

AN ANALYSIS ON TEACHER'S COMMUNICATION STRATEGIES IN TEACHING SPEAKING AT MTS NW BONJERUK

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Abstract

The objectives of this study are to reveal what communication strategies used by an English teacher in communication with first-grade students of MTs NW Bonjeruk. The research used a qualitative approach, more specifically classroom discourse analysis in analyzing this study since the source of the data was communication strategies which are used by an English teacher in communicating with students during an English teaching-learning activity. The result of the study showed that there were four of five communication strategies proposed that appeared in the teaching-learning process. They were achievement or compensatory strategies, stalling or time gaining strategies, self-monitoring strategies, and interactional strategies. The strategy which was not found in the transcription is avoidance or reduction strategy. Based on the results of the study, the teacher often uses code-switching more than other strategies.

Keywords: *Communication Strategies & Speaking*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui strategi komunikasi guru bahasa Inggris di MTs NW Bonjeruk. Peneliti menggunakan pendekatan kualitatif, khususnya analisis wacana dalam kelas untuk menganalisa komunikasi antara guru dan siswa selama proses belajar mengajar. Hasil penelitian ini menunjukkan bahwa ada empat strategi komunikasi yang digunakan oleh guru. Terdapat beberapa strategi yang muncul dalam penelitian antara lain; stalling or time gaining strategies, self-monitoring strategies, and interactional strategies. Adapun strategi yang tidak muncul atau tidak ditemukan dalam penelitian adalah transcription avoidance atau reduction strategy. Berdasarkan hasil penelitian guru biasanya menggunakan code switching daripada strategi yang lainnya.

Keywords: Strategi Komunikasi dan Keterampilan Berbicara

INTRODUCTION

Speaking is the product of the creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. (Brown, 2003: 140). Without speaking, the students did not understand what the speaker is saying, by looking confused, scratching your head in confusion and without the students was not agree with something the speaker is saying, by looking angry, shaking your head, etc (Hanner, 2001: 270). As stated by those experts, speaking is important in communication, especially in only English. Without speaking skill, the

communication cannot run well and it can make misunderstanding.

Speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. In getting success in speaking, the students have to master vocabulary, fluency, and pronunciation, where it helped the learner in learning the English language, how to convey the information correctly (Efendi, 2017). Besides, pronunciation should be learned by students because it is very important to convey the meaning of the speaker.

Based on the result observation at MTs NW Bejeruk, the researcher found

that English teachers in the teaching-learning process where the communication style used in the form of mix strategies. Mix strategies here refer to communication in two languages like Indonesian and English language. It cannot be realized that Indonesian or especially at this school the students learning English as the target language not the second language. so that way the English teachers also faced some problems during teaching-learning activities especially in communicating strategies.

Furthermore, this is may be caused by the teacher's communication styles which changed constantly, not only because the teacher may be different, but sometimes one teacher may use more than one communication strategy or style. The teacher actually should realize that there are two main categories of motivation that is, extrinsic and intrinsic motivation. In intrinsic motivation learner freely connect in an activity for their own satisfaction. Thus, the teacher needs to use motivating tasks and activities to maintain their students' level motivation. On the other hand, extrinsic motivation is a motivation that can get be obtained when someone else appreciates work, or when students could avoid the negative penalty of not learning. In extrinsic motivation, the teacher can give good marks and rewards to the students.

Based on the problem above, the researchers are interested in the investigation of an analysis of the teachers' communication strategies in teaching speaking at MTs NW Bonjeruk in the academic year of 2018/2019. Formulated the research questions as follows: What are communication strategies used by the English teacher in communicating with first grades students of MTs NW Bonjeruk in the academic year of 2018/2019?

REVIEW OF RELATED LITERATURE

Tarone's definition of communication strategies, which has been

used productively by many researchers is one that views.....conscious communication strategies are used by an individual to overcome a crisis which occurs when language structures are inadequate to convey the individual's thought (Tarone:1980: 194). In the statements above, Tarone points out that communication strategy is a systematic attempt by the learners to express or to code the meaning in the target language rules that have not been formatted.

