THE STUDENTS' INTEREST TOWARDS THE USE OF NATURAL APPROACH IN TEACHING SPEAKING

Masruddin
STAIN PALOPO

Abstract: This research focusing how is the students' interests toward the use of Natural Approach. The objective of the research was to find out the students' interest toward the use of natural approach in teaching speaking. And scope of the research to explain the students' interest toward the use of "natural approach" through road map in teaching speaking. that focused on giving and explain direction. The researcher used descriptive method. Data was collected by giving questionnaire to the respondent to find out the students' interest toward natural approach. The populations of this research were 20 students. In choosing sample, the researcher applied total sampling. The researcher chose class A. The total numbers of sample were 20 students.Based on the findings, show that the students have high interest toward natural approach it prove The percentages in positive statement there were 14 students (70%) were agree. And in negative statement only 8 students (40%) were disagree and disagree. It means the students have positive interest toward the use of natural approach. The factors which make the students interest toward natural approach because did not make students boring and it used authentic material in teaching English particularly speaking. For example brochure, map, visual aid and games it is good method in delivering material.

Keywords: Interest, Natural Approach, Speaking.

INTRODUCTION

English is a language that used as international language in the world. It means many countries used it as a tool to comunicate and interact with other people from other country. As language, English commonly include of some skills. There are four skills in English that consists of speaking, writing, reading, and also listening. Speaking is one of skills that should be paid much attention by the students, if they interact to another people in their surrounding, moreover if they want to talk to the foreigner. Speaking is the most basic medium of communication by humans.

As we know speaking skill is an important role in language learning particulary in English language learning. Speaking is a truly basic skill in language learning, because it is frequently used in daily life to carry out conversation with others and often measured as the success of learning a foregin language. Therefore, many students regard speaking as the most importan skill they can acquire and assess for theirs progress in accomplishing spoken comunication.

To develop the student's speaking skill, the teacher have to create an approach in classroom which involve students' knowledge about English and possibility to make students can develop their speaking by natural method. This method can be easy to understand English teaching who teach by teacher. By Natural approach emphazise on comprehensible input, meaningful communication and a relaxed classroom atmosphere. "To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teachers commands and questions." Materials used in a natural approach classroom aim at making activities and tasks as meaningful as possible they foster comprehension and communication. Authentic materials, like brochures or maps, menu, receipt as well as visual aids and games are used to facilitate acquisition and to promote comprehension and real communication.

SPEAKING

Jack. C. Richard. and Willy A. Renandya (1980 : 200) speaking is use for many purposes and each purposes involves

different skill. For example speaking is use to make social contact with people when we engage in discussion whit someone, in other hand, the purpose may be to seek or express opinion or to do describe thing or complain about people's behavior in other view speaking is fundamentally act.

Burmfit (1981:151), states that speaking as the thing is going two or more people talk to other, or an equal about people they know things has been experience or doing, their plans for the future and so on. A good speaking should be planned spontaneously. The reader should not feel that is premeditated. So in this case, we need a good preparation. Speaking has both formal and fungtional characteristic.

Barnhard (1980) explains that speaking is a fine art. It is the art of thoughts. Therefore Speaking is an art that efforts the greatest pleasure. It does not cost money, it is all profit and it completes our education.

Widdowson (1978:58).assumes that "speaking in the usage sense involves the manifestation either of the phonological system or the grammatical system of language or both term used for variation in phonological manifestation is accent and the one used for variation in grammatical manifestation is dialect. In both cases, speaking with a certain accent or with a certain dialect is simply the physical embodiment of abstract system.

Rivers (1989: 189) explain that speaking the language is also important reason of motivation. Student come to study of another language with the strong conviction that language means something spoken.

Based on statement above the researcher concludes that speaking is an important thing in our social live and the way to express ideas, feeling to know some information. or other hand it also as tools of communication whit other people, because it is completely our education and fundamentally act.

