

Effect of Group Work Strategy to the Speaking Achievement of Second Semester Students of English Study Program at University of HKBP Nommensen Pematangsiantar

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Abstract: *This experimental research is designed to find the effect of applying group work strategy on students' achievement in speaking. Group can be established in a number of different ways. Sometimes the students are simply asked to work with friends, other time the teacher may be placed in randomly selected groups. But sometimes, groups are formed according to specific strength of individuals. The population of this research was 240 undergraduate students of first semester at English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University in Pematangsiantar Municipality. The sample of this research was randomly chosen based on their classes. Students of Group C was as experimental group; and the control group was students of group B. Each of group consists of 35 students. To collect the data, test of speaking is administered. Using t-test in analyzing data, it is found that t-value (2,48) is higher than t-table (1,667) at level of significant 5%. This means that using group work strategy is effective to develop students' speaking achievement.*

Keywords: *Grammar, group work strategy, pronunciation, speaking, vocabulary*

I. INTRODUCTION

According to Lado (1998:2), language is more than the apparently simple stream of sound that flows from the tongue of the native speaker it is more than the native speaker thinks it is. It is complex system of communication with various levels of complexity involving intricate selection and ordering of meanings, sounds, and large units and arrangements, language is primarily an instrument of communication among human beings in a community. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worst, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves. Language is a system of communication consisting of sounds, words and grammar. According to Brown (2000:5), language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another. Language is also the most frequently used and the most developed from the human communication. Ur (1991:4) says a statement like language is communication, for example is meaningful only if we can envisage its implementation in practice.

From the definition above, we can know that language is purely owned by human because human have the production of speech sounds. It is clearly stated that language is used to communicate with each other by our organ of speech. Language has important roles in intellectual, emotional, and social life time of human life. Language also means as a communication system. Communication is bound up inextricably with the society that uses it. Language is used as a vehicle of human communication. For many years, English has been the most important foreign language in Indonesia which is taught from primary school up university. Language as a communication tool means a necessary to be mastered in the era of globalization the need of mastering foreign language, especially English as international language, is very urgent for Indonesia as a developing country to communicate with other countries that use English language. It is clear that many learner need to speak and interact in English. English as an International language has an important role to develop science and technology, many countries in the world use English as a medium of communication among people in different countries.

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It is because of the importance of English in any scope of our lives. In the international relationship, English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes teachers and parents think that speaking ability should be mastered by their students and children. Based on the reasons above, in recent years, English language teaching has focused on teach the English language rather than teach about the English language. The emphasis is not only on linguistic competence of the language learners but also on the development of their communicative ability. In order to develop the learners' communicative ability, the teacher needs to create a scenario to teach the target language in a vibrant, active and interesting manner. The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language (Luoma, 2004:ix). Because of English is used internationally, learning English become very important. There are four skills that should be mastered by the students in learning the language namely listening, speaking, reading, and writing. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking represents a real challenge to most language learners. Speaking is a skill and as such needs to be developed and practiced independently (Thornbury, 2005: ix).

In learning speaking skill, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because of motivation lack to practice the second language in daily conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Speaking skills namely the students. Interest, the material, and the media among others including the strategy in teaching English. Many strategies can be applied including group work because many research findings say that this technique is effective to use in teaching speaking. Group work is considered one of the important factors to improve learners' communication. Group work is co-operative activity, during which students share aims and responsibilities to complete a task assigned by the teacher in groups or in pair. In group work,

students learn to listen to different ideas, learn to discuss and to negotiate. They take part in equally and sometimes they feel comfortable to experiment and speak the language. Every member has opportunities for independence and they can have some learning decisions. Harris (1993) shows group work activity consists of three general types. The first is informal learning group, the second is formal learning group, and the third is study teams. From the types above, the first type is more suitable for the term group work activity. It means learners are requiring having small groups from 3 or more members to work on speaking task. Group work can make the students active. Group work is one of ways to motivate practice English in front of class. Students become brave to say what they ideas and they have self confidence to speak which consider whether it is true or not.

