

IMPROVING STUDENT'S SPEAKING ABILITY BY USING SPYING METHOD AT THE EIGHTH GRADE OF MADINATUSSALAM FOUNDATION

Dwi Suci Amaniarsih¹, Juliana², M.S, Erni Darmayanti³

English Department, Faculty of Politics and Education, Potensi Utama University, Indonesia

Email: amaniarsih86@gmail.com, juliana.ssmi@gmail.com, esindank@yahoo.com

ABSTRACT - *This study aims to improve students' speaking skills in English by using the spying method. The research was conducted on VIII grade students of Madinatussalam Sei Rattan Private Junior High School. Based on the results of class actions carried out in 2 cycles for Class VIII Private Madinatussalam students, it shows that the spying method is proven to be able to improve students' English speaking skills. Each cycle of activities, student learning outcomes have increased, where the percentage of student learning outcomes completeness in the first cycle is 62% while in the second cycle it increases to 91%. English on students.*

Keywords: *Speaking Skills, English, Spying Method*

INTRODUCTION

Education and language are something that cannot be separated. Language is the most important part in the world of education because language functions as an introduction to meaning that is communicated by educators to students, so that without language the educational process will not be conveyed.

English is the official language throughout the world which is used for various activities of absorption and development of science and technology in the world globally. By mastering English one will easily understand and apply advances in the development of science and technology. Therefore, the role of education must be aligned with international demands, namely being able to adapt along with advances in science and technology.

It is undeniable that the ability to speak foreign languages, especially English, is very important for everyone as well as for those in the world of education. Realizing how important the role of English is, English has been taught from elementary school to university level. At the Junior High School (SMP)

education level, English lessons in general, apart from aiming to improve knowledge and skills in English, also aim to improve the ability to develop science and technology.

The ability of students in English is of course closely related to students' skills in mastering the rules contained in English lessons. It should be understood that learning English has characteristics that are not the same as other learning. In addition to students being required to master vocabulary and grammar, students are also required to be able to apply them in speaking. This is where skills in English are needed.

Speaking skills are basically skills in reproducing the flow of the articulation sound system in order to convey wishes, feelings, needs and desires to others. However, these speaking skills must be based on the confidence to speak by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and so on (Iskandarwassid, 2011).

The skill of speaking English is not a simple thing that can be learned easily in a short time, because this skill requires more than just knowledge of grammar and semantic rules, or the selection of appropriate learning strategies and requires a lot of practice and speaking opportunities. English speaking skills need to be mastered well because this skill is also an indicator for one's success in learning English.

Various research results show that students' English speaking skills in Indonesia still leave many problems. This is because English lessons are still a frightening specter for students. Many students still experience difficulties and even fear in practicing speaking English. Not infrequently, shame also defeats their courage in stringing words together in English. In addition, shame also arises due to the response from the surrounding environment that does not support their desire to always communicate using English. Sometimes people will think that when students speak English with their friends, they are considered arrogant, smart, westernized and considered not to love their own language, namely Indonesian. This is the obstacle and barrier why English speaking skills are still one of the aspects of language that are difficult to achieve well, especially at school.

Meanwhile, their opportunity to speak English at school is only limited to when learning English is taking place, which is very limited in time.

To overcome these problems, English language learning should be held by providing opportunities for students to practice and use English optimally. In other words, the more often students practice speaking and using English, the better their speaking skills in that language will be. In addition, the learning held must be able to arouse students' interest in learning so that it requires the application and use of methods and media that are relevant to the needs of students. In practice, educators must find alternative ways of delivering learning material that can be easily accepted by students.

In the teaching and learning process there are two very important elements possessed by a teacher, namely teaching methods and teaching media. The two aspects are interrelated, the selection of one teaching method will certainly affect the appropriate type of media. Selection of a good method can help transfer knowledge more clearly to students so that it can provide stimulation and arouse student learning motivation and increase understanding of learning materials that have an impact on improving the quality of education. Improper application of methods and use of English learning media can give the biggest contribution to the low interest and communication skills of students in English.

In choosing a method or learning media, there are several things that must be considered, including the method or learning media to be used must be adapted to the character of the students and also the character of the subject matter to be delivered. Besides that, the method or learning media that will be used must also be adjusted to the level of student understanding in accepting and using the method (Arsyad, 2019).