Harmer (2001) assumes the main aspects of assessing speaking skill are divided into three main components, as follow:

a. **Fluency**

Fluency is the able to speak a language smoothing and easily and student are communicate easily to other friends or

fluency is the ability to produce what to say smoothly and with out undo hesitate and searching. Speak without your greet effort with a wide a range of expression. (oxford learners pocket dictionary, 1995:161)

b. Accuracy

Accuracy is the ability to understand quite target language clearly interlligible pronounciation, particular grammatical and lexical accuracy. Brow in Nasir thesis (2007:7) say that accuracy is achieved to some extent by allowing students focus on the elements of phonology grammar and discourse in their output.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to topic animation with considerable repetition and rephrasing. comprehension is the exercise to improve one understands.

All English teachers who teach English as a second and foreign language want to the students to practice speaking English frequently in the classroom interaction. They assert that the fluency needs frequently practice. If they are lack in practicing the oral skill be very passive. The frequency practice also performs the student's positive attitude in learning the language as far they are motivated to improve their speaking skill.

Main factor in assessing speaking ability

Cristal in wijaya (1975:200) state that following are the main factors that need to be considering in assessing speaking ability namely:

1. Smoothness of continuity in discourse. thus, includes a consideration of how sentence are connected, how sentence pattern in word order and omit element of structure, and also certain aspect of the prosody of discourse.

2. Intelligibility essentially depends on the recognizably of the words and sentence pattern of speech. It therefore involves us in considering in phonetic characters of conversational English .particularly from the point of view it's segmental (vowel and consonant system).

3. Appropriateness refers to the suitability of language situation. It's also about the way in which formality expressed by choice of vocabulary, idiom, and sintax.

NATURAL APPROACH

a. Definition of Natural Approach Method

More than three decades ago, Edward Anthony (1963) gave us, definition that has quite admirably withstood the test of time. His concept of method was the second of three hierarchical elements namely, Approach, Method and Technique. An approach according Anthony was a set of assumption dealing with the nature of language, learning, and teaching. Method was defined as an over all plan for systematic presentation of language base on a selected approach. It followed the technique were specific classroom activity consistent with a method, and therefore in harmony with an approach as well. (*Jack C.* Richard, *Methodology in Language Teaching,* p 200)

Markee (1997) puts forward four reasons for the success of the method. First, she says that the method was simple to understand, despite the complex nature of the research involved. Second, it was also compatible with the knowledge about second-language acquisition at the time. Third, Krashen stressed that teachers should be free to try the method, and that it could go alongside their existing classroom practices. Finally, Krashen demonstrated the method to many teachers' groups, so that they could see how it would work in practice.

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasise communication, and places decreased importance on conscious grammar study and explicit correction of student errors. The natural approach enjoyed much popularity with language teachers, efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input (Richards, 2001).

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). They reject earlier methods of language teaching, such as the Audiolingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" (1983: 1). Unlike proponents of Communicative Language Teaching, however, Krashen and Terrell give little attention to a theory of language.(http://www2.vobs.at/ludescher/Alternative %20methods/natural_approach.m)

The aim of the natural approach is to develop communicative skills, and it is primarily intended to be used with beginning learners. It is presented as a set of principles that can apply to a wide range of learners and teaching situations, and concrete objectives depend on the specific context in which it is used. Terrell outlines three basic principles of the approach:

"Focus of instruction is on communication rather than its form."

"Speech production comes slowly and is never forced."

"Early speech goes through natural stages (yes or no response, one- word answers, lists of words, short phrases, complete sentences.)

These principles result in classrooms where the teacher emphasizes interesting, comprehensible input and low-anxiety situations. Lessons in the natural approach focus on understanding messages in the foreign language, and place little or no importance on error correction, drilling or on conscious learning of grammar rules. They also emphasize learning of a wide vocabulary base over learning new grammatical structures. In addition, teachers using the natural approach aim to create situations in the classroom that are intrinsically motivating for students.(Dhority, Lynn (1991).

