

FACILITATING A LOCAL TOUR GUIDE IN MASTERING ENGLISH

Angga Dedi Argonawan

Nadiah Ma'mun

UIN Walisongo

Semarang

(anggadedi56@gmail.com, nadiah_makmun@walisongo.ac.id)

Abstract: Entering the dynamics of a competitive competition, as a form of impact from globalization, it requires an appropriate competence and affective language. Language becomes the most important part in the process of interacting with others to realize a good relationship. The key to success in language is the message conveyed by the speaker easily, and it is understood by the listener, especially in English. English becomes the International language in any scientific or non-scientific activities that need to be dominated. Desa Wisata Kandri, a village that is annually used as a destination for foreign tourists to travel from various countries due to its location and excellent natural wealth. Therefore, in order to realize the communication and sharing of good information, the local tour guides from teenagers of *Karang Taruna* need to master English professionally. Therefore, to facilitate their needs, the team held the training and mentoring which aims to provide conceptual knowledge and practical activities to the youth of *Karang Taruna* to become a professional and competent tour guide. The training was held in Multifunction Hall of Kandri Gunungpati Village, Semarang Regency, and participated by 20 participants. The amount of interest and enthusiasm of the participants in the activity of role play demonstration looks amazing, so that the activity took place smoothly and effectively, that can be seen from the response and interaction of participants on the trainer as well as interaction between participants. The participants were enthusiastic and really interested in learning English through the out-door classroom. They have got different things, besides the situation, the knowledge, and the method used by the Tutor. Using Communicative Games through travel and tourism games is also a fascinating way of teaching Speaking for them. Based on the results of the team's assistance and tutor on indicators of achievement and the success of the training is that the youth of *Karang Taruna* have more confidence in processing visual and vocal communication verbal and nonverbally, confident in conveying the valuable information in English, and facial expressions that can convince foreign tourists. Moreover, the tourists have got a good impression to the local tour guide of *Desa Kandri*.

Keywords: Tour Guide, English Competence, Communicative Games and Travel and Tourism Games.

Abstrak: Memasuki dinamika persaingan yang kompetitif, sebagai bentuk dampak dari globalisasi, diperlukan kompetensi dan bahasa afektif yang tepat. Bahasa menjadi bagian terpenting dalam proses berinteraksi dengan orang lain untuk mewujudkan hubungan yang baik. Kunci sukses dalam berbahasa adalah pesan yang disampaikan oleh pembicara dengan mudah, dan dapat dipahami oleh pendengar, terutama dalam bahasa Inggris. Bahasa Inggris menjadi bahasa Internasional dalam setiap kegiatan ilmiah atau non-ilmiah yang perlu didominasi. Desa Wisata Kandri, sebuah desa yang setiap tahunnya dijadikan sebagai tujuan wisatawan mancanegara untuk melakukan perjalanan dari berbagai negara karena lokasinya dan kekayaan alamnya yang sangat baik. Oleh karena itu, untuk mewujudkan komunikasi dan berbagi informasi yang baik, pemandu wisata lokal dari

remaja Karang Taruna perlu menguasai bahasa Inggris secara profesional. Oleh karena itu, untuk memfasilitasi kebutuhan mereka, tim mengadakan pelatihan dan pendampingan yang bertujuan untuk memberikan pengetahuan konseptual dan kegiatan praktis kepada pemuda Karang Taruna untuk menjadi pemandu wisata yang profesional dan kompeten. Pelatihan dilaksanakan di Aula Serbaguna Desa Kandri Gunungpati, Kabupaten Semarang, dan diikuti oleh 20 peserta. Besarnya animo dan antusiasme peserta dalam kegiatan demonstrasi role play ini terlihat sangat luar biasa, sehingga kegiatan tersebut berlangsung dengan lancar dan efektif, hal ini dapat dilihat dari respon dan interaksi peserta terhadap trainer serta interaksi antar peserta. Para peserta sangat antusias dan sangat tertarik untuk belajar bahasa Inggris melalui out-door classroom. Mereka mendapatkan hal yang berbeda, selain situasi, pengetahuan, dan metode yang digunakan oleh Tutor. Menggunakan Permainan Komunikatif melalui permainan perjalanan dan pariwisata juga merupakan cara yang menarik untuk mengajar Berbicara bagi mereka. Berdasarkan hasil pendampingan tim dan tutor pada indikator pencapaian dan keberhasilan pelatihan adalah remaja Karang Taruna lebih percaya diri dalam mengolah komunikasi visual dan vokal verbal dan nonverbal, percaya diri dalam menyampaikan informasi berharga dalam bahasa Inggris, dan ekspresi wajah yang dapat meyakinkan wisatawan asing. Apalagi wisatawan sudah mendapat kesan yang baik terhadap pemandu wisata lokal Desa Kandri.

