

**IMPROVING SPEAKING SKILL BY EXPLAINING WORD AT  
THE SECOND YEAR STUDENTS' ENGLISH STUDY PROGRAM OF  
STAIN PALOPO**



**A THESIS**

**Submitted to the English Language Studies of S1 Tarbiyah  
Department of State College for Islamic Studies of  
Palopo in Partial Fulfillment of The Requirement  
for S.Pd. Degree in English Teaching**

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**ENGLISH STUDY PROGRAM TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2010**

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2010**

## PENGESAHAN SKRIPSI

Skripsi yang berjudul, “**Improving speaking skill by explaining word at the second year Students’ English study program of STAIN Palopo**”, yang ditulis oleh Muh. Takdir, Nim. 06.19.3.0019, Mahasiswa Program Studi Bahasa Inggris, Jurusan Tarbiyah pada Sekolah Tinggi Agama Islam Negeri Palopo yang dimunaqasyahkan pada hari Rabu 8 Desember 2010 M. bertepatan dengan 2 Muharram 1432 H. telah diperbaiki sesuai dengan catatan dan permintaan Tim Penguji dan diterima sebagai syarat memperoleh gelar S.Pd.

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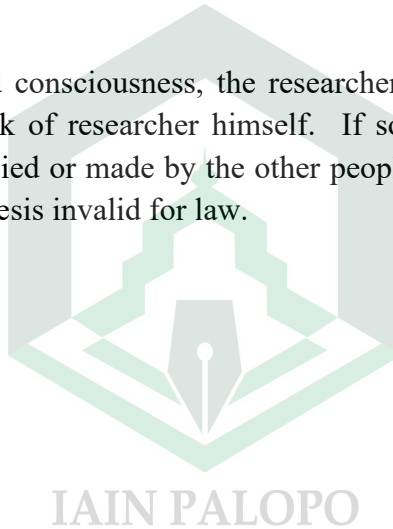
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## PRONOUNCEMENT

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## ABSTRACT

Muh. Takdir , 2010. "Improving Speaking Skill by explaining word at the second year students' English program of STAIN Palopo". Thesis, English Study Program of Education Department of Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultant I, Wisran, S.S., M.Pd., and Consultant II, Amalia Yahya, SE., M. Hum.

Key Words: Improving, explaining word technique, Students' Speaking Skill, STAIN Palopo.

This thesis focuses on the improvement of students' speaking skill at STAIN Palopo by explaining word technique. This thesis focused on two research questions; can explaining word technique improve students' speaking skill to the second year English program of STAIN Palopo?, and how are the students' attitude toward explaining word in improving speaking skill?

This researcher applied pre-experimental research with one group of pre-test and post-test design. This research was undertaken at the second year English program of STAIN Palopo. The numbers of population were 150 students and the researcher took 20 students as samples using the random sampling technique. The researcher used guided interview, and questionnaires as instruments of the data collection.

The result of this research shows that there were significant developments on students' speaking skill at the second year English program of STAIN Palopo after conducting the treatments by using explaining word technique. In which, the score of  $t_{test}$  (14,34) is bigger than the score of  $t_{table}$  (2,09). It means that explaining word technique gives significant improvement to the students' speaking skill. In addition, the researcher found almost all of the students gave positive responds toward explaining word technique applied in learning speaking.

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10. All of the students at the second year English program on two thousand and nine academic years of STAIN Palopo for their contribution to the researcher.

Finally, the writer prays to the God, and may Allah SWT. gives reward to all people who have helped the writer, and the writer hopes this thesis can be useful and gives positive contribution for the readers, religion and the state, *Amin. Billahi fii Sabilil Haq, Fastabiqul Khairat.*

Palopo, 10 desember 2010

*The Writer*





**(PRONOUNCEMENT)**  
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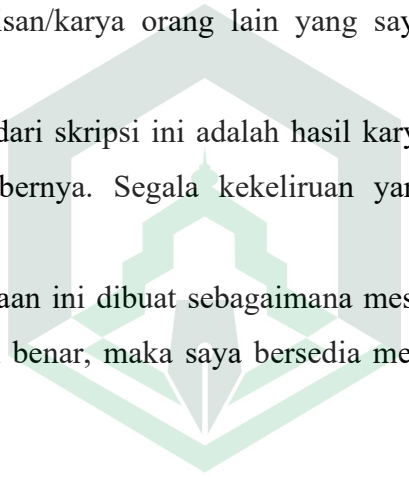
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Yang membuat pernyataan,

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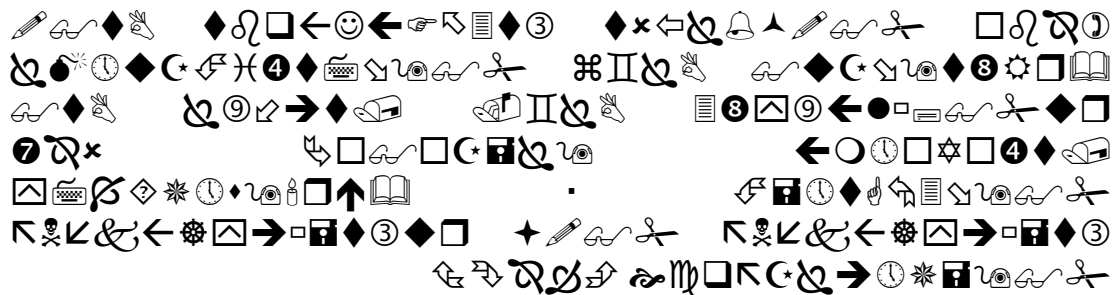


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# CHAPTER I INTRODUCTION

## *A. Background*

In our life English is one of the most important language. Because English is an international language. It has important roles in many areas such as education, economic, politic matter and so on, it must be connected to or at least communicated in English. Furthermore, English has been compulsory requirement in some occupation. So, it is simply indicates that it is essential to master English. The essential one in English is speaking. Thus, by mastering of English we can master some knowledges and teach them to the other people. In order that, we are as human is commanded by god of Allah SWT to spread out the knowledge. It is the thought of human situations of the modern living and the fast that a large section education our brother hood between moeslims to use English as the first or second language. Allah SWT Says in the holy Qur'an:





“Those who conceal the clear (signs) we have sent down, and the guidance, after we have made it clear for the people in the book on them shall be Allah’s course, and the curse of those entitle to curse”. (Qur’an: 2: 159).<sup>1</sup>

Speaking is an inseparable component of communication. By communicating effectively, we can make our rival spoken to understand what we say. It means that people must study speaking as well as the first communication if we want to communicate directly by themselves with the native speaker or want to do international activity. It is supported by the statement of penny Ur that:

“Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as is speaking included all the kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.<sup>2</sup>

There are many learners who study English encountered problem of how to speak to the other people well. Problem of speaking is problem all of the learners who study English as foreign language and it seems to be undergone by the students’ English program at STAIN Palopo, specially the second year. it means that speaking is harder than the other skills. It is proved by statement of David Nunan says that:

Many people feel that speaking in a new language is harder that reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you

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<sup>1</sup>Abdullah Yusuf ‘Ali, *The Holy Qur’an Text and Translation*, (Islamic Book Trust; Kuala Lumpur, 2005), P. 26.

<sup>2</sup>Penny Ur, *A Course in Language Teaching*, (1<sup>st</sup> Edition; Cambridge: Cambridge University Press, 1996), p. 120.

to speak right then second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.<sup>3</sup>

Realizing that problem, teachers or lecturers have to formulate new strategy or teaching their students, so that, students should be more active and creative to take out their ideas that the teacher or lecturer in the classroom.

Nowadays, there are many strategies or techniques are used by the teachers or lecturers to practice speaking in learning process. One of them is they have to prepare some words that will be explained by the students. Jane Willis says that, “prepare explanation and further example to help students learn the most important of these words. In each case write down two or three ways you could elicit this word, to make sure the student has understood its meaning and its use.”<sup>4</sup>

Based on the statement above, explanation is one of the most important to stimulate student learning in improving their speaking skill through the words that students understood its meaning and its use. So that way, the student can be active and easily to take out their ideas in fun and enjoyable conversation, because the student will see the words directly and automatically they will have been imagine about definition, function and something is related.

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<sup>3</sup>David Nunan, *Practical English Language Teaching*, (United States of America: International Editor) p. 55.

<sup>4</sup>Jane Willis, *Teaching English through English, a Course in Classroom Language and Teaching*, (Longman, 1981), p. 122.

Explaining word will be used in this research to stimulate the students' interest in practicing their English speaking by fun and enjoyable situation, in order to students have spirit and interest in learning and improving their speaking skill. Sometimes, explaining certain word helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word "mate" is unsatisfactory if it is said that the word "friend" without any explanation.<sup>5</sup>

In learning process there are some cases that should be understood by the teachers or lecturerers specially in presenting the materials, one of them is the students attitude about the materials. In oxford dictionary attitude is a way of thinking about sb/sth or behaving towards sb/sth.<sup>6</sup> so that way, the researcher will use a technique in speaking class performance namely explaining word and want to know about the students attitude toward this technique in improving speaking skill.

## IAIN PALOPO

Base on the statements above, the researcher was interested in conducting a research on improving speaking skill by explaining word at the second year students' English program of STAIN Palopo.

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<sup>5</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New edition; New York: Longman Group UK Limited, 1991), p. 161.

<sup>6</sup>Marten H. Manser, *Oxford learner's pocket dictionary*, (third edition; New York: Oxford University Press, 1991) p. 86

### ***B. Problem Statements***

Based on the background above, the researcher formulates the questions as follows:

1. Can explaining word technique improve student's speaking skill to the second year English program of STAIN Palopo?
2. How is the student's attitude toward explaining word in improving speaking skill to the second year English program of STAIN Palopo?

### ***C. Objective of the Research***

Based on the problem statement above, the objective of this research are :

1. To find out whether explaining word can improve speaking skill to the second year student's English program of STAIN Palopo.
2. To find out the students' attitude toward explaining word in improving their speaking skill to the second year of English student program of STAIN Palopo.

### ***D. Significances of the Research***

The result of this reserch was expected to be useful information for the students specially to the students of English study program in STAIN Palopo who want to upgrade their speaking skill through expalining word technique especially the result of this research be useful for theoretical and application :

a. Theoretical advantage

1. To give contribution to the students in general especially for the students of English study program in STAIN Palopo.

2. To give new contribution to all teacher and lecturer especially at STAIN Palopo in English learning process.

3. To stimulate other researcher who want to conduct further researcher.

b. Application advantage

1. To give new information to the students of English study program to improve their English speaking skill.

2. To give the stimulus and motivation to the learners finding out as a technique in improving speaking skill.

***E. Definition of Terms***

In avoiding misunderstanding toward the title have been set, the researcher feels necessary to give the terms definition of the title, they are:

1. Word is written or spoken unit of languages,<sup>7</sup> or the smallest unit of language has complete meaning.

2. Speaking skill is the ability of the students to speaking English.

2. Explaining is give the meaning and make something clear.<sup>8</sup>

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<sup>7</sup> Ibid., p. 499

<sup>8</sup> Ibid., p. 150

### ***F. Scope of the Research***

This research would be restricted to the improving of speaking skill by explaining word, where the writer will focus on three main aspects of speaking assessment, namely fluency, accuracy, and comprehensibility.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. The Previous of Related Literature

In this chapter the researcher present the previous related reserch findings, they are cited below:

1. Nurhayati (2008), in her research “developing students speaking skill through interview at the third year students of MTs.N. Belopa”. She states that, there is any positive influence in improving speaking skill through interview.

