

**CLASSROOM MANAGEMENT OF TEACHING SPEAKING FOR THE TENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 6 KARANGANYAR IN THE
ACADEMIC YEAR OF 2017/2018**



**Submitted to the Department of Language Studies,
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfillment of the Requirement for
the Degree of Master of Education**

APRIYANI

ID No. S2 0016 0061

**DEPARTEMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2018**

APPROVAL

**CLASSROOM MANAGEMENT OF TEACHING SPEAKING FOR THE
TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 6
KARANGANYAR IN THE ACADEMIC YEAR OF 2017/2018**

PUBLICATION MANUSCRIPT

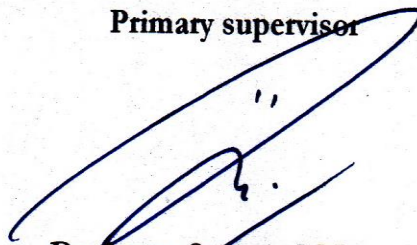
Written by

Apriyani

ID No. S2 0016 0061

Has been Approved by

Primary supervisor

A handwritten signature in blue ink, appearing to read 'Anam Sutopo', with a large, sweeping flourish above it.

Dr. Anam Sutopo, M.Hum.

Co-supervisor

A handwritten signature in black ink, appearing to read 'Mauliy Halwat Hikmat', with a large, stylized flourish above it.

Mauliy Halwat Hikmat, Ph.D

APPROVAL OF PUBLICATION MANUSCRIPT FOR SUBMISSION

CLASSROOM MANAGEMENT OF TEACHING SPEAKING FOR THE
TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 6
KARANGANYAR IN THE ACADEMIC YEAR OF 2017/2018

Submitted by:

Apriyani

S2 0016 0061

Has been examined by the board of examiners on May 10th, 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The board of examiners certifies that the thesis is eligible for submission.

The Board of Examiners

1. Dr. Anam Sutopo, M. Hum.

(Primary supervisor)

(.....)

2. Maully Halwat Hikmat, Ph. D

(Co-supervisor)

(.....)

3. Dr. Maryadi, M.A

(Examiner)

(.....)

Surakarta, May 10th, 2018

The Director of Graduate School



Prof. Dr. Bambang Sumardjoko, M.Pd.

STATEMENT OF AUTHORSHIP

I hereby confirm that the publication article is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this publication article has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

Surakarta, May, 2018

The Writer



Apriyani

ID No. S2 0016 0061

CLASSROOM MANAGEMENT OF TEACHING SPEAKING FOR THE TENTH GRADE STUDENTS OF SMK MUHAMMADIYAH 6 KARANGANYAR IN THE ACADEMIC YEAR 2017/2018

Abstrak

Penelitian ini adalah bertujuan mendiskripsikan manajemen kelas untuk keahlian berbicara di kelas 10 SMK Muhammadiyah 6 Karanganyar. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data penelitian adalah peristiwa, informan, dan dokumen. Pengumpulan data tindakan observasi, wawancara, dan dokumen. Data di analisis melalui cara mereduksi data, menampilkan data dan memverifikasi data. Untuk menunjukkan kebenaran data menggunakan data triangulasi. Hasil dari penelitian ini tentang manajemen kelas dalam pembelajaran speaking kelas sepuluh di SMK Muhammadiyah 6 Karanganyar di dalam mengajari keterampilan berbicara adalah ketentuan dan prosedur, desain kelas, lingkungan kelas, dan rencana pelajaran. Perannya guru pada proses Berbahasa Inggris belajar pengajaran adalah guru seperti pengendali, seperti pemerhati, seperti corrector, seperti pembisik, seperti sumber daya, juru taksir. Guru dalam mengatur disiplin murid di kelas berbicara seperti menepuk sampai, meminta murid untuk baca *istighfar* dan *surah*, dan melakukan kelas membersihkan setelah sekolah untuk kasus ekstrim. Masalah yang dihadapi oleh guru di keterampilan berbicara dalam manajemen kelas adalah murid pasif, kemampuan siswa berbeda dalam menerima pembelajaran. Solusi dalam manajemen kelas seperti memberikan motivasi kepada murid di keterampilan berbicara dan guru memberikan pekerjaan rumah dan praktek di situs awal.

