

THE USE OF ORAL DRILL METHOD IN TEACHING SPEAKING STUDENTS

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ABSTRACT

English is one of the most difficult subjects in Indonesia. Almost all students in Indonesia are afraid to speak English. Therefore, speaking is one of the important competencies that must be mastered by students at school. There are various methods that can be used for teaching speaking, one of which is the oral drill method. Several previous studies stated the oral drill method was effectively used to improve speaking skills. The researcher looked at the use of the oral drill method in teaching speaking by using a qualitative descriptive research design. The research was conducted on eighth grade excellent class of MTs Al-Amiriyyah in the academic year 2020/2021. The researcher conducted research instruments by classroom observation, Interviews, and Documentation. The result of the analysis is as follows: 1) the students' ability in speaking English lacking before using the oral drill method 2) the students are afraid to speak English because they lack vocabulary and are unconfident speaking English. 3) There are changes in students after using the oral drill method. They are more active in participating in learning English so it can be concluded that the teaching method using the oral drill is effective in improving speaking skills.

Key word: teaching speaking, oral drill method

Bahasa Inggris merupakan salah satu mata pelajaran yang sulit di Indonesia. Hampir semua siswa di negara Indonesia merasa takut jika berbicara bahasa Inggris. Oleh karena itu, berbicara merupakan salah satu kompetensi penting yang harus dikuasai siswa di sekolah. ada berbagai macam metode yang dapat digunakan untuk pengajaran speaking salah satunya yaitu oral drill method. Beberapa penelitian terdahulu menyatakan bahwa metode oral drill efektif digunakan untuk meningkatkan kemampuan berbicara. Peneliti melihat penggunaan oral drill method pada pengajaran speaking dengan menggunakan qualitative descriptive research design. penelitian dilakukan

pada siswa eighth grade excellent class of MTs Al-Amiriyyah in academic year 2020/2021. Peneliti melakukan penelitian dengan cara classroom observation, interview, and documentation. Hasil dari analisis data adalah sebagai berikut: (1) kemampuan siswa dalam berbicara bahasa inggris kurang sebelum menggunakan metode oral drill. (2) siswa merasa takut untuk berbicara bahasa inggris karena kurang nya vocabulary dan unconfidents speaking English (3) ada perubahan pada siswi setelah menggunakan metode oral drill mereka semakin aktif dalam mengikuti pembelajaran bahasa inggris dan confidents speaking English. sehingga dapat disimpulkan bahwa metode pengajaran dengan menggunakan oral drill efektif untuk meningkatkan kemampuan berbicara.

Kata Kunci : Pengajaran Berbicara, Metode Oral Drill

A. Introduction

Language is a tool of communication. According to Kridalaksana (1985:12) Understanding this language is a meaningful sound system used for communication by human groups. Communication is a process of transferring messages and information. Devis (2010) stated communication in the process of passing information and understanding from one person to another. Communication is a form of human interaction that influences each other, intentionally or unintentionally (Canggara, 2007:20-21). West & Turner (2009: 23) adds that communication is a social process in which individuals use symbols to create and interpret meaning in their environment. Based on the above definition, it can be concluded that language and communication are important components for transferring meaning to others. Without language, humans cannot speak and understand what is being said.

There are four skills in English that we must master if we want to fluently in English. Such as speaking, listening, writing and reading. Ur (1996) mentioned, "Speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language". In short, the one most important is speaking skills. The advantages of speaking is much

such as, in social life, they can talk with the tourist, can go to around on the other country, also can get job easier such as being teacher English, translator and many others.

There are some features that make speaking as a difficult language skill. They cover clustering, redundancy, reduced forms, performance variable, colloquial language, rate delivery, stress, rhythm, intonation of English and interaction Brown (2001:270). According to Hedge (2000) Suggested, it is a complex process because “learners need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals. Besides that, students often felt afraid to speak English. Due to their less confidence in speaking and judging English as a difficult subject, so, they were felt lazy to learned English lesson.

