

ENGLISH TEACHING METHOD APPLIED BY TEACHERS IN MTs NEGERI MODEL LIMBOTO

Nur Wahidah Pido⁽¹⁾, Erliana dewi⁽²⁾

faddenawimar@gmail.com⁽¹⁾, erlianadewi@gmail.com⁽²⁾

English Education Department, IAIN Sultan Amai Gorontalo

Abstract

The objectives of this research are: (1) to identify the methods that implemented in teaching English process at 7th grade of MTs Negeri Model Kabupaten Gorontalo, (2) to know the procedures of English teaching method that implemented in English teaching process of 7th grade of MTs Negeri 1 Kabupaten Gorontalo. The research used qualitative descriptive method, to describe the method that implemented by the teacher in English teaching process. The subjects of this research were English teacher and the students of 7th grade. Instrument used in this research were observation, interview, and documentation. The technique of analyzing data was identifying by reducing, displaying, and drawing conclusion of the data. The results of this research shown that there are four types of language teaching method that used by the English teacher. Those are Discovery Learning, Total Physical Response, Communicative Language Teaching (Role Play), and Direct Method. The teacher implemented the language teaching methods by modifying the procedures of language teaching method.

Key Words: *English Language Teaching, Language Teaching Methods*

Abstrak

Tujuan dari penelitian ini adalah: (1) untuk mengidentifikasi metode yang diterapkan dalam proses pengajaran bahasa Inggris di kelas 7 MTs Negeri Model Kabupaten Gorontalo, (2) untuk mengetahui prosedur metode pengajaran bahasa Inggris yang diterapkan dalam proses pengajaran bahasa Inggris kelas 7 MTs Negeri Model Kabupaten Gorontalo. Penelitian ini menggunakan metode deskriptif kualitatif, untuk menggambarkan metode yang diterapkan oleh guru dalam proses pengajaran bahasa Inggris. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas 7. Instrumen yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Teknik menganalisis data adalah mengidentifikasi dengan mengurangi, menampilkan, dan menggambar kesimpulan data. Hasil penelitian ini menunjukkan bahwa ada empat jenis metode pengajaran bahasa yang digunakan oleh guru bahasa Inggris yakni, Discovery Learning, Total Physical Response, Role Play, dan Direct Method. Guru menerapkan metode pengajaran bahasa dengan memodifikasi prosedur metode pengajaran bahasa.

Kata Kunci: *Pembelajaran Bahasa Inggris, Metode Pembelajaran Bahasa Inggris*

A. INTRODUCTION

English teaching-learning in junior or senior high schools in Indonesia has been done when Indonesia still in Dutch occupation. After Indonesia getting its freedom, the policy continued by Indonesia' Government, that policy showed that the Government realize the important of English language and assume it needs to teach for children in high schools. This is reflected among others from decision of Minister of Education and Culture No. 096/1967 on December 12th 1967 about the function and purpose of teaching English in high schools. The main content of the decision of the Minister above among others is that:

1. English language is first foreign language that teaching in high school.
2. The purpose of English language pursuit is communicative ability of students.
3. English language skill that developed includes four skills: reading, listening, writing and speaking.

The main purpose or general purpose of English learning that stated by government is in order to students able to communicate in English language well, both orally and in writing. But between four skills of English languages itself, speaking skill as a main skill that have to mastered by student. In the local contents curriculum in 2006, stated that the aim of English language learning in order that students have skills as follows: Akhmad Sutiyono (2014: 3)

- a. Develop communicate competence in limited oral to accompany the action (language accompanying action) in the school context.
- b. Has awareness about the important of English language to increase the competitiveness of the nation in global society. Its means that the graduation of elementary school have learning English language as local contents subject is expected has basic skill in English language orally that expected able to well developed when they enter the higher education levels.

Besides that students are expected have high awareness about the important of English language mastery in mastering knowledge and technology. The drive to master English language has to show with continues efforts to learn English language and practice it in daily life.

Similarly, the purpose of learning English in the secondary school is in order to students has ability to develop competence both orally and writing. As stated in

National Education Act No. 2 in 1989 that the high school graduations have to high English competence. English language skills in the junior high school as first foreign language that have to master by students in high school, and also English is one of subject is included in National Examination.