2. Nasrullah (2008), in his research “improving speaking skill through retelling story at the tenth year students of madrasah aliyah negeri (MAN) Palopo”. He states that, by using this technique, it can improve the students speaking skill and has been significant influence in teaching speaking class performance.

3. Lestiani (2009), in her research “improving the students’ speaking skill by using English Quartet cards games for the fourth year students of SDN Tlogomas II Malang”. She states that, by using quartet cards games can improve the students speaking skill.<sup>1</sup>

4. Ronny (2009), in his research “the improvement of student’s speaking skill through guessing word games technique at the eleventh year students of SMAN 5 Bogor”. He states that, by using guessing word games technique, it can give sigificant influence to improve the students speaking skill specially at intemediate level.<sup>2</sup>

5. Sriwati (2009), in her research “improving students writing ability through describing an object at the tenth class of MAN Palopo. She states that, there

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<sup>1</sup> Widya Maretta Lestiani, *improving the students’ speaking skillby using English cards games for the fourth year students of SDN Tlogomas II Malang* ( a thesis). Online: [www.jiptumppp-gdl-s1-2009-widyamaret-pdf](http://www.jiptumppp-gdl-s1-2009-widyamaret-pdf). Accessed on October 19<sup>th</sup>2010.

<sup>2</sup> Ronny, *the improvement of tudents speaking skill through guessing word games technique for the eleventh year syudents of SMAN 5 Bogor* ( a thesis). online: [www.scribd.com/doc/22057958](http://www.scribd.com/doc/22057958). Accessed on October 19<sup>th</sup> 2010.

are many significant improvements on students' writing skill through describing an object that include content, organization, vocabulary, grammar and mechanic aspects in writing.

Those researcher above are the same with this research in the case of focusing on speaking skill on students. It is the same with this research namely how to improve speaking skill of students. Except the third resercher, who has explained about improving writing ability through describing an object. So that way, the researcher tries to compare about explaining word in improving students' speaking skill of English program at STAIN Palopo.

### **B. Speaking Skill**

Speaking is the ability to talk in English.<sup>3</sup> On the other word, speaking is an inseparable component of communication. In communicating something to the other we should have many vocabularies to explain our ideas. In formal and formal communication we should understand what the other says and he understand what we say too.

Therefore, in formal environment between teachers and students always interaction to make communication. Where communication is the output modality and learning is the input modality of language acquisition.<sup>4</sup> Because in fact, much of our daily communication remain interactional. Being been able to enter act in a

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<sup>3</sup>M. Solahuddin, *Kiat-kiat Praktis Belajar Speaking*. (Jakarta: Diva Press, 2008),

<sup>4</sup>H. Douglas Brown, *Principle of Language Learning and Teaching*. ( New York: Practice Hall, 1980), p.87.



language is essential. On the other word, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topic by using learner- interaction as the key to teaching language for communication because communication derives essentially from interaction.

In another view, speaking is fundamentally and instrumentally act. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them question to get them to provide information. They request things to affect them is still other ways. The nature of the speech act should the fore play a control role in the process of speech. Speaker begins with the intention of affecting their listeners in a particular way.

### **1. Strategies For Improving Speaking Skill**

Learning foreign language must be learned step by step. As learners they have to learn the language as they learn their native language when they were child. Generally, people in learning language are like baby philosophy. All of people who was born on the world, they don't know all of one in their surroundings. The baby is able to cry only. Finally he can speak fluently is similar to people who stay at her/his environment. Beside of that, the baby or children in speaking fluently they don't know about language grammatically. Therefore, in improving speaking skill never taught about grammar, eventhough grammar is important in learning language. As the teacher in teaching their students, they have to know the students' ability first, so

that in learning process the teacher can present to their condition in following language learning process.

Students often think that the ability to speak a language is the product of language learning process, but speaking is also a crucial part of language learning process. Effective teacher or lecture to teach students speaking strategies using minimal responses, reorganization scripts and using language to talk about language.<sup>5</sup>

a. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while other do the talking, one way to encourage such learners to begin participate is to helping them to build up a stock of minimal responses that they can use in different types of exchanges, such responses can be especially useful for beginners.

b. Recognizing script

Some communication situations are associated with pre-learned set of spoken exchange script gratings, apologies, compliment, invitation and other function.

c. Using language to talk about language

In communicating a language we can not be released from vocabulary as media to enter act or illustrate our ideas to the other in learning classroom, the teacher

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<sup>5</sup>Pati, *The Effectiveness of Communicative Approach in Teaching Speaking Skill at the Second Year Student of SMK Analisis Kimia Palopo*, (A thesis: STAIN Palopo, 2008). p. 28.

should use the language to make an interaction with their students to talk about certain language. Because, by using the techniques the students can practice and more understand about it directly, and it can be indicated that the student can be able to communicate with their friend or environment where the area. Wilga Rivers says that:

Where ability to communicate is our aim, as so many programs, we must relax and allow a place for the varied developmental and idiosyncratic processes of the individual to operate, while ensuring that the student has frequent with a wide variety of language structures and expressive vocabulary. We must encourage our student to struggle to express when is with him them, to fight their way out of the straitjacket of their minimal knowledge. This is by no means easy for them to do. With our help, however, they can develop confidence in themselves and learn what one wants to do one can do with perseverance and imagination, while increasing their satisfaction in personal achievement, we will be contributing something beyond more language to their development as individuals.<sup>6</sup>

## 2. Types of Classroom Speaking Performance

According to Brown there are six types of classroom speaking performance that students are expected to carry out in the classroom.

### a. Imitative

A very limited portion of classroom speaking time many legitimately be speech generating “human tape recorder speech”, where, for example, learner practice an intonation control or try to point a certain vowel sound and word.

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<sup>6</sup>Wilga M. Rivers, *Communicating Naturally in A Second Language*, (Cambridge University; 1989), p. 71.

b. Intensive

Intensive speaking goes to one step beyond imitative to include any speaking performance that is designed to practice some phonological aspect of language.

c. Responsive

A good deal of students' speaking in the classroom is responsive, short replies to a teacher or students imitated question or comments.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of fact and information. Learners would need interlocutor, casual style, and sarcasm are called linguistically in this conversation.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches.<sup>7</sup>

After the teachers know about the types of situation during the learners' speaking, they can predict the situation probably to happen at the time. Besides

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<sup>7</sup>H. Douglas Brown, *Teaching by Principles*, (Second edition; New York: Addison Wesley Longman, Inc, 2002), p.274.

that, the teacher can make situation of class be enjoyable and fun by the students' spontaneity and directly without a good planning before.

### 3. Problem of Speaking

In learning English as foreign language, everyone thinks that speaking is more difficult than learning other skills in English. Most of the learners get the problem when they perform speaking, because they have to be able to reach the goal of communication namely make an understanding interaction. Besides that, the speakers must have some vocabularies to communicate their ideas as way in communicating with the other one. Jack C. Richards and Willy A, Renandya say that, "speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriated in social interactions."<sup>8</sup>

There are some characteristics can make speaking difficult as Brown demonstrates some of characteristics of spoken language can make oral performance easy as well as, in some case difficult:

#### a. Clustering

Fluent speech is phrasal, not words by words. Learner can organize their output both. Cognitively and physically (in breath goods) through such clustering.

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<sup>8</sup>Jack C. Richards and Willy A. Renandya, *Methodology in language Teaching*. (First edition; New York: Cambridge University Press, 2002), p. 204.

b. Redundancy

The speaker has an opportunity to make meaning clearest through the redundancy of language, learners can capitalize on this feature of spoken language.

c. Reduce Forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English.

d. Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

e. Colloquial Language

Make sure your student's reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another silent characteristic of fluency is rate of delivery. How to help learners achieve an acceptable speed along with other attributed of fluency.

g. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explained below. The stress time's rhythm of spoken English and its intonation patterns convey important messages.

#### h. Interaction

Learning to produce moves of language in a vacuum without inter locutor would rob speaking skill of its rides component: the creativity of compensational negotiation.<sup>9</sup>

#### 4. Aspects of Assessing Speaking Skill

Testing students spoken language command is one of the most important aspects of an overall evaluation of the students' language performance. In this case, performance features is the appropriateness in using language.

In experimental research, there are at least three criteria or aspects in speaking assessment that the researcher thinks they are compatible applied in this research namely: fluency, accuracy, and comprehensibility. Those are criteria completely employment as follows:

##### a. Fluency

Fluency, according to Scott Thornbury is “the capacity to string long runs together, with appropriately placed pausing.”<sup>10</sup> Furthermore, he states that fluency is simply the ability to speak fast”. Besides, H. Douglas Brown states that “fluency is probably best achieved by allowing the streams of speech to “flow”; then. As some of this speech spills over beyond comprehensibility, the “riverbank” of instruction on

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<sup>9</sup>H. Douglas Brown, *op. cit.* p. 270-271.

<sup>10</sup>Scott Thornbury, *How to Teach Speaking*, (England: Pearson Education Limited, 2005), p. 6.

some detail of phonology, grammar, or discourse can channel the speech on a more purposeful course.”<sup>11</sup>

H. Douglas Brown also adds that fluency is probably best achieved by allowing the “stream” of speech to “flow”; then, as some of this speech spills over beyond comprehensibility, the “riverbanks” of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course<sup>12</sup>. Wilga M. Rivers adds that fluency is not speed, but ability to produce what one wishes to say smoothly and without undue hesitation and searching<sup>13</sup>.

Based on the experts’ opinion above, the researcher concludes that fluency is one of the criteria of speaking assessments which focus on how fast the speakers produce words when they are performing speaking to the other people.

#### b. Accuracy

H. Douglas Brown states that accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar and discourse in their spoken output<sup>14</sup>. Meanwhile, David Nunan in the same context states that

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<sup>11</sup>H. Douglas Brown, op. cit. p. 269.

<sup>12</sup> *Ibid.*

<sup>13</sup>Wilga M. Rivers, *Teaching Foreign-Language Skills*. p. 372.

<sup>14</sup>H. Douglas Brown, *Op. Cit*, p. 269.



accuracy is the extent to which students' speech matches what people actually say when they use the target language.<sup>15</sup>

Based on the experts' opinion above, the researcher concludes that accuracy is one of the criteria of the speaking assessments which focus on how far are the speakers able to perform speaking appropriately on phonological, lexical and grammatical aspects.