Bachman as quoted by Inuzuka (2002: 1) and McRoy and Hirst (2002: 3) says that communication strategies are composed of the mastery of verbal and non-verbal that can be used into actual communication for two main reasons, they are to compensate for a breakdown in communication and to enhance the effectiveness of communication. Hence, to bridge the gap that may occur between speaker and interlocutor, they expected to be able to apply both verbal and non-verbal language properly, in order to download one of the messages which can be understood by other interlocutors successfully.

Based on the explanation above, I conclude that communication strategies are conscious attempts which are used by speakers to transfer what the speakers intend to express when they face language problem due to their limited linguistic competence. They are commonly used when speakers face lexical and grammatical problems. For example, speakers will probably say a place for paintings 'instead of gallery'. For grammatical problems, speakers usually avoid certain forms that they do not master well.

Tape of Communication Strategies

According to Celce-Murcia et al. (1995: 26), difference perspective include; (1) Psycholinguistic perspective communication strategies are verbal plans used by the speaker to overcome

problems in the planning and execution stages of reaching a communication goal; (2) Interactional perspective communication strategies involve appeals for help as well as cooperative problem-solving behaviors that occur after some problems have surfaced during communication; and (3) Communication continuity or maintenance perspective communication strategies are a means of keeping the communication channel open in the face of communication strategies.

The use of communication strategies affects the result of communication. Four major effects influence the choice of strategies. They are effects of proficiency level, effects of problem source, effects of personality, and effects of the learning situation. The effects of proficiency level mean that the proficiency level of participants influences the choice of strategy. The effects of problem source mean that it is likely that avoidance depends on the grammatical structure involved. The effect of personality means that personality factors of the speaker may highly correlate with the strategy preference. One learner may speak quickly in retelling story, whereas another elaborate and appeal for instance. Then, the effect of the learning situation means that the situation can affect communication strategies and the type of strategy used. Second language learners will use strategy fewer in the classroom than in the natural environment.

Model of Communication Strategies

After reading some definitions of communication strategies, I will begin this section by examining Tarone's communication strategies categories. Based on Tarone as quoted by Bialystok (1990: 39) communication strategies are classified into five parts. They are:

Avoidance

Avoidance is the speakers' deliberate decision not to speak because

they expect communication problems to arise. This avoidance is a common strategy for second-language learners, causing them to remain silent when they would otherwise contribute to a conversation simply because some aspect of vocabulary or grammar is not known. It is one way to assure that communication continues. Avoidance consists of topic avoidance, message abandonment, Paraphrase, Approximation, Word coinage, and Circumlocution.

Conscious Transfer

The next strategy is conscious transfer. It has two manifestations, namely Literal translation which is in the literal translation of words or phrases, and the second in the interspersals of words from another language (language switch). A literal translation is an attempt of the speakers to translate word for word from the native language. Interspersals translation or language switch is that the speakers employ the native language term without bothering to translate. For example, Indonesian speakers may say *-balon* for *-balloon*.

Appeal for Assistance

Appeal for assistance occurs when the learner has consulted any source of authority: a native speaker, the experimenter, a dictionary. The strategy is often smuggled into other more verbal efforts, however, by such prosodic features as rising intonation which implicitly elicits some assistance or validation from the listener. For example, *-What is this?*

Mime

The final strategy is a mime. It includes all non-verbal accompaniments to communication, particularly those that serve in the place of a missing target language word. For example, clapping one's hands to illustrate applause or raise the eyebrows to show non-understanding. However, Tarone's categories of communication strategies explained above are not enough. The researcher

would like to add some other categories from Celce-Murcia, et al (1995: 28). They suggest components of strategic competence as follows:

Teaching Speaking

There are many definitions of speaking that have been proposed by some experts in language learning. According to Levelt (1989: 1), speaking is one of man's most complex skills. It is a skill that is unique to our species. Each normal child starts acquiring it in infancy, clearly driven by a genetically given propensity for language. As Thornbury (2005: 1) stated that speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of a word a day, although some people like auctioneers and politicians may produce even more than that. Furthermore, Louma (2004: 27) states that speaking as meaningful interaction between people. When someone speaks to other people, there will be a relationship, the relationship itself is communication.

