COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY THROUGH CLAMSHELL TECHNIQUE AND SMALL GROUP DISCUSSION AT THE SECOND YEAR STUDENTS OF SMPN 2 LABUHAN RATU, EAST LAMPUNG

(A Script)

By

Rudiati

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

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ABSTRACT

COMPARATIVE STUDY OF STUDENTS' SPEAKING ABILITY THROUGH CLAMSHELL TECHNIQUE AND SMALL GROUP DISCUSSION AT THE SECOND YEAR STUDENTS OF SMPN 2 LABUHAN RATU, EAST LAMPUNG

RUDIATI

The objectives of this research are (1) to find out whether there was significant difference of students' speaking ability between those who were taught through clamshell technique and those who were taught through small group discussion (2) to find out which aspects of speaking do improve the most after being taught through clamshell technique and small group discussion.

This research was a quantitative research. The population of this research was second year students of SMPN 2 Labuhan Ratu. The researcher randomly selected two classes among four classes at the second year students. Class VIII.4 was chosen as experimental class taught through clamshell technique and class VIII.3 was chosen as control class taught through small group discussion. Each class consists of 32 students. To prove the hypothesis, the researcher used control group pretest posttest design, and analyzed the data by using independent group t-test. In this case, the researcher used SPSS (Statistical Package for Social Science) version 16.0 to prove whether the hypothesis was accepted or not.

The result showed that the mean of the posttest in experimental class is 70.19 and the mean of posttest in control class is 66.19 with the mean difference is 4.000 and p (probability level) is less than 0.05 ($0.004<0.050$), so that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted. It indicates that there is difference of students' speaking ability between students who were taught through clamshell technique and small group discussion.

In addition, for the aspects of speaking, the data showed that the aspect of speaking which is improved the most in experimental class is fluency with the increase 4.0 and in control class is also fluency with the increase 3.93.

Therefore, the researcher concludes that clamshell technique is more effective than small group discussion to improve students' speaking ability at the second year students of SMPN 2 Labuhan Ratu.

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By:

Rudiati

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher and Education**

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2018**

Research Title : **COMPARATIVE STUDY OF STUDENTS'**
SPEAKING ABILITY THROUGH
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GROUP DISCUSSION AT THE SECOND
YEAR STUDENTS OF SMPN 2 LABUHAN
RATU, EAST LAMPUNG

Student's Name : *Rudiati*

Student's Number : 1413042062

Department : Language and Arts Education
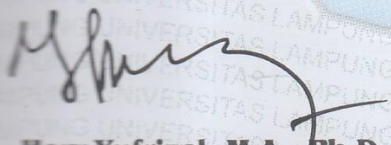
Study Program : English Education

Faculty : Teacher Training and Education

APPROVED BY

1. Advisory Committee

Advisor   Co-Advisor

Hery Yufrizal, M.A., Ph.D.   **Drs. Ramlan Ginting Suka, M.Pd.**
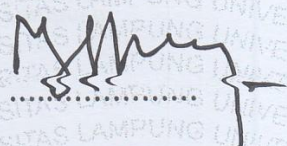NIP 19600719 198603 2 001   NIP 19570721 198603 1 003

2. The Chairperson of
The Department of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
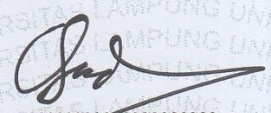NIP 19620203 198811 1 001
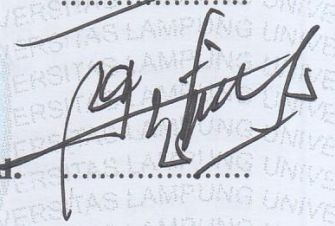
ADMITTED BY

1. Examination Committee

Chairperson   : Flery Yulrizal, M.A., Ph.D.   ....

Examiner   : Drs. Sudirman, M.Pd.   ....

Secretary   : Drs. Ramlan Ginting Suka, M.Pd.   ....

2. The Dean of Teacher Training and Education Faculty

Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

Graduated on : **June 8th, 2018**

SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan dibawah ini:

Nama   : Rudiati

NPM   : 1413042062

Judul skripsi : *Comparative Study of Students' Speaking Ability through*
              Clamshell Technique and Small Group Discussion at the Second
              Year Students of SMPN 2 Labuhan Ratu, East Lampung

Program studi : Pendidikan Bahasa Inggris

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67888AFF068746520
6000
ENAM RIBU RUPIAH

Rudiati
NPM 1413042062

CURRICULUM VITAE

The name of the writer is Rudiati. She was born in Labuhan Ratu, East Lampung, on March 16th 1996. She is the first child of the greatest parents named Sarudin and Junaiyah. She has two beloved sisters named Sartika and Dian Nuraini.

She attended a formal education institute for the first time at Kindergarten Pertiwi Labuhan Ratu V in 2000 and graduated in 2002. Then, she continued her elementary school at SDN 1 Labuhan Ratu V and graduated in 2008. She pursued her study at SMPN 1 Way Jepara and finished in 2011. After that, she continued her study at SMAN 1 Way Jepara and graduated in 2014.

She continued her study to bachelor degree at English Education Study Program of Teacher Training and Education Faculty of Lampung University in 2014. From July 12th and September 9th, 2017 she carried out KKN program at Blambangan Umpu Village, Way Kanan and Teaching Practice Program (PPL) at SMP N 1 Blambangan Umpu, Way Kanan.

DEDICATION

By offering my praise and gratitude to Allah SWT for giving never ending blessing to me, this script is proudly dedicated to:

1. The greatest motivators and most precious persons in my life; my beloved Bapak and Ibu, Sarudin and Junaiyah who always pray for my life.
2. My dearest sisters; Sartika and Dian Nuraini and also all my big family.
3. All my beloved friends.
4. My almamater, University of Lampung.