Kata Kunci : *Pengajaran Bahasa Inggris, Pengajaran Berbicara, Manajemen Kelas*

Abstract

This research is aimed at describing Classroom Management of Teaching Speaking for the Tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year 2017/2018. The research design in this research was descriptive qualitative research. The data and data sources are events, informant and document. In collecting the data, the researcher used observation, interview, and document. The data were analyzed by reducing the data, displaying of the data and verifying the data. To show the trustworthiness of the data used data triangulation. The result of the research shows that the classroom management in teaching speaking for the tenth grade students at SMK Muhammadiyah 6 Karanganyar in teaching speaking skill are the rule and procedures, the classroom design, the classroom environment, and the lesson plan. The teacher's role in English speaking teaching learning process are teacher as controller, as observer, as corrector, as prompter, as resource, assessor. The teacher build discipline in students in speaking class such as clapping hands, asking the students to read *istighfar* and *surah*, and doing class cleaning after school for extreme cases. The problems faced by teacher in teaching speaking skill such as in classroom management is passive students, the different capabilities in receiving material. The solution teaching in speaking skill such as, Teacher always motivated students in learning English and the teachers gave homework and practice at home.

Keywords: *Teaching English, Teaching Speaking, Classroom Management*

1. INTRODUCTION

Nunan (2003) says that English as the dominant medium of communication around the world (<https://www.ibo.org/nunan.ppt>). English is the language of business, technology, science, the Internet, popular entertainment and sports. In academy over 50% of all research is published in English (In some science fields virtually all studies are published in English). It means that we have to be able to use English language through formal and informal education. English is also used in many sides as international language. It is used to give information by oral and written.

Speaking as a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004:140). From this statements above, the researcher can conclude that speaking is an activity concerning with 2 or more people in which the participants are both the listeners and the speakers having to act what they listen and make their giving at high speed. While, he also states that speaking is the product of creative construction of linguistic strings, the speakers create choices of lexicon, structure, and discourse.

Karp (2002, p.1), while describing her philosophy for classroom management plan, says, " In a classroom, the students have the right to learn safely and with dignity, just as the teacher has the right to teach safely and with dignity". On the other hand, Foutz (2005, p. 3) described that classroom management should be used to meet both the students' and the teacher's needs. So, the classroom management is how the teacher arranges the classroom in the teaching learning process especially in speaking skill.

The objective of learning speaking skill are students can communicate effectively in speaking and developing skill in communicate speaking. Then, The students need to be aware about grammatical features and organization paying attention to accuracy of grammar is necessary the learner in learning speaking. So, the teacher become facilitator of teaching speaking at school. The teacher must help the problem faced by students in learning speaking. The teachers uses classroom management in the teaching English. Usually the teachers also gives motivated to build students interest and creativity. It is believed that the teaching learning activities using motivation would be successful and give a good result. Especially in teaching speaking, teacher uses some techniques to make students easier and creative in speaking.

This study is aimed to describe the classroom management by teachers in teaching speaking skill. The classroom management used by teachers for teaching speaking skill is important. The purpose of classroom management in teaching speaking skill made student active, creative and motivate student to speaking.

