THE USE OF AUDIO-VISUAL TO IMPROVE STUDENTS SPEAKING ABILITY AT EIGHT GRADE STUDENTS OF SMP NEGERI 4 SELARU

Rita Rince. Takdare[1], Erna G Oratmnagun[2], Rendy Oratmangun[3], Debby M. Kewilaa[4], Saleman Hartoyo[5]
rincetakdarewww@gmail.com[1]
Universitas Lelemuku Saumlaki

ABSTRACT

In learning English, students have to master four basic skills, namely listening, speaking, reading, and writing. Speaking is one of the first skills that English students want to acquire given its very important role. Speaking is often considered difficult for students to master because students have to acquire other language components such as grammar, vocabulary pronunciation, and fluency to become proficient English speakers. Using audio-visual media can be a potential strategy to improve students speaking ability in English. audio-visual media is a technique that helps improve students' speaking skills in English in terms of enhance vocabulary, mastery, increasing creativity, and improving students' pronunciation. This study aims to determine whether the use of audio-visual media can improve students' speaking skills in English at SMP N 4 Selaru. This study uses quantitative research, with a quasi-experimental design. with two classes, namely the experimental class in VIIIa and the control class in VIIIb. The number of samples was 30 students. 15 students for class VIII (a) using audio-visual media and 15 for class VIII (b) using conventional methods, data were obtained using tests (pre-test and post-test), in both classes while data were analyzed using T-test, and the data obtained from the pretest and posttest were analyzed through SPSS 26. The average score in the experimental class was 60.47 in the pre-test and the average score was 75.93 in the post-test. while in the control class, the average value in the pre-test was 33.67 and the post-test was 40.00. Overall, the results of this study showed a significant difference between the pre-test and post-test of the experimental and control, classes as seen from t-count > t-table (4,481 > 9,074). Therefore, it can be concluded that using audio-visual media can improve students' speaking skills.
***Keyword**: Media Audio-Visual, Speaking Skill.*

INTRODUCTION

Speaking is a language skill that is needed for various human needs. Speaking has a large portion in interacting with other people, especially in terms of communication. According to Argawati, (2014), stated that speaking is an activity used by someone to communicate with others.

According to Boonk, it, (2010), speaking is one of the four macro skills necessary for effective communication in any language, particularly when the speakers are not using their mother tongue.

Meanwhile to Zhange, (2013). said Speaking is the scariest situation faced by the students because they are shy when they want to speak, they just have a little vocabulary. Speaking skills need much practice, commonly voiced by learners they have spent years studying English but still cannot speak. One of the media used in learning which is believed improving the ability of students to speak English is audio-visual media. Audio-visual media is a method to transmit material using mechanical and electronic machines to present an audio-visual message. Teaching through audio-visual media is marked by the use of hardware during learning such as laptops, spiker audio, and wide visual projectors.

Akmal, (2019). As stated, media is a facility that is used to explain something so with facilities, the target will be achieved. Audio-visual media consists of two parts, namly audio and visual.

According to Sanjaya (2014), audio-visual media is a type of media that contains sound elements and contains elements of images, such as video recordings, films of various sizes, sound slides, and soon.

According to Syaiful, (2013), audio-visual media is media that has elements of sound and images. This type of media has better capabilities because it includes the first and second types of media

Thereforeaudio-visual media is media that has sound and image elements that are used as intermediaries in the application of audio-visual media is closely related to learning, especially for students who still do not understand the lesson. In this case, audio-visual media can be used as a tool to demonstrate a concrete explanations, besides that audio-visual media can also improve student understanding because students not only listen but also see and speak or practice, the material presented. be delivered. displayed more varied.

In this case, the researcher does the preliminary observation at SMPN 4 Selaru by interviewing the English Teacher, the students still have many problems in learning English, especially in speaking, the students faced difficulties in learning speaking. were difficulty pronouncing the words well and lacked vocabulary and grammar.

From interviews with several eighth-grade students of SMP Negeri 4 Selaru, the researcher explained that most of the eighth-grade students had many problems in in speaking skills such as; students becoming passive during the lesson, students facing difficulties in pronouncing words, The teaching and learning process of speaking in class is less interesting and difficult to understand.

Based on the case above, the researcher interested to collect information and data about Audio Visual Media in teaching speaking, including students' activities in the learning process, how the teacher implements audio-visual as learning media in the classroom. The researcher conducted a study under the title "The Use of Audio-Visual Media in Improving Student's Speaking Ability at Eight Grade Students of SMP Negeri 4 Selaru".