Kata kunci: *Pemandu Wisata, Kompetensi Bahasa Inggris, Permainan Komunikatif dan Permainan Perjalanan dan Pariwisata.*

INTRODUCTION

English is an International language that used for communication. One of skills that used for communication is a speaking. Indonesia is the country that is many visited by foreign country. There are several cultures, tourism places, and beauty nature. Therefore, English is one of languages that should be learned by a tour guide. Being a tour guide is very important job. In many cases, the tour guide is traveler's first impression of a foreign country. In other cases a tour guide may be responsible for teaching tourists about culture and sites in a city or town. Of course, it is not easy to speak English well and fluently. There are several mistakes such as mispronunciation, ungrammatically correct, less vocabulary, less fluent and others. It is common problem faced by a tour guide. Therefore, speaking is the first key to learn English by a tour guide. According to Boonkit, speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning context.

Speaking is a form of communication between one person and another people. Through speaking, the people are easily to express their thinking and feeling with other people. Moreover, it will be easily to know each other by interacting such as introducing themselves and talking about their hobbies. In this case, they can also acquire the new knowledge when they are talking about something. On the other hand, a person having the knowledge of language needs vocabulary and structures for the purpose of communication. With vocabulary and grammar mastery will facilitate the learners to communicate with others.

Communicative Language Teaching is one of the familiar methods in some courses and

formal schools as well. The communicative approach is known as Communicative Language Teaching (CLT) is an approach that focuses on communication. According to Diane Larsen (2002), Communicative Language aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication. In other words, communicative competence is the purpose of communicative language teaching. The purpose of CLT is to provide students center which in the learning process to be interactive. The teaching process of communicative competence is based on their capability to communicate with the teacher or their friends in an appropriate way. It can be concluded that the goal of communicative language teaching is to develop communicative competence.

Communicative competence focuses on improving the ability to communicate using language both orally and in writing. There are four components of communicative competence. Those are grammatical, discourse, sociolinguistic and strategic competence. Fourth of components are important to learn language communicatively. In teaching speaking, communicative competence is necessary when the learning process is happening. The strategies of developing communicative competence are using roleplaying, storytelling, information gap, and peer tutoring. While an effective method for developing communicative competence is to use games. It will help students forming communicative activities in the classroom.

In the world, teachers' role and responsibilities in educating students are crucial important in any schools regardless their subjects to teach. Especially, English teachers must have communicative competence when they are teaching the students in the classroom. although, teachers have ability in teaching English, they also have to pay attention the students' understanding. There are many students would like to speak English when they found interesting words in the things. Although, they are doubtful to recate the words around their friends. In this case, learning English is not only spontaneously, but also needs teacher to encourage their learning. Therefore, the teachers' role are important to develop students' ability in speaking.

Teaching speaking is an ability that must be possessed by the teacher with approaches and methods that will be provided by students. Many methods and approaches have appeared to provide ESL/EFL teachers and learners with different ways to reach their goals of teaching and learning through various means. Therefore, teacher must be creative and appropriate in choosing method to teach students.

One of methods that used to teach students is a game. Games facilitate language learning because they help language learning to be more meaningful, more memorable, and more accessible. The students will be confidently to speak out loud and fluidly. It can also be a motivating way to learn English. Therefore, the researcher wants to conduct this study using Travel and Tourism Games. Travel and Tourism games is a game of teaching speaking to improve participants' speaking ability. Travel and Tourism are a game that give participants opportunity to become a traveler or tourist. With this game, the participants will have great motivation because they can play like in a real-life. This games can help participants to express their opinion. They will gain more about knowledge, culture, attitude and value. Hopefully, this game can provide the learners in ability to speaking English well.