From some definitions above it can be concluded that speaking is a complex skill that is unique to human species, also many parts of human's daily life. Speaking is always related to communication. Speaking 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.

Indicators of Speaking

According to Brown (2004: 172-173), there are five indicators in speaking skill, they are grammar, vocabulary, pronunciation, fluency, and comprehension.

a. Grammar: Mastering grammar knowledge will help one in speaking English because the learners will know how to arrange words in the sentence, what tense will be used, how to use appropriate utterance. In other

words, grammar is an important role to master the spoken language.

- b. Vocabulary: Mastering vocabulary is first to step to speaking English if the learners do not master vocabulary the learners cannot utterance what is their purpose.
- c. Pronunciation: Pronunciation is very important in speaking if the learners do not appropriate pronunciation it can influence the meaning of the word.
- d. Fluency: In speaking, the learner must speak fluency because listeners are able to respond to what the people say.
- e. Comprehension: In speaking, comprehension is needed, if not, misunderstanding will happen between speaker and listener and the communication cannot run as well.

RESEARCH METHOD

Research Design

The type of this research is descriptive qualitative. Descriptive qualitative research is the method is used to investigate natural condition objects. It started by Bogdan and Biklen in Sugiyono, (2008: 9) qualitative research has a natural setting as the direct source of data and researcher as the key instrument. So in this research, the researcher as the key instrument of the research, where the researcher was trying to give a generalization of the research object by analyzing the communication strategies used by the teachers in teaching speaking. Therefore, the researcher did not use numeral statistics, but she paid the most attention to the way the teacher interacted orally with students and how they used communication strategies in their conversation.

The activities that were done in taking the data are recording the conversation between the teacher and students and observing the performance of them. The researcher focused on the teachers' talk or in other words the communication strategy because the

success of a class depends on the way the teacher teaches. The conversational topic related to the teacher's lesson plan. The researcher kept taking recording on that day and then transcribed it. Then interview the teacher and her students why they chose to employ each strategy. Finally, the researcher gave interpretation about the communication strategies used by the teacher in communicating with students by looking at each utterance of the transcription.

Instruments of the Research

The instrument that was used in this research is a human instrument. The human instrument has the function to determine the research focus, chose the informant as the source of the data. Lincoln and Guba in Sugiyono (2008: 60) stated that the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of an instrument may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has a product.

Procedures for Collecting the Data

There are several techniques that the researcher was applied in this study to guarantee the success of data collecting. The methods procedure for collecting the data, which was used consists of observation, interview, and documentation.

Observation

Observation is the technique of obtaining data through direct contact with persons or groups of persons. Since the main focus of qualitative research is naturalism, the researcher observed the English teacher in the teaching-learning process in nature. The role of the researcher may be viewed as a continuum. On one extreme, the researcher is a passive observer and on the other extreme the

researcher is a participant observer. In between these two extremes, the researcher may be an active observer. In this observation process, the researcher took note of the communication process.

Interview

Interviewing is a technique of gathering data from humans by asking them questions and getting them to react verbally. The Researcher was using an in-depth interview. In-depth interviews are optimal for collecting data on individuals' personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. In-depth interviews and focus groups are tape/video-recorded whenever possible.

Documentation

In this documentation process, the researcher took documentation while the researcher process. This documentation process is including teacher communication strategies that used in the teaching-learning process, kinds of the strategies, and all kinds of the data needed bases on the researcher needed

Technique of Data Analysis

Communication strategy as being discussed in chapter II has a complex structure however it can be analyzed to comprehend it. The analysis is to find out those parts linked with the title, the writer analysis the data collecting by using Miles and Huberman's Model of data analysis, it is necessary to choose the most suitable methods of data analysis to ensure that the data is treated thoroughly and the conclusions drawn can be substantiated. Miles and Huberman (1994) developed a model of data analysis (Figure 1) that assists the researcher by providing a visual reference as to how data can be tackled.

