

## The Effectiveness of Exchange Quiz Card Media to Improve Students' Speaking Fluency

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### Abstract

*This research aims at examining the effectiveness of Exchange Quiz Card media to improve students' speaking fluency of the grade 7 students of Junior high school Kertanegara Malang. Early observation on the learning process undertaken by the researcher and the English teacher found that the speaking fluency of the students at VII grade was quite low. Therefore, the researcher intended to see the effectiveness of the initiated teaching media towards students' speaking fluency. This research was carried out through quasi-experimental research using pretest-posttest. T-test and tested using SPSS 20. There were 12 students subject to this research. The results showed that value of t count 3,626 > t table 2,200 which means there is influence of the use of exchange quiz card and thus considered the initiated media effective. The researcher strongly suggested that the English teachers use an exchange quiz card as a supporting media to improve students' speaking fluency.*

**Keywords:** *effectiveness, exchange quiz card, speaking fluency.*

### Abstrak

Penelitian ini bertujuan untuk mengetahui keefektifan media Exchange Quiz Card terhadap kelancaran berbicara siswa kelas VII SMP Kertanegara Malang. Berdasarkan observasi terhadap proses pembelajaran yang dilakukan oleh Peneliti dan Guru Bahasa Inggris, dapat disimpulkan bahwa kelancaran berbicara Bahasa Inggris pada siswa kelas VII tergolong rendah. Oleh karena itu, peneliti bermaksud untuk meningkatkan kelancaran berbicara pada siswa dengan menggunakan exchange quiz card. Penelitian ini dilaksanakan dengan metode quasi-eksperimen dengan menggunakan pretest-posttest dan diuji dengan menggunakan paired sample T-test SPSS 20. Terdapat 12 siswa yang menjadi subjek penelitian ini. Dari hasil yang diperoleh nilai t hitung 3,626 > t tabel 2,200, maka sebagai dasar pengambilan keputusan di atas dapat disimpulkan terdapat perbedaan rata-rata antara hasil belajar pre-test dengan post-test yang artinya ada pengaruh penggunaan exchange quiz card. Peneliti menyarankan agar guru dapat menggunakan media exchange quiz card sebagai media pendukung untuk meningkatkan kelancaran berbicara bahasa Inggris siswa.

**Kata Kunci:** *efektivitas, exchange quiz card, kelancaran berbicara*

## A. INTRODUCTION

In education, the media of learning is the determinant of whether or not an effective learning process is carried out. The world of education, media is used as a source of learning. English is one of the international languages which used a lot of the country. One of the language skills that are important for student's English lessons is the ability to speak. To determine the effectiveness of a medium, then the educator must choose the media that attractive And can enhance a student's motivation to learn. Exchange Quiz Card media Media is believed to be used to improve the speaking ability of the students. Because with this medium students will be interested And motivated to complete the challenges contained in the card.

Based on the observation on the learning process undertaken by the researcher And the English teacher, it can be concluded that the speaking fluency of the English Language on the student's VII grade of Junior High School Kertanegara Malang is quite low. It is because of the use of media that is less precise. Therefore, the researcher intends to improve the speaking fluency in students by using Exchange Quiz Card in teaching speaking English.

In a previous study by Ayu. 2014, *The Effectiveness of Role Play on Students' Speaking Skill (A Pre-Experimental Study at the First Grade Students of SMP Muhammadiyah 37 Parung)*, Skripsi, English Education Department, Faculty of Tarbiyah and Teachers' Training, Syarif Hidayatullah State Islamic University of Jakarta. This study is generally attempted to find the effectiveness of role-playing on students' speaking skill for the first-grade students at SMP Muhammadiyah 37 Parung academic year 2013/2014. To know whether this technique effective or not, the writer used a pre-experimental study applied in VII.5 class, Roleplay proven to be effective in improving the speaking ability on the students. At previous study *The Use Of Flashcard to Teach Speaking at the Second Year Students of SMAN 5 Enrekang*, a Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan in English Education Department of Tarbiyah and Teaching Science Faculty of UIN Alauddin Makassar By Afrianto Aminuddin. This research discussed The Use of Flashcard to Teach Speaking. The objective of this research was to find out whether or not Flashcard is effective to teach speaking. This research applied a quasi-experimental method with two groups pre-test and post-test design. And *Jurnal Pendidikan Universitas Garut, Fakultas Pendidikan Islam dan Keguruan, Universitas Garut, ISSN: 1907-932X, Penggunaan Media Flashcard dalam Meningkatkan Kemampuan Siswa pada Pembelajaran Kosakata Bahasa Inggris Kelas II MI Ar-*