Furthermore, the learners are able to speak and express English well because they learned and practiced by themselves or with their teacher. While, the learners are difficult to express English, because they have feeling fear of mistakes or they still train to practice it. Learners

are often reluctant to speak English because they are shy and are not predisposed to expressing themselves in front of other people. The lack of vocabulary is matter to be encountered. All those matters make the students become less confident in speaking English. In this case, the problems that is faced by learners should be faciliatated the tutors by teaching using games.

Based on the explanation above is also faced by the youths of Karang Taruna as a tour guide. Desa Wisata Kandri, a village that is anually used as a destination tourism for foreign tourists to travel from various countries due to its location and excellent natural wealth. This village has been named a tourism village because the village still preserves the beauty of its natural and cultural authenticity. There are people who work as farmers and as craftsmen. Now, because it is known as the tourism village, there are curious tourists who want to visit and learn more about Kandri. Therefore, English has a very important influence on the tour guides there, especially they must be able to speak English to provide services. The tour guide of Kandri Village Tourism is also youths of Karang Taruna are about 17-18 years old. Some of youths are the teenagers who still study in High School. Someday, the researcher observed when the tour guide are guiding the tourist that held by AISEC organization of UNDIP. The researcher found the problem of tour guide when guiding the tourist from aboard using English. That problem is like can not speak English. Although, there is one of tour guides able to speak English, it is still difficult for them to express it, and the other problems are less confident, lack of vocabulary, ungrammatically correct, and mispronunciation.

This is where the researcher wants to conduct a pre-experimental research of youths participants around the village to improve their speaking ability using *Communicative Games*. The study revealed that using *communicative games* as means of instruction improved the students' achievement and result of speaking skill. Students enjoyed their lesson and got more motivation, interest and confidence through learning. The researcher concludes that students' communicative competence do not enough to support their speaking skill. They must practice more in everyday life with friends or the others. The students must also mastery the speaking skill fluency and accuracy, in order that they can explain the material communicatively. They should also pay attention with their grammatical rules, because it helps correctly. Communicative competence that is implemented by using games also will give more confident and braver to interact with others, especially for their career in future, so the participants should practice their speaking both in the inside or outside the classroom in order to build their bravery more confident to communicate in other, so the researcher is interested in investigating this research.

RESEARCH QUESTION

Based on the research above, the researcher formulates the problem as follow:

“How is the effectiveness of *communicative games* on students' communicativeness in teaching speaking of descriptive text at a non-formal English program for tourism purpose?”

REVIEW OF RELATED LITERATURE

Communicative Language Teaching (CLT)

According to Thornbury, CLT is based on communicative competence which is described as the knowledge needed to be able to communicate effectively. Communicative competence is the ability of communication in term of social context. There are four components of communicative competence, those are sociocultural, strategic, discourse and grammatical

competence. Although the relative importance of the various components depends on the overall level of communicative competence, each is essential. In addition, all the components are interrelated. Meanwhile, grammatical competence is the ability to learn the lexical, morphological, syntactical and phonological features of language to interpret words and sentences.

From explanation above, we can conclude that the goal of CLT is to facilitate students in gaining knowledge and to communicate accurately and fluently using *communicative competence*. Besides they learn to process language well, they can also practice and drill their speaking.

The implementation of CLT will be guided by Teacher's handbook of Diane Larsen-Freeman, those are: The goal of language teaching is making students to communicate. Using language function and grammar rule correctly to communicate Using language social context and must be appropriate to setting, topic and participants.

Students are able to negotiate meaning that given by teacher through playing a language game. Students should be able to express their opinions and share their ideas and feelings, i.e., learn to communicate by communicating.

By the end of this implementations, the students are able to express their feelings through communicative language teaching that are given by teacher. Even if students doing errors will be tolerated and seen as a natural outcome of development of communication skills.

