



Teaching speaking at university level

Research project

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Abstract

Speaking is regarded as an indicator of language proficiency in general. learner who can speak a particular language fluently is regarded as a proficient learner of that language. The English language, in Kurdistan is taken as a foreign language and taught from elementary level to university level as a compulsory subject but kurdish students in general and university students in particular, face a lot of difficulties in speaking English fluently. Even after completing their graduate degree, some of them could not speak a little bit of English. This present study tried to explore the difficulties faced by undergraduate level students and the possible causes of their difficulties in speaking skills. The study explored mainly: personal, social, environmental, and linguistic problems for speaking difficulties and teacher and teaching, course content, overuse of mother tongue, poor schooling, and classroom culture as the causal factors of speaking deficiency. The study suggested creating a favorable environment, maximizing learner autonomy, changing teaching practices, revising courses, and conducting speaking activities time and again.

Table of contents

Chapter 1	
1.1 Aim.....	page5
1.2 The problem.....	page5
1.3 The significance.....	page6
1.4 The tools.....	page6
Chapter2	
2.1 Teaching speaking.....	page7
2.1.1 speaking skill.....	page 8
2.1.2 Elements of speaking.....	page8
2.2 Nature of speaking.....	page10
2.3 Conversational strategies.....	page11
2.4 Problems of teaching speaking.....	page12
Chapter 3	
3.1 Participant (Subject) Characteristics.....	page15
3.2 The Instrument of the Research.....	page15
3.3 Data Collection Procedures.....	page16
3.3.1 Observation.....	page16
3.3.2 Examining Records.....	page16
3.4 Technique of Data Analysis.....	page16
3.5 Results.....	page17
3.6 discussion.....	page17
Chapter 4	
4.1 conclusion.....	page19
references	

Chapter 1

introduction

1.1 Aim

The success in learning English, especially speaking is inseparable from the ability of lecturers who teach it to the students. Surprisingly, the students of English department at the University education. This problem must be solved so it will not collide with a profoundly negative impact on quality of education in Kurdistan. Therefore, it is an urgency duty for the government, especially English lecturers to facilitate sufficient material and method of teaching which help the students in English learning. Generally, Kurdish students faced the problems to communicate and express their idea in English because less of practicing, lack of vocabulary mastery, the problem in the organ of speak, and are passive to speak in the target language. As the result, they are fear in making mistakes and feeling inferior to speak English. Moreover, in teaching speaking, the lecturers must adopt and adapt varying method and activities that appropriate for the students to increase their components of English speaking skills in terms of fluency, accuracy, and comprehensibility. Undoubtedly, lecturers are supposed to create a good learning atmosphere in which students feel pleasant and enjoyable in learning. {Ahmed, S. (2015)}. The class will be comfortable and stimulating the learning process if the interaction between students and lecturer occurs spontaneously and naturally in acquiring the target language.

1.2 The problem

It has been stated that lecturer must want to promote as much English use as possible. So he/she will try and insist on the use of English in learning and oral production activities, but be more relaxed about it in order pedagogic situations, though he/she will encourage students to use it as possible. Researchers suggest appointing class monitors to remind students to keep using English. Furthermore, in promoting the use of the target language, Harmer* gives an illustration about one teacher who used to make students pay fine if they used the mother tongue in speaking activities. {Akbari, Z. (2015)} This is an art of persuading students to use English, above all, it depends on the guidelines that were set,

the agreement which lecturer made with students, and friendly encouragement and persuasion while activities are taking place. In regard to this case, the researchers had experienced when they held a speaking class in a university, they tried to make every student in the class to be active and to use the target language during the classroom interaction. Since it was not easy to do it, standard forms are made to use English only and negotiated them to the students. At the first, mostly students felt enforced to adhere to the forms but after the class runs for several meetings they adapted to. Those issues closely relate to the way lecturer organize classroom activities and perceive the individual steps connected. The well-organizing activities may essentially create the enjoyable learning process to motivate students in learning and improve their speaking performance. Moreover, the best lecturer does know their teaching material, but they also know a lot of teaching strategies and techniques. They never underestimate the power of the process to determine student learning output and outcome . { Akbari, Z. (2016).}

