

Improving Writing Skill in Narrative Text of The First Grader of MA Al-Mahrusiyah Lirboyo by Using Gallery Walk Strategy

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Abstrak— Penelitian ini bertujuan untuk mendeskripsikan peningkatan hasil belajar siswa Kelas X MA Al Mahrusiyah Lirboyo Kediri dalam menulis teks naratif menggunakan metode Gallery Walk Strategy. Dalam penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas. Penelitian tindakan ini dilakukan dalam satu siklus. Prosedur penelitian terdiri dari studi pendahuluan, perencanaan, pelaksanaan, observasi, dan refleksi. Dalam pengumpulan data, peneliti menggunakan lembar observasi, catatan lapangan, tes tulis dan rubrik penilaian sebagai instrumen. Prosedur yang digunakan dalam menerapkan Gallery Walk Strategy ke dalam tulisan terdiri dari mengamati, mengasosiasi, mendiskusikan, menyusun, merevisi, dan menerbitkan. Hasil penelitian menunjukkan bahwa Gallery Walk Strategy dapat meningkatkan keterampilan menulis siswa. Minat siswa dalam menulis meningkat setelah diterapkannya strategi gallery walk oleh interpreter persentase pencapaian siswa dalam menulis teks naratif. Persentase siswa yang memperoleh nilai ≥ 75 sebanyak 46,4% (15 siswa) dengan nilai rata-rata 73,9. Namun meningkat pada post test (siklus) siswa yang mendapat nilai ≥ 75 sebanyak 100% (28 siswa) dengan nilai rata-rata siswa 81,5. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa kemampuan menulis siswa dapat ditingkatkan melalui Gallery Walk Strategy. Oleh karena itu, disarankan agar guru menerapkan Gallery Walk Strategy dalam mengajar menulis.

Kata Kunci— keterampilan menulis, strategi gallery walk, teks naratif

Abstract— *This research is worshiped to describe the improvement of learning outcomes of class X MA Al Mahrusiyah Lirboyo Kediri in writing narrative text using the Gallery Walk Strategy method. In this study, researchers used classroom action research. This action research is carried out in one cycle. The research procedure consists of preliminary studies, planning, implementation, observation, and reflection. In data collection, researchers use observation sheets, field notes, written tests and assessment rubrics as instruments. The procedure used in applying gallery walk strategy into writing consists of observing, associating, discussing, compiling, revising, and publishing. The results showed that gallery walk strategy can improve student writing skills. Student interest in writing increases after the implementation of the Gallery Walk strategy by the interpreter percentage of student achievement in writing narrative text. The percentage of students who obtained a score of ≥ 75 was 46.4% (15 students) with an average score of 73.9. But increased in the post test (cycle) of students who got a score of ≥ 75 as much as 100% (28 students) with an average student grade of 81.5. Based on the results of the study, researchers concluded that students' writing skills can be increased through gallery walk strategy. Therefore, it is recommended that the teacher applies the Gallery Walk Strategy in teaching writing.*

Keywords— *writing skill, gallery walk strategy, narrative text*

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I. INTRODUCTION

Writing is a skill that required in written communication. It requires complex thinking. A good writing is not always easy and may be challenging even for the best students. Commonly, Indonesian prefer a long conversation with the limited goals. Palmer, Hafner, and Sharp (1994) state that “if the goal of writing is to communicate meaning to ourselves and others, thinking will occur as the writer (1) generates ideas, thoughts, and images; (2) creates an order to those thoughts; and (3) communicates this meaning to others through interesting text that, ideally, is well written.”

The commonly problem that students face during writing assignment or just to communicate with written text is their worried about certain based causes such as minimal vocabulary, word choices, coherence, and cohesion among sentences and their less of practicing writing. Moreover, they could not have a glance of idea if their teacher may offer them to tell the story in narrative text, then describe whatever they would in descriptive text and so on.

To overcome the problem in the class and to improve students writing skill especially narrative text, Hamalik (1994) states that “using media in the process of teaching and learning can increase willingness and new interest. Increase students’ motivation in the process teaching and learning and even bring psychology effects for the students. Visual media is one of teaching media that can help to improve students writing ability”.

