

Improving Students' Speaking Skill through Questioning Paper at Kampung Inggris Pare

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Abstract

Speaking plays an important role in language learning, so the students should master the speaking skill in order to answer the questions appropriately and efficiently. In this case teachers have to help students change their inefficient speaking habits (speaking word by word, focusing too much attention on form, and relying heavily on dictionary), by teaching them efficient speaking skills. A guided speaking is an effective way to do this; in this way the students can learn how to speak in different purposes and situation. Questioning paper is written question on paper that has purpose for self-practice everywhere. It is an alternative way to improve their speaking skill. Questioning paper technique is the activities of students to guess and make conversation by using some questions provided. It can help and stimulate the students to make conversation. The researcher uses Classroom Action Research (CAR) as the approach of the research. Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. This classroom action research (CAR) was conducted in two cycles in which each cycle covered four stages of activities. They were as follows: (1) the planning of the action (2) implementing (3) class observing (4) reflecting on the action. In this research, the researcher finds the significant improvements in the first and second cycles. Furthermore, the researcher administered post test to measure the improvement of speaking skill by using questioning paper. The researcher has found the significant results that is 95 % of students earning above.

Keywords: *Speaking skill, Questioning paper*

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Introduction

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. English is the actual universal language. English can be at least understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning. Good communication is essential to understand other people.

Speaking is an essential tool of the active researcher, yet an amazing numbers of the talks we hear are far less effective than they should be. Speaking is not easy for the second foreign language learners to speak active idea, because students consider that speaking English as the second language is not easy to learn. the researcher thinks that it is any spesific problem how to change the atmosfear in the public speaking classroom, so the teacher knows her duty to make students happy and fun when learning it. To arouse the students' interest in studying English the teacher should be able to motivate her/his students by using many methods. The method that is used must be useful and suitable for her/his students. To make students interested and focused on the materials that are taught by the teacher, it is better if the teacher uses the method to support it.

Harmer (2007:325) states that there are a number of different approaches to the practice of speaking skills both in and outside the classroom. The teacher needs to choose among them, decides whether she/he wants the students to focus more on the process of speaking than its product, she/he wants them to study different speaking genres, and she/he wants to encourage creative speaking -either individually or cooperatively.

Richards (2001:153-223) mentions such kinds of communicative approach which can be applied in teaching English. They are communicative language teaching, cooperative language learning, total physical response, the natural approach, context-based instruction, and task-based language teaching. In this research, the researcher will apply the cooperative language learning in teaching English with that consideration in learning English. The students need an approach that gives them chance to be more active in teaching and learning process. It states that language-teaching methods is drawing on the developing fields of linguistics and psychology to support a succession of proposals for what were thought to be more effective and theoretically sound teaching methods (Richards, 2001:1). Speaking can be one of the most enjoyable and satisfying activities for teacher and the students in a classroom. It means that speaking is the most difficult skill. In some cases, students sometimes are not able to express their idea, their mind clearer and easier speaking will be considered the most difficult language skills, which will be achieved by students. Speaking is very important in studying English as one of productive skills.

Stevens (2010:89) defines that speaking is a powerful means of self-and social expression, potential communication to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology. Furthermore, he stresses that speaking is perhaps the most important and reflective tool of all learning. In teaching speaking, the teacher should give the motivation to the students that speaking English is easy if one can understand well the vocabulary and conditions, because the good speaking is if one can use the vocabulary correctly and can follow the step that is important for the students as the beginning to speak English. If the students can use grammar and the steps of making good speaking correctly, they will get easy in speaking. Speaking skill is often the most difficult skill for the students of English as foreign language to acquire when the students are speaking for conversation.