It is said to be also more detailed that, the purpose of learning English in high school is to develop students' potency in order to have communicative competence in interpersonal, transactional, and functional discourse by using variety of English texts either orally or writing, coherently by using linguistic elements that are accurate and acceptable about variety of factual and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school and community.

Government effort to measure the English learning achievement result in school by set the Competency Standards of Graduates (CSG), CSG is a qualification of graduate competencies covering cognitive, affective and psychomotor. CSG in primary education level aims to lay the foundation of intelligence, knowledge, personality, noble character and skills to live independently and follow further education. CSG for secondary school used as assessment guidelines in determining students' graduation.

The competency standard of English subject graduates (CSG) Permendiknas No. 23 (2006) as follows:

1. Listening: understanding meanings of simple interpersonal and transactional discourse, formally and informally, in form of recount, narrative, procedure, descriptive, and report in everyday life.
2. Speaking: expressing verbal meaning in simple interpersonal and transactional discourse, formally and informally, in form of recount, narrative, procedure, descriptive, and report in everyday life.
3. Reading: Understanding the meaning of written interpersonal and transactional discourse, formally and informally, in form of recount, narrative, procedure, descriptive, and report in the context of everyday life.
4. Writing: expressing the meaning in writing in the simple interpersonal and transactional discourse, formally and informally, in form of recount, narrative, procedure, descriptive, and report in the context of everyday life.

Itje Chodidjah a Councilman of British Council says that until now the English teachers are not success yet being a good example of English employer. That ensue to achievement of students in learning English, so that why teaching method have to be developed and modified as best and as attractive as possible in their application by teacher, because by good and appropriate method will make students interest and make them understand well about English lesson that delivered by teacher. By good teaching method, good response from students will be gotten.

B. RESEARCH METHOD

This research used qualitative descriptive method, to describe the method that implemented by the teacher in English teaching process. The subjects of this research were English teacher and the students of 7th grade. Instrument used in this research were observation, interview, and documentation. The technique of analyzing data was identifying by reducing, displaying, and drawing conclusion of the data.

C. FINDINGS AND DISCUSSIONS

Finding

When researcher conducted the field observations, the researcher noted that the English teaching method which applied by the teacher found as follows:

1. Finding Method in First and Second Observation

In first and second observation, the researcher found that the English teacher applied Discovery Learning, Total Physical Response (TPR) and Direct Method as her English teaching method. The verification of Discovery Learning method found in teacher' lesson plan and she said that was consistent with the method has been determined in lesson plan as a Teacher of 7th grade Yunita Fransiska Anis, M.Pd said that Even tough, she sometimes modified the method. It is also strengthened by verification to students, they said that the teacher always asked them to work task in pair or group and they presented it to classmates This show that the Discovery Learning as her main method in teaching.

The other method was TPR which verified from her interview. She said that she used TPR because the material in odd semester focuses to on how to enable students to master some vocabulary related with things, animals or building around

the students. The teacher applied TPR to make students faster in understanding and remembering the vocabularies well. The researcher also did verification to students and they said that in teaching the teacher never look so angry, she is usually very humorous in explaining or giving command. That made students like and enjoy to learning English, even not all of them love that lesson.

Latest method is Direct Method, the researcher found this method by virtue on its own characteristic in observation sheets (theory). At the heart of the matter, this method that found had suitable characteristics on observation sheet. This also strengthened by the teacher' clarification, she said that in Teacher's guideline book the English teacher demanded to build up communication skill carefully even just through question-answer session.

When the researcher saw in her teaching process (in first and second field observation), the teacher applied her teaching method as follows:

The teacher began the lesson with stimulation. In first observation, she stimulated her students by asked them to pay attention and opened their textbook to ask them some director questions related with the lesson to make them think actively. Then, the teacher asked the topic of lesson to a few students and re-named it together to make them remember and understand the topic well. While in second observation, the teacher stimulated students by sang some songs and asked them to guess what kind of song, the singer and the topic. In giving command or asking questions, the teacher always tried to use English language carefully, and asked students to answer it in English too as able as they could.

