Management Of English Learning In Senior High Boarding School (Qualitative Descriptive Study Of Strategies To Improve The Quality Of Speaking Skills At Nahdlatul Wathan Bogor High School And Azzhahiriyah Islamic High School Bekasi)

Romdanih[1*], Iim Wasliman[2], Hendi Suhendraya[3], Deti Rostini[4]

[1,2,3,4] Doctoral Program, Nusantara Islamic University ,Indonesia
[*] Corresponding Author:
Email: romdanistkipkn1@gmail.com

Abstract.
The problem in this study is that the management of learning English at Pondok Senior High School is not good. The general research objective is to identify and describe the quality management of speaking skills in English language learning at Islamic boarding schools. Results of the study: In general, the management of learning English at Islamic Boarding School High Schools on the Strategy for Improving the Quality of Speaking Skills at Nahdatul Wathan Bogor High School and Azzhahiriyah Bekasi Islamic High School is going well, although there are some deficiencies in the aspects of Syllabus and RPP, strategy, strategy implementation, evaluation, and innovative efforts made to improve the quality of English speaking skills. The specific conclusions are: (1) Syllabus and lesson plans for learning English speaking skills at Pondok Senior High School, including: Learning syllabus, learning lesson plans, learning materials, learning methods, learning media, learning evaluation, and learning success standards have been well prepared. (2) The strategy for improving the quality of teaching English speaking skills at Pondok Senior High School includes: Internal strategy and external strategy have been well implemented. (3) Implementation of a strategy to improve the quality of teaching English speaking skills at Pondok Senior High School, including: Internal strategy consisting of increasing the competence of English teachers, providing English learning media, and intracurricular and extracurricular activities. The external strategy consisting of partnerships with other institutions and developing sister schools has been well implemented. (4) Evaluation of the Implementation of the Strategy for improving the quality of teaching English speaking skills at Pondok Senior High School, including: Evaluation objectives, evaluation tools, evaluation results, and evaluation follow-up plans have been carried out properly. (5) Obstacles in the Implementation of Strategies to improve the quality of teaching English speaking skills at Pondok Senior High School, including: HR Barriers, Learning Facilities Barriers, Learning Media Barriers, and Cost Barriers have been given a good solution. (6) Innovative efforts made to improve the quality of English speaking skills at Pondok Senior High School, include: Super camp and English E-learning have been well implemented IThe concusion is management of learning English on speaking skill is effective.

Keywords: Management, quality, skills, speaking and English.

I.   INTRODUCTION

The importance of the role of English in the learning and teaching process requires an appropriate method to improve students' English skills with fun learning activities and are of interest to students. The ability of teachers to create various learning activities that can interact with objects and the environment around them to improve the foundation of their thinking, language, vision and behavior and can encourage students' willingness to learn becomes an important role in the teaching and learning process. This is expressed in Piaget's theory (1963: 34) "young learner's foundation of thinking, language, vision, attitudes, and other characteristics develop through the direct interaction with things and the environment around them. In this case, foreign language learning must consider the needs and characteristics of young learners in order to be successful in learning.Various learning methods offer learning activities that are able to accommodate students' needs in interacting with objects, friends and the environment around them with different student characters, call it the Multiple Intelligences (MI) method. This method was introduced by Howard Gardner in 1983 in his book entitled Frame of mind. In MI theory it is explained that human intelligence consists of eight, namely linguistic, logical-mathematical, physical, musical, visual, interpersonal, intrapersonal, and natural intelligence. The eight intelligences can be activated simultaneously in a variety of learning activities in the learning and teaching process of English. In theory, Gardner (1983: 87) "as with all human activities, language learning is a complex interaction of number intelligences.