To know the clear description of the teaching learning process in Kampung Inggris Pare, the researcher had done observation and found some problems such as the students look confused when they were asked to guess even a short question. They did not know how to start and what to say, according to the data of the result of identifying problem, from 38 students it is only 35% of students has the standard score that is 70. So the researcher uses questioning paper to improve students speaking skill in order to obtain the standard score or higher. The problems above are the reasons why the researcher is interested in questioning paper in his study through himself as the tutor at Kampung Inggris Pare. It is hoped that the research will help the students to improve their speaking skill after being taught by using questioning paper.

This research tries to give the detail information and description about the application of play and learning method to increase the students' achievement in learning English of Kampung Inggris Pare. Those problems are formulated as; How can questioning paper improve students' speaking skill at Kampung Inggris Pare?

Questioning Paper Technique in Language Teaching

In this case, the writer will discuss some aspects supported in English foreign language teaching. Duffy (1985:50) stated that questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and is asked questions when engaged in conversation. We find questions and answers fascinating and entertaining – politicians, reporters, celebrities and entrepreneurs are often successful based on their questioning skills – asking the right questions at the right time and also answering (or not) appropriately.

Although questions are usually verbal in nature, they can also be non-verbal. Raising of the eyebrows could, for example, be asking, “are you sure?” Facial expressions can ask all sorts of subtle questions at different times and in different contexts.

The researcher knows that questioning techniques are a heavily used, and thus widely researched teaching strategy. Research indicates that asking questions is only to measure. Teachers typically spend anywhere from 35 to 50 percent of their instructional time asking questions. Questioning paper is written question on paper that has purpose to practice self in everywhere. It is an alternative way to improve students' speaking skill.

Although the following list is not exhaustive it outlines the main reasons of questions asked in common situations. Those are; (1) Obtaining Information: The primary function of a question is to gain information, (2) Helping maintain control of a conversation; while you are asking questions you are in control of the conversation; assertive people are more likely to take control of conversations attempting to gain the information they need through questioning. (3) Expressing an interest in the other person, questioning allows us to find out more about the respondent. This can be useful when attempting to build rapport and show empathy or to simply get to know the other person better. (4) Clarifying a point; questions are commonly used in communication to clarify something that the speaker has said. Questions used as clarification are essential in reducing misunderstanding and therefore more effective communication. (5) Exploring the personality and or difficulties the other person may have; questions are used to explore the feelings, beliefs, opinions, ideas and attitudes of the person being questioned. They can also be used to better understand problems that another person maybe experiencing – like in the example of a doctor trying to diagnose a patient. (6) Testing knowledge; questions are used in all sorts of quiz, test and exam situations to ascertain the knowledge of the respondent. (7) Encouraging further thought; questions may be used to encourage people think about something more deeply. Questions can be worded in such a way as to get the person to think about a topic in a new way. (8) In group situations; questioning in group situations can be very useful for a number of reasons such as including all members of the group, encouraging

more discussion of a point, keeping attention by asking questions without advance warning. These examples can be easily related to a classroom of school children.

Questioning Levels and Skills

To be employed most effectively, questions must be adjusted to fit the needs of the students (Duffy 1985; 60). Here are the examples of low and high level questions. *Low-level questions* tap students' knowledge. Knowledge level requires students to recall information that has been memorized and stored. Asking students to recall information such as terms, facts, names, and events have formed a low-level question. *High-level questions* require students to expand their thinking. In cognitive domain, the questions related to comprehension, application, analysis, synthesis and evaluation are high-level questions. Typically,

1. Questions begin with phrases such as "Why.. How... "
2. Questions begin with phrases such as "Tell me about..."
3. Questions are to promote student involvement, description questions and comparison questions.

Here's a variation to guide the students' questions can interview one another in pairs as follows:

Table 1
Variation of early questioning paper

Low level	High levels
<ul style="list-style-type: none">• What's your name?• When were you born?• What's your place of birth?• In what country were you born?• What is your nationality?• What street do you live on?• Where do you study?	<ul style="list-style-type: none">• How many children do you want to have?• What profession do you plan to enter?• Do you think you will fulfill your greatest ambitions?• What is your greatest dream?• Why do you want to be teacher?• Why do you study there?

