

THE EFFECTIVENESS OF TOTAL PHYSICAL RESPONSE IN THE TEACHING SPEAKING SKILL

Moh. Mahmud

Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi

E-mail: mohmahmud060578@gmail.com

Abstract

The method of teaching-learning always done by the teacher, where the students still study in the class with the teacher. But, it will not be running well, when the strategy as a method of teaching cannot be understood by a student and cannot support them to evolve and motivate their study. Basically, Total Physical response consists of management or action that is given by instructor or teacher that is related to physical respond clearly. In this research, the data resources are gotten from the pre-test score, post-test score, interview, and documentation. The research used experimental approach. The students as the object were divided to be two classes, they consist of experimental class and control class. The researcher gives a comparison between an experimental class that is given treatment by Total Physical Response and control class by translation. The research design was correlation relational study. This research calculates the data of pre-test and post-test with a formula of product moment. The result of computing correlation coefficient (r_o) of TPR 1,000 and r_{table} indicate 0,800-1,000 is high. So that, there is an influence of Total Physical Response for improving student's speaking skill because it gets "high" value in r_{table} of the influence of TPR. From the result above, the influence is 100 % from TPR.

Keywords : Total Physical Response, Speaking Skill

Abstrak

Metode belajar mengajar selalu dilakukan oleh guru, dimana siswa masih belajar di kelas dengan guru. Tetapi, itu tidak akan berjalan dengan baik, ketika strategi sebagai metode pengajaran tidak dapat dipahami oleh seorang siswa dan tidak dapat mendukung mereka untuk berevolusi dan memotivasi studi mereka. Pada dasarnya, Total Respon fisik terdiri dari manajemen atau tindakan yang diberikan oleh instruktur atau guru yang terkait dengan respons fisik secara jelas. Dalam penelitian ini, sumber data diperoleh dari skor pre-test, skor post-test, wawancara, dan dokumentasi. Penelitian ini menggunakan pendekatan eksperimental. Para siswa sebagai objek dibagi menjadi dua kelas, mereka terdiri dari kelas eksperimen dan kelas kontrol. Peneliti memberikan perbandingan antara kelas eksperimen yang diberikan perawatan oleh Total Physical Response dan kelas kontrol dengan terjemahan. Desain penelitian adalah studi korelasi korelasional. Penelitian ini menghitung data pre-test dan post-test dengan rumus product moment. Hasil koefisien korelasi komputasi (r_o) TPR 1.000 dan r_{table} menunjukkan 0,800-1,000 tinggi. Sehingga ada pengaruh Total Physical Response untuk meningkatkan keterampilan berbicara siswa karena mendapat nilai "tinggi" dalam r_{table} pengaruh TPR. Dari hasil di atas, pengaruhnya 100% dari TPR.

Kata Kunci: Respon Fisik Total, Keterampilan Berbicara

A. Introduction

Many Language learners regard speaking ability as the measure of knowing a language, they regard speaking as the most importance skill they can acquire and they assess their progress in terms of their accomplishments in spoken communicatin, (<http://www.ncirc.org/essentials/speaking/spindex.htm>). Speaking skill is one of kind of ability language that want be reached In modern language teaching include english language and also speaking is one of the language elements of language skill that are teaching and learned in all level of education in Indonesia..Student's understanding ability can be measured of ability in communication with another. Speaking skill is one of item skill that have been applicated by students to prove their speaking.

Basically, students have speaking skill that can be optomaled. But, in the reality, students affraid of practising their speaking. Majority, Their problem are related with the learning process. While, teacher's teaching strategy in learning process influence student's speaking skill in tranformation to get their speaking skill. The strategies of teacher teaching is very significant in improving student's ability especially in speaking skill, so that way, Many students find difficulties to implement their speaking ability. Based on Thornbury's book, The components in improving speaking skill are grammar, vocabularies, discourse management, interactive communication and pronunciation. So that way, many students do not get speaking skill maximally. where as, speaking skill is one of the measurement in student's language ability especially at the language deparment.