This model offers a cognitive explanation for the differences in children second language communicative competence, which the traditional views of intelligence do not explain that learning language

is an interaction between intelligences which is very complicated in all human activities, using the MI method, students' communication skills through cognitive or intelligence that is activated simultaneously will provide convenience in the learning and teaching process.MI learning methods that activate students' multiple intelligences have become a phenomenon or trend in international schools that thrive in Indonesia. According to the author's initial observations, international schools that apply the MI method in teaching English attract parents to entrust their children's education.The learning process has a broader meaning and understanding than the notion of teaching. Learning objectives according to the Ministry of National Education (2003: 19) is the achievement of learning competencies. A person's level of language proficiency is not only influenced by age but also other factors, such as the type of program and curriculum, length of study, techniques and activities used (David, 2000). Therefore, approaches, methods, strategies, teaching techniques, and media and learning activities are handed over to the teaching manager in accordance with existing capacities and resources provided that the specified competency requirements can be achieved while being supported by school facilities and infrastructure.

Likewise, the success of achieving the goals of learning English is largely determined by these components.Meanwhile, the purpose of learning English is for students to be able to communicate in English orally and in writing fluently and in accordance with the social context (Depdiknas, 2003: 15). Students' English competence includes skills: listening, reading, speaking, and writing. Hearing means understanding the various meanings (inter-personal, opinion, textbook) of various spoken texts that have a specific communicative purpose, text structure, and linguistics. Speaking means expressing various meanings (inter-personal, opinion, textbook) through various spoken texts that have specific communicative purposes, text structures, and linguistics. Reading means understanding various meanings (inter-personal, opinion, textbook) in various written texts that have specific communicative purposes, text structures, and linguistics. Writing means expressing various meanings (between individuals, opinions, textbooks) in various written texts that have specific communicative purposes, text structures, and linguistics.The problem that occurs in Harapan Mekar Private High School is the low interest in learning English students. Students think that English is difficult to learn because it is a foreign language. In addition, the packaging of learning materials in the available teaching materials is difficult for students to understand. The material contained in the textbook is presented with minimal explanation without examples that are easy for students to understand. This low interest in learning certainly has an impact on low student learning outcomes in learning English. This can be seen in the results of student learning in the last three years.

In the 2014/2015 school year, the student's highest score was 80, the student's lowest score was 50 and the student's average score was 68. In the 2015/2016 academic year, the student's highest score was 85, the student's lowest score was 55 and the average students were 73. In the 2016/2017 school year, the highest student score was 82, the lowest student score was 55 and the student's average score was 70. (http://digilib.unimed.ac.id/35981/9/9. _8166121 007%20BAB%20I.pdf) Windari (2017) states that learning English is not only dealing with theories and concepts, but must do something, practice it, know the purpose of learning itself, the benefits of English and solve problems related to learning English. This can be obtained through problem-based learning (problem based learning). Problem-based learning is an approach to learning that helps students to find problems from a real event, collect information through self-determined strategies to make a decision to solve the problem which will then be presented in the form of performance. Problem-based learning cannot be separated from problem-solving methods, considering that problem-based learning is rooted in problem-solving methods. The problem-solving method is a way of presenting learning material that makes the problem a starting point for discussion to be analyzed to find answers (Sudirman quoted by Marpaung 2005).Cynantia Rachmijati (2018) states that: The level of awareness of parents in the education of their children is still low, especially in English subjects. Several teachers took the initiative to open English courses but only a few took part, plus the assumption that English was difficult and not needed to be used in everyday life.

