

**A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE
EIGHTH YEAR STUDENTS OF SMP N 1 GANTIWARNO KLATEN IN THE
ACADEMIC YEAR OF 2016/2017**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Achieving Undergraduate
Degree in English Education Study Program



BY

NAME : SUPATMI

STUDENT NO. : 1311202868

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2017

APPROVAL

A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE
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THE ACADEMIC YEAR OF 2016/2017

By

Name : Supatmi

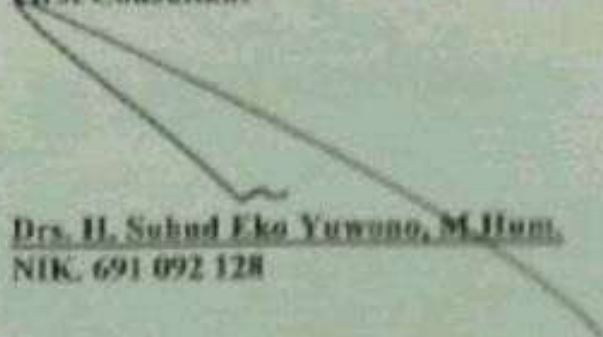
Student No. : 1311202868

Approved by the Consultants to be Examined before the Board of Examiners of
Teacher Training and Education Faculty on

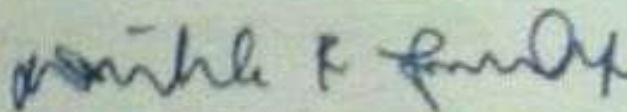
Day : Saturday

Date : 29th May 2017

First Consultant


Drs. H. Suhud Eko Yuwono, M.Hum.
NIK. 691 092 128

Second Consultant


Dr. Didik Risan Sumekto, M.Pd.
NIK. 690 909 302

RATIFICATION

A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE
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THE ACADEMIC YEAR OF 2016/2017

By

Name : Supatni

Student No. : 1311202868

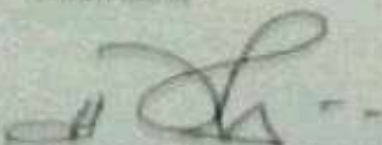
Accepted by the Board of Examiners of Teacher Training and Education Faculty,
University of Widyadarmas Klaten on

Day : Thursday

Date : 15th June 2017

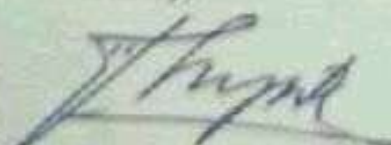
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Chairman,



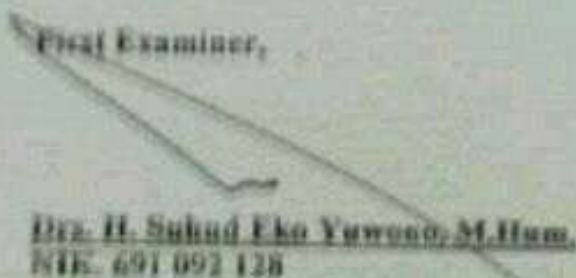
Dra. H. Udiyono, M.Pd.
NIP. 195411241982121001

Secretary,



Dra. Hj. Sri Haryanti, M.Hum.
NIP. 196106191987032001

First Examiner,



Dra. H. Suhud Eko Yuwono, M.Hum.
NIK. 691 092 128

Second Examiner,



Dr. Didik Rinan Sumarto, M.Pd.
NIK. 690 909 302

Ratified by:

Dean of Teacher training
and Education Faculty



Dra. H. Udiyono, M.Pd.
NIP. 195411241982121001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A CASE STUDY ON TEACHING AND LEARNING SPEAKING OF THE EIGHTH YEAR STUDENTS OF SMP N 1 GANTIWARNOW KLATEN IN THE ACADEMIC YEAR OF 2016/2017”**.