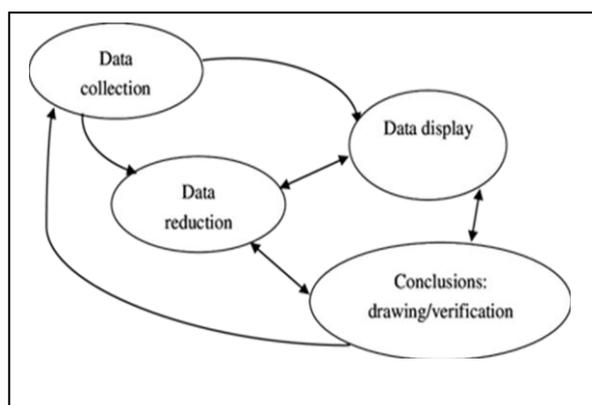


Figure 1. Components of Data Analysis (Miles and Huberman, 1994)

This model presents analysis as a

continuous, iterative process involving four phases that constantly impact upon each other and are carried out simultaneously.

FINDING AND DISCUSSION

The data analysis is presented on the table. Table 4.1 below is the general finding of using communication strategies according to the theory of Celce-Murcia et al (1995). All percentages on the elaboration of communication strategies as the result of the data analysis may refer to this table. The following pages were the display of the result of data analysis.

Table 1. Communication Strategies Used by the English Teacher

Communication	Sub-Categories	Total	Percentage
Avoidance or Reduction Strategy	Message	-	0%
	Replacement		
	Topic avoidance	-	0%
Achievement or Compensatory Strategy	Message abandonment	-	0%
	Circumlocution	-	0%
	Approximation	-	0%
	Use of all-purpose words		0%
	Restructuring	-	0%
	Word coinage	-	0%
	Nonverbal signals	20	4.34%
	Literal translation from L1	3	0.65%
Stalling or Time Gaining Strategy	Foreignizing	-	0%
	Code-switching	357	77.4%
	Using gambits, fillers or hesitation device	27	5.86%
Self Monitoring	Self and other repetition	47	10.20%
	Self-initiated repair	1	0.22%
Interactional strategy	Self-rephrasing	2	0.43%
	Appeals for help	-	0%
	Meaning negotiation	4	0.87%
TOTAL		461	100%

On the following pages describe each strategy employed by a teacher in communicating with first-grade students of MTS NW BONJERUK in the academic year of 2018/2019

Avoidance or Reduction Strategy

This strategy consists of message replacement, topic avoidance, and message abandonment. In the conversation transcription, all those strategies are not employed by the teacher as well as students. In my opinion, it is caused by the topic of the teaching-learning activity that was done. The teacher preferred to talk about the exercises in the book. Consequently, the students' speaking ability is not well explored.

Achievement or Compensatory Strategy

By using this strategy, the L2 learner tries to keep the original communicative goal, but compensates for insufficient means or makes an effort to retrieve the required items. Three of the nine categories of strategic competence in achievement or compensatory strategies appear in the conversation script. Those strategies are nonverbal signals, the literal translation from L1, and code-switching. They were discussed and analyzed based on their definitions.

Nonverbal signals

Mime, gestures, facial expression, and sound imitation belong to the nonverbal signals. They much help the L2 learners to smooth the conversation when they really do not know lexis or utterance they want to say. There are some nonverbal signals found in the conversation as follows:

T: Yeah, really makes me depressed. What does it mean?

Depressed...depressed (**moving hands**)

S: Stress...!

In the sample above, the teacher intends to tell the meaning of the word Depressed'

by saying nothing, but either using hands. Students can read the hand dancing and finally they can guess the meaning of depressed 'appropriately.

Literal Translation from L1

The literal translation is a kind of strategy in which the learners translate the word for word from the native language. Here the teacher and also students learn English as a foreign language. However, inevitably, learners sometimes make a mistake, including when speakers only translate the Bahasa Indonesia into English literally so that the utterance sounds weird. The example below is utterances which contain the strategy found in the conversation:

T: **Half past six or...?**

S: Six point thirty

The Sample shows that there is a mistake when students answer the teacher's question. The students say *six point thirty* to substitute *half past six*. They translate the Bahasa Indonesia into English literally, from *6.30* becomes *six point thirty*, and it sounds not common in English. It should be replaced with *six-thirty*.