Parents tend to underestimate and many parents object to their children being given English homework because it is difficult and a waste of time. The students themselves felt that English was difficult, so they did not practice and the pronunciation training provided also became ineffective because they often

joked around.Based on the results of observations in the field, especially at SMA Nahdatul Wathan Bogor and SMA Islam Azzhahiriyah Bekasi, it was obtained observations regarding the problems of learning English, namely learning methods that were not creative and innovative so that students were not able to speak English actively. This problem arises because of weak vocabulary mastery and not confident enough to speak English. Another problem is that teachers have not used creative and innovative learning media so that students are not interested in learning to speak English. This problem resulted in the learning objectives of speaking English not being achieved properly.Qualitative research was chosen as the type of research used in this study. The selection of qualitative research is due to the fact that there are several factors that are preferred in terms of the elaboration and explanation of a phenomenon to be studied. Qualitative research is a type of research whose findings are not obtained by statistical processes or calculations using formulas, but as a type of research that aims to explain phenomena contextually by using the researcher as a natural part of the research. In qualitative research, it explains more, describes and analyzes more using an inductive approach. Qualitative research prioritizes processes and meanings based on the point of view or assessment from the subject side (Eko Sugianto, 2015: 8).

II.   METHODS

Qualitative research was chosen as the type of research used in this study. The selection of qualitative research is due to the fact that there are several factors that are preferred in terms of the elaboration and explanation of a phenomenon to be studied. Qualitative research is a type of research whose findings are not obtained by statistical processes or calculations using formulas, but as a type of research that aims to explain phenomena contextually by using the researcher as a natural part of the research. In qualitative research, it explains more, describes and analyzes more using an inductive approach. Qualitative research prioritizes processes and meanings based on the point of view or assessment from the subject side (Eko Sugianto, 2015: 8).The research method uses a descriptive method, namely a problem formulation that integrates research to explore or photograph social situations that will be thoroughly, broadly and in-depth examined (Sugiono, 2007:209). This method aims to systematically describe the facts or characteristics of certain populations or certain fields in a factual and accurate manner. It does not seek or explain relationships, does not test hypotheses or make predictions. In the process of collecting data, he focuses more on observation and natural settings. While in practice researchers go into the field: symptoms are observed, categorized, recorded, and as much as possible to avoid the influence of their presence to maintain the authenticity of the observed symptoms, (Jalaluddin Rakhmat, 1985:34-35).Research techniques using observation techniques are data collection techniques that are carried out through an observation, accompanied by records of the condition or behavior of the target object.

According to Sugiyono (2018: 229) observation is a data collection technique that has specific characteristics when compared to other techniques. Researchers who give meaning to what they observe in reality and in natural contexts are those who ask questions and also see how the relationship between one aspect and another aspect of the object they study.Documentation is a method used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. The documentation method is data collection by collecting and analyzing written, graphical and electronic documents. (Sukmadinata, 2007: 220). According to Suharsimi Arikunto (2014: 274) the documentation method is to find data regarding matters or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, lengger, agendas, and so on.Interviews are one of the techniques used to collect research data. Interviews are two-way communication to obtain information from related respondents. It can also be said that the interview is a face-to-face conversation between the interviewer and the informant, in which the interviewer asks directly about an object being studied and has been designed beforehand. The interview chosen by the researcher was a semi-structured interview.

III.   RESULT AND DISCUSSION

The syllabus is prepared based on Content Standards, which contain Subject Identity, Competency Standards (SK) and Basic Competency (KD), Main/Learning Materials, Learning Activities, Indicators, Assessments, Time Allocation, and Learning Resources. The material must focus on English skills. Syllabus as one of the learning tools that must be owned by the teacher. This syllabus must also be used as a means to facilitate learning to achieve the expected goals. So, automatically each teacher will then use this syllabus as a guideline for preparing learning activity plans for each subject. The syllabus for learning English speaking skills is structured with the aim of becoming a basis for learning English speaking skills. It is undeniable that English is the main language of communication between nations and is indispensable for participating in world affairs. The world is getting flatter with the development of information and communication technology causing association to no longer be limited by national borders. The 2013 curriculum recognizes the important role of English in conveying ideas beyond the boundaries of the Indonesian state and for absorbing ideas from outside that can be used for the benefit of the nation and state. as a result of a flat world. The 2013 curriculum is designed to welcome the 21st Century learning model. Therefore, the syllabus for learning English speaking skills must be able to facilitate students' ability to speak English well.How to prepare lesson plans, namely, first, identify teaching materials based on the subject matter/learning contained in the syllabus.