1.3 The significance

learning strategies will guide the implementing of the methods and approaches in which they determine the appropriate techniques and tactics to be used by the lecturer in managing classroom activities that consequently affect the success of the language teaching and increasing learners' achievement . { Al-Roud, A. A. (2016).}

1.4 The tools

Using technology in teaching speaking brings a number of positive results on the part of the learners. Goh* stated that technology in teaching speaking develops language fluency, accuracy and complexity. Its clear that using technology in teaching speaking improves students' speaking fluency and coherence, lexical resource, grammatical range and accuracy and pronunciation. More so, technology in teaching speaking improves students' speaking skills and employing such has a positive impact on learners speaking skills, fluency, and pronunciation. It also overcomes students' speaking difficulty . { Alam, M. A., & Ashrafuzzaman, M. (2018a).}

Chapter 2

2.1 Teaching speaking

Having a successful and effective English teaching, especially speaking, is inseparable from the lecturers' competency and the appropriate method of teaching. Despite the importance of those components in good teaching, the outcomes are far from the ideal. students' lack of vocabulary, lack of motivation and less of practicing in using the target language are most common reasons causing the problem of lack of information in speaking English language . Since a university, especially Education department, is a place which aims to produce effective and qualified teachers, this problem must be solved so that it will not impact on the teachers' quality in the future. Therefore, English lecturers are required to adopt and adapt varying and appropriate method of teaching in order to help the students in learning English and increase their speaking ability in terms of both speaking components; accuracy and fluency. Moreover, the lecturers need to provide classroom activities to stimulate the use of English as much as possible not only inside but also outside classroom, so that it will help the students in the process of acquiring the target language. suggest that language is learnt through practices and the students will eventually be better the more they are exposed to the use of the target language. In line with this idea, states that once learners process the language input available, they will need a lot of practices to create comprehensible output. Encouraging the students to use English for social interaction in the classroom is one example of these contributive practices. Advocates that students get enough opportunities to practice the language. It will help the students in the process of acquiring the language in much more natural contexts. The issues discussed above is concerned mainly with the way the lecturer organize set of classroom activities and create a supportive and enjoyable learning process in order to motivate the students in learning the language enthusiastically and increase their academic achievement, especially speaking performance.

2.1.1 speaking skill

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one won't be misunderstood by those who are listening.

2.1.2 Elements of speaking

Speaking is a productive skill that can be directly an empirically observed. Speaking is one of two productive skills in a language teaching. Accordingly as a process of building and sharing meaning through the use of verbal or oral form describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and text comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student- initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Intersperse

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and story telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

2.2 Nature of speaking

1.The Nature of Speaking

English language becomes common foreign language nowadays. In Kurdistan almost in every level of school it has been taught English language. The goal of language learning should improve student's communicative skills, because only in that way students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. Speaking is an interactive process of constructing meaning that involves producing and receiving information. All normal human being in this world understand and speak to carry out every activity in their daily life. Every person speaks because they are live in society that needs interaction each other. According to Widdowson (1978:59) "speaking as an instance of use, therefore, is a part of reciprocal exchange in which both reception and production play a part which involves both receptive and productive participation. " He also added that" speaking refer to the realization of language as used in spoken interaction and visual media since it is an activity which makes a good use gesture, and facial expression." While Thorn burry, Scott (2005:1) states that speaking is a part of daily life what what we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politician may produce even more than that. Other perception comes from Brown and Yule (1983) in Nunan, David (1989:26) proposes that spoken language is process consisting of short, often fragmentary utterances, in a range of pronunciation. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. From the statements above, it can be concluded that speaking is the most important skill in the mastering language. Someone who learns a language can be said to be successful and skillful in mastering the language when he matters speaking skills. It means that a lot of time and effort needs to be done in order to give many opportunities for the learners in speaking not only in the classroom but also in outside of the class. Because the more time which given to the learners in interacting with the language the better it will be, then they will get more

confidence and motivation in learning and practicing the language. { Alam, M. A., & Ashrafuzzaman, M. (2018b)}