RESEARCH METHODOLOGY

This research is applied as quantitative research. Quantitative research is the process of finding knowledge that uses in form of numbers as tool to analyze what you want to know. Frankel, et al, (2012:265), experimentation is the best way to establish causal relationships between variables. The purpose of the experiment in this study was to determine the use of audiovisual media in improving students' speaking skills. In this study, the experimental research design was quasi-experimental research.

The quasi-experimental research consisted of two groups; an experimental group and a control group. Frankel et al, (2012:266), stated that the experimental group received some type of treatment (such as a new textbook or a different teaching method), while the control group did not receive any treatment. So, to find out the use of audio-visual media in improving students' speaking skills, this research design involved an experimental group and a control group. The design in this study follows the table of Cresswell, (2012).

RESULTS AND DISCUSSION

The finding of this research was the data which was based on the test that was obtained from the students. The researcher got data from Pre-Test and Post-Test. The Pre-Test that was given to the students was to know their ability of the students in English speaking before giving a treatment, while the post-test was given to students to know if there was an

improvement in the student's ability in speaking after giving treatment.

Descriptive Analysis

Analysis of Pre-Test and Post-Test Scores of the Experimental and the Control Classes. Before doing the treatment, the researcher gave students a Pre-Test. The analysis of the Pre-Test value of the experimental and control classes is as follows:

Table 1
Test The Validity And Reliability Of The Questionnaire

Question items	**R - count**	**R - Table**	**Information**	**Crombachalpa**	**Total**
Item 1	,323	0.4821	Invalid		
Item 2	,329	0.4821	Invalid	0,887	Valid 13
Item 3	,752	0.4821	Valid		Invalid 17
Item 4	,315	0.4821	Invalid		
Item 5	,319	0.4821	Invalid		
Item 6	,568	0.4821	valid		
Item 7	,548	0.4821	Valid		
Item 8	,301	0.4821	Invalid		
Item 9	,529	0.4821	valid		
Item 10	,418	0.4821	Invalid		
Item 11	,492	0.4821	Valid		
Item 12	,147	0.4821	Invalid		
Item 13	,250	0.4821	Invalid		
Item 14	,510	0.4821	Valid		
Item 15	,833	0.4821	valid		
Item 16	,447	0.4821	Invalid		
Item 17	,256	0.4821	Invalid		
Item 18	,169	0.4821	Invalid		

Item 19	,805	0.4821	Valid		
Item 20	,105	0.4821	Invalid		
Item 21	,305	0.4821	Invalid		
Item 22	,515	0.4821	valid		
Item 23	,311	0.4821	Invalid		
Item 24	,505	0.4821	Valid		
Item 25	,351	0.4821	Invalid		
Item 26	,331	0.4821	Invalid		
Item 27	,762	0.4821	Valid		
Item 28	,642	0.4821	Valid		
Item 29	,255	0.4821	Invalid		
Item 30	,747	0.4821	Valid		

From the results of validity testing in the table above, the questionnaire filled out by 15 respondents in this study totaled 30 items. From the results of the validity calculation, it can be seen that r - count > r - table, there are 13 valid questionnaires and 17 questionnaires r count < r - table is declared invalid, 13 questionnaires are declared valid because r - count is more than r-table but there are 17 questionnaires declared invalid because the result is smaller than the total r-tabl e, namely 0.4821 and from the results of the reliability test, it appears that Cronbach's alpha is higher, namely 0.887 > 0.60.

These results prove that the 13 statements in the questionnaire are declared reliable. From the results of validity testing in the table above, the questionnaire filled out by 15 respondents in this study totaled 30 items.

Table 2

The result of speaking of experimental class in pretest and postest

NO	Name	Pre-test scor	Post-test
1	ARH	45	75
2	APM	39	67
3	AYL	65	77
4	FL	75	89
5	FRR	75	79

6	GL	78	82
7	HRM	68	81
8	LH	66	80
9	RAL	55	75
10	AS	50	70
11	SAM	58	75
12	ZL	40	50
13	DL	56	75
14	MRK	65	79
15	AL	72	85

Table 3
The result of speaking of control class in pretest and posttest

No	Name	pre-test score	Post-test score
1	ARM	20	25
2	BBL	30	30
3	FH	50	50
4	VAAS	20	30
5	FU	30	30
6	KR	40	45
7	HS	20	20
8	JH	25	50
9	YU.L	50	50
10	YO.L	40	50
11	GO	30	35
12	LM	25	25

13	JM	25	50
14	JL	50	55
15	JLU	50	55

Descriptive analysis

In this analysis we will look at the average pre-test and post-test scores in experimental and control classes before treatment and after treatment.

