

JURNAL

TARBIYAH

PERUBAHAN KURIKULUM, PENELITIAN TINDAKAN KELAS SERTA STRATEGI PEMBELAJARAN EFEKTIF: ANTARA PROSES, DAMPAK, DAN HASILNYA

JIHAD PENDIDIKAN: SATU SOROTAN TERHADAP KONSEP PENDIDIKAN ISLAM MAJID 'IRSAN AL-KILANI

PENGENDALIAN KUALITAS STATISTIK PADA TINGKAT KESULITAN MATA KULIAHMENGGUNAKAN DATA ATRIBUT CONTROL CHART (P-CHART) MAHASISWA PRODI MATEMATIKA UNIMED

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH REPORT ANIMAL TEXT BY ADOPTING NUMBERED HEAD TOGETHER STRATEGY AT THE ELEVENTH GRADE OF MAN 2 MODEL MEDAN

HAKIKAT PENDIDIKAN ISLAM: TELAHAH ANTARA HUBUNGAN PENDIDIKAN INFORMAL, NON FORMAL DAN FORMAL

BUKTI KEAUTENTIKAN SASTRA AMTSAL DALAM AL-QUR'AN

Pengenalan Huruf Vokal Terhadap Anak Usia Dini Dengan Media Audio Visual

PENGEMBANGAN HANDOUT UNTUK SISWA KELAS V SD N 14 KOTO BARU PADA MATERI BERMAIN DRAMA

Pendidikan Islam Perspektif Humanisme-Pancasila

PENERAPAN STRATEGI PEMBELAJARAN MAHASISWA PRODI PENDIDIKAN AGAMA ISLAM PADA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) MALIKUSSALEH LHOKSEUMAWE.

JURNAL TARBIYAH

Terbit dua kali dalam setahun, edisi Januari - Juni dan Juli - Desember. Berisi tulisan atau artikel ilmiah ilmu-ilmu ketarbiyahan, kependidikan dan keislaman baik berupa telaah, konseptual, hasil penelitian, telaah buku dan biografi tokoh

Penanggung jawab

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

Ketua Penyunting

Mesiono

Penyunting Pelaksana

Junaidi Arsyad
Sakholid Nasution
Eka Susanti
Sholihatul Hamidah Daulay

Penyunting Ahli

Firman (Universitas Negeri Padang, Padang)
Naf'an Tarihoran (Institut Agama Islam Negeri Sultan Maulana Hasanuddin, Banten)
Jamal (Universitas Negeri Bengkulu, Bengkulu)
Hasan Asari (Universitas Islam Negeri Sumatera Utara, Medan)
Fachruddin Azmi (Universitas Islam Negeri Sumatera Utara, Medan)
Ibnu Hajar (Universitas Negeri Medan, Medan)
Khairil Ansyari (Universitas Negeri Medan, Medan)
Saiful Anwar (Institut Agama Islam Negeri Raden Intan, Lampung)

Desain Grafis

Suendri

Sekretariat

Maryati Salmiah
Reflina
Nurlaili
Ahmad Syukri Sitorus

IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH REPORT ANIMAL TEXT BY ADOPTING NUMBERED HEAD TOGETHER STRATEGY AT THE ELEVENTH GRADE OF MAN 2 MODEL MEDAN

Achmad Ramadhan, Siti Zubaidah, & Derliana Marbun
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan
email: ramadhan@kpa.provsu.org

Abstract: This research was conducted by using Classroom Action Research (CAR). This research aimed to improve the students' speaking skill through report animal text by adopting Numbered Head Together strategy. The subject of this research was the eleventh grade of IPS-2 (social class) MAN 2 Model Medan which consisted of 38 students. This research was conducted in two cycles which every cycle consisted of two meetings. Based on the speaking test, the students' score kept improving in every cycle. In the pre-test, there were 10 students (26,32%) who has passed the test. In the post-test I, there were 27 students (71,05%) who has passed the test. In the post-test II, there were 31 students (81,57%) who has passed the test. From the students' score in every cycle, it was could be concluded that students' score keep improve in every cycle. Based on the data analyzed of observation sheet, interview report, and diary notes, it was could be concluded that the learning process run well and the students were active, enthusiastic and interested in learning speaking English. The result of the research showed that report animal text significantly could improve the students' speaking skill at the eleventh grade of MAN 2 Model Medan.