.Based on the background written above, the problem of the study is formulated as the following: what is the effect of using group work strategy on the speaking achievement of the second semester students of UHKBPNP? From the problem above the researcher expected to find out the effect of using group work strategy on the speaking achievement of the second semester students of UHKBPNP. This research will use Harris (1969) framework in speaking components, namely: pronunciation, grammar, vocabulary, fluency and comprehension.

II. THEORETICAL REVIEW

2.1 Group Work Strategy

A group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another (Murphey, 2003:13). According to Oxford dictionary (2000: 595), group is a number of people or things that are put together or considered as a unit. Learning in groups is known as co-operative or collaborative learning and it has been shown many times that students who get actively involved in what they are studying learn more than those who are passive. Teacher applies a group to make student active than passive. Group activities are more complex than those which could be handled individually. Group work gives the students opportunities to speak (Brown, 2000:177). Many students have less confident to speak in front of the class because they are shame or afraid to share their ideas to their friends or teacher, so they choose to silent without talk anymore. This situation makes the teacher confuse whether the students understand or not. Group work helps the teacher to make the situation of class more active because it gives the chance to the students to speak in front of the class. There are some reasons why group work is applied in the classroom. First, students can share ideas and their experiences to other students. Second, the students find ways to solve the problem in learning subject. Third, the students increase the quality of output. And the last, the students have strength to stand up in front of the class while they are speaking.

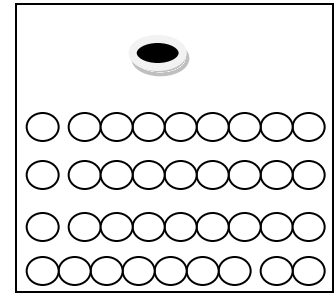
2.1.1 Group Work Formation

According to Murphey (2003: 80), teacher is limited as to how much they can change and adjust their classroom they are usually free to change the environment significantly through arranging the furniture. Whether it be setting up workspaces for small group, corridors of access between chairs and desks or innovating arrangements in novel ways, teachers need to realize how much they can really change and take control of more of their environments. There is some

of the more common classroom seating patterns below as well as the issue of how to still be interactive when the furniture cannot be changed.

1. Traditional Teacher Fronted Seating Structure

The most traditional spatial arrangement involves columns and rows of desk and chairs with the students facing the teacher. It is appropriate if communication is planned only between the leader and the group members (e.g. at formal presentation) it has been found to be very effective if the goal is to make sure that students pay attention to the presenter or perform independent seat-work without disruptions after all, this arrangement does not offer any environmental support for peer interactions.



There are two main disadvantages of this spatial structure:

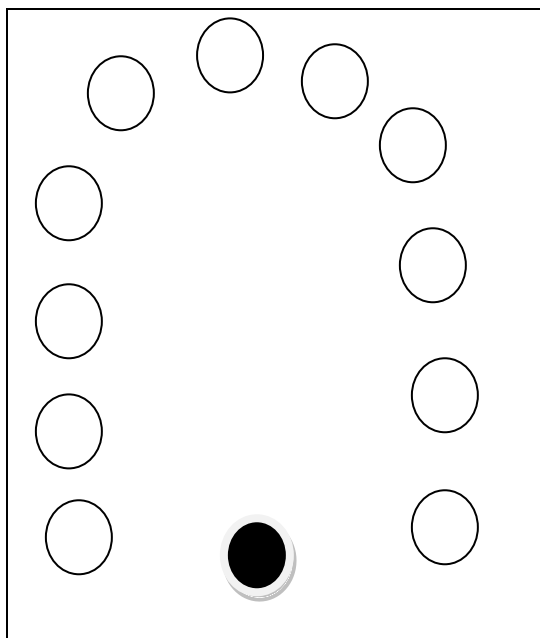
- It creates inequality among students: as we have seen above, differences in classroom location are associated with different status, and this is projected to the students occupying these positions.
- The teacher fronted arrangement is extremely controlling, emphasizing only teacher-student's visual contact and thus helping the teacher completely occupy the center of the communication net work.