At the some past years, the reseacher found speaking skill was a difficult skill to be improved in learning. Students ignore speaking skill as the measurement of skill modern language. Students ignore that speaking skill is one of extention skill that must be implemented as the language department in Senior High School of Darussalam. Beside that, target language skill of majority is speaking ability. Speaking skill is main medium to give each understanding other, exchange communication by using language as the media.

The researcher finds many factors that influence student's speaking ability in learning process of Senior High School of SMA Darussalam. The causes of many students find difficulty is tranformation of the teaching speaking strategies. While, student's language department in Senior High School of Darussalam is believed with their speaking skill and teacher as the facilitator to support their speaking. So, Students

will be influenced of teaching process. Djamarah and Zain (2006:5) said that, strategies is guideline to act in effort to reach the goal that be decided.

Speaking is not an easy learning activity. Many factors can affect student's success in speaking. In general, these factors can be identified, such as teacher, students, environmental conditions, subject matter, and techniques to learn the lesson material. Khameis (2006:4) mentions, The teacher's strategies should be interesting and should capture students' attention. Teacher should give motivation for students to speaking. To motivate students in EFL contexts, teachers should include many activities and strategies that attract students' attention and make them interested in the lesson.

Actually, many methods of learning that can be done to grow up student's speaking. In reality, in this case of Senior High School of Darussalam is the model of learning can not be solution in improving speaking skill. Teacher who always teaches students by translating. It can not be support their speaking skill. Because, it is felt not enough as the method of learning. Based on Uno (2009:3), method or procedure and learning technique form of part of learning strategy. So, strategies is intended by the researcher is method of learning. There are many ways to deliver method of learning through model of learning. Teacher is asked to teach with the good method and suitable method. The good method will be interest for students. This during, teacher only give translation method and ask to the students for memorizing vocabulary to finish translation on the course book. In this problem, teacher teaches by translating of student's work sheet or course book will make process learning is not effective.

Based on the background of research above, The research problem can be formulated as follow : does the effectiveness of Total Physical Response in the teaching student' speaking skill on the second grade of SMA Darussalam in academic year 2016-2017. The purpose of this research is to know teh effectiveness of Total Physical Response in the teaching students' speaking skill on the second grade of SMA Darussalam in academic year 2016-2017.

The result of research hoped will give advantages for Students to understand easily and motivate in speaking through teaching speaking strategies by using total physical response. And for teacher will understand the ways of implementing the best teaching speaking strategy by using total physical response and the best choice in method learning. Teacher can formulate the matery easily. For other researcher, The

result of this research is useful as information and sources to conduct a best strategy for improving student's speaking skill.

B. Review of Related Literature

1. Teaching Speaking Strategy

Based on the structure of the key word, Teaching speaking strategy will be identified word by word with different theory. Teaching speaking to develop student's speaking skill. Teaching speaking is the process or activity to teach student's speaking and the strategy is method that will be used by teacher to teach speaking creatively.

Teaching is very important in the learning process of education. Teaching is guiding and facilitating learning, with the teaching will be helping someone to learn how to do something according to Kimble and Garmsy (1963:133). Teaching and learning process is a communication process between teacher and students to get education, experiment, skill and idea. This process involves three components. They are students, teacher and equipment. The teacher plays an important role in teaching and learning process because the teacher is most influence person in the classroom . The teacher has to be able to select and use equipment in teaching and learning process to motivate and attract the student in Masruroh's thesis (2009:3). Basicly, teaching and learning process can give significant influence to improving student's skill ability in learning. Learning Strategy is the medium or equipment to reach studying, it is usually mentioned with teaching method. Azhar (1993:12). So, Strategy choice or combination method and learning method should priority at the purpose and matery that be decided in lesson plan of learning.