Besides, when researcher observed to Islamic Senior High School (Madrasah Aliyah Al-Mahrusiyah), it is proved that characteristic of students there were like to be passive in English because of English is a difficult subject to learn. They also felt bored through activity inside their boarding school. Their whole day was filling with the duty and usual activity almost with the same person and or group, so that they have a big hope to get some refresh activities during their formal school. As long as teaching learning of narrative text writing in the first grade of senior high school (MA Al- Mahrusiyah Lirboyo) is low. In fact, the teacher was standing there almost using conventional strategy and have limited idea to create some creative strategies to improve their skill eventhough to inspire them in learning English. Concerning their problems and English learning teaching there, researcher uses media especially visual media to improve their ability in writing English.

The purpose of this media is helping the teacher and the students through English learning teaching to get the learning’s goals. It does not switch the teacher’s part and position, but it makes additional information as manner to deliver the lesson fast and easily to the students. According to Levie and Lentz (1982) there are four functions of using media, there are: 1) Attention function is media for interest and help the students for concrete with the lesson that have a visual meaning, especially pictures can help the students to understand easily the lesson because this media is more interesting so the students can accept the lesson bigger; 2) Effective Function is visual media

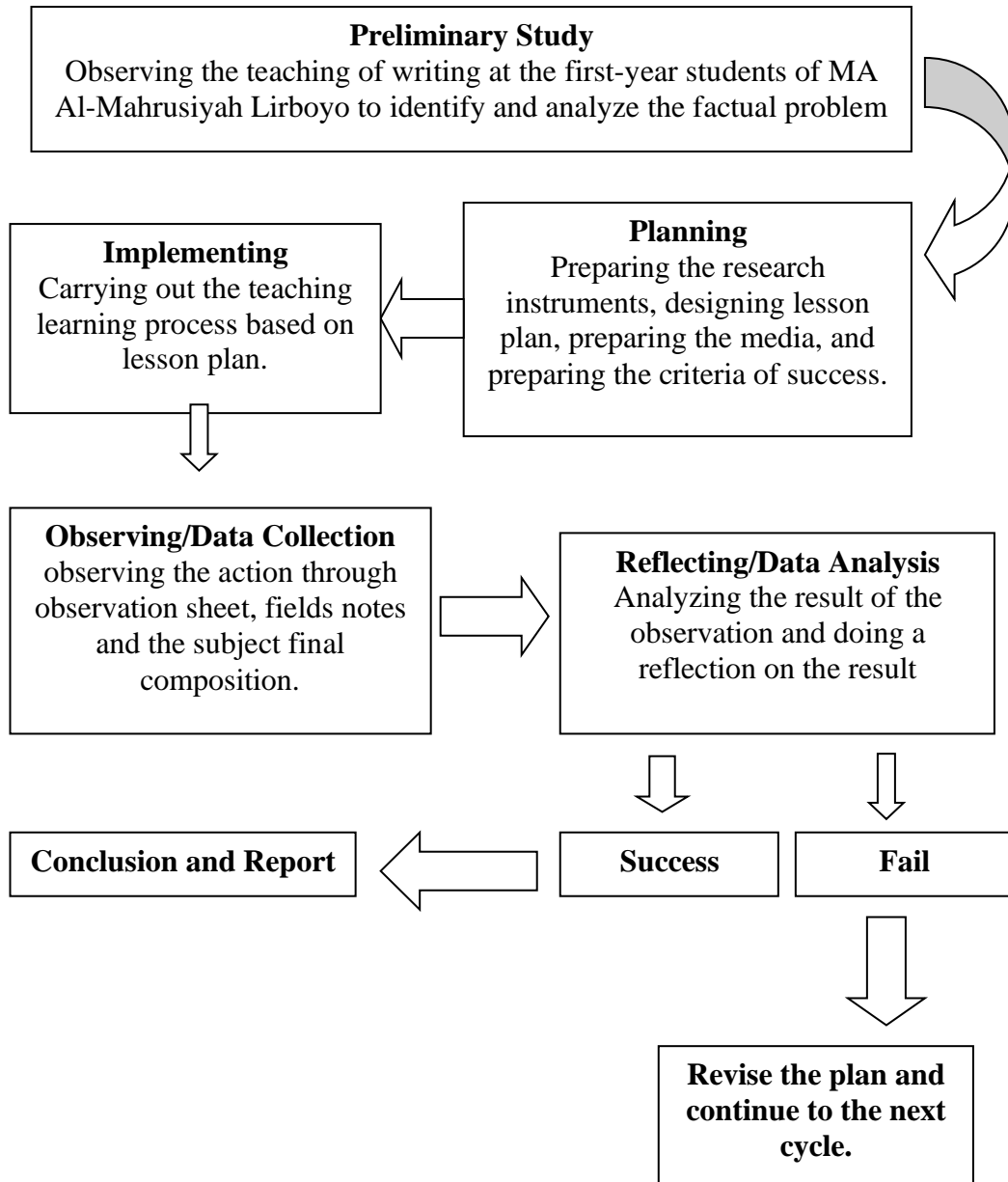
can make students like read or write with a picture text. Picture can increase their emotion and attitude of the students; 3) Cognitive function is visual media or pictures that can help to reach purpose for understand and remember information or message in the pictures; 4) Compensatory function is visual media that gives contexts for understand to help students a low in read to organize information in the text and remember again. In another word media can help low students to accept the lesson easily.