2. To Have or not to Have Desks

Some teacher prefers doing away with desks altogether. Not having desks that separate people from one another can sometimes create a feeling of closeness and enhance interpersonal communication. At the same time, desks can also be seen as the students' 'private territories', where they keep everything they consider necessary for their studies. Thus at first they may feel vulnerable without the safety of their desks and resist letting them go. It is also not easy to write on knees, and a modern communicative classroom will be concerned with our suggestion that seating arrangements may depend flexibly on the activity, it is nice to have the option to have desks or not depending on the tasks you want to do.

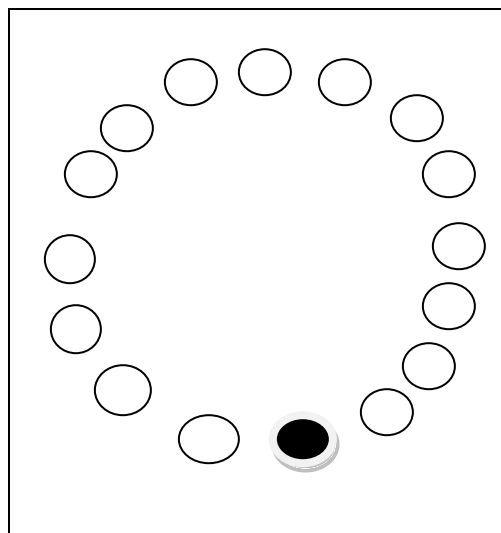
3. Semi-Circular Seating Structure

Probably the most common arrangement for small groups is a semi-circular seating arrangement with the teacher sitting in the middle of the open end of the U-shape. This arrangement allows students to have direct visual contact with each other to increase communication, but still reinforces the leader's status because of this or her being in the center of the communicative network whenever there is no particular need to draw special attention to the teacher, you may want to close the circle to increase the self-organizing ability of the group.



4. Circular Seating Structure

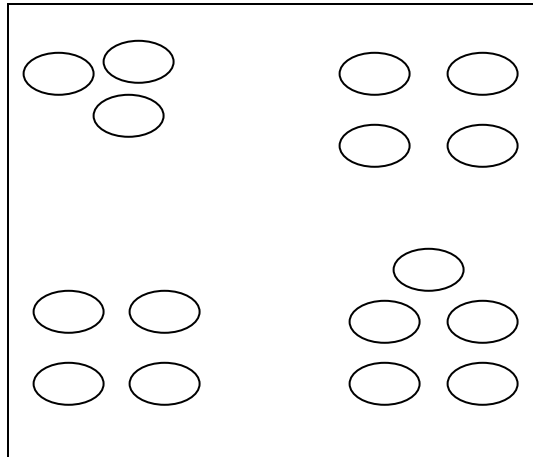
This arrangement has no predetermined leadership position as it physically includes the teacher in the group, equalizing influences. A further advantage of sitting in a circle is that it fosters interpersonal attraction and involvement: Ehrman and Dorney (1998) report on studies that have found that people sitting in circle groups rated each other as friendlier than in other arrangements and that the circular arrangement resulted in shorter pauses in conversation.



However, just as suddenly not having your desk present one with anxiety, sitting in a circle when you are not used to it can be intimidating as well. Some investigations have found that imposed intimacy feelings of confinement. It is easy to believe that the circle is the ultimate solution to spatial equality.

However, several studies have shown that people seated opposite each other interact with each other more than people who are seated side by side. This means that means usually students in directly facing seats to the teacher will participant more than members sitting on either side. That is, positions in a circle are not always equal in their communicative status and, therefore, it may be worth moving students and yourself around from time to time even if they sit in a circle.

5. Ad Hoc Clusters of Chair/Desks



For the building student autonomy and responsibility, tasks that call for a seemingly ad hoc positioning of the furniture in small groups of chair/desks, such as games and small group activities are particularly useful. The big advantage of this spatial arrangement is that the teacher is not present in the students' primary communication networks. Such small group activities role-play performance, drama technique, etc. require space and movable furniture something which is unfortunately too often not available in the L2 classroom.

2.1.2 Advantages of Group Work

According to Brown (2000:177) there are 4 advantages of group work namely:

1. Group Work Generates Interactive Language

Group work offers many opportunities to speak. By one estimate (Long and Porter, 1985), if just half of your class time were spent in group work, you could increase individual practice time five-fold over whole-class traditional methodology. Closely related to the sheer quantity of output made possible through group work is the variety and quality of interactive language. With traditional methods, language tends to be restricted to initiation only by the teacher in an artificial setting where the whole class becomes a 'group interlocutor'. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.