The teaching method is the way the teacher gives lessons and the way students receive lessons during the lesson, either in the form of informing or evoking. Abu Ahmad (1986). With a good teaching method, it is hoped that students can better understand the material that has been delivered by the teacher well. The teaching process is good when students are more active than the teacher. Therefore, a good teaching method is a method that can foster student learning activities and in accordance with the learning material Atiya (2021).

The drill method is a way of teaching students to carry out training activities, students have higher dexterity and skills than what they are learning. Roestiyah NK, (1985:125). From the opinions of the experts above, the researcher concludes that the oral method is an exercise or practice that is carried out repeatedly to increase students' understanding of the material that has been conveyed so that students understand and are trained with the material given by the teacher.

The one of junior high school which considered as an excellent

program is Mts Al- Amiriyyah. It is located at Jl. PP Darussalam Blokagung Tegalsari Banyuwangi East Java. MTs Al-Amiriyyah has three excellent programs, namely language, science and Tahfidzul Qur'an. So the students must excellent in their field. Besides, there are many excellent teachers were supported their learning. Due to the problem in learning becomes a very important thing to be solved. Therefore, researchers conducted research to solve problems in the eighth grade excellent class, especially in the English program of MTs Al-Amiriyyah in the academic year 2020/2021.

According to the researcher which has conducted classroom observation in Mrs. Atiya's teaching class. The problem in eighth grade excellent class of MTs Al-Amiriyyah in the academic year 2020/2021 is the lack of vocabulary and the difficulty of pronunciation in English. If they don't understand how to translate the word of English and how to pronounce words in English correctly then they won't understand the English material while all the worksheets are in English. when they do not understand it will cause the effect of bored and laziness in the learning process. Therefore as a teacher must have the right learning method in order to make students happy and enthusiastic in learning English. According to Robertson and Acklam (2000: 19) Drill is a basic technique whereby the teacher can give students the opportunity to practice saying in a new word, phrase or structure in a highly controlled environment.

Speaking ability can be defined as the ability to use words in essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical, and vocabulary of foreign language at normal rate of delivery for native speakers of the language. Speaking also used to communicate as by talking, to make a request, to make a speech. Anggia (2018). Sometimes the students found it difficult to speak English because they were afraid of not having enough vocabulary, using incorrect grammar, or pronouncing words correctly, so they became unconfident. Finnochiro and Bonomono (1987:109) state that the speakers

must think of the idea wished to express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place. Kayi (2006) added that speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

According to Wif (1982:2), There are kinds component of speaking including: 1) *Pronunciation*. The most significant factor in deciding the success of communication is pronunciation. It would be difficult for the listener to understand and grasp the meaning of what the speaker says if the pronunciation is poor. 2) *Vocabulary*. One of the most critical aspects of learning to communicate is developing a vocabulary. According to Craff (1998), there are two types of vocabulary. The first is active vocabulary, which consists of words that students use to comprehend concepts and to communicate effectively. The second type is passive vocabulary, which consists of words that students can identify and comprehend when they are used in context. 3) *Grammar*. Grammar is generally thought to be a set of rules specifying the contact ordering of words at the sentence level Nunan (2003). In addition, grammar is the ordering of words arranged into a sentence to give a meaning. 5) *Fluency*. Fluency can be defined as the ability to speak smoothly and readily. Lambardo (1994) states that fluency has the meaning as the way of someone speak with normal speed, like native speaker or they who own the language because the one who owns the language can dispose the language skill. 6) *Comprehension*. According to Manser (1991), comprehension is the capacity to comprehend anything. Comprehension is important in speaking since it allows the speaker to initiate contact and the listener to reply. Comprehension is essential for effective communication since it prevents misunderstandings between a speaker and a listener.