*Rochman Samarang Garu, Empit Hotimah, Fakultas Pendidikan Islam dan Keguruan Universitas Garut.* The purpose of carrying out this study was to determine the learning process and increase the ability of students ' vocabulary in learning English by using a media flashcard in the Classroom IIMI Ar-rochman Garut. Flashcard proved to be effective in improving the student's ability to study English. From these studies, the authors try to combine these two things with modified into exchange quiz cards. In exchange quiz card researchers do not use the role-play method but using a method of presentation because it is considered to role-play and presentations have in common that practice speaking in front of many people. This study is almost the same as the previous study, namely to improve the ability to speak. The difference of this research with previous research that in this research the ability understudy is more specific, namely speaking fluency.

## B. RESEARCH METHOD

This research is included in Quantitative Research using numbers in data analysis techniques. According to Kasiram (2008), quantitative research can be defined as a process of discovering knowledge using data in the form of numbers as a tool to analyze information about what you want to know.

In this research, the method that will be used is the method of research quasi-experimental (Quasi experiment). The Author uses quasi-experiment because in Junior High School Kertanegara Malang only has one class each grade. For VII grade there are 12 students, so the Author decided to use all of the students in VII grade as a sample by using pretest and posttest design. The type of design used was Quasi Experiment with one group pretest and posttest design. According to Sugiyono (2012: 110), one group pretest and posttest design is a technique to find out the effects before and after the administration of treatment. In the chart, the design of the single group design pretest and posttest can be described as follows:

**Pretest -> treatment -> Posttest**

**O1 -> X -> O2**

O1 = the value of the pre-test (before the treatment)

O2 = value of the post-test (after given treatment)

X = treatment (group counseling)

The most important thing in this research is collecting the data that can determine the result of the research. techniques that will be used in collecting data in this research is the pretest-posttest design. A pretest-posttest design is an experiment where measurements are taken both before and after treatment. The design means that you can see the effects of some type of treatment on a group. Pretest posttest designs may be quasi-experimental, which means that participants are not assigned randomly.

The author researched Junior High School Kertanegara Malang. Research carried out in conjunction with practice activities experience of teacher training (PPK) from February until April 2020. The Author conducted observations from 17 February 2020 after it researched from 24 February 2020 up to 10 March 2020 which are divided into 3 meetings are 24 February 2020, 9 March 2020, and 10 March 2020.

The technique of data collection in this research is tests. According to Arikunto (2008:53) test is a tool or procedure that is used to determine or measure something in the atmosphere, by the way, and the rules already specify. Test data is produced from the score of pretest and posttest. Tests are made in the form of a presentation test that was implemented before and after the Exchange Quiz Card was used. Test on the pretest and posttest must be the same. It is intended that there is no influence of the difference of the instrument to change in the skill of the learning process that occurs.

There are four disfluency components to indicate the speaking fluency of speakers.