Code Switching

Code switching may happen in non-native speakers when they speak in the target language (English), they sometimes mix their mother tongue language. It can happen without their consciousness or it is their willingness to avoid conversation breakdown. In this study, the teacher and her students' first language is Bahasa Indonesia. English is learned as their third language. Therefore, there are so many utterances in Bahasa Indonesia used here. We can see in the conversation below:

T: Does Mr. George sad? Is Mr. George sad?

S: No

In the sample the speaker repairs *Does Mr. George sad* into *Is Mr. George sad* as stated in the example due to her consciousness in using incorrect grammatical order.

Self-Rephrasing (Over Elaboration)

Over-elaboration is the strategy in which the speaker is not really sure about what she has said before. She is worried that she cannot get the message across. In the case of self-rephrasing strategy, the speaker believes that certain message is very important to be emphasized in the form of elaborating the message itself. If it is in the form of the word, the self-rephrasing strategy can be by giving a synonym of the word. If it is a sentence, a self-rephrasing strategy can be by constructing a new sentence containing a similar message to uphold the former message. The utterances below show the self-rephrasing strategy:

T: Is Mr. George mad, angry? Yes

S: (Annoyance)

In the sample above, the speaker over-elaborates the message by constructing the synonym of the adjective *mad* that is *angry*. She constructs a new elaboration that is made to support the message itself.

Interactional Strategy

The interactional strategy is a way to cooperate with others to know the understanding or appealing for help. It involves other participants to support because, without any other participant, this strategy cannot be done. The strategy is divided into two, appeals for help and meaning negotiation. In the data, there are no appeals for help appears. So, I was discussing the meaning of negotiation.

Meaning Negotiation

It is called a strategy that is used by the speaker is conveying the meanings to other participants during the conversation. Meaning negotiation strategy is separated into various types, but there is just one type appears in the transcription:

Indicators of Misunderstanding

It can be presented as a request, expression of non-understanding and interpretive summary. According to the transcription, we can find that there is an expression of non-understanding in form of a word and how to pronounce it. We can see in the conversation:

T: Is Mr. George mad, angry? Yes?

S: Annoyance...(in low voice)

T: Yeah?

In the sample above the word *yeah* indicates that the teacher may not well hear what the students have said. Consequently, she asks again by using the word, *yeah*, and students finally can answer well.

This is the last category of communication strategies used by a teacher in communication with first-grade students of MTS NW BONJERUK. It is possible to find two or more strategies in an utterance spoken by the participants of the conversation. In sustaining a conversation, the participants spontaneously produced the utterances. Some grammatical errors can be ignored as it is spoken the language.

I did not find all types of communication strategies proposed by Celce Murcia et. al (1995: 28) in my study. The strategies appear are an only achievement or compensatory strategy, stalling or time gaining strategy, self-monitoring strategy, and interactional strategy. The achievement or compensatory strategy is the most frequent strategy used by the speakers in conveying their message. This strategy is the most possible way to compensate for the lack of L2 knowledge.

Discussion

Brown (2003:140) Speaking is the product of the creative construction of linguistic strings, the speakers make choices of lexicon, structure, and discourse. Without speaking, the students did not understand what the speaker is saying, by looking confused, scratching your head in confusion and without the students was not agree with something the speaker is saying.

Based on Miles and Humberman (1994, p.2) communication strategy is a systematic attempt by the learners to express or to code the meaning in the target language rules have not been formatted. To get the data the researchers do observation then researchers do an interview with the teacher and the last documentation of how the teacher teaching-learning.

Avoidance or Reduction Strategy: This strategy did not appear during the conversation. I have interviewed the teacher and she said that it is caused by the topic of the teaching-learning activity which was conducted, that is discussing some exercises on the book. The conversation is rather awkward and dominated by the teacher. The teacher reread the question from the book and her students directly answered, without trying to give any elaboration if the teacher did not ask them to do so. Therefore, no avoidance or reduction strategy appeared during the conversation.