It is not a plagiarism or made by others. Anything related to other's work is written in the quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept the academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 29th May 2017



Supatmi

1311202868

DEDICATIONS

In the name of God I dedicate my thesis for:

My beloved parents, P. Supadi and Tumirah

My beloved siblings, Mas Tom, Mbak Lusi, and Mbak Dwi,

Thank you for your sacrifices

My special Someone Yosep Ciptadi C.

Selly, Anis, Khusnul, and all of My English Classmates A & B

And for all of my best friends

Thanks for supporting me and standing by my side.

MOTTOS

Be Yourself.

People Don't Have to Like You,

And You Don't Have to Care.

ANONYMOUS

If You Want to Feel Rich,

Just Count the Things You Have That Money Can't Buy.

ANONYMOUS

Coins Always Makes Sounds, But Paper Moneys are Always Silent,

So, When Your Value Increases, Keep Yourself Silent and Humble

ANONYMOUS

O Lord, You Are Our Father,

We Are the Clay, You Are the Potter,

We Are All The Work of Your Hand

(Isaiah 64:8)

ACKNOWLEDGEMENTS

Praise be to God the Lord of the universe because of His guidance, blessing and love, finally I could finish this thesis and my study at Widya Dharma University.

With all sincerity and honesty deep down in my heart, I would like to express my greatest gratitude sincerely to:

1. Prof. Dr. H. Triyono, M.Pd., as the Rector of Widya Dharma University.
2. My first consultants Drs. H. Suhud Eko Yuwono, M.Hum., and my second consultant Dr. Didik Rinan Sumekto, M.Pd., who have given their patience, time, advice, direction, and encouragement during the process of this thesis writing.
3. My beloved parents, my siblings, and my sweetheart who have always showered me with love and prayers, and have been so patient in waiting for my graduation.
4. The headmaster of SMP N 1 Gantiwarno Klaten, Dra. Ifti Haniek, M.Pd., thank you for giving me permission to conduct my research.
5. The English teacher, Mrs. Endang Sundari S.Pd., I sincerely thank for helping me and providing me with the suggestion and motivation.
7. My best friend Anis Rusmayanti who accompanied and assisted me during conduct this research.

Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at secondary school level.

Klaten, May 2017

The Researcher

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LIST OF ABBREVIATIONS

1. App. : Appendix
2. Doc. : Document
3. FN. : Field Note
4. Invw. : interview
5. LP. : Lesson Plan
6. Obv. : Observation
7. Syl. : Syllabus
8. T. : Transcript
9. TLM. : Teaching and Learning Material

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ABSTRACT

SUPATMI, NO. 1311202868, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2017. S-1 Thesis: *A Case Study on Teaching and Learning Speaking of the Eighth Year Students of SMP N 1 Gantiwarno Klaten in Academic Year of 2016/2017*.

This thesis aimed to describe and analyze the process and obstacles faced by the English teacher in teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in the academic year of 2016/2017. Through this case study, the informants were students of VIII C of SMP N 1 Gantiwarno Klaten in the academic year of 2016/2017. The qualitative data were collected by observing the teaching and learning process, collecting documents, and interviewing the students and the English teacher.

The findings showed that teacher made the lesson plan before conducting teaching and learning process. The English teacher applied School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*) as the Curriculum in teaching speaking. The process of teaching and learning English speaking was shown that teacher always drilled her students to improve their pronunciation, gave attracted questions for random students to make them pay more attention, and asked them to perform in the front class as the evaluation. During teaching and learning speaking activities, the students were mostly passive. However, they followed the lesson well and obeyed teacher's instruction. The students often made noise when they did tasks or when their teacher did not coach them. The students who brought an English dictionary could do the tasks effectively by finding the meaning of words. The obstacles faced by the English teacher during teaching and learning speaking were that most students relatively passive to speak in English so the teacher had to dominate the class. However, students tended to make noise when they were doing tasks or when the teacher did not coach them. The students had difficulties in arranging sentences because they lacked the vocabulary mastery and did not master English grammar that limited them to convey their ideas. As the result the teaching and learning speaking was disrupted.