<ul style="list-style-type: none">• What is your hobby?• What is your favorite sport?• What is your favorite spot?	<ul style="list-style-type: none">• What will you do if you have much time?• What will you be in future?
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Adapted from Benjamin Bloom technique at Wikipedia

Benjamin Bloom (1956:67) stated that one of the commonly used questioning techniques is to employ the 5W and 1H questions: Who, What, Where, When, Why and How. While this questioning technique is useful to some extent, most of the 5W questions tend to be close ended and elicit factual responses. Although factual responses are necessary, as good teachers we need to promote higher level thinking skills as well. One way to address this would be to use Bloom's taxonomy of thinking skills as a guideline to ask questions.

Procedures of employing questioning paper

Duffy (1985:70) stated that the important one to implement questioning paper should be followed by the step of procedures as the following. **Step one:** Preparation, you will need to select the "stimulus" – the material that students will respond to. As the stimulus for a Big Paper activity, teachers have used questions, quotations, and historical documents, excerpts from novels, poetry, or images. Groups can be given the same stimulus for discussion, but more often they are given different texts related to the same theme. This activity works best when students are working by themselves.

Step two: The importance of questioning paper, inform the class that this activity will be completed in silence. All communication is done self-conversation. Students should be told that they will have time to speak in their own ideas. Go over all of the instructions at the beginning so that they do not ask questions during the activity. Also, before the activity starts, the teacher should ask students if they have questions, to minimize the chance that students will interrupt the silence once it has begun. You can also remind students of their task as they begin each new step.

Step three: answer the questioning paper, after giving each student a questioning paper, the student reads the text (or look at the image) in silence. After students have read, they are to answer loudly on the text. Students can draw lines connecting a comment to a particular question. Make sure students know that more than one of them can write on the paper. The teacher can determine the length of this step, but it should be at least 20 minutes.

Step four: ask the student to repeat and answer the question, still working in self-conversation. The students read the question paper more than once, in order to be fluent in answering the question paper.

Step five: ask student to comment on their paper. They should be asked any comments written by teacher. Now they can have a free, verbal conversation about the text.

Step six: class discussion or feedback, finally, debrief the process with the large group. The conversation can begin with a simple prompt such as, “what did you learn from doing this activity?” The discussion can also touch upon the importance and difficulty of staying silent and the level of comfort with this activity.

A teacher's response to students' answers is just as important as the question asked. A response may redirect students when an incorrect answer is given or students misinterpret the question. Teachers may probe for further explanation when a partial answer is given. Finally, teachers may validate a correct response.

Research Method

The type of this research used is a single case study, because the researcher only focused on improving speaking skill through questioning paper. The researcher uses Classroom Action Research (CAR) as the approach of the research. Kemmis and McTaggart (1988, 5): states that action research is a form of *collective* self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices as well as their

understanding of these practices and the situations in which these practices are carried out.

Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation. CAR is a way for instructors to discover what works best in their own classroom situation, thus allowing informed decisions about teaching. This classroom action research was chosen to do this research and it was in two cycles in which each cycle covered four stages of activities. They were as follows: (1) the planning of the action (2) the acting of the action (3) class observing (4) reflection of the action (tim pelatih penelitian tindakan, 2000:11).

The researcher studies the procedure of the research to identify the solution steps. Researcher also knows the way to overcome the problems based on the preliminary studies using the scoring rubric of speaking as seen in the following.