Teaching materials focus on speaking skills. Second, determine the learning method that will be used by the example to speak, for example Role Play. Third, Formulate learning steps consisting of initial, core, and final activities. Fourth, determine the tools/materials/learning resources used. Fifth, Develop assessment criteria, observation sheets, sample questions, scoring techniques, and others.RPP for learning English speaking skills is structured to teach students to speak English well and creatively. Teachers in preparing lesson plans for speaking English must use a variety of different learning methods so that students are creative and innovative in learning.Learning materials prepared must be in accordance with the learning objectives and needs of students, as well as developments in information and communication technology. Learning materials designed for learning English speaking skills must be able to meet the content and materials that cover English speaking skills. English speaking skills material should be able to improve students' ability to speak English for various purposes.The learning method used to teach English speaking skills must be creative and innovative and teach students to be active in learning to speak English. Learning methods that can be used are story telling, debate, drama, role playing, and others. Learning methods for teaching spoken English must be carried out systematically so that learning to speak English can improve students' speaking English skills.Learning media for teaching English speaking skills must be able to make it easier for students to learn to speak English. Learning media for teaching speaking English must be designed creatively and innovatively so that students will have a high interest in learning to speak English.Evaluation of learning to speak English must be able to measure the ability to speak English objectively.

The evaluation designed by the teacher must be valid and reliable so that the instrument used will be able to measure indicators of achievement of English speaking competence. This evaluation can be in the form of a test of English speaking skills which will be measured by an assessment rubric.The standard for success in learning English speaking skills is that students are able to speak English well and have scores above the KKM. Standards for success in learning to speak English are prepared by taking into account the needs of students and the changing times and the needs of the industrial world so that students can apply their English speaking skills in society.Schools require teachers to teach with learning methods that can improve English speaking skills. The teacher also provides learning motivation for students to learn to speak English with enthusiasm so that students will learn to speak English creatively and innovatively.Participating students in inter-school competitions (debate, speech, storytelling, etc.). Involve students in international conferences, webinars, and others, as participants or as keynote speakers. This external strategy aims to provide experience for students to be active outside of school so that students will be able to use English in real life.How to improve the competence of English teachers with MGMP and PPG activities with the aim of increasing the ability of teachers to teach English well. English teachers are given training to be able to improve teacher competence, namely pedagogic, professional, personal and social competence.

The competence of English teachers must be increased with seminars that equip English teachers to be able to design English lessons creatively and innovatively.How to improve the competence of English teachers to be able to create and use learning media that can make it easier for students to learn to speak English. Instructional media compiled must be in accordance with the learning objectives. Schools must also be able to provide learning media based on information and communication technology so that teachers and students can use these learning media for the learning and teaching activities of students' English speaking. Intracurricular and extracurricular activities are carried out to provide reinforcement to students to be able to speak English well. This activity is filled with English club activities. The English Club extracurricular activity is one of the efforts made by the school to improve students' ability to speak English, especially students' ability to communicate using English or in English terms it is commonly called speaking skill. This activity aims to provide a platform for students or facilitate them to be able to speak English fluently and to be able to communicate using English properly, and to equip students with speaking skills, namely being able to communicate using English patterns according to situations where someone needs to express thoughts, feelings and opinions. This turned out to be in accordance with the statement which explained that the English Club activities aimed at making students able to speak English fluently and be able to communicate correctly using English.Partnerships with other Institutions that aim to improve English speaking skills are implemented with Institutions that will assist students in mastering English speaking skills well.