MOTTO

"If you believe in something, believe in it all the way, implicitly and unquestionable"
(Walt Disney)

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Praise is only for Allah SWT, the almighty god, for blessing the writer with the health and determination to finish this script. This script, entitled "Comparative study of students' speaking ability through clamshell technique and small group discussion at the second year students of SMPN 2 Labuhan Ratu", is presented to the language and arts education department of Teacher training and Education Faculty, University of Lampung.

Gratitude and honor are addressed to all people who have helped and supported the writer until the completion of this research. Since it is necessary to be known that this research will never have come into its existence without any supports, encouragements and assistances by several outstanding people and institutions, the writer would like to express her sincere gratitude and respect to:

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Finally, the writer believes that her writing is still far from perfection. There may be weakness in this research. Thus, comments and suggestions are always opened for better research. Somehow, the writer hopes this research can give a positive contribution to the educational development, the readers, and thus who want to accomplish further research.

Bandarlampung, May 2018
The writer

Rudiati

xi

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

I. INTRODUCTION

This chapter discusses introduction of the research dealing with background of the problem, research questions, objectives of the research, uses of the research, scope of the research. Definitions of terms were provided in the last chapter to avoid misunderstanding.

1.1. Background

Language is described as a means of communication. In communication, we communicate with each other to express our opinion. However, sometimes the feedback that we got from others does not guarantee that it is something that we expect to hear. That is why, language and communication is related each other. They can not be separated. People have to know that they use language for communication. Language is also a tool for communication. People all around the world can communicate by using language. By communicating, people express their ideas and opinions to each other. Since English becomes an international language, it has an important role in communication field. English has increasingly become an international language for business, commerce, science, technology and other international relation. Almost all the people who contribute in those fields master English well. Therefore English must be mastered by all the people, especially students to face the global era.

Teaching English should emphasize in introducing language as a means of communication in real life. To truly learn English does not mean learning just the

rules and sentence parts, but getting a feeling for meaning. Learning a language is really learning the art of conversation. People who learn languages well are usually not so good at grammar; but they are always very good at conversation. As a foreign language, it is definitely not easy to teach English in our country. Because we do not use English in our daily live. Besides, English is not our mother tongue. That is why English is needed to be taught since the elementary school.

In Indonesia, English is taught as a foreign language based on the guidance namely curriculum. As a compulsory subject, English needs to be learnt since elementary school up to university level. There are four basic skills which need to be taught to the students. Those are listening, reading, speaking and writing. From these four basic skills, speaking might be the most important to be learnt by the students when they are learning foreign language. According to Brown (1994) speaking is also considered as the most difficult and challenging skill to be mastered. It is considered to be successful if they can communicate effectively in foreign language.

Speaking is an activity used by someone to communicate and has become part of our daily activities. According to Nunan (2003:43) speaking is oral skill which consists of producing system verbal sentence to convey meaning. He also adds that speaking is someone's ability to express ideas, feeling, thoughts, and emotions and to respond what others say orally. So, when we are speaking, we interact and use the language to express our ideas, feeling and thought. We also share information to other people. Besides, Lawtie (1992) says that speaking is a fundamental of human communication, without speaking someone cannot say anything. In the classroom, the teacher must create the situation that can encourage real communication.

Based on the pre-observation which has conducted, the researcher found that there were some problems which were faced by the students at SMP N 2 LABUHAN RATU. Most students could not participate in speaking activity and expressing their opinion in English well. It could happen because the less of speaking practice in speaking class so that the students did not familiar with speaking. Besides, the ability of using a proper grammar was also the problem which as faced by the teacher in this school. The students still could not different the use of simple present tense and simple past tense.

To overcome this problem, teacher should deliver speaking materials which are suitable for students. Suitable here means the way teacher delivers the materials can motivate students to learn speaking. In addition, the appropriate materials are also subject which should be considered. In this case, the researcher realizes that the students' achievement is not only affected by their ability and skills in speaking but also influenced by the method which is used. Slameto (2010:65) says that "teacher usually teaches using classical way and the students feel bored, sleepy, passive, and only write down on their note. It is mentioned that a progressive teacher will try a new method which can be used to improve the teaching learning process and to motivate students to learn." The proper technique is needed to be learnt by the students so that they can increase their speaking ability.

In this study, the researcher tried to concern learning methods which emphasized the activity of the students to express their idea to be implemented in this research. One of the techniques is Clamshell technique. Clamshell technique can be chosen to attract students' attention in teaching and learning activity. The students use to be in passive condition so it is important to guide them and show them how to use the language in expressing the idea in some situations. As its technique were named, based on the way the clamshell made the pearl in their body by

inserted/being inserted something into the body to stimulate the production of something more precious like a pearl. Through clamshell technique, we can give the students some topics and they have to share their idea in simple speech form. Steps of clamshell technique required students to have little knowledge about the material. So, the empty crack of knowledge occurred. Curiosity encouraged the students to fulfill this crack of knowledge with high enthusiasm. This intrinsic motivation might encourage the student to optimize their time of study. Hanifah (2013:55) says "Clamshell learning is a learning model that emphasizes the effort that students have basic knowledge on the basis of competencies and indicators that became the theme of learning".

Another technique which was used was small group discussion technique. Small group discussion or working in a small group is arrangement of students into small groups to participate in a range of activities to develop thinking or to complete practical task. Harmer (2007) says that discussion is an excellent way to give students opportunities to speak, especially if the class is a large one. Moreover, it is widely practiced at all levels of teaching as well. Part of the problem here is concerned with the ways the teacher conducts the discussion.

Moreover, numerous previous studies found that clamshell technique and small group discussion can improve students' speaking ability. The first research was conducted by Hanifah (2013). The study aimed to create the effective learning model that is able to increase the students' activities, motivation, and achievement seen from the attainment of KKM. The subjects are the first grade students of SMAN 14 Bandar Lampung. The finding shows the use of Clamshell Learning model can increase the interest, motivation, and learning effectiveness of the students also can increase students' achievement or in other words it can be able to enhance the amount of students who passed the KKM.