Keywords : *Case study, speaking, teaching and learning*

CHAPTER I

INTRODUCTION

A. The Background of the Study

In Indonesia, English is one of the lessons that students have to learn continually during the span of their educational experiences. At schools students learn four skills of English, namely listening, speaking, reading, and writing. Kosar and Bedir (2014: 12) states that speaking skill has been claimed to be at the core of language learning. The claim has been expanded with the assumption that aptitude for accomplishing successful oral production is the equivalence of successful language learning. Factors, such as motivation level, methods, and materials used in the classroom, the atmosphere of the setting where learners are taught, the amount of chance for practicing target language can be mentioned among the broad range of factors exerting influence on speaking skill.

According to Nunan (2003: 48) speaking is the productive aural/oral skill. Spoken language is one of the most important features that have a tongue because one of the first objectives that have the language is to establish oral communication, then if we are not able to learn the language in that way, we have not really acquired the language. From the definition, it can be concluded that speaking is one of the crucial parts of communication that must be learned and mastered by students. As the main tool of communication, speaking skill could be seen as the leading skill during the English learning process. Al Hosni

(2014: 22) defines speaking as the active use of language to express meaning, and for young learners, the spoken language is the medium through which a new language is encountered, understood, practiced, and learned.

Unfortunately, to master speaking skill is not easy, as stated by Pollard (2008: 33) speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.

In the real teaching and learning speaking at the eighth year students of SMP N 1 Gantiwarno Klaten. The observations were conducted on Monday, 30th January 2017 and Thursday, 9th February 2017 and an interview on Tuesday, 24th January 2017 with the English teacher Mrs. Endang Sundari and the two students of the eighth-year-student, namely Rudi Prasetyo and Aldi Saputra. The researcher obtained some problems faced by students in speaking learning. Most of the eighth year students had the low speaking ability. Both of the interviewed students claimed that English was difficult. Rudy faced a difficulty in arranging words by using the correct grammatical-based pattern and Aldi tended to translate the lack of vocabulary from Indonesian into English.

Based on the observation, the difficulty in teaching and learning speaking was due to the influence of Indonesian spelling, lack of vocabulary,

and English grammatical mastery. Most of them had *Bahasa Indonesia* or *Bahasa Jawa* as their mother tongue and only spoke English in English class it tended to make them mispronounce English words. Then the lack of knowledge about grammar and vocabulary mastery were also other problems. These problems really limited them to express their minds and ideas. So, when they were asked to practice speaking in front of the class, they looked shy, reluctant and unconfident.

To overcome their vocabulary problems, the teacher required for every student to bring their dictionary. For those who do not bring a dictionary, they would be fined Rp. 1000. Therefore, every student who had the problem in translating, they permitted to open their dictionary to solve their limits of words. Thus, in grammar, the teacher always taught the grammatical-based pattern on schedule in the lesson plan and gave them an evaluation at the end of the subject. Then, in pronunciation, the teacher used drilling as the strategy or repeat after me in order to improve their pronunciation.

The teacher's roles in speaking English at the eighth year students of SMP N 1 Gantiwarno Klaten were very numerous and not easy. A teacher must patiently teach, train, and assist her students. As stated by Hughes (2011: 152) activities based on speaking need to be managed and fostered through careful planning and direction by the teacher. Based on the statement it means that the teacher's role has to give guidance and aid to his or her students who are trying

to speak English. Knowing about how to make students' mastery in speaking is important for a teacher to prepare the better teaching speaking process.

Seeing the fact above, the researcher conducted a research that focused on the capability of the students in speaking English. This research entitled "A Case Study on Teaching and Learning Speaking of the Eighth Year Students of SMP N 1 Gantiwarno Klaten in Academic Year of 2016/2017".

