

IMPROVING THE EIGHTH GRADE STUDENTS' SPEAKING SKILL OF SMP ANASTASIA THROUGH SOMATIC AUDITORY VISUALIZATION AND INTELLECTUAL (SAVI) METHOD IN THE ACADEMIC YEAR OF 2021/2022

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ABSTRACT

This research was primarily conducted to prove that the application of Somatic Auditory Visualization and Intellectual (SAVI) method could improve the eighth grade students' speaking skill of SMP Anastasia and to describe their responses towards the application SAVI method in learning speaking skill. This research is Classroom Action Research which was performed in two cycles. Each cycle consisted of three meetings. The quantitative data analysis showed that the students mean score increase continuously from 63,45 in Pre-Test, 69,7 in Formative Test and 73,9 in Post-Test. The qualitative data analysis showed that the students gave good responses towards the application of the SAVI method. The students felt more enthusiastic and motivated to learn speaking skill after the SAVI method was applied. To sum up, the application of SAVI method could improve students' speaking skill. It is advisable that English teachers apply the SAVI method in teaching speaking skill.

Key words: *Speaking skill, Somatic Auditory Visualization and Intellectual (SAVI), Classroom Action Research*

INTRODUCTION

Globalization makes the use of English language wider. The ability to speak and to write English properly has been one essential benchmark of skills in almost all profession. In order to be successful in learning English language, a learner must have positive language attitude. It is in line with Fakeye's opinion (in Sari, 2016:38) who states that the matter of learner's attitude is acknowledged as one of the most important factors that impacts on learning a language. Speaking is the delivery of information, ideas and direct communication through oral cavity. Everyone is able to speak because they have speech organs starting from lips up to the lung.

Teaching English as a foreign language is not same as teaching English as second language. Teaching English as a foreign language means teaching the students in the target language in order to be able to use English for communication. However, environment does not help the students in learning the English language. The learners do not use English outside of the classroom. They just use English when they have an English class. Consequently, the learners do not have many opportunities to practice English in their daily activities. Learning and teaching English as a foreign language need the real situation to support the learners to use

English naturally. Teacher should bring the real situation in the classroom by giving activities that support students to practice English (Turnip, Rumapea, and Sari, 2017:103).

Speaking is natural because it can be learnt in the environment while writing cannot be learnt in the environment it needs school. McDonough and Shaw (2003: 134) state that speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end. It is likened to a student, that a student wants to express an opinion or idea what is on his mind, and all he has to do is speak and also through speaking, students can build friendship relations, solve the problem, give advice and negotiation. According to Nowicka and Wilczynska (2011:24) speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities. In English syllabus of the eighth grade of Junior High School in the second semester, it is written that the students are expected to be able to determine, examine, observe and identify a conversation.

There are several good results from researchers who use SAVI method to improve English learning teaching process. The first research was conducted by Manja entitled “The Effect of Applying SAVI Model on Students’ Speaking Achievement in Oral Descriptive Text in Tenth Grade of MAN Kualuh Hulu in academic year 2013/2014”. Based on the research findings, the researcher concludes that there is a significant effect of applying SAVI Model on senior high school students’ speaking achievement since the students’ speaking achievement in oral descriptive text by applying SAVI Model is higher than taught without applying SAVI Model. Therefore, the alternative hypothesis is accepted and null hypothesis is rejected.

Another research was conducted by Asrin and Masitowarni with the title “The Effect of Applying Somatic Auditory Visual Intellectual (SAVI) Method on Students’ Achievement in Writing Report Text Based in Eleven Grade of SMA Swasta Bintang Timur Balige in academic year 2013/2014”. Based on the data calculation it is shown that the coefficient of reliability of the test was 0.96. It showed that the test was reliable and the reliability was high. There were two data used in this study. They were pre-test and post-test. The data were analyzed by applying t-test formula. It can be concluded that applying SAVI method proves better increasing the students’ writing achievement because t-observed (5.091) is higher than t-table (1.091) at the level of significance of $\alpha = 0.05$ and at the degree of freedom (df)= 82. Based on some of the researchers, the writer believes that with the SAVI method will improve English speaking skills in the eighth grade of Anastasia Junior High School.