Table 4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_experiment	15	39	78	60.47	12.750
post_experiment	15	50	89	75.93	9.035
pre_control	15	20	50	33.67	11.872
post_control	15	20	55	40.00	12.392
Valid N (listwise)	15				

In the table above, it can be seen in the experimental class with an average value for the pre-test of 60.47 and post-test of 75.93 while in the control class the average value for the pre-test is 33.67 and in the post-test of 40.00. Thus, there is an average difference between the experimental class and the control class after treatment in both classes. According to Ghozali (2018), descriptive statistics provide an overview or description of data seen from the average (mean), maximum, minimum, mode, and standard deviation values of each sample data. Apart from that, descriptive statistics describe data into information that is clearer and easier to understand.

Data Normality Test

This test will use the Shapiro-Wilk test with a signification level of 0.05. Whether the values of the experimental class and the control class are distributed normally or not using the SPSS 26 program. In this test will use the Kolmogorov-Smirnov with a signification level of 0.05. Whether the values of the experimental class and the control class are distributed normally or not using the SPSS 26 program.

Table 5

Tests of Normality

	class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
result	pre_experiment	.172	15	.200*	.939	15	.364
	post_experiment	.259	15	.008	.860	15	.024
	pre_control	.221	15	.047	.848	15	.016
	post_control	.257	15	.009	.862	15	.026

Based on the calculation results using the Shapiro-Wilk test in the table above, it can be concluded that there is a significance of pre-test values for the experimental class and the control class. In the experimental class 0.364 and 0.024 in the control class. Thus, it can be concluded that the data are normally distributed by reason of the significance level > 0.05.

The same is shown in the table above at the level of significance of the post-test values of both classes, namely 0.016 for the experimental class and 0.026 in the control class, with exposure to the results of these significance values, it can be concluded that both in the experimental and control classes the pre-test and post-test values are normally distributed.

According to Ghozali (2018), the normality test is used to test whether data is correct. The data obtained whether the data used is normally distributed or not, according to researchers using the Kolmogorov-Smirnov Normality Test. The Kolmogorov-Smirnov test is a Normality test that is commonly used because it is considered simpler and does not cause problems with differences in perception. The testing criteria for the normality test are. If the sig (2-tailed) value is > 0.05, then the data is declared normally distributed, and if the value. sig (2-tailed) < 0.05 then the data is declared not normally distributed.

Homogeneity Test

In this study homogeneity was obtained using the homogeneity of variance test. In this sample, it is declared homogeneous if the significant value based on mean > 0.05 using SPSS 26

Table 6
Test of homogenitas

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
result	Based on Mean	2.930	3	56	.041
	Based on Median	1.451	3	56	.238
	Based on Median and with adjusted df	1.451	3	54.710	.238
	Based on trimmed mean	2.899	3	56	.043

Based on the table above, it can be seen that the sig based on mean values of 0.43> 0.05 can be concluded that the values in post-test experimental and post-test control are the same or homogeneous. Testing the homogeneity of the distribution of the gain index for the experimental and control groups using testing criteria according to Sugiyono (2018), if the significant value is > 0.05, it means that the variance of two or more population groups is the same (homogeneous). If the significant value is <0.05, it means that the variance of two or more population groups is not the same (not homogeneous)

Paired Sample T-Test

The paired sample t-test was conducted to see the average data of the experimental class and control class, before treating and after treatment using the SPSS 26 program.

Table 7

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_experiment	60.47	15	12.750	3.292
	pre_control	33.67	15	11.872	3.065
Pair 2	post_experiment	75.93	15	9.035	2.333
	post_control	40.00	15	12.392	3.200
Pair 3	Pre_experiment	60.47	15	12.750	3.292

	Post_experiment	75.93	15	9.035	2.333
Pair 4	Pre_control	33.67	15	11.872	3.065
	Post_control	40.00	15	12.392	3.200

The average difference test results can be seen in the table above where the average value of the experimental pre-test is 60.47 and the post-test has increased by 75.93. Similarly in the control class, the mean pre-test The average difference test results can be seen in the table above where the mean value of the experimental pre-test is at 60.47 and the post-test has increased at 75.93. Similarly, in the control class, the pre-test mean was at 33.67 and in the post-test it was at 40.00. So, it can be concluded that there is an average difference after treatment at 33.67 and at post-test at 40.00. So, it can be concluded that there is an average difference after treatment