1. Speech Rate (SR)

Stockdale (2009) explained about speech rate as a variable to measure the speed of delivery of the word produced for a speech sample per second or minute. The pruned syllables and all disfluencies are to be excluded in the measurement. To calculate the speech rate the number of all syllables is divided by the total time required to produce the speech sample in seconds. The result is to be multiplied by 60 to find syllables per minute. According to the Tennessee Study Program of Education Fluency Resource Packet (2009) set, 162-230 is the number of syllables adolescents or adults normally could produce per minute. The calculations are formulated as follows:

$$\frac{ns}{ts} \times 60 = sr \qquad \frac{sr}{230} \times 100 = srs$$

ns: Number of Syllables

ts: Time in Second

sr: Speech Rate

SRS: Speech rate Score

2. Pause Rate (PR)

The total number of pauses and filled pauses such as Uhm, err, umm, and eeee including corrections and repetitions are divided by the total amount of time expressed in seconds and then multiplied by 100. The calculation is formulated as the following:

$$\frac{np}{60} \times 100 = PRS$$

np: Number of Pruned Syllable

60: Time in Second

PRS: Pause Rate Score

3. Disfluent Syllable Rate (DSR)

Disfluent syllable Rate is calculated by subtracting the number of pruned syllables from the number of syllables in the sample. Pruned syllables include fillers, errors, and repetitions. The result is the number of disfluent syllables which is then divided by 230 as the highest normal number of syllables per minute and multiplied by the total time in seconds. The calculation is formulated as the following:

$$\frac{ds}{230} \times 100 = DSR$$

230: Normal Amount of Syllable/Minute

ds: Disfluent Syllable

DSR: Disfluent Syllable Rate

100: Maximum Score

4. Mean Length of Run (MLR)

The mean length of run between pauses measures the average number of syllables produced in runs of speech between pauses and other disfluencies to give an idea of how much is said without interruption. The mean length of runs is calculated by subtracting the total number of syllables by the times of pauses above 0.3 seconds and other disfluencies then divided by the normal amount of syllables per minute for the set time of the speech sample which is 2 minutes. The calculation is formulated as the following:

$$\frac{ns-np}{460} \times 100 = MLR$$

ns: Number of total Syllables (460)

np: Number of Pruned Syllable

460: Normal Amount of Syllables/ 2 minutes

MLR: mean length of Run

100: maximum score

With all these four measurements of fluency in which the maximum score is 100 the mean score is figured out. The following formula is used to get the mean score of each sample:

$$M = \frac{\sum x}{N} \qquad M = \frac{SRS+PRS+DSS+MLR}{4}$$

M: Mean Score

SRS: Speech Rate Score

MLR: Mean Length of Run

4: Four measurements of Fluency

To get the fluency level, the mean score of the four components is matched with the following table which was adapted from the Fluency Scale Ordinate by Jong and Hulstijn (2009:47-48) to the preferred implementable form used in this research.

The scale proposed as Fluency Scale Ordinate Corporation in Jong and Hulstijn (2009:47-48)

Level Description

0 DISFLUENT Candidate speech is very slow and seems labored and very poor, with many discernable phrase grouping and with multiple hesitations, pauses, false starts, and/or major phonological simplifications. In an utterance, most words are isolated and there are many long pauses.

1 LIMITED Fluency. The candidate's speech is slow and has irregular phrasing or sentence rhythm. Poor phrasing, staccato or syllabic timing, multiple hesitations, many repetitions or false starts render the spoken performance notably uneven or discontinuous. Long utterances have several long pauses.

2 INTERMEDIATE Fluency. The candidate's speech may be uneven or somewhat staccato. Utterance (if  $\geq 6$  words) has at least one smooth 3- word run, and there are several hesitations, repetitions, or false starts. Speech may have several long pauses, but not unlimited.

3 GOOD Fluency Candidate speech has acceptable speed, but maybe somewhat uneven. Long utterances may exhibit some hesitations, but most words are spoken in continuous phrases.

There are several repetitions of false starts per utterance. Speech has no too many long pauses and does not sound staccato.

4 ADVANCED Fluency. Candidate utterance has acceptable rhythm, with appropriate phrasing and word emphasis. Utterances have no more than five hesitations, repetitions, or false starts. There is only one to five significantly non-native phonological hesitations.