In teacher's teaching speaking need strategy to improve student's speaking skill ability. There are many strategy to improve speaking skill. On Website, <http://www.nclrc.org/essentials/speaking/stratspeak.htm> mention that Teaching strategy to develop speaking skill. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge

of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

2. Total Physical Response

Total Physical Response is language learning method that is developed by James Asher, psychiatrist from San Jose State College, Amerika Serikat at 1960. Total physical response is language teaching method that is built based on saying coordination and action through activity movement. Basically, Total Physical response consist of management or action that is given by instructor or teacher that is related with physical respon clearly. Example, if the instructor says, “stand up”, so students will stand or if the instructor says, “sit down”, so students will sit on the chair from (Tarigan, 2009:146).

The general purpose of Total Physical Response is teaching about speaking skill for learners in beginning level. Action or activity that is done in teaching by using this method is interested practising. In language teaching, this method have the great potency to active students in understanding foreign language that have been studied. It is supported by class situation that was very supported and it is pleasure. They will make students to study language actively by advantaging their creativities.

This method can be example in the class as follow : Teacher is standing in front of the students, exactly in the middle of students. The students are asked to make arround. After that, teacher asks two students to sit in the side of left and right of teacher. Firstly, teacher mention verb, then two students that stand in front, they have to response with movement that guide by teacher. After that, teacher give sign, in order all students also join. Then, verb is added by noun, adverb, adjective and other. That matter is done until all students understand and they can response with individual or together quickly. The advantages of total physical respon according to Widodo, (<http://sastra.um.ac.id/wp-content/uploads/2009/10/Teaching-Children-Using-a-Total-Physical-Response-TPR-Method-Rethinking-Handoyo-Puji-Widodo.pdf>), such as : (1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood. It can be related with the playing game or role play that can be interested by students. (2) It is very memorable. It does assist students to recognize phrases or words, (3) It is good for kinaesthetic learners who are

required to be active in the class. It mean that a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration.

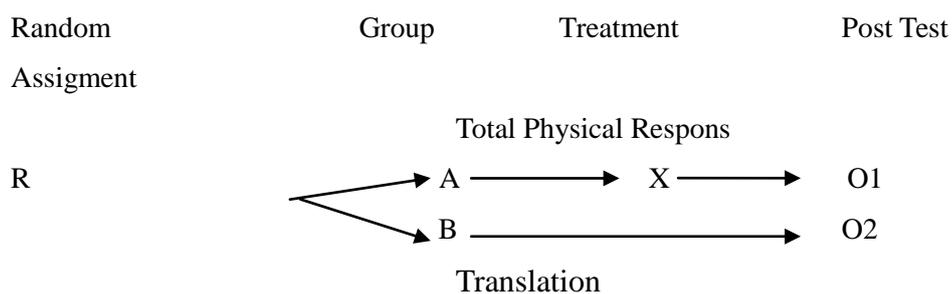
It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead

C. Research Methodology

Based on problem that have been related with the department language, The researcher uses the experimental research. Nazir (2009:63) explains experimental method is the research method that often be used, more over on exact study. So, experimental research is research that is done by using manipulation to research object with controlling. Experimental method often be done on research exact study.

This research makes correlation between cause and effect of the especialled case. The researcher look forward the effect of learning strategy with the result of student's achievement. The correlation between two different variable such as variable X and Variable Y. Those variables in this research are teacher's teaching speaking strategy through total physical response and improving student's speaking skill.

The researcher uses the true experimental design. This experiment has to fulfill the requirement. It means that, there is other group that was not known or control group. It does not gets the treatment. There is a experiment group that get observation and treatment. The research design could be illustrated as follows:



Notes:

- R : Random assignment
- X : Treatment
- A : Experimental group
- B : Control group
- O : Post-test

(McMillan, 1992:178)

The procedures of the research design were as follows:

1. Administering the homogeneity test to all of the existing classes of the second grade students of SMA Darussalam.
2. Determining two classes that had the closest mean score to be the experimental group and the control group by lottery since the result of homogeneity test was heterogeneous.
3. Giving the treatment to the experimental group, that was teaching reading by using Total Physical Response. The control group was taught reading by using Translation Method.
4. Administering a try out to establish validity, reliability, and index difficulty of the post test and analyzing the results by using split-half odd even technique.
5. Giving the speaking post test after the treatments to experimental group and control group after the treatment.
6. Analyzing the results of reading post test of the two groups by using Independent sample t-test formula of 5% significance level to know whether the use of Total Physical Response have a positive effect on the second grade of speaking student's achievement.
7. Drawing a conclusion to answer the research problem.