One method that fits these criteria is the spying method. Spying method, is one of the very simple learning methods and very suitable to be used in learning English which is considered by students to be very difficult. Through this method, it is hoped that students will gain new experiences in learning English so as to provide motivation and confidence for students in improving their English skills. On the basis of these considerations, this research focuses on "Efforts to improve

the speaking skills of Class VIII students of SMP Madinatussalam by using the spying method.

Speaking is one of the language skills in everyday life. Someone more often chooses to speak to communicate, because communication is more effective if it is done by talking. Speaking plays an important role in everyday life for conveying intentions in the form of ideas, thoughts, and also the contents of one's heart to others so that these intentions can be understood by others.

According to Hermawan (2014), speaking skills are the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires or feelings to a speaker partner. Meanwhile, according to Iskandarwassid (2011) argues that speaking skills are basically skills in reproducing the flow of the articulation sound system to convey wishes, feelings, needs, and desires to others. This skill is also based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, tension, heavy tongue, and others.

From some of the definitions above, it can be concluded that what is meant by speaking skills is an act of expressing, stating, and conveying thoughts, feelings and desires to others by using spoken language that can be understood by others.

According to Musaba (2012), speaking skills can be divided into several types, including the following:

1. Storytelling

Storytelling is telling a story orally (although story material can be in the form of a written essay).

2. Debate

The term debate seems to be quite well known among the public. Sometimes there is an expression for someone who likes to argue, so it is called like to debate or good at debating. Debate is actually similar to dialogue. Debate means exchanging ideas openly to discuss issues that are still pros and cons by paying attention to certain rules and regulations.

3. Discussion

The term discussion is well known, especially among educated people. For campus circles, discussion is an activity that is considered normal. Discussion

is defined as a scientific meeting to exchange ideas on a problem. Group discussions are usually characterized by a more limited number of participants.

4. Interview

Interview is a question and answer activity with someone who is needed to be asked for information or his opinion on a matter. The term interview is not foreign to the public. Interviews are similar to dialogues. However, interviews tend to be more active for the interviewee. The interviewees are of course very diverse, usually an expert or resource person, as well as ordinary members of the community.

5. Speeches and Lectures

Speech is an activity of speaking in public or oration to express his opinion, or give an idea about something. While the lecture is an activity of speaking in public in certain situations for certain purposes and to certain listeners.

6. Conversation

Conversation is a dialogue between two or more people. Build communication through spoken and written language. This conversation is interactive, namely spontaneous communication between two or more people.

Speaking skills are easier to develop if students have the opportunity to naturally communicate something to others on informal occasions, however, the opportunity to speak in class is a condition that must be created because it is beneficial for learning to learn pragmatic aspects and other aspects in relation to it. language use. To develop speaking skills in English, it is very necessary to have a method that suits the characteristics of students.

The spying method was developed by Aronson and was first used in 1971 in Austin, Texas. The spying method is a method that is quite well known but is still rarely used, especially in learning English in Indonesia. With this method, students are expected to have skills in English. According to Aronson et al (1971) stated that the spying method is a cooperative learning strategy that allows each student from the "home group" to specialize in one aspect of the learning unit. Students meet with other members of other groups who are assigned the same aspect called the "expert group" and after mastering the material, return to the

"home group" and teach or explain the material to their group members. That's what makes the strategy of spying methods so effective.

As a learning medium, the use of the spying method must have principles in its implementation. As for the principles of using the spying method, namely (Rismayanti, 2013):

1. The principle of cooperative learning. Here are small collaborative groups whose members consist of three to five people with a heterogeneous group structure.
2. The principle of responsibility. Students learn to have two responsibilities, namely they learn for themselves, and help fellow members to learn.

RESEARCH METHODS

Types of Research

This research is a type of Classroom Action Research (CAR). Classroom Action Research (CAR) is a learning activity in the form of an action, which is intentionally raised and occurs in a class simultaneously with the intention of improving the learning process (Arikunto, 2016). In this study, Classroom Action Research was carried out to improve students' English speaking skills through the spying method for Class VIII students of Madinatussalam Sei Rattan Private Junior High School.

Research Subject and Location

This research was conducted at Madinatussalam Private Junior High School, which is located at Jalan Sidomulyo Pasar IX Dusun XIII Sei Rotan Village. Meanwhile, the object of this research is the Class VIII students of Madinatussalam Private Junior High School in the Even Semester of the 2021/2022 Academic Year.