Furthermore, the teacher read the names of thing/animal or lyric (on textbook) with simple funny gesture (perform the actions) of them and asked a few students to repeat them after her. After that few students did it correctly, the teacher gave other students to have an opportunity to demonstrate their understanding together with remention the vocabulary or lyric with perform the action. Besides that, she also corrected students' pronunciation. For things and animals topic, the teacher asked them one by one to mention some animals based on their surroundings to make students more understood,

Next step was the teacher gave students tasks and grouped them into some groups. They asked to collecting data from textbook; processed the task based on the

command (on textbook); discussed their results or answers to other groups to get new answers or data as their new knowledge; and they asked to present their results or answers from their seat or in front of the class. The teacher never forgot to give reinforcement when students participated actively in learning process by gave praise words (good, excellent or right) or applause. Last, teacher scored students' results.

Afterwards, the teacher gave simple explanation or correction to students' error in arranging simple sentences by explained and wrote it on whiteboard. The teacher also gave students chance to pose questions if they didn't understand yet. Before closing the class, she concluded the lesson and did reflection in order to know the students' understanding or to know her teaching method progress.

2. Finding Method in Third, Fourth, and Fifth Observation

In these field observations, the researcher still found that the Discovery Learning method as teacher' main method (method attached on lesson plan), little used of TPR and also Direct Method as one of her teaching method. While new method that found was Communicative Language Teaching (Role Play), this method recognized by the English teacher in her interview.

She applied CLT, because in even semester, students demanded can play a role related with the lesson in order to make them faster in remembering and understanding it. Because, especially in even semester students hoped can indentify, praise or criticize in communicating each other.

Following is the procedure of the teacher in applying her teaching method that saw by the researcher directly (the teacher teaching process):

In the beginning of class, the teacher started by commanded students to open their textbook and started stimulating them by asked some director questions related with the topic of lesson. Next, the teacher asked the topic of lesson to a few students and re-named it together to make students remember and understand the topic well. The teacher never forgot to correct the students' pronunciation and punctuation because in even semester the lesson more content of conversations.

Afterwards, the teacher asked students to pay attention and listen carefully when she read the conversation on textbook and also they asked to repeat the conversations after the teacher per-sentence loudly, correctly and clearly for three times.

Furthermore, the teacher grouped students into some groups and every group asked to play role (simple role play) in front of the class based on the conversations (on textbook). When whole group finished it, she commanded them to work in group and studied carefully the task (on textbook) by followed the example. After students completed their task, the teacher asked each group to read their results loudly on their own seat and she collected it to score. Last, the teacher commanded students to sit back to their own seat.

Latest, the teacher re-explained and corrected students' error in arranging simple sentences. Besides that, she also never forgot to give chance to her students in addressed questions. Before closing the class, the teacher gave a game called Hang-Man to refresh students' mood. After that, she concluded the lesson as usual and did reflection.

In the third observation, before closing the class, the researcher saw that the teacher informed her students that in every meeting of even semester, students would be often to play a role of conversation. So, the teacher hoped that all of students could practice and express them well.

Discussion

Based on the explanation of finding above, the researcher found that there are four English teaching methods which applied by the teacher in her teaching processes as follows:

1. Discovery Learning

In applying this method, the teacher did the procedures as follows:

The teacher stimulated the students in the beginning of the class in order to make them to state their idea or solving the answer by asked some questions that direct to the lesson. Burner in Syaiful Djamarah and Aswan Zain do the stimulation, such as: the teacher has to do stimulation. It is the teacher uses question-answer technique to make students do exploration or thought.

Next, the teacher grouped the students and gave them tasks to work in group. She asked her students to explore and collect the datum from textbook, complete some incomplete sentences or make new sentences based on the topic, share their answers with other group to get and collect new knowledge and present it in front of

the class. It is based on the theory argued by Hosnan, two of the characteristics of Discovery Learning are students exploring and solving problems to create, combine and generalize knowledge and also the activities to combine new knowledge and existing knowledge.

Furthermore, in applying her teaching method, teacher more focuses to students (learning activity centered to students), it is seen from the teacher always made students to more active in the class. It is suitable with second characteristics of this method, it is centered on students.

Based on the teacher' procedure in teaching and the characteristics from theory, we can see that the teacher applied the method based on procedure of theory itself. Just in applying it, not maximally yet, because based on the researcher verification on textbook there were some topic that need outdoor observation have to do by students directly. While in this case, the teacher always conducted teaching-learning process indoor and the source just depend on textbook.