2. RESEARCH METHOD

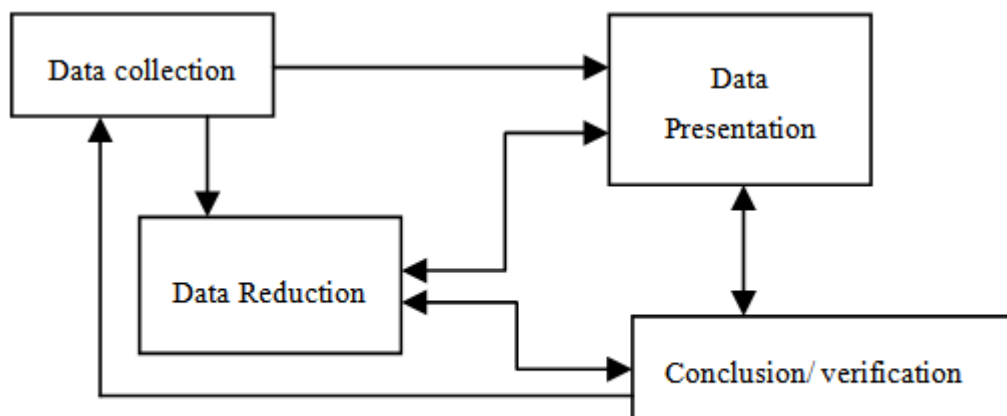
There are some problems that faced by the teacher when they are teaching the students, especially in the speaking skill. The students have problem develop main idea, difficulties in grammar and vocabulary. This research is descriptive qualitative, because it describes the classroom management of teaching speaking process at SMK Muhammadiyah 6 Karanganyar factually and accurately. The researcher serves the real activities done by the teachers and the students at the classroom. The data of this research can be divided into two categories: primary and secondary data. The primary data are the answers to the document and field notes of interview and observation result. By performing the methods, the researcher can get some necessary information relating to the implementation of technique of the teacher in the classroom. The documents include the syllabus, the material, field notes of observation and video. The reseacher came to the field, got the teacher's syllabus and material, did the interview and observation, collected their works, and analyzed them. The secondary data is the data coming from the headmaster and other teachers and the surroundings where the writer may get additional information.

In this research, the researcher uses methodological triangulation. In academic research, the concept of triangulation is broadly of defined as 'the combination of methodologies in the study of the same phenomenon' (Denzin 1974, in Patton 1987) Methodological triangulation are Combining multiple methods to gather data, such as documents, interviews, observations, questionnaires or surveys, when conducting primary research, at different times and in different places. The researcher compares the data she found in the observations, the data from interview and documents to validate the data. After observing the teaching learning process, the researcher does crosschecking by comparing them to the data of interviews and documents.

According to Geofreey, 2006 : 480 Data analysis ia an attempt by the qualitative researcher to summarize collected data in dependable and accurate manner. It is the presentation of the findings of the study in a manner that has an air undeniability. Data analysis is the process of systematically searching and arranging the interview transcript,

Field note, and other materials that a researcher accumulates to increase his/her own understanding of them and to enable him/her to presents what he/she has discovered to others. In other words, analyzing data is the process of arranging raw data in order to make the reader understand it easily.

To analyze the collected data, the researcher uses the interactive model proposed by Miles and Huberman. The stages are as follows: data collection, data reduction, data presentation and taking conclusion or verification.



Source: modified from Miles and Huberman (1992)

3. FINDING AND DISCUSSION

This research focuses on the classroom management implemented in teaching speaking skill at the tenth grade students of SMK Muhammadiyah 6 Karanganyar, the teachers' role of classroom management in teaching speaking at the tenth grade students of SMK Muhammadiyah 6 Karanganyar, the teacher build the discipline teaching speaking at the tenth grade students of SMA Muhammadiyah 6 Karanganyar, the problem faced by teachers in classroom management in teaching speaking at the tenth grade students of SMK Muhammadiyah 6 Karanganyar, the solution classroom management in teaching speaking g skill at the tenth grade students of SMK Muhammadiyah 6 Karanganyar.

3.1. Description of SMK Muhammadiyah 6 Karanganyar

This research was conducted at SMK Muhammadiyah 6 Karanganyar is established on 2007 and addressed at Jl. Ir. H. Juanda, Jengglong, Bejen, Karanganyar. The condition was condusive, comfortable, and save. In SMK Muhammadiyah 6 Karanganyar has 35 teachers.

