

**THE USE OF ENVIRONMENTAL OBSERVATION STRATEGY TO
IMPROVE SPEAKING ACHIEVEMENT OF THE TENTH GRADE
STUDENTS OF SMA NEGERI 3 TANJUNG RAJA**

A Thesis by

MERRY AMELIA MIFTARINI

06011181419083

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

2019

**THE USE OF ENVIRONMENTAL OBSERVATION STRATEGY TO
IMPROVE SPEAKING ACHIEVEMENT OF THE TENTH GRADE
STUDENTS OF SMA NEGERI 3 TANJUNG RAJA**

A Thesis

By

**Merry Amelia Miftarini
Student Number: 06011181419083
English Education Study Program**

Approved by,

Advisor 1,



**Dra. Zuraida, M.Pd.
NIP. 196205051988032004**

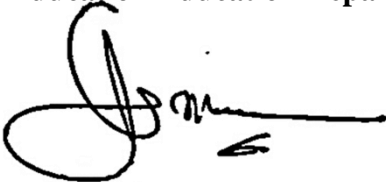
Advisor 2,



**Lingga A. Suganda, S.Pd., M.Pd.
NIP. 197908182014042002**

Certified by,

**Head of Language and Arts
Education Education Department,**



**Dr. Didi Suhendi, M.Hum.
NIP. 196910221994031001**

**Coordinator of English
Study Program,**



**Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003**

**THE USE OF ENVIRONMENTAL OBSERVATION STRATEGY TO
IMPROVE SPEAKING ACHIEVEMENT OF THE TENTH GRADE
STUDENTS OF SMA NEGERI 3 TANJUNG RAJA**

Merry Amelia Miftarini

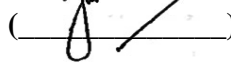
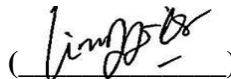
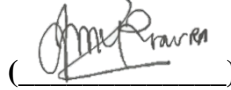

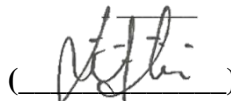
Student Number: 06011181419083

This thesis was defended by the writer in final program examination and was approved by the examination committee on:

Day : Thursday

Date : July 25th, 2019

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Dra. Zuraida, M.Pd. ()
2. Secretary : Lingga A. Suganda, S.Pd., M.Pd. ()
3. Member : Ida Rosmalina, S.Pd., M.Pd. ()
4. Member : Erlina, S.Pd., M.Pd., M.Ed. ()
5. Member : Fiftinova, S.S., M.Pd. ()

Palembang, July 25th, 2019

Certified by,

Coordinator of English Education Study Program



Hariswan Putera Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

DECLARATION

I, the undersign,

Name : Merry Amelia Miftarini

Student's Number : 06011181419083

Study Program : English Education

Certify that the thesis entitled “The Use of Environmental Observation Strategy to Improve Speaking Achievement of the Tenth Grade Students of SMA Negeri 3 Tanjung Raja” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Inderalaya, July 25th, 2019

The undersigned



Merry Amelia Miftarini

NIM. 06011181419083

DEDICATION

This thesis is dedicated to:

- The Almighty God, Allah SWT, whom the writer believes that He is the best planner of her life journey.
- My dearly beloved parents, Papa Heri Suwono and Mama Mastiana
- My beloved brother, Rafqi Armand Afiffi.
- My dearest grandfathers, grandmothers, and all of the families and relatives who have prayed and supported the writer's study.
- My families, friends, seniors, and juniors of SEESPA Unsri.
- My best comrades: Aresti, Bayun, Ratna, Roganda, and Vera who have fulfilled the writer's more than five years' collegiate life.
- Last but not least, someone out there, my future "Rizki Ramdani" who always support and accompany me to finish my thesis.
- And for those:
 - Who never stop praying, supporting, motivating, and inspiring her
 - Who are tireless to care and accompany her
 - Whom the writer loves and love her
 - Whose names are not written here, but always on the writer's heart and mind.