This research uses experimental class and control class by treatment of Total Physical Response and translation method. The result of post test of experimental class will be proceed by product moment. It will be compared score of pre-test and score of post test whether there is correlation or influencing after given by treatment of Total Physical Response.

The researcher population is All over of the students of second grade in SMA Darussalam. They are 2 IPA and 2 Bahasa. While the researcher only take 2 Bahasa 1 and 2 IPA as the sample of population. They will be divided to be two class are control class or group and experiment class or group. The researcher take 40 students for sample of 60 students. The researcher take 40 students as the experimental class.

The collecting data technique that used are Documentry that is one of the method used by the reseacher to collecting data. It can be taken from every tools that contain data of research. It can be notes, books, files, etc. Then interview is oral question that is done for individual subject and it will be appeared on different assumption. But, the problem will be known especially and contaniously.

The Data used in this research are The achievement test in the form of oral was used to measure the students' speaking achievement. Dealing with the test form, oral was chosen because the scoring could be easy and the result was reliable (Hughes, 1989:60). The test items were constructed based on the indicators to be measured namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension.

The Analyzing data tehnik that used is the correlation between X and Y by using Product Moment formula (Arikunto, 2006:183)

$$r_{xy} = r_{11} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} = reliability coefficient

$\sum XY$ = the total number of odd items and even items

$\sum X$ = the number of odd items

$\sum Y$ = the number of even items

N = the number of the respondents (the experimental group and the control group).

Analysis data according to Alwasilah (2011:113), the researcher make a observation or the first interview to get information of teaching method that is used by teacher and it is analyzed based on the field data. It is also supported by interviewing to the teacher that content of suitability of teaching method using total physical response. And it is processed with many theories and lesson plan that is made by teacher.

After giving post-test to both of the experimental and the control groups, the data were analyzed statistically by independent sample t-test using SPSS software to know whether or not the use of Total Physical Response technique in cooperative learning has a significant effect on the eighth grade students' speaking achievement. Then, the result was consulted to the t-table of 5% significance level. If the result of t-computation was higher than that of t-table, it means that the null hypothesis (h_0) which says "there is no significant effect of using Translation method.

Total Physical Response technique on the second grade students' speaking achievement at SMA Darussalam 2016/2017 academic year" was rejected and the alternate hypothesis (h_a), which said "there is a significant effect of using Total Physical

Response technique on the second grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year" was accepted.

D. Research Result

This chapter presents of the description of the treatment, the results of supporting data, the result of primary data, hypothesis verification and the discussion. The main activity of this research was to investigate whether or not there was a significant effect of the application of the Total Physical Response technique on the second grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year.

In this research, the experimental group (XI bahasa) received a treatment from the researcher; it was taught reading by using Total Physical Response technique, while the control group (XI IPA) was taught reading by using Translation Technique. The teaching learning process in the experimental class was conducted in 3 meetings, The schedules of the implementation of the research are explained in Table 4.1 below.

Table 1 The Schedule of the Implementation of the Research

No.	Activity	Date
1.	Pre-Test	April 6 th 2017
2.	Treatment to experimental group	April 9 th , April 11 th , and April 13 th
3.	Activity to control group	April 9 th , April 11 th , and April 13 th
4.	Try out	20 th April 2017
5.	Analysis of the try out score	20 th April 2017
6.	Post test	20 th April 2017

The Supporting data of this research were obtained from the result of the interview with the English teacher and the documentation. The interview was conducted informally with one of the English teachers on April 6th 2017. In the interview, the researcher used the interview guide to get the information needed. The interview in Indonesian and the result was translated into English (see Appendix C). Based on the result of interview, it was known that many students of the second grade of SMA Darussalam have problems in comprehending the English textspeaking skill because they did not know the vocabularies and techniques for improve their speaking. To help the student's speaking skill, the English teacher usually asked the students to speak English and asked them to translate the tasks, after that they discussed the answers in the class. The teacher only once time give teaching strategies, including Total Physical Response technique in teaching English, because the teacher did not

know about Total Physical Response technique. Further, the English teacher informed that the English book used was Look A Head XI published by Erlangga.

