



Workshop of Improving Teachers' Competency in Teaching Speaking by Using Buzz Group at SMA Kristen Kalam Kudus Medan.

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ABSTRACT

Speaking ability is an essential tool for communication in a foreign language. Speaking cannot be separated from language learning because it is a productive skill that measures the improvement in learning the language. Speaking a foreign language is effective oral communication that requires the ability to use the language appropriately in social interaction. Principles in teaching speaking are important for improving speaking in the classroom. In order to keep on the intentional communicative class, the teacher should consider those principles. The principles also help the teacher design the appropriate materials. Thus, the teacher should concern with the teaching of speaking comprehension to gain the goals of the teaching and learning process. Buzz groups are teams of four to six students that are formed quickly and extemporaneously to respond to course-related questions, each group can respond to more questions; all groups can discuss the same or different questions. Discussion is informal, and students do not need to arrive at a consensus, but simply exchange ideas.

Keywords: *Teachers' Competency, Teaching Speaking, Buzz Group*

1. INTRODUCTION

There are four skills of language that need to be learned by language learners. They are listening, speaking, reading, and writing. Bailey in Nunan (2003: 48) states that the four skills are described in terms of their direction. The language generated by the learner (in speech or writing) is referred to as productive, while language directed at the learner (in reading or listening) is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/ oral or written). So that, Bailey in Nunan (2003:48) describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning.

Similar to the explanation of the expert above, according to Siahaan as cited in Maghdalena (2015), speaking is a productive language skill. This means speaking is a person's skill to produce sounds that have meaning and be understood by others so that they can create good communication. It means speaking as oral activity in producing a sound that expresses an opinion and constructs the meaning. Harmer (2001: 269)

defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot”. It requires the ability to cooperate in the management of speaking turns and non-verbal language. In addition, Thornbury (2005: 20) states that speaking is an activity in real life that is carried out by a speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situations. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activities. From some theories above, it could be concluded that speaking is productive skill in which it is used to communicate with others. It is not only producing words and sounds, but the speakers have purposes on doing the activity which is to convey meaning and share the speakers’ ideas to the listeners.

Speaking ability is an essential tool for communication in a foreign language. Speaking cannot be separated from language learning because it is a productive skill which measures the improvement in learning language. Speaking a foreign language is an effective oral communication which requires the ability to use the language appropriately in social interaction.

The Elements of Speaking

In learning speaking there are some elements. According to Vanderkevent (1990) there are three elements in speaking;

1) The Speakers

The speaker is the basic element of speaking. It is a person who produces the sound. They are useful as a means of expressing opinions or feelings to listeners. So, if there is no speaker, opinions or feelings will not be expressed. Effective speakers are those who can most clearly delivery their message to their recipients.

2) The Listeners

The listener is a person who accepts or gets the speaker's opinion or feeling. If there is no listener, the speaker will express his opinion by writing. According to Bonet (2004), listeners are divided into two types namely active listeners and passive listeners. Active listeners involve themselves actively in the communication process listening and not only to the message but also to the way it has been delivered. While, passive listeners exhibit exactly the opposite behavioristic traits of active listeners.

3) The Utterances

Utterances are words or sentences produced by a speaker to express an opinion. If there are no utterances, both the speaker and the listener will use gestures. As cited on Mahardika (2017), one of utterances that 8 people often use it in communicating with others is expressive utterances. Expressive utterances according to Yule cited in Nadeak is utterances which state what speaker feels. They can be caused by something the speaker does or the hearer does.

In the other hand, Harmer (2001) state that there are four elements of speaking are language features such as connected speech, expressive device, lexis and grammar and negotiation language.

In connected speech, the sound of words will change depend on the words around them. Meanwhile, sounds are modified, attenuated, added, or even omitted. For example, the sentence ‘I would have gone become ‘I’d have gone“. The speaker must be aware of and pay close attention to it. The connected speech will generate new word connections and sounds from individual phonemes. The speaker can then identify the authentic speech and help it pronounce it well. Expressive devices can be physical and non-verbal. Expressive devices occur when the speaker speaks directly to the listener (face-to-face interaction). The speaker may be able to change the tone and stress of certain parts of speech, different volumes, and velocities to indicate the feeling or meaning conveyed. Usually, speakers repeat words or sentences that sound

important or are lifting their energy and emphasizing important parts of speaking. The next elements are lexical and grammar. Lexis and grammar are very important in the speaking process. This can be indicated in various phrases for the different functions used by the speaker, such as agree and disagree, agreement, expressions of surprise, and shock. The last one is the language of negotiation. Negotiation language can be mastered by effective speakers easily. It is necessary to clarify whether the listener understands the speaker's explanation or not. Apart from asking for clarification, it is a good idea to show the structure of what the speaker is saying and to convince the listener what the speaker is saying.