Motto:

"And Allah is with you wherever you are" Al-qur'an (57:4)

ACKNOWLEDGEMENTS

First of all, the writer sends the greatest praise to Allah SWT for blessing, guidance, and strength in every step she did along the process of finishing this thesis. It was written based on the research that was conducted in February 2019 at **SMA Negeri 3 Tanjung Raja**.

The writer would like to express great gratitude and big appreciation to her advisors, **Dra. Zuraida, M.Pd.** and **Lingga Agustina Suganda, S.Pd., M.Pd.** for their advice, support and time in guiding to finish this thesis. The writer would like to thank **Benny Wijaya, S.Pd., M.Pd.** and **Janita Norena, M.Pd.** for their help in checking the students' speaking test. Then, the writer also expresses gratitude to the Dean of Faculty of Teacher Training and Education (**Prof. Sofendi, M.A., Ph.D**), and all staff members, the Head of Language and Arts Education Department (**Dr. Didi Suhendi, M. Hum.**), the Coordinator of English Education Study Program (**Hariswan Putra Jaya, S.Pd., M.Pd.**) for their assistance in administrative matters, and all the lecturers for the precious knowledge during her study.

The writer would like to express deep appreciation to the Headmaster of SMA Negeri 3 Tanjung Raja, all the staffs, all the teachers, especially the teachers of English, **Ma'am Leny Marlina, S.Pd.** and the students of X MIPA 1, X MIPA 2 for their help and great cooperation during the research.

Finally, the writer would like to express her most profound respect and love to her super parents, relatives, and close friends for their support, time, care, and prayer.

Inderalaya, July 25th, 2019

The Writer,



Merry Amelia Miftarini

TABLE OF CONTENTS

TITLE PAGE	
APPROVAL.....	i
COMMITTEE APPROVAL.....	ii
DECLARATION OF PLAGIARISM.....	iii
THESIS DEDICATION & MOTTO	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	vii
LIST OF APPENDICES	ix
ABSTRACT.....	x
CHAPTER I: INTRODUCTION	
1.1 Background.....	1
1.2 The Problems of the Study	6
1.3 The Objectives of the Study	6
1.4 The Significance of the Study.....	6
CHAPTER II: LITERATURE REVIEW	
2.1 Speaking	8
2.1.1 Speaking Aspects.....	10
2.1.2 Teaching Speaking.....	10
2.1.3 Principles of Teaching Speaking	11
2.2 Descriptive Text.....	12
2.3 Environmental Observation Strategy.....	15
2.3.1 The Advantages of Using Environmental Observation Strategy.....	16
2.3.2 Teaching Speaking Using Environmental Observation Strategy	17
2.4 Previous Related Studies	18
2.5 The Hypotheses of the Study.....	20
CHAPTER III: METHODOLOGY	
3.1 Method of Study	21
3.2 Teaching Procedures.....	22
3.2.1 Teaching Procedure for Experimental Group.....	22
3.3 Variables of Study	25
3.4 Operational Definitions	25
3.5 Population and Sample	26
3.5.1 Population of the Study	26

3.5.2 Sample of the Study.....	27
3.6 Technique for Collecting the Data.....	28
3.6.1 Test	28
3.6.2 Validity of the Test	30
3.7 Data Analysis.....	31

CHAPTER IV: FINDINGS AND INTERPRETATION

4.1 Findings of the Study.....	32
4.1.1 Results of the Speaking Test in the Experimental Group.....	32
4.1.2 Results of the Speaking Test in the Control Group.....	33
4.2 Statistical Analyses	34
4.2.1 Normality Test.....	34
4.2.2 Homogeneity Test.....	35
4.2.3 Results of Paired Sample T-test.....	35
4.2.4 Results of Independent Sample T-test	36
4.2.5 Regression Analysis	37
4.3 Interpretation of the Study	38