Research Design

This research was conducted in two cycles. The cycle is stopped when the data displayed in the field is saturated, meaning that if there is an increase in students' English speaking skills through the spying method. Each cycle consists of several stages which are carried out using the action research model from Kemmis and Taggart (Arikunto, 2016), namely:

1. Planning (plan)
2. Action
3. Observation
4. Reflection

At the planning stage, the researcher designs the actions to be carried out in the research, which include pre-cycle, determining learning objectives, making lesson plans, designing instruments in delivering material, making observation sheets and evaluation tools to evaluate learning outcomes.

In the action stage, the teacher carries out learning activities as previously planned, namely learning activities using the spying method. The implementation of the action is flexible and open to changes according to what is happening in the field. In addition, the researcher observed student activity in the learning process according to the prepared observation sheet.

At the end of the cycle, reflection and action planning are carried out in the next cycle. Reflections were carried out by fellow researchers and interviews with teachers. The data obtained were then analyzed descriptively qualitatively. The instrument in this study is the observation sheet.

Research Instruments

The instruments used in this research include:

1. Speaking Test

To measure students' speaking ability in this speaking test using a Likert scale. The indicators are as follows:

Table 1. Scale Likert

Criteria	Scale	Predicate
Very good	5	Completed
Good	4	Completed
Enough	3	Enough and complete /

		Enough but not complete
Less	2	Not complete
Very less	1	Not complete

The lattice of the instrument used as an assessment can be seen below:

Table 2. Assessment Instrument Grid

Assessment Variable	Indicator	Scale				
		5	4	3	2	1
Linguistic Factor	1. Clarity of pronunciation (Articulation and Pronunciation)					
	2. Intonation accuracy (Volume and also sound pressure)					
	3. Accuracy of language rules (Structure and vocabulary)					
	4. The suitability of the order of discourse					
Non-Linguistic Factors	1. The accuracy of the information submitted					

Assessment Variable	Indicator	Scale				
		5	4	3	2	1
	2. Conformity between information					
	3. Smoothness					
	4. Pronunciation, attitude, appearance, facial expressions					

The score for each of the statements above will then be searched for the presentation of the overall results of respondents' answers using the following formula:

$$P = \frac{\sum x}{n} \times 100\%$$

Information :

P = Score percentage

$\sum x$ = Number of answers given by students

n = Maximum number of scores

As for measuring and determining student success in English speaking skills using the following assessment guidelines:

Table 3. Guidelines for Scoring Students' English Speaking Skills

No	Categori	Interval
1	Very good	85 – 100
2	Good	75 – 84
3	Enough	60 – 74
4	Less	50 – 59
5	Very Less	0 - 49

2. Observation Sheet

To find out the level of student participation in participating in this activity, refer to the grid of observation sheets as listed below:

Table 4 Grid of Student Participation Observation Sheet

No	Categori	Indicator
1	Reception	1. Students follow the learning process seriously 2. Students ask if they have difficulty 3. Students pay attention to the teacher's explanation 4. Students take notes on the explanation given by the teacher
2	Response	1. Students read student worksheets well 2. Students carry out the orders given by the teacher 3. Students answer the questions posed by the teacher 4. Students express their opinion.

3. Documentation

Documentation in this study is in the form of photographs in ongoing teaching and learning activities that record various important activities as well as to provide an overview of the level of student participation during the teaching and learning process.

Data Analysis Technique

In this research, the data analysis technique used is data reduction. Data reduction is an act of selecting data that can be obtained in the field, then simplifying it and transforming it into an easy-to-understand narrative text.

Success Indicator

The minimum standard value set in this study is 70% of the total number of students and has reached an average grade of 70.

RESEARCH RESULTS AND DISCUSSION

Initial Condition Description

Before using the spying method in learning English, the researchers first carried out pre-research activities to determine the initial condition of the eighth grade students of SMP Swasta Madinatussalam before the application of the spying method in learning English. In this pre-research activity, the researcher asked the students to speak in English with a free topic which the students decided for themselves.