2. Group Work Offers an Embracing Affective Climate

The second important advantage offered by group work is the security of a smaller group of students where each individual is not starkly on public display, vulnerable to what the student may perceive as criticism and rejection. The small group becomes a community of learners cooperating with each other in pursuit of common goals. A further affective benefit of small group is an increase in student motivation.

3. Group Work Promotes Learner Responsibility and Autonomy

Even in a relatively small class of fifteen to twenty students, whole class activity often gives students a screen to hide behind. Group work places responsibility for action and progress upon each of the members of the group work what equally. It is difficult to 'hide' in a small group.

4. Group Work is a Step Toward Individualizing Instruction

Small group can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, culture heritage, field of study, cognitive style, to name a few) by careful selection of small groups and by administering different tasks to different group.

2.1.3 Disadvantages of Group Work

According to Brown (2000:179) there are 5 disadvantages of group work.

1. The Teacher is no Longer in Control of the Class

Control the class is very important. There is no doubt that group work requires some melding of control to the students. The teacher must be clever to orchestrate successful small group work.

2. Students will use Their Native Language

In ESL settings where a multiple number of languages are often represented in a single classroom, teacher can avoid the native language syndrome by placing students in heterogeneous language groups. But in EFL situations, where all of the students have a common native language, it is indeed possible, if not probable, that students in small groups will covertly use their native language. If students feel that the task is too hard, or that directions are not clear, or the task is not interesting, or that they are not sure of the purpose of the task, then the teacher may be inviting students to take shortcuts via their native language.

3. Students' errors will be reinforced in small groups

Teachers are usually concerned about the fact that, especially in large classes, students will simply reinforce each other's errors and the teacher won't get a chance to correct them. Errors are a 'necessary' manifestation of inter-language development, and we do well not to become obsessed with their constant correction. Moreover, well-manage group work can encourage spontaneous peer feedback on errors within the small group itself.

4. Teachers cannot monitor all groups at once

Related to the issue of control is the sometimes misguided belief that a teacher should be 'in on' everything a student says or does during the class hour. Interactive learning and teaching principles counter with the importance of meaningful, purposeful language and real communication, which in turn must allow the students to give vent to creative possibilities. The teacher will circulate among the groups, listen to the students, and offer suggestions and criticism.

5. Some learners prefer to work alone

It is true that many students, especially adult-age students, prefer to work alone because that is the way they have operated over since they started going to school. As a successful manager of group work, you need to be sensitive to such preferences, acknowledging that some if not many of students will find group work frustrating because they may simply want you just to give them the answer to some problem and then move on. Teacher should help students to see that language learning is not a skill where teacher can simply bone up on rules and words in isolation. Language is for communicating with people, and the more they engage in such face-to-face communication, the more their overall communicative competence will improve.

2.2 Speaking Skill

Speaking is the basic communication at least between two people. We can know what people say by speaking, we can understand what people mean by speaking. Speaking is a process to share meaning that use verbal or non-verbal ways. Speaking is an action to deliver information

or expressing to talk of thought something or feeling in spoken language. Speaking is a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how to do it all over again in a foreign language (Thornbury, 2005:1).

Speaking is one of the skill that should be used by the teacher and student in studying English in the classroom. It is important to improve their ability to communicate whether individual or group by presenting their ideas in real life.

Brown (1994:1) states speaking is an interactive process of constructing meaning that involves producing, accepting and processing information. The meaning depends on the context where it occurs, including the participants, collective experience and the physical environment.

By speaking, the students will understand ideas, opinions and information from other people. It seems that speaking is one of ways to introduce each other and something, such as knowledge, technology, how to make relationship, or a good communication in a society (Harmer, 2003:87). Research suggests that there is a lot more to speaking than the ability to form grammatically correct sentences and then to pronounce them. For a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning (Thornbury, 2005: iv). Speaking is the ability to speak fluently followed grammar, vocabulary, and pronunciation, besides that speaking is more complex that involves both a command of certain skills and several different types of knowledge.