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion	41
5.2 Suggestion	42

REFERENCES	43
-------------------------	-----------

APPENDICES	47
-------------------------	-----------

LIST OF TABLES

Table 1	Teaching Procedure.....	22
Table 2	Teaching Materials.....	24
Table 3	Population of the Study.....	27
Table 4	Sample of the Study.....	27
Table 5	The Speaking Scale.....	28
Table 6	The Interpretation of Score.....	29
Table 7	Test Specifications.....	30
Table 8	The Score Distribution for the Experimental Group.....	32
Table 9	The Score Distribution for the Control Group.....	33
Table 10	Results of Normality Test.....	34
Table 11	Results of Homogeneity Test.....	35
Table 12	Results of Paired Sample T-test of Experimental and Control Groups.....	36
Table 13	Results of Independent Sample T-test of Experimental and Control Groups.....	37
Table 14	Results of Regression Analysis of Experimental Group.....	37

LIST OF APPENDICES

APPENDIX A	: Interview Transcript
APPENDIX B	: Speaking Test
APPENDIX C	: The Level of Appropriateness of Speaking Test Items
APPENDIX D	: Lesson Plan
APPENDIX E	: Attendance List of Experimental Group
APPENDIX F	: Attendance List of Control Group
APPENDIX G	: Letter of Statement of Being Raters
APPENDIX H	: The Result of Pretest and Posttest Experimental Group
APPENDIX I	: The Result of Pretest and Posttest Control Group
APPENDIX J	: The Total Results of Pretest and Posttest of Experimental and Control Groups
APPENDIX K	: The Normality of the Data of Experimental and Control Groups
APPENDIX L	: The Homogeneity of the Data of Experimental and Control Groups
APPENDIX M	: Paired Sample T-test of Experimental and Control Groups
APPENDIX N	: Independent Sample T-test
APPENDIX O	: Regression Analysis
APPENDIX P	: Usul Judul Skripsi
APPENDIX Q	: Approval of Research Design Seminar
APPENDIX R	: Letter of Having Conducted the Research Design Seminar
APPENDIX S	: Suggestion List of Research Design Seminar
APPENDIX T	: SK Pembimbing
APPENDIX U	: Surat Izin Penelitian dari Disdikpora Kota Palembang
APPENDIX V	: Surat Keterangan Telah Melaksanakan Penelitian
APPENDIX W	: Approval of Preliminary Research Report Seminar
APPENDIX X	: Letter of Having Conducted the Preliminary Research Report Seminar
APPENDIX Y	: Suggestion List of Preliminary Research Report Seminar
APPENDIX Z	: Approval of Thesis Final Examination
APPENDIX AA	: Letter of Having Conducted the Thesis Final Examination
APPENDIX AB	: Suggestion List of thesis final examination
APPENDIX AC	: Documentation
APPENDIX AD	: Thesis Consultation Card
APPENDIX AE	: Bukti Perbaikan Skripsi

**THE USE OF ENVIRONMENTAL OBSERVATION STRATEGY TO
IMPROVE SPEAKING ACHIEVEMENT OF THE TENTH GRADE
STUDENTS OF SMA NEGERI 3 TANJUNG RAJA**

ABSTRACT

This study aimed to find out: (1) whether or not there was a significant difference in speaking achievement after the students were taught by using environmental observation strategy and (2) whether or not there was a significant difference in speaking achievement between the students who were taught by using environmental observation strategy and those who were not. Quasi-experimental design was used in this study. The sample of this study was 72 students of tenth graders of SMA Negeri 3 Tanjung Raja which were taken by using convenience sampling method. They were divided into experimental group and control group. To collect the data, each group was assigned a pre-test and a post-test. The data were analyzed by using paired sample and independent sample t-test through SPSS version 25. The result of this study showed: (1) there was a significant difference in speaking achievement of the experimental group after they were taught by using environmental observation strategy; mean of post-test and pre-test was 67.64 and 53.69, the significance value was 0.000 (p -value <0.05), and (2) there was a significant difference in speaking achievement between the students who were taught by using environmental observation strategy and those who were not. The mean difference of the experimental group was greater than the control group ($67.64 > 53.17$). It can be concluded that environmental observation strategy is effective to enhance students' speaking achievement.