Oral drill method is a teaching method that is carried out repeatedly by training students to master the lesson and be skilled in carrying out the given training tasks. The goal is that students can understand the material and remember the material on an ongoing basis. In Nana Sudjana's book (2011:86) the drill method is an activity of doing the same thing over and over again in earnest with the aim of perfecting a skill to make it permanent. The distinctive feature of this method is the activity in the form of repetition of the same thing many times. While Beside that, according to Muhaimin Abdul Mujib (1993) the procedure of oral drill method as follow: 1) The teacher gives the material 2) The teacher explains the material in front of the class. 3) The teacher gives questions to students about the material that has been given. 4) The teacher orals the material by appointing students to answer the questions asked by the teacher. 5) The teacher creates a pleasant atmosphere in the classroom. 6) The teacher gives plus points to students who can answer questions from the teacher. 7) The teacher involves students in working on the questions. 8) The teacher provides opportunities for students to continue practicing.

In this research the procedure oral drill method as follow: 1) Teacher greets the students. 2) Teachers pray together with students. 3) Teacher absent students 4) The teacher gives a stimulus to the students and writes the material that has been given at the last meeting. 5) The teacher gives the material and explains in front of the students. 6) The teacher practices the material that has been delivered. 7) The teacher appoints students to practice the material that has been given. 8) The teacher gives questions to all students about the material that has been given for those who can answer and practice it will be given plus points. 9) The teacher answers the questions on the worksheets and they answer them together. 10) The teacher gave homework to the students. The teacher closes the lesson by greeting.

There are various method of oral drill According to Muhaimin Abdul Mujib (1993) the forms of the oral drill method can be classified as follows: a) *Group work technique* This technique is done by teaching a

group of students to work together in solving problems by doing the assigned tasks. b) *Micro Teaching Techniques*. Used to prepare students as prospective teachers to face teaching work in front of the class by obtaining the value of knowledge, skills and attitudes as teachers. c) *Learning Module Techniques*. d) *learning packages or Independent Study Techniques*. This is done by asking students to learn on their own and stay under the guidance of the teacher, both in class and outside the classroom.

Meanwhile According to Haycraft (36: 1978) said, drills have several types in form: 1) *The Repetition Drill*. The teacher says models (the word or phrases) and the students repeat it. 2) *The Substitution Drill*. Substitution drill can be used to practice different structures or vocabulary items (i. e one word or more word change during the drill). 3) *The Question and Answer Drill*. The teacher gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to let the students practice to ask question as well. This gives students practice with the question pattern. 4) *The Transformation Drill*. The teacher gives students a certain kind of sentence pattern, an affirmation sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into a reported speech. 5) *The Chain Drill*. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech. 6) *The Expansion Drill*. This drill is used when a long line dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then following the teacher's cue, the students expand what they are repeating part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs. 7) *Communicative Drills*. This kind of drilling can be

formed by using the other drilling types. But the emphasis is that the student involves something real as well as communicative value and the practice creates an information gap.

B. Research Method

The type of this research is descriptive qualitative method. The researcher selected descriptive qualitative method as the research because this study describes the implementation of oral drill method in teaching speaking which is carried out by Mrs. Atiya in eighth grade excellent class of Mts Al-Amiriyah in academic year 2020/2021. Suryana (2010:14) mentioned, descriptive analysis is concerned with organizing and accurately representing facts and particular objects. Beside of that descriptive research that occurs naturally into something that is happening now. The subject of this research are students and teacher. The students involved 23 of female.

Researcher used data sources in this research. According to Ary et al. (1985: 332), there are two methods for gathering data in qualitative study. Those are: a) **Primary source**. According to Sugiyono (2008: 225), a primary source is one that can provide useful knowledge directly. In other words, the primary source's aim is to provide important information about the researcher issues. The primary source of this research were: Interview to the teacher and students to obtain information on the teaching of oral drill, classroom observation to obtain data on the application of oral drill in the classroom, taking pictures for documentation of the teaching process from Mrs. Atiya. b) **Secondary sources**. A secondary source is a source of data that is used in addition to the primary source. "Secondary data sources are preexisting sources that have been compiled for a particular reason or by someone other than the researcher," Given (2008: 803). In other words, when doing analysis, secondary sources may be used to gather data for a variety of purposes. In this study, the secondary source is in the form of a document in the form of a lesson plan and transcript from the teacher.