In this academic year, there are 13 classes. Tenth grade consists of XTKJ, XTAV, XTKR 1, XTKR 2, XTKR 3.

3.2 Research Findings

3.2.1 The Classroom Management Applied by the Teacher in Teaching Speaking for the Tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year of 2017/2018

The researcher conducted the research in SMK Muhammadiyah 6 Karanganyar were four months from December until March. The researcher conducted the research from ten times on Tuesday. The first conducted research was observation in the class, the second was interview with English teacher and the last was collecting documentation. The researcher conducted the research in the class on Tuesday. There were five classes tenth grade such as XTKJ, XTAV, XTKR 1, XTKR 2, XTKR 3. The teacher taught the students on 12.30 p.m until 14.30 p.m. The teacher taught English lesson on Tuesday. Teacher taught in tenth grade XTAV.

The researcher focused the classroom management of teaching speaking skill. English teacher at tenth grade student teach speaking skill in simple past tense. Material of simple past tense contained in tenth grade syllabus. This material taught by English teacher in second semester. The activities of teacher in teaching learning process speaking skill of simple past tense such as the teacher gave stimulate to students by picture, teacher gave stimulate based on the picture by example of real person, teacher explained material simple past tense clearly, than explained language, etc. Teacher gave students of opportunity to make the sentences based on the picture, teacher gave task to students to made sentences base observes their seatmate. They arrange the sentences based on the picture and say the sentences orally. The teacher always control and monitor them during speaking activities.

The researcher collected documents from English teacher. The documents were syllabus, lesson plans, handbook used, students' name, and student's scores. The techniques were in lesson plan of English teacher was appropriate with the techniques that used by teacher in teaching speaking skill in the class. From the observation, interview and collect documents that have been

same. The classroom organization applied by the teacher in teaching speaking for the tenth grade students of SMK Muhammadiyah 6 Karanganyar. The classroom organization includes; the rules and procedures, the classroom design, the classroom environments, and lesson planning.

3.2.2 The Teachers' roles in English Speaking Teaching Learning Process at the Tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year of 2017/2018

Based on the researcher observation in the classroom, there are many teachers' role. The teachers' role in SMK Muhammadiyah 6 Karanganyar are teachers as controller, teachers as observer, teachers as corrector, teachers as propter, teachers as resource, and teachers assessor. The English teacher of SMK Muhammadiyah 6 Karanganyar hope students can improve ability in speaking skill. Speaking skill was one of skill not easy for students. Students were who seldom speaking English, they feel difficult.

3.2.3 How the Teacher Build Discipline in Speaking Class at the Tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year of 2017/2018

Classroom discipline is the way the teacher control the class. In SMK Muhammadiyah 6, discipline is carried out positively. The teacher carry out scene activities to carry out discipline such as: clapping hands, asking the students to read *istighfar* and short *surah*, or doing class cleaning after school for extreme cases such as students' fighting / smoking, the teacher will invite their parents to solve the problems.

3.2.4 The Problems Faced by the Teachers of Teaching Speaking for the Tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year of 2017/2018

There are some dominant problems faced by the teachers when they're used some techniques, such as;

a. Passive students

In XTAV grade class tend passive students. They were active and paid attention. In discussion activities, there were some problems with passive students such as; they just quiet and listen teacher said, some students noisy

with their friends and they were felt boring. The students were more interested if they gave stimulate to make interest receive material.

b. The different capacity in receiving material

Each student has different capability in receiving the material. Some of the students learn the material easily and the other learns it with some difficulties. This situation made the teaching learning process doesn't run well. For example, when the teacher or informant S explained material to the students, some of the slow learners did not understand what the material she was explained, but the first learners of the students could understand it well.