2. Total Physical Response (TPR)

For TPR method, following is the teacher' procedure in applying the method in her teaching process:

In the beginning of lesson, teacher gave the students some vocabularies, topic or sentences that would learn by modeling by command the students to re-mention and re-action after her. It is appropriate with the theory argued by James Asher (developer of TPR) in Norland & Pruett-Said that the teacher give commands and the students complete the action of those commands Deborah L. Norland Ph.D. et al (2014: 28) Brown also argued that commands were an easy way to get learners to move about and to loosen up. In another words, Richards & Rodgers also state that students in TPR have the primary roles of listener and performer. They listen attentively and respond physically to commands given by the teacher.

Again, Freeman & Anderson suggest that in applying TPR the first phase of a lesson is one of modeling by issuing commands to a few students, then, performs the action with them. These same students demonstrate that they can understand the commands by performing them alone. Modeling in this case means teacher commands the students to not speak at first and they will just listen to her and do as teacher do. The teacher gives students a command to do something in target language,

and students will do the actions along with teacher and ask some volunteers to help teacher with the lesson.

However, those modeling and commands could appropriate with modeling of the English teacher of 7th grade of MTs Negeri 1 Kabupaten Gorontalo, just in applying it the students were not just following the teacher's command but they also asked to mention it while they acted it. The teacher asked one by one some students from their seat to mentioning and acting (the action was fun) the vocabulary or topic together after her in order to make the students to remembering and understanding the lesson well.

In giving all students understood, the English teacher (the English teacher of 7th grade) gave chance to them to mention and performing the action (action of topi vocabulary or sentence) together. It is also argued by Freeman & Anderson that the observers also have an opportunity to demonstrate their understanding. This demonstration means that the teacher approaches the other students who have been sitting observing her and the volunteer students to listen and do as the teacher commands. This strengthened by Richards & Rodgers, they state that in doing the teacher's command students are required to respond both individually and collectively. But, the teacher (English teacher of BP71) never gave students chance to become the ones who issue the command. Because the students had been mention at all in once with its action when the teacher commanded them.

Freeman & Anderson continue their characteristic that after learning to respond some oral commands, the students learn to read and write them. In the middle step of the lesson, this thing also did by the English teacher of BP71, that she gave the students task (pair or group) that whole related with the lesson by asking them to re-read the example of task and write it down on their task' book.

Seen from the teacher's way in teaching and the characteristics from some theory, we can conclude that the teacher applied this method also procedurally even a few not maximal yet. It because the teacher said in interview section that she just applied it in simple way, because for skits or games, it is unsuitable yet with the students' level. Brown says that this method seemed to be especially effective in the beginning levels of language proficiency.

3. Communicative Language Teaching (role play)

While, in CLT the teacher applied her teaching method as follows:

Teacher always tried to use English language in the class maximally even sometimes she had to translate it into mother language. This showed that almost everything is done is done with communicative intent, this is argued by Freeman & Anderson. In another words, Finocchiaro & Brumfit in Richards & Rodgers also interpreted some major distinctive features of CLT, both of them are language learning is learning to communicate and translation may be used where learners need or benefit from it.

In answering teacher' question and did her command, students demanded to try to deliver it in English. The teacher always grouped the students in completed their task or practice conversation used English language (in its practice). Those argued by Freeman & Anderson that students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks and the activities often carried out by students in small groups. Small numbers of students interacting are favored in order to maximize the time allotted to each student for communicating. These also strengthened by Finocchiaro & Brumfit that learners are expected to interact through pair and group work, or in their writings and also the teacher helps learners in any way that motivates them to work with the language.

Based on the teacher's procedure in teaching and based on the method characteristics that argued by some experts, we can say that teacher applied the method appropriated with the characteristics, even the characteristics didn't applied whole, it was because those characteristics were not suitable yet with students' level.

4. Direct Method

In implementing this method in her teaching class, teacher did the steps as follows:

In conveying new topic of lesson to students indirectly, teacher did modeling to make them more active in thinking. It is suggested by Richards & Rogers in Brown that new teaching points were thought through modeling and practice.