Components of Speaking

According to Harris (1974), there are five components of speaking skill those are: comprehension, grammar, vocabulary, pronunciation, and fluency.

1) Comprehension

Comprehension is the student's understanding to comprehend everything the interlocutor says to them. For oral communication, of course, requires the subject to respond, speak and initiate the communication. Comprehension entails three elements those are; The reader who is doing the comprehending, The text that is to be comprehended and the activity in which comprehension is a part (Blachowicz and Ogle; 2008).

2) Grammar

Students need to construct the correct sentences in conversation. it is line with the explanation by Heaton as cited in Sobba (2019) said that the student's ability to manipulate structures and distinguish the right grammatical form in conformity. The use of grammar is also to learn the correct way to acquire proficiency in a language in spoken and written form.

3) Vocabulary

Vocabulary means the appropriate diction used in communication. Having a limited vocabulary is also a barrier that prevents students from learning a language. Without having an adequate vocabulary, a person cannot communicate effectively or express ideas either verbally or in writing. Without grammar, there is very little to convey, without vocabulary there is nothing to convey. In line with that, Urrutia and Vega as cited in Rico (2013) stated that lack of vocabulary, shyness, and fear of being humiliated are mostly affect to speaking skill. Based on this explanation, the researcher concluded that without adequate vocabulary mastery, English students would not be able to speak English or write English well.

4) Pronunciation

In speaking, pronunciation plays an important role in making the communication process easy to understand. Pronunciation is a way for students to produce clearer language when they speak. It has to do with phonological processes which refer to the grammatical components that are made up of elements and principles that determine how various sounds and patterns in a language. From the statement above, the researcher concludes that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. According to Ucles (2013), foreign English students who have good pronunciation must be able to pronounce each word clearly and know when their voice fluctuates at the right time, emphasize the correct part of the word and the right word in a sentence, and their pronunciation helps. they communicate what they mean in a clear and effective way. Gilbert (2008) stated that students need to learn how to pronounce accurate vowel sounds, and how to decode letter spelling. Starting from this premise, how vocals should be presented properly. Learning vowels can be assisted materially by paying attention to two important aspects of the spoken form of English vowels: the difference between vowels with and without off-glides (i.e., / y / or / w / sound) and the influence of stress on the vowel sound.

5) Fluency

Fluency is seen as an important aspect of speaking because a good speaker must not be intermittent. Fluency is the ability to read, speak, or write easily, fluently and expressively. In other words, the speaker can read, understand and respond in a clear and concise language while linking meaning and context. Fluency can be defined as the ability to speak fluently and accurately. According to Brown as cited in Vilimec (2006), fluency and accuracy are seen as complementary principles that underlie communicative techniques. Sometimes fluency may be more important than accuracy in order for the student to remain meaningfully involved in language use. Fluency in speaking is the goal of many language students. Signs of fluency include a fairly fast speaking rate and only slight pauses and "ums" or "ers". These signs indicate that the speaker is not spending a lot of time looking for the language item needed to express the message. Another element of pronunciation suggested by Combleet and Carter (2001) is stress. Stress places relative emphasis on a particular syllable in a word, or on a particular word in a phrase, or on a particular phrase in a sentence. Stress can occur in the first, middle, or last syllable. For example, the emphasis on the first syllable could be "Syllabus", the emphasis on the middle syllable could be "phonetic", and the emphasis on the last syllable might appear "to understand." The speaker can recognize the pressure by increasing the volume and changing the pitch

Types of Speaking

According to Brown (1994:271) stated that there are some types of classrooms speaking in planning speaking instruction, they are:

1) Imitative

This kind is carried out not for the purpose of meaning interaction but, for focusing on some particular element of language form.

2) Intensive

Intensive speaking is divide to be many steps beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3) Responsive

A good deal of the student speech in the classroom is responsive, short replies to teacher or student-initiated question or comment.

4) Transactional (dialogue)

Dialogue conducted for the purpose for the purpose of information exchange such as information gathering interview, role play or debate.

5) Interpersonal (dialogue)

Dialogue is to establish or maintain social relationship, such as personal interview or casual conversation role play.

6) Extensive (monologue)

Extended monologue such as oral reports, oral summarize, or perhaps short speeches.