The second previous study was conducted by Amir Sarifudin (2014). The objectives of this research are to find out whether Clamshell technique can be used in teaching speaking to improve students' speaking ability and what aspect of speaking is mostly affected by Clamshell technique. This research was conducted in SMAN 1 Talang Padang in the XI IPA 2 consisting of 32 students. The finding showed that it was found that there were significant improvements in students' speaking performance.

The third previous study was conducted by Hadriana (2009). This research was intended to find out whether communicative activities in small group discussions can improve the students' speaking skill at the third semester class of English Study Program of FKIP UNRI. The finding shows that communicative activities of small group discussions can improve students' speaking skill at the third semester Class A of the English Study Program of University of Riau.

The fourth previous study was conducted by Fathul Aziz (2013). The study was conducted to improve the students' speaking ability of MA Fajrul Hidayah by using small group discussion. This study is classroom action research. The subjects of this study were second grade students of MA Fajrul Hidayah. The finding shows that small group discussion can make students communicated actively in their groups and also increase their speaking ability.

Therefore, based on the cases above, the researcher tried to find out which techniques are were applicable in improving students' speaking ability either clamshell technique or small group discussion.

1.2. Research Questions

Based on the background of the study in the previous part, the research questions in this study are:

1. Is there any significant difference of students' speaking ability between those who are taught through clamshell technique and who are taught through small group discussion?

2. Which aspect of speaking does improve the most after being taught through clamshell technique?

3. What aspect of speaking does improve the most after being taught through small group discussion?

1.3. Objectives of Research

Based on the research questions above, the objectives of the study are:

1. To find out whether there is significant difference of students' speaking ability between those who are taught through clamshell technique and who are taught through small group discussion.

2. To find out which aspect of speaking does improve the most through clamshell technique.

3. To find out which aspect of speaking does improve the most through small group discussion.

1.4. Uses of Research

The results of this research are expected can be beneficial both theoretically and practically.

1. Theoretically

   This research can be used as a reference for those who will conduct further research and enrich the theory about clamshell technique and small group discussion in teaching speaking

2. Practically

   The results of this research are expected to make students understand what speaking, clamshell technique and small group discussion are. Besides, this research is material for the teacher to develop their knowledge in teaching speaking.

1.5. Scope of Research

This quantitative research was conducted in the second grade students of SMPN 2 Labuhan Ratu with two classes as samples of the research. The researcher randomly selected two classes. The first class was selected to be the experimental class was VIII.4 and the second class which was selected as the control class was VIII.3. The researcher conducted the research in two meetings or two treatments for both classes. The material was selected based on the school curriculum.

1.6. Definitions of Terms

The researcher gave some definition of terms related to the script in order to make the readers easier read it.

1) Speaking

   Nunan (2003:43) defines speaking is oral skill which consists of producing system verbal sentence to convey meaning.

2) Teaching Speaking

   Teaching speaking means teaching how to use language for communication, for transferring ideas, thought or even feeling to other people.

3) Clamshell Technique

   Hanifah (2013:55) says "Clamshell learning is a learning model that emphasizes the effort that students have basic knowledge on the basis of competencies and indicators that became the theme of learning".

4) Small Group Discussion

Kindsvatter (1996: 242) states that a small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning.

II. LITERATURE REVIEW

In order to correlate this research to the theories, this chapter discusses about speaking, teaching speaking, clamshell technique, teaching speaking using clamshell technique, advantages and disadvantages using clamshell technique in teaching speaking, procedure of teaching speaking using clamshell technique, theoretical assumption and hypothesis.

2.1. Speaking

Speaking is an activity used by someone to communicate with each other. It takes place everywhere and has become part of our daily activities. When people are speaking, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication. The information should be understood by the speaker and listener. According to (Nunan, 1999) speaking consists of producing systematic verbal utterances to convey meaning. It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners. By speaking, people can give information through voice and sounds of language. According to Burns and Joyce (1997), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Those form and meaning depend on the context in which it occurs including the participants themselves, their experiences, and purpose of speaking. Speaking as an oral interaction can be done if there are two or more people in one communication area. It involves

speaker(s) and listener(s) who interacts each other, conveying message or transferring information. Harmer (2007) says that speaking usually involves two or more people using language for interaction and transactional purpose. In addition, McDonough and Shaw (1993) state that the purpose of the speaking is to express ideas, opinions, a desire to do something, negotiate or solve a particular problem and maintain the social relationship and friendship. In other words, speaking is not only an utterance but also a tool of communication that is aimed to maintain the social relationship.

From the statements above, the researcher concludes that speaking is a process of conveying meaning to other persons in various contexts. To be a good speaker, a person should master several aspects of speaking. Those aspects are pronunciation, vocabulary, grammar, comprehension, and fluency. Therefore, the researcher composes an operational definition of speaking skills for this research as the skills to build and share meaning with other people.

2.2. Aspects of Speaking

In relation to the aspects of speaking, Harris (1974: 75) says that speaking has some aspects as described below:

a) Pronunciation refers to be the person's way of pronouncing words. Brown (2004: 157) states that pronunciation is the language learner has to know how to pronounce and understand the words that are produced by the speaker.

b) Grammar is the study of rules of language in inflection. This idea has the same opinion with Lado (1969: 221) who says that it is a system of units and patterns of language.

c) Vocabulary refers to the words used in a language. Phrase, clauses and sentence are built up by vocabulary. Wilkins (1983: 111) states the same idea

that in short, vocabulary is very important because without words we cannot speak at all.

d) Fluency refers to the one whose expresses quickly and easily. This is stated by Ekbatani (2011: 34) that fluent speaker is someone who is able to express oneself readily and effortlessly.

e) Comprehension denotes the ability of understanding the speakers' intention and general meaning. And Heaton (1991: 35) also says so. It means that if a person can answer or express well and correctly, it shows that he comprehends or understands well.