This partnership is communicated with parents of students so that this partnership activity has the support of parents of students.The sister school program is a partnership program developed by the school in order to collaborate with other schools both at home and abroad in order to achieve certain goals, especially in the fields of education, culture and quality improvement between the two schools. The sister school program is implemented with the aim of improving English speaking skills so that sister school collaboration must be increased.The purpose of evaluating the implementation of the strategy for improving the quality of learning English speaking skills is to find out students' ability to speak English and improve the process of learning to speak English so that it is even better.Evaluation tools for the implementation of strategies to improve the quality of learning English speaking skills, namely written and oral tests. This test tool is used to determine students' ability to speak English students.The results of the evaluation of English speaking skills are used to improve the process of learning English speaking skills so that students who do not yet have English speaking skills can be improved again and the teacher can improve students' English speaking learning process.A follow-up evaluation plan is carried out to improve the value of speaking English by conducting remedial and enrichment learning. Remedial is a learning activity for students who have not mastered the subject matter with the aim of improving the mastery of teaching materials, so that they are expected to be able to achieve the learning objectives that have been set based on the applicable curriculum. Enrichment is a learning program given to students who have exceeded the Minimum Completeness Criteria or KKM. The enrichment program is one of the teacher's efforts to help students who have reached the KKM to expand the knowledge and skills they already have.

Thus the focus of the enrichment program is the deepening and expansion of the competencies learned by students. Enrichment is usually given as soon as students are known to have reached the KKM based on the results of daily assessments. Enrichment learning is usually only given once, not repeatedly as remedial learning. Enrichment learning generally does not end with an assessment.English teachers have an important role to play as they teach students how to read and write, how to understand what they read, how to learn from their peers, and how to have productive and challenging conversations in English. Therefore, English teachers who have low ability to teach English are given training to improve their teaching skills.Learning facilities and infrastructure are something that can facilitate and expedite the implementation of a business that can be in the form of objects. In this case learning facilities and infrastructure can be equated with learning facilities. It is probable that learning facilities and infrastructure are factors that have a big contribution in improving learning outcomes. Teaching and learning activities are two-way communication between educators and students, so facilities and infrastructure are needed to support them such as media, classrooms, and resource books. The educational process consists of several elements that

influence each other. These elements include teaching staff, students, subject matter, learning facilities and infrastructure, and others. Schools still have limitations in completing learning tools to facilitate learning to speak English.

Learning Media is anything that can be used to convey messages or information in the teaching and learning process so that it can stimulate students' attention and interest in learning. Learning media is a tool used in the learning process to convey messages, ideas or ideas in the form of teaching materials to students by the teacher. Schools still have limitations in providing learning media to teach speaking English.The cost of education is not only in the form of money but also in the form of teaching staff. Education costs are all types of expenses related to the management of education in the form of money, goods and teaching staff.Schools still have obstacles in financing to finance the needs for facilities and infrastructure in learning to speak English.Super Camp is an outdoor activity for children that combines skills improvement, playing, sightseeing and work and in this activity is equipped with activities that facilitate students to practice English speaking skills.E-learning is delivered using a computer device. In general, the device is equipped with a multimedia device, with a CD drive and an internet connection or a local intranet. By having a computer connected to an intranet or the internet, students can participate in E-learning. The school provides English E-Learning to facilitate students in learning to speak English.In learning activities, motivation is needed to arouse student learning enthusiasm so that learning activities can run well. The meaning of learning motivation according to Sardiman (2018: 75) is "The overall driving force within students that causes learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals desired by the learning subject can be achieved".

Motivation has a very important function in an activity, which will affect the strength of the activity. Where motivation is a driving force for someone to carry out an activity. According to Sardiman (2018: 25), there are 3 motivational functions, namely: a. Encouraging humans to act, so as a mover or motor that releases energy. Motivation in this case is the driving force of every activity to be carried out. b. Determine the direction of action, namely towards the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulation of goals. c. Selecting actions, namely determining what actions must be done in harmony to achieve goals, by setting aside actions that are not useful for that goal.Supporting the previous theory, according to Trianto (2010: 51) states that "A learning model is a plan or a pattern that is used as a guide in carrying out learning in class or learning in tutorials." According to Sukmadinata & Syaodih (2012: 151) states that "The learning model is a design that describes the detailed process of creating an environmental situation that allows students to interact so that changes or developments occur in students." Saefuddin & Berdiati (2014:48) argues that "The learning model is a conceptual framework that describes systematic procedures in organizing learning systems to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing learning activities." Rusman (2014: 144-145) argues that, "A learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class or others.