Keywords: *Environmental Observation Strategy, Speaking Achievement, Spoken Descriptive*

A Thesis by an English Education Study Program Student, Faculty of Teacher Training And Education, Sriwijaya University

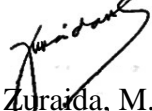
Name : Merry Amelia Miftarini

Student's number : 06011181419083

Advisors : 1. Dra. Zuraida, M.Pd.

2. Lingga Agustina Suganda, S.Pd., M.Pd.

Advisor 1,



Dra. Zuraida, M.Pd.

NIP. 196205051988032004

Advisor 2,

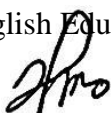


Lingga A. Suganda, S.Pd., M.Pd.

NIP. 197908182014042002

Certified by,

Coordinator of English Education Study Program,



Hariswan Putra Jaya, S.Pd., M.Pd.

NIP. 197408022002121003

CHAPTER I

INTRODUCTION

This chapter describes: (1) background, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background

The ending of learning English is that the learners are able to use it as a mean of communication either by speech or written, so the use of English for the students is compulsory because mastering English is a priority for many second or foreign language learners. Richards (1990) says, “The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of English course on the basis of how well they feel they have improved in their spoken language proficiency”.

Speaking is one of four important skills in foreign language learning. To express idea students have to speak. By active speaking, it is very useful to increase their ability as students who learn English as foreign language. According to Brown (2001), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Bygate (1987) states that speaking is often thought of as a ‘popular’ form of expression. Kayi (2006) adds that speaking is the productive skill in the oral mode. From the statements of the experts above, we can conclude that speaking is one of the important skills in English, since English is a universal language that can be used everywhere to communicate with everyone around the world.

However, one of the difficulties for students in learning EFL is also speaking since the goal of the students in learning EFL is also to communicate. In real life, many students think if the people who get success in speaking surely get success in learning English because they think the first aim in learning English is being successful in speaking. Dirgayasa (2014) says in fact Indonesian students still get difficulties and often reluctant to speak because they are shy and not

confident to express themselves in front of other people, especially when they are being asked to give personal information or opinion. Frequently, there is a worry about speaking badly and therefore losing face in front of their classmates.

Moreover, the problems that the students usually face are the students sometimes feel ashamed to talk with their friends even talk with foreigners because they do not know how to express what they want to say and they are not confident to say anything because they are afraid that they say something wrong in way such as they mispronounce words and say sentences incorrect grammatical rule. According to Pollard (2008), speaking is one of the most difficult skills for students to master without getting a miss communication. To minimize the mistakes and get a good communication with native speakers, the students must know and comprehend in using the expressions and elements in speaking.

Some researchers got the facts of the students' weakness in speaking English. First, Prihatin (2013) found that 30% of students experienced the difficulties related to the ability of speaking, the average value for the students' speaking ability was 6.1, it was far below the KKM which was 6.7. Researcher indicated that the lack of speaking ability is a result of the lack of interest and motivation of students towards learning. Another fact, according to Dirgayasa (2014), the proportion of English-speaking skills in Maritime Academy Indonesia Medan (AMI-field), Maritime Academy Belawan (AMB-Belawan), and Maritime Academy Sapta Samudra Padang (AMSSP-Padang) was still relatively low only reaching 11.11%.

Speaking achievement will demonstrate the level of intelligence to others. However, not all of speaking achievement in Indonesia is good. It is proven by the rank of Indonesia in English Proficiency Index (EF EPI), which was in 32nd out of 72 countries in the 2016 with score of 52.91 based on research conducted by the international education company English First (EF). The national scale of speaking achievement of Indonesian students is also below the average. It is supported by Zulianti (2013), who stated that students of SMK Negeri 01 Batu in West Java still faced the problem in learning speaking subject especially in the third grade. The standard minimum score was >70, but the mean score of the

student in the third grade was 61, so their scores were still lower than the standard minimum score. It links to the study done by Efrizal (2012, p.127) that stated that students in MTs Ja-Alhaq Bengkulu, did not use English in their conversation. They would rather use Arabic or Indonesia than English as a medium of communication. It was because of the method in teaching English that was used by English teacher in the classroom was boring and seemed monotone.