Table 2
The Scoring Rubric of Speaking

No	Criteria	Rating Scores	Comments
1	Fluency	5	Speech on all professional and general topics effortless and smooth as a native speaker
		4	Effortless and smooth, not completed
		3	Frequently hesitant and jerky
		2	Very slow and uneven
		1	So halting and fragmentary
2	Accuracy	5	The use of grammar, Vocabulary, and pronunciation is very accurate
		4	The use of grammar, vocabulary, and pronunciation is accurate
		3	The use of grammar, vocabulary, and pronunciation is accurate enough

		2	The use of grammar, vocabulary, and pronunciation is less of accurate
		1	The use of grammar, vocabulary, and pronunciation is inaccurate
3	Performance	5	Perform expression, attitude, and gesture are very good
		4	Perform expression, attitude, and gesture are good
		3	Perform expression, attitude, and gesture are good enough
		2	Perform expression, attitude, and gesture are bad
		1	Perform expression, attitude, and gesture are very bad
4	Pronunciation	5	The pronunciation is complete and accurate
		4	The pronunciation is complete but not accurate
		3	The pronunciation is not complete
		2	The pronunciation is not appropriate
		1	No pronunciation

(Adapted from: Panduan UNAS 0405 in Azizah, 2011:41)

The researcher start the research by finding some problems of class i.e. the difficulty in learning process, confidence of student in speaking English, the standard score is low. According to the data of the result of preliminary study, from 38 students it is only 35% of students has the standard score that is 70. That is so far from the standard score to be 70 in score, so the researcher uses questioning paper to improve students speaking skill in order to obtain the standard score or higher.

The data of the research were the students' speaking achievement on pretest and posttest by using questioning paper method, so, the data was quantitative. Therefore, the statical method was used to analyze the data. The researcher counted

the mean, median, and modus. The formula used to analyze the quantitative data was as follows:

<p>1. Mean = $\frac{FX}{N}$</p> <p>2. Median = $RLL + 1 \frac{(1/2 - Cfb)}{Fi}$</p> <p>3. Modus = $RLL + 1 \frac{Fa}{Fa + Fb}$</p>	<p>FX = number of the score</p> <p>N = total students</p> <p>RLL = Real Lowest Limit from Interval</p> <p>Fi = Frequency Internal</p> <p>I = Interval</p> <p>Fa = Frequency from low to high</p> <p>Fb = frequency from high to low</p>
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In this research, the result of speaking test applyies questioning paper in the first and next cycles were analyzed quantitatively by using the formula above. Then, the results of the data analysis were classified quantitatively based on the following classification of the score levels. To know how far the students' speaking skill, the writer used interval score below to measure students' score:

Table 3
Interval Score of English Speaking

Score	Category
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough
21 – 40	Poor
0 – 20	Very Poor

(Adapted from *Pedoman Pendidikan UNISKA, 2007/2008:60*)

From that table, the students could get category very good if they got score 81-100, good if the score 61-80, enough if the score 41-60, poor if the score 21-40 and if the score <20 was very poor. The steps in analyzing the data were as follows;

1. scoring the result of speaking test
2. analyzing the result of the pretest and posttest statically
3. classifying the result of data analysis based on the classification of score levels
4. Reflecting the result of speaking skill through questioning paper method.

Findings and Discussion

Based on the preparation of CAR, the research was held in two cycles. The researcher thinks it was enough because the standard required was reached. Here is the research finding of the first cycle and the second cycle as seen in figure below.

1. Cycle 1

Firstly, the planning of the action was the activity done before doing of the action. The researcher gave the pretest, chose the theme related to the problem discussed. Secondly, acting is a realization of some actions that was planned before; the researcher taught speaking by questioning paper technique that they had done before doing test as the action. In this step there are some students getting difficulties such as the students look confused when they were asked to guess even a short question. They did not know how to start and what to say as depicted on data of the first semester score.

At the first meeting done on May 5, 2021, the researcher met the students to recognize them and to implement the first lesson plan. In this meeting the researcher prepared questioning paper. In the second meeting, the researcher continues the second meeting on May 12, 2021 by conducting the scenario of lesson plan. The researcher evaluates the first material taught by the researcher, gives the second material by using the questioning paper, evaluating teaching, observing and giving extra home work. These meetings are discussed about friend and family see below.