Procedure of data collection in this research there are three. Those

are: 1) classroom observation 2) interview 3) documentation. In classroom observation the researcher saw the teaching process of Mrs. Atiya, which is as a English teacher in eighth grade excellent class MTs Al-Amiriyyah. From the beginning teacher entered in the class, giving the materials and closed the lesson. The researcher taken a note during research process. On the interview process, the researcher looked for information about teaching method of Mrs Atiya. the researcher done interview process to students and the teacher. For documentation, the researcher took a picture during classroom observation, and saw lesson plan (RPP) from the teacher.

The researcher done two times during observation. *The first meeting*, the researcher looked English teaching method of Mrs Atiya with the material expression of capability. It this material, the teacher done explain the material with the sub chapter capability. For the next time or *The second meeting*. The teacher continued the material with the sub chapter incapability. After the material was explain, the teacher gave evaluation with giving question and answer related the material. Anyone can answered the question correct. The teacher gave points plus to the students. The purpose of this way is made the students more active in learning English. Also added the score of students who had low scores in daily activity during learning process especially in English lesson.

The media in this research that is often used by teachers is a paper sheet. This is used by teachers to make it easier for teachers to explain the material and students can understand directly because they see the paper sheet they have. Sometimes teachers also use electronic media in the form of mobile phones to increase knowledge about the material given to students.

The application of the material using the oral drill method carried out by Mrs Atiya also uses whiteboard and board marker. Whiteboards are used to write material while board marker are tools used to write material. The material rewritten on the whiteboard aims to make students better understand the material. So, students not only look at the paper sheet but also look directly at the whiteboard.

While the scoring rubric of speaking can be seen form table below:

Table 4.2 Scoring Speaking Rubrics

No	Fluency	Grammar	Pronunciation	Vocabulary
1	(60-100)	(60-100)	(60-100)	(60-100)

NOTE:

A. Fluency

1. Low (60-75) : students cannot carry out conversations fluency.
2. Average (76-80): students are able to carry out conversations but still not fluent.
3. Good (80-100) :students are able to carry out conversations very fluent.

B. Grammar

1. Low (60-75) : Students can not arrange grammar correctly
2. Average (76-80): Students can arrange grammar but is not correct
3. Good (81-100) : Students can arrange grammar correctly

C. Pronunciation

1. Low (60-75) : Students can not pronounce a pronunciation correctly
2. Average (76-80): Students are able to pronounce a pronunciation but not yet correct.
3. Good (81-100) : Students are able to pronounce a pronunciation correctly

D. Vocabulary

1. Low (60-75) : Students can not pronounce vocabulary
1. Average (76-80): Students are be able pronounce vocabulary but not yet correct
2. Good (81-100) : Students able pronounce vocabulary

Not only scoring rubric of speaking, assessing of speaking used oral drill method also through predicate interval score. Predicate interval score can be seen on the table below:

Table 4.3 Predicate Interval Score

Predicate interval	Interval	Description
(91-100)	A	Very good
(81-90)	B	Good
(76-80)	C	Enough
(60-75)	D	Poor

C. Research Findings and Discussion

Teaching methods are needed in the learning process, because one of the keys to success in the teaching and learning process is that students can understand the material, feel enjoyable and happy and enthusiastic in following the learning. One of the teaching methods is through the oral drill method. Oral drill method is a teaching method by way of the teacher delivering material in front of the class and the student repeats what the teacher has conveyed.

The researcher begins of the research with classroom observation on Wednesday, 07th July 2021, and on Sunday, 11st July 2021. The researcher entered Mrs. Atiya's class to see the teaching process of Mrs. Atiya and the implementation of the oral drill method in the classroom. The researcher saw from the beginning teacher entered in the class until finished the lesson. Learning is done two times a week.

The first observation began on Wednesday, 07th July 2021. The first

meeting Mrs Atiya gave material „expression of asking capability and expression of stating capability”.

