

## Expressing Intention Analysis on English Subject Class Students' Speaking Ability at First Grade of SMKN 6 Padang

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### Abstract

*The objective of this research was to find out the students' ability and students' difficulties in expressing intention. This research was conducted at SMKN 6 Padang, the academic year 2020/2021. The researcher conducted this research based on the finding in the classroom. Many students were not able to speak well in the teaching and learning activities in the classroom. This research used descriptive quantitative research. The population in this research was 68 students first years of SMKN 6 Padang, namely first kuliner one and first kuliner two. The result of the research showed that students' speaking ability in expressing intention was moderate. (1) The ability of students' in pronunciation was moderate (91.42%). (2) The ability of students' in choosing vocabulary was moderate (94.28%). (3) The ability of students' in fluency was moderate (85.71%). (4) The ability of students' in using grammar was moderate (88.57%). (5) The ability of students' in comprehension was moderate (82.85%). The researcher concluded that students speaking ability in expressing intention was moderate.*

### Keywords

management accounting  
information system; managerial  
performance;  
decentralization



## I. Introduction

Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020).

Spoken language is an interaction of two or more, it means that the speaker and listener involved in it. There are types of spoken language formal and informal. Formal is known as the official communication and need prepared before the communication, example of formal communication is social gathering, speech and ceremony. Informal communication doesn't take places true the officially and the context of conversation is stretched in all direction. (Purba, N and Mulyadi, 2020)

English is the fourth most widely spoken native language in the world, and in terms of a sheer number of speakers, it is the most spoken official language in the world. English as a global language plays an important role in Indonesia's foreign language education, especially to Indonesian students who perceived English as their second language in schools.

Based on curriculum 2013 the teachers and students demanded to be creative and productive (HME FT UNY, 2017). In that curriculum, there is a scientific approach. This can be mentioned as a method. Teachers will not only teach but also facilitate students. In curriculum 2013 in the Vocational high school, English language teaching has not only focused on teaching grammar but also the teacher tend to be more innovative in teaching the subject.

In learning English students have to master four skills, they are listening, speaking, reading, and writing. Learning English is studying how to use language in communication, to have more knowledge about language skills we have a much better chance of understanding and getting what the idea is. To get all the benefits in learning English we can use speaking skills as the media for communication. Those skills are very important to reach the objective of teaching and learning English. Speaking involves some language component (pronunciation, fluency, grammar, vocabulary, and comprehension) among these four, Speaking skill has a close relationship with listening skill. In the speaking activity, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally.

Mastery of foreign languages for students at the Vocational High School (SMK) level is considered very important. Besides, in an era like today that prioritizes technology and free markets, foreign language acquisition is considered mandatory for SMK graduates in their provision of looking for work.

Based on the researcher's experience of teaching practice in SMKN 6 Padang in the academic year 2020/2021, many students were not able to speak well in the teaching and learning activities in the classroom. When doing the teaching practice, during speaking performance, the students were not able to fulfill several elements of speaking, including pronunciation, vocabulary, and grammar. Many problems are faced by the students in their study, especially in expressing an intention. Here are the difficulties faced by the students.

First, the student mistook the pronunciation of the word. Most of the students committed mistakes in pronouncing the important words. So, they felt difficult in constructing intention sentences for others in a certain situation. Furthermore, the students often did not understand about expressing and respond to the intention.

Second, the lack of vocabulary that causes the misinterpretation of a topic because the topic did not develop well. So, they felt difficult in constructing an intention sentence for others in a certain situation and the students often do not understand about expressing and respond to the intention.

The last problem, students were often less confident because they are afraid of making mistakes in grammar in practicing speaking English, especially in expressing intentions. In expressing intention the students were not able in making them speak a sentence. Furthermore, they were not able to describe their intention.

In order to reach the purpose of the objective in teaching and learning speaking skills, the teacher should be able to create a better material, interesting, and helpful teaching-learning media, strategy, or even a method. The expressing intention is in line with expression that usually occurs in daily conversation. It is the reason the researcher took it. In the learning expression of speaking the teacher should concern about the students' ability in speaking.