The results of this activity can be seen in the table below:

Table 5 Results of Students' English Speaking Skills at the Pre-Cycle Stage

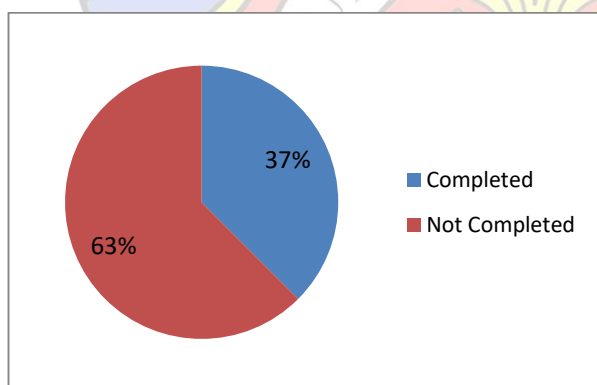
No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
1	001	53	Less		√
2	002	63	Enough		√
3	003	52	Less		√
4	004	77	Good	√	
5	005	87	Very Good	√	
6	006	63	Enough		√
7	007	69	Enough		√

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
8	008	52	Less		√
9	009	66	Enough		√
10	010	58	Less		√
11	011	44	Very Less		√
12	012	80	Good	√	
13	013	87	Very Good	√	
14	014	44	Very Less		√
15	015	70	Enough	√	
16	016	41	Very Less		√
17	017	68	Enough		√
18	018	79	Good	√	
19	019	71	Enough	√	
20	020	80	Good	√	
21	021	79	Good	√	
22	022	54	Less		√
23	023	77	Good	√	
24	024	57	Less		√
25	025	70	Enough	√	
26	026	71	Enough	√	
27	027	47	Very Less		√
28	028	68	Enough		√
29	029	44	Very Less		√
30	030	52	Less		√
31	031	45	Very Less		√
32	032	53	Less		√
Amount		2021		12	20
Average		63			

Source: Pre-cycle research results, 2021

From the table above, it can be seen that the average value of English speaking skills of class VIII students of Madinatussalam Private Junior High School in the pre-activity stage only reached 63. Of the 32 students, only 2 students received very good predicates, while the rest were 6 students got good predicate. A total of 9 students got the predicate enough. Meanwhile, with the predicate of less, 8 students obtained and as many as 6 students obtained the predicate of very less. Meanwhile, in terms of completeness, there were only 12 students (37%) who experienced completeness, while the remaining 20 students (63%) did not complete.

Figure 1. Results of Students' English Speaking Skills at the Pre-Cycle Stage



Based on the results of the pre-action, it is considered necessary to make improvements and improve students' speaking skills in English by following up on Cycle I through the spying method.

Cycle Description 1

In this Cycle I activity, the teacher started the lesson by conveying the students' mistakes in speaking English at the previous meeting. Then the teacher explains about some vocabulary as language treasury to the students. The teacher asks students to memorize the vocabulary. The teacher also explains to students about the accuracy of intonation, voice pressure and volume, pronunciation style, attitude, appearance, facial expressions.

Then the teacher explains the spying method that will be used in learning. The teacher explains what is meant by the spying method. The teacher also explains the learning steps using the Spying method. After explaining the material and learning media that will be applied, the teacher then takes learning actions with the spying method as follows:

1. Students are grouped as many as 3 to 5 students.
2. Each person in the team is given a different part of the material.
3. Members of different teams who have studied the same sub-section meet in a new group (expert group) to discuss their sub-section.
4. After finishing the discussion as an expert team, each member returned to the original group and took turns teaching their teammates about the sub-chapters they mastered and each other member listened carefully.
5. The teacher asks students from each group to come to the front of the class, either individually or in groups.
6. Conduct an evaluation.

From the above activities, it can be seen that the results obtained from the students are as follows:

Table 6 Results of Students' English Speaking Skills at Cycle I Stage

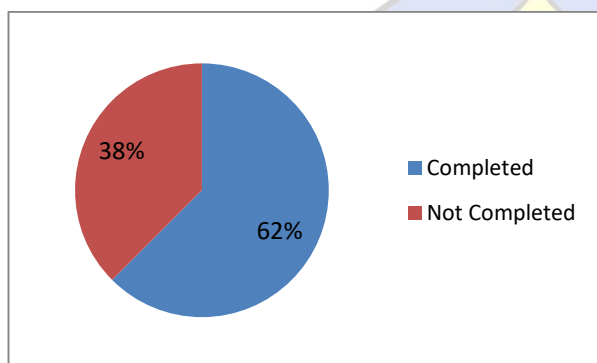
No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
1	001	80	Good	√	
2	002	83	Good	√	
3	003	64	Enough		√
4	004	63	Enough		√
5	005	90	Very Good	√	
6	006	61	Enough		√
7	007	71	Enough	√	
8	008	46	Very Less		√
9	009	75	Good	√	