### c. Comprehensibility

Comprehensibility according to Scott Thornbury is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing<sup>16</sup>.

Based on the experts' opinion about comprehensibility above, the researcher concludes that comprehensibility is one criteria of the speaking assessments which focus on how far are the speakers able to understand what their interlocutors mean when performing speaking.

After knowing the some criteria of speaking assessment stated by the experts above, it will be easier for the researcher to conduct the speaking assessment of this research in order the data collected accurately.

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<sup>15</sup> David Nunan, *Practical English Language Teaching*, (United States of America: International Editor), p. 55.

<sup>16</sup>Scott Thornbury, *How to Teach Speaking*, p. 6.

## ***B. Vocabulary/Word***

### **1. Concept of Vocabulary**

Vocabulary as an essential component of all uses of language would be impossible to learn a language without it. Vocabulary is one of the components of language and that no language exists without words.<sup>17</sup> Words are signs or symbols for ideas. They are the means by which people exchange their taught. The more words we learn. The more ideas we should have, so we can communicate the ideas more effectively.

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.<sup>18</sup>

Vocabulary is a core component of language proficiency and provides much of the bases for how will learners speak, listen, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning. Jeremy harmer states that:

Vocabulary is seen as incidental to the main purpose of language teaching, namely the acquisition of grammatical knowledge about the language,

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<sup>17</sup>Pieter Napa, *Vocabulary Development Skill*, (Yogyakarta: Kanisius, 1991), p. 7.

<sup>18</sup>Wilga M. Rivers, *Teaching Foreign-Language Skills*. p. 462.

vocabulary is necessary to give students something to hang on the when learning of structure, but is frequently not a focus for learning itself.<sup>19</sup>

Vocabulary plays an important part in learning to speak. As beginners, we should memorize some vocabulary or words as a tool to communicate effectively. Without good vocabulary we have, we cannot communicate each others.

## 2. Type of Vocabulary

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communication and convey our needs could not be established. According to Wilga M. Rivers, it would be impossible to learn a language without vocabulary or words. Vocabulary is the main part in a sentence, very important to be mastered. We cannot organize our idea in a sentence without words.<sup>20</sup>

Word or vocabulary is an important element in language. Thus, in teaching and learning vocabulary the learner should know about ‘how many kind of word ‘. Talking about it we will know the types of word in part of speech (word classes). Howard Jackson states that;

Word classes are generally derided into two broad groups: those which are open classes and those which are closed classes. These terms refer to the membership of the classes. The open classes of words are noun, verb, adjective, adverb, the closed classes are: pronoun, numeral, determiner, preposition, conjunction. It will be clear that the open classes bear the

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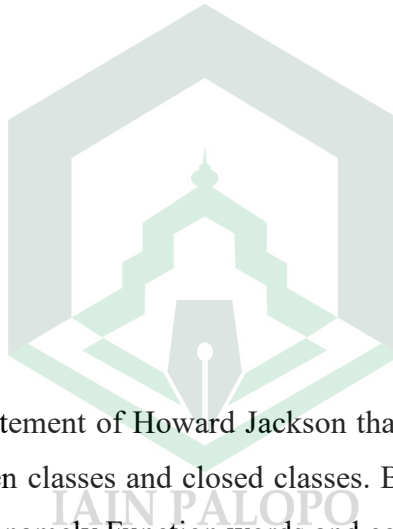
<sup>19</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (New edition; New York: Longman Group UK Limited, 1991), p. 154.

<sup>20</sup>Wilga M. Rivers, *op. cit.* p. 462.

greatest load in terms of meaning, in the sense reference to thing in the word, while the function of the closed classes is oriented more towards internal linguistic relationship, though this is by no means exclusively the case.<sup>21</sup>

Generally, there are eight of word classes, and in teaching process there was a strategy how to memorize word classes easily, sometimes they are concussed 'NOPROVADACOPIN', some of them are:

- Noun
- Pronoun
- Verb
- Adjective
- Adverb
- Conjunction
- Preposition
- Interjection



Based on the statement of Howard Jackson that word classes are divided into two broads, namely open classes and closed classes. Beside of that, word classes are classified into two parts namely Function words and content words.

#### a. Function Words

Competent speakers of the language also know they lexis or vocabulary of language although that knowledge will vary depending for examples, on their educational and occupation. They know what mean and they know what the subtleties of some of those meanings. Competent speakers of a language also know how to change words how to make 'possible', how to make 'interesting', 'interested', and so

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<sup>21</sup>Howard Jackson, *Analyzing English*, (Second Edition; Pergamen Press, 1982), p. 61.

on. Competent speakers of a language also best friend that they were ‘thin’, ‘slim’, ‘skinny’, ‘emaciated’.<sup>22</sup>

The function words are those that often have a little meaning in the dictionary sense but which serve important function in relating other words in language to each other, example are: is, at, to, which, for, by, he, etc.

Since these are the words that occur most frequently in the language, they are sure to be mastered in any good elementary language course. You simply cannot say much of anything without using them, and, if you do not know them, looking them up in the dictionary is not much use. Since they acquire most of their meaning from the sentences in which they are used, it is rather pointless to discuss them in isolation. In this book, we shall assume that the student has already mastered the fundamental function words.

By “function words” we mean a word does not belong to one of the four major parts of speech in English (noun, verb, and adjective-adverb). Their purpose is not only to express meaning but to relate other words to each other. These are the words you must know in order to speak or understand English with any fluency at all. Not that they are also indispensable in forming sentences.

Among the function words are article, auxiliary verbs, conjunctions, prepositions, pronouns, noun determiners, substitute nouns, intensifiers, and order

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<sup>22</sup>Collier, *The Key to English Vocabulary*, (London: Macmillan Company, 1965), p. 4.

specialized expressions. They also include numerals, days of the week, and months of the years. Many of the words can be used in more than one way.

In this lesson you will find descriptions of the various types of function words. The whole list, alphabetically arranged. You should make sure that you not only know the meaning of these words, but also how they are used in sentences.

The list does not include all function words of every type that exist in English, however. Very old and unusual words are left out, and also prepositions and conjunctions of more than one word. Only the more common intensifiers are listed.

**a. Article.**

This is the traditional term for *a*, *an*, and *the*. The correct use of these little words is extremely important in English. There is a lot of difference between “men”, “a man” for instance. Some should be included among the articles, since it is used before plural count nouns the way *a/an* is used before singulars: “a man,” “some man”. Modern grammars usually list all of these words among the nouns – determinants.

**b. Auxiliary verbs.**

These are the “helping” verbs that can combine with various parts of other verbs to make verb phrases. The most common are *be*, *have* and *do*. In addition, we have the modals: *can*, *could*, *may*, *might*, *must*, *shall*, *should*, *will*, *would*, as well as *dare* and *need* under certain conditions. The phrase *ought to*, *used to*, and *(be) supposed to* are included because they resemble modals in spite of the fact that, unlike ordinary modals, they include the word *to*. You will have to consult the section

of verbs in English grammar (see key to English verbs, in this series) to find an explanation of all the different meanings that the auxiliaries express.

c. Conjunction.

Conjunctions join various parts of the sentence together. They are of to kinds:

(i) **Coordinating conjunctions.** These join matching structures; that is, the join nouns to nouns, verbs to verbs, adjective to adjective, and so on. In the list, they are *and*, *but*, (*either ....*)*or*, and (*neither .....*) *nor*.

(ii) **Subordinating conjunctions.** These words introduce adjectival and adverbial clauses. The constructions they introduce contain subjects and verbs, but cannot stand alone as independent sentence.

Here are the ones in the list ;

After           lest           when

Although       though       where

Because       till           while

Before         unless       why

If               until

The question words *how*, *who*, *whom*, *what*, *which*, *when*, *why* and *where* also introduce subordinate clauses of a special type, usually called indirect question. The relative pronoun *who*, *whom*, *which*, *whose*, and *that* introduce subordinate clauses of another type. Usually called relative clauses, which modify nouns.

**d. Preposition.**

These make up an extremely important class of function words. (*see key to English, 1 and 2...*) nouns, or noun constructions, and the whole phrase always follow them thus formed modifies some other word in the sentence. There are about fifty common one-word prepositions in English, as well as a large number of phrases that function as prepositions. The prepositions in our list of function word are these:

About	but	outside
Above	down	over
Across	during	since
After	except	throughout
Against	for	to
Along	from	toward
Among	in	under
Around	inside	underneath
As	into	until
At	like	up
Before	of	upon
Behind	off	with
Below	on	within
Beside	onto	

Remember that most of these words may also function as adverbs, if no noun follows.



e. Pronoun.

These words take the place of noun. The meaning they have depends on the noun they replace, called the antecedent. They have *case* (different forms according to their function in the sentence), *number* (singulars. plural), and *person* (inclusion or exclusion of the speaker and the person (s) addressed). In addition, the third- person singular pronoun have *gender* (different forms according to certain categories of meaning expressed by antecedents: male vs. female, animate vs. inanimate, etc.)

Person	Singular				Plural			
	Subj.	Obj.	Possessive 1 <sup>st</sup> and 2 <sup>nd</sup>		Subj.	Obj.	possessive	
1 <sup>st</sup>	I	Me	My	Mine	We	Us	Our	Ours
2 <sup>nd</sup>	You		Your	yours	<i>(same as singular)</i>			
3 <sup>rd</sup> - M.	He	Him	His		They	Them	Their	Theirs
3 <sup>rd</sup> - F.	She	Her		Hers				
3 <sup>rd</sup> - N	It		Its					

(Subj. = subject; obj. = object; m. = masculine; f= feminine; n. = neuter)

Notes:

1. The first person singular refers to the speaker; first person plural refers to a group that includes the speaker.

2. The second person refers to the person (s) addressed, or to a group that includes the person (s) addressed. The second-person pronouns have the same form for singular and plural.

3. The third person includes all other persons of things referred to. The rules for the replacement of nouns by these pronouns are rather complicated; but, in general, male beings are referred to be masculine, pronouns, female beings the feminine and inanimate object by the neuter. *See Key to English Nouns.*

4. The first possessive is the form used before nouns: *my book, my friend*; the second possessive is used alone: *mine, theirs*. Many other words traditionally called pronouns will be found under the heading. *Substitute Nouns.*

**f. Noun Determiners.**

These are the expressions that signal the presence-or the possibility of the presence-of a following noun. If there is no noun following, then the expression itself functions as a noun-a “substitute noun”). It is not possible to give a complete analysis of these expressions here, as their grammar is quite complicated. *See Key to English Adjective, I*, for a full expression.

Noun-Determiners Classified according to the type of Noun that may follow.