"Partnerships with other Institutions that aim to improve English speaking skills are implemented with Institutions that will assist students in mastering English speaking skills well. This partnership is communicated with parents of students so that this partnership activity has the support of parents of students.Partnership is a formal cooperation between individuals, groups, or organizations to achieve a certain task or goal, (Soekidjo Notoatmojo, 105:2003). School partnerships can be interpreted as collaboration between institutions and outsiders to achieve certain goals. The goals to be achieved are usually mutually beneficial between the two parties involved. In addition, in the National Education System Law No. 20 of 2003, article 50 paragraph 3 states as follows: "The government and/or local government organizes at least one education unit at all levels education to be developed into an international standard education unit.In facing globalization, many strategies are needed that must be carried out both by the government and by the community. One strategy that can be done is to hold a collaboration. Cooperation or partnership itself has several meanings etymologically, partnership is adapted from the word Partnership, and comes from the root word partner. Partner can be translated "partner, mate, ally or partner". Meanwhile,

partnership is translated into partnership or partnership. (Ambar Teguh Sulistyani, 2004: 129).Meanwhile, according to Soekidjo Notoatmojo (105:2003), Partnership is a formal cooperation between individuals, groups, or organizations to achieve a certain task or goal.

In this collaboration, there is an agreement about the commitments and expectations of each, about reviewing the agreements that have been made, and sharing both the risks and benefits that have been obtained.An educational partnership is a collaboration that exists between educational institutions, both formal and non-formal educational institutions, educational institutions and the community, or educational institutions and the private sector. Educational partnerships that exist in an educational institution have a legal basis. There are several legal bases that can be used in implementing educational partnerships. The legal basis is as follows. Article 31 paragraph 5 of the 1945 Constitution, which reads "The government advances science and technology by supporting high religious values and national unity for the advancement of civilization and the welfare of mankind."

IV.   CONCLUSION

In general, the management of learning English at Islamic Boarding School High Schools on the Strategy for Improving the Quality of Speaking Skills at Nahdatul Wathan Bogor High School and Azzhahiriyah Bekasi Islamic High School is going well, although there are some deficiencies in the aspects of syllabus and lesson plans, strategy, strategy implementation, evaluation, and innovative efforts. carried out in improving the quality of English speaking skills.Syllabus and RPP for learning English speaking skills at Pondok Senior High School, including: Learning syllabus, learning lesson plans, learning materials, learning methods, learning media, learning evaluation, and learning success standards have been well prepared. The strategy for improving the quality of teaching English speaking skills at Pondok Senior High School includes: Internal strategies and external strategies have been well implemented.Implementation of the strategy for improving the quality of teaching English speaking skills at Pondok Senior High School, includes: Internal strategy consisting of increasing the competence of English teachers, providing English learning media, and intracurricular and extracurricular activities.

The external strategy consisting of partnerships with other institutions and developing sister schools has been well implemented. Evaluation of the Implementation of the Strategy to improve the quality of learning English speaking skills at Pondok Senior High School, including: Evaluation objectives, evaluation tools, evaluation results, and evaluation follow-up plans have been carried out properly.Obstacles in the Implementation of Strategies to improve the quality of learning English speaking skills at Pondok Senior High School, including: HR Barriers, Learning Facilities Barriers, Learning Media Barriers, and Cost Barriers have been given a good solution. Innovative efforts have been made to improve the quality of English speaking skills at Pondok Senior High School, including: Super camp and English E-learning have been well implemented.

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