Table 8

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre_experimen & pre_control	15	.191	.496
Pair 2	post_experiment & post_control	15	.268	.334
Pair 3	pre_experiment & post_experiment	15	.828	.000
Pair 4	pre_control & post_control	15	.765	.001

Based on the table above, it can be seen that pret-test and post-test experiments have a correlation of 0.828 > 0.05, this means that the relationship between the two is very strong. On the other hand, the pretest and post-test controls had a correlation of 0.765 > 0.05, this means that the relationship between the two data is very strong. Because the correlation value of both > 0.05. According to Singggih Santoso (2014: 265), the decision-making guidelines in the paired sample t-test based on the significance value (sig) of the SPSS output results are as follows. If the value of sig (2-tailed) < 0.05, then Ho is accepted and H1 is rejected, otherwise if the value of sig (2-tailed) > 0.05 then Ho is accepted and H1 is rejected. This can be seen in the experimental class the sig value is 0.000 < 0.05 and in the control class the sig value is 0.001. So, it can be concluded that there is an average difference between the two classes.

Table 9

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	pre_experiment - pre_control	26.800	15.676	4.048	18.119	35.481	6.621	14	.000
2	post_experiment - post_control	35.933	13.237	3.418	28.603	43.264	10.514	14	.000
3	pre_experiment - post_experiment	-15.467	7.308	1.887	-19.514	-11.420	-8.197	14	.000
4	pre_control - post_control	-6.333	8.338	2.153	-10.951	-1.716	-2.942	14	.011

Based on the table above, pair (3) or experimental class obtained a sig (2-tailed) value of 0.000 < 0.05,. While the control class or pair (4) obtained a sig value (2-tailed) of 0.011 > 0.05, it is stated that there is a significant difference in the experimental class and in the control class there is no significant difference in value. And in pair (3) the average score, in the pre-test and post-test experimental class using audio-visual media amounted to 15,467. And in pair (4) the average value in the pre-test and post-test control class using conventional methods is 6,333. The conclusion is that in the experimental class (audio-visual media) and the control class (conventional method) both there are differences in average values.

According to Ghozali (2018), Paired sample t-test is a test of the difference between two paired samples. Paired samples are the same subjects but experience different treatments. The paired sample t-test is a testing method used to assess the effectiveness of a treatment which is characterized by the difference in the average before and the average after the treatment is given. The testing criteria for the t-difference test with a significance level of α = 5% are as follows. If the p-value (in the sig column). < α = 0.05, then H0 is accepted and H1 is rejected, which shows that there is a difference in the experimental and control classes. If the p-value (in the sig. column) > α = 0.05, then H1 is accepted and H0 is rejected, this shows that there are no differences between experimental and control classes.

Variable Discuassion

Basically, in this study, researchers know the difference in students' speaking skills in the two groups with different treatments. In order for researchers to determine the condition of students' initial abilities, researchers provide initial tests or pre-tests in experimental classes and control classes based on data obtained by researchers and have been processed using the SPSS 26 program which shows that pre-test data there are significant differences between experimental classes and control classes. This shows that the two classes are homogeneous. In this situation, it is helpful to see the progress and ability of students when learning. Based on research data, there are differences in the results of student speaking skills between students who use audio-visual media and students who use conventional methods. The difference in the ability of students in English who apply audio-visual media is more capable in terms of understanding and easy to carry out conversations.

Based on the results of data analysis, it can be seen that students have a positive attitude towards audio-visual media in the ability to speak in English in learning using audio-visual media can also reduce the level of laziness of students. In learning using conventional methods, students are more bored in learning. In answering the first hypothesis is whether there are differences in audio-visual media in improving speaking skills in students, researchers concluded that the t-count value for the experimental class was -8.197 with a probability (sig) of 0.000. The following are the provisions for decision making based on several conditions: Hypothesis:

H1: the using audio visual media improve speaking ability

Ho: the using audio visual media does not improve students speaking ability Decision criteria:

1. Ho is acceptable if the sig value > 0.05
2. Ho is rejected if the sig value < 0.05

Based on the analysis of data in the previous chapter that has been discussed, it is known that the value for t-count experimental class is -8.197 with a sig of 0.000, meaning that Ho is accepted and H1 is rejected the same thing happens in the control class with t-count -2.942 with a sig value of 0.011 with this the sig value of the experimental class and class control according to the decision making criteria, then Ho is accepted which means there is a significant difference from audio-visual media and conventional methods.