It is very difficult for the students to speak actively when teacher asks them to speak up, but they cannot. To overcome these problems, there are some methods that can be used to improve students speaking skill. One of them is Somatic Auditory Visualization and Intellectual method. The writers decided to use Somatic Auditory Visualization and Intellectual (SAVI) method in teaching improving students’ speaking skill, in a learning approach that is useful for maximally improving students learning outcomes.

During the writer’s internship program at SMP Swasta Anastasia, the writer noticed that the students’ speaking skills were not good enough. This can be noticed from their performance when in the front of class, when give greeting

and describing about their seatmate in the class, that is: A: "Ismail is a year older than me. He is also taller and bigger than me. His hair is curly that is cut in a short model. His head is looked big with oval face. He is Javanese but his eyes are like Chinese and he also has white skin". When he was talking about him, he was thinking while processing the words he had seen, he did, he heard, even when he had a problem, he tried to find a way out. But rarely to express what he passed through every day, which made students less active talking and difficult to bring up his confidence in front of their friends.

REVIEW OF LITERATURE

The Nature of Speaking

Speaking is considered as the most important language used in daily life because through speaking people can communicate to each other in all their activity. According to Brown (2001: 267) when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Further, Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Speaking Skill

Speaking skills is interactive process of constructing meaning that involves producing and receiving information. All normal human being in this world understands and speak carry out every activity in their daily life.

According to Haris (1994:9) there are five components of language that influence speaking skill. They are:

a) Pronunciation

Pronunciation is very important in speaking. It includes the segmental features, vowels, consonants, stress and intonation patterns. If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress, intonation patterns and speak in connected speech. The speaker must be able to articulate the words and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing sounds in the new language that do not exist in their native language.

b) Grammar

It is obvious that in order to be able to speak a foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the rule of how words are arranged into sentences. Therefore, grammar is very important in speaking because if the speakers do not master it, they will produce broken English.

c) Vocabulary

Vocabulary is stock of words. Speakers must memorize a lot of vocabulary in order to avoid a short conversation. Manullang, Lumban Raja, and Sari

(2018:128) state that communication will not flow if one has only a small number of vocabularies. Therefore, it is obligatory for him to develop his vocabulary for better communication. The importance of vocabulary that is not really paid attention, especially in the learning teaching process in schools is a common thing to be found, because nowadays vocabulary is not really an insignificant part of learning. Instead, grammar is the most discussed part in learning-teaching process, but with enriching the vocabulary will make the speakers more able to speak continuously, because the words that are arranged into sentences are more mastered by the speakers, therefore the conversation is more active. Sari and Pandiangan (2021:24) state that even though someone surpasses in sentence structure but if he/she does not excel in vocabulary mastery, he/she keeps being unable to say or write anything and the grammar knowledge will be futile. In addition, Sari and Br Sembiring (2019:508) state, “To be able to speak, a large amount of vocabulary is also important, because without adequate vocabulary, there is nothing to say”. To sum up, vocabulary is a basic element in learning a language.

d) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak without significance disturbance. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast of speaking and only a small number of pauses.

e) Comprehension

The last speaking elements is comprehension. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what situation is really like or it refers to the ability of understanding completely the speakers' intension and meaning. The existence of comprehension is very important and an indispensable part of speaking skill. It will make the speaker lose direction when the conversation is carried out by both parties and it can make the way the speaker speaks is not good enough and it should really need to be paid attention to by the speakers themselves, that mastering of comprehension will guarantee the success of the way the speakers produce and practice speaking skill. It is important for us to learn how to develop different meanings, in different ways.

Types of Speaking

In English classroom, students are expected to perform their English speaking. According to Brown (2001:271), there are six kinds of speaking that students are expected to carry out in the classrooms. They are:

1. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human tape recorder speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular elements' language forms.

2) Intensive

An intensive speaking performance is designed to practice some phonological or grammatical aspects of language.