## II. Review of Literature

Expressing Intention is something that you want and plan to do. (Cambridge dictionary, 2003). Expressing Intention is a mental state that represents a commitment to carrying out an action or actions in the future. Intention involves mental activities such as planning and forethought.

Interaction is something that we would like to do in the future. These are general plans for the future. When we are talking about an intention, we have not taken a specific, concrete step to achieve the action. We are just talking about something that we hope to do in the future. When we want to talk about our intention in the future, we must use the future with "going to", "will", etc. This is the most correct way to talk about general plans for the future, for example: Someday, I am going to learn how to swim! Someday, I will learn how to swim!

Expression of intention is a capacious notion. An intention is whatever can be given to another in an expression suited no play this role. Very often. When a man says "I'm going to do such-and-such", we should say that this was an expression of intention. We also sometimes speak of an action as intentional we may also ask with what intention the thing was done. In each case we employ a concept of intention, now if we set out to describe this concept, and look at only one of these three kinds of statements as containing our whole topic, we might very likely say things about what intention means which would be false to say 'intention always concerns the future.

But action can be intentional without being concerned with the future in any way. Realizing this might led us to say that three are various senses of intention, and perhaps that is thoroughly misleading that the word intentional should be connected with the word intention, for an action can be intentional without having any intention in it. Alternatively, we may be tempted to think that only actions that are done with certain further intentions ought to be called intentional.

Where we are tempted to speak of 'different senses' of a word that is not equivocal, we may infer that we are pretty much in the dark about the character of the concept which represents. There is, however, nothing wrong with talking a topic piecemeal. Therefore begin the inquiry by considering expressing an intention.

The distinction between an expression of intention and a prediction is generally appealed to as something intuitively clear. "I am going to be sick" is usually a prediction; "I am going to take a walk" usually an expression of intention. The distinction intended is intuitively clear, in the following sense:

If we say "I am going to fail in this exam". And someone say "surely you are not as bad at the subject as that", we may make our meaning clear by explaining that we were expressing an intention, not giving an estimate of our chances.

If we ask in philosophy what the differences between example "I'm going to be sick" as it would most usually be said, it is not illuminating to be told that one is a prediction and the other expression of an intention. For we are asking what each of these is. Supposed it is said "a prediction statement about the future". This suggests that an expression of an intention is not. It perhaps the description or expression of a present state of mind a state which has the properties that characterize it as intended. Presumably what these have yet to be discovered. But then it becomes difficult to see why they should be essentially connected with the future, as the intention seems to be.

The social function of expressing intention is to state plans or something intended to do in the future. There are social function and example intention.

Tabel 1 Social Function	
Social Function	
a. He/she will...	
b. I am going to...	
c. I am planning to...	
d. I am thinking of...	
e. I fully intended to...	
f. I have every intention of...	
g. I intend to...	
h. I reckon I will...	
i. I want to.....	
j. I will.....	
k. I will make an effort to...	
l. I would like to.....	
m. It is my intention to...	
n. My intention is to...	
o. She is going to...	
p. She would rather...	
q. We will go to...	
r. We would like to...	

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Based on the social function table above, students can use some of these sentences to express their plans.

Tabel 2. Example of Expressing Intention	
Example of Expressing Intention	
a. I would like to tell you about my family	
b. I will visit the museum today	
c. I will make a pancake	
d. I am going to introduce my friend	
e. I would rather stay at home than go fishing	

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Based on the example of expressing intention above, Students can make sentences expressing their plans by looking at the examples in the table above.

Tabel 3. Example of Dialogue	
Example of Dialogue	
<b>Dialogue 1</b>	
Anandi	: Could you buy me cotton thread and knitting tools?
Rahmani	: Of course. But, what are you going to do with them?
Anandi	: I'm planning to knit a bag.
Rahmani	: What for?
Anandi	: I want to give it to Nina, my friend. She wants to have a knitting bag.
	So, I intend to grant her desire.
Rahmani	: That's a wonderful idea!
<b>Dialogue 2</b>	
Sari	: Hello Ardi, what are you going to do this weekend?
Ardi	: Hello, I am going to visit my grandmother in Jakarta. How about you?
Sari	: Well, I still do not have any plan for the weekend.
Ardi	: Why don't you go to the museum?
Sari	: That is a good idea. But, I have to do my assignment first. Have you done your assignment?
Ardi	: No, I have not, I'd like to do them this evening.
Sari	: Well, can we do it together?
Ardi	: Yes, of course.
Sari	: Okay, great. I will go to your house at 4 P.M then.
Ardi	: I will be waiting for you.