In brief, there are five aspects of speaking stated by Harris (1974: 75) those are pronunciation, grammar, vocabulary, fluency and comprehension. Students should know and master all of those aspects to so that their speaking ability will increase.

2.3. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking performance based on skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focus 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).

c. Responsive

Responsive performance includes interaction and test comprehension but at the some what 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. This kind of speaking performance more focus on transaction activity such as selling good or service.

e. Interpersonal (dialogue)

Interpersonal dialogue refers to the dialogue which 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. Besides, according to Welin-Goos (1978: 37) interpersonal dialogue is the process of exchanging messages between people whose lives mutually influence one another in unique ways in relation to social and cultural norms. This involves two or more people who are interdependent to some degree and who build a unique bond based on the larger social and cultural contexts to which they belong.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. This is monologue of speaking performance.

From six types of speaking performance which has been explained, the researcher focused on extensive (monologue). This type of speaking performances asks the students to read and understand some topics and performed in front of the class.

2.4. Teaching Speaking

According to Hornby (1995: 37) teaching means giving the instruction to a person and receiving from the person (knowledge skill). Speaking means to make use of words in an ordinary voice, so teaching speaking is giving instruction to a person in order to communicate. Teaching speaking means giving opportunity to learners to enable their understood. Teaching speaking is to teach learners to: (1) produce speech sound patterns with appropriate words, (2) Sentences according to the proper social setting, audience, situation and subject matter, and (3) organize their thoughts in a meaningful and logical sequence, this statement is stated by Kayi (2006).

Byrne (1978) states that one of the English teacher's main tasks is to get the students to talk, to express themselves freely, but within the language they have learned. Furthermore, according to Rivers (1987) teaching of speaking skill is more demanding of the teacher than teaching of any language. Nunan (2003) says that there are five principles for teaching speaking, those are:

1) Giving students chance to practice with both fluency and accuracy such as ask them to read aloud a text.
2) Providing opportunities for students to talk by using group work or pair work such as presentation.
3) Planning speaking task that involves negotiation for meaning, such as discussion.
4) Designing classroom activities that involve guidance and practice in both transactional and interaction speaking such as conversation.

2.5. Techniques of Teaching Speaking

There are many techniques in teaching speaking usually used. There are thirteen techniques of teaching speaking according to Kayi (2006). He tells the techniques as follows:

1) Discussion

This kind of activity can stimulate students' response in speaking. After the content-based lesson teacher can set a discussion activity by making some groups and hold question and answer related to the last lesson they have learned. By using this activity routinely, students can use their speaking in more active way.

2) Role Play

In this kind of activity students pretend as if they are in the real condition of society in various social contexts and have a variety of roles. In role-play, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…" (Harmer, 1984).

3) Simulations

Simulation is almost like role play but there is a different between role play and simulation. In simulation, students are asked to pretend as a character and make it as in the real condition. For examples students act as a guitarist, then he must bring property like a real guitarist.

4) Information Gap

In this activity, students are supposed to be working in pairs. One student has the information that other partner does not have and the partners share their information. Information gap activities serve many purposes such as solving a

problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

5) Brain Storming

Brain storming is functioned to stimulate students' knowledge about the lesson learned in the meeting. In brain storming, teacher asks some questions related to the lessons or material they have. Through brain storming students are helped in understanding the material in more easy way. Brain storming also helps the students to practice their speaking and confidence in front of other people. A point that the teacher must remember is do not ever criticized students' idea or opinion so the students can explore their mind freely.

6) Storytelling

Using story telling in teaching speaking can help the students more creative. Students can briefly explain about the story has been read or make their own story to tell to their friends in front of the class. Story telling forced students to be creative in the delivery in order to make the story interesting.

7) Interview

Interview is almost like simulation but in interview, students are only focused in making question and answer about a topic as they are a journalist who interviews source person or a guest. Topic given is better given by the teacher so the students know what kind of question they have to make or what the path they should follow. This kind of activity also helps students to practice their sentences production. In order to boost students speaking confidence then the teacher can ask them to perform the interview in front of the class.

8) Story Completion

In this activity, teacher narrates a story to the class. Teacher stops narrating the story after some sentences has been delivered. In the next step in story completion activity, each student is asked to continue the story and add the sentence told by the teacher using their own idea. They may add some new character, plot, and setting.

9) Playing Cards

In this game, students should form groups of four. Each suit represents a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and cards represent best teacher. Each student in a group chooses a card. Then, each student writes 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds earning money" is selected, here are some possible questions: "Is money important in your life? Why? " Or what is the easiest way of earning money?" or "What do you think about lottery?" Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

10) Picture Narrating

This activity is based on several sequential pictures. Teacher has some sequential pictures to show to the class. Students are asked to tell and explain the event or story happen in the picture shown.

11) Picture Describing

In this technique, students are asked to form some groups. Each group has a picture given by the teacher. The next step, students are asked to explain and describe the picture they have. After they have discussed the picture, one of the group members tells to the class about the picture. Everything related to the picture can be told. This kind of activity is very good to promote students' creativity because this type of activity demanding a high imagination and creativity. Beside that, students also can improve their public speaking skill.

12) Find the Differences

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

13) Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

2.6. Clamshell Technique

There are two things which will be explained in this part, those are the definition and procedure of clamshell technique.