From the theory above, the teacher as a class guide should conduct the teaching method with the appropriate media as long it can improve the students' writing ability. The one of strategy that including media teacher can use is Gallery walk strategy. The reason of researcher using Gallery walk strategy is the benefit of this the previous study shows that gallery walk strategy can improve speaking skill. The study conducted by Farrah Zakiyah Anwar (2015), A'in Ratna Mulyani (2014), Marini (2012) were conducted a study on investigating the effectiveness of using gallery. In the other words, the researcher believes that gallery walk strategy is a learning method that can improve the students' skill in writing Narrative Text.

II. METHOD

The research design used in this study is Classroom Action Research (CAR), because this study aims to improve writing skill in narrative text of first grader of MA Al-Mahrusiyah Lirboyo. Cameron-Jones (1983) state that subject defines action research as research carried out by practitioners with a view to improve their professional practice and understand it better. Classroom Action research is a cyclic process, which consists of some sequences namely planning the action, implementing the action, reflecting on the observation, and observing the action. It means that if from the first cycle is failed which is indicate the students' value is under criteria, it should be continue to the next cycle. It will be fixed and stopped when the students get the criteria of success from this study.

This study uses Classroom Action Research (CAR). Ur (1996) states that classroom action research is carried out by teachers on phenomena in their own classrooms. It is meant primarily to improve the teacher-researcher's own teaching process and is done based on a cycle of investigation, action, and re-investigation by two or more collaborating teachers. This research has several procedures consists of 1) planning the action, 2) implementing the action, 3) observing the action, and 4). reflecting on the observation. The preliminary study is the beginning of this procedure to identify and analyze the real problem. Figure 3.1 Shows the procedure of the study.



Picture 1. The research Procedure by Stephen Kemmis and Taggart Mc.

The researcher using a scoring rubric by Cohen (1994) that consist of After collect the score, the researcher calculates his score and collaborator score and divide it for getting the final score. The formula is as follow:

$$\text{Final Score} = \frac{\text{The researcher score} + \text{The collaborator score}}{2}$$

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Afterwards, the result of the data analysis is compared to the criteria of success to know whether the criteria of success have been achieved or not. If the indicators of the criteria of success have not been achieved yet, the researcher continues to the next cycle by revising the steps and

doing the revised steps until criteria of success have been achieved. Meanwhile, if the criteria of the success have been already achieved within one cycle, the researcher stops the action.

III. RESEARCH FINDING AND DISCUSSION

A. Preliminary Study

Before conducting the study on English teaching and learning in MA Al-Mahrusiyah Lirboyo, the researcher conducts preliminary study to get information about the teaching and learning English at MA Al-Mahrusiyah Lirboyo, especially in learning writing. In this preliminary study, the researcher meets the headmaster of MA Al-Mahrusiyah Lirboyo to talk about the plan of research. She also asks the condition of the first-grade students to English teacher through informal interview and does direct observation in teaching and learning process. After conducting informal information, the analysis is carried out.

Beside doing informal interview and doing direct observation in teaching learning process, the researcher also does pre-test to measure the students' competence in writing narrative text. And the result show that 53,6% of the students get score ≤ 75 . And from this analysis, the researcher found that the students' writing competence is in average level with the mean score was 73.9.

Table 1. The score for pretest at first meeting on 26th February 2018.