3.2.5 The Solution of Teachers in the Classroom Management of Teaching Speaking for tenth Grade Students of SMK Muhammadiyah 6 Karanganyar in the Academic Year of 2017/2018

There were solutions to each technique in writing skill as follows;

1. Teacher always motivated students in learning English. When students were feel boring the material or the condition of the classroom, teacher gave more motivate to students. Teacher always pushed them to active. Teacher invited students speak out describe and observe something about the materials with the picture. So, students were not passive but the students must active in the classroom.
2. The teachers gave homework and practice at home. For the students that have shy practice and different capability to receiving the materials, the teacher gave homework and practice at home. When the teacher always gave homework, the students worked the task and then the students tried the task and think about the task. It was increased the self confident.

3.3 Discussion

Based on the research objectives, the process of teaching speaking to the tenth grade students of SMK Muhammadiyah 6 Karanganyar is divided into five parts. The researcher also connects the relation between this discussion and the theories used for conducting this research. The classroom organization in SMK Muhammadiyah 6 Karanganyar includes the rules and procedures, the classroom design, the classroom environment, and the lesson planning. This is the line with Michael's view (1984:6) that an important classroom management is, first identify behavior of students in relation to specified condition, second, decide whether the decide the behavior match the condition, third, select of a consequences, fourth, deliver consequences for the behavior observed.

The rules in general classroom behavior in set in order that the classroom lesson run smoothly despite disruptive behavior by students, while the procedures includes some kinds of making interruption in the classroom such as take bathroom, the students come late, the students are not sitting their seat and asking question.

The rules can create an efficient and efficient in English teaching learning process in the classroom. The researcher finds in the tenth grade at SMK Muhammadiyah 6 Karanganyar are divided into: the rules general behavior, beginning and ending performance or the day, and transition and interruption.

The next step is seating arrangement in teaching learning process in speaking skill in design in group or cluster. Choosing the seating arrangement or design of the classroom is crucial so that the students are comfortable to study. It supports condition of teaching students' focus on teaching learning process. The teacher can walk from the front of class to back the class and also from side to side in the classroom to transfer the material and controlled the classroom. Classroom design has impact on classroom discipline and the effectiveness of instruction. For more interactive activities both between the teacher and students and among the students, there needs to be the ability to rearrange the physical setting of the classroom.

In the classroom design, in seating arrangement the tenth grade students of SMK Muhammadiyah 6 Karanganyar in row style, group or cluster and V-style. Choosing the seating arrangement of the students are comfortable for study. It is supports the condition of teaching and students' focus on teaching learning process. Moreover, the teacher try to create qualifies of good communication, respect the students and show interest in teaching from the point of view of the teacher and learning from a student will establish a positive relationship in the classroom environment.

In SMK Muhammadiyah 6 Karanganyar the classroom environment includes contact hour and democratic open-minded. In short the teacher tries to created qualities of good communication, respect in a classroom, and show interest in teaching from the point of view of the teaching and learning from a students will establish a positive relationship in the classroom.

The lesson plan that the teachers makes is based on Curriculum 2013 syllabus in SMK Muhammadiyah 6 Karanganyar. The teacher could adapt the guideline about the lesson plan to that syllabus that suited to the condition and characteristic of the

students and school. BNSP has several principles such as; scientific, relevant, consistent, accountable, actual and contextual, flexible and comprehensive.

The English teacher has roles to make the learner safe, comfortable, enjoy in teaching learning process. The teachers convince the learner can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they get difficulties in their task's fulfilment. According to Hedge Tricia (2000: 26) the roles of the teacher are controller, assessor, corrector, organizer, prompter, resource. Based on researcher observation in the classroom, there are many teachers' roles. They always alter from one activity to another. The roles of teachers at SMK Muhammadiyah 6 Karanganyar are controller, observer, corrector, prompter, resource and assessor.

The result of students' roles in speaking activities at SMK Muhammadiyah such as: The learner is monitor and evaluator for his or her own progress. Student as monitor and evaluator means that the students can see how far they understanding the material. If the students feel their result is bad, they can evaluate themselves. They can change the learning style. Activities in the classroom, the students learned their speaking skills and tried to be active in discussions with their groups. They are also able to see their score when they are active in the classroom.