Next, in teaching vocabulary, the teacher used objects or pictures on textbook to make students to more remember the vocabulary, while for abstract vocabulary just by proposed ideas. This thing also argued by Richards & Rodgers that concrete

vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas. It is strengthened by Freeman & Anderson that when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. Demonstration here has same meanings that show picture to students and start to ask them some questions that related with the lesson.

The English teacher of BP71 (setting of research) always tried to speak in English language during the teaching process, even sometimes she had to translate it in Indonesia to make her students more understood. This strengthened by Richards & Theodore that classroom instruction was conducted exclusively in target language. Just Brown says that this exclusively target language means second language learning should be more like first language learning-lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules. Freeman & Anderson also say that the teacher never translates it into the students' native language. Until this main characteristic was not implemented maximally yet by the English teacher of BP71.

The teacher of BP71 also always asked the students to try to answer or address questions in target language in large class. According to Richards and Rodgers, this thing also shows that oral communication skills were built up in a carefully traded progression organized around question-answer exchanges between teacher and students in small, intensive classes.

Teacher never forgot to correct student' pronunciation and punctuation in conversation or simple question-answer session also re-explained and corrected error simple grammar did by students in the end of class, and its grammar just taught or re-explain when students asked, there was new rules in sentences or when students made mistake.

Richards and Rodgers also argued two of Direct Method characteristics are correct pronunciation and grammar were emphasized and also its grammar was taught inductively. This strengthened by Freeman & Anderson that grammar is taught inductively means students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Just in odd semester the material just not about vocabulary and sentences but also

So, based on the teacher' procedure in teaching and also the characteristics of Direct Method itself from some experts, we can conclude that the teacher implemented the method almost maximally. Just in the using of target language fully were not maximal yet.

D. CONCLUSION

In implementing the Discovery Learning method the teacher did the steps as follows: stimulate the students; asked students to exploring, collecting data and also completing the tasks (on textbook); asked them to discuss the answer/results to other group; last teacher asked students to present their data in front of the class.

Furthermore, in the last-chapter of odd semester, the teacher modified it with TPR in some ways, namely; she modified it with TPR in order to easier in remembering and understanding new words (in order to easier students to do their tasks in collecting data); and gave students task that next method was Discovery Learning, so commonly the TPR was using by the teacher in beginning of teaching process.

While when she modified it with Role-Play (CLT) was when there was conversation in the lesson, especially in even semester; after playing a role in group the students would continued the teaching process by doing tasks that used Discovery learning procedure as researcher stated above about it.

Whereas for Direct Method itself in implementing it the teacher did modifying with Discovery Learning, one of them was stimulate students by modeling or showed the picture related with lesson directly; the teacher always corrected students' error in pronunciation, punctuation or grammar and tried to built up in a carefully communication around question-answer exchanges between teacher and students. Thus, in implementing those methods' procedure the teacher modified it with her main method (Discovery Learning) on lesson plan in order to make students fun, enjoy and faster to understand the lesson during teaching process.

However because the teacher said that she used Discovery Learning as her teaching method consistently, but it was not maximal yet with the theory's of Discovery Learning, that aim is students have to more interact directly with their surrounding environment in learning to make them more understand.