Travel and Tourism Games

1. Definition of Travel and Tourism Games

Travel and tourism games is a game used to help participants learn English, especially speaking skills, where participants will be trained to describe tourist attractions in the world. Besides that, they will also get the opportunity to travel wherever they want. They may choose the place they like, both the place that they have visited and the place they want to be the place to go. After that, they will be able to tell the experiences they have visited during the learning process later. They can describe the place, building, or history of the tourist attractions using their own sentences.

The tourism game is designed for used by groups of participants from ages 17-19 years old. In The Great, the Indonesian Dictionary is defined that tourism is an activity that is related to recreation travel. Travel and tourism have the goal to visit certain places. According to Morris, there are several types of tourism such as adventure tourism, cultural tourism, ecotourism, educational tourism, recreational tourism, religious tourism and etc. For example, adventure tourism, you can explore distant places or do extreme activities like trekking. Beside it, recreational and cultural tourism is an activity that is widely favored by all people today, because the places are wonderful and history. Therefore, Travel and tourism games are games that are much in demand by students because they can learn directly and they can imagine traveling where they want.

2. The Benefit of Travel and Tourism Games

In learning Travel and Tourism games, participants will get to know new vocabulary about travel and tourism, besides participants learning vocabulary in general they are also trained to

pronounce the word correctly. Furthermore, in this learning participants are trained to speak as well as their abilities, in other words the teacher also facilitates and guides students in learning. Finally, this game provides insight into the entire world in famous and historic places, so that they will be motivated in learning that makes them enjoyable.

From the above explanation, it can be concluded that, travel and tourism games have three important points, namely teaching new things, practicing their pronunciation and speaking, and providing great experiences that motivate them. Therefore, this game will channel great benefits for participants' speaking development.

3. Tour Guide

Tour guide is a person who has important role in the tourism sector. It is also known as a profession whose job is to provide assistance, information and interpretations of cultural, historical and contemporary heritage to tourists in a tourist destination. Tour guide is a field investigations that have a function at various environmental contexts with various types and purposes. They blend between knowledge and interpretation culture, communication skills and destination services, so that they are able to turn tourist visits into experience and increase knowledge for tourists.

Guiding is activities when someone serves the tourists who visit and enjoy tourist attractions. Important things that must be considered before guiding include: 1) prepare yourself well, 2) as a guide, think that we are not alone, 3) think that the tourists are friendly, 4) relieve tension, 5) try your best, 6) pursue achievement, and 7) remember that there are still days tomorrow. Those are the way to manage the tourists when the tour guide are guiding.

The Concept of Travel and Tourism Games on Teaching Descriptive Text

An English teacher must have teaching methods that are fun and motivating for participants. Provide teaching methods that make participants become bored or not sleepy during the learning process. Of course, in general, teaching also Affects the tutor's role towards participants, if the tutor acts as a pleasant,so participants will be able to accept and understand it easily and vice versa, if the tutor acts as a tutor who is less fun so that will make bored when learning takes place.

Therefore, there are many teaching methods which help participants more active in learning English. One of them is *communicative games using travel and tourism games* as the way of teaching method communicatively. There are several concepts of teaching travel and tourism game as follows: 1) The tutor greets participants. 2) The tutor motivates and appreciates the participants. 3) The tutor explains learning objectives. 4) The tutor explains the descriptive text in general. 5) The tutor provides examples of descriptive text. 6) Then, the tutor begins the travel and tourism games by giving instructions. 7) The tutor gives instructions to the participants about this game in advance, so that participants understand it well. 8) The instructions is followed by: - participants are able to look for tourist attractions, historical building, and etc outside around the places. - they can look for the right objects of travel and tourism to be described by themselves. - after that, they can choose nearby objects such as trees, buildings, and etc as the object that will be described to places destination that they have chosen. – they can write their discussion in the paper. 9) The tutor guides and facilitates the participants in learning process. 10) The tutor asks participants to present their result individually. 11) Each participants that has been called by tutor may ask the audience to the

right place that has chosen to explain and performance the result of their discussion in front of their friends and tutor. 12) The tutor can assess the participants performance. 13) The tutor may give opportunity to other students to provide comments, suggestion and feedback. 14) The tutor provides opinion, suggestion, and feedback about their groups performance. 15) The tutor asks the benefit of the material, and closes the lesson.

