIONS

FINDINGS

Table 1: Analysis result of Pre-Test in Experiment and Control Class

Students' Number	Experimental		Control	
	X	X ²	X	X ²
01	85	7225	75	5625
02	85	7225	70	4900
03	80	6400	65	4225
04	75	5625	65	4225
05	75	5625	65	4225
06	75	5625	60	3600
07	75	5625	55	3025
08	70	4900	55	3025
09	70	4900	55	3025
10	70	4900	55	3025
11	70	4900	55	3025
12	70	4900	55	3025
13	70	4900	50	3025
14	65	4225	50	2500
15	65	4225	50	2500
16	65	4225	45	2025
17	65	4225	45	2025
18	65	4225	45	2025
19	65	4225	40	1600
20	65	4225	40	1600
21	60	3600	40	1600
22	60	3600	40	1600
23	55	3025	40	1600
24	55	3025	40	1600

25	55	3025	35	1225
26	55	3025	35	1225
27	55	3025	35	1225
28	50	2500	35	1225
29	50	2500	30	900
30	50	2500	30	900
31	50	2500	25	625
32	45	2025	25	625
Total	1915	151075	1835	76600

Mean:

EC Pre-test

$$X_e = \frac{\sum X}{n}$$

$$= \frac{1915}{32}$$

$$= 59.81$$

CC Pre-test

$$X_c = \frac{\sum X}{n}$$

$$= \frac{1835}{32}$$

$$= 57.34$$

After knowing the result of mean score of Experiment and Control Class, the researcher can count standard Deviation for each class.

Standard Deviation

$$SD_e = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{n}\right)^2}$$

$$= \sqrt{\frac{151075}{32} - \left(\frac{1915}{32}\right)^2}$$

$$= \sqrt{4721.09 - (59.84)^2}$$

$$= \sqrt{4721.09 - 3580.82}$$

$$= \sqrt{1140.27}$$

$$= 33.76$$

$$SD_c = \sqrt{\frac{\sum X^2}{n} - \left(\frac{\sum X}{n}\right)^2}$$

$$= \sqrt{\frac{76600}{32} - \left(\frac{1835}{32}\right)^2}$$

$$= \sqrt{2393.75 - (57.34)^2}$$

$$= \sqrt{2393.75 - 3287.68}$$

$$= \sqrt{-894.12}$$

$$= 29.90$$

The score of SD_e and SD_c showed the result of Experiment and Control class of pre- test, so the researcher can count the t-score as mentioned below;

T-score

$$t = \frac{X_e - X_c}{\sqrt{\frac{SD_e^2}{n} + \frac{SD_c^2}{n}}}$$

$$= \frac{59.84 - 57.34}{\sqrt{\frac{33.76^2}{32} + \frac{22.90^2}{32}}} = \frac{2.5}{\sqrt{\frac{1139.73}{32} + \frac{894.01}{32}}} = \frac{2.5}{\sqrt{35.61 + 27.93}} = \frac{2.5}{\sqrt{63.54}}$$

$$= \frac{2.5}{7.97} = 0.31$$

Based on the statistical analysis, it found that pre- test score of both classes is 0.31.

Table 2: The Result of Post-Test Score in Experiment Class and Control Class

Students' Number	Experiment		Control	
	X	X ²	X	X ²
01	100	1000	85	7225
02	100	1000	85	7225

03	100	1000	85	7225
04	100	1000	85	7225
05	100	1000	85	7225
06	100	1000	80	6400
07	100	1000	80	6400
08	100	1000	80	6400
09	100	1000	80	6400
10	95	9025	80	6400
11	95	9025	80	6400
12	95	9025	75	5625
13	95	9025	75	5625
14	95	9025	70	4900
15	90	8100	65	4225
16	90	8100	65	4225
17	90	8100	60	3600
18	90	8100	55	3025
19	90	8100	55	3025
20	85	7225	55	3025
21	85	7225	50	2500
22	85	7225	50	2500
23	85	7225	50	2500
24	85	7225	50	2500
25	80	6400	50	2500
26	80	6400	50	2500
27	80	6400	50	2500
28	80	6400	50	2500
29	80	6400	50	2500
30	80	6400	50	2500
31	75	5625	50	2500
32	70	4900	50	2500
Total	2875	260675	2080	138200

Mean:

EC Post-test

$$X_e = \frac{\sum x}{n}$$

$$= \frac{2875}{32}$$

$$= 89.84$$

CC Post-test

$$X_c = \frac{\sum x}{n}$$

$$= \frac{2080}{32}$$

$$= 64.93$$

After knowing the result of mean score of Experiment and Control Class, the researcher can calculate Standard Deviation each classes.