3) Responsive

It means that students give short replies to initiate questions or comments. These replies are usually sufficient and do not extend into dialogue.

4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

5) Interpersonal

Interpersonal dialogue carried out more for the purpose of maintaining social relations than for the transmission of facts and information.

6) Extensive

Students are expected to give extended monologues in the form of oral reports, summaries, or perhaps short speeches.

Types of Speaking Activity

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 271-274) states six classroom speaking activities. They are acting from script communication games, discussion, prepared talks, questionnaires, simulation and role play.

1) Giving Feedback

It is important to give clear feedback on students' performances, but feedback should not inhibit students' attempts to communicate with one another. Accuracy in speaking of a new language takes a long time to accomplish it and both student and teacher need to realize this fact. Also, some aspects of language will be more difficult than others.

2) Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.

3) Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text. The second is instant comments which can train students to respond fluently and immediately is to insert 'instant comment' mini activities into lessons. This involves showing them photographs or introducing topics at any stage the lesson and nominate students to say the first thing that comes into their heads. The last is formal debates. Students prepare arguments in favor or against various propositions. The debate will be started when those who are appointed as 'panel speaker' produce well-rehearsed 'writing like' arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more 'writing like'. However, if possible students should speak from notes rather

than from a script.

5) Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions or prepared talks. The questionnaires activities are involved interviewing classmates by asking several questions using proper expression that has been taught.

6) Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world. Those activities can be used by teachersto teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that will be taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It 14 may be used by the teachers in using acting from script. In discussion, teacherscan use some pictures or maybe videos in a certain situation. These activities can be used as the way to measure how far students can speak, say and express their feeling in English.

Teaching Speaking

In teaching, appropriate teaching methods and techniques should be applied. Brown (2001:14) defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing languishinglinguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied inteaching speaking.

Students learn English in order to communicate in English fluently, accurately and appropriately in their everyday life. According to Nunan (2000:39) in learning a second or foreign language, speaking is the most important aspect, and the success can be measured through students' or learners' ability in carrying out a conversation and interacting orally in that language. In his perception, to teach speaking can be defined as to teach the students to:

- 1) produce the English speech sound and sound patterns - Use words and sentences stress, intonation patterns, and the rhythm of the second language.
- 2) select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 3) organize their thoughts in a meaningful and logical sequence.
- 4) use language as a mean of expressing values and judgment.
- 5) use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching with SAVI

Teaching speaking at this level is very important element of teaching

English to children because they know most important thing in teaching foreign language. The teacher can implement the four phases they are Somatic Auditory Visualization and Intellectual method, below in teaching speaking to make lesson more exciting and motivating the students. Meier (2000: 91) states that "If the body does not" move, their brains do not move (study while sleeping will not work). It means that when teaching, it is not only theorized, but practiced so that it is accustomed and not rigid. Teacher also able to make them understood, using the four phases below, should try to make confident and able speaking is well. To achieve this, several methods or strategies are usually applied in schools for teaching, especially speaking teaching. In greeting students can give respond of teacher give some greetings. If teacher routine give greeting, students certainly reflex and give greeting back or respond. There are several advantages of the model SAVI learning.

1. Awakening integrated intelligence of students in full through the incorporation of physical movement with intellectual activity.
2. Spawn better learning atmosphere, interesting study and effective.
3. Generating creativity and improve skills student psychomotor.

Maximize sharpness of student concentration through visual, auditory and learning intellectual. Goals of the writer here is to make students more active and they can use all activity, such as virtual activity, oral activity, listening activity, writing activity, motor activity and emotional activity. According to Meier (2003: 91) SAVI learning model suggests linking physical movement and intellectual activity with the use of all the senses can have a big impact in learning, the elements in this learning model are:

1. S stands for Somatic : it is learning by moving and doing.
2. A stands for Auditory : it is learning by talking and hearing.
3. V stands for Visual : it is learning by observing and picturing.
4. I stands for Intellectual : it is learning by problem solving and reflecting.