Abstrak: Penelitian ini dilakukan dengan penelitian tindakan kelas. Penelitian ini bertujuan untuk memperbaiki keahlian berbicara siswa melalui teks laporan binatang yang diambil dari strategi *Numbered Head Together*. Subjek dalam penelitian ini adalah siswa kelas 11 jurusan IPS (kelas sosial) MAN 2 Model Medan yang terdiri dari 38 siswa. Penelitian ini terdiri dari dua siklus yang setiap siklus terdiri dari dua pertemuan. Berdasarkan tes berbicara, nilai siswa lebih baik di setiap siklus. Pada pra – tes, ada 10 siswa (26, 32%) yang lulus. Pada pasca tes I, ada 27 siswa (71,05) yang lulus. Pada pasca tes II, ada 31 siswa (81,57%) yang lulus. Dari perolehan nilai siswa di setiap siklus dapat disimpulkan bahwa nilai siswa semakin membaik di setiap siklus. Berdasarkan data analisis dari lembar observasi, laporan interview, dan catatan harian, dapat disimpulkan bahwa pembelajaran berjalan dengan baik dan siswa aktif, antusias, dan tertarik dlam pembelajaran berbicara. Hasil dari penelitian menunjukkan bahwa teks laporan binatang dapat memperbaiki keterampilan berbicara pada kelas 11 MAN 2 Model Medan.

Background

English is one of the International languages that used by many countries over the world as a communication. In the modern time like today our ability to master English is so expected that we can make a communication with other people whole the world. But

many of the students considered that English is very difficult subject because it is different in writing and in reading. So, that is why the students have not any interest to learn this language deeply. But in fact, English is not difficult subject. The students just have to know the strategies and the technique to master this skill.

In Indonesia, English is taught from Primary School, Junior High School, and Senior High School even up to University. It means that English has some important roles for the humans' life. There are four basic skills in learning English, namely speaking, writing, listening, and reading. Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. According to Fulcher (2003: 23) stated that speaking is the verbal use of language to communicate with others. Speaking is very important because speaking and human being can not be separated from each other. Speaking is used to express ideas and for communicating to the people in civilized world.

The problem appears in the eleventh grade students of MAN 2 Model Medan the students can't speak English. These problems caused by some factors, such as: the students never practice their target language because they feel afraid to speak English, they also always use their mother tongue language in the classroom. Besides that, the teacher as the facilitator of the students, they do not use a variety of learning methods in learning process. In learning process, the teacher also has to apply a good strategy in transferring the knowledge to the students so that the students feel easy to know the materials. There are many strategies that can be used by the teacher in the learning process, such as: Everybody is Teacher Here strategy, Numbered Head Together strategy, etc.

There are some identifications of the study, as follows that the students' understanding about Report Animal Text is low, the students' speaking skills is low, the students have less motivation to speak English, the students have less vocabulary, and the teacher has not many strategies in teaching speaking.

Dealing with the background and the research problem above, the researcher formulates the study is can Report Animal Text and Numbered Head Together strategy improving the students' speaking skill at the Eleventh Grade of MAN 2 Model Medan?.

The objectives of this study are: (1) to know the students' speaking skill after being taught by using Numbered Head Together as Strategy, (2) to know the students' speaking skill, (3) to know the effectiveness of Report Animal Text in improving students' speaking

skill, (4) to know the effectiveness of Numbered Head Together strategy in improving students' speaking skill.

Definition of Speaking Skill

Speaking is one of language skill which was very important to be mastered by the students in order to be good communicator. According to Oxford Advanced Learner's Dictionary (1974: 827) defines that speaking as: 1) make use of language in an ordinary, 2) state the views, wishes, 3) give evidence (of), convey ideas, (not necessarily in words), 4) know and able to use (a language), and 5) address an audience, make a speech.

Speaking is typically reciprocal: any interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to each other's contributions. Further, in oral communication many people can participate in the same interaction, making it somewhat less predictable than written interaction. Further, Ronald and Nunan (2001: 16) stated that speaking is physically situated face-to-face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Hence, speech can tolerate more implicit reference.