Although not all students can improve their speaking skills, in general students become more active in following the learning process and improving speaking skills. From the results of the data that have been described by researchers can provide an illustration that the use of audio-visual media can improve students' speaking skills and can provide a better difference to the results of students' speaking skills.

Hypothesis testing

after seeing that the data is normal and homogeneous, then a hypothesis test is carried out to see the effect of the student's average score on students' speaking abilities with SPSS 26.

The formula for testing hypothesis testing.

If $-t_{table} < t_{count} > +t_{table}$ then H_0 is accepted and H_1 is rejected

Table 10

Independent Sample Test

Independent Sample Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
result_of_speaking_skill	Equal variances assumed	7.301	.012	9.074	28	.000	35.933	3.960	27.822	44.045
	Equal variances not assumed			9.074	25.65	.000	35.933	3.960	27.788	44.079

Based on the table above, after testing the hypothesis of using audio visual to improve students' speaking and learning skills using conventional methods, the test results obtained were t- count greater than t- table 9,074 < 4,481 > 9,074 then H0 was accepted and H1 was rejected. And the significant results in the table above are 0.000 < 0.05, so it can be concluded that there is an average difference in student learning outcomes between the use of audio-visual media and conventional methods. For more details, looking at the average in the experimental class post-test and control class post-test can be seen in the following statistical table:

According to Sugiyono (2018), the independent sample t-test is used for statistical analysis which aims to compare two samples that are not paired with each other. To find out whether there is a difference in the average learning outcomes of students in the control group and the experimental group, the basis for decision-making is the independent sample t-test, namely. If the sig value. (2-tailed) > 0.05, then Ho is rejected and H1 is accepted, which means there is no difference in average student learning outcomes between the control group and the experimental group. And if the sig value. (2-tailed) < 0.05, then Ho is accepted and H1 is rejected, which means there is a difference in the average student learning outcomes between the control group and the experimental group.

Table 11

Group Statistics					
	class	N	Mean	Std. Deviation	Std. Error Mean
result_of_speaking_skill	post-test_experiment	15	75.93	9.035	2.333
	post-test_kontrol	15	40.00	12.392	3.200

Based on the table above, it can be seen that the experimental class obtained an average score of 75.93 while the control class obtained an average score of 40.00. Thus, it can be concluded that learning using audio-visual media can improve students' ability to speak when compared to conventional methods.

According to Sugiyono (2018), the independent sample t-test is used for statistical analysis which aims to compare two samples that are not paired with each other. To find out

whether there is a difference in the average learning outcomes of students in the control group and the experimental group.

CONCLUSION

Based on the results of research data analysis and discussion that has been anointed previously, it can be concluded that the results of this study show that the average posttest score in the experimental class of 75.93 is higher than the average value of the control class of 40.00 The results of data analysis showed a t-count value of 9,074 > t-table of 1.753. This means that there is a significant difference between the experimental class using audio-visual media and the control class using conventional methods, with significant values of 0.000 < 0.05. This can be interpreted that learning that uses audio-visual media can improve students' speaking skills and have higher learning outcomes compared to learning that does not use audio-visual media (conventional methods). Thus, it can be concluded that the use of audio-visual media can improve the speaking ability of students in the eighth grade of SMP N 4 Selaru.

BIBLIOGRAPHY

Akmal. (2019). The Use of Audio -Visual Media in Speaking Ability of English-Speaking Club Studensa at Stimik Royal Kisaran. Journal: of Science and Social Research. Nomor 1 Volume 2. Kisaran: Stimik Royal Kisaran. (Http://Jurnal.Goretanpena.Com/Index.Php/Jssr/Article/View/324). Diakses Pada Hariminggu 06 Desember 2020 Pukul 09.22 Wib.

Al Mamum, Mutar. A. (2014). Effectiveness of Audio-Visual Aids In Language in Tertiary Level. Mohakhali, Dhaka: Brac Institute of Language (Bil)

Anas Sudijono, (2012), Introduction to Education Statistics, Jakarta: Raja Grafindo Persada

Argawati, Ningtyasorilina, (2014). Improving Students' Speaking Skill Using Group Discussion (Experimental Study on The First Grade Students' of Senior High School). Published Research Paper. Surakarta: Unisri.

