

**CLASSROOM TECHNIQUES USED IN SPEAKING ACTIVITIES IN
ENGLISH CLASSROOM: A NATURALISTIC STUDY AT SMP
MUHAMMADIYAH 1 KARTASURA IN 2015/2016 ACADEMIC YEAR**



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By

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APPROVAL

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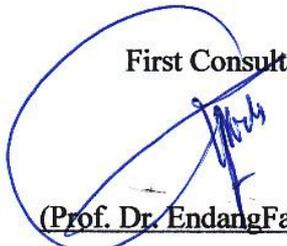
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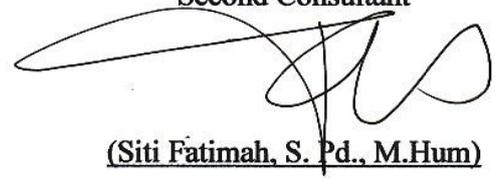
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On April...2016

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STUDY AT SMP MUHAMMADIYA 1 KARTASURA IN
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Surakarta, 6 April 2016



The researcher,

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**TEKNIK YANG DIGUNAKAN DALAM PEMBELAJARAN BERBICARA: NATURALISTIK
STUDI DI SMP MUHAMMADIYAH 1 KARTASURA PADA TAHUN AJARAN 2015/2016.**

UNIVERSITAS MUHAMMADIYAH SURAKARTA

Abstrak

Studi ini dilakukan untuk menggambarkan teknik yang digunakan dalam kegiatan berbicara di kelas bahasa Inggris di SMP Muhammadiyah 1 Kartasura. Tujuan dari penelitian ini adalah: (1) untuk menggambarkan jenis-jenis teknik yang digunakan pada pembelajaran berbicara, (2) tujuan penggunaan masing-masing teknik, (3) peran guru, (4) peran siswa (5) bahan pengajaran yang digunakan oleh guru bahasa Inggris di SMP Muhammadiyah 1 Kartasura. Jenis penelitian ini adalah deskriptif kualitatif terutama naturalistik studi dalam menganalisis data. Metode pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumen. Temuan dari studi menunjukkan bahwa ada beberapa teknik kelas yang digunakan oleh guru bahasa Inggris di SMP Muhammadiyah 1 Kartasura seperti: bermain peran, diskusi dan pemecahan masalah. Guru memiliki peran sebagai model, instruktur, mengajar pengetahuan dan fasilitator, pengontrol, penilai dan manajer. Siswa memiliki peran sebagai peserta didik anggota grup dan belajar dengan berinteraksi dengan orang lain dan peserta didik memantau dan mengevaluasi kemajuan mereka sendiri. Dan bahan instruksional buku teks seperti buku pegangan dan LKS. Kesimpulan dari penelitian ini adalah bahwa guru bahasa Inggris SMP Muhammadiyah 1 Kartasura menggunakan berbagai teknik kelas yang dapat meningkatkan kemampuan siswa. Berbagai teknik dapat membuat mahasiswa yang tertarik dalam proses belajar-mengajar bahasa Inggris. Itu tidak membuat kelas monoton. Siswa menjadi lebih aktif dan kreatif. Berdasarkan hasil, rupanya, kelas teknik yang digunakan oleh guru memiliki peran penting dalam proses belajar-mengajar.

Keywords: Teknik mengajar dalam pembelajaran berbicara, Peran Guru dan Siswa, Materi Pendukung.

Abstract

This study is carried out to describe classroom techniques used in speaking activities in English classroom at SMP Muhammadiyah 1 Kartasura. The aims of this research are: (1) to describe the kinds of classroom techniques used in speaking activities, (2) the purpose of using each classroom techniques, (3) the teacher's roles, (4) the student's roles, (5) instructional materials used by the English teachers at SMP Muhammadiyah 1 Kartasura. The kind of this research is descriptive qualitative research especially naturalistic study in analyzing the data. The methods of collecting data in this research are observation, interview and document. The finding of the study shows that there are some classroom techniques used by English teachers at SMP Muhammadiyah 1 Kartasura such as: role playing, discussion and problem solving. Teacher has role as model, instructor, teaching knowledge and facilitator, controller, evaluator and manager. The student has role as learners are member a group and learn by interacting with others and learners monitor and evaluate their own progress. And the instructional material is textbook such as handbook and LKS. The conclusion of this research is that English teacher at SMP Muhammadiyah 1 Kartasura used various classroom techniques which can improve the students' ability. Various techniques can make the student interested in English teaching-learning process. It does not make the class monotonous. The students become more active and creative. Based on the result, apparently, classroom techniques used by the teacher have important role in the teaching-learning process.