From the explanation above, the researcher can concluded that speaking is the ability of someone in oral communication by use the language and conveying the ideas. Speaking is the humans' basic skill in communicating with the other.

The Elements of Speaking

The ability to speak fluently presupposes not only the knowledge of language features, but also the ability to process the information and language 'on the spot'. Among the elements necessary for spoken production as opposed to the production of practice example in language drills, for example are the followings:

1. Connected Speech

Effective speaker of English need to be able not only to produce the individual phonemes of English (as in saying *I would have gone*) but also to use fluent 'connected speech' (as in *I'd 'v gone*). In connected speech sounds are modified (assimilation),

omitted (elision), added (linking *r*), or weakened (through contractions and stress pattering).

2. Expressive Devices

Native speaker of English change the pitch and stress of particular parts of utterances vary volume and speed, and show by other physical and non-verbal (linguistics) means how they are feeling (especially in-face-to face interactions). The use of these devices contributes to the ability to convey meanings. They allow the extra of expression of emotion and intensity. Students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully affective communicators.

3. Lexis and Grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language function. Teacher should therefore supply a variety of phrases for different function such as agreeing and disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking context such as job interview, we can prime them, in the same way, with certain useful phrases which they can produce at various stages of an interaction.

4. Negotiation Language

Effective speaking benefits from the negotiation language we use to seek the clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk. For the students this is especially crucial. A useful thing teacher can do, therefore is to offer them phrases such as following:

- a. I am sorry, I didn't quit catch that.
- b. I am sorry, I don't understand.
- c. What is exactly you mean?
- d. Could you explain that again, please?

Harmer (1998: 269) said that speakers also need to structure their discourse if they want to be understood, especially in more writing-like speech such as giving presentation. They need to use certain phrases to highlight the content structure of their discourse. They use negotiation language to show the structure of their thought, or reformulate what

they are saying in order to be clearer, especially when they can see that they are not being understood.

There are three factors influence of speaking that cannot be separated one another. They are pronunciation, vocabulary, and grammar.

Pronunciation is one of the language elements that should be mastered by the students. Because, sometimes the listener does not understand of what the speaker say caused of lack in pronunciation. If the students mastered this skill well, it is will help them to speak English fluently. Harmer (1998: 50-51) stated that there are three areas that we need to know in pronunciation of English, a part from sped and volume which are intimately connected to the meaning they are: sounds, stress, and pitch or intonation.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.

Richard and Renandya (2015: 255) stated that vocabulary has become one of the important term in learning language, because if someone wants to express their ideas, thinking, and opinion by using language, of course they must have enough vocabulary. The learners need to achieve in order to read both simplified and simplified materials and to process different kinds of oral and written texts, as well as the kinds of strategies learners use in understanding, using, and remembering the words.

Grammar is a theory of language, of how language is put together and how it is works. More particularly it is study of wording. We need theory of grammar or language which helps us to understand how text works. As the teachers we need to know how text works so we can explicitly helps the learners how to understand and how to produce a text, spoken and written in various context for various purpose.

Brown (2003: 41-42) explained that there are some basic types of speaking, as follows:

1. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. While this is purely phonetics levels of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2. Intensive

The second types of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonical relationship such as, prosodic elements, intonation, stress, rhythm, and juncture. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request, and the comment, and the like. The stimulus is almost always spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question or retorts.

4. Interactive

The difference of responsive and interactive speaking is in the length and the complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. Interaction can take two forms of transactional exchanges which have the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship.

5. Extensive (monologue)

Extensive oral production task includes speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Teaching Speaking Skill and Report Animal Text

One of the main parts of success in the teaching and learning process is students' motivation. According to David Nunan (1999: 232-234) stated that motivation is a key consideration in determining the preparedness of learners to communicate. Motivation

refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning in the language.

In discussion of motivation an accepted distinction is made between extrinsic and intrinsic motivation. The motivations that bring students to the task of learning English can be accepted and influenced by the attitude of a number of a people. Harmer (1998: 51-52) explained that there are some sources of students' motivations such as the society we live in, significant other, the teacher, and the methods.

Report text is one type of English text which presents information about something like natures, animals, plants, human work, and social phenomena. The information is present in report text as the result of systematic observation and analysis. The purpose of report text is to convey the information about general something as a result of systematic observation or analysis. There are three elements that must concern by the learners in report text, the elements are: 1) communicative purpose, 2) rhetorical structure, and 3) grammatical pattern.