REFERENCES

- A'yun, Silva Nadhifatul & Kurnia, Yoga Pria. Makalah Mata Kuliah Pengembangan Pembelajaran IPA SD (Program Studi Pendidikan Dasar Pasca Sarjana. Semarang, UNNES, 2017.
- Muhammad Ashim, Lc; Mustofa Aini, Lc; Zuhdi Amin, Lc, , Jakarta: Darul Haq, 2016. Al-Quran ArRahim, surah Ibrahim/14 verse 4. Kementerian Agama Republik Indonesia, cv. Pustaka Ilmu. As-Sa'di, Syaikh Abdurrahman bin Nashir. TAFSIR AL-QUR'AN (Surat Ar-Ra'du – Al-Hajj) Jilid 4, Translation by Muhammad Iqbal, Lc; Izzudin Karimi, Lc;
- Brown, H. Douglass. Teaching By Principles (2nd ed.). San Francisco, California:
- Djamarah, Syaiful B. & Zain, Aswan. Strategi Belajar Mengajar (Edisi Revisi). Cet. Pearson Education, 2000. V, Jakarta, RINEKA CIPTA, December 2013.
- Fathurrohman, Pupuh & Sutikno, M. Sobry. Strategi Belajar Mengajar melalui Penanaman Konsep Umum dan Konsep Islami (Cet. VI). Bandung: PT. Refika Aditama, April 2014
- Penanaman Konsep Umum dan Konsep Islami (Cet. VI). Bandung: PT. Refika Aditama, April 2014.
- Fauzi, M.. Metode Pengajaran Bahasa, Sabtu, 16 April 2011. (Online). (<http://ozzi99oke.blogspot.co.id/2011/04/metode-pengajaran-bahasa.html>, accessed on, May 29th 2017)
- Freeman, Diane Larsen & Anderson, Marti. Techniques and Principles in Language Teaching. New York: Oxford University Press, 2000.
- Gunawan, Imam. Metode Penelitian Kualitatif (Edisi I). Cet. II, Jakarta, Bumi Aksara, 2014.
- Harmer, Jeremy. The Practice of English Language Teaching (4th ed.). China, 2007.
- Harmer, Jeremy. The Practice of English Language (3rd ed.). Cambridge UK. Littlewood, William. Communicative Language Teaching. 2002.
- Moloeng, Lexy J.. Metodologi Penelitian Kualitatif. Badung, Remaja Rosdakarya, 2000.
- Muth'im, Abdul Muth'im; Tuntutan Kurikulum 2013 Dalam Pengajaran Bahasa Inggris: The 2013 Curriculum On English Education: Requiredteaching And Creative Teaching Strategies, "Paper presented in National Seminar of Curriculum 2013, Cooperation between UNY, UNLAM dan Disdik Kab HSS, Banjarmasin, 16 - 17 November, 2014 Creative Teaching Strategies, "Paper presented in National Seminar of Curriculum 2013, Cooperation between UNY, UNLAM dan Disdik Kab HSS, Banjarmasin, 16 - 17 .2014.

Norland, Deborah L. & Said, Terry Pruett. A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages. London, Teacher Ideas Press, 2006.

Nurkamto, Joko. "Problema Pengajaran Bahasa Inggris di Indonesia", (Universitas Sebelas Maret Surakarta, Journal downloaded on May 22nd 2017. 01.01 a.m.).

Permendiknas No. 23 in 2006, Materi Esensial Bahasa Inggris_final, in Direktorat Pembinaan SMP 2012 (Bahan IHT Peningkatan Mutu Mata Pelajaran Bahasa InggrisSMP)(http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19670_6091994031-DIDI_SUKYADI/Materi-01-file-01), (Online), Saturday, May 27th 2017, 3.00 a.m.

Pollard, Lucy. Guide to Teaching English (A book to help you through your first two years in teaching). London: © Lucy Pollard, 2008.

Richards, Jack C.. Communicative Language Teaching Today. United States of America: Cambridge University Press, 2006.

Richard, Jack C. & Renandya, Willy A.. Methodology in Language Teaching (An Anthology of Current Practice). USE: Cambridge University Press, 2002.

Richard, Jack. C. & Rodgers, Theodore S.. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, United Kingdom, 1986.

Richard, Jack. C. & Rodgers, Theodore S.. Approaches and Methods in Language Teaching, 2nd Edition. Cambridge: Cambridge University Press, United Kingdom, 2001.

Sari, Ratna. (S1- English Education, Language and Art Faculty, Surabaya State University). RETAIN | Vol 2, No 2, (2014) The Use Of Communicative Language Teaching (Clt) Approach To Teach Speaking Recount Text To Eight Grade Students Of SMPN 2 Jombang.

Sutiyono, Akhmad. Model Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar Di Bandar Lampung. (Online). Bandar Lampung, 2014. Accessed on, Friday, May 26th 2017.

Sugiyono. Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D). Bandung, ALFABETA, 2016.

Suprihatiningrum, Jamil. Strategi Pembelajaran. Cet. III, Jogjakarta, Ar-Ruzz Media, 2016.

Sutiyono, Akhmad. Model Pengembangan Bahan Ajar Untuk Meningkatkan Keterampilan Berbicara Bahasa Inggris Siswa Sekolah Dasar Di Bandar Lampung. Bandar Lampung, (PDF) 2014.