The Steps of Applying the SAVI Learning

Surely the teacher has a way to teach his students so that his students can understand what is being taught and also the teacher gets the target what the teacher wants for each student. According to Moniroh, Maftukhin & Sriyono (2015: 37). There are 4 steps to learn with the SAVI method. They are:

1. The Preparation Stage

The first step is the first preparation, in this stage students are expected to foster students' interest, motivation and curiosity as well as a positive role for their experiences (auditory). The perceptions made by the teacher are then carried out by dividing into groups (somatic).

2. The Delivery Stage

In this step the teacher must direct the child and help the child to find interesting, fun, and relevant learning material by involving the five senses that are suitable for all learning styles. This activity can be done by providing real examples (somatic and auditory) which are explained in advance by the teacher by linking the learning material to be conveyed with students' experiences.

3. The Training Stage

This step helps students to integrate and integrate students' new knowledge and skills by inviting students to think, say, and do about the new material that has

been presented with problem-solving activities. This method can be done by providing questions to solve by discussing each group, creating a cooperative and interactive environment with the help of the teacher (intellectual and visual). Then prepare one of the students to represent the group in displaying the results of their group work, give the child the opportunity to ask questions so that the atmosphere created is more alive (somatic, auditory, visual, and intellectual).

4. The Performance Stage

The purpose of this step is that children are able to apply and develop the knowledge and skills they have acquired in previous activities so that the learning they get remains attached and meaningful so that achievement increases. This activity usually provide an evaluation in the form of a booklet to determine the students' achievement of learning objectives, and reiterated material that has been presented by the teacher to be concluded and assign homework.

RESEARCH METHOD

Research Design

This is Classroom Action Research (henceforth, CAR). Kemmis, McTaggart & Nixon (2014:18) states that CAR as a term of cycle from the step of change, to putting plans into action observing what happened, and reformulate the plan of what has happened. CAR must be focused on or assess the things that happen in the classroom. The meaning of a class in CAR is a group of learners (students) who are studying not only in a closed room, but also when students are doing fieldtrips, practicing in laboratories, workshops, at home, or other places, or when students are working on assignments given by the teacher either at home, at school or elsewhere. Furthermore, Phillips & Carr (2010) states that the Classroom Action Research is a part of various kinds of action research out of some other themes like participatory research, critical action research, and action learning. Writer pushed to make notes about classroom activities, doing action, observe and make reflections. There are three words in CAR, classroom, action, and research. Classroom defined as a group of students at certain time and certain teaching from similar teacher. Action is planned activity to gain certain goal.

Based on the definitions above, the writer concludes that CAR is an action research in educational field that can be done in the class in order to improve learning quality. A reflective research is to help teachers to find out what is happening in their classroom and to use that information to take an action for future information.

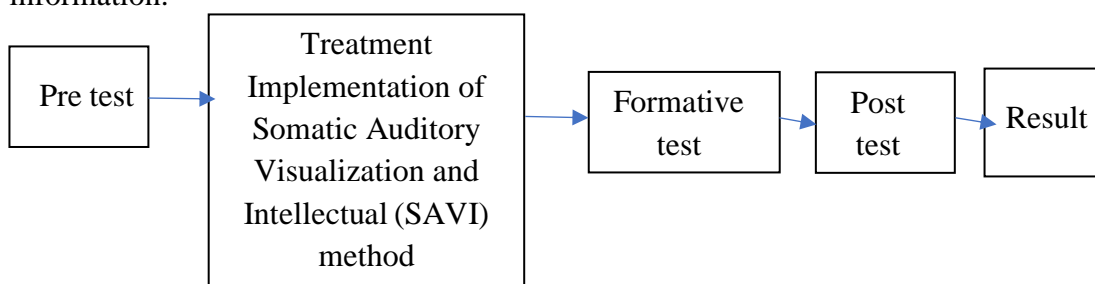


Figure 1. Research Design

The Location and Time of the Study

This study was conducted at SMP Swasta Anastasia in the Academic Year

of 2020/2021. The reason why the writer chose the school as the location of the research because based on the internship program that was done by the writer, it was found that many of students have problems in speaking English. This study was conducted for one month.