2.2.1 The Purpose of Speaking Skill

Speaking is one of ways to produce language to share ideas or information in our surrounding. People should know who they are with, where they are, and when they are, so that they can formulate the language to inform to each other. In the classroom, speaking is an activity to make the situation become active and to invite the students speak, whether they are afraid or shame, they should try to speak in order to share their ideas. The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves and people understand what they talking about. They should consider pronunciation, grammar, or vocabulary to share ideas clearly so that the people can understand what they mean.

2.2.2 The Aspects to Improve Speaking Skill

Grueon (2005:86) said that some aspect to improve student speaking skill students are:

1. Taking opportunities to use talk in the classroom

Talk in the classroom is crucial to learning. It is where answer to puzzling questions can be found. It is where thoughtful and discussion makes way for the understanding of new skills and difficult concepts. It is where difficult issues, which emerge from the children's literacy work, their math or science investigations, history or religious education (RE) studies, can be talked through. It is where children listen to and respects the views of each other and where everyone's learning is empowered by talking about what they have learned. It is where children can be supported in raising their own question about their learning.

2. Questioning

When teacher speak to children about their work, asking questions is the most commonly used strategy to assess their learning and progress. We can challenge children's thinking if these questions are 'kept open', leading them into other areas of interesting scientific questions, can be a really useful assessment opportunity, encouraging children to think independently or individually in an interesting way and to question their learning.

3. Talk partners

This is one of the most successful and easily organized ways of helping students clarify and develop their ideas. Students can simply turn to the person next to them or work with a prearranged partner and talk through their ideas or response to a teacher's question. This is particularly effective as part of whole- class discussion, whether in shared text time or outside the literacy hour, and for helping quieter students to feel that their ideas are valued.

III. RESEARCH METHODOLOGY

The goal of experimental research is to determine whether a causal relationship exist between two or more variables. Because the experiment involved control and careful observation and measurement, this research method provided the most convincing evidence of the effect that one variable has on another. In other word, the researcher needed two group of subject, experimental and control group. The experimental group received specific treatment (the application of group work strategy) while control group received conventional treatment (conventional strategy). Using a control group enabled researcher to see many explanations for the effect of treatment. This research uses design of non-randomized control group, pretest–posttest design. Ary, Jacobs, and Sorensen (2010: 316) argued that non-randomized control group, pretest–posttest design is used in a typical school situation, in which schedules cannot be disrupted nor classes reorganized to accommodate a research study. In such a case, researcher uses groups already organized into classes or other preexisting intact groups.

Table 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	X ₁	E	X ₂
Control	Y ₁	C	Y ₂

Note:

X₁ and X₂ : Pre and Post Test conducted in experimental group

Y₁ and Y₂ : Pre and Post Test conducted in control group

E : Teaching by applying group work strategy

C : Teaching by applying conventional strategy

A population is defined as all members of any well-defined class of people, events, or objects, meanwhile a sample is a portion of a population (Ary, Jacobs, and Sorensen, 2010: 148). The population of this research was 240 undergraduate students of second semester of English Study Program of Teacher Training and Education Faculty of UHKBNP.

The sample was chosen by occupying random cluster sampling. It is a sampling technique used when "natural" but relatively heterogeneous groupings are evident in a statistical population. Students of Group C was as experimental group; and the control group was students of group B. Each of group consists of 35 students. Tests were conducted in order to get the data. The tests were to perform some dialogs in front of classroom which were conducted two times. The first was used as pre test and after treatment the second test was given as post test. To make sure that the test is valid, content and criterion validity was occupied. The content validity was achieved by clearly stating the objective of the test. The objectives of test in this research was to measure the students' ability in speaking. The criterion validity was achieved by using appropriate scoring rubric. The rubric used in this research was adopted from Harris (1969), as follow:

Table 3.2 Rubric of Assessing Speaking

Component	Criteria	Score
Pronunciation	The pronunciation is clear and quite understandable for students	5
	There are some pronunciation problems, but still quite understandable	4
	Pronunciation problem necessitate listening and occasionally lead a misunderstanding	3
	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat	2
	Pronunciation problem so severe as to make speech virtually unintelligible	1
Grammar	Errors in grammar are quite rare	5
	There are few grammatical errors but still intelligible	4
	Makes frequent errors grammar and word order occasionally obscure meaning	3
	Grammar and word order errors make comprehension difficult. Must often rephrase sentences or restrict him to basic patterns	2
	Errors in grammar and word order so severe as to make speech virtually unintelligible	1
Vocabulary	Almost all vocabularies used are in a proper use	5
	Frequently use inappropriate terms or must replace ideas but still intelligible	4
	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary	3
	Misuse up words and very limited vocabulary make	2

Component	Criteria	Score
	comprehension quite difficult	
	Vocabulary limitation so extreme as to make conversation virtually impossible	1
Fluency	Able to use the language fluently, rare skip, and the speed of speech are at the normal rate	5
	Speed of speech seem to be slightly affected by language problem	4
	Speed and fluency are rather strongly affected by language problem	3
	Usually hesitant often forced into silent by language limitation	2
	Speech is so halting and fragmentary as to make conversation virtually impossible	1
Comprehension	Understand most of what is said at average speed	5
	Understand what is said at average speed, but occasional repetition may be necessary	4
	Understand what is said is at slower than average speed repetition	3
	Has great difficulty following what is said. Can comprehend only, "social conversation" spoken slowly and with frequent repetition	2
	Cannot be said to understand even simple conversational English	1

(Harris, 1969)

Note: (1=very poor, 2=poor, 3=sufficient, 4=good, 5=very good)

To achieve reliability, the test was scored by two raters (interrater reliability). In this case the two raters were the researchers themselves. The scorings did not show great discrepancy, so it can be concluded that the test was reliable.

The data was analyzed by following steps as follows:

1. Scoring the test based on rubric

$$S = \frac{T}{n} \times 100$$

S	= Score
T	= Correct answer
n	= number of students

Finding mean score of each group

$$\bar{X} = \frac{\sum fx}{N}$$

\bar{X}	= the average score
$\sum fx$	= sum of the raw score
N	= number of students

2. Finding standard deviation of each group (Based on Hatch & Farhady, 1982: 59)

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

S	= standard deviation
$\sum d^2$	= sum of mean deviation
N	= number of students
1	= constant number

3. Finding standard error of difference of mean (Based on Hatch & Farhady, 1982: 112)

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$SE (\chi_e - \chi_c)$	= standard error
se	= standard deviation of experimental
sc	= standard deviation of control
$N1$	= number of students of experimental
$N2$	= number of students of control

4. Testing Hypothesis (Based on Hatch & Farhady, 1982: 111)

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE (\chi_e - \chi_c)}$$

\bar{X}_e	= Mean of Post Test in Experimental
\bar{X}_c	= Mean of Post Test in Control
$SE (\chi_e - \chi_c)$	= standard error

IV. RESULTS OF THE RESEARCH

After analyzing the data, the researcher formulates the research findings, as follows:

1. The effect of applying Group Work Strategy is more significant than conventional strategy in improving students' speaking achievement at English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University in Pematangsiantar Municipality.
2. The difference or the improvement as the whole students got in post test from control to experimental group is 156 or 4,46 point in average.
3. The total sum squares of the respondents at the time of administering the post-test in experimental group is 2002,29 where its standard deviation is 7,67.
4. Meanwhile, the total sum squares of the respondents at the time of administering the post-test in control group is 1862,40 where its standard deviation was 7,40.
5. Testing hypothesis shows that t-test (2,48) was higher than t-table (1,667) at level of significant 5% for two tailed test.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Using group work strategy is effective to develop students' ability in speaking at English Study Program of Teacher Training and Education Faculty of Nommensen HKBP University in Pematangsiantar Municipality. The process of learning leads the students to be productive and creative. Moreover, students are the learning center who work in their group.

5.2 Suggestions

Related to the finding of this research, some suggestions are addressed to:

- a. Lecturers and teachers of English. Using group work strategy is highly recommended since it produces an active learning.
- b. Other relevant researchers. It is suggested to apply this strategy as solution to teaching problem in other learning subjects and research fields.

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