As a result, the condition at tenth grade students of SMK Muhammadiyah 6 Karanganyar was a little noisy but it would be interesting and exciting, not boring. When the teachers presented the materials to the students, most of them gave much attention but some of them didn't pay attention. There were some students who paid attention seriously, some others prepared their materials, some others again doing a little conversation with their closed friends. Students often make mistakes when answer questions. Almost students be passive because they don't know how to speak English well in the classroom and always dominated with clever students.

Based on the problems of the classroom management applied in teaching speaking to the tenth grade student of SMK Muhammadiyah 6 Karanganyar, the researcher conducts some solutions to overcome the problem in class. First, when the class is in noisy situation, the teacher must control the students by giving additional practice and ask them to pay attention more. Second, when the teacher is teaching the material but

the time is over, the teacher should end it and directly give a little conclusion that covers all of the materials on that day. Third, for the students that have low ability in speaking English, the teacher must give a special attention to the student deeply in order to build a competence. It means that building character and competence is started from heart to heart. Lastly, the teacher can provide direct questions to the students in the classroom to get their attention with the material. The researcher tries to compare the other research. In Nasrollah (2014) Based on the findings of this study, university EFL students regardless of their English proficiency levels used fluency-oriented strategies the least frequently. Hence, teacher has solution, like helping students improve their communicative skills and competence by using oral communication strategies in proper contexts. Particularly, teachers should highly be encouraged to provide their students with information of different types of oral communication strategies since the students may not be aware of them and the potential effectiveness of these strategies on their English learning .

Based on the interviews conducted with the teachers in SMK Muhammadiyah 6 Karanganyar, it can be said that the teachers have some solutions to their students. In her interview, informant S said as follow: the teacher does not only taught the students but also gave motivations to the students in the classroom. She also gave assignment to practice their speaking English at home and always motivated their students in the teaching learning activities.

4. Conclusion

In this chapter, the researcher presents some conclusion on several points of views. From the result of observation in the classroom management in English teaching learning process in speaking skill the tenth grade at SMK Muhammadiyah 6 Karanganyar concluded that the classroom organization in SMK Muhammadiyah 6 Karanganyar includes the rules and procedures, the classroom design, the classroom environment, and the lesson planning.

The roles of teachers at SMK Muhammadiyah 6 Karanganyar are controller, observer, corrector, prompter, resource and assessor. The English teacher has awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. The major goal in the teaching of language to learner is able to communicate fluently.

The teacher can build discipline in students in speaking class is the teacher carry out scene activities to carry out discipline such as: clapping hands, asking the students to read

istighfar and short *surah*, or doing class cleaning after school for extreme cases such as students' fighting / smoking, the teacher will invite their parents to solve the problems.

As a result, the condition at tenth grade students of SMK Muhammadiyah 6 Karanganyar was a little noisy but it would be interesting and exciting, not boring. When the teachers presented the materials to the students, most of them gave much attention but some of them didn't pay attention. There were some students who paid attention seriously, some others prepared their materials, some others again doing a little conversation with their closed friends. Students often make mistakes when answer questions. Almost students be passive because they don't know how to speak English well in the classroom and always dominated with clever students.

Based on the interviews conducted with the teachers in SMK Muhammadiyah 6 Karanganyar, it can be said that the teachers have some solutions to their students. In her interview, the teacher does not only teach the students but also gave motivations to the students in the classroom. She also gave assignment to practice their speaking English at home and always motivated their students in the teaching learning activities.

ACKNOWLEDGEMENTS

This paper is based on the result of Apriyani's Research (2017). Thank you very much for all those who participated in the making of this article, especially through gives comments and suggestions to make this journal is very perfect

BIBLIOGRAPHY

- Burns, A. (1999). *Doing Action Research English Language Teaching*. In A. G. Practitioners. Sydney: Routledge.
- Brown, H. (2004). *Language Assessment: Principles and Classroom Practice*. Engglewood Cliffs: Prentice Hall.
- Brown, H. (2000). *The Principles of Language Learning* - 4th edition. USA : Wadworth Thompson Learning.
- Crotty, L. (1998). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*. St. Leonard: Allen & Unwinn.
- David, N. (1999). *Research Methods in Language Learning* . USA : Cambridge University.
- Diane, L. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University.
- Douglas, B. (2000). *Principles of Language Learning and Teaching*. San Francisco: San Francisco State University.
- Douglas, B. (1994). *Teaching by Principles An Interactive Approach to*. San Francisco: San Francisco State University.