2.6.1. Definition of clamshell learning model

The philosophy of clamshell technique comes from the mechanism of a real clamshell making the valuable pearl in its body. Sand or something strange are

inserted into the body to stimulate the production of something more precious, like a pearl. Clamshell learning model is the model of learning which emphasizes in the effort so the students have basic knowledge about the basic competences of the teaching learning process. It becomes stimuli which motivate the students so they can advance to the next step according to the process the teacher have planned. Townsend (1989:15) says humans have a curiosity. While outside him there were events stimulating. Relationship between external stimuli and the desire to know in human being is the cause of why people are always asking and finally investigate or dig up information. Slightest the basic knowledge the students know related to the material affect student's interest in learning process. Steps of clamshell technique require students to have little knowledge about the material. So, the empty crack of knowledge will occur. Curiosity can encourage the students to fulfill this crack of knowledge with high enthusiasm. Motivated teaching requires creativity and imagination of teachers to strive in earnest to find ways that are relevant and appropriate in order to generate and maintain student interest. Teachers should always try to make the students have a good self motivation (Hamalik, 2001:162). One thing the teacher should convince the students that there is no such a difficult thing if we learn. It can be done by verbal approach and a good learning process.

2.6.2. Procedure of Teaching Speaking using Clamshell Technique

Hanifah in her research was made the flowchart base on the result of her research. This flowchart contains the step that should be applied in the class. The flowchart of clamshell learning (Hanifah, 2013:95).

```
                    ┌─────────────┐
                    │    START    │
                    └─────────────┘
                           │
                           ▼
          ┌──────────────────────────────────┐
          │  Students digging the information │
          │    from the hand out materials    │
          └──────────────────────────────────┘
                           │
                           ▼
          ┌──────────────────────────────────┐
          │   Students got the basic          │
          │   information and trigged the     │
          │   students curiosity              │
          └──────────────────────────────────┘
                           │
                           ▼
          ┌──────────────────────────────────┐
          │  Studying Process                 │
          │      • Simulation Process         │
          │      • Accommodation Process      │
          │      • Equilibration Process      │
          └──────────────────────────────────┘
                           │
                           ▼
          ┌──────────────────────────────────┐
          │   Evaluation of studying process  │
          │   Evaluation of studying result   │
          └──────────────────────────────────┘
                           │
                           ▼
          ┌───────────┐            ┌───────────────┐
          │  Yes/No   │ ────────▶  │  Not Complete │
          └───────────┘            └───────────────┘
                │                          │
                ▼                          ▼
          ┌─────────┐            ┌───────────────┐
          │  Tunt   │ ◀────────  │   Remedial    │
          └─────────┘            └───────────────┘
```
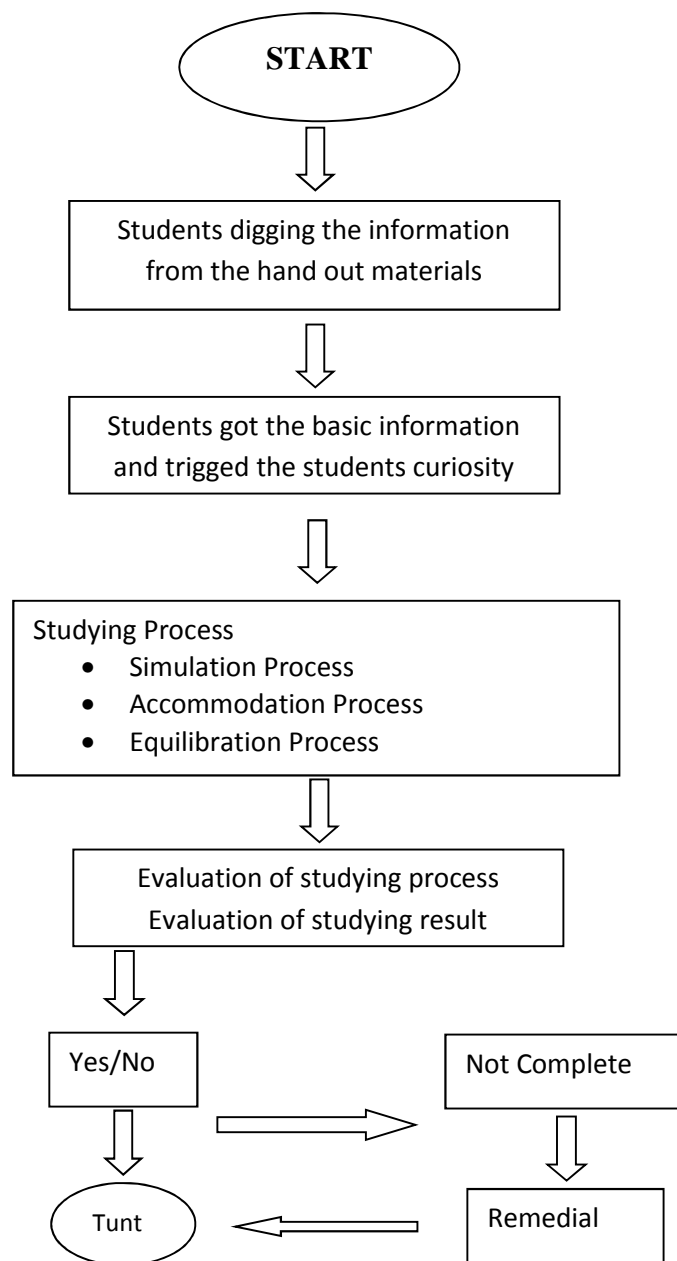
The steps of teaching speaking through clamshell learning are:

1) Teacher prepares the teaching material based on the standard competences, basic competences, and indicators.

2) Students read the teaching material based on the standard competences, basic competences, and indicators.

3) Students mark the point they know and don't know from the teaching material.

4) Teacher divides the board into two parts by giving vertical line in the center of the board. Right parts for the point they don't know, and left part for the point they know.

5) In random, students come in front and write a point.

6) Students who write in the left part have the time to explain it briefly.

7) Students who write in the right part have the time to explain one point which has written in the left part of the board.

8) After giving the explanation, their friends have the priority to ask or refute the explanation.

9) Teacher rectifies the student explanation which is less accurate.

10) Teacher adds the points which didn't dig up yet related to the indicators.