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
10	010	78	Good	√	
11	011	76	Good	√	
12	012	42	Very Less		√
13	013	89	Very Good	√	
14	014	71	Enough	√	
15	015	59	Less		√
16	016	72	Enough	√	
17	017	74	Enough	√	
18	018	82	Good	√	
19	019	80	Good	√	
20	020	70	Enough	√	
21	021	44	Very Less		√
22	022	59	Less		√
23	023	83	Good	√	
24	024	56	Less		√
25	025	80	Good	√	
26	026	53	Less		√
27	027	72	Enough	√	
28	028	57	Less		√
29	029	80	Good	√	
30	030	54	Less		√
31	031	73	Enough	√	
32	032	73	Enough	√	
Amount		2210		20	12
Average		69			

Source: Cycle I research results, 2021.

From the table above, it can be seen that the average score of students' English speaking skills at the Cycle I stage reached 69. Of the 32 students, there were 2 students who got very good predicates, as many as 10 students got good predicates. A total of 8 students got the predicate enough. Meanwhile, with the predicate of less, there were 9 students and as many as 3 students obtained the predicate of very less. Meanwhile, in terms of completeness, there was an increase, there were 20 students (62%) who experienced completeness, while the remaining 12 students (38%) did not complete.

Figure 2. Results of Students' English Speaking Skills at Cycle I Phase I



From the results of the Cycle I activity, it can also be seen that although in the Cycle I activity there was progress in speaking English, students were already motivated to take part in learning and had dared to express various opinions and questions, but there were some things that were still pending. found in some students as follows, namely:

1. There are still some students who do not focus on learning.
2. There are still some students who do not have clarity of pronunciation and articulation.
3. There are still some students who are unable to speak in English due to the lack of vocabulary mastery that they know.
4. The grammatical structure of students is still ambiguous.
5. The style of language is also not clear.
6. Pronunciation style, attitude, appearance, facial expressions are still flat

Seeing the results of these initial observations, it is deemed necessary to follow up in Cycle II at the same time to ensure that the spying method can improve students' speaking skills in English.

Cycle Description 2

Following up on the results of the activities from Cycle I, the next researcher carried out cycle II activities which were carried out in the second week. In Cycle II activities, the teacher starts learning with the following steps:

1. The teacher conveys some of the mistakes made by students at the stage of cycle 1.
2. The teacher explains back to students about the accuracy of intonation, voice pressure and volume, facial expressions, attitude, pronunciation style and appearance.
3. The teacher gives some vocabulary as additional vocabulary to the students.
4. The teacher asks students to memorize the vocabulary.
5. The teacher re-explains the material and learning media that will be used, namely the spying method to students.
6. The teacher asks about the students' understanding of the spying method that will be used.
7. After the teacher makes sure the students can understand the material and the method to be used, the teacher then divides the students into several groups. The activities carried out are as follows:
 - a. The teacher divides the students into five or six people called the "origin group". Each group consists of students who have different abilities in terms of English skills, in this case the teacher is guided by the results of the students' scores in the implementation of cycle I.
 - b. The teacher asks each group to choose one student as group leader.
 - c. The teacher gives a choice of several materials to each group. Then each group chooses one of the materials given.
 - d. The teacher assigns each student to study the chosen material.
 - e. The teacher gives students time to read the material at least twice until they become familiar with it.

- f. Then the teacher forms a temporary “expert group” by asking one student from each home group to join other students assigned to the same material.
- g. The teacher gives this “expert group” time to discuss the main points of their material and to practice the presentations they will make in their home group.
- h. The teacher brings the students back to their original group.
- i. The teacher asks each student to share the material with their group.