Based on definitions above the researcher concludes that natural approach method is one of the teaching strategies system components that fundamentally, in English teaching.

b. The Instructional Materials of Natural Approach In Classroom

The primary goal of materials in the Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand and there by to acquire" (Krashen and Terrell 1983: 55), by relating classroom activities to the real world, and by fostering real communication among the learners. Materials come from the world of real rather than from textbooks. The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommended materials include schedules, brochures, advertisements, maps, and books at levels appropriate to the students, if a reading component is included in the course. Games, in general, are seen as useful classroom materials, since "games by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself" (Terrell 1982: 121). The selection, reproduction, and collection of materials places a considerable burden on the Natural Approach teacher. Since Krashen and Terrell suggest a syllabus of topics and situations, it is likely that at some point collections of materials to supplement teacher presentations will be published, built around the "syllabus" of topics and situations recommended by the Natural Approach. (Terrell, Tracy D. 1977).

We have seen that the Natural Approach adopts techniques and activities freely from various method sources and can be regarded as innovative only with respect to the purposes for which they are recommended and the ways they are used. Krashen and Terrell (1983) provide suggestions for the use of a wide range of activities, all of which are familiar components of Situational Language Teaching, Communicative

Language Teaching, and other methods discussed. To illustrate procedural aspects of the Natural Approach, we will cite examples of how such activities are to be used in the Natural Approach classroom to provide comprehensible input, without requiring production of responses or minimal responses in the target language. In all these activities, the instructor maintains a constant flow of "comprehensible input," using key vocabulary items, appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility of the input. (Terrell : 1977).

c. Types of Learning and Teaching Activities

From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures, as with the Direct Method. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways.

When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/ No questions, through either-or questions, to questions that students can answer using words they have heard used by the teacher. Students are not expected to use a word actively until they have heard it many times. Charts, pictures, advertisements, and other realia serve as the focal point for questions, and when the students' competence permits, talk moves to class members. "Acquisition activities" - those that focus on meaningful communication rather than language form - are emphasized. Pair or group work may be employed, followed by whole-class discussion led by the teacher.

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used

to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. There is nothing novel about the procedures and techniques advocated for use with the Natural Approach. A casual observer might not be aware of the philosophy underlying the classroom techniques he or she observes. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence.

d. Learner Roles

There is a basic assumption in the Natural Approach that learners should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The language acquirer is seen as a processor of comprehensible input. The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extralinguistic information.

Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking.

In the *pre-production stage* students "participate in the language activity without having to respond in the target language" (Krashen and Terrell 1983: 76). For example, students can act out physical commands, identify student colleagues from teacher description, point to pictures, and so forth.

In the *early-production stage,* students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?).

In the *speech-emergent phase,* students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving.

Learners have four kinds of responsibilities in the Natural Approach classroom:

1. Provide information about their specific goals so that acquisition activities can focus on   the   topics   and situations most relevant to their needs.

2. Take an active role in ensuring comprehensible input. They should learn and use   conversational management techniques to regulate input.

3. Decide when to start producing speech and when to upgrade it.

4. Where learning exercises (i.e., grammar study) are to be a part of the program, decide   with   the   teacher   the relative amount of time to be devoted to them and perhaps even   complete and correct them independently.

Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the affective filter, they may fail to provide learners with well-formed and comprehensible input at the I + 1 level. Krashen and Terrell warn of these shortcomings but do not suggest means for their amelioration.

e. Teacher Roles

The Natural Approach teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language. "Class time is devoted primarily to providing input for acquisition," arid the teacher is the primary generator of that input. In this role the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in

part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

As with other non-orthodox teaching systems, the Natural Approach teacher has a particular responsibility to communicate clearly and compellingly to students the assumptions, organization, and expectations of the method, since in many cases these will violate student views of what language learning and teaching are supposed to be.

METHOD

The researcher used descriptive method. Data was collected by giving questionnaire to the respondent to find out the students' interest toward natural approach. The populations of this research were 20 students. In choosing sample, the researcher applied total sampling. The researcher chose class A. The total numbers of sample were 20 students.