11) Teacher give chances to the students who want to ask things they haven't know or haven't clear yet.

12) Teacher and students made the conclusion from the material they have learned.

13) Teacher does the scoring process to measure the success rate by giving oral test and written test.

2.7. Small Group Discussion

According to Gulley (1960: 62), a group is more than a collection of individuals assembled in the same place. He adds that the accomplishment of the group tasks has involved interaction. Cattel (1960:63) has defined a group as a collection of organism in which the existence of all is necessary to the satisfaction of certain individual needs in each. Schmuck (2001:29) also gives another definition about what a group is, according to him, a group may be defined as a collection of interacting people with some reciprocal influence over one another. Frequent face

to face communication is the bedrock of such mutual exchanges. Based on the definitions above, it can be summarized that a group is a collection of individuals in the same place in which there are interactions among the members. A collection of students in a classroom itself is actually referred to as a group. However the group is a big one. One of the important components of learning is the opportunity for active practice and feedback.

As classes get larger and larger, the availability of such opportunities grows less and less. In this case small group plays role. Most researchers define a small group as having at least three or no more than twelve or fifteen members. Too large of a group (more than twelve or fifteen members) inhibits the group members' ability to communicate with everyone else in the group Ornstein and Lesley (2000:294) say that small group occurs when the large group is broken up into subgroups according to ability, interest, project, or other criterion. Dealing with classroom activity, it can be said that small group means dividing a large classroom into small group of students, normally between 3-12 students. During the actions that will be implemented, the class being studied will be divided into some groups in which there are about five students in each group. It is inline with what is said by Ornstein, when there are fewer than five, especially in group discussion, students tend to pair off rather than interact as a group. He also states that dividing students into small group seems to provide an opportunity for students to become more actively engaged in learning and for teachers to monitor students' progress to be better. Whenever people associate with each other they usually discuss (Hoover, 1964:110). It is also occurs in a group activity where member of the group assembling and interacting each other.

According to Hoover, discussion is the process of talking things over among two or more persons, preferably face to face (1997:13). He adds that the total discussion process ideally is a cooperative effort on the part of a number of

individuals to work together as a group, through the exchange of thought orally, toward some group objectives. In addition, according to Gulley, discussion occurs when a group with group orientation purposefully interacts orally to enlight of policy-determination (1964:4). Risk states that discussion means thoughtful consideration of the relationship involved in the topic or problem under study. The relationships are analyzed, compared, and evaluated, and conclusion may be drawn (1958:239).

Procedure of teaching speaking through small group discussion

Dobson (1981: 62- 63) explains that discussion techniques for using in small group discussion are outlined as follows:

1) Divide the class into small group of three to six students each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group to write down these points as they emerge from discussion by group members.

2) Allow the groups to discuss their respective topic for at least 10 minutes. When group member have finished their discussion, they should elect a spokesman who will report on the group collective thoughts to entire class.

3) Call on the spokesman of one of the groups. After he gives a short presentation, class members should question him or anyone else in the group in view point expressed. You can help general discussion along by addressing your own questions to members of the group.

2.8. Theoretical Assumption

In line with the explanation of teaching speaking through clamshell technique and small group discussion in frame of theories above, firstly the researcher assumed that there was significant difference between the students' achievement in improving speaking ability that has been taught through clamshell technique and

small group discussion. Secondly, the researcher assumed that teaching speaking through clamshell technique and small group discussion was more effective. By implementing those techniques, students could be more active in speaking and think directly what they have learned.

2.9. Hypothesis

Based on the frame theory and theoretical assumption above, the researcher formulates the hypothesis as follow:

H_0 : There is no significant difference of students' speaking ability between those who are taught through clamshell technique and small group discussion.

H_1 : There is significant difference of students' speaking ability between those who are taught through clamshell technique and small group discussion.

H_0 : Clamshell technique is not more effective than small group discussion.

H_1 : Clamshell technique is more effective than small group discussion.

III. METHOD

In this chapter, the researcher discussed about the methods of the research, such as: research design, population and sample, research instruments, research procedures, data analysis, scores, and hypothesis testing.

3.1. Design

Approach is a way of considering or doing something. Quantitative approach is used in this study. It uses and deals with statistical analysis. According to Best (1981:257), "statistical analysis is the mathematical process of gathering, organizing, analyzing, and interpreting numerical data, and is one of the basic phases of the research process."

In conducting this research, the researcher used control group pretest posttest design (Setiyadi, 2006: 143). This experimental method deals with two groups; experimental class and control class. Each group received pretest, treatments, and posttest. Moreover, the control class got treatment through small group discussion and the experimental class will get treatment through clamshell technique.

The research design used in this research could be represented as follows:

$$G_1: \quad T_1 \quad X_1 \quad T_2$$
$$G_2: \quad T_1 \quad X_2 \quad T_2$$

Notes:

G₁ : Experimental class

G₂ : Control class

T₁ : Pre-test

T₂ : Post-test

X₁ : Treatment by using clamshell technique

X₂ : Treatment by using small group discussion

3.2. Population and Sample

The population of this research was the second year students of SMP N 2 Labuhan Ratu in second semester of 2017/2018 academic year. There were four classes and there was no rank for each class. The researcher took two classes as the sample of the research. The first was class VIII.4 as experimental class and the second was class VIII.3 as control class. Both experimental and control classes consisted of 32 students.

3.3. Variables

There are three variables in this research; they are one dependent and two independent variables;

1. The dependent variable is students' speaking ability.
2. The first independent variable is clamshell technique, and
3. The second independent variable is small group discussion.

3.4. Data Collecting Technique

In this study, several procedures were used in order to get the empirical data required. The researcher conducted the research in two weeks as follows:

1. Pre-Test

The purpose of pretest was to find out the students' speaking ability before they were given the treatment. It was administered in order to find out the equality and difference of two classes. It was used to see whether two classes have equal background knowledge or not. In this case, the researcher gave some topics to the students and let them to perform in front of the class based on the topic they have. The test was done individually. The last, the researcher recorded the monologue.