Procedures of Classroom Action Research

In this study, the writers used the procedure of research method from Kemmis, McTaggart and Nixon (2014:19). This method consists of four steps. They are planning, acting, observing, and reflecting. This model could be visually illustrated as follow:

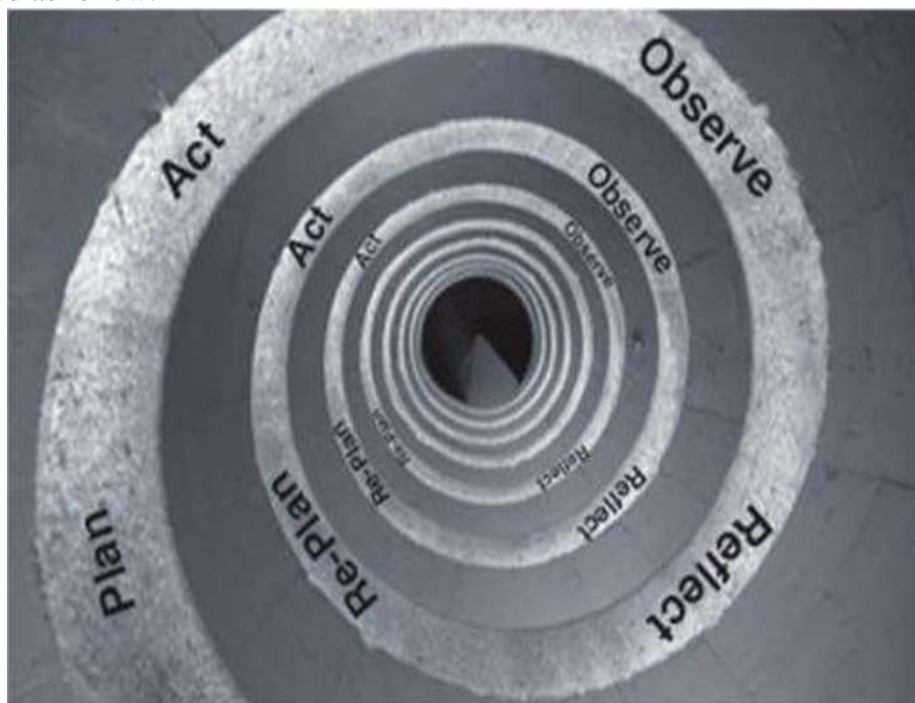


Figure.2. Cyclical Action Research Model Based on Kemmis, McTaggart, and Nixon

Before conducting the cycle in action, the writers did initial observation at first. Then, they did some procedures and steps as follows:

1) Pre-cycle

In pre-cycle, the writers intended to know the initial condition of students. They observed the students' activity in speaking class. Based on the observation the writers knew the problem that happened to the students and their difficulties in speaking.

2) Cycle 1

The writers used Somatic Auditory Visualization and Intellectual (SAVI) method in teaching speaking. The topic is about descriptive text. The procedures as follows:

a) Planning

Planning an action research was done by focusing on who, what, when, where, and how the action is done. It includes arranging lesson plan, preparing the media related to the material, preparing teaching material, preparing checklist observation and making the test material.

b) Action

In this step, the writers applied the technique in the class. They involved themselves directly in the class as a teacher. In implementing the action, the writers did some activities. They are explaining the material, introducing SAVI method to the students and asking students to make group which contains two students each group and conducting SAVI based on the topic given.

c) Observation

The observation was done to check the students' activities in describing the students' responses during the teaching and learning process and the students' speaking skill improvement.

d) Reflecting

In this step, the writers analyzed the whole action that had been done. Based on the data that had been collected, the teacher and the writers discussed and made evaluation to determine the next cycle. The writers made an evaluation based on their observation and the collaborators' note to identify the weakness during the action. Then, this evaluation would be a basic consideration to conduct the next cycle. It means if there is no improvement in cycle one, the writers had to do the second cycle in order to achieve the improvement that the writer has planned.

3) Cycle 2

Activities in cycle two also consist of four phases. They are planning, action, observation, and reflecting. All of the activities done in cycle two are based on the revision and reflection in cycle one.