Any Kind of Noun	Any Singular Noun	Singular Count Noun	Mass Noun	Mass Nouns or Plural Count Nouns	Plural Nouns
The My Yours His Her Its Our Their Which What Whose Whichever Whatever No	This That	a (n) each every either neither one another many a	Much (a) little A good Deal of A great deal of	Some Any Most All (the) A lot of Other Enough	These Those Many (a) few Several Two, three etc. Both (the)

\* may precede plural noun if numeral intervenes: *an-another five dollars*

Notes:

1. a count noun is a noun used in both singular and plural that can follow *a/ an* or a numeral: *tree, book, and man*.

2. a mass noun is one that is not used in the plural except under special circumstances. It is one that names a substance or a quality that, in English at least, is not counted but measured: *salt, rise, water, kindness*. This distinction must be kept in mind in studying the above table of noun-determiners.

g. Substitute Nouns.

These expressions resemble the pronouns in that they echo, or replace, a noun in a context, but for grammatical reasons it is convenient to separate them from

the pronouns. Many of them can be noun-determiners as well. These words in the list may be substitute nouns:

All	(the) last	none
Another	less	one (two, three, etc.)
Any	(a) little	(the) other
Both	(a) lot	others
Either	lots	several
Enough	many	some
(a) Few	more	such
(a good) deal	most	that/those
(a great) deal	much	this/these

#### h. Intensifiers.

These are traditionally called adverbs, but they behave in special ways and are better treated separately. They come just before adjective or adverbs (*except for enough*, which follow them) and express a *degree* of the quality named by the letter word. For a complete discussion of these words, see *Key to English Adjective*.

Here are the ones on the list: *almost, awfully, enough, fairly, hardly, just, pretty, quite, rather, really, right, scarcely, somewhat, terribly, too*. There are special intensifiers that can be used with the comparative of adjective or adverbs or with the intensifiers *more or less*: *a great deal, any, (a) little, a lot, lots, much, somewhat*.

Vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use understanding, using and remembering words.

#### b. Content Words

Content words in English can be divided into three kinds: Noun, Verbs, and Adjective-adverbs. We have already seen, however, that words are not always confined to one class in English. In fact, there are hundreds of words that occur, without any change in forms, as noun and verb, noun and adjectives, or adjectives and verbs. There are even some that occur as all three.

### 3. Word Selection

To select vocabulary, means that we chose the actual words that can use by the students. In this case, before teaching it, the teacher or lecturer should select the vocabulary students' need. The vocabulary needed by the students is the vocabulary than can be used for the language performance. For example, vocabulary for thinking, for communication, or for human relation in the class particularly and acuity generally. For the selection of vocabulary, the learning process is more efficient. Besides that, the vocabulary are selected by the teacher should be in the students' world according to their level.

Harmer states that a general principle of vocabulary selection has been that of frequently. We can decide which words we should teach based on

how frequently used by speakers on the language. The word, which most commonly used, is the ones we should teach first.<sup>23</sup>

As learners they always look for the vocabulary are they want. Sometimes they look for some in the dictionary, the users can find out the meaning of words that where unfamiliar to them. Howard Jackson states that:

A survey of dictionary usage among undergraduate students indicated that they used a dictionary almost exclusively either to check the spelling of words or to find out the meaning of words that were unfamiliar to them, presumably 'hard' and 'difficult' words. This would suggest that much of the information contained in current English dictionaries is not needed by their users'.<sup>24</sup>

#### 4. The Techniques Used in the Explanation of New Vocabulary Items

The most common ways in which meaning of new items is conveyed in a normal teaching situation. Most of those are means which tend to be associated with a more teacher. Centered approach and consequently the items through these means are usually selected by the teacher rather than the learner. They may be used for teaching incidental items or in a 'vocabulary lesson'. To present the vocabulary items there are some techniques can be used, namely;<sup>25</sup>

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<sup>23</sup>Jeremy Harmer, *The Practice of English Language Teaching*, p.154.

<sup>24</sup>Howard Jackson, op. cit, p. 120.

<sup>25</sup>Roth Gairns and Stuart Redman, *Working with words, a guide to teaching and learning vocabulary*, (Cambridge University Press; 1986),p. 73.

### a. Visual Techniques

#### 1.) Visual

In teaching vocabulary, the teacher should use some medium as a tool for explain the materials, so that, they can understand easily and happy. These include flashcards, photographs, blackboard drawings, wall charts, and regalia. They are extensively used for conveying meaning and are particularly useful for teaching concrete items of vocabulary such as food for furniture, and certain areas of vocabulary such as places, professions, description, of people, action, and activities (such as sport and verbs of movement).<sup>26</sup> They often lend themselves easily to practice activities involving student interaction.

#### 2.) Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching an item such as 'to swerve', a teacher might build a situation to illustrate it, making use of the black board and gesture to rain force the concept.<sup>27</sup> By using these techniques in learning vocabulary, they most effective because the learner can see the object and the meaning of a word directly.

### b. Verbal Techniques

#### 1.) Use of illustrative situations (oral or written)

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<sup>26</sup>*Ibid*, p. 74.

<sup>27</sup>*Ibid*.

This is most helpful when item become more abstract to ensure that students understand, teacher often make use of more than one situation or context to check that learners have grasped the concept.

## 2.) Use of synonymy and definition

Teacher often use synonymy with low level students, when inevitably they have to compromise and restrict the length and complexity of their explanation.

Definition alone is made equate as a means of conveying meaning, and clearly contextualized examples are generally required to clarify the limits of the item.<sup>28</sup>

## 3.) Contrasts and opposites

As with synonymy, this is a technique which students themselves use, where the students practice a question. For example, 'what's the opposite of...?' 'A new item like 'sour' is easily illustrated by contrasting it with 'sweet' which would already be known by intermediate level students.<sup>29</sup> In this statement explain that it can be known and illustrated easily because it vital to illustrated the contexts in which this is true.

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<sup>28</sup>*Ibid*, p. 75.

<sup>29</sup>*Ibid*.



#### 4.) Scales

Once students have learnt two contrasting or related gradable items, this can be a useful way of revising and feeding in new items. These can also be given in a jumbled version for students to put in an appropriate order.

#### 5.) Examples of the type

To illustrate the meaning of super ordinates such as 'furniture', 'vegetables', 'meat', and transportation, it is a common procedure to exemplify them, e.g. table chair, bed and sofa are all furniture. Some of these can of course also be dealt with through visual aids.

#### c. Translation

Some would argue that translation may be legitimate for items possessing a clear mother-tongue equivalent, but should otherwise be avoided. This is possibly overstating the case. Translation may not always convey the exact sense of an item, but then neither do English synonymy or definitions on many occasion.<sup>30</sup>

If teacher relay to heavily on the use of translation and deliver most explanation in the mother-tongue, their students are surely losing some of the essential spirit and atmosphere of being in a language learning classroom used sensibly though, translation is far too valuable not to be exploited.

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<sup>30</sup>*Ibid*, p. 76.

## 5. Explaining Word

Definition of 'explain' including information on part of speech, usage, register, style, collocation, meaning and grammar.<sup>31</sup> Describing, narrating, explaining (the permutation all or informative); greeting, apologizing, asking racially acceptable questions (the ritual): a playing language games. Such learning are essentials if efforts at macro language use are to be rich and expressive rather than searching and impoverished.<sup>32</sup>

From some theories above explaining word is one of technique can use in speaking class performing. Besides, explaining word is expected to improve the learners in presenting their idea easily and enjoyably. Sometimes, explaining certain word helpful and important, especially at elementary level. The explanation must contain the information about when the word is use the word "mate" is unsatisfactory if it is said that the word "friend" without any explanation.<sup>33</sup> In explaining word the student can take out their ideas about what they will say as a way to improve their speaking performance.

Object relation theory is a psychodynamic within psychoanalytic psychology.<sup>34</sup> The theory describe or explanation is the process of developing a

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<sup>31</sup>[www.usingenglish.com](http://www.usingenglish.com)

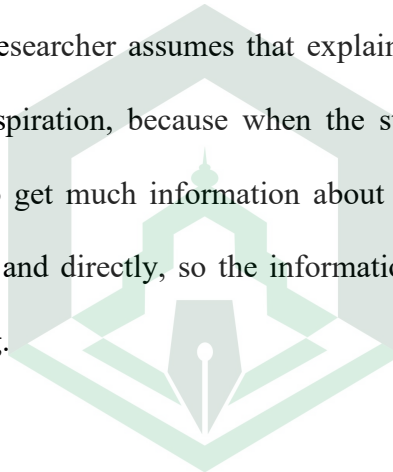
<sup>32</sup>Wilga M. Rivers, *Teaching Foreign-Language Skills*. p. 462.

<sup>33</sup>Jeremy Harmer, *The Practice of English Language Teaching*, p.161.

<sup>34</sup> Ronald Fairbairn, Object Relation Theory, From Wikipedia, the free encyclopedia. Thursday, September 25<sup>th</sup> 2007. Accessed on September 18<sup>th</sup> 2010.

mind as one grows in relation to others in the environment. The object of word theory are both real others in one's world, and one's internalized images of others. Object relationships are initially formed during early interaction with primary care givers. These early patterns can be altered with experience, but often continue to exert a strong influence through out life.

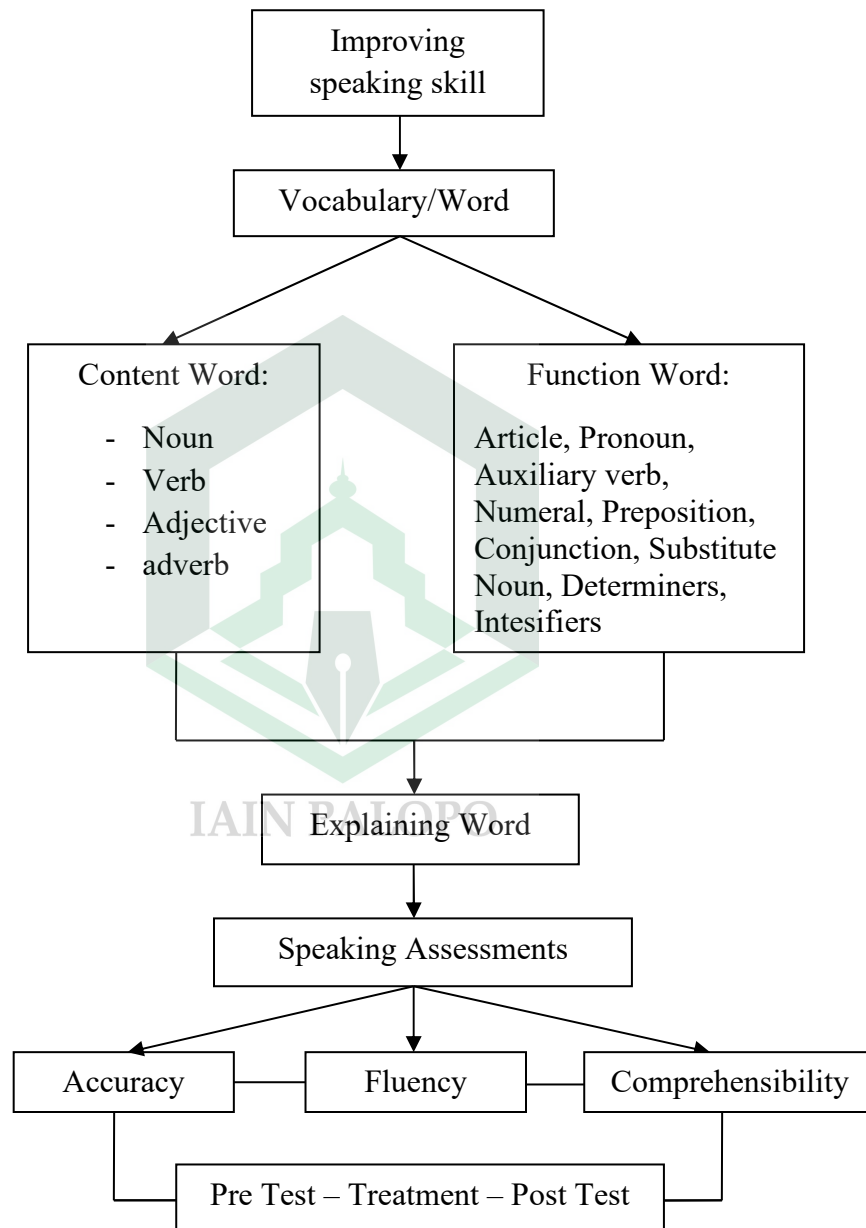
When the student speak, the first need to have some ideas to speak about. So, there are many ways to get the inspiration or ideas, one of them is through explaining word. The researcher assumes that explaining word can stimulate to get the information and inspiration, because when the student want to expalin about something they have to get much information about it, and if they get it they will speak it out spontneity and directly, so the information about the word explanation can develop a speaking.