FINDINGS AND DISCUSSION

In collecting data, the researcher used instrument namely questionnaire. In the questionnaire, there were some statements related to the students' interest toward the used of natural approach in teaching speaking at second semester students of English Study program STAIN Palopo. The results of questionnaire analysis which have been distributed to the students were as follows:

1. The results of questionnaire analysis which have been distributed to the students interest toward natural approach.

Item 1

Learning Process by natural approach with map really help in learning speaking

No	Classification	Frequency	Percentage (%
1	Strongly agree	2	10%
2	Agree	14	70%
3	Doubt	4	20%
4	Disagree	-	-
5	Strongly disagree	-	-
Total		20	100%

It can be seen in the table above that the most of the students *agree* if in teaching speaking used natural approach with maps, It is supported by the data that 2 students (10%) *strongly agree* and 14 students (70%) *agree*, 4 students (20%) *doubt*. and none of student (0%) *disagre*e and *strongly disagree*. It means that learning speaking used natural approach with maps it really help.

Item 2

Lack of ability in speaking can be overcome through natural approach

No	Classification	Frequency	Percentage (%
1	Strongly agree	5	25%
2	Agree	10	50%
3	Doubt	5	25%
4	Disagree	-	-
5	Strongly disagree	-	-
Total		20	100%

Based on the table above it indicates that there were 5 students (25%) *strongly agree*, 10 students (50%) *agree*, 5 students (10%) *doubt*, and none of student (0%) *disagree* and *strongly disagree*. It means that they thought that the lack of ability in speaking can be overcome through natural approach .

Item 3

Natural approach is an appropriate method in learning speaking skill

No	Classification	Frequency	Percentage (%
1	Strongly agree	6	30%
2	Agree	10	50%
3	Doubt	4	20%
4	Disagree	-	-
5	Strongly disagree	-	-
Total		20	100%

There were 6 students (30%) were *strongly agree*, 10 student (50%) *agree*, and only 4 students (20%) *doubt*. and none of student (0%) *disagree* and *strongly disagree* It is meant that natural approach is appropriate in teaching speaking based on the students' opinion.

Item 4

By using natural approach, it can add the students' spirit in learning English particularly speaking?

No	Classification	Frequency	Percentage (%)
1	Strongly agree	8	40%
2	Agree	9	45%
3	Doubt	3	15%
4	Disagree	-	-
5	Strongly disagree	-	-
Total		20	100%

The table above shows that there were 8 students (40%) *strongly agree*, 9 students (45%) *agree,* 3 students (15%) *doubt*, none of student (0%) *disagree* and *strongly disagree*. It means that the used natural approach in teaching speaking add students' spirit in learning speaking.

Item 5

Natural Approach really helps in understanding English language in particularly speaking?

No	Classification	Frequency	Percentage (%
1	Strongly agree	4	20%
2	Agree	13	65%
3	Doubt	3	15%
4	Disagree	-	-
5	Strongly agree	-	-
Total		20	100%

Most of the students believe that natural approach is really helped in teaching speaking. It indicates that 4 students (20%) *strongly agree*, 13 students (65%) *agree*, 3 students (15%) *doubt*. and none of student (0%) *disagree* and *strongly disagree*. It means that natural approach really help student to understand English particularly speaking.

Item 6

It is easier to understand speaking study without utilize natural approach method

No	Classification	Frequency	Percentage (%
1	Strongly agree	-	-
2	Agree	-	-
3	Doubt	5	25%
4	Disagree	8	40%
5	Strongly disagree	7	35%
Total		20	100%

Based on the table above show, most of the students believe that by using natural approach in teaching speaking will be easier to understand speaking It supported with the data that none of student (0%) *strongly agree*, and *agree*, 5 students (25%) *doubt*, 8 students (40%) *disagree*, and 7 students (35%) *strongly disagree*, it means with natural approach will helps students to easier understand English speaking.