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Based on the example of dialogue above, dialogue 1 between anandi and rahmani talked about his plan to make a knitting bag for his friend Nina which is shown in the sentence "I'm planning to knit a bag and I want to give it to Nina, my friend. She wants to have a knitting bag. So, I intend to grant her desire". From the example dialogue above, students can make an expression of their plan.

### III. Research Method

This study used descriptive research. According to Nasir (2011: 63), The definition of descriptive research, namely methods in examining the status of human groups an object, a set of conditions, a system thought, or a class of events on the present. Although the data is factual, accurate, and systematic, the research can't describe the cause of situations.

Another theory comes from Gay (2009:29) descriptive research involves collecting data in order to answer the questions on the current status of the subject of the study. This research is discussed in some detail for two major reasons. First, a high percentage of research studies are descriptive. Second, the descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concern with the assessment of attitude, opinions, preference, demographics, practice, and procedures.

### IV. Result and Discussion

#### 4.1. Expressing Intention Analysis on English Subject Class Students' Speaking Ability

In this part, the researcher presented the result of the research on students' speaking ability in expressing intention in English subject of class first Kuliner two at SMKN 6 Padang. Based on the research questions, the researcher showed the finding of the research as follow:

#### 4.2. Students' Speaking Ability in Expressing Intention In English Subject Class at First Kuliner Two of SMKN 6 Padang

Based on the analysis of the data obtained during the research, the researcher found that the students' speaking ability in the topic expressing intention was moderate. The students' score in data analysis can be seen in the following table.

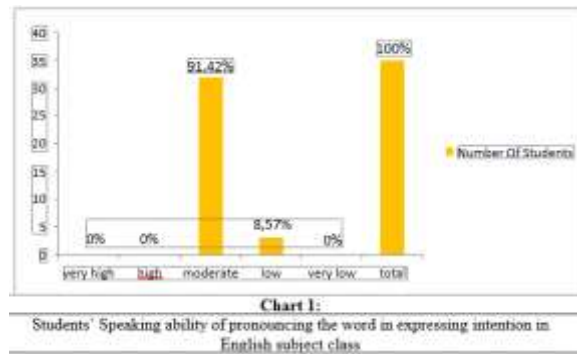
**Table 4.** The data analysis of students speaking ability in expressing intention

Aspect of speaking	Mean score	frequency	percentage
Pronunciation	10.25	32 of 35	91.42%
Vocabulary	10.71	33 of 35	94.28%
Fluency	10.28	30 of 35	85.71%
Grammar	10.71	31 of 35	88.57%
Comprehension	10.4	29 of 35	82.85%

#### a. Students' speaking ability of pronouncing the word in expressing intention in English subject class

Based on the calculating of students' speaking score of pronouncing the word in expressing intention, the highest score of this component was 12 and the lowes score was 8. Data analysis also showed the mean 10.25. The data analysis showed that there were 0 student had very high ability (0%), 0 students had high ability (0%), 32 students had moderate ability (91.42%) and 3 students (8.57%) low ability and 0 student had very low ability (0%).

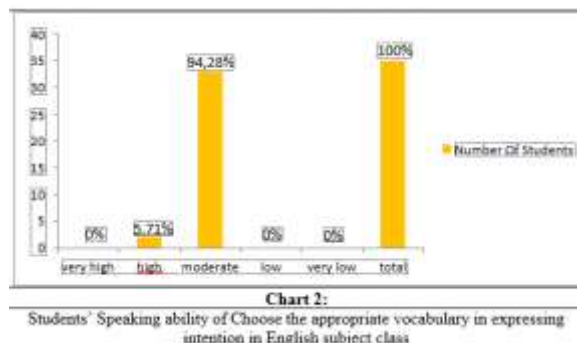
In highest ability, there were 0 students got high scores because students have not been able to pronounce the words correctly. For moderate ability there were 32 the students got moderate scores it because these pronounce still unclear and for low ability, there were 3 students got low scores because the students' pronounce was not clear enough to listen and same all when their speak. It can be seen from the chart below:



### b. Students' speaking ability in choosing appropriate vocabulary in expressing intention in English subject class

Based on the choosing of vocabulary on the students' speaking ability score in expressing intention, the results of the data analysis of this component was the highest score was 13 and the lowest score was 9. Data analysis also showed the mean 10.71. The data analysis showed that there were 0 student had very high ability (0%), 2 students had high ability (5.71%), 33 students had moderate ability (94.28%) and 0 students (0%) low ability and 0 student had very low ability (0%),

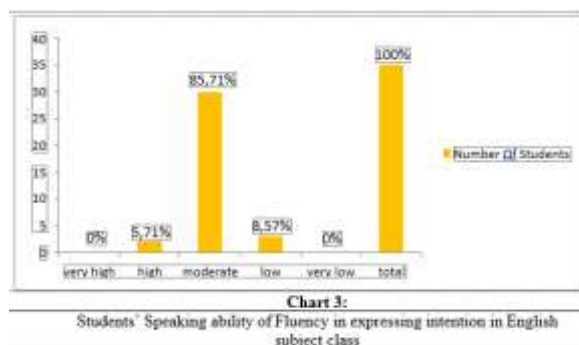
In highest ability, there were 2 students got high score it because the students were able to think a lot of correct in vocabulary. For moderate ability, there were 33 the students had moderate, the students were able to give a new vocabulary or words even though there was still something wrong. And for low moderate, there were 0 students got low score. It can be seen from the chart below:



### c. Students' speaking ability of fluency in expressing intention in English subject class

In term of students' speaking ability of fluency in expressing intention in English subject class, the researcher found that The highest score of this component was 13 and the lowest score was 9. Data analysis also showed the mean 10.28. The data analysis showed that there were 0 student had very high ability (0%), 2 student had high ability (5.71%), 30 students had moderate ability (85.71%) and 3 students (8.57%) low ability and 0 students had very low ability

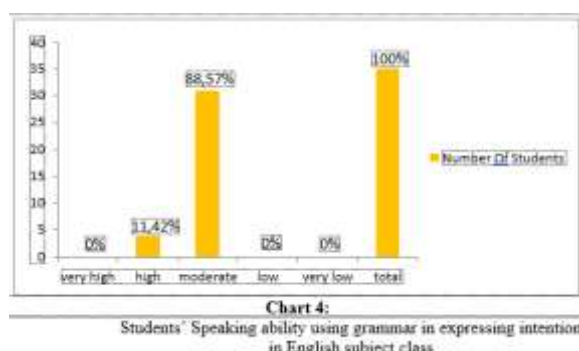
In highest ability, there were 2 students got high scores speaking fluency is very good and understandable. In moderate ability there were 30 the students got moderate scores it because the students fluent enough even though there were still many pauses. For low ability, there were 3 students got low scores because the students were very low and many pause when the students speak the conversation. It can be seen from the chart below:



**d. Students' speaking ability of using grammar in expressing intention in English subject class.**

Based on the calculating of students' speaking score of using grammar in expressing intention, the highest score of this component was 15 and the lowest score was 9. Data analysis also showed the mean 10.71. The data analysis showed that there were 0 students had very high ability (0%), 4 students had high ability (11.42%), 31 students had moderate ability (88.57%) and 0 students (0%) low ability and 0 students had very low ability (0%),

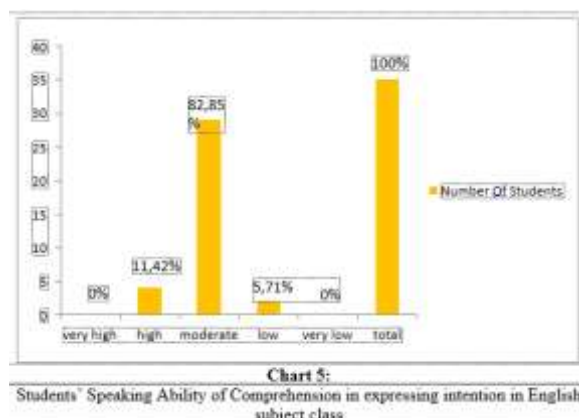
In highest ability, there were the students 4 students got high score, it because the students were able to combined the sentences completely the listeners can understood the sentences. For moderate ability, there were 31 students got moderate scores, although there were still many things wrong the structure but the listeners can still understood the sentence that has been made. And for low ability, there were 0 students got low scores. It can be seen from the chart below:



**e. Students' speaking ability of comprehension in expressing intention in English subject class**

The students' ability in comprehension of expressing intention, the researchers firstly counted the students' score. The highest score of this component was 15 and the lowest score was 8. Data analysis also showed the mean 10.4. The data analysis showed that there were 0 student had very high ability (0%), 4 students had high ability (11.42%), 29 students had moderate ability (82.85%) and 2 students (5.71%) low ability and 0 student had very low ability (0%).

At the highest ability, there were 4 students who get high scores because in understanding almost all of them understand, even though there were repetitions in certain parts. For moderate ability, there were 29 students who got moderate scores because the students Understand most of what their talks in slow speaking. For low ability, there were 2 students got low scores because Difficult to understand what their talks. It can be seen from the chart below:



### 4.3. The Difficulties of Students in Speaking Ability in Expressing Intention In English Subject Class at First Kuliner Two of SMKN 6 Padang.

In the pronunciation aspect, most of the students had difficult pronouncing the word correctly. They felt difficult in constructing an intention sentence for others in a certain situation. Furthermore, the students often did not understand about expressing and respond to the intention.

In the vocabulary aspect, students lack vocabulary that causes the misinterpretation of the topic because the topic did not develop well. So, students difficult in constructing an intention sentence for others in a certain situation. The students often did not understand about expressing and respond to expressing an intention.

In the grammar aspect, some of them didn't know understand how to organize right sentence. The students often less had had the lack of confident because they were afraid of making mistakes in grammar in practicing speaking English, especially in expressing intentions. In expressing intention the students were not able in making the spoken sentence. Furthermore, they were not able to describe their intention.

In the fluency aspect, Some students spoke very slowly because they were afraid to say the wrong sencent. Some students spoke very slowly as if there were thinking something. Some of them spoke with hesitate and repeated the word that they pronounced.

In the comprehension aspect, some of them just say about simple sentence that have less meaning. Some of them just say about simple sentence that have less meaning about wrote the social function of expressing intention such as using He/she will, I am going to, I am planning to, I am thinking of and others. The students did not wrote expressing intention clearly just make simple word

Based on the finding the researcher found that the students' speaking ability in expressing intention in english subject class from each element was moderate. It was indicated by the scientific fact that 2 students from 35 students had high ability (5.71%), 30 students from 35 students had moderate ability (85.71%) and 3 student from 35 students (8.57%) had low ability. From the speaking test they had trouble for each element of speaking.

First, in pronunciation the students had moderate ability 91.42%. In this case, some students did not pronounce the word correctly. Such as students 7 said "intended" was pronounce 'intended' but the correct is "intendid". Students 6 said "quite" was pronounce 'quit' but it should be said "quait". Students 9 said "sad" was pronounce 'sad' it should be "sed", and there were many other mistakes. Furthermore, we showed from other researcher, her name Widiya Anugrah Putri (2019), with title of her thesis "An Analysis of The First Grade Students' Speaking Ability In Expressing Intention at SMAN 1 Bayang Pesisir Selatan. She found The ability of the students in pronouncing words was high. It was



supported by the fact that there were 98,3% of students who had a high ability. This was different with this research, because this research found the students ability was moderate. According to Brown, he says Pronunciation If the students have a good pronunciation so their speaking will be understanding.

Second, in the aspect of using appropriate vocabulary the students also got the moderate ability (94.28%) because students had been classified into moderate ability. Some of them making mistake to write the word, for example student 11 “why don’t you go to moseum?” but the correct is “museum”. It was the part of existing mistake.