- Fauziati, E. (2008). *Introduction to Methods and Approach in Second or Foreign Language Teaching*. Solo: Era Pustaka Utama.
- Fauziati, E. (2010). *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University of Surakarta.
- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. New York: New York; Oxford University Press.
- Ginanjari, A. (2013). Teacher's Strategies in Teaching Speaking to Students at Secondary Level. *Journal of English Educations* , 12.
- Harmer, J. (2001). *How to Teach English*. Harlow Longman: Pearson Education Limited.
- Harmer, J. (2001). *Teaching and Researching Speaking*. Malaysia : Longman.
- Johnson, D. (2000). *Cooperative Learning Methods: A Meta Analysis*. . Minnesota: University of Minnesota.
- Larsen, F. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Marzano, Robert. (2003). *Classroom Management that Works*, ASCD Association for supervision and curriculum development. Alexandria Virginia : USA.
- Marzano, Robert ... et al (2005). *A Handbook for Management that Work*, ASCD.
- Medland, Michael and Michael Vitale. (1984). *Management of Classroom* CBS College Publishing Holt. Rinehart and Wiston : The Dryden Press Saunders College Publishing
- Miles, M. (1992). *The management of organizations: Strategy, structure, behavior*. Houghton Mifflin.
- Miles, M. (1992). *Analisis data Kualitatif: Buku Sumber Tentang Metode - Metode Baru*. Jakarta: UI Press.
- Moleong, L. (2001). *Metode Penelitian Kualitatif* . Bandung: Remaja Rosdakarya.
- Muktiono, C. (2015). *A Descriptive Study on Teaching Learning Speaking at The Eight Grade Students of SMP N 13 Surakarta 2014/2015 Academic Year*. 56-89.
- Mustafa, H. (2003). *The management of organizations: Strategy, structure, behavior*. Bandung: Alfabeta.
- Nunan, D (2003). *Practical English Language Teaching*. New York : Mc Graw.
- Oseno, B. (2015). Teaching Speaking Skills in English Language using Classroom Activities in Secondary Level in Endoret Municipality, Kenya. *Journal of Education and Practice* , 4.
- Patton, M. (1987). *How to use qualitative methods in evaluation*. London : Sage Publication.
- Rallis, R. (1998). *The Qualitative Quantitative debate: New Perspective*. New Direction for program evaluations.
- Ruhdiningsih, L. (2012, September). *A Study on Techniques for Teaching Speaking to the Second Year Students of SMP N 1 Trangkil* .

- Stoval, G. (1998). *Spoken Language What is it and how to Teach it*. Washington Dc: Center of International Education .
- Sudjana, M. (1988). *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*. Bandung: CV Sinar Baru.
- Sutopo, H. (2006). *Metodologi Penelitian Kualitatif*. Surakarta; Universitas Negeri Sebelas Maret.
- Smith, Colin J and Robert Lastet. (2002). *Effective Classroom Management*, second edition. Routledge Flamer, London and New York.
- Tran, Nguyen. (2015). Factors Affecting Students' Speaking Performance At Le Tank Hien High School. *Asian Journal of Educational Research* , 6-9.
- Trianto, I. (2009). *Mendesain Model Pembelajaran Inovatif Progresif. Konsep Dasar, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Prenada Media Group.
- Wulansari, D. (2013). A Descriptive Study on Teaching Speaking Method to The Seventh Grade Student of SMP N 3 Baturetno. 87.
- Zarin, R. (2014). of, Teaching speaking and listening skills: A scenario of Young Learners of Bangladesh. p. 14.