The Function of Speaking

Numerous attempts have been made to classify the function of speaking in human interaction. Based on Brown and Yule (1983) as quoted by Richards, the functions of speaking are classified into three kinds; talk as interaction, talk as transaction, and talk as performance. Each of these activities is quite distinct in term of form and function and requires different teaching approaches. Below are some explanations:

a. Talk as Interaction

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function when people meet, they exchange greetings, engage in small talk, recount,

recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other.

The focus is more on the speaker and how they wish to present themselves to each other than on the message. Talk as interaction has several main features as follows:

- 1) Has a primarily social function
- 2) Reflects role relationship
- 3) Reflects speaker identity
- 4) May be formal or casual
- 5) Uses conversational conventions
- 6) Reflect degrees of politeness
- 7) Employs many generic words
- 8) Uses conversational register
- 9) Is jointly constructed

Some of the skills involved in using teaching as interaction are the following things:

- 1) Opening and closing conversation
- 2) Choosing topic
- 3) Making small talk
- 4) Joking
- 5) Recounting personal incidents and experiences'
- 6) Turn talking
- 7) Using adjacency pairs
- 8) Interrupting
- 9) Reacting to others
- 10) Using an appropriate style of speaking

Mastering the art of talk as interaction is difficult and may not be a priority for all learners. However, students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situations that require talk for interactions.

b. Talk as Transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

The main features of talk as transaction are:

- 1) It has a primarily information focus
- 2) The main focus is on the message and not the participants.
- 3) Participants employ communications strategies to make themselves understood.
- 4) There may be frequent questions, repetitions, and comprehension checks, as in the example from the preceding classroom lesson
- 5) There may be negotiation and digression.
- 6) Linguistic accuracy is not always important.

Some of skills involved in using talk as transaction are:

- 1) Explaining a need or interaction
- 2) Describing something
- 3) Asking questions
- 4) Asking for clarification
- 5) Confirming information
- 6) Justifying an opinion
- 7) Making suggestions

- 8) Clarifying understanding
- 9) Making comparison
- 10) Agreeing and disagreeing

c. Talk as Performance

This refers to public Talk, that is, talk that transmits information before audience, such as classroom presentation, public announcement, and speeches.

The main features of talk as performance are:

- 1) A focus on both message and audience
- 2) Predictable organization and sequencing
- 3) Importance of both form and accuracy
- 4) Language is more like written language
- 5) Often monologic.

Some of the skills involved in using talk as performance are:

- 1) Using an appropriate format
- 2) Presenting information in an appropriate sequence.
- 3) Using correct pronunciation and grammar
- 4) Creating an effect on the audience
- 5) Using appropriate vocabulary
- 6) Using an appropriate opening and closing.

Teaching Speaking

Teaching speaking is important to learner's language acquisition and academic learning. Teaching speaking is important for English teachers because they do not only teach about reading or writing, but also teach speaking. When people communicate with others, their intention to speak is to express their ideas, thought, and also feeling. It makes others understand what they feel and what they think.

Classroom is a convenient place for imparting information and for developing many educational skills, but our main concern as language teachers is not to inform our students about the language but to develop their ability to use the language for a variety of communicative purposes. It means that teachers do not only teach or give knowledge and information to the students, but also, they teach and develop student's ability to use the language in real communication.

Principles in teaching speaking are important for improving speaking in the classroom. In order to keep on the intentional communicative class, the teacher should consider those principles. The principles also help the teacher to design the appropriate materials. Thus, the teacher should concern on the teaching of speaking comprehension to gain the goals of the teaching and learning process.

According to Brown (1994), there are seven principles for designing speaking techniques in teaching speaking:

- 1) Use techniques that cover the spectrum of learners need, from language-based focus on accuracy to the message-based on interaction, meaning and fluency.
- 2) Provide intrinsically motivating techniques
- 3) Encourage the use of authentic language in meaningful context
- 4) Provide appropriate feedback and correction
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies

The principles proposed by Brown above imply that the teacher needs to consider the learners needs in order to design good technique in teaching speaking. The technique implied in the classroom should be

accompanied by activities that could motivate the students to practice their English. The appropriate technique would boost the student's motivation and maintain good atmosphere during the teaching and learning process. However, the technique should also cover the student's lack and improve their speaking as well.

The role of the teacher is also an important aspect in designing the speaking technique. The teacher should provide appropriate authentic materials in order to make the speaking teaching and learning meaningful. The teacher should also be a feedback provider and corrector during the speaking practice to improve the students' speaking ability. Since oral speech derives from listening activity, the teacher should integrate the listening activities and speaking activities. In other words, the listening skill should be integrated with speaking skill. In order to make the students accustomed in using English, the teacher needs to give opportunities to initiate conversation since it is a part of oral communication competence. The last, the teacher needs to build an atmosphere where the students could improve their confidence to express their ideas and opinions.