Based on the previous brief explanation about teaching and learning speaking, the writer chooses SMA Negeri 3 Tanjung Raja as the setting of the study because the writer had already interviewed some students and English teacher at this school. The students said that most of them got bored in speaking class because it was not really interesting. They just discussed the topic that they were not really interested and understandable in, made the conversation, and read it in front of the class. The students said that it was hard for them to speak about the topics because they did not know about what they should talk about, how they started, and sometimes it was hard to find the idea that was related with the topic. Actually the students had good score in English, but when the writer asked them to speak English, most of the students did not want to do it. They were shy because they were not accustomed to speaking English. Besides, the teacher did not focus in improving speaking skill. She just focused on how students could pass the examination, so she focused on teaching grammar and reading skill. Then, she did not find the good way to teach speaking class because if she taught about speaking, most of the students were lazy to join it. The English teacher said that there are some reasons why students have difficulties in speaking. First, students cannot practice English in daily life because their environment does not support them to use English. Second, students were afraid of making mistakes in grammar and lack of confident when speaking. The last reason was that most of the students in SMA N 3 Tanjung Raja did not perform English in their conversation in English class. They would rather use mother-tongue or Indonesia language than English as a medium of communication during the English class. Furthermore, she said that some of the tenth grade students had low-average

scores in speaking whereas the passing grade (Kriteria Ketuntasan Minimal or KKM) of SMA Negeri 03 Tanjung Raja is 70.

Based on the problems above, the writer will apply Environmental Observation as a strategy to improve student's speaking achievement. The strategy is assumed to contribute to the teaching-learning process. It should be able to facilitate the teaching-learning process because when the teacher used the strategy, she or he would improve the students' creativities and their critical thinking (Budiastuti, 2007, p.5). Therefore, the teacher became the facilitator to improve students' achievement. Actually, if students enjoy the activities, the activities will make them speak bravely. To make it interesting, the teacher can modify the material, topics, and activities to be something new.

What is Environmental Observation? Word 'Environment' is most commonly used in describing 'natural environment'. The environment includes all elements, factors, and conditions that have some impacts for humans. Natural environment is contrasted with the built environment, which comprises the areas and component that are strongly influenced by humans. In addition, environment is the familiar places that occur in human life. However, if students observe around their environment, they will more easily describe it orally because it is familiar for them. For example: teacher asks them to observe about their class, automatically they have known and familiar with their class so that they will be more interested to describe it.

The use of environmental observation in teaching principally is performing a fact, event, or thing into actual form to help teaching process. On the other hand, teacher and students can learn actual event in outdoor class by facing students to their environment to be learned and observed which is adapted with learning materials. This way is effective enough because the students are faced with real event or condition naturally. The use of environmental observation can keep its truth and accurateness of the data based on material. The environment around us both in the class and out class can be the learning source. The environment consists of community, physical environment, natural event, etc around school. Through this method, students are guided to recognize their environment to be