Keywords : Classroom techniques in speaking activities, teacher's role, student's role, instructional material

1. INTRODUCTION

English language learning in Junior High School targeted the learners to reach the level of functional to communicate orally and written to resolve every day. English language learning in Junior High School targeted the learners to reach the level of functional i.e. communicating orally and written every day. English language subjects in Junior High School have some purpose to make the learners have such capabilities; develop the competence to communicate in oral form and write to achieve the level of functional literacy, have an awareness of the nature and importance of the language of the English language to improve the nation's competitiveness in the global community, develop an understanding of the interrelationship between learners of the language with culture. English language is a great tool to communicate orally and written. In English, language skills are including listening, speaking, reading and writing skills.

Therefore, English language subjects are directed to develop those skills so that graduates are able to communicate. The level of literacy includes performative, functional, informational, and epistemic. At the level of the performative, the person is capable of reading, writing, listening, and speaking with the symbols used. At the level of functional, people are able to use the language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the level of informational, people are able to access knowledge with the ability to speak, while at the level of epistemic people capable of expressing knowledge into the target language (Wells, 1987) in Winanto (2010:277). So the ability to communicate in English is important, namely the ability to speak.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in a child life, which is produced by listening skill, and at that period the speaking skill is learned. Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain as well. It has an important role in communication. Speaking can be found in spoken cycle especially in Joint Construction of Text stage (Department of national education, 2004). In carrying out speaking, students face some difficulties one of them is the language its self. In fact, most of the students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are the feeling afraid for the students to make mistakes.

Based on phenomenon above, the researchers try to investigate the teaching and learning process especially classroom techniques when the teacher teaches in speaking activities to achieve the learning objectives. The researcher want to deeply know the process of teaching-learning especially classroom techniques used in speaking activities in English classroom at SMP Muhammadiyah 1 Kartasura.

There is a set of options at the levels of theory and practice, as well confuse the terms approach, method, and technique. According to Richards and Rodger (1978: 146) in Fauziati (2014: 13-14) define approach as “assumptions, beliefs and theories about the nature of language and the

nature of language learning which operate as axiomatic contrasts or reference point and provide a theoretical foundation for what language teachers ultimately do with learners in classroom”.

Anthony (1963: 95) in Fauziati (2014: 12) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Method is theoretically related to an approach and is organizationally determined by a design. According to Fauziati (2014: 13) “technique is classroom practices done by the teacher when presenting a language program”. A technique is implementation that which actually takes place in a classroom.

In order to achieve the ultimate goal of student learning, it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible. Richard and Rodgers (1993: 3-4) in Fauziati (2014: 19) vocabulary selection is based solely on the reading texts used and words are taught through bilingual word lists dictionary study, and memorization.

Classroom techniques play the important role. To reach the goal of teaching-learning process, the teacher has to find and use the teaching techniques which is appropriate with the students’ characteristics. Technique is something that actually takes place in language teaching or learning in the classroom.

Relevant to the above description on approach, method, and technique, Celce-Murcia (2004:9) gives her summary stating that an approach is general (e.g. cognitive approach), that a method is specific set of procedures more or less compatible with an approach (e.g. the silent way method), and that a technique is a very specific type of learning activity used in one and more methods (e.g. using colored rods of varying length to facilitate language practice in silent way).

Based on the review above, the researcher is interested to describe kinds of techniques used in speaking activities at SMP Muhammadiyah 1 Kartasura. To prove the originality of this research, the researcher takes some previous study related to techniques of speaking. There are Ratna (2008), Wulandari (2008), Widyaningsih (2008), Hudani (2013), and Revellia (2014).