The Assessment of Speaking

In teaching speaking, speaking assessment is very important to measure students' speaking ability. According to Brown (2004), Assessing speaking is challenging because there are many factors that influence students' speaking ability on how they is able to speak a language. When the researcher assesses speaking, it means that the researcher gives the instrument well will be determined the reliability and validity of an oral production test. Assigning as score ranging from one to four for example is not easy. The lines of distinction between levels are quite difficult to point. The researcher can spend time seeing the record of students' performance to make inaccurate assessment.

Kitao & Kitao (1996) say that speaking is the most difficult skill to test since it involves several factors as phonology, grammar, and coherence, which implies a difficulty at the time to be objective with the speaking aspects to be tasted. The researcher donates that when testing oral production a speaker can utter understandable ideas, but making pronunciation and grammar mistakes. In this manner, it is complex to decide what aspects of the oral production can be assessed at a time. Moreover, speech involves a construct of several parts line content, fluency, vocabulary, and accuracy, and when testing an interaction, they should not be separated.

There are two ways to assess speaking. There are holistic scoring and analytic scoring. According to O'Malley (1996, p.65) When using holistic scoring, so the researcher may discover that students do not always fit neatly into one category or another. This is because each student is unique and may not conform totally to a single category. The researcher should assign the rating that most closely first the students' actual performance.

It means that holistic scoring uses a single score as a bass of an overall impression. This holistic way has the advantages of being quick and is perhaps suitable for informally assessing progress.

While, analytic scoring according to O'Malley (1996, p. 66) analytic is a weight rating scale, while complicated and time-consuming to use, are most effective for communicating diagnostic information, such as students' strengths and needs. It means that 20 analytic scoring to uses a separate score for different aspects of the task. While the research takes a long since it requires the teachers to take a variety of factors into account and is probably fairer and more strengths of the student's performance. On the other hand, the disadvantages of this analytical scoring are that the score may be distracted by all categories and lose sight of the overall situation performed by the students. So, in this research, the researcher used analytic scoring.

Buzz Group Technique

Buzz groups are teams of four to six students that are formed quickly and extemporaneously to

respond to course-related questions, each group can respond to more questions; all groups can discuss the same or different questions. Discussion is informal, and students do not need to arrive at a consensus, but simply exchange ideas. Typically, Buzz Group serves as a warm-up to the whole-class discussion. They are effective for generating information and ideas in a short period of time. By dividing the whole class into small groups, more students have the opportunity to express their thoughts. Because students have had a chance to practice their comments and to increase their repertoire of ideas in the Buzz Group, the whole-class discussion that follows is often rider and more participatory.

Apparently, the technique known as “buzz groups” was first used by Dr. Donald Phillips at Michigan State University. He would divide his large classes into six-member clusters asking them to discuss a certain problem for six minutes. As might guess, it was not long until the new approach became known on campus as the “Phillips 66” technique. Now the use of buzz groups is quite popular, and varying formats and arrangements have been introduced to add a great deal of flexibility to this type of discussion teaching.

The term “Buzz” comes from the hive of verbal activity. Buzz groups technique is a small discussion group formed for a specific task such as generating ideas, solving problems or reaching a common viewpoint on a topic and followed by whole class discussion in the specific period of time. Groups may be divided into buzz groups or 4-6 persons after an initial presentation in order to cover different aspects of a topic or maximize participation. These small groups meet for specific period of time without any time for preparation or reflection to consider a simple question or problem. Each group appoints a spokesperson to report the results of the discussion to the larger group. Buzz groups technique is a form of brainstorming and is good for overcoming students who are shy to talk and share their idea about the problems.

Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization. Buzz group technique helps students to trigger their critical thinking towards the given topic from the teacher. They are given limited time to think and give their argument related to a topic which can make them having fast response. So that, no one in the class thinks slowly and they can also enhance their courage to give the argument in front of the audience. Using buzz group technique, the researcher hoped can enhance teaching and learning environment and success of all students when it is implemented properly. While, According to McKeachie (1994:232), Buzz groups technique to ensure students participation in a class. Buzz group can be categorized as discussion activities because it asks the learners to work in small groups instead of by the whole class. Furthermore, using buzz group technique, the students would have a fantastic forum for sharing their idea. Buzz group is helpful to give learners enough information about what they will be talking about, and giving them enough time to think about what they want to say.