Arsyad, Azhar. (2013). Media Pembelajaran Jakarta: Pt Raja Grafindo Persada

Arsyad, Azhar. (2016). Learning Media, Revised Edition. Jakarta: Raja Grafindo Persada

Baidawi, A. (2016). Using Visual Media in Teaching Speaking. Okara Journal of Languages and Literature, Vol. 1, 54-65.

Bookit, K, (2010). Enhancing the Development of Speaking Skill for Non-Native Speaker of English. Procedia Social and Behavioral Sciences 2 (2010) 1305-1309 College Level. New York, Ny: Harcourt Brace J Ovanovich

Creswel, J. W. (2012). Education Research: Planing, Conduting, and Evaluting Quantitative and Qualitative Research 4th Editon. Boston: Pearson

Daniel, N. D., Et Al. (2013). The Advisory Role of Foreign Directors in U.S. Firms. Ssrn Electonic

Daryanto. (2011) Classroom Action Research and School Action Research Yogyakarta: Gava Media

Djmarah, Syaiful, Bahri. & Aswan, Zain. (2014). Teaching and Learning Strategy. Jakarta: Pt Rinekacipta

Fraenkel, Jack R. (2012). How to Design and Evaluate Research in Education.

Ghozali, Imam. (2016), Multivariete Analysis Application with Ibm Spss 23 Program, 8th Edition, Semarang: Diponegoro University

Ghozali, Imam. (2018). Application Of Multivariate Analysis With The Ibm Spss 25 Program. Diponegoro University Publishing Agency: Semarang

Harmer, (2017). The Practice of English Language Teaching (Fourt Edition) England: Pearson Education

Hasibuan, S. (2019). Development of Child Worksheets Based on The Story as Subtheme My Body to Improve Students' Speaking Ability at Al-Ikhlas Early Childhood Education and Development (Eced) Medan Amplas. Budapest International Research in Linguistics and Education Sciences (Birle), P.439-546.

Herna Apriiyanti & Apud, (January-June 2016). The Effectiveness Of Someone who Game Toward Students' Speaking Skill. Asses English Education Journal, Vol 2,No 1

Madhuri, J.N, (2013) Use Of Audio Visual Aids in Teaching And Speaking, Research Journal of Langage And Literature Voll 1 Ni 3. 108-122

Oemar Hamalik.(2010) Perencanaan Pengajaran Berdasarkan Pendekatan Sistem, Jakarta: Bumi Aksara

Sadiku, Phd, C. L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in A Lesson Hour. European Journal of Language and Literature Studies. Vol.1, 29-31.

Sagala, Syaiful. (2013). The Concept and Meaning of Learning. Bandung Alvabeta

Sagimin, E. M. (2010). Teaching Speaking Using Role Play Technique (A Case Study at The Eighth Grade of SMP N 17 Tangerang Selatan). English Department, University of Pamulang. 1-17.

Sanjaya, Vienna. (2014). Learning Communication Media. Jakarta Prenada Media Group.

Sequeira, A. (2012). Introduction to Concepts of Teaching and Learning. National Institute of Technology Karnataka, Surathkal, India

Setyonegoro, A. (2013). The Nature, Reason and Purpose of Speaking (The Basis for Building Students' Speaking Skills). Pen: Journal of Language and Literature Education/Vol. 2 No. 2. Retrieved October 04, 2019.

Singgih Santoso, (2014). Spss 22 From Essential to Expert Skills, Gramedia Anggota Ikapi, Jakarta

Sugiyono (2012). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: Alfabeta

Sugiyono. (2011). Model Penth Edition Usa: Elitian Kuantitatif, Kualitatif R&D Bandung: Afabeta 204

Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, Dan R&D. Bandung: Alfabeta Cv. Https://Massugiyantojambi.Wordpress.Com/2011/04/15/Teori-Motivasi/

Sugiyono. (2018). Quantitative Research Methods, Qualitative, And R&D. Bandung: Alphabeta.

Suryani, Et Al, (2012). Teaching and Learning Strategies, Yogyakarta: Waves

Tarigan, H. G. (2015). Speaking As a Language Skill. Bandung: Space

Wei, Y., & Zhange, L. (2013). The Survey on Barriers of Oral English Learning for College Students in China. English Language Teaching, Https://Core.Ac.Uk/Download/Pdf/328025275.Pdf. Accessed on April, 2021.

Zulfikar. (2013). Teaching Speaking Through Yahoo Messenger. Jakarta; Media Pustaka Qalami