2.3 Conversational strategies

An important component of language learning strategy training is that of speaking strategies. Oral strategies are referred to in the literature as communicative strategies, communication strategies, conversation skills or oral communication strategies; for the purpose of this article speaking strategies are those devices used by students to solve any communication problem when speaking in English. speaking strategies are crucial because they help foreign language learners “in negotiating meaning where either linguistic structures or sociolinguistic rules are not shared between a second language learner and a speaker of the target language”. One goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker. A competent speaker knows how to make use of speaking strategies. Researchers has shown that these strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. These verbal and non-verbal strategies (e.g. verbal circumlocution, clarification, non-verbal mimicry, gestures, etc.) may be used to compensate for a breakdown in communication or for unknown words or topics, and they may also be used to enhance effective communication. { Anandari, C. L. (2015). }

Speaking strategies are essential, since they provide foreign language learners with valuable tools to communicate in the target language in diverse situations. However, there is disagreement as to whether or not to teach speaking strategies. Researchers advocate against such training and believes that learners can transfer these strategies naturally from their native language to the target language. On the other hand, other believes of researchers encourages training in speaking strategies because:

Learners must be shown how such a strategy can be implemented in the second language... Furthermore, learners must be encouraged to use such strategies (rather than remain silent...) and must be given the opportunity to use them. It is a

belief that students should be given this kind of training in language classes because they do not necessarily transfer L1 (first language) skills to the L2 (second language). In a previous study, learners tend to remain silent or rely on the teacher to compensate for unknown vocabulary or grammar structures. In this same study, when ten learners were audio-recorded performing speaking tasks before training, only two made use of a speaking strategy, thus indicating that learners may not always transfer L1 knowledge to L2. A study carried by researchers is that context reveals that learners and even teachers are not prepared to deal with some not-so-pleasant communicative exchanges, including rudeness, disrespect, and impoliteness. Although this could be considered an unrelated topic, it argues that students should be taught speaking strategies so that they may be able to communicate realistically when interacting in English. In a recent study it is showed that students who were taught speaking strategies made a significant improvement in their oral tests. The teaching of speaking strategies could complement teaching a foreign language and ELT training; however, in practice it seems that the teaching of speaking strategies may not be given enough importance. In order to support my argument, I will now analyze three research studies in the area of speaking strategies in different ELT contexts; all present positive results. { Bashir, M., Azeem, M., & Dogar, A. H. (2011). }

2.4 Problems of teaching speaking

English language teaching and learning in non-English speaking countries is a really challenging job. The English language is kept as teaching the subject in school and university curriculum and even many schools or universities have adopted English as a medium of instruction in the countries where English is used as a second and foreign language but many students find English as difficult subject to learn . The majority of the students fail in English subject either at the school level or at university level due to difficult grammatical patterns of language and due to attitudinal or psychological problems of learners, they believe that English is a very difficult subject . There are various factors that affect language learning such as difficult grammatical patterns, difficult vocabulary, variation in L1 and L2, motivation, classroom practices and pedagogies, learners' attitudes and so many. It is stated that language learning difficulties may occur through a hearing problem,

weakness of memories, impaired speech, mental disorder, more introvert, social, individual, and cultural variation of learners .It has been concluded that learning difficulties are caused due to socio-cultural and learning strategies of learners they adopted.{ Bista, K. (2011).}

Language learning is not only affected by individual factors but it can also be affected by social or cultural factors of learners. Various factors such as low motivation of learners in learning, lack of concentration in learning, lack of confidence, teachers' attitudes, learning facilities, and infrastructure influence the ability and willingness of learners to learn their second . Moreover, it further points out that language learning skills cannot be separated from the aspects of education such as the role of teacher, role of teaching materials and curriculum, the teaching method adopted by the teacher, teaching media, and infrastructure of the institution. The role of a teacher in the classroom as a facilitator may increase the learning proficiency of learners but if the teacher is authoritarian in the classroom then learners are just passive learners and do not get opportunities for language practice . Therefore, the presence of the teacher and the way of teaching in the class play a crucial role in learning a language. So, we can say that language learning is not affected by the individual's learning factors only; other factors cause learning difficulties.{ Brown, H. D. (1994).}