Standard Deviation:

$$SD_e = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$= \sqrt{\frac{260675}{32} - \left(\frac{2875}{32}\right)^2}$$

$$= \sqrt{8146.09 - (89.84)^2}$$

$$= \sqrt{8164.09 - 8071.22}$$

$$= \sqrt{74.87}$$

$$= 8.65$$

$$SD_c = \sqrt{\frac{\sum x^2}{n} - \left(\frac{\sum x}{n}\right)^2}$$

$$= \sqrt{\frac{138200}{32} - \left(\frac{2080}{32}\right)^2}$$

$$= \sqrt{4318.75 - (65)^2}$$

$$= \sqrt{4318.75 - 4225}$$

$$= \sqrt{93.75}$$

$$= 9.68$$

The score of SD_e and SD_s showed the result of Experiment and Control Class pre-test, so the researcher can count the t-score.

T-score

$$\begin{aligned}
 t &= \frac{X_e - X_c}{\sqrt{\frac{SD_e^2}{n} + \frac{SD_c^2}{n}}} \\
 &= \frac{89.84 - 65}{\sqrt{\frac{8.65^2}{32} + \frac{9.68^2}{32}}} \\
 &= \frac{24.84}{\sqrt{\frac{74.82}{32} + \frac{93.70}{32}}} \\
 &= \frac{24.84}{\sqrt{2.33 + 2.92}} \\
 &= \frac{24.84}{\sqrt{5.25}} \\
 &= \frac{24.84}{2.29} \\
 &= 13.03
 \end{aligned}$$

From the calculation data by using t-score formula, it found that t-score of pre test is 0.31 and after giving treatment, the t-score is 13.03. Sudijono (2005: 316) the testing criterion used for hypothesis result is : if $t < t_t$ that means the alternative hypothesis (H_a) is accepted, but if $t > t_t$ this means the null hypothesis (H_0) is rejected.

Table 3: The Result of Questionnaires

Questions	Possibility of Answers	F	P
Learning speaking in English subject is so hard for me.	Really agree	10	31.25 %
	Agree	15	46.87 %
	Not really	5	15.63 %
	Do not agree	2	6.25 %
Total		32	100 %
Pronunciation makes me hard to produce words speaking.	Really agree	10	31.25 %
	Agree	16	50%
	Not really	5	15.63 %
	Do not agree	1	3.12 %
Total		32	100 %
In learning speaking, I am afraid of making error-grammatical	Really agree	16	50 %
	Agree	11	34.38 %
	Not really	3	9.37 %
	Do not agree	2	6.25 %
Total		32	100 %
Using English Video Clip Technique can improve my vocabularies in speaking English.	Really agree	18	56.25 %
	Agree	10	31.25 %
	Not really	2	6.25 %
	Do not agree	2	6.25 %
Total		32	100 %

Watching English Video Clip in learning speaking is so fun.	Really agree	15	46.87 %
	Agree	12	37.50 %
	Not really	4	12.51 %
	Do not agree	1	3.12 %
Total		32	100 %
Watching English Video Clip makes me easy in learning speaking.	Really agree	17	53.12 %
	Agree	11	34.38 %
	Not really	2	6.25 %
	Do not agree	2	6.25 %
Total		32	100 %
Watching English Video Clip can motivate me to practice speaking English.	Really agree	17	53.12 %
	Agree	10	31.25 %
	Not really	4	12.51 %
	Do not agree	1	3.12 %
Total		32	100 %
I enjoy learning Speaking by using English Video Clip Technique.	Really agree	15	46.87 %
	Agree	14	43.76 %
	Not really	2	6.25 %
	Do not agree	1	3.12 %
Total		32	100 %
Learning speaking by using English Video Clip Technique makes me easy in understanding English conversation.	Really agree	20	62.50 %
	Agree	8	31 %
	Not really	2	6.25 %
	Do not agree	2	6.25 %
Total		32	100 %
English Video Clip Technique can improve my ability in learning speaking	Really agree	15	46.87 %
	Agree	12	37.50
	Not really	3	9.38 %
	Do not agree	2	6.25 %
Total		32	100 %