5 NATIVE-LIKE Fluency. Candidate utterance exhibits smooth native-like rhythm and phrasing, with no more than one hesitation, repetitions, false start, or non-native phonological simplification. The overall speech sounds natural.

To analyze the data, the Author used the comparative technique. She analyzed and compare the score of the posttest and pretest with the paired sample t-test. According to Prof. Dr. Anas Sudijono (2004:289), in analyzing the data from the pre-test and post-test of class, the author used the statistical formulation of the t-test formula. In this research using a paired sample T-test, for these needs will be tested using SPSS 20. According to Agus Eko Sudjianto (11:2012), SPSS is a package of computer application programs for and analyzing data. The data in question is numerical data or quantitative data or quantitative qualitative data.

Based on the results of research and research objectives, there are two forms of hypothesis in this study namely; Hypothesis Null ( $H_0$ ) and Alternative hypothesis ( $H_a$ ). To prove the hypothesis, the data obtained from Pretest and posttest was calculated by using the t-test formula with the assumption as follows:

$t_o > t_t$ : The alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected. It means there is a significant difference in students' speaking fluency taught by Exchange Quiz Card. It means that Exchange Quiz Card is an effective technique in teaching speaking to increase speaking fluency.

$t_o < t_t$ : The alternative hypothesis ( $H_a$ ) is rejected and the null hypothesis is accepted. It means there is no significant difference in students' speaking fluency taught by using Exchange Quiz Card. It means that Exchange Quiz Card is not an effective technique in teaching speaking to increase speaking fluency.

### C. FINDING AND DISCUSSION

The result of the research as follows :

Tabel1. Pretest

Sample	SR	PR	DS	MLR	Mean Score	Level	Description
ADS	80	70	60	50	65	3	Good
ASB	80	60	80	80	75	4	Advanced
AFR	80	65	50	65	65	3	Good
AZN	80	70	75	75	75	4	Advanced
DAP	85	85	90	80	85	4	Advanced
FRL	70	75	80	75	75	4	Advanced
MTA	85	85	85	85	85	4	Advanced
NAD	85	85	85	85	85	4	Advanced
NH	80	70	85	85	80	4	Advanced
NLF	85	75	75	65	75	4	Advanced
WAI	80	70	85	65	75	4	Advanced
MDP	85	80	85	70	80	4	Advanced
Total	975	890	935	880	920	4	Advanced
Mean	81.25	74.16	77.91	73.33	76.66		



Tabel 2. Post Test

	SR	PR	DS	MLR	Mean Score	Level	Description
ADS	90	80	70	80	80	4	Advanced
ASB	80	70	85	85	80	4	Advanced
AFR	90	80	70	80	80	4	Advanced
AZN	85	70	80	85	80	4	Advanced
DAP	90	90	90	90	90	5	Native-like
FRL	70	80	75	75	75	4	Advanced
MTA	90	90	90	90	90	5	Native-like
NAD	90	90	90	90	90	5	Native-like
NH	85	70	75	70	75	4	Advanced
NLF	85	90	90	75	85	4	Advanced
WAI	80	85	80	75	80	4	Advanced
MDP	85	85	90	80	85	4	Advanced
<b>Total</b>	<b>1020</b>	<b>980</b>	<b>985</b>	<b>975</b>	<b>990</b>	<b>4</b>	<b>Advanced</b>
<b>Mean</b>	<b>85</b>	<b>81,66</b>	<b>82.08</b>	<b>81.25</b>	<b>82.5</b>		

In this Research, the writer using SPSS 20 to analyze data. from the pre-test and post-test of class, the author used the statistical formulation of the t-test formula and obtained the following results.

```
T-TEST PAIRS=pre WITH post (PAIRED)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.
```

→ **T-Test**

[DataSet0]

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre test	76.67	12	6.853	1.978
post test	82.50	12	5.436	1.569