One English language skill that must be mastered by any foreign language learner is the ability to speak English fluently in day-to-day context or formal situations. Researchers argue that for most people, mastering speaking skills is the single very important part of learning English and their success is measured on the basis of the ability to involve in conversation in English. While speaking speakers need to be aware of various things or must possess the knowledge of mechanics of language (pronunciation, grammar, vocabulary), functions of language (requesting, greeting, getting permission, etc.), and the socio-cultural forms (turn-taking, rate of speech, length and pause, etc) . Therefore mastering speaking is regarded as the most difficult skill in a second language. Students face various problems while mastering speaking skills; among these various problems. It has been mentioned the following problems students face in mastering speaking skills: Inhibition, nothing to say, low or uneven participation, and mother tongue use. According to Ur , learners are often inhibited trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism. Similarly, even if learners are not

inhibited, they cannot say anything, because they do not have anything to say due to low motivation. The third major problem of the learners is low or uneven participation in the classroom. Talkative or brilliant students may dominate the class or even if that domination is managed they do not have sufficient time in the classroom to talk. { Brown, H. D. (2001)}. The final problem Ur mentioned is the use of mother tongue. Learners feel easy and safe using their mother tongue in the class to share or discuss on the subject matter to avoid misunderstanding and fear of criticism from the peers. Therefore they prefer using mother tongue in the classroom which hinders English language learning.

In the same line, it has been pointed out the following problems of speaking: Clustering, redundancy, and reduced form, and performance variable, colloquial language, rate of delivery, supra-segmental features, and interaction. In connected speech speakers need to use phrasal form rather than word by word, so learners may feel difficulty in phrasing the target language. In the same way, contracted or reduced forms are frequently used in fluent speech but second or foreign language learners are not habituated to using such forms in speech, therefore they feel difficulty in reducing some words in the English language and speaking becomes clumsy. Use of colloquial language by the native speakers may inhibit the learners to interact with them which cause exposure reduction; if students are not familiar with the colloquial language that may create problem in speaking. The overuse of gap filler or hesitation markers, correction, and backtracking may cause a deficiency in the speed of speech. Lack of appropriate vocabularies and grammatical patterns speakers may not speed up their delivery in speech; therefore they may be heisted to continue their conversation. English is termed a stress-timed language, so students need to manage stress; rhythm, and intonation in their speech, which the majority of non-native speakers feel difficulty.{ Crystal, D. (1997).}

Chapter3

Methodology

3.1 Participant (Subject) Characteristics

The researchers employed qualitative study by applying case study. Qualitative research is to collect data on the subject of research in order to obtain deep insight of the phenomena of interest. The data collection will analyze and interpret descriptively or narrative (Gay et al., 2006, p. 399). This research was conducted from January 11 2023 to march 28 2023 at English Educational Department of the University of salahaddin .

The respondent of the current research were two of non-native English lecturers who teach in speaking class. Before deciding the respondent, the researchers did a primary study in intended the subject through an interview. Thus, we decided to take the two lecturers as the participant. The two lecturers are a male and a female. The male lecturer has the experience of teaching for 20 years. While the female lecturer has eight years teaching English experience . The data gained from documentary record of the two lecturers and interview with them and the students.

3.2 The Instrument of the Research

The primary data collection instrument was the researchers themselves (Gay at al., 2006, p. 425) as an observer and an interviewer. It means that they decided what to be observed related to the problem statements then interpreted the data and confirmed the information about what have been observed by interviewing both the lecturers and students. The secondary instruments were an observation scheme and interview protocol.

3.3 Data Collection Procedures

Describe the procedures for selecting participants, including (a) the sampling method, if a systematic sampling plan was used; (b) the percentage of the sample approached that participated, and (c) the number of participants who selected themselves into the sample. Describe the settings and locations in which the data were collected as well as any agreements and payments made to participants, agreements with the institutional review board, ethical standards met, and safety monitoring procedures. In collecting the data, the researchers employed three primary data collection techniques, as follows:

3.3.1 Observation

Here, the researchers as nonparticipant observation or external observation in which they did not directly involved in the situation being observed. They wrote field notes in all classroom activities during the speaking class. In addition, they also used a videotape to record verbal and nonverbal communication between lecturer and students which later be confirmed and adjusted to field notes, and also a volunteer assisted them in the interview section.

3.3.2 Examining Records

In addition to the observation and interview, the information was gathered through documentary evidence. This third primary data collection technique was examining records. The researchers examined various types of videotapes and audiotapes.