Furthermore, we showed from other researcher, her name Widiya Anugrah Putri (2019), with title of her thesis “An Analysis of The First Grade Students’ Speaking Ability In Expressing Intention at SMAN 1 Bayang Pesisir Selatan. She found the ability of the students’ in choosing vocabulary was high. It was supported by the fact that 100% of students had a high ability. This was different with this research, because this research found the student ability was moderate. According to Brown, Vocabulary is About the choice of a word that is used appropriately based on the context of speaking.

Third, in fluency they had moderate ability, because 85.71 % students had been classified in moderate ability. Some students spoke very slowly as if there were thinking something. Some of them spoke with hesitate and repeated the word that they pronounced. Furthermore, we showed from other researcher, her name Widiya Anugrah Putri (2019), with title of her thesis “An Analysis of The First Grade Students’ Speaking Ability In Expressing Intention at SMAN 1 Bayang Pesisir Selatan. She found the ability of students in fluency was high. It was supported by the fact that there were 98,3% of students who had a high ability. This was different with this research, because this research found the students ability was moderate. According to Brown, Fluency is The way someone speaks the language without any trouble like thinking the word confusing the idea.

Fourth, on the grammar aspect, the students’ speaking ability in expressing intentions was 88.57% of students in the moderate ability. because some of them didn’t know understand how to organize righ sentence. For example the students 16 write “i missed my hometown so much, it have been a year” but it should be ” i missed my hometown so much, it has been a year” and still students 28 said “no, but I chose a university without tuition fee” but its should be “no, but i chose a university without tuition fees”. The were other mistake about this element.

Furthermore, we showed from other researcher, her name Widiya Anugrah Putri (2019), with title of her thesis “An Analysis of The First Grade Students’ Speaking Ability In Expressing Intention at SMAN 1 Bayang Pesisir Selatan. She found the ability of students in grammar was high. It was supported by the fact that 93,1% had a high ability. This was different with this research, because this research found the students ability was moderate. According to Brown, Grammar is The way to organize the words into the correct sentence.

Last in term of students’ speaking ability in comprehension they had also moderate ability, because 82.85% students were categorized in moderate ability. Some of them just say about simple sentence that have less meaning about wrote the social function of expressing intention such as using “He/she will”, “I am going to”, “I am planning to”, “I am thinking of” and others. The students did not write expressing intention clearly in order to make simple word. Like as students 4 said “could you buy me cotton thread and knitting tools?”. The students didn’t said kud, but the students said “kul you buy me cotton thread and knitting tools?”, and there were many other mistakes. Furthermore, we showed from other researcher, her name Widiya Anugrah Putri (2019), with title of her thesis “An Analysis of The First Grade Students’ Speaking Ability In Expressing Intention at SMAN 1 Bayang Pesisir Selatan. She found the students’ ability in expressing ideas or content was low. It was

supported by the fact that 82,8% of students had low ability. This was similar with this research, because 82.85% students were categorized in moderate ability. Some of them just say about simple sentence. According to Brown, Comprehension is the student's competence to comprehend all of the speakers say to them.

In presentation, the researcher gave the material in expressing intention to all the students. While the student's presentation, the researcher saw and analyzed the students' speaking ability by their presentation in front of the class. The studentsb difficult to show their ability, they felt nervous, self-doubt, and worry. Then the researcher found that the students looked inhibited to trying to say in a foreign language and their difficult to express what they should be speak with no eye contact and their gesture it made the other students didn't understand about their presentation in expressing intention.

## V. Conclusion

The students' speaking ability at first Kuliner two of SMKN 6 Padang to found the topic of the expressing intention, the researcher found that ability of the students was moderate. It can be supported by the result of the test which showed 32 of 35 students have moderate ability (91.42%).

The difficulty of students speaking ability in expressing intention at first Kuliner two of SMKN 6 Padang, the researcher found the difficulties in expressing intention. That were students used inappropriate vocabulary due to lack of vocabulary, students did not know how to compose the right sentence and students did not pronounce words correctly.

It is suggest for the teacher should motivate the students who were categorized as unable in studying English and should understand their difficulties in English lesson to make the students easier in speaking. It was expected that the teacher give some motivation, explanation and examples that could be understood by the students so they could receive the lesson daily.

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