Table 4
Questioning paper

Question papers (friend)	Question papers (family)
<ol style="list-style-type: none"> 1. How are you guys? 2. What is your name? 3. Where are you from? 4. Tell me about you home town? 5. Where do you study (formal)? 6. What class are you? 7. Do you like English? Why? 8. What's your hobby? Tell me? 9. What is friend based on you? 10. Do you have criteria of friend? 11. How many close friend do you have? Mention them? 12. Do you have close friend? Tell me? 13. Tell what are the criteria of the best friend? 14. Tell me about your best friend? 15. What do you tell when you are with your friends? 	<ol style="list-style-type: none"> 1. How are you guys? 2. What is your name? 3. Okay... Guys, now we are talking about family. What is family? 4. Tell me about your family? 5. How many brothers or sisters do you have? 6. Tell me about them? 7. Which one is closer with you (brother or sister)? 8. Tell me about your parents? 9. Which one is closer with you (father or mother)? Why? 10. What character do you like from your mother or father? Tell me? 11. Do you have the best memory with your family? Tell me? 12. Which one is the most important between friend or family? 13. Why? Tell me about that! 14. Does your family always give you gift? 15. When does your family give surprise?

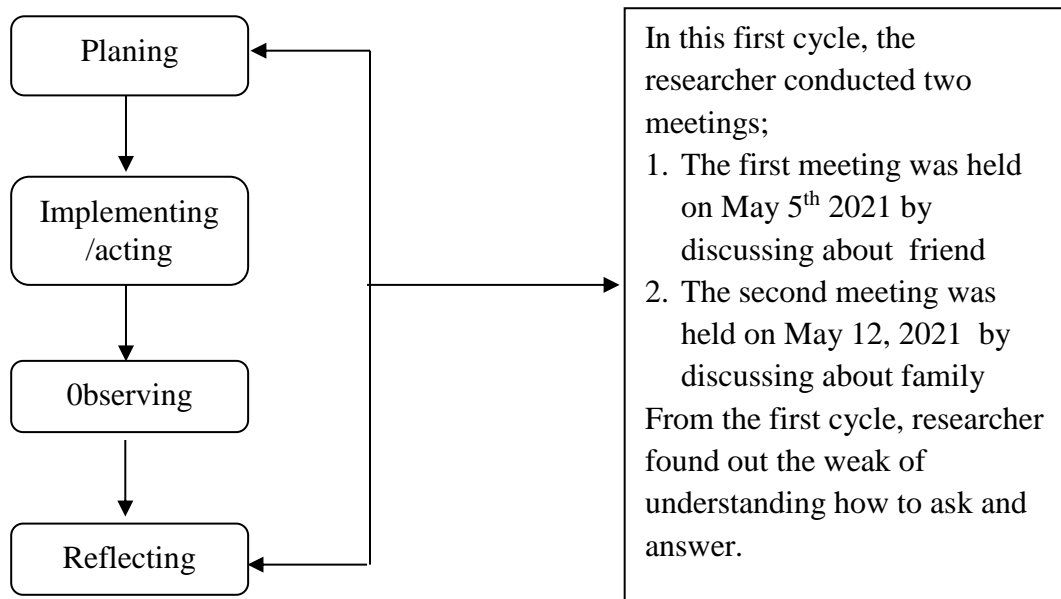
The researcher conducts some activities. These activities are planning teaching, implementing the material and evaluating the materials given to the students as following seen in the following table.