B. The Reason For Choosing The Topic

The reason that encouraged for the researcher to choose the topic was the topic of the study represented the recent phenomena in which the teacher had difficulty in teaching and learning speaking due to the influence of Indonesian spelling, lack of vocabulary, and grammar mastery that limited the students' ability to express their minds and ideas.

C. The Limitation of the Study

Based on the description above, the researcher would limit this study through the scope of the study limitation as follows:

1. The process of English classroom-based practice, which is presented by students of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017.
2. The obstacles faced by the English teacher in teaching and learning speaking.

D. The Statement of The Problem

The problems that discussed in this study are as follows:

1. How is the process of teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year of 2016/2017?
2. What are the obstacles faced by the English teacher in teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017?

E. The Aim of the Study

The researcher's aims of this study were as follows:

1. To describe and analyze the process of teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017.
2. To investigate and analyze the obstacles faced by English teacher in teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017.

F. Use of the Study

The result of the study was expected to be useful as follows:

1. Practical Use
 - a. The result of the study can be beneficial for the English teachers to help them to overcome the problem about how to make students become active in teaching and learning speaking English.
 - b. For the students, the result of this research is expected to assist them to solve their problem in speaking activity and it can help them to improve their speaking skill.

2. Theoretical Use

Theoretically, it is expected that the research findings can enrich the theories in finding the student's obstacles in teaching and learning process.

G. Clarification of the Key Terms

To make the topic easy to understand the researcher clarifies the terms of the study as follows:

1. Case Study

According to Yin (2011: 1) case study means one of the research methods related with the social sciences. Social scientists, in particular, have made wide use of this qualitative research method to examine contemporary real-life situations and provide the basis for the application of ideas and extension of methods. In this research, case study means an empirical inquiry that the researcher investigates the process of teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017.

2. English Teaching and Learning

According to Brown (2007: 8). Teaching is causing someone to know or able to do something, giving someone knowledge skill, giving lesson at school, etc. Meanwhile, learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. In this study teaching and learning means teach something necessary to the learner to accomplish a goal in education setting the

condition for speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017.

3. Speaking

Harmer (2001: 269) defines the terms of speaking ability as the ability to speak fluently presupposed not only knowledge of language features, Speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some elements such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students but also the ability to process information and language on the spot.

Luoma (2004: 2) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. So, by speaking, people able to express their minds and ideas spontaneously. According to Celce-Murcia (2001: 103) speaking is an activity requiring the integration of many subsystems all these factors combine to make speaking a second or foreign language a formidable task for language learning. It means that in speaking there are some elements that must be mastered such as vocabulary, grammar, and pronunciation. If one element is not required, maybe the message will be elusive. That is why speaking is a difficult thing for students who learn foreign language.

From the definitions above it can be concluded that speaking skill is always related to communication. Speaking skill itself can be stated as the

skill to use the language accurately to express meanings in order to transfer or to get knowledge and information from other people in the whole life situation. In this research, speaking means the students' activity perform the linguistic knowledge in actual communication of the of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year of 2016/2017.

H. The Organization of the Study

The organization of the study is presented in order to give the direction of the paper arrangement. It is also meant to give description to the readers. The organization of the paper of each chapter is as follows:

Chapter I is Introduction. It consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It deals with review of related literature consisting of the definition of speaking, components of speaking, the importance of speaking, and teaching speaking.

Chapter III is research methods. It consists of case study, meaning of research, research strategy, data and data source, the technique of collecting the data, and data analysis.

Chapter IV is research findings and discussion. It consists of analyzing of the data, and the discussing the findings.

Chapter V is conclusion and suggestion. It consists of conclusion, implication, and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher attempts to give a brief conclusion and suggestion about teaching and learning speaking process conducted to the eighth year eighth students of SMP N Gantiwarno 1 Klaten in academic year 2016/2017. The explanation of each point will be presented as follows:

A. Conclusion

This research was done in the eighth students of SMP N Gantiwarno 1 Klaten in academic year 2016/2017 started on January 2017 till February 2017, during the second semester of the eighth year students in the academic year of 2016/2017. After the researcher analyzed the result of observation, interview, and documents, the researcher got a lot of information about teaching and learning speaking that could be used to answer the problem statements.