The Procedure of Buzz Groups Technique

When the teachers want to apply Buzz Group, they should know the steps or the procedure to conduct it. Here are the procedures for applying Buzz Group (Brewer, 1997):

a. Introducing the topic.

The teacher tells the students about the way of the discussion and the information of Buzz Group and the limitation as well, for instance, the duration, the groups, the topic, the procedure, and the purpose as well.

b. Split the students into some groups.

If the number of the students are big, the members of each group can be 4 to 6 or the smaller one around 2-4 students. Here, the teacher should divide the groups which contain varying intelligence.

c. The teacher asks the students to choose a leader/spokesperson.

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d. The students start a 15-20 minutes discussion.

The time for having a discussion can be 15 to 20 minutes. It depends on the complexity of the problem and the number of people in each group. Furthermore, while they are discussing, the teacher will check group by group to keep them staying on the track.

e. Discuss the result of discussion in a large group.

One member or a leader of a group will present their result in a class discussion and the teacher will summarize the students' discussion.

The Advantages and Disadvantages of Buzz Groups Technique

According to McKeachie (1994: 44), Buzz Groups technique is one of the popular techniques for achieving students' participation in groups. They are effective for generating information and ideas in a short period of time. By dividing the class into small groups, more students have the chance to express their thoughts. The students have had an opportunity to practice their comments and to increase their repertoire of ideas in the buzz group, the whole class discussion that follows is often richer and more participatory.

Cameron says that there are several advantages of Buzz Groups technique. They are:

- a. Buzz Groups technique can change the pace of the lesson and allow active participation in the learning process.
- b. It gives students time to mentally organize and assimilate new material.
- c. It provides the teacher with feedback on the extent to which students understand the material presented in the lesson.
- d. Buzz Groups technique also has the advantages of breaking the lesson into more easily absorbed sections.

However, According to Gangel (1995), buzz groups technique has some disadvantages too. They are:

- a. Buzz Groups technique takes time.

The teacher should use and plan more time to cover the same amount of material that if he was teaching monologically. Nevertheless, the emphasis should be on creating learning in the minds and living the students, not necessarily in covering the greatest amount of material in the shortest time.

- b. Sometimes the use of Buzz Groups technique will threaten a class. In fact, as problem, the first time the teacher uses the method, he should expect his class members to be someone afraid of the group interaction. Nevertheless, they will soon discover that learning is enjoyable when the learner is directly involved.
- c. Sometimes a weakness shows up in the selection of the group leader. If the leader of the group fails to take the responsibility to keep his group, then the effectiveness of the method will be in danger.
- d. Sometimes the groups will not arrive at the conclusions which the leader might have desired. If has left himself some time to pull together the issues, he may be able to solve this problem. An honest discussion should not predetermine what conclusions the group is to reach. The process should be as inductive as possible.

The Principles for Effective Buzz Groups Technique

When buzz groups technique is applied in teaching and learning process, some pitfalls can be avoided if the teacher will carefully observe some basic principles which facilitate the effectiveness of buzz group teaching.

According to Gangel (1995), there are some principles for effective buzz groups technique. They are:

- a. *Plan the classtime* to allow for moving chairs, explaining the technique, and hearing reports. These items will usually take longer than you anticipate.
- b. Make clear to the class what the *roles of group leader and recorder* should be. This is done before the

entire group so that everyone will know how he is to react to the leader and recorder in his group.

- c. Set a definite *time limit* for discussion. The general tendency is to think that groups will be able to do more in a certain amount of time than they can actually handle effectively. If five group members have 15 minutes to deal with their questions, each member of the group can speak to the question for only three minutes.
- d. The teacher *should float* from group to group to motivate better involvement, help them over any hurdles, and generally spread enthusiasm around the room.

2. METHOD

The location of this program was in SMA Kalam Kudus Medan which was held on Tuesday and Wednesday, January 25th -26th 2022 at seminars and workshops with English teachers at Kalam Kudus Senior High School. This Community Service is carried out to improve the teaching competence of teachers, and also as part of the follow-up to the collaboration between Postgraduate of Nommensen University and SMA Kalam Kudus Medan.

3. CONCLUSIONS

As has been explained earlier the buzz Group technique has several advantages. The advantages of the Buzz Groups technique are (a) changing the pace of the lesson and allowing active participation in the learning process. (b) giving students time to mentally organize and assimilate new material. (c) providing teacher with feedback on the extent to which students understand the material presented in the lesson, (d) breaking the lesson into more easily absorbed sections. These advantages make Buzz Techniques appropriate to be applied in teaching English skills. The students are encouraged to learn more about English through the activities that taken place in the Buzz Technique application.

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