Numbered Head Together Strategy

Numbered Head Together (N.H.T) is one of the strategies in cooperative learning. This strategy was introduced by Spenser Kagen in (1993). Numbered Head Together strategy is focus to the group study of the student. Trianto (2011: 82) declared that every members of the group have responsibility for their own group. The aim of Numbered Head Together strategy is to give the chance for the students to discuss their own opinion and thinking with other members in that group.

Shoimin (2014: 107) stated that there are some steps that can be done in applying Numbered Head Together Strategy, as follows:

1. Students divided into some groups. Every students in that group have own number.
2. Teacher gave the task for every group and very group have to do that task.
3. Every group discussed together about the correct answer with their own members in that group and make sure that every members of that group had know about the answer.
4. Teacher called out of that numbers randomly, and the number that was called out from that group and explain the answer of their group.

5. The others groups gave their additional information and teacher call next number as turn.
6. Conclusion.

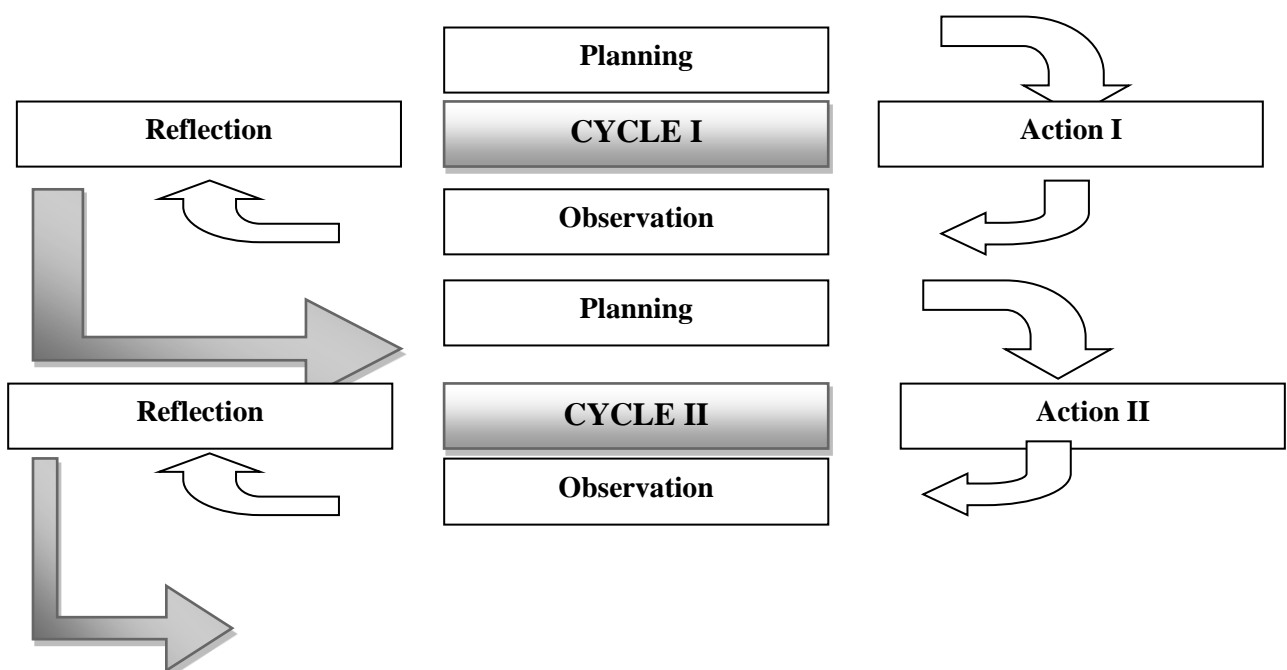
Some advantages of Numbered Head Together (N.H.T) Strategy as follows that every of the students become ready, this strategy can apply well in the classroom, a smart student can be a mentor for the students that still confused, there is a good interaction and communication between all the members in that group in answering the question from the teacher, every of the students are motivated to study, and this strategy can increase the social relation among all the students.

Some disadvantages of Numbered Head Together Strategy such as this strategy is not relevant to be applied in a many samples or population because it is need much time, not all of the members of every group called by the teacher, because time was too short.