The results of this activity can be seen in the table below:

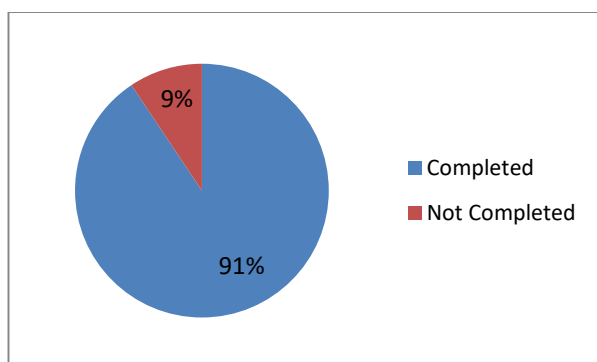
Table 7 Results of Students' English Speaking Skills in Cycle II Phase

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
1	001	90	Very Good	√	
2	002	74	Enough	√	
3	003	84	Good	√	
4	004	77	Good	√	
5	005	92	Very Good	√	
6	006	59	Less		√
7	007	75	Good	√	
8	008	84	Good	√	
9	009	83	Good	√	
10	010	82	Good	√	
11	011	84	Good	√	
12	012	49	Very Less		√
13	013	90	Very Good	√	
14	014	76	Good	√	
15	015	58	Less		√
16	016	84	Good	√	

No	Code Students	Score	Predicate	Information	
				Completed	Not Completed
17	017	77	Good	√	
18	018	78	Good	√	
19	019	77	Good	√	
20	020	77	Good	√	
21	021	73	Good	√	
22	022	83	Good	√	
23	023	83	Good	√	
24	024	74	Enough	√	
25	025	80	Good	√	
26	026	78	Good	√	
27	027	73	Enough	√	
28	028	81	Good	√	
29	029	83	Good	√	
30	030	73	Enough	√	
31	031	78	Good	√	
32	032	80	Good	√	
Amount		2489		29	3
Average		78			

Source: Cycle II research results, 2021.

From the table above, it can be seen that the average value of students' English speaking skills in the second cycle stage has increased to reach 78. Of the 32 students, 3 students received very good predicates, 22 students received good predicates. A total of 4 students got the predicate enough. Meanwhile, with the predicate of less, 4 students obtained and as many as 1 student obtained the predicate of very less. Furthermore, there was a significant increase in terms of completeness, namely 29 students (91%) experienced completeness, while the remaining 3 students (9%) did not complete.

Figure 2. Results of Students' English Speaking Skills in Cycle II Phase

From the results of Cycle II activities, it can also be concluded, namely:

1. Most students already have English speaking skills.
2. In the learning process, almost all students are getting more serious and enthusiastic in following it.
3. Most students seem to be getting bolder in conveying various statements and questions about the material given.
4. Some students have begun to be responsive to the material presented and the methods used.
5. Some students are still not focused during the learning process.
6. There are still some students who are minimal in vocabulary mastery so they still have difficulty with the material given.

DISCUSSION

Based on the results of activities ranging from pre-cycle activities to cycle I and cycle II activities, it can be seen that the comparison of students' acquisition of mastery English skills is as follows:

Table 8 Results of Students' Completeness Score

No	Code Students	Score Siklus I	Score Siklus II	Average	Information
1	001	80	90	85	Completed
2	002	83	74	79	Completed
3	003	64	84	74	Completed
4	004	63	77	70	Completed
5	005	90	92	91	Completed
6	006	61	59	60	Not Completed
7	007	71	75	73	Completed
8	008	46	84	65	Not Completed
9	009	75	83	79	Completed
10	010	78	82	80	Completed
11	011	76	84	80	Completed
12	012	42	49	46	Not Completed
13	013	89	90	90	Completed
14	014	71	76	74	Completed
15	015	59	58	59	Not Completed
16	016	72	84	78	Completed
17	017	74	77	76	Completed
18	018	82	78	80	Completed
19	019	80	77	79	Completed
20	020	70	77	74	Completed
21	021	44	73	59	Not Completed
22	022	59	83	71	Completed
23	023	83	83	83	Completed

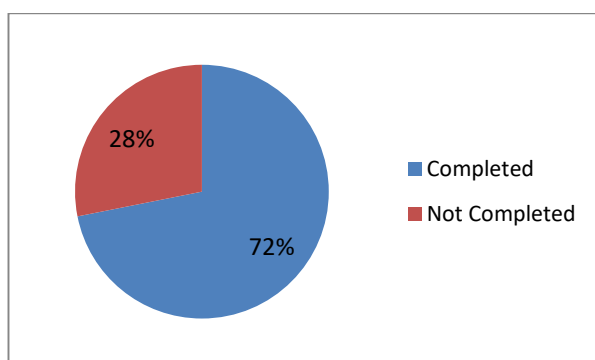
No	Code Students	Score Siklus I	Score Siklus II	Average	Information
24	024	56	74	65	Not Completed
25	025	80	80	80	Completed
26	026	53	78	66	Not Completed
27	027	72	73	73	Completed
28	028	57	81	69	Not Completed
29	029	80	83	82	Completed
30	030	54	73	64	Not Completed
31	031	73	78	76	Completed
32	032	73	80	77	Completed
Amount		2210	2489	2350	
Average		69	78	73	