The achievement or Compensatory Strategy: Three of nine categories that belong to the achievement or compensatory strategies are employed in the conversation. Those strategies are nonverbal signals, the literal translation from L1, and code-switching. They will be discussed one by one (Syahbandi, 2018).

Nonverbal signals: Mime, gestures, facial expressions, and sound imitations belong to the nonverbal signals. There are some nonverbal signals found in the

conversation as I have mentioned in conversation. the teacher showed a hand gesture to explain the meaning of 'Depressed' without saying anything. She preferred to use gestures to make students easier to guess the synonym of the word 'depressed'.

The literal translation from L1: Literal translation happens when the speaker translate an utterance in Bahasa Indonesia literally to English so that the utterance sounds weird. The example of literal translation from L1. Students say *six point thirty* as the synonym of *half past six*. The utterance *six point thirty* came up because they literally translate 6.30, which includes the word 'six' 'point' and 'thirty'.

Code-switching: This strategy is the most dominant of all communication strategies used in the conversation. Both speaker and addressee mix their mother tongue language in saying English. In this study, the teacher and her students mix English and Bahasa Indonesia in communicating one to others. Conversation number (3) is one sample of code-switching. The teacher said *Jadi di situ yang di cetak miring seharusnya apa* instead of *the italicized should be* because students did not answer the question immediately. Furthermore, the teacher employed many code-switching strategies to emphasize some utterances like keyword of the question or the synonym of a certain word.

Stalling or Time Gaining Strategies: Gambits, fillers, hesitation devices, and repetition belong to this kind of strategy. They are often used when the speaker needs more time to recall L2 items.

Using fillers, gambits, and hesitation devices: Fillers can be said as an utterance that may be said while the speaker gaining time until the L2 items come up to their mind. The example can be seen in conversation number (4). The speaker uses the word *aha* before she said the main sentence which she actually wanted to deliver. She needed more time to guess

the last part of the sentence which belongs to the question of the exercise.

Gambit is something that is commonly said in English. We usually use it before saying a sentence to make a conversation not awkward. We can see the example of gambit in conversation number (5). The speaker used the word *okay* before she said he is also keen on.... In some parts of the conversation, she also used another gambit like *yeah*. The speaker used those gambits in order to make the conversation sounds nice.

Self and other repetition: Repetition is employed when the speaker knows about L2 items, but he/she needs time to recall the items from his/her memory. One sample of repetition can be seen in conversation number (6). The speaker repeated *Is he angry...is he angry?* in order to emphasize the keyword of the question which should have been answered. She did it because she assumed that her students did not know yet the main purpose of the question.

Self-Monitoring Strategies: This strategy consists of self-initiated repair and self-rephrasing (over-elaboration). The following sentences are the discussion of each strategy.

Self-initiated repair: The strategy appears when the speaker presents an utterance, but he/she feels unsatisfied with the utterance. The example of self-initiated repair has been mentioned in conversation

number (7). The speaker repairs *Does Mr. George sad* into *Is Mr. George sad* is due to her consciousness in using incorrect grammatical order.

Self-rephrasing (over-elaboration): Self-rephrasing can be done by giving a synonym of a word or by constructing a new sentence containing a similar message. The example of a self-rephrasing strategy has appeared in conversation number (8). The speaker said *Is Mr. George mad, angry?*. The word *mad* has the same meaning as the word *angry* and she said both words. She did that strategy to make her students easier to guess the answer from the context.

Interactional Strategies: The strategy is divided by the two, they are appeals for help and meaning negotiation. There are no appeals for help appears in the data. So, I will discuss the meaning of negotiation.

Meaning negotiation: It can be presented as a request, expression of non-understanding, and interpretive summary. According to the transcription of the conversation, we can find that there is an expression of non-understanding in form of the word and how to pronounce it. We can look back on the conversation number (9). The teacher used the word *yeah* which indicated that she did not hear well what her students had said. Consequently, she asked them to say again and the students finally can answer correctly.

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