2. Post-Test

After conducting the treatment, the researcher gave post-test to both classes. The purpose of this test was to find out the result of the speaking ability improved or not after receiving the treatments. It was same as in the pre-test the researcher gave some topics to the students and let them to perform in front of the class. Then, the researcher recorded the monologue.

3.5. Research Procedure

The procedures of this research are as follows:

a) Selecting and determining the population and sample

The researcher chose two of several classes of SMPN 2 Labuhan Ratu as the research sample and most classes consisted of 31-33 students. In determining the experimental classes, in order to get the same characteristic of students' speaking ability, the researcher randomly selected by lottery.

b) Arranging the teaching material

The teaching material was arranged based on the curriculum of the second year of junior high school at SMPN 2 Labuhan Ratu. The material emphasized on their speaking ability in monologue.

c) Giving Pretest

This test was aimed to obtain the data of the students' basic speaking skill and to as certain that the students from the group have similar capability and the same English proficiency before receiving the treatment. The pretest was given in form of topic.

d) Conducting Treatment

In this term, the researcher applied two techniques to both classes. The experimental class taught by using clamshell technique and control class taught by small group discussion. The treatment taught in twice meetings for each class.

e) Administering Post-Test

The test was given after the treatment to both classes in order to find out the students' achievement after receiving the treatments.

f) Analyzing the data

The researcher analyzed the data by using normality test and hypothesis test.

3.6. Data Analysis

After collecting the data, the researcher analyzed the data by using the following procedures:

1. Normality Test

Normality test was used to measure whether the data experimental class and control class were normally distributed or not.

H_0 : The data is not distributed normally

H_1 : The data is distributed normally

In this research, the criteria for the hypothesis were H was accepted if p> and the researcher used level of significant 0.05.

2. Hypothesis Testing

In administering hypothesis test, t-test was used. Its function was to find out the difference between two scores compared was significant or not. The data were analyzed by using Independent Group T-Test. This test was used when we wanted to compare the means of two difference group and the data from the two groups were taken from different situations too (Setiyadi, 2001:60). The normality test and hypothesis test were counted by using SPPS formula (Statistical Package for Social Science).

The criteria are:

1) Non-directional two tailed hypothesis

The possible hypothesis is:

a. The null hypothesis (H_0)

There was no difference between clamshell technique (U1) and small group discussion (U2) towards the students' speaking ability achievement.

$H_0 = H_1 = U2$

b. The alternative hypothesis (H_1)

There was a difference between clamshell technique (U1) and small group discussion (U2) towards the students' speaking ability achievement.

$H_0 = H_1 = U2$.

Accept H_0 if t-table < t-ratio < t-table

Reject H_0 if t-table > t-ratio > t-table

(Hatch and Farhady, 1982: 126)

3. Scoring system

The focuses of speaking skills had been assessed are:

a) Pronunciation

b) Vocabulary

c) Grammar

d) Comprehension

e) Fluency

Each rater scored the students' performance of the test. Then, the score between two raters were taken the average to be the final score that were analyzed. The focused of speaking aspects which had been assessed were: pronunciation, vocabulary, grammar, comprehension, and fluency. This criteria comes from Harris (1974).

Scoring Criteria

In evaluating the students' speaking scores, the researcher used the Oral English Rating sheet proposed by Harris (1974: 84). Based on the Oral English Rating sheet, there are five components that are going to be tested to the students, namely: pronunciation, fluency, grammar, vocabulary and comprehension. Here is the Oral rating Specification (Based on David Harris's Theory)

Table 3.1. Table of Specification

No	Aspects	Score	Criteria
1	Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
		2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
		3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
		4	Always intelligible though one is conscious of a definite accent.
		5	Has few traces of foreign accent
2	Grammar	1	Errors in grammar and word order so severe as to make speech virtually unintelligible

		2	Grammar and word orders make comprehension difficult. Must often rephrase sentences and / or restrict him basic pattern.
		3	Makes frequent errors of grammar and word order which obscure meaning.
		4	Occasionally makes grammatical and /or word order errors which do not, however, obscure meaning.
		5	Makes few (if any) noticeable errors of grammar or word order.
3	Vocabulary	1	Vocabulary limitation so extreme as to make conversation virtually impossible.
		2	Misuses of words and very limited vocabulary make comprehension quite difficult.
		3	Frequently use the wrong words: conversation somewhat limited because of inadequate vocabulary.
		4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		5	Uses of vocabulary and idioms are virtually that of a native speaker.
4	Fluency	1	Speech as so halting and fragmentary as to make conversation virtually impossible.
		2	Usually hesitant, often forced into silence by Language problems.
		3	Speed and fluency are rather strongly affected by language problems.
		4	Speed of speech seems to be slightly affected by language problems.
		5	Speech as fluent and effortless as that of a

			native speaker.
5	Comprehensible	1	Cannot be said to understand even simple conversation of English.
		2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken with frequent repetition.
		3	Understand most of what is said at lower than Normal speed with repetitions.
		4	Understands nearly everything at normal speed although occasional repetition may be necessary.
		5	Appears to understand everything without difficulty.

3.7. Validity and Reliability

1. Validity of Test

Hatch and Farhady (1982) says that validity is a matter of degree. It means that the test can be highly valid for one purpose but not for another. Therefore, here the researcher considered that the test measures what was claimed to measure. To measure the test has good validity. The researcher was analyzed the test from content and construct validity.

a) Content validity

Content validity is the extent to which a test measures as representative sample of the subject matter content. It depends on a careful analysis of the language will be tested and of the particular course objective. The focus of the content validity is one on the adequacy of the sample and not simply on the appearance of the test. It indicates that the items of the test must represent the material being discussed. Therefore we should select a representative sample for test purpose. In this research, the topics chosen were personal invitation,

short message, and notice. Those topics were based on the school curriculum as a matter of tailoring the lesson to students' need.

b) Construct validity

Construct validity concerns with whether the test is actually in line the theory of what it means to know the language. It means that the test measured certain aspect based on the indicator. It is examined by referring the aspect that was measured with the theories of the pronunciation, vocabulary, grammar, comprehension, and fluency.