inspiration in learning (Usman, 2002, p. 108-109). A research using Environmental Observation Strategy was ever undertaken by Harmenita and Tiarina (2013) from FBS Negeri Padang University. The study showed that this strategy can increase the students' attention and motivation during classroom activity. The other research using Environmental Observation has ever been done by Febriyanti, Inderawati, and Fiftinova (2016) from Sriwijaya University. The results of the study showed that the scores of students in posttest improved, and also the students had positive responses toward Environmental Observation. Febriyanti, Inderawati, and Fiftinova (2016) found that Environmental Observation enhanced students' critical thinking, confidence, creativity, and motivation. In addition, a thesis conducted by Dhamayanto (2015) from faculty of Teacher Training and Education, English Education Department, Muria Kudus University who took the tenth graders of SMA Negeri 1 Karanganyar Demak in the academic year of 2015/2016. He found that the tenth grade students of SMA Negeri 1 Karanganyar Demak had better achievement in speaking descriptive text after they were taught by using Environmental Observation Strategy. The strategy could help the students to express their feeling, their ideas, and their thoughts in English and helped them to have a good ability in communication. Besides, the writer also had experience using this kind of method in Writing II class. The writer observes many kinds of aspect such as person, place, and thing. It also showed that this strategy was successfully improving students' achievement. However, observation can help teachers to improve students' speaking skill by asking students to observe their environment such as class, library and field. After that, they describe it orally.

Therefore, if we combine the definition of environment and observation, it can be concluded that environmental observation is a kind of alternative strategy that can be used by teachers. This strategy is important in order to make the learning process alive. Bandura (2012) says that learning theory based on the ideas that students learn by watching what others do, and that human thought processes are central to understanding personality. This theory provides a framework for understanding, predicting and changing human behavior. Based on

the statements above it can be concluded that students learn the object that they will observe by understanding that object first.

Therefore, the writer is interested in conducting an experimental study entitled **“The Use of Environmental Observation Strategy to Improve Speaking Achievement of the Tenth Grade Students of SMA Negeri 3 Tanjung Raja”**. In this study, the writer tries to help the students to improve their speaking achievement. Hopefully, by using Environmental Observation Strategy, the speaking class would be more interesting and the students’ speaking achievement can be improved.

1.2 The Problems of the Study

The problems of the study were formulated in the following question:

1. Was there any significant difference in speaking achievement between before and after the students were taught by using Environmental Observation Strategy?
2. Was there any significant difference in speaking achievement between the students who were taught by using Environmental Observation Strategy and those who were not?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study were to find out whether or not:

1. There was any significant difference in speaking achievement before and after the students were taught by using Environmental Observation Strategy.
2. There was any significant difference in speaking achievement between the students who were taught by using Environmental Observation Strategy and those who were not.

1.4 The Significance of the Study

By doing this study, the writer hopes that she can facilitate the students to improve their speaking achievement by using Environmental Observation Strategy. The writer expects that the results of this study can be useful for the

students, teachers, and future researchers. It is expected that using environmental observation strategy to speak can support the students to enjoy English class and can improve students' knowledge in speaking. The writer also expects that the result of this research can give more information and knowledge as a source for further study. For the writer herself, this study would improve her English and give her some experience in conducting educational research.

REFERENCES

- Arikunto, S. (2006). *Metode Penelitian: Prosedur penelitian suatu pendekatan dan praktek* (4th ed.) Jakarta, Indonesia: Rineka Cipta.
- Bandura, A. (2012). On the functional properties of self-efficacy revisited. *Journal of Management*, 38(1), 9-44.
- Brown, S., & Nation, I. S. P. (1997). [Teaching speaking: suggestions for the classroom](#). *The Language Teacher*, 21(18), 11-15.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching*. New York: Longman.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). San Francisco, CA: Longman, Inc.
- Budiastuti, R. E. (2007). The use of cue cards in teaching spoken descriptive text : The case of eight year students of SMPN 13 Semarang. Unpublished Thesis in English Department Program, UNNES. Retrieved from <http://lib.unnes.ac.id/1041/>
- Bygate, M. (1987). *Speaking*. Oxford University Press: CN Candlin & HG Widdowson.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.
- Dhamayanto, A. (2005). The use of environmental observation strategy to improve students in speaking descriptive text of class x of SMA Negeri 1 Karanganyar Demak. Undergraduated disertation Universitas Muria Kudus. Retrieved from <http://eprints.umk.ac.id/5796/>
- Dirgayasa, W. I. (2014). Survey of English teaching and learning process in maritime education and training in Indonesia: A case study in private MET in Indonesia. *Journal of Science and Education*, 07(7), 4-12.
- Education First-English Proficiency Index. (2016). *The world's largest ranking of English skills*. Retrieved from <http://www.ef.co.id/epi/>