Item 7

Teacher is not necessary to utilize natural approach in teaching speaking

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Doubt	5	25%
4	Disagree	7	35%
5	Strongly disagree	8	40%
Total		20	100%

By the data of questionnaire above shows that none of student (0%) *strongly agree* and *agree*, mean while 5 students (25%) *doubt*, 7 students (35%) *disagree* and 8 students (40%) *strongly disagree* it means teacher necessarily utilize natural approach in teaching speaking.

Item 8

Learning speaking through natural approach is not interesting and boring

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Doubt	6	30%
4	Disagree	7	35%
5	Strongly disagree	7	35%
Total		20	100%

The table above indicates that none of student (0%) *strongly agree* and *agree*, 6 students (30%) *doubt*,7 students (35%) *disagree*, 7 students (35%) *strongly disagree*. it means teaching speaking through natural approach is interesting and not boring.

Item 9

It is difficult for the students to understand speaking skill through the use of natural approach

No	Classification	Frequency	Percentage (%)

No	Classification	Frequency	Percentage (%)
1	Strongly agree	-	-
2	Agree	-	-
3	Doubt	4	20%
4	Disagree	8	40%
5	Strongly disagree	8	40%
Total		20	**100%**

The table above shows that the teaching speaking is not hard to understand by using natural approach. It indicates that none of student (0%) *strongly agree* and *agree,* 4 students (20%) *doubt*, 8 students (40%) *disagree*, 8 students (40%) *strongly disagree.*. It means teaching speaking by used natural approach is easy to understand.

Item 10

speaking skill was really boring through in utilizing of natural approach

No	Classification	Frequency	Percentage (%
1	Strongly agree	-	-
2	Agree	-	-
3	Doubt	5	25%
4	Disagree	7	35%
5	Strongly disagree	8	40%
Total		20	**100%**

It is proven by the data of questionnaire that one of student (0%) *strongly agree* and *agree*, 5 students (25%) *doubt,* 7 students (35%) *disagree* and 8 students (40%) *strongly disagree*. It means that the used of natural approach in teaching English particular speaking is not boring. The diagram shows that from ten items of questionnaire that consist two kind statements were positive and negative statements it result as follows:

1. Positive statements

The positive statements of questionnaire above start from item one until item five. it shows from five positive statements the most of students chose *agree*. There were two items that have high percentages it were item 1 and item 5. from

item one there are 14 students (70%) were *agree* and item five there were 13 students (65%) were agree.

2. Negative statements

The positive statements of questionnaire above start from item six until ten. The diagram above it shows from five negative statement, three items have high percentage. They were item 7, 9, and 10. Where each item have same percentage. There were 8 students (40%) were strongly disagree. It proved that many students agree the use of natural approach in teaching English.

Based on the data of the result percentages above it show that the students have a biggest interest toward natural approach in teaching speaking and when talking about interest, it refers to about the positive response or attitude to something the people like, enjoy, and appreciate which make them having a desire to do. In this case, the interest of students are positive, therefore, the students are interested in natural approach. Natural approach make the students interested in teaching speaking because it enjoyed much popularity with language teachers, to make the learning environment as stress-free as possible. which it is primarily intended to be used with beginning learners. In natural approach there were two point that can be improved students' ability and interest in natural approach. These principles result in classroom where the teacher emphasizes interesting, comprehensible input and low-anxiety situations. It aims to foster naturalistic language acquisition in a classroom setting, and to this end it emphasize communication, and places decreased important on conscious grammar study and explicit correction of student errors.

CONCLUSIONS

Based on the finding and discussion parts, the researcher concludes that: second semester students of English Study program STAIN Palopo have positive interest towards the use of natural approach in learning speaking. It supported by the data where from ten questionnaire most of students agree in positive statements there were 14 students (70%) agree, it highest percentage than in negative statements there were 8 students

(40%) disagree and strongly disagree. The factor which make the students interest in natural approach did not make students boring in practicing English because material that used in natural approach used authentic material that come from the real world that the things can see, touch by students like brochure, or map, as well as visual aid and game. It is a good method in delivering material.

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