IAIN PALOPO

### C. Theoretical Framework

The theoretical framework of this research was presented as follows:



#### ***D. Hypothesis***

The hypothesis of this research will be formulated as follows:

Ho: The use of explaining word is not effective to improve the students' speaking skill at the second year of English program of STAIN Palopo.

H<sub>1</sub>: The use of explaining words is effective to improve the students' speaking skill at the second year of English program of STAIN Palopo.



## CHAPTER III RESEARCH METHOD

### *A. Method and Design of the Research*

#### 1. Method

The method applied in this research pre experimental method.<sup>1</sup> It used to know whether by using explaining word technique in improving students speaking skill at the second year students of English program at STAIN Palopo.

#### 2. Design

An experiment method consist of pre-test, treatment and post-test as theory of Arikunto.<sup>2</sup> It would be designed as follow:

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Where:

1. Pre-test
2. Treatment
3. Post-Test

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<sup>1</sup>M. Subana & sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Jabar:Pustaka Setia, 2001), p. 75.

<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; Rineka Cipta, 1997) p. 78

### ***B. Variable of the Research***

In this research, the writer will classify two kinds of variable.

- a. Dependent variable was students' speaking skill.
- b. Independent variable was explaining word.

### ***C. Population and Sample***

#### 1. Population

In this research, the population is the second year of English students program of STAIN Palopo. The second year students of English study program of STAIN Palopo consists of tadris A, tadris B and tadris C. Thus, the total number of population amounts (150) students.

#### 2. Sample

In this research, the writer will apply random sampling technique since it enable all student have the same change to be selected as sample, the researcher will select about 10 – 15 % students from the total population, because the second year students English Program of STAIN Palopo amount more than one hundred as theory of Suharsimi Arikunto in drawing sample from the population. Thus, amounts of the sample in this research amount (20) students.

#### ***D. Instruments of the Research***

In conducting this research, the researcher will use some instruments on collecting the data during the process of the research, those instruments are:

##### 1. Guided interview /test

The researcher used speaking test, which consists of pre-test and post-test, pre-test will be given before treatment done. It aimed to know the students ability in speaking skill. Post-test was given after treatment done, it aimed at knowing the achievement score of students' ability in speaking skill before and after treatment.

##### 2. Questionnaire

In this instrument the researcher prepared the sheets of questionnaire, where it contains of some questions about the students' attitude toward explaining word in improving speaking skill.

#### ***E. Procedure of Collecting Data***

The data was collected by using the procedures below:

##### 1. Giving Pre-test

In pre-test the researcher asked one of the students as a volunteer to stand in front of the class. On a piece of paper, was written down a word and show it to the whole class. The volunteer student was not be allowed to see the word. One by one was asked to explain the word without using body language.



## 2. Giving Treatment

In treatment the researcher conducted some steps. The steps were follows:

a. The researcher explained how to speak English fluently. Some of the technique was explaining word.

b. The researcher explained to whole class that in explaining a word we should know about word classes.

c. The researcher explained to whole class that in explaining a word we should know about word definition, function, usage, and something that include indeed.

d. The researcher suggested to the students for not mention about the synonymy and antonym about the word.

e. The researcher asked the volunteer to stand in front of the class and wrote down a word on piece of paper than put it on the back of the volunteer.

f. The researcher asked one of the students to explain the word, after the word was answered by the volunteer, the researcher changed the word and continue to the other one with the same activity.

g. The researcher asked one of the students to explain the word, after the word was answered by the volunteer, the researcher changed the word and continue to the other one with the same activity.

h. The researcher evaluated and gave correction about the students' mistake in explaining the words.

All of the process above was done by the researcher for six meetings as a treatment in improving the students ability on speaking skill.

### 3. Giving Post-test

In post-test the researcher did the same activities as in pre-test, namely the researcher asks one of the students as a volunteer to stand in front of the class. On a piece of paper, was written down a word and show it to the whole class. The volunteer student was not allowed to see the word. One by one explained the word without using body language.

### *F. Data Analysis Procedures*

Having collected the data by conducting the pre-test, treatments and post-test which involve some instruments, the researcher then focus on the data analysis. Therefore, there were some procedures which done by the researcher, namely; determining the scoring classification to make the researcher easy to give score to the students, looking for mean score to make the researcher easy to calculate the data collected, standard of deviation to know about how far was the students deviate in speaking and the test of significance to know the final result of the research. Those procedures were explained as follows:

#### 1. Scoring Classification

In analyzing the data which had been collected, the researcher had to determine the scoring classification which includes of accuracy, fluency and comprehensibility. Those assessment criteria explained by J. B. Heaton as follows:

## a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by mother-tongue with errors causing a break-down in communication. Many 'basic' grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

## b. Fluency

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.

Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.
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c. Comprehensibility

Classification	Score	Criteria
Excellent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Can-not understand many of the speaker's more complex or longer sentences.

Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said <sup>3</sup> .

2. Looking for D (difference) between score of variable I (X) and score of variable II (Y) by using the following formula.

$$D = X - Y$$

3. Looking for Mean from Difference by using the following formula according to Suharsimi Arikunto<sup>4</sup>.

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

Where: Md : Mean from Difference

$\sum D$  : Total of gain Score

N : Total Sample

<sup>3</sup>J. B. Heaton. *Writing English Language Test*, (New Edition; United States of America: Longman Inc., 1991), p. 100.

<sup>4</sup>Suharsimi Arikunto, *op. cit.*, p.307.

4. Looking for squared deviation from difference by using the following formula according to Suharsimi Arikunto.<sup>5</sup>

$$\sum X_d^2 = \sum X^2 - \frac{(\sum d)^2}{N}$$

5. Looking for “to” by using the following formula according to Suharsimi Arikunto<sup>6</sup>.

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

6. Looking for  $t_{table}$  by using the following formula.

$$(db) = N - 1$$

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Standard signification ( $\alpha$ ) = 0,05

$$table = t_{tabel} = t_{\left(1-\frac{1}{2}\alpha\right)(db)}$$

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<sup>5</sup>*Ibid* .

<sup>6</sup>*Ibid*, p. 306.

7. Criteria of hypothesis acceptability according to Subana<sup>7</sup>:

$t_{\text{test}} > t_{\text{table}}$  : Reject null hypothesis

$t_{\text{test}} < t_{\text{table}}$  : Receive null hypothesis



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<sup>7</sup>Subana, Rahardi Moestiyah. *Statistik Pendidikan*. (Bandung: CV. Pustaka Setia, 2001), p. 178.



**IMPROVING SPEAKING SKILL BY EXPLAINING WORD AT THE  
SECOND YEAR STUDENTS' ENGLISH PROGRAM OF STAIN PALOPO**



*RESEARCH PROPOSAL*

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By,

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**ENGLISH STUDY PROGRAM  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2009 / 2010**

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher presents and analyzes the data about the improvement of students' speaking skill by using explaining word at the second year english study program of STAIN Palopo consists of two main items namely the findings and the discussion on findings.

#### *A. Findings*

The findings of the research deals with the rate percentage of students score in pre-test and post-test, analysis of  $t_{test}$  in the area of accuracy, fluency and comprehensibility, analysis of  $t_{test}$  from the raw score of pre-test and post-test, percentage of students' participation and the analysis of questionnaires.

*1. The rate percentage of students' score in three aspects of speaking assessment consists of accuracy, fluency and comprehensibility in pre-test and post-test.*

Table 4.1  
The rate percentage of students' score in the area of accuracy of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	1	5%
Poor	2	13	65%
Very Poor	1	6	30%
	Total	20	100%

The table above shows that students' score in the area of accuracy of pre-test are varieties; in which there were no students (0%) got 'excellent', (0%) 'very good' and (0%) 'good' classification. 1 student (5 %) got 'average', 13 students (65%) got 'poor' and 6 students (30%) got 'very poor' classification.

Table 4.2

The rate percentage of students' score in the area of fluency of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	2	10%
Poor	2	10	50%
Very Poor	1	8	40%
Total		20	100%

The table above shows that students' score in the area of fluency of pre-test are varieties; in which there were no students (0%) got 'excellent', (0%) 'very good' and (0%) got 'good' classificatin. There was 2 students (10%) got 'average', 10 students (50%) got 'poor' and 8 students (40%) got 'very poor' classification.

Table 4.3

The rate percentage of students' score in the area of comprehensibility of pre-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	-	0%
Average	3	3	15%
Poor	2	13	65%
Very Poor	1	4	20%
	Total	20	100%

The table above shows that students' score in the area of comprehensibility of pre-test are varieties; in which there were not students (0%) got 'excellent', (0%) 'very good' and (0%) 'good' classification. There were 3 students (15%) got 'average', 13 students (65%) got 'poor' and 4 students (20%) got 'very poor' classification.

Table 4.4

The students' raw score of pre-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
R1	3	3	3	9
R2	2	2	3	7
R3	2	2	2	6
R4	1	1	2	4
R5	1	2	2	5
R6	2	1	2	5
R7	2	2	2	6
R8	2	1	1	4
R9	2	2	2	6
R10	1	1	1	3
R11	1	2	2	5
R12	2	2	2	6
R13	2	1	2	5
R14	2	1	2	5
R15	1	1	1	3
R16	2	2	2	6
R17	1	2	1	4
R18	2	1	2	5
R19	2	3	3	8
R20	2	2	2	6
Total	35	34	39	$X_i = 108$

The table above shows the students' raw score of pre-test which consists of three main aspects of speaking assessment namely; accuracy, fluency and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in pre-test are 108 points.