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pre test & post test	12	.610	.035

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pre test - post test	-5.833	5.573	1.609	-9.374	-2.292	-3.626	11	.004

1. Interpretation of output table "Paired Sample Statistic"

In this output, we are shown the summary of the results of the descriptive statistics of both samples studied, namely the score of Pre Test and Post Test. To score the Pre-Test gained an average of the results of the study or the Mean of 76,67. As for the scores of Post Test obtained the average value of learning outcomes by 82,50. The number of students used as a research sample is as much as 12 students. For the value of the Std. Deviation (standard deviation) on Pre-Test of 6,853 and Post-Test amounted to 5,436. The last is the value of the Std. Error of Mean for the Pre-Test amounted to 1,978 and for the Post-Test amounted to 1,569. Because the average value of the results of the study on the Pre-Test  $76,67 < \text{Post-Test } 82,50$ , then it means that descriptively there is a difference in average learning outcomes between the Pre Test results with Post Test. Furthermore, to prove whether the difference is really real (significant) or not, then we need to interpret the test results of the paired sample t-test contained in the output table "Paired Samples Test"

2. Interpretation of output table "Paired Sample Correlations"

The relation between the two data or the relation of the variables Pre-Test variables Post-Test. Based on the output above the known value of the correlation coefficient (Correlation) of 0,610 with a significance value (Sig.) by 0.035. Because of the value of Sig.  $0,610 > \text{probability of } 0,05$ , it can be said that there is no relation between the variables Pre Test variables Post-Test.

3. Interpretation of output table "Paired Sample Test"

Based on the output table "Paired Sample Test" above, information about the value of The difference of the Average Difference is equal to -5,833 this Value shows the difference between the average learning results of the Pre Test with average learning outcomes Post-Test or  $76,67 - 82,50 = -5,833$  and the difference between the -9,374 up with -2,292 (Confidence Interval 95% Difference of Bottom and Top).

Based on the output table "Paired Samples Test" above, belong to t calculate the negative value that is equal to -3,626. t calculate the negative value is caused because the average value of learning outcomes Pre Test lower-than-average learning outcomes Post-Test. In the context of reporting such as this then the value of t count negative questionable positive. Make the value of t to be 3,626. The next is to find the value of the t-table, where t table search is based on the value of df (degrees of freedom or degrees of freedom) and significance value ( $\alpha / 2$ ).

From the above output, the Value of df is equal to 12, and the value of  $0.05 / 2$  equal to 0,025. This value we use as the base reference value t-table on the distribution of the value of t table statistics. Then see the value of t the tables are equal. See the image below.

**Titik Persentase Distribusi t (df = 1 - 40)**



Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577



Thus, because the value t count 3,626 > t table 2,200, then as the basis of decision-making on the above it can be concluded that  $H_0$  is rejected and  $H_a$  accepted. It can be concluded that there is an average difference between the results of the study Pre Test with Post Test which means there is the influence of the use of Exchange Quiz Card.

The results of the analysis of the data obtained in this study explained that there is a significant change in the speaking fluency of the students between before and after using the media exchange quiz card in learning speaking English. On the results of counting analysis of the above data, the results obtained the value of t is more than t table so it can be concluded that  $H_0$  is rejected and  $H_a$  accepted, which means exchange quiz card effective enough to improve students speaking fluency in learning speaking English.

#### D. CONCLUSION

From the result of the analysis of the research, it is proven that the students' speaking fluency taught by Exchange Quiz Card is increase. This result has answered the research question that the use of Exchange Quiz Card in teaching speaking is effective. Exchange quiz card is a new learning media which is proven to be able to improve the speaking fluency in the junior high school students. The use of the Exchange Quiz Card makes the speaking learning activity more enjoyable, fun, and interesting. Exchange Quiz card makes the students more motivated in learning and easier to grasp the lesson. The use of the Exchange Quiz card makes the class more active and alive. Students are willing to participate without any forces from the teacher.

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