Ratna (UMS, 2008) studied *A Study on The Technique of Teaching English Speaking to the Second Year Students at SMA Negeri 3 Pemalang in 2007/2008 Academic Year*. This study aims at describing the technique of teaching English speaking to the second year students of SMA Negeri 3 Pemalang in 2007/2008 academic year. This research is a descriptive qualitative research. The methods of collecting data are observation, interview and the document. From the data analysis, the writer draws some conclusions. The first, the techniques used by the teacher are discussion, storytelling, and brainstorming.

Wulandari (UMS, 2008) studied *A Descriptive Study on the Speaking Class at SMA N 1 Kartasura*. The research paper aims to describe the techniques used by the English teacher in speaking class at the Language Second year of SMA N 1 Kartasura and to know the problems faced by the teacher in speaking class. This research is a descriptive qualitative research. Based on findings the writer concludes that the techniques used by the English teacher in speaking class at the Language second year of SMA N 1 Kartasura are discussion and conversation.

Widyaningsih (UMS, 2008) studied *A Descriptive Study On The Techniques Used In Teaching Speaking To The First Year Students At SMA Negeri 2 Wonogiri In 2007/2008 Academic Year*. This research aims to describe the curriculum focuses on goal, syllabus and material, the techniques used by the teacher in teaching speaking, and find out the difficulties faced by the teacher and the students in teaching learning speaking. This research is a descriptive qualitative research. The writer collects the data by observing the speaking class, interviewing the teacher and the students, and analyzing the document. The techniques used by the teacher are dialogue, discussion, prepared talks, retelling story and describing picture.

Hudani (UMS, 2013) studied *Techniques of Teaching Speaking At The Sixth Grade Students of SDN Cempaka Baru 05 Pagi Jakarta Pusat in 2012/2013 Academic Year*. This research aims to describing techniques of speaking to the sixth year students of SDN Cempaka Baru 05 Pagi Jakarta Pusat, in 2012/2013 academic year. The data of this research is descriptive qualitative. The data of this research are collected by observing the English class and interviewing the English teacher. Based on the result of the analysis, the teachers use discussion, problem solving, game and song as the techniques in teaching speaking.

Revellia (UMS, 2014) studied *Techniques Of English Teaching Used at SMP Muhammadiyah 5 Surakarta: A Naturalistic Study*. The aims of this research are to analyze (1) the kinds of English teaching used by the teacher in SMP Muhammadiyah 5 Surakarta, (2) the objectives of English teaching-learning process of using these techniques, (3) the teacher's roles, (4) the learner's roles (5) the dominant techniques used by the teacher in SMP Muhammadiyah 5 Surakarta. The research is naturalistic study. There are three sources of data in this research namely event, informant and documents which related with teaching –learning process at SMP Muhammadiyah 5 Surakarta.

This research focuses on classroom techniques used in speaking activities in English classroom: a naturalistic study at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year includes the components of techniques such as, the kinds of classroom techniques, the purposes of using each technique, teacher's role, student's role in each classroom techniques, and instructional material.

The researcher applies several theories related with previous study in order to support the data of research. There are several theories to support her research namely Notion of Approach,

Method, and Technique, Notion of Classroom Techniques in speaking activities and instructional material.

Anthony in Allen (1965: 94; Fauziati, 2014: 11) views approach as “A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic.” An approach describes the nature of the subject matter to be taught. Theories at the level of approach relate directly to the level of design.

According to Richards and Rodgers (2001), a method is theoretically related to an approach, organized by the design, and practically realized in procedure.

Anthony (1963: 96; Fauziati, 2014: 13) defines technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance which used to accomplish an immediate objective.

There are some techniques can be used in the teaching English, especially in speaking activities such as role playing, discussion, problem solving, song and games.

Little wood in Anita (2005:20) states that teachers play role as a facilitator of learning and as manager in the classroom. They may perform as a language instructor, as a consultant or advisor and as communicator. There is several teacher’s role: (1) Teacher’ role as a facilitator, (2) As a classroom manager, (3) As an instructor, (4) As a consultant, (5) As a communicator.