At first the teacher entered the classroom in eighth grade excellent class of MTs Al- Amiriyyah then researchers followed the teacher into the room. The teacher told students that the researchers would conduct research in the eighth grade excellent class of MTs Al-Amiriyyah. Researcher sat on the back bench observed the classroom and took a note. The condition of the classroom is very clean with the facilitate such as white board, board marker, eraser also paper sheet owned by teacher.

The application of oral drill method that was carried out by Mrs. Atiya began with Mrs. Atiya greets the students then prays together with the students and attends students. After being absent the teacher gave stimulus to students in the form of learning motivation and oral material that had been passed opening teacher speaking English. There are some students who understand what is conveyed by the teacher, but there are also those who are only kept silent. In the opening section, the teacher performs the opening for 10 minutes. Next, the teacher started the lesson by writing the material on the whiteboard and explained each sub-chapter on the material. The material is taken from paper sheets on teachers and students. Sometimes teachers speak English in giving lessons, this is to invite students to understand the material and get used to listening to speaking English.

After the material was explained, the teacher asks the student to follow the expression material exemplified to the student and then the student repeats what the teacher exemplifies. After the student can follow, the teacher asks questions in general regarding the material that has been submitted. After that, the teacher asks questions to the individual. In this section, the teacher asks questions related to expression, and then the teacher asks the student to initiate an expression of capability with examples other than those mentioned on the whiteboard. For students who can answer the questions that have been asked by the teacher, the teacher will give plus points or additional points from the student. These grades

aim to add to the student's daily value. So for those who are active in the oral section surely the daily value is good. For that Mrs. Atiya always provides motivation so that the spirit in adding points by always answering questions related to the material that has been given by Mrs. Atiya. The core activity is carried out for 30 minutes.

After explaining the material, then the material had been oral to the students, students answer questions from the teacher about the material that has been delivered, write the names of students who successfully answer the correct questions as a reward, then discuss the questions on the worksheet and discuss them together. After that, Mrs. Atiya closed the lesson by praying together and saying "see you later" to the students. Closing activities by the teacher done five minute.

The second observation began on Sunday, 11st July 2020. The bell rang. The teacher entered in the class and researcher followed behind the teacher. The researcher sat behind the students and observed what the teacher does. Taken note during second observed. In this class observation researchers saw from Mrs Atiya doing the opening with greeting to the students with said "good morning students, „how are you? " and all the students answered „'good morning Mrs, I'm fine. and you? ". Im fine to, thank you, said Mrs Atiya. After that Mrs. Atiya attendance the student"s one by one, then, Mrs. Atiya repeated the past material by giving a Q & A session with the student. After 10 minutes Mrs Atiya began the learning by continuing the material "expression of capability". But this second meeting in the application of learning methods from Mrs. Atiya is different from the first, Mrs. Atiya explained the material using listening media, so students listen to examples of expression of capability pronunciation then students imitate it together. Once completed, Mrs Atiya tested students' abilities by testing their mentality for confident speaking in front of class mimicking the expression of capability version on themselves. Five people who dare to come forward in front of class with correct answers then students get a plus point from Mrs. Atiya, if their answers are wrong then will be replaced with students who have never come forward. After the

core process in learning, Mrs. Atiya did the closing that is repeating the material and answered simultaneously with the student. Then give homework to fill out the exercise in the worksheet. At the last, invited students to pray and leave the classroom. By saying "see you next time".

After the researcher made observations in Mrs. Atiya's teaching class, the researcher conducted direct interviews with Mrs. Atiya regarding the oral drill method. Mrs. Atiya implements the oral drill method not only in the excellent class, but also in the regular class, Mrs. Atiya applies this method. Because according to Mrs. Atiya, the oral drill method is very effective to be applied in teaching and learning, especially in learning foreign languages such as learning English. This method is used to make students remember the material that has been given so they don't forget easily. Then this method also used to develop students' speaking skills because a question must be answered with an answer and the answer is in the form of a statement in English. Thus, students practice the material that has been given by speaking English.