- Efrizal, D. (2012). Improving students' speaking through communicative language teaching method at MTs Ja-Alhaq Sentot Al Basa Islamic boarding school of Bengkulu Indonesia. *International Journal of Humanities and Social Sciences*, 2(20), 127-134.
- Febriyanti, R., Inderawati, R., & Fiftinova. (2018). Enhancing Descriptive Writing Achievement by Applying Process Approach Through Environmental Observation. *LLT Journal: A Journal on Language and Language Teaching*, 21, 25-30.
- Fulcher, G. (2003). *Testing Second Language Speaking*. Harlow, UK: Longman Pearson Education.
- Harmenita, R. Y., & Tiarina, Y. (2013). Teaching writing a descriptive text by using environmental observation strategy. *Journal of Language Teaching*, 1(2), 31-37. Retrieved from <http://www.ejournal.unp.ac.id/>
- Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). Harlow, UK: Longman.
- Hatch, E. and H. Farhady. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley, USA: Newbury House.
- Hornby, A. S. (2010). *Oxford advanced learner's dictionary of current English* (8th ed). Oxford: Oxford University Press.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11), 1-4. Retrieved from <http://tesl.org/Articles/Kayi-TeachingSpeaking.html>
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Kubiszyn, T., & Borich, G. (1993). *Educational Testing and measurement: Classroom applications and practice* (8th ed.). Hoboken, NJ: Wiley.
- Kurniawan, L. & Ament, K. W. (2016). *Talk Active 2 untuk SMA kelas X Kurikulum 2013 Revisi 2016* (3rd ed.). Bogor, Indonesia: Yudhistira

- Muzakki, K. (2002). The Use of Environmental Media to Improve Students' Descriptive Writing. Undergraduated disertasion Walisongo State Institute for Islamic Studies. Retrieved from <http://jtpaiain--khorulmuz-6952-1-skripsi-f.pdf>
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Nunan, D. (1991). *Language teaching methodology: A textbook for teacher*. New York: Prentice Hall
- Pollard, A. (2008). *Reflective Teaching* (3rd ed.). London Continuum.
- Prihatin, H, A. (2013, Mei 23). Peningkatkan kemampuan speaking siswa melalui media video percakapan interaktif dalam pembelajaran Bahasa Inggris. Retrieved from <https://habibadnan.wordpress.com/2013/05/23/penelitian-tindakan-kelas/>
- Richards, J. C. (1990). *Conversationally Speaking: Approaches to the Teaching of Conversation*. New York, NY: Cambridge University Press.
- Richards, J. C., & Rodgers T. S. (1986). *Approaches and Methods in Language Teaching*. USA: Cambridge University Press.
- Rusdi. (2003). Developing standards for students' speaking skill at high schools. Paper presented at the 51st TEFLIN International Conference. Bandung, Indonesia.
- Shinn, A., & Toohey, S. M. (2003). Community contexts of human welfare. *Annual Review of Psychology*, 54, 427-459.
- Slutsky, J., & Aun, M. (1997). *The Toastmasters International Guide to Successful Speaking: Overcoming fear, winning your audience, building your business career*. Chicago, USA: Dewborn Financial.
- Soames, S. (2005). *Reference and Description*. Princeton NJ: Princeton University Press.
- Usman, M. B. (2002). *Media Pendidikan*. Jakarta, Indonesia: Ciputat Press.

Wiersma, W., & Jurs, S. G. (1991). *Applied statistics for the behavioral sciences* (4th ed.). Boston, USA: Houghton Mifflin.

Zulianti, K. (2013). Improving Speaking Achievement Using Whisper Game. Retrieved from <https://scribd.com/document/258747074/Khurnia-Zulianti-Improving-Speaking-Achievement-Using-Whisper-Game-64-66-pdf>