Research Design

The research design that was used in this study was Classroom Action Research (CAR). According to David Hopkins in Kunandar (2011: 45-46) stated that classroom action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

Cycle of Action Research



This research was conducted at MAN 2 Model Medan. It was can be found at Jln. Williem Iskandar Psr. VII Medan. It was carried out for the Eleventh Grade of IPS-2 (social class).

The subject of this research was the students of the Eleventh Grade of IPS-2 (social class) at MAN 2 Model Medan. This class consisted of 38 students. This subject was chosen because the researcher found the problem on their speaking skills and the researcher assumed that the students need the improvement for their speaking skills.

The Procedure of Collecting Data

According to Arikunto (2010:138-139) that there is four steps in doing action that should be done by the teacher if they wants to conduct a research about Action Classroom Research approach, the steps are: planning, action, observation, and reflection.

1. Planning

This step explains about what, why, when, where, by whom, and how the action will be done. Ideally, the action did with the partner namely between the researcher and the teacher. The researcher prepared many things, as follows:

- a. Determined the material well.
- b. Designed the lesson plan.
- c. Prepared the media and strategy.
- d. Prepared the instruments of collecting the data such as, observation sheet, and test to measure the result of the research later.
- e. Prepared the learning sources.

2. Action

This step was explained about the implementation of lesson plan. In this section the researcher done teaching learning process in the class as the teacher. In this section, there were some actions that done together by the teacher and the students, as follows:

a) Introduction

- a) Teacher introduced his self to the students.
- b) Teacher asked about students' condition.

b) Main Activity

- a) Teacher explained about Report Animal Text to the students.
- b) Teacher given the example of Report Animal Text to the students.
- c) Teacher given a test about Report Animal Text to the students.

- d) Students answered the test as individually.
- e) Teacher and students discussed about the correct answer together.
- f) Teacher gives the score for the students' achievement.

c) Closing

- a) The teacher and students made the resume about the material.
- b) Teacher delivered the next material for next meeting.

3. Observation

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process.

4. Reflection

In this step the researcher reflected some things, as follows:

- a. Reflected the evaluation of teaching learning process.
- b. Reflected and evaluated of what had been done in cycle 1.

Instrument of Collecting Data

There were some instruments that used by the researcher in this research in collecting the data, they were:

Observation

In teaching learning process, Richard and Farrel (2005: 85-86) stated that observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. Observation is widely used as a means of collecting data in classroom research.

A. Interview

Interview was used in order to get the important information related to the main objective of the research. Interview was some dialogues which done by interviewer to get the information from the participants by asking them some questions.

B. Test

Madson (1983: 5) stated that testing is an important part of every teaching experience. A test can help students learn the language by requiring them to study hard, emphasizing course objectives, and showing them where they need to improve.

C. Documentation

Documentation was one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It includes of the students' attendance list, students' score, and the students' evaluation.

D. Diary Notes

The diary notes were conducted to get information or the data about the condition and the situation of the object areas of the research. It was described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during the learning process.

Research Finding

All of the data of this research was analyzed by using two kinds of data, they were qualitative data and quantitative ones. The quantitative data were taken from the test and the qualitative ones were taken from the observation sheet, interview, diary notes, and also from documentation. The data were taken from one class only namely XI IPS-2 that consisted of 38 students. This research was done in two cycles that consisted of four meetings. In every cycle consisted of four steps, they were: planning, action, observation, and reflection.

Before doing the cycles, the researchers did the pre test earlier to see and know the students' speaking skill in English. There were totally five meetings in conducting this research. The First cycle was done in two meetings, included: giving the materials, and post test of Cycle I. The Second cycle was done also in two meetings, included post test of Cycle II.

Before conducting the research, the researchers did pre cycle earlier. This test was done to see and to know the students' speaking skill. From the result of pre cycle it was could be seen that only 10 students (26,32%) who has passed the test and there were 28 students (73,68%) who was still failed. In this section, the researcher could conclude that the students' speaking skill was still in low category.

The Pre Cycle was held on March 19th, 2016. In this occasion, the researchers joined the classroom and observed the condition and students' activity in the classroom to identify the problem that students' faced. The researchers were not asked the students

to practice speaking English by using report text but the researchers only asked the students to describe the picture.