Table 5
Instructional procedures

Activities	Instructional procedure	Time
Planning	The researcher prepares the material on this meeting. This material is based on the lesson plan made by teacher.	--
Implementing / acting	<p><i>Pre speaking</i></p> <ul style="list-style-type: none"> • Opening class and small talks • Asking condition of students <p><i>Main Speaking</i></p> <ul style="list-style-type: none"> • Preparing material that student will respond • Informing the students about the procedures of questioning paper • Answering the question paper, researcher gives the questioning paper • Asking the student to repeat and answer the question • Asking the student to comment the paper (feedback) • Class discussion <p><i>Post speaking</i></p> <ul style="list-style-type: none"> • Evaluating • Closing and praying 	<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>20 minutes</p> <p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p>
Observing	Checklist of the activities from the first and then	--

Reflecting	Evaluating the activities of cycle	--
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Figure 1
Cycle 1



2. Cycle 2

After evaluating the first cycle, the researcher found out that the result of the first cycle is not satisfactory. There are 45% of students earning the grade under the school standard score that is 70. So the researcher conducted the second cycle. It is the same as the first cycle of CAR. Firstly, the researcher planed the action, then the researcher gave the evaluation for the first cycle about what and why it does not happen well, next researcher chooses the theme related to the problem discussed. In the second cycle the researcher should hold as well.

At the first meeting done on May 19, 2021, the researcher met the student to implement the first developed lesson plan. In this meeting the researcher prepared questioning. In the second meeting, the researcher continues the first to the second

meeting at on May 26, 2014 by conducting the scenario of lesson plan. The researcher evaluates the first material taught by the researcher.

Table 6
Questioning paper about animal

Question papers (animal)	Questioning paper (holiday)
<ol style="list-style-type: none"> 1. How are you guys? 2. Do you have plan for weekend? 3. Okay, we are talking about animal. Do you like it? 4. What animal do you like? 5. Why? 6. What domestic animal do you like? 7. Why does it make you interesting? 8. What foreign animal do you like? 9. Why does it make you interesting? 10. Have you ever visited zoo? 11. What do you see? 12. What is the most animal living there? 13. What animal are you interesting there? 14. Do you know Orangutan? 15. Are you interesting? Why? 16. Are you interesting in komodo? Why? 17. Are you sure that Indonesia has many unique animals? 	<ol style="list-style-type: none"> 1. Hello guys? How are you? 2. Where are you from guys? 3. Where do you go for weekend? 4. Do you have some plan with your friend for weekend? 5. Do you plan going somewhere in holiday? 6. Where do you want to go? 7. Where is your favorite palace? 8. Do you like going to mountain? Why? 9. Do you like going to beach? Why? 10. Tell me about your last holiday? 11. Is there the local tourism place at your town? 12. Tell me about that? 13. With whom do spend holiday? 14. How long do you usually spend for holiday? 15. What favorite gift do you buy at tourism place?

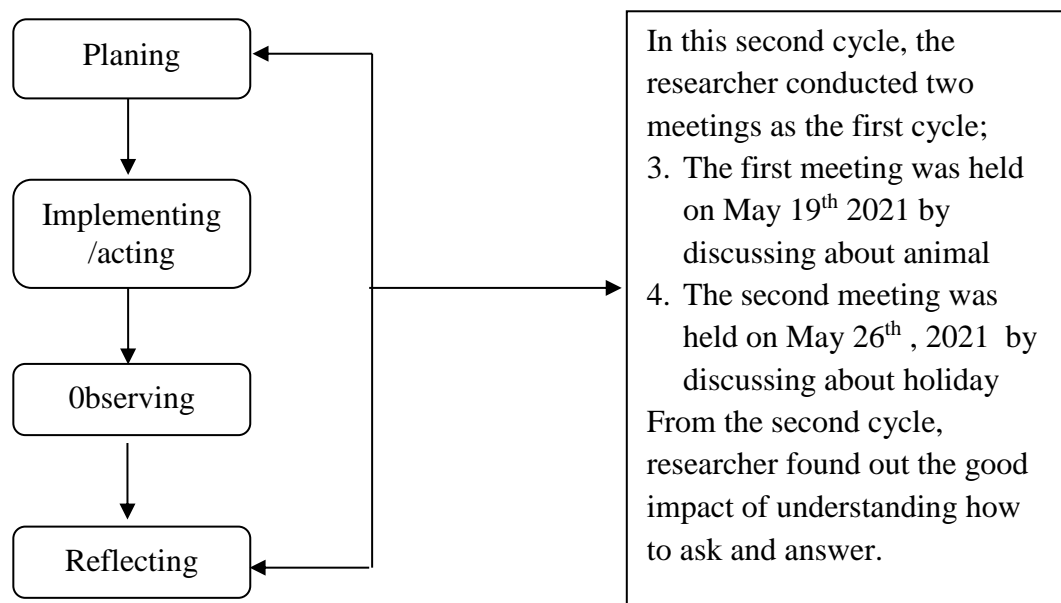
The researcher has conducted a lot of activities. These activities are conducted planning teaching, implementing the material and evaluating the materials given to the students. This Table shows the step of activities checked the instructional procedures as following;