Table 4.5

The rate percentage of students' score in the area of accuracy of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	4	20%
Average	3	11	55%
Poor	2	5	25%
Very Poor	1	-	0%
Total		20	100%

The table above shows that students' score in the area of accuracy of post-test are varieties; in which there were no students (0%) got 'excellent', and (0%) 'very good' classifications. There were 4 students (20%) got 'good', 11 students (55%) got 'average', 5 students (25%) got 'poor' and no students got 'very poor' classification.

Table 4.6

The rate percentage of students' score in the area of fluency of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	5	25%
Average	3	8	40%
Poor	2	7	35%
Very Poor	1	-	0%
	Total	20	100%

The table above shows that students' score in the area of fluency of post-test are varieties; in which there were no students (0%) got 'excellent' and (0%) student got 'very good', 5 students (25%) got 'good', 8 students (40%) got 'average', 7 students (35%) got 'poor' and no students (0%) got 'very poor' classification.

Table 4.7

The rate percentage of students' scores in the area of comprehensibility of post-test.

Classification	Score	Frequency	Percentage
Excellent	6	-	0%
Very good	5	-	0%
Good	4	4	20%
Average	3	13	65%
Poor	2	3	15%
Very Poor	1	-	0%
	Total	20	100%

The table above shows that students' score in the area of comprehensibility of post-test are varieties; in which there were no students (0%) got 'excellent' and (0%) got 'very good', 4 students (20%) got 'good', 13 students (65%) got 'average', 3 students (15%) got 'poor' and no students (0%) got 'very poor' classification.



Table 4.8

The students' raw scores of post-test.

Respondent	Three aspects of speaking assessment			Total
	Accuracy	Fluency	Comprehensibility	
R1	4	4	4	12
R2	3	2	3	8
R3	3	3	3	9
R4	3	2	3	8
R5	3	2	3	8
R6	4	3	3	10
R7	4	3	3	10
R8	3	2	2	7
R9	2	3	3	8
R10	2	2	2	6
R11	2	3	2	7
R12	3	2	3	8
R13	3	2	2	7
R14	3	3	3	9
R15	2	3	3	8
R16	3	4	4	10
R17	3	4	4	11
R18	3	4	4	11
R19	4	4	4	12
R20	2	3	3	8
Total	59	58	61	$X_2 = 178$

The table above shows the students' raw score of post-test which consists of three main aspects of speaking assessment namely; accuracy, fluency and comprehensibility. It can be seen that the number of sample are 20 students and the total score of the students' speaking skill in post-test are 178 points.

**2. Analysis of  $t_{test}$  in the area of accuracy of pre-test and post-test.**

Table 4.9  
The students' gain scores in the area of accuracy.

Respondent	Pre-test	Post-test	Gain (d)
R1	3	3	0
R2	2	3	+1
R3	2	3	+1
R4	1	3	+2
R5	1	2	+1
R6	2	3	+1
R7	2	3	+1
R8	2	2	0
R9	2	2	0
R10	1	2	+1
R11	1	2	+1
R12	2	2	0
R13	2	2	0
R14	2	2	0
R15	1	2	+1
R16	2	3	+1
R17	1	2	+1
R18	2	3	+1
R19	2	3	+1
R20	2	2	0
Total			$\Sigma d = 14$

$$a. Md = \frac{\sum d}{N} = \frac{14}{24} = 0,59 \quad Md = 0,59$$

b. Looking for deviation standard for each subject (Xd) and squared deviation (X<sup>2</sup>d) in accuracy aspect as follows:

$$Md = 0,59$$

Table 4.10

Analysis of (Xd) and (X<sup>2</sup>d) in the area of fluency

Respondent	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
R1	0	0	0
R2	+1	0,41	0,1681
R3	+1	0,41	0,1681
R4	+2	1,41	1,9881
R5	+1	0,41	0,1681
R6	+1	0,41	0,1681
R7	+1	0,41	0,1681
R8	0	0	0
R9	0	0	0
R10	+1	0,41	0,1681
R11	+1	0,41	0,1681
R12	0	0	0
R13	0	0	0
R14	0	0	0
R15	+1	0,41	0,1681
R16	+1	0,41	0,1681
R17	+1	0,41	0,1681
R18	+1	0,41	0,1681
R19	+1	0,41	0,1681
R20	0	0	0
N=20	$\sum d = 14$		$\sum X^2 d = 4,0053$

$$c. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 0,59

Squared deviation (  $\sum X^2 d$ ) = 4,0053

Total respondents (N) = 20

$$t = \frac{0,59}{\sqrt{\frac{4,0053}{20(20-1)}}}$$

$$= \frac{0,59}{\sqrt{\frac{4,0053}{20 \times 19}}}$$

$$= \frac{0,59}{\sqrt{\frac{4,0053}{380}}}$$

$$= \frac{0,59}{\sqrt{0,0105402}}$$

$$= \frac{0,59}{0,1026654}$$

$$= 5,7468241$$

$$t_{\text{test}} = 5,75$$

In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0,05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 5,75$  was analyzed by the testing criteria of  $t_{\text{table}}$  as follows:



Testing the  $t_{table}$

Standard signification ( $\alpha$ ) = 0, 05

Degree of freedom (df) = N-1  
= 20-1  
= 19

$t_{test} = 5,75$


$t_{table} = t (1 - \frac{1}{2} \alpha) (df)$

=  $t (1 - \frac{1}{2} 0,05) (19)$

=  $t (1 - 0,025) (19)$

=  $t (0,975) (19)$

= 2, 09



The result of  $t_{table}$  was found in the tabulation of the test of signification namely 1, 03. It means that the result of  $t_{test}$  (5, 74) is greater than  $t_{table}$  (2.09). Because of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill in the area of accuracy after following the treatments.

3. Analysis of test in the area of fluency of pre-test and post-test.

Table 4.11

The students' gain score in the area of fluency.

Respondent	Pre-test	Post-test	Gain (d)
R1	3	4	+1
R2	2	3	+1
R3	2	2	0
R4	1	2	+1
R5	2	3	+1
R6	1	4	+3
R7	2	4	+2
R8	1	3	+2
R9	2	3	+1
R10	1	2	+1
R11	2	3	+1
R12	2	3	+1
R13	1	3	+2
R14	1	3	+2
R15	1	3	+2
R16	2	4	+2
R17	2	4	+2
R18	1	3	+2
R19	3	4	+1
R20	2	3	+1
Total			$\Sigma d = 29$

a.  $Md = \frac{\Sigma d}{N} = \frac{29}{20} = 1,45 \quad Md = 1,45$

b. Looking for deviation standard for each subject (Xd) and squared deviation (X<sup>2</sup>d) in fluency aspect as follows:

Md = 1,45

Table 4.12

Respondent	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
R1	+1	0,45	0,2025
R2	+1	0,45	0,2025
R3	0	-1,45	2,1025
R4	+1	0,45	0,2025
R5	+1	0,45	0,2025
R6	+3	1,55	2,4025
R7	+2	0,55	0,3025
R8	+2	0,55	0,3025
R9	+1	0,45	0,2025
R10	+1	0,45	0,2025
R11	+1	0,45	0,2025
R12	+1	0,45	0,2025
R13	+2	0,55	0,3025
R14	+2	0,55	0,3025
R15	+2	0,55	0,3025
R16	+2	0,55	0,3025
R17	+2	0,55	0,3025
R18	+2	0,55	0,3025
R19	+1	0,45	0,2025
R20	+1	0,45	0,2025
N=20	∑d= 29		∑X <sup>2</sup> d = 8,95

$$c. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 1,45

Squared deviation ( X<sup>2</sup>d) = 8,95

Total respondents (N) = 20

$$t = \frac{1,45}{\sqrt{\frac{8,95}{20(20-1)}}}$$

$$= \frac{1,45}{\sqrt{\frac{8,95}{20 \times 19}}}$$

$$= \frac{1,45}{\sqrt{\frac{8,95}{380}}}$$

$$= \frac{1,45}{\sqrt{0,0235526}}$$

$$= \frac{1,45}{0,1534685}$$

$$= 9,4481926$$

$$t_{\text{test}} = 9,45$$

In determining the  $t_{\text{table}}$ , the researcher used the level of significance or standard signification ( $\alpha$ ) = 0, 05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 9, 45$  was analyzed by the testing criteria of  $t_{\text{table}}$  as follows:

Testing the  $t_{\text{table}}$

Standard signification ( $\alpha$ ) = 0, 05

Degree of freedom (df) = N-1  
 = 20-1  
 = 19

$t_{\text{test}} = 9,45$



$$\begin{aligned}
t_{\text{table}} &= t \left(1 - \frac{1}{2} \alpha\right) (\text{df}) \\
&= t \left(1 - \frac{1}{2} 0,05\right) (19) \\
&= t (1 - 0,025) (19) \\
&= t (0,975) (19) \\
&= 2,09
\end{aligned}$$

The result of  $t_{\text{table}}$  found in the tabulation of the test of signification namely 1,03. It means that the result of  $t_{\text{test}}$  (6,87) was bigger than  $t_{\text{table}}$  (2,09). Because of  $t_{\text{test}} > t_{\text{table}}$ , It means that there was significant development on students' speaking skill in the area of fluency after following the treatments.

**4. Analysis of  $t_{\text{test}}$  in the area of comprehensibility of pre-test and post-test**

Table 4.13

The students' gain score in the area of comprehensibility.