RESEARCH FINDINGS AND DISCUSSION

SAVI method was applied in order to improve the students' speaking skill to the eighth grade students of SMP Anastasia Pancur Batu Medan. The collaborator, the English teacher, and the writers discussed the results of the study collaboratively. They concluded that the use of SAVI method is effective to help students improve their speaking skill. It is shown in histogram and table 4.4 in which the mean score of each test improved. The mean score of pre-test is 63,45, the formative test is 64,5 and the post-test is 73,9. Those scores showed that the results of the study in the second cycle is better than the first cycle. Besides that, the improvement can be seen from the observation sheet, field notes, and questionnaire. Most of students are more active and enthusiastic during the processes of teaching and learning started from the first cycle to second cycle when SAVI method was applied.

But in applying this method, the writers faced some problems. Some problems faced by the writers, for example the number of the students, because there are so many students in that class. When they tried to approach some students, other students made some noises during teaching learning. Thus, they faced difficulty in managing them. The next problem is the background of their knowledge. Although every student has different background of knowledge, but almost all of the students in that class are not so clever. But nevertheless, they could apply this method well because the students have willingness to study. They are also active in asking some questions, and also because the writers had a collaborator that helped to conduct this CAR. The writers should often motivate them to study English because this language plays an important role in the global

world. It is understandable that they have no good motivation in learning since they are still not mature enough.

In conclusion, SAVI method is a suitable method to improve students' speaking skill because this method gave students a chance to be more active. It can improve the students' speaking skill in the long term, as the result, the students' speaking score test increased in both cycles after being taught with SAVI method and also have good response toward the learning teaching processes through the application of SAVI method.

CONCLUSIONS

After analyzing and discussing the data, the writer made the following conclusions.

- 1) Somatic Auditory Visualization and Intellectual (SAVI) method can improve students' speaking skill. It was found that the students' achievement of speaking skill improved from pre-test to post-test after SAVI method was applied. The students' total mean score in pre-test is 63,45, the formative test is 69,7, and post-test is 73,9. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (*Kriteria Ketuntasan Minimum*) from pre-test is 5%, the formative test is 45%, and post-test is 90%, the students' score percentage continuously increased in each test. Therefore, it is concluded that SAVI method can improve students' speaking skill successfully.
- 2) Based on the analysis of qualitative data, it was found out some strength and weaknesses of SAVI method when it was used to teach speaking. The strengths are students do not realize that they use their senses when the SAVI method was applied. Further, the students are encouraged to participate actively during the class so that their speaking skill got improved. The weaknesses are related to the facilities and infrastructure during the application of SAVI method. Next, students who are less active during the class will feel inferior. It is proved by question number 1 answered by 20 students in Strongly Agree, Question number 2 answered by 9 students in Strongly Agree, 11 students in Agree. Question number 3 answered by 15 students in Strongly Agree, 3 students in Agree, 2 students in Disagree. Question number 4 answered by 18 students in Strongly Agree, 2 students in Agree. Question number 5 answered by 15 students in Strongly Agree, 5 students in Agree, 1 student in Quite Agree and 1 student in Strongly Disagree. With total percentage of Strongly Agree was 77%, Agree was 21%, Quite Agree was 1%, Disagree was 1%, and Strongly Disagree was 0%.

SUGGESTIONS

Based on the research findings, the writer would like to give some suggestions to be considered as follows:

1. For the students
Students should be more active in learning-teaching process and not afraid to speak English. The students should also have high motivation and desire in improving their speaking skill. They should have a good self-confidence to speak English in front of class. Then, they can improve their speaking skill in expressing their ideas orally.
2. For the teachers
In order to make English language teaching and learning as joyful, fun, and

interesting as possible, a teacher must be able to create many enjoyable, fun, and interesting situations. The most important goal should be fun which should ideally have a positive impact on education. On the other hand, the teacher must make learning as appealing as possible to the students.

3. For other researchers

The research findings are practically expected to be beneficial for other researchers who want to carry out much deeper studies about how to improve students' speaking skill through the application of SAVI method.

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