Source: research results, 2020

From the table above, it is known that there are 23 students (72%) who experience completeness, while as many as 9 students (28%) do not experience mastery in the students' English speaking skills using the spying method.

Figure 3. Results of Student

Completeness Score



Based on the above, it can be stated that this research was successful, so it can be concluded that the spying method has been proven to improve students' English skills, where 70% of the total number of students can follow the learning process well and have achieved an average score of 70.

CONCLUSION

Based on the results of research and discussion, it can be concluded as follows:

1. Based on the results of class actions carried out in 2 cycles for Class VIII students of Madinatussalam Private Junior High School, it can be stated that the spying method can improve students' English speaking skills.
2. Based on the percentage of completeness of student learning outcomes, it can be seen that at the stage of the first cycle of completeness of student learning outcomes obtained by 62% while in the second cycle of completeness of student learning outcomes increased to 91%.

REFERENCES

- Arikunto, Suharsimi. 2016. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. 2019. *Media Pengajaran*. Jakarta : PT. Raja Grafindo Persada.
- Brown, James. 2001. *Principle of Teaching Language*. London: Cambridge Press.
- Dhieni, Nurbiana dkk. 2011. *Metode Pengembangan Bahasa*. Jakarta: Universitas Terbuka.
- Diane Larsen & Freeman. 2000. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press
- Didi Sukyadi, 2010. *Pembelajaran Menyimak dan Berbicara*. Bandung : Universitas Pendidikan Indonesia
- Elfa Febria Utami. 2013. *Pengelolaan Pembelajaran Bahasa Inggris*. Tesis. Bengkulu : Universitas Bengkulu
- Fachrurrozi, Aziz dkk. 2016. *Pembelajaran Bahasa Asing Tradisional dan Kontemporer*. Jakarta: Raja Grafindo
- Harmer, J. 2007. *The Practice of English Language Teaching*. England: Longman.
- Henry G. Tarigan. 2009. *Metodologi Pengajaran Bahasa*. Bandung : Angkasa
- Iskandarwassid dan Dadang Sunendar, 2011. *Strategi Pembelajaran Bahasa*, Bandung: PT Remaja Rosdakarya.
- Jack C. Richards & Theodore S, Rodgers. 1986. *Approach and Methods in Language Teaching*. New York: Cambridge University Press
- Mahyuddin, Erta. 2010. *Pembelajaran Bahasa Asing Metode Tradisional & Kontemporer*. Jakarta Timur: Bania Publishing
- Musaba, Zulkifli. 2012. *Terampil Berbicara Teori dan Pedoman Penerapannya*. Yogyakarta: CV Aswaja Perindo.

- Richards, Jack.C. 2006. *Communicative Language Teaching (CLT) Today*. London: Cambridge Press.
- Rismayanti, Ratna, dkk, 2013. *Spying Method to Improve the English Speaking Skill of The Students of The Extracurricular English Conversation Club in SMPN 6 Yogyakarta*. Jurnal PELITA, Volume VIII, Nomor 1, April 2013
- Rochiati Wiriaatmadja. 2005. *Metode Penelitian Tindakan Kelas*. Bandung: Remaja Rosdakarya
- Sarwiji Suwandi, 2009. *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*, Surakarta: Panitia Sertifikasi Guru Rayon 13 FKIP UNS Surakarta
- Soedarsono, FX. 2001. *Aplikasi Penelitian Tindakan Kelas*. Jakarta: Departemen Pendidikan Nasional
- Solikhah, Imroatus. 2015. *Reading and Writing as Academic Literacy in EAP Program of Indonesian Learners*. Jakarta : Dinamika Ilmu
- Suwandi, Sarwiji, 2009. *Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Ilmiah*, Surakarta: Panitia Sertifikasi Guru Rayon 13 FKIP UNS Surakarta