Respondent	Pre-test	Post-test	Gain (d)
R1	3	4	+1
R2	3	3	0
R3	2	3	+1
R4	2	3	+1
R5	2	3	+1
R6	2	3	+1
R7	2	3	+1
R8	1	3	+2
R9	2	2	0
R10	1	2	+1

R11	2	3	+1
R12	2	2	0
R13	2	2	0
R14	2	3	+1
R15	1	2	+1
R16	2	3	+1
R17	1	3	+2
R18	2	3	+1
R19	3	4	+1
R20	2	3	+1
Total			$\Sigma d = 18$

a.  $Md = \frac{\Sigma d}{N} = \frac{18}{20} = 0,9 \quad Md = 0,9$

b. Looking for deviation standard for each subject ( $X_d$ ) and squared deviation ( $X^2d$ ) in comprehensibility aspect as follows:

$Md = 0,9$

IAIN PALOPO Table 4.14

Respondent	Gain (d)	$X_d$ (d-Md)	$X^2d$
R1	+1	0,1	0,01
R2	0	-0,9	0,81
R3	+1	0,1	0,01
R4	+1	0,1	0,01
R5	+1	0,1	0,01
R6	+1	0,1	0,01
R7	+1	0,1	0,01
R8	+2	1,1	1,21

R9	0	-0,9	0,81
R10	+1	0,1	0,01
R11	+1	0,1	0,01
R12	0	-0,9	0,81
R13	0	-0,9	0,81
R14	+1	0,1	0,01
R15	+1	0,1	0,01
R16	+1	0,1	0,01
R17	+2	1,1	1,21
R18	+1	0,1	0,01
R19	+1	0,1	1,01
R20	+1	0,1	0,01
	$\sum d = 18$		$\sum X^2 d = 6,8$

$$c. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 0,9

Squared deviation (  $\sum X^2 d$ ) = 6,8

Total respondents (N) = 20

$$t = \frac{0,9}{\sqrt{\frac{6,8}{20(20-1)}}}$$

$$= \frac{0,9}{\sqrt{\frac{6,8}{24 \times 19}}}$$

$$= \frac{0,9}{\sqrt{\frac{6,8}{456}}}$$

$$= \frac{0,9}{\sqrt{0,0149122}}$$

$$= \frac{0,9}{0,1221155}$$

$$= 7,3700717$$

$$t_{\text{test}} = 7,38$$

In determining the  $t_{\text{table}}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0, 05 and the degree of freedom (df) = N-1. The result of  $t_{\text{test}} = 7, 38$  will be analyzed by the testing criteria of  $t_{\text{table}}$  as follows:

Testing the  $t_{\text{table}}$

Standard signification ( $\alpha$ ) = 0, 05

Degree of freedom (df) = N-1

= 20-1

= 19

$$t_{\text{test}} = 7,38$$

$$t_{\text{table}} = t(1 - \frac{1}{2} \alpha)(df)$$

$$= t(1 - \frac{1}{2} 0,05)(19)$$

$$= t(1 - 0,025)(19)$$

$$= t(0,975)(19)$$

$$= 2, 09$$

The result of  $t_{table}$  was found in the tabulation of the test of signification namely 1, 03. It means that the result of  $t_{test}$  (7, 38) is greater than  $t_{table}$  (2, 09). Because of  $t_{test} > t_{table}$ , It means that there was significant development on students' speaking skill in the area of comprehensibility after following the treatments.

**5. Analysis of  $t_{test}$  in three aspects of assessment consists of accuracy, fluency and comprehensibility from pre-test and post-test.**

Table 4.15

The students' gain score of pre-test and post-test.

Respondent	Pre-test	Post-test	Gain (d)
R1	9	12	+3
R2	7	8	+1
R3	6	9	+3
R4	4	8	+4
R5	5	8	+3
R6	5	10	+5
R7	6	10	+4
R8	4	7	+3
R9	6	8	+2
R10	3	6	+3
R11	5	7	+2
R12	6	8	+2
R13	5	7	+2
R14	5	9	+4
R15	3	8	+5
R16	6	10	+4
R17	4	11	+7
R18	5	11	+6
R19	8	12	+4
R20	6	8	+2
N=20	$X_1 = 108$ $\bar{X}_1 = 5,4$	$X_2 = 178$ $\bar{X}_2 = 8,9$	$\Sigma d = 69$

Table above shows that the total number of sample (N) is 20. The sum of score in Pre-test ( $X_1$ ) is 108, the mean score in Pre-test ( $\bar{X}_1$ ) is 5,4 , the sum of score in Post-test ( $X_2$ ) is 178, the mean score in Post-test ( $\bar{X}_2$ ) is 8,9 and the sum of gain score between Pre-test and Post-test ( $\sum d$ ) is 69.

The calculation of the mean score in Pre-test ( $\bar{X}_1$ ) and Post-test ( $\bar{X}_2$ ), The difference means between Post test- Pre test (Md), deviation for each subject (Xd) and the result of the test of signification are presented as follows:

- The mean score of the Pre-test ( $\bar{X}_1$ ) as follows:

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$= \frac{108}{20}$$

$$= 5,4$$

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$= \frac{178}{20}$$

$$= 8,9$$



From the data analysis above we can see that the mean score of students' speaking skill in post test(  $\bar{X}_2 = 8,9$ ) is greater than the mean score of students' speaking skill in pre test ( $\bar{X}_1 = 5,4$ ). It means that most of the students underwent significant development on their speaking skill after the treatments.

- The difference means between Pre-test and Post-test (Md), are calculated as follows:

$$Md = \frac{\sum d}{N} = \frac{69}{20} = 3,45 \quad Md = 3,45$$

- Looking for deviation standard for each subject (Xd) and squared deviation ( $X^2d$ ) of students' speaking skill in pre-test and post-test as follows:

$$Md = 3,45$$

Table 4.16

Respondent	Gain (d)	Xd (d-Md)	X <sup>2</sup> d
R1	+3	-0,45	0,2025
R2	+1	-2,45	6,0025
R3	+3	-0,45	0,2025
R4	+4	0,55	0,3025
R5	+3	-0,45	0,2025
R6	+5	1,55	2,4025
R7	+4	0,55	0,3025
R8	+3	0,45	0,2025
R9	+2	-1,45	2,1025
R10	+3	-0,45	0,2025
R11	+2	-1,45	2,1025
R12	+2	-1,45	2,1025
R13	+2	-1,45	2,1025
R14	+4	0,55	0,3025
R15	+5	1,55	2,4025
R16	+4	0,55	0,3025
R17	+7	0,029	0,000841
R18	+6	1,740	3,0276
R19	+4	0,55	0,3025
R20	+2	-1,45	2,1025
	$\sum d = 63$		$\sum X^2d = 24,873341$

$$a. t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}}$$

Mean of difference (Md) = 3,45

Squared deviation ( $\sum X^2 d$ ) = 24,873541

Total respondents (N) = 20

$$\begin{aligned} t &= \frac{3,45}{\sqrt{\frac{24,873341}{20(20-1)}}} \\ &= \frac{3,45}{\sqrt{\frac{24,873341}{24 \times 19}}} \\ &= \frac{3,45}{\sqrt{\frac{24,873341}{456}}} \\ &= \frac{3,45}{\sqrt{0,0545468}} \\ &= \frac{3,45}{0,2335525} \\ &= 14,771839 \end{aligned}$$



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$t_{test} = 14,78$

In determining the  $t_{table}$ , the researcher uses the level of significance or standard signification ( $\alpha$ ) = 0,05 and the degree of freedom (df) = N-1. The result of  $t_{test} = 14,78$  will be analyzed by the testing criteria of  $t_{table}$  as follows:



Testing the  $t_{table}$

Standard signification ( $\alpha$ ) = 0, 05

Degree of freedom (df) = N-1  
= 20-1  
= 19

$t_{test} = 14,78$

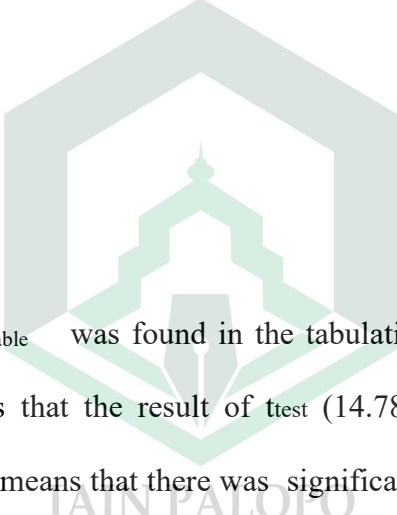
$t_{table} = t (1 - \frac{1}{2} \alpha) (df)$

=  $t (1 - \frac{1}{2} 0,05) (19)$

=  $t (1 - 0,025) (19)$

=  $t (0,975) (19)$

= 2,09



The result of  $t_{table}$  was found in the tabulation of the test of signification namely 1, 03. It means that the result of  $t_{test}$  (14.78) is greater than  $t_{table}$  (2,09). Because of  $t_{test} > t_{table}$ , it means that there was significant underwent development on students' speaking skill after following the treatments.

## ***6. Analysis of Questionnaires***

Having conducted research at STAIN Palopo, the researcher found the students' perception toward explaining word technique through the questionnaire. Students' perception are presented as follows:

Table 4.17

1. Explaining word technique is more effective to be applied in improving speaking skill at STAIN Palopo.

Option	Frequency	Percentage
Strongly Agree	14	70%
Agree	6	30%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 14 students (70%) chose strongly agree, 6 students (30%) chose agree, no students (0%) chose disagree and (0%) chose strongly disagree. It means that most of the students like this technique to be applied in improving speaking skill.

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Table 4.18

2. Explaining word technique can motivate the students to improve speaking skill.

Option	Frequency	Percentage
Strongly Agree	15	75%
Agree	5	25%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 15 students (75%) chose strongly agree, 5 students (25%) choose agree, no students (0%) choose disagree and (0%) choose strongly disagree. It means that all of the students having a good spirit in improving their speaking skill.

Table 4.19

3. Explaining word technique can improve the students' speaking fluency.

Option	Frequency	Percentage
Strongly Agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 13 students (65%) chose strongly agree, 7 students (35%) chose agree and no students (0%) chose disagree and strongly disagree. It means that the student can speak English fluently by using this technique.

Table 4.20

4. Speaking can not be seperated with English skill.

Option	Frequency	Percentage
Strongly Agree	18	90%
Agree	2	10%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 18 students (90%) chose strongly agree, 2 students (10%) chose agree, no students (0%) chose disagree and no students (0%) chose strongly disagree. It means that most of student had been realized that speaking is one of the important skill in English.

Table 4.21

5. By using this technique the students can speak English easily.

Option	Frequency	Percentage
Strongly Agree	15	75%
Agree	5	25%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 15 students (75%) chose strongly agree, 5 students (25%) chose agree, no students (0%) chose disagree and no students (0%) chose strongly disagree. It means, the students realized that learning speaking in English is not difficult..

Table 4.22

6. The using of media in learning affects the successful of this technique.

Option	Frequency	Percentage
Strongly Agree	7	35%
Agree	8	40%
Disagree	5	25%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 7 students (35%) chose strongly agree, 8 students (40%) chose agree, 5 students (25%) chose disagree and no students (0%) chose strongly disagree. It means that the using of media in learning affects the successful of this technique.

Table 4.23

7. Explaining word is more effectife in improving speaking skill than the other technique.

Option	Frequency	Percentage
Strongly Agree	9	45%
Agree	8	40%
Disagree	3	15%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 9 students (45%) chose strongly agree, 8 students (40%) chose agree, 3 students (15%) chose disagree and no students (0%) chose strongly disagree. It means that most of the students agree to apply this technique in improving their speaking skill than the others.

Table 4.24

8. This technique is more pleased in learning speaking.

Option	Frequency	Percentage
Strongly Agree	18	90%
Agree	2	10%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 18 students (90%) chose strongly agree, 2 students (10%) chose agree, no students (0%) chose disagree and no students (0%) chose strongly disagree. It means that most of the students are happily and enjoyable to the learning process by applying this technique.