According to Johnson and Paulson (1979) in Richard (2001) learner roles in an individualized approach to language learning in the following terms: (1) Learners plan their own learning program and this ultimately assumes responsibility for what do in the classroom. (2) Learners monitor and evaluate their own progress. (3) Learners are member a group and learn by interacting with others. (4) Learners tutor other learners. (5) Learners learn from the teacher, from other students, and from other sources.

Cunningsworth (1995: 7) states that course books are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs. Course books or materials have multiple roles in English Language Teaching and can serve as : (1) A resource for presentation material (spoken and written), (2) A source of activities for learner practice and communicative interaction. (3) A reference source for learners on grammar, vocabulary, pronunciation, so on. (4) A source of stimulation and ideas for classroom language activities. (5) A syllabus (where they reflect learning objectives which have already been determined), (6) A resource for self-directed learning or self-access work. (7) A support for less experienced teachers who have yet to gain in confidence.

2. RESEARC METHOD

The type of this research is a descriptive qualitative research. This research is naturalistic study about the classroom techniques used in speaking activities at SMP Muhammadiyah 1 Kartasura. Naturalistic observation refers to the collection of data without manipulation of the environment. In other definition, naturalistic observation is a research tool in which a subject is observed in its natural habitat without any manipulation by the observer. Naturalistic observation involves two main differences that set it apart from other forms of data gathering. In the context of a naturalistic observation the environment is in no way being manipulated by the observer nor was it created by the observer.

The researcher gets the data from three sources, namely: events, informants, and documents. The methods of collecting data in this research are observation, interview, and documentation. The validity of the data in this study is using triangulation techniques. The techniques for analyzing data in this research are reduction the data, display the data, and drawing conclusion. The subject of this study is the English teachers and students of SMP Muhammadiyah 1 Kartasura. The researcher observes in class 7D and 8C. The teachers' name is Mrs. Mega Dwi Prastikasari S. Pd. and Mrs. Fauziah Nurhayati S. Pd. The object of this research is the researcher focus on the classroom techniques used in speaking activities in English classroom: a naturalistic study at SMP Muhammadiyah 1 Kartasura in 2015/2016 academic year.

3. FINDING AND DISCUSSION

The research focuses on the question problem statement that are: (1) Kinds of classroom techniques in speaking activities, (2) The purposes of using each techniques, (3) Teacher's roles, (4) Student's Role, and (5) Instructional material used in speaking activities at SMP Muhammadiyah 1 Kartasura.

3.1 Kinds of Classroom Techniques in Speaking Activities in English Classroom at SMP Muhammadiyah 1 Kartasura.

- a. Techniques used by Miss. Mega Dwi Prastikasari in speaking activities. Some techniques used by the teacher such as role playing and discussion.
- b. Techniques used by Mrs. Fauziah Nurhayati in speaking activities. Some techniques used by the teacher such as discussion and problem solving.

3.2 The Purposes of Using Each Techniques in speaking activities at SMP Muhammadiyah 1 Kartasura.

- a. Role playing can make a student who secretly gets a chance to express themselves in the direction of progress, the environment in the classroom and outside the classroom to be unlimited. To make student is more interesting to practice the speaking in front of class.
- b. Discussion technique with the goal to increase the student's speaking skill and to make students confident to share their thought with other friends in the class.
- c. Problem solving techniques with the goal of educating students to think systematically. Students are able to think and act creatively.

3.3 Teacher's Role in speaking activities at SMP Muhammadiyah 1 Kartasura.

According to Little wood in Anita (2005:20) states teachers play role as a facilitator of learning and as manager in the classroom. They may perform as a language instructor, as a consultant or advisor and as communicator. There are many kinds of teachers' role in speaking activities at SMP Muhammadiyah 1 Kartasura: teacher as model, teacher as instructor, teacher as teaching knowledge, teacher as facilitator, teacher as controller, teacher as evaluator and teacher as manager are appropriate with Little Wood theory.