The researchers found that most of the students had difficulties in speaking, that was caused because students have little practiced in speaking. From the problem found in pre cycle observation, the researchers planned to implement report text as material to improve the students' speaking skill.

Based on the data, the researchers concluded that there were some significant improvements of the students' score in speaking test from pre test, post test cycle I and post test cycle II. In pre test, the average result was 65,68 and only 10 students (26,32%) who passed the test. In cycle I, the researcher used report text as the material and adopted Numbered Head Together strategy in teaching speaking.

In teaching learning process, there were most of the students joined the class enthusiastically. They paid attention to the lesson, although most of the students still confused about the strategy, because they never practiced the strategy before.

In the Post Test I, the average result was 70,78 and only 27 students (71,05%) who has passed the test. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the learning process. In post test II, the average result was 76,21 and only 31 students (81,57%) who has passed the test.

To improve the students' speaking skill, the researchers conducted cycle I and used report animal text as material in improving the students' speaking skill. Besides that, the researcher also used Numbered Head Together strategy to make the learning process more interested. In cycle I, there were 27 students (71,05%) who has passed the test and there was 11 students (28,95%) who was still failed. Based on the students' score in cycle I, it was could be concluded that the result of cycle I was better than cycle before but the researcher felt to conduct cycle II that aimed to get the better result. In cycle II, there were 31 students (81,85%) who has passed the test and there were 7 students (18,42%) who was still failed.

Based on the result of all of the data from qualitative data which were taken from the diary notes, observation sheet, and interview it was showed that the learning process

was run well. The students felt enjoy, interested and motivated during the learning process although there were some of the students still failed.

From the result of all of the data which were taken from every cycle, it was showed that there was significant improvement on the students' speaking skill. In the other words, the learning process that aimed at improving the students' speaking skill through report animal text and by adopting Numbered Head Together strategy could improved the students' speaking skill at the eleventh grade of MAN 2 Model Medan.

Based on the result of the research, it could be concluded that:

1. The average of the students' score of speaking skill in pre test was 65,66, and only 10 students (26,32%) who got score 70 and passed the test.
2. The average of the students' score of speaking skill in post test I was 70,78, and only 27 students (71,05%) who got score 70 and passed the test.
3. The average of the students' speaking skill in post test II was 76,21, and only 31 students (81,57%) who got score 70 and passed the test.

Based on the data analysis of all of the data in every cycle, the result of the research showed the significant improvement of the students' speaking skill through report animal text.

The result of this research showed that the learning process through report text and by adopting Numbered Head Together was could improve the students' speaking skill. Therefore some following suggestions were offered, they were: (1) for the principal of MAN 2 Model Medan, it is useful to make an instruction concept in English subject especially in teaching speaking skill by using repot text as material and use Numbered Head Together as strategy, and (2) for the English teacher, it is useful to apply Numbered Head Together strategy to become one of the alternative strategies so that the students do not feel bored in the learning process.

References

- Arikunto Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta.
- Brown Douglas. 2003. *Language Assessment Principles and Classroom Practices*. San Francisco California. Longman.
- David Nunan and Ronald Carter. 2001. *The Cambridge guided to Teaching English to Speakers of other Languages*.UK. Cambridge University Press.
- Fulcher, Glenn. 2003. *Testing Second Language Speaking*, Britain: Pearson Education. Limited.
- Harmer Jeremy.1998. *How to Teach English*, England: Cambridge, UK.
- Harmer Jeremy. 1998. *The Practice of English Teaching Language*. England: Cambridge, UK.
- Hornby, A S. 1974. *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press,Third Edition.
- Kunandar. 2011. *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press.
- Madson Harold S.1983. *Techniques in Testing*. England: Oxford University Press.
- Nunan David.1999. *Second Language Teaching and Learning*, University of Hong Kong, Boston, USA.
- Shoimin Aris.2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Thomas S. C. Farrel and Jack C. Richards. 2005. *Professional Development for Language Teachers*. Cambridge University: Cambridge Language Education.
- Trianto. 2011. *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Group.
- Willi A and Jack C. Richard. Renandya, 2015. *Methodology in Language Teaching*. Cambridge, UK: Cambridge University Press.