Table 4.25

9. This technique can influent speaking skill and improve vocabulary in English.

Option	Frequency	Percentage
Strongly Agree	17	85%
Agree	3	15%
Disagree	-	0%
Strongly Disagree	-	0%
Total	20	100%

The table above shows that 17 students (85%) chose strongly agree, 3 students (15%) chose agree, no students (0%) chose disagree and strongly disagree. It means that in improving speaking skill we should improve our vocabulary, because all of them can not be separated.

Table 4.26

10. By applying this technique we can learn speaking without the other people (otodidac) .

Option	Frequency	Percentage
Strongly Agree	7	35%
Agree	8	40%
Disagree	3	15%
Strongly Disagree	2	10%
Total	20	100%

The table above shows that 7 students (35%) chose strongly agree, 8 students (40%) chose agree, 3 students (15%) chose disagree and 2 students (10%) chose strongly disagree. It means, most of the students agree that by using this technique we can learn speaking without the other one. On the other hand, we can practice speaking by ourselves.

**B. Discussion**

Having presented the data findings and analyzed the data, it was found that the result of  $t_{test} (5,75)$  in the area of accuracy is greater than  $t_{table} (2,09)$ . It means that there were significant developments on students' speaking skill in the area of accuracy of speaking assessments.



In the area of fluency of speaking assessment, it was found that the result of  $t_{test}$  (9,45) is greater than  $t_{table}$  (2,09). It means that there were significant developments on students' speaking skill in the area of fluency of speaking assessments.

In the area of comprehensibility of speaking assessment, it was found that the result of  $t_{test}$  (7,83) is greater than  $t_{table}$  (2,09). It means that there were significant developments on students' speaking skill in the area of comprehensibility of speaking assessments.

In three aspects of speaking assessment which consists of accuracy, fluency and comprehensibility in pre-test and post-test, it was found that the result of  $t_{test}$  (14,78) is greater than  $t_{table}$  (2,09). It means that there were significant developments on students' speaking ability after conducting the treatments.

The result of  $t_{test} > t_{table}$ , it indicated that  $H_0$  was rejected and accepted  $H_a$ . It means that there were significant developments on the students' speaking skill at the second year English study program of STAIN Palopo.

In addition, the researcher found that most of the students give positive responds to the method applied by the researcher.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

#### ***A. Conclusions***

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researcher had come to the following conclusions:

1. Having conducted the treatments by using explaining word technique, it was found that this technique could give significant development toward the students' speaking ability in English. It meant that explaining word technique could develop speaking skill at the second year English study program of STAIN Palopo.

2. Having analyzed the result of students' attitude toward the technique applied by the researcher in this research, it was found that most of the students gave positive respond and enjoy learning by using explaining word technique.

#### ***B. Suggestions***

Having concluded the result of this research, the researcher further suggests some points as follows:

1. The lecturer should provide more chances to the students talking in the classroom.
2. The lecturer should always encourage students in learning to speak in English.
3. The lecturer should always be creative in designing the speaking activity in the classroom.
4. The lecturer should provide fun and enjoyable situation in order students are not bored.
5. The students should be more active talking in the classroom.



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IAIN PALOPO

PRE-TEST

1. The researcher asked one of the students be a volunteer to stand in front of his friends.
2. The researcher asked the students to explain the word.

UNIVERSITY

FUNNY

STATION

INJECT

VISIT

GOVERNMENT

PRAYER

SLOW

THIEF

CARRY

PHONE

JAIL

ADVICE

DICTIONARY



### FIRST-TREATMENT

1. The researcher explained to all students how to speak English fluently. One of the techniques was explaining words.
2. The researcher explained to all students that before explaining a word we should know about word classes.

### WORD CLASSES/PART OF SPEECH

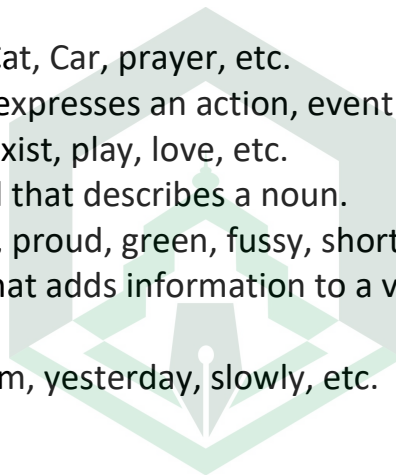
In English word classes are divided into two parts, namely:

#### A. Content Word

1. **NOUN** is a word that refers to a person, a place or a thing, a quality or an activity.  
e.g. Table, School, Cat, Car, prayer, etc.
3. **VERB** is a word that expresses an action, event and state.  
e.g. eat, happen, exist, play, love, etc.
4. **ADJECTIVE** is a word that describes a noun.  
e.g. beautiful, bad, proud, green, fussy, short, etc.
5. **ADVERB** is a word that adds information to a verb, adjective, phrase, or another adverb.  
e.g. quickly, seldom, yesterday, slowly, etc.

#### B. Function Word

1. Article
2. pronoun
3. auxiliary verb
4. numeral
5. preposition
6. conjunction
7. substitute noun
8. determiners
9. intensifiers



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SECOND-TREATMENT

1. The researcher explained to whole class that in explaining a word we should know about word definition, function, usage, and something that include inside.

For example;

“TEACHER”, it is a profession. Person who teaches especially in a school. Every day he go to school to do his job, usually he brings some tools of learning like book, pen, ruler, attendance list, etc.

2. The researcher asked to all students for not mention the synonym and the antonym of the word.

For example;

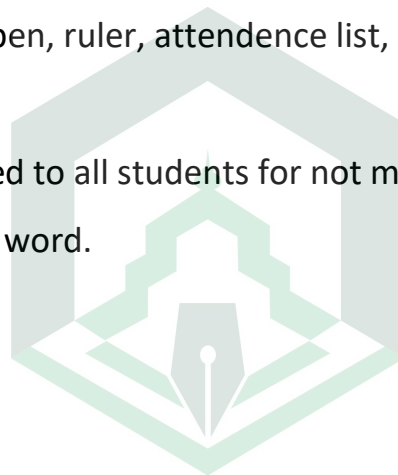
HIGH # LOW

YOUNG # OLD

VISIT = CALL ON

THIEF = PICK POCKET

Etc.



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THIRD-TREATMENT

1. PRACTICE LIKE IN PRE-TEST

LOVE

SING

SEA

VEGETABLES

FLOWER

RIVER

MOON

PARENT

SMOKER

LAZY

MILK

IAIN PALOPC HOTEL

SLEEP

WOW!

COMPUTER

HOT



FOURTH-TREATMENT

1. PRACTICE LIKE IN PRE-TEST

VILLAGE

NEAR

FARMER

LOSE

BANK

TEENAGER

LIBRARY

DOCTOR

TAKE A BATH

STONE

DOG

BUY

KITCHEN

PLANE

VOLCANO

SAD



1- Practice like in Pre-Test

STUDENT

COCONUT

TREE

ADVICE

ALPHABET

HEART

BRAVE

COUNTRY

HIGH

SMOKER

WOMAN

EXPANSIVE

VISIT

PAINT



2. The researcher explained to all of the students if they got some mistake.

SIXTH-TREATMENT

1. Practice like in Pre-Test

TOWEL

KICK

POISON

BANANA

SHOE

FAT

DUMB

NEWSPAPER

LETTER

POLICE

MARKET

KNOCK

FLOOD

TEACH

WATER

BABY



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SEVENTH-TREATMENT

1. Practice like in Pre-Test

DICTIONARY

SOCIETY

MONKEY

OFFICE

STUDY

SCOUT

DANCER

PLAY

EYES

WASH

GOVERNMENT

BOX

MEDICINE

MAGAZINE

SICK

CALENDER



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EIGHT-TREATMENT

1. Practice likein Pre-Test

SUGAR

COOL

RAIN

GRASS

FRUIT

PART

CALL

CROCODILE

RAINBOW

LOUGH

BUSY

EASILY

SCHOLARSHIP

ARTIST

POOR

REWARD



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POST-TEST

1. The researcher asked one of the students be a volunteer to stand in front of his friends.
2. The researcher asked the students to explain the word.

UNIVERSITY

FUNNY

STATION

INJECT

VISIT

GOVERNMENT

PRAYER

SLOW

THIEF

CARRY

PHONE

JAIL

ADVICE

DICTIONARY



## CURRICULUM VITAE

### A. Identity



Name : **Muh. Takdir** (Mr. Fate)  
Place/Date of Birth : Masamba, on August 7<sup>th</sup> 1988  
Address : Desa Kamiri, Kec. Masamba, luwu utara  
Fathers' Name : Sundi (the late)  
Mothers' Name : Nusia

### B. Educational Background

1. Elementary School : SDN 100 Lamaranginang  
Desa Balebo 1994-2000
2. Junior High School: MTs. Muhammadiyah (Muhammadiyah Islamic Boarding School "Darul Arqam" of Balebo) 2000-2003
3. Senior High School : MA Muhammadiyah (Muhammadiyah Islamic Boarding School "Darul Arqam" of Balebo) 2003-2006
4. English Department of the State College for Islamic Studies (STAIN) Palopo in 2006 and finish in 2010

### C. Activities and Experiences

1. The secretary of Muhammadiyah teenagers Association (IRM) in Masamba branch on 2004-2006
2. The chief of Science and Technology Department IRM Luwu Utara in 2005-2007
3. The chief of Students Organization (OSIS) in 2005-2006
4. The chief of LDK Al-Misbah STAIN Palopo in 2007-2008
5. The chief of Religious department HIKMAH LUTRA in 2008-2009
6. The member of BKPRMI Kota Palopo in 2007-2010
7. The chief of HMJ Tarbiyah STAIN Palopo in 2009-2010
8. The secretary of IPTEK department IMM Palopo branch in 2009
9. The chief of Organization department IMM Palopo branch in 2010
10. The member of Scout STAIN Palopo during study at STAIN Palopo
11. There were many activities and experiences like local and national sides where the writer has joined since study at junior high school until study at STAIN Palopo that could not be mentioned one by one.

## CURRICULUM VITAE

### *A. Identity*



Name : Mutmainnah  
Place/Date of Birth : Lambanan, Februari 1<sup>st</sup> 1988  
Address : Desa Buntu Sarek, Kec. Latimojong  
Kab. Luwu  
Fathers' Name : Ramli  
Mothers' Name : Becce

### *B. Educational Background*

1. Elementary School : SDN 42 Buntu Sarek 1993-1999
2. Junior High School : Datok Sulaiman Islamic Boarding School Palopo 1999-2002
3. Senior High School : Datok Sulaiman Islamic Boarding School Palopo 2002-2005
4. English Department of the State College for Islamic Studies (STAIN) Palopo in 2005 and finish in 2009

### *C. Activities and Experiences*

1. The Member of SCOUT during Study at STAIN Palopo
2. The Member of HMJ Tarbiyah in 2007/2008
3. The Member of BEM STAIN Palopo in 2008/2009



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