Arikunto (1986: 64) says that a test is valid if the instrument can measure what it should be measured. Besides, Shahomy (1985: 75) adds that it also examines whether the test a good representation of the material, which needs to be tested.

2. Reliability of Test

Reliability refers to the extent to which the test is consistent in its scores, and it gives an indication of how accurate the test score are. Heaton (1988: 162) states that reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as measuring instrument.

Reliability was a measure of accuracy, consistency, dependability or fairness of score resulting from administration of particular examination. To ensure the reliability of scores and to avoid the subjectively of the researcher used Inter Rater Reliability. Inter rater reliability was used when two or more judges or raters independently estimate score on the test. In this case, the first rater of the researcher herself and she was helped by the English teacher as the second rather. The statistical formula was described as follows:

$$R = 1 - \frac{6.\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

Notes:

R = Reliability

N = Number of students

D = Different of rank correlation

1-6 = Constant number

(Shohamy, 1985: 70)

The standard of reliability:

0.8-1.00   : very high reliability

0.6-0.79   : high reliability

0.4-0.59   : medium reliability

0.2-0.39   : low reliability

0-0.19   : very low reliability

The researcher considered the test has achieved the reliability if the test had reached range 0.6-1.00. In this research, it was found that the result of inter rater reliability of every test was described as follows:

Experimental Group

Inter Rater Reliability Pre-test

$$R = 1 - \frac{6.\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

$$R = 1 - \frac{6.\left(1134.5\right)}{32\left(32^2 - 1\right)}$$

$$R = 1 - \frac{6807}{32\left(1024 - 1\right)}$$

$$R = 1 - \frac{6807}{32736}$$

$$R = 1 - 0.207936217$$

$R = 0.792063783$

It means that both raters have a high reliability.

Inter Rater Reliability Post-test

$$R = 1 - \frac{6.\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

$$R = 1 - \frac{6.\left(1136\right)}{32\left(32^2 - 1\right)}$$

$$R = 1 - \frac{6816}{32\left(1024 - 1\right)}$$

$$R = 1 - \frac{6816}{32736}$$

$$R = 1 - 0.208211144$$

$$R = 0.791788856$$

It means that both raters have a high reliability.

Control Group

Inter Rater Reliability Pre-test

$$R = 1 - \frac{6.\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

$$R = 1 - \frac{6.\left(590\right)}{32\left(32^2 - 1\right)}$$

$$R = 1 - \frac{3540}{32\left(1024 - 1\right)}$$

$$R = 1 - \frac{3540}{32736}$$

$$R = 1 - 0.10813783$$

$$R = 0.89186217$$

It means that both raters have a very high reliability.

Inter Rater Reliability Post-test

$$R = 1 - \frac{6.\left(\sum d^2\right)}{N\left(N^2 - 1\right)}$$

$$R = 1 - \frac{6.(1444.5)}{32\left(32^2 - 1\right)}$$

$$R = 1 - \frac{8667}{32\left(1024 - 1\right)}$$

$$R = 1 - \frac{8667}{32736}$$

$$R = 1 - 0.264754399$$

$$R = 0.735245601$$

It means that both raters have a high reliability.

3.8. Hypothesis Testing

The hypothesis on this research is formulated as follows:

H_0 : There is no significant difference of students' speaking ability between those who are taught through clamshell technique and small group discussion.

H_1 : There is significant difference of students' speaking ability between those who are taught through clamshell technique and small group discussion.

H_0 : Clamshell technique is not more effective than small group discussion.

H_1 : Clamshell technique is more effective than small group discussion.

V. CONCLUSION AND SUGGESTION

Having conducted the research at the second grade students of SMPN 2 Labuhan Ratu and analyzing the data, the researcher would like to state some conclusions as follows:

5.1. Conclusions

Based on the result of the analysis and the computation of the data and also the discussion of the finding, the researcher concluded that:

1. There is a significant difference of speaking achievement as seen from the score between the students who are taught through clamshell technique and those who are taught through small group discussion. As seen from the result that the value of two tail significance is less than (sign < , 0.004 < 0.050). It is also supported by the data of the increase of the students from both classes. In the experimental class, the increase is 17.75 point, while in control class the increase is 15.63 point. It indicates that the alternative hypothesis (H_1) is accepted. The hypothesis is "There is significant difference of students' speaking ability between those who are taught through clamshell technique and small group discussion".

2. The aspect of speaking which is improved the most by using clamshell technique. It could be seen from the increase in the experimental class the gain for fluency was 4.0.

3. In the control class, the aspect of speaking which is improved the most by using small group discussion is also fluency. The increase of fluency is 3.93.

5.2. Suggestion

Based on the findings, the researcher would like to propose some suggestions as follows:

1. English teachers are recommended to apply clamshell technique as the alternative strategy in teaching speaking. It is because clamshell technique can encourage students to be more active in the class and express their ideas easily. So, the students can practice their speaking ability well.

2. English teacher should be able to manage the class while applying clamshell technique. Since this technique needs participation of all students, the teacher should give more attention to all the students. So that there is no students who did not say anything in the class.

3. English teacher should be creative in giving the topics to the students. The topic should not to difficult for students, because it can make students lazy to think. The topics should tell the daily activities of the students or something that they always do.

4. Since the researcher just conducted her study at the second year of junior high school. Further research can be conducted to get more evidence of the implementation of clamshell technique and small group discussion on different level of students at junior high school or senior high school in order to investigate is there any significant difference of the students' increase in speaking achievement.

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