The previous research is a study by Ratna Sari and Friends which aimed that communicative games can be an alternative way to overcome students' difficulties in learning how to speak English. This research is conducted between the researcher and the teacher based on using collaborative action research. By implementing the classroom action research, the writer conducted the test (post test 1 and 2). The result of the research shows that the mean score's pretest reached of 60.42 to 69.42 and post-test score reached up to 78.77. It means there is a significant in speaking English using communicative games at the seventh grade students of Junior High Schools in Jakarta.

METHOD

The researcher uses pre experimental design with using one group pre-test and post-test. Pre-experimental design is often seen as an experiment that is not true. The pre-test and post test are given to take score of the participants' achievement before and after being taught using travel and tourism games. Furthermore, both of the score are computed by using T-Test to find out if there is effective of teaching speaking of descriptive text. The design of this research can be seen below:

Table 3.1 The Illustration of Research Design

Pre-test	Independent variable	Post-test
O ₁	X	O ₂

Where:
 O₁ = Pre Test
 X = Treatment
 O₂ = Post Test

The procedures of pre-experimental research that use one group pre-test and post-test in this study are described in below:

- 1) Administering a pre-test (O₁) with the purpose of measuring speaking ability of youth participants In Desa Wisata Kandri before implementing treatment.
- 2) Applying the experimental treatment (X) teching speaking ability by using *communicative games* on students' communicativeness in teaching speaking of descriptive text at a non-formal English program for tourism purpose.
- 3) Managing a post-test (O₂) with the purpose of measuring speaking ability of youth participants in Desa Wisata Kandri after applying treatment.

In this research, the researcher wants to know the effectiveness of using communicative games through travel and tourism games towards youth participants In Desa Wisata Kandri.

the researcher is also using purposive sampling in determining the sample, because the elements of purposive sampling have characteristics appropriately. Based on criteria chosen and suggestion from my advisor, the researcher decided to take youth of Desa Wisata Kandri as the sample that consists of 20 participants. The effectiveness is known after finding out the significant difference between participants taught before and after using communicative games through travel and tourism games by comparing the pre-test and post-test score.

RESULT

1) The participants' achievement of pre-test

Based on the result of the pre-test, the experimental group has a normal distribution. The researcher used SPSS 16.00 with One-Sample Kolmogorov-Smirnov (1 Sample K-S) method. The result of normality shows that significance value of experimental group is $0.438 > 0.05$. While the homogeneity test shows that significance of experimental group is $0.000 < 0.05$. It means that there is the effectiveness between pre-test and post-test using communicative games through travel and tourism games.

2) The participants' achievement of post-test

The result of normality test shows that the significance value of experimental group is $0.693 > 0.05$. Then the result of the homogeneity test shows that the significance value of experimental group is $0.000 < 0.05$. It can be said that experimental group of post-test is in normal distribution and has effectiveness between pre-test and post-test using communicative games.

Based on the result of T-test, the paired sample test showed that $t_{\text{count}} > t_{\text{table}}$ ($11.649 > 2.093$) and significance value < 0.05 ($0.000 < 0.05$), so H_0 is rejected. It means that there is the effectiveness of participants' speaking ability before and after getting the treatment. So, it can be concluded that communicative games is effectively used in teaching speaking of descriptive text.

CONCLUSION

Based on the result of this study, it was found that there is the effectiveness of *communicative games* on students' communicativeness in teaching speaking of descriptive text at a non-formal program tourism purpose. From the result of this study can be concluded that the use of *communicative games* through travel and tourism games gave the beneficial contribution on students' communicativeness. So far, the tutor provided the teaching English mostly using classical method. In this case, participants are difficult to learn and express their English especially in speaking.

Therefore, to face these problems, the tutor must prepare the good method, in order to increase participants' speaking skill. Then, participants give maximum result of speaking skill in communicative games. At last, by making improvement to this problem, it is expected that the results of the students' communicativeness will get the good impact in speaking skill towards students of a non-formal English program tourism purpose in Desa Wisata Kandri.

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