From the result above, the researcher explained about the students' response of each question given. First statement, 10 students were really agreed that speaking is so hard, 15 students said agree, 5 students did not really agree, and 2 students did not agree. On that explanation, the researcher concluded 15 students agreed that learning speaking is so hard for them. Second statement is about pronunciation makes them hard to produce word in speaking, 10 students said really agree, 16 students agreed, 5 students did not really agree, and 1 student said did not agree. So, 16 students agreed that pronunciation makes them hard to produce words in speaking English. For the third statement, 16 students were really afraid of error-grammatical when they learn speaking, 11 students said agree, 3 students were not really afraid, and 2 students said that they do not agree. in conclusion, 16 students really afraid of making error-grammatical in learning speaking. Then, the fourth statement is about using English Video Clip Technique can improve their vocabularies in speaking, 18 students said really agree, 10 students agreed, 2 students did not really agree, and 2 students did not agree. So, the researcher can concluded only 2 students did not agree that the vocabularies could be improved by using English Video Clip Technique in speaking English. Fifth statement, 15 students said really agree that watching English Video Clip

is so fun, 12 students agreed, 4 students said not really agree, and 1 student stated do not agree. So, only 1 student did not agree that watching English Video Clip is so fun. In sixth statement is about watching English Video Clip makes them easy in learning speaking, 17 students said really agree, 11 students agreed, 2 students said not really agree, and 2 students did not agree. For this statement, the researcher argued 17 students really agreed that watching English Video Clip makes them easy in learning speaking. For seventh statement, 17 students really agreed by watching English Video Clip can motivate them to practice speaking, 10 students agreed, 4 students said not really agree, and 1 student did not agree. In eighth statement, 15 students really like to study speaking by using English Video Clip, 14 students like it, 2 students did not really like, and 1 student did not like. Ninth statement, 20 students really agreed that learning speaking by using English Video Clip make them easy in understanding English conversation, 8 students said agree, 2 students did not really agree, and 2 students did not agree about it. And the last question, 15 students said really agree that English Video Clip can improve their ability in learning speaking, 12 students agreed, 3 students said not really agree, and 2 students did not agree. On that result, the researcher concluded 12 students agreed that English Video Clip can improve their speaking skill. However, students gave positive response toward the technique that applied in the speaking class.

DISCUSSIONS

The number of students who scored below 65 did not exist for the experimental class. While for control class, the number of students who scored below 60 increase become 15 students from previously 26 students who get scored under 60. The highest score in experimental class is 100, obtained by 9 students, while the highest score in the control class is 95, obtained by 5 students.

Based on the result above, the researcher wanted to discuss the data from the experimental class by using statistical formula. If the t-score between $(-1, 65 \geq t \geq +1, 65)$ H_a is accepted. But if the t-score is not within the limit given $(-1, 65 \geq t \geq +1, 65)$ the H_0 is rejected.

The statistical analysis shows that the mean score of pre-test of both classes is different. It means the mean score of Experimental Class is 59.81 and Control Class is 57.34. The standard deviation of Experimental Class is 33.76 and Control Class is 29.90 and the the t-score is 0.31.

After processing the data, the mean score of post-test of Experimental Class is so different. It means, the mean score of Experimental Class is 89.84 and Control Class is 64.93. The standard deviation of Experimental Class is 8.65 and Control Class is 9.68 and t-score is 13.03. it means that the differences between the two classes are significant. Accordingly, the alternative hypothesis is accepted and the null hypothesis is rejected.

However, the students' response toward the implementation of English Video Clip technique is also important in order to obtain the students' feedback after applying the technique. Thus, we can conclude that, English Video Clip Technique is the appropriate technique that can be used in learning speaking and it also able to improve students' speaking skills.

CONCLUSION

The first conclusion was that the video clips can be used to improve the students' speaking skills. In general, by applying video clips, it will help them avoid the same mistakes in the future because the students were interested in it and would remember the content of video clips which followed pronunciation, grammar, expression, and vocabulary. The teacher also should give the direct feedback if there were any students who have made the mistakes. By giving the feedback, the students would feel that the teacher paid attention to their work and it would encourage them in practice speaking. Since speaking was a skill gained by practicing, it made sense to say that practice makes perfect.

The second conclusion that the implementation of English Video Clips improved the quality of teaching speaking and the students give positive response in learning it. It was indicated from their activeness in the class. Compared with their activeness in first and second meeting, they seemed more active in third and fourth meeting. They also spoke actively when the researcher asked them to speak even though some of them still got some obstacles of it. They were not afraid anymore in making mistakes because they knew that their teacher would give feedback on them and they would be given a chance to correct their mistakes without blaming and judging them in front of their friends. Besides that, the researcher also supports them in learning activities.

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