3.4 Technique of Data Analysis

Along with the description of subjects, give the size of the sample and number of individuals meant to be in each condition if separate conditions were used. State whether the achieved sample differed in known ways from the target population. Conclusions and interpretations should not go beyond what the sample would warrant. The technique of qualitative data analysis uses the flow by Miles & Huberman (1994) who suggested the three concurrent flows of action; a) data reduction; b) data display; and c) conclusion drawing/verification. Data reduction is to summarize or to select the fundamental phenomena on teaching activities inside the classroom, to focus on the urgent categories of teaching method applied by the lecturer, to find the gist of the theme. The process of data reduction and

analysis run in sequential and continuous procedure. Data display applies in form of table, figure or chart to organize and arrange the pattern of the component so that it is easy to be understood. Drawing verification of the temporal conclusions and it could be changed when there is no evident support it in the further process of collecting data.

3.5 Results

The observation and interview data were derived from English teaching and learning activities inside the classroom at English Department of the University of salahaddin. Data on teaching speaking method were obtained from observation, interview, and recording of the teachers' interventions and classroom learning activities. Data were also obtained from the teaching document, and field notes.

3.6 Discussion

Discussion Based on the findings of the lecturers' method, the interpretation that can be drawn is that the most of the method used in teaching speaking were grammar-translation method which is the students were taught mostly in the written texts, they were asked to translate the text into Indonesian language and their grammar and pronunciation were corrected by the lecturer. While in task-based learning, the lecturer gave a task for students to do individually to strength their understanding of the topic. Besides, both lecturers emphasized on lexical approach to made up of lexical items using grammar. The data indicated the lack of lecturers' method in teaching speaking due to the decrease of students' speaking skill. Despite no research findings on the effectiveness of the use of those methods in teaching speaking, it can be assumed that the lack of lecturers' method will influence the learning outcome. Perhaps, it is in line to what was suggested by Richards & Rogers (1986, p. 20) and Pollard (2008) prioritize the ability to express oneself meaningfully and can be understood by the interlocutors than focusing on the grammatical accuracy or perfect pronunciation. In teaching speaking, the lecturers didn't consider varieties of strategies such teacher-student communication, students-student relationship, and daily routines inside and outside the classroom environment ranging from checking attendance, asking the students' condition, motivating the students, working with students, supporting

the students to make their individual and group tasks, supporting learning activities with extracurricular programs outside the classroom as suggested by Ur (1996, p. 120) proposes some characteristics of successful speaking activity, namely: learners talk a lot, participation is even, and motivation is high. Of course, the students are eager to speak English because they are very interested in mastering a foreign language so that the lecturer should prepare interesting material for them to learn and prepare appropriate evaluation tools to measure the success of learning based on the learning objective. The lecturers' method already affected the students' perception and motivation in learning because of the unsatisfactory or the degree of happiness they have in a relationship may affect the way they perceive the messages that he or she sends, degree of involvement with other person, expectations and the roles of students expect others to inhabit within society affects the lack of their perception. Based on the data of this study, it can be concluded that the lack of students' mastery of English in communication caused the lack of lecturer knowledge and creativity in implementing appropriate methods in teaching speaking. As the result, the students felt boredom in joining the speaking class and they have low motivation in learning. However, the result of the present study is not intended to be generalized to all contexts/universities since the design of this research was qualitative approach and the aim of this study was to investigate the lecturers' method and its implementation in teaching speaking, and the students' perception toward the implementation of the method which can benefit the researchers to measure them quantitatively.

Chapter4

Conclusion

Based on the results, the researchers found that; a. The most of the method used in teaching speaking were grammar-translation method, task-based learning, and lexical approach. b. The implementation of teaching speaking method at the university consisted of two main strategies; a) Material presentation in which the lecturers present their material to the students; b) Classroom discussion in which the lecturers gave the opportunities to support students communication and correct the students' pronunciation mistakes. c. The students have bad perception toward the implementation of lecturers' method and learning activities in teaching speaking. Based on the conclusion above, the researchers gave some suggestion for the university, lecturers, and further researcher as follows: a. The university must conduct a test in recruitment the lecturers, and the department should give the subject to the competence lecturer in that field of teaching and conduct the micro teaching training for the existed lecturers. b. The lecturers must increase their knowledge and ability in teaching method and strategy in implementing teaching and learning in the classroom.c. For the next researcher to consider the lecturers' competence in teaching the subject before measuring the students' speaking skill achievement.

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