Documentation was used to get the supporting data about the names of the respondents. The total number of the second grade students of SMA Darussalam as the population of the research in the 2016/2017 academic year was 60. They were divided into two classes.

Table 2 The Total Number of the Second Grade Students at A Darussalam in the 2016/2017 Academic Year

No.	Class	Male	Female	Total
1.	XI Bahasa	-	25	25
2.	XI IPA 3	-	35	35
Total				60

The post test results were analyzed by using product moment formula to know whether second classes (the population) were significant. In this research, the homogeneity test was carried out on 20th April, 2017. The population of the research was the second grade students of SMA Darussalam in the 2016/2017 academic year consisting of two classes (XI Bahasa and XI IPA 3). The results of homogeneity test were analyzed statistically by using product moment formula as presented below:

The try out test was conducted on April 20th, 2017 to know the reliability of the post test items. It was given to the class who did not belong to the research respondents and had almost the same ability as the research subjects. Based on the result of homogeneity analysis, it showed that the class which had the closest different mean score from the research respondents was 40 students. The analysis of try out test included the validity, the difficulty index and the reliability coefficient of the post test.

In this research, split half odd-even technique was applied in estimating the value of reliability coefficient. The researcher signed (X) for the odd numbers and (Y) for the even numbers. The correlation between X and Y was analyzed by using product moment formula as presented below (Source:Arikunto (2006:276):

$$\begin{aligned}
 r_{xy} &= r_{\frac{11}{22}} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{40 \times 258615 - (3021)(3421)}{\sqrt{(40 \times 228405 - (3021)^2)(40 \times 292825 - (3421)^2)}} \\
 r_{xy} &= \frac{10344600 - 10334841}{\sqrt{(9136200 - 9126441)(11713000 - 11703241)}} \\
 r_{xy} &= \frac{9759}{\sqrt{(9759)(9759)}} \quad r_{xy} = \frac{9759}{\sqrt{95238081}} \quad r_{xy} = \frac{9759}{9759} \quad r_{xy} = 1
 \end{aligned}$$

Index correlation $r_{xy} = 1,000$, $N = 40$

- a. Direction of positive correlation, meaning that there are direct parallels
- b. There is a correlation between X and Y is very high
- c. The correlation between X and Y is very significant because $1,000 > 0,403 > 0,312$ from the table above, note that with $N = 40$, r prices for criticism at the level of 1 % = 0,403 and at the level of 5 % = 0,312 (see the table).

Based on Muhid (2012:156), The analysis in assessment use a computerized in SPSS program. The interpretation of result of analyzing data are:

1. Looked at the correlation output or the number 1,000 ** displayed with the writing 1 ** is the number or value of the correlation coefficient $r = 1,000$ **. The figure shows a very strong correlation because it is located between 0,800 - 1,000. Thus it can be interpreted that the relationship between the Total Physical Response methods to increase student talk is extremely powerful.
2. The absence of a sign - in the first of the 1,000 ** on output display, it shows that the correlation has a positive pattern.
3. Looked at the correlation output or the number 1,000 ** displayed with the writing 1,000 ** is the number or value of the correlation coefficient $r = 1,000$ **. The figure shows a very strong correlation because it is located between 0,800 - 1,000. Thus it can be interpreted that the relationship between Total Physical Response Method for Improving Speaking of students is "very strong".

Primary data were obtained from the result of the post test. They were administered to obtain the data about the significant difference between the experimental and control groups. The result of the test was presented in the following part. The reading post test was administered to both the experimental group and the control group on March 12th 2017. The test was conducted on the same day but different time. The time allocation was 40 minutes with 10 items. The results of post test were analyzed statistically by using SPSS (Statistical Package for the Social Sciences) especially Independent sample t-test formula to know whether or not the mean difference between the experimental and control groups were significant.