3.4 Student's Role in speaking activities at SMP Muhammadiyah 1 Kartasura.

According to Johnson and Paulson (1979) in Richard (2001) learner roles in an individualized approach to language learning such as learners plan their own learning program, learners monitor and evaluate their own progress, learners tutor other learners, engage actively in learning, dialog and interaction with peers and teacher, performance and presentation and discussion.

The students' roles in speaking activities at SMP Muhammadiyah 1 Kartasura such as:

- a. Student as participant. Student as participant, students follow the appropriate command instructions from the teacher.
- b. Student's Demonstrate Their Knowledge and Understanding. They can demonstrate their thought and understanding to the teacher and others. In this way, the students have respect to show their opinion or their thought.
- c. Student's Dialog and Interaction with Teacher. Students have interaction just with their friends, but also they have interaction and dialog with the teacher. In this way, the students have respect to show their opinion or their thought.
- d. Student as Learner Member Group and Learn by Interacting with Other. Students as learner member group must active in all activities when teaching learning process. The students is follow the appropriate command instruction learning process.
- e. Student as Tutor Other Learners. Students as tutor other learner, it means they can teach their friend if their friend don't understand yet about the material. Students become a tutor

for other students; they have to understand the material which they learn and help their friend to achieve the goal of lesson.

The explanation above showed that the students' role at SMP Muhammadiyah 1 Kartasura are appropriate with the Johnson and Paulson theory.

3.5 Instructional Materials used at SMP Muhammadiyah 1 Kartasura.

The materials are used by the English teacher at SMP Muhammadiyah 1 Kartasura such as textbook. The textbook is used by the teacher in every teaching learning process. The teacher used some books as students' hand book. The teacher used book from Education and Cultural Government of Indonesia Year 2015 entitle "*Experiencing English, English for Junior High School Students Year VII KTSP2006*" that used by Miss. Mega Dwi Prastikasari S. Pd. in seventh grade of SMP Muhammadiyah 1 Kartasura. Then the second teacher used from Education and Cultural Government of Indonesia Year 2015 entitle "*Practice Your English Competence for AMP/MTs Class VIII KTSP 2006*" that is used by Mrs. Fauziah Nurhayati S. Pd. in eighth grade of SMP Muhammadiyah 1 Kartasura. The handbook is just to teacher. The last from "*LKS Bahasa Inggris Intensif kelas VII KTSP*" to teacher and students seventh grade, and used "*LKS Bahasa Inggris kelas VIII KTSP Semester genap*" to teacher and students eighth grade. The reason from English teacher chooses the book because the curriculum back to KTSP so the book is relevant with the curriculum and syllabus

Materials used at SMP Muhammadiyah 1 Kartasura are appropriate with Richard theory. According to Richard (1990: 1) the kinds of Instructional Materials (Richards, 1990: 1) is printed materials such as books, workbooks, worksheets or readers.

4. CONCLUSION

English language learning in Junior High School targeted the learners to reach the level of functional to communicate orally and written to resolve every day. English language learning in Junior High School targeted the learners to reach the level of functional i.e. communicating orally and written every day. English language subjects in Junior High School have some purpose to make the learners have such capabilities; develop the competence to communicate in oral form and write to achieve the level of functional literacy, have an awareness of the nature and importance of the language of the English language to improve the nation's competitiveness in the global community, develop an understanding of the interrelationship between learners of the language with culture. English language is a great tool to communicate orally and written. In English, language skills are including listening, speaking, reading and writing skills.

At the level of functional, people are able to use the language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the level of informational, people are able to access knowledge with the ability to speak, while at the level of epistemic people capable of

expressing knowledge into the target language (Wells, 1987) in Winanto (2010:277). So the ability to communicate in English is important, namely the ability to speak.

Based on the explanation above, the researcher drew the conclusion that the English teachers at Junior High School. English becomes one of subject to be learned by the student SMP Muhammadiyah 1 Kartasura used various classroom techniques which can improve the students' ability. Various techniques can make the students interested with English teaching-learning process. It does not make the class monotonous. The students became more active and creative. Based on the result, apparently, classroom techniques used by the teachers have important role in teaching learning process.

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