In this case, the problem statements stated in the previous chapter, they were:

1. How is the process of teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year of 2016/2017?
2. What are the obstacles found by the English teacher in teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in academic year 2016/2017?

Based on the data analysis, the researcher concluded that the process of teaching and learning speaking of the eighth year students in the academic year of 2016/2017 as follows:

1. The process of teaching and learning speaking of the eighth year students from the teacher's preparation until the evaluation was good enough. The teacher made a lesson plan before conducting teaching and learning process. The lesson plan made based on the syllabus. The teacher of SMP N Gantiwarno 1 Klaten applied *Kurikulum Tingkat Satuan Pendidikan (KTSP)* as the Curriculum for the eighth and the ninth year students and Curriculum 2013 for the seventh year students in their teaching learning process.

The teacher arranged the sequence of activities, they were opening activity, main activity, and closing activity. She opened teaching and learning speaking by asking her students to be silent because class was so crowded in the first meeting but in the second meeting she opened teaching and learning activities by greeting her students. For main activity, in the both meeting the teacher asked her students to do some tasks and asked them to answer randomly, she also trained her students' pronunciation by drilling, and the last tasks was she asked her students to perform in the front of class. For closing she remained her students to keep studying at home, gave thanks, and said goodbye.

In general, the students were relatively passive in speaking activity. It happened because the students had difficulty in pronunciation, grammar, and lack of vocabulary that also limit them to convey their ideas. They also silent because they afraid to be laughed by their friends if they did mistake.

So the process of teaching and learning speaking was dominated by the English teacher. The students always tried to be active to speak English correctly and followed the teacher's instruction. However, when one student asked to perform in the front of class another students tended to make a noisy and did not pay attention so the teacher had to warn them to silent. Thus, when they asked to do the task, some students would try to cheat their friends' answer.

For evaluation of teaching and learning English speaking is based on the students' speaking performance in the front of class from their pronunciation, grammatical and vocabulary mastery, and fluency.

2. The obstacles faced by the English teacher in teaching and learning speaking of the eighth year students of SMP N 1 Gantiwarno Klaten in the academic year of 2016/2017 were the students thought that speaking English was difficult. They hesitated to express their ideas and were also shy to speak. The students lacked the confidence to speak. They were afraid of making mistakes. It was because when they were asked to speak, they often mispronounced words so that the others fell into laughter. Therefore, they preferred to be silent and did not fully participate in speaking activities. To be able to speak, besides of pronunciation, the richness of vocabulary was also important. However, they still lacked vocabulary mastery and their grammar competencies were poor that hindered them to convey their ideas.

B. Suggestion

Seeing the problem, the researcher wanted to give some suggestions to the teachers and the other researchers.

1. To the English Teachers

In this research, the researcher finds that the teacher should increase students' chance to practice English directly and give them motivation when they make mistakes. They may practice speaking English frequently, so that their pronunciation will be more eloquence. Then for students who lack vocabulary mastery, the teacher should accustom her students to access dictionaries. Next, for students who are still shy or clumsy to deliver their ideas orally because of having difficulties in grammar or still mispronouncing the teacher enables to give feedback on students' performance. Lastly, for students who are bored, silent and passive, they can be overcome by applying the appropriate media so students will be motivated and interested in teaching and learning speaking process. If the students are motivated and interested in teaching and learning speaking process, they can experience speaking practice joyfully and they will be paid more attention.

2. Other Researchers

This study describes how the teaching and learning speaking process in SMP N 1 Gantiwarno. There are so many problems in speaking such as lack of teacher's roles to assist her students, lack of chance for students to practice speaking, and about grammatical mastery. Other researchers can carry out further studies in this area because the researcher has limitations in time, finance, and ability. They may consider this study as one of the references before they conduct research related to students' speaking skills.

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