Based on the output of independent sample t-test by using SPSS (*Statistical Package for the Social Sciences*), it was found that the value of sig (2-tailed) column was 0.005 which was lower than 0.05 (confidence interval 95%). It means that the null hypothesis (H_0) which said: "there is no significant effect of using Total Physical

Response on the second grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year was rejected. On the contrary, the alternative hypothesis (h_a) which said: "there is a significant effect of using Total Physical Response on the second grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year" was accepted.

E. Discussion

In this research, to get the primary data about the students' Speaking achievement, the speaking test was given to the students. The number of the test items was 10 essay question. Then, the results of students' test were analyzed by using independent sample t-test by using SPSS (*Statistical Package for the Social Sciences*). The result of data analysis in this research indicated that the use Total

Physical Response gave a significant effect on the second grade students' speaking achievement at SMA Darussalam. This could be seen from value of significance (2-tailed) was less than 0.05 (confidence interval 95%) that was 0.005. It indicated that the result of t-test analysis was significant. It could be seen from the scores of post test that the experimental group that was taught speaking by using Total Physical Response technique got better score compared to the control group who was taught reading by using translation.

Based on the use of Total Physical Response technique in the experimental group, the students were easier and motivated to comprehend the content of the speaking test. At the first time, they were still confused about the procedures of Total Physical Response technique. However, the researcher explained to the students about the procedures until they understood. Finally, they could cooperate well with the technique. Then, based on the researcher's observation, the students were enthusiastic in discussing the material with their groups and playing the game. Besides, it could help them understand the procedure of speaking well.

In conclusion, Total Physical Response technique was a good technique in developing the students' speaking achievement. Concerning the results of this research, they proved that the use of Total Physical Response technique gave a significant effect on the eighth grade students' speaking achievement at SMA Darussalam in the 2016/2017 academic year.

Student who can response with the grammar and vocabularies accurately. They will get score maximally for Interactive communication with the teacher will be easy to be understood what the student says. Communication will connect with the media or students who practise and students can manage the expressing idea and opinion to the good sentence.

The researcher give the score based on the criteria of assessment speaking test. Student's response will be considered based on the criteria of assessment speaking. Maximum score is 100 score. It will be divided to be four criteria of assessment speaking. Every items will be given 25 scores. Student who response with grammar and vocabularies will be priority in speaking test. The researcher takes score with including the criteria of assessment speaking test.

Application of speaking test was related with the criteria of assessment speaking. Students get paper of test from the teacher. It is content of expression or picture of activity movement. After that the teacher gives command to the students without sound for analyzing and responding by using activity movement and determine or answer the expression. Then the teacher ask to the students (one by one) to response and answer by english language (speaking). Response with appropriate of grammar and vocabularies will get 25 score. It also for interactive and discourse. Pronunciation was very difficult for the young learner. So, the researcher only take qualification basically.

F. Conclusion

Based on the result of speaking achievement test is given after treatment of Total Physical Response in experiment class, it was found that there was a significant effect of teaching speaking by using Total Physical Response on the second grade of SMA Darussalam in 2016/2017 in academic year.

Based on the result of data analysis and hypothesis, it can be concluded that improving speaking can be influenced by Total Physical Response method. One of method to improve speaking skill that can be implemented by using Total Physical Response. It will help students motivated and supported to improve and apply english speaking. Because, Total Physical Response strategy is one of method that can motivate to practise english speaking. It can be seen from the influence assessment with pre-test and post-test, where the student after getting treatment of Total Physical Response have bigger score than before and student that get translation method. The researcher

calculate it use formula of Product Moment with table of coefficient correlation (r). After calculated with formula of Product Moment, the researcher get value 1,000, then the result is connected with r table where give result if 1,000 is "high". "High" is indicate that Total Physical Response influence student's improving speaking skill at the second grade of SMA Darussalam in academic year 2016-2017. The influence is 100 % from Total Physical Response.

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