Table 7
Instructional Procedures

Activities	Instructional procedure	Time
Planning	The researcher prepares the developed material of this meeting that has been revised.	--
Implementing / acting	<p><i>Pre speaking</i></p> <ul style="list-style-type: none"> • Opening class • Asking condition of class <p><i>Main Speaking</i></p> <ul style="list-style-type: none"> • Preparing developed material that student will respond • Informing the students to discuss with their friend about questioning paper • Answering the question paper, researcher give the questioning paper to students out door of class room • Asking the student to repeat and answer the question • Asking the student to comment the paper (feedback) one by one in order they are active 	<p>5 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>20 minutes</p> <p>20 minutes</p> <p>10 minutes</p> <p>10 minutes</p>

	<ul style="list-style-type: none"> • Class discussion <i>Post speaking</i> <ul style="list-style-type: none"> • Evaluating • Motivation • Closing and praying 	5 minutes
Observing	Checklist of the activities from the first and then	--
Reflecting	Reflecting on the activities	--

Figure 2
Cycle 2



After conducting the second cycle, the researcher has found the significant results that are 95 % of students earning above school standard score (KKM) that is 70. This classroom action research (CAR) was conducted in two cycles in which each cycle covered four stages of activities. They were as follows: (1) the planning of the action (2) implementing (3) class observing (4) reflecting on the action. In this research, the

researcher finds the significant improvements in the first and second cycles. Furthermore, the researcher administered post test to measure the improvement of speaking skill by using questioning paper. Suharsini Arikunto (2006:92) stated the cycles have to be conducted until the students pass the qualification of test. Also Suratina (2006:31) stated that the cycles can be conducted during the researcher thinks that it is as a qualification standard.

Conclusion

Speaking plays an important role in language learning, so the students should master the speaking skill in order to answer the questions appropriately and efficiently. In this case teachers have to help students change their inefficient speaking habits (speaking word by word, focusing too much attention on form, and relying heavily on dictionary), by teaching them efficient speaking skills. A guided speaking is an effective way to do this; in this way the students can learn how to speak in different purposes and situation.

In academic field, speaking skill cannot be separated from the evaluation. Students should have mastery on speaking skill because good achievement in speaking is important to the students, so it is needed to the students to answer the questions in any speaking situation. Students need to use appropriate speaking method in order to produce good speaking ability so that they can answer the questions fluently and quickly. Many people consider questioning paper techniques as speaking strategies. However when speaking long volumes of communication, they may be more practical than only speak. Questioning paper is written question on paper that has purpose for self-practice everywhere. It is an alternative way to improve their speaking skill.

Questioning paper technique is the activities of students to guess and make conversation by using some questions provided. It can help and stimulate the students to make conversation. The material of questioning is describing expressions. The

source of questioning paper is some pictures of artists, transportations, wild animals, tourism places and professions. Kampung Inggris Pare uses questioning paper as the technique of teaching speaking that has proved significant to improve the students' speaking skill, It also gives students enjoyment in learning speaking and it can give solution to other teachers to modify speaking technique.

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