After the researchers saw the application of oral drill methods in the eighth grade excellent class of MTs Al-Amiriyyah by doing classroom observation researchers saw a significant increase in the eighth grade excellent class of MTs Al-Amiriyyah, can be seen from the results of evaluation from the teacher show from 23 students of eighth grade excellent class of MTs Al-Amiriyyah in academic year 2020/2021, all the students can pass KKM.

Based on the observation, the method used in teaching speaking is oral drill method. Oral drill method is a teaching method that is carried out repeatedly by training students to master the lesson and be skilled in carrying out the given training tasks. The objective of this method to made speaking English more effective and made the students confidents speak up English also made the students interesting in learning English. The teacher used paper sheet for media in teaching learning due to all students have paper sheets this makes it easier for teachers to convey material. The teacher gave evaluation by providing a Q&A session to the students. For

students who can answer questions from teachers, it will get a point plus, point plus this aims to add to the daily value of students. For those who actively answer questions from teachers, the addition of daily values is even better. In this evaluation students are emphasized in practice speaking on the material that has been delivered, namely expression of capability. Teachers tell students to practice expression of capability to test students' confident levels. The classroom procedure divided into opening, explanation, practicing, evaluation and closing.

Based on the observation, the technique used in teaching speaking is discussion. Based on the investigation, the intention is to obtain in speak up and tried confidents speak English. Based on the interview, teacher gives games only when there is time left for learning, games are only used to refresh the brain. so that students do not feel bored during the learning process.

From the result that had been presented by the researcher, it concluded that students more active in learning process, they were very enthusiasm when the teacher gave oral drill method, they felt challenged for got point plus from the teacher. Based on the result of observation, the researcher seen there was improvement of students in eighth grade excellent class of MTs Al- Amiriyyah in academic year 2020/2021. The students felt challenging when the teacher gave questions to students. And they felt jealous if their friends can answered the questions from the teacher and got point plus from the teacher. This is evidenced by the results of classroom observations that have been carried out by the researcher, which shows that with the addition of plus points from the teacher, students are more enthusiastic in getting points so that they try to get points from each other. This is also seen from the results of interviews with students, some of them said that using Q & A questions made them more challenged to speak English. They more effort to reminded the material that had been explained from the teacher. From the results of the student's scores, it shows that of the 23 students the lowest score is 75, the highest score is 95 and the average is 84.3 from these results, the

researcher concluded that the oral drill method in teaching speaking was successful for improving speaking ability.

D. Conclusion

After the researcher conducted observations in the classroom, interviewed to students and teachers, and took documentation. The researchers concluded that the students of the eighth grade of excellent class at Mts Al-Amiriyyah had problems in learning, they said that teaching that only focused on the material made them bored and not enthusiastic in the learning process, this was confirmed by the opinion of Mrs. Atiya, an English teacher at the eighth grade of excellent class at Mts Al-Amiriyyah. Mrs. Atiya said that students who were only given the lecture method in teaching would make students not enthusiastic. Besides, Mrs. Atiya looked for methods that could make students enthusiastic in taking lessons. Therefore, Mrs. Atiya applied the oral drill method as a learning method to increase student enthusiasm in learning.

The oral drill method was implemented by Mrs Atiya is a teaching method in which the teacher provides exercises to get students' skills in the material that has been delivered. The implementation of the oral drill from Mrs. Atiya is expected students can understand the material and not easily forget the material that has been given. However, the oral drill method implemented by Mrs. Atiya is not only oral material but also sometimes with question and answers (Q & A) or giving games. Games are carried out when there is still time left, this is used by the teacher to refresh the students' brains after the material is given. The target of teaching speaking Mrs. Atiya is pronunciation, how students can speak English with good and correct pronunciation.

The implementation of the oral drill method has a positive influence on the student learning process, students are very enthusiastic in responding to questions posed by the teacher, this can be seen from the results of the researcher's observations when entering the teaching class of Mrs. Atiya and the students' scores of Mrs. Atiya, it shows that from 23

students English excellent program of MTs Al-Amiriyyah, 100% students have scores above the KKM. From these result shown that oral drill method was successful to improve speaking skill.

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