No	Name	C	O	V	G	M	Score	Pass	Fail
1	AH	4	4	4	3	4	76	√	
2	AA	3	4	4	3	3	68		√
3	AF	3	4	4	3	5	76	√	
4	AN	3	4	3	3	4	68		√
5	AU	4	4	3	3	4	72		√
6	ANS	4	5	4	4	3	80	√	
7	AS	4	4	4	3	4	76	√	
8	CR	3	4	4	3	4	72		√
9	FN	4	4	4	3	3	72		√
10	HA	3	4	4	3	4	72		√
11	IIP	4	4	4	3	4	76	√	
12	KZ	3	4	4	3	4	72		√
13	KLA	4	4	3	4	4	76	√	
14	KNR	3	4	4	3	4	72		√
15	LZM	4	5	3	3	4	76	√	
16	LAN	4	4	4	3	3	72		√
17	MZA	4	4	3	3	4	72		√
18	NKD	4	4	4	4	5	84	√	
19	NKS	4	4	4	3	4	76	√	

20	PA	4	3	3	4	3	68	√
21	PIP	4	4	3	4	4	76	√
22	RNK	4	4	3	3	4	72	√
23	S	4	3	4	3	4	72	√
24	SL	4	5	4	3	4	80	√
25	UUKM	3	4	4	3	5	76	√
26	WT	4	3	3	4	3	68	√
27	ZNM	4	4	4	3	4	76	√
28	ZRR	4	3	4	3	4	72	√

B. Findings of Cycle

Cycle was applied after preliminary data was analyzed, and it means to improve students' writing achievement in writing narrative text by using gallery walk strategy of students of X Agama MA Al-Mahrusiyah Lirboyo Kediri.

1. Planning the Action

There are some activities conducting in planning the action. For the first, the researcher prepared all of things concerning the implementing of gallery walk strategy to improve students' writing ability in narrative text. They consist of preparation of designing lesson plan, providing the materials, setting the criteria of success, and preparing the instruments. After designing the lesson plan, the researcher and the teacher determined the criteria of success. The criterion of success is 80% of the students' writing score achieved the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)*. The Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* was 75. The instruments used in collecting data are the writing test, observation check list, field notes and scoring rubric.

2. Implementing the Action

Implementing the action of the cycle was done on February 26th, March 5th, and 7th, 2018. The researcher implemented the teaching learning process based on the lesson plan which had been made. The second meeting was done on March 5th, 2018. In the second meeting, the researcher asked the students to observe the sequel of narrative text on the wall. The students were observing from the first picture to the last picture in a group. After that, they were discussing about the pictures they had seen and wrote it down the story about.



Picture 2. The students were taking a note from the gallery

The third meeting was done on March 7th, 2018. In the third meeting, students were asked to observe the sequel of narrative text on the wall. The students decide the title of narrative story they have chosen the story which is had been never written by them. The students wrote it into their assessment. They had been given a chance to revise it. And the final draft was the data for the post test.

3. Observing the Action

The observation of students' condition was done during the teaching and learning process. From the observation checklist, the researcher found some actions and improvement from the students such as: the situation in the classroom was stable. It proved from the percentration of students' checklist score which was 92% students did the learning activities. It was excellent category of teaching learning activities. The students were motivated to follow the lesson and strategy, but some students still afraid to ask what they did not understand yet.

Table 2. The Students' Observation Checklist

No	Indicator	Checklist					Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to the teacher explanation about narrative text.					√	5
2	The students show seriously by asking question				√		4
3	The students are enthusiastic in responding teacher question					√	5
4	The students are enthusiastic in group discussing					√	5
5	The students are enthusiastic in writing narrative text				√		4
Total Score							23

In which percentages:

1. Poor 0%-39%
2. Fair 40%-59%
3. Average 60%-74%
4. Good 75%-84%
5. Excellent 85%-100%

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

$$\text{Score} = \frac{23}{25} \times 100\%$$

$$\text{Score} = 92\% \text{ Students do the activities}$$

Beside the students' observation checklist, the significant points which is proof the improvement of students can be seen from field note. It shows the positive actions of students from their good attention and question. They also did their assessment well.

Table 3. The students' observation field note

No	Meeting	Day/Date	Time	Points
1	1	Monday, 26 th February 2018	07.00 – 08.30	<ol style="list-style-type: none"> 1. The students pay attention on the teacher explanation. 2. Students looked interested and motivated. 3. Some students responded the tenses of narrative text. 4. The researcher asked them to observe the media in gallery walk strategy
2	2	Monday, 5 th March 2018	07.00 – 08.30	<ol style="list-style-type: none"> 1. The students pay attention on the media of gallery walk strategy

				2. Students opened their dictionary to understand of key sentence on the media.
				3. Some students asked teacher about the plot of the story.
				4. Students are active in group discussion.
				5. The must pay attention on the time management.
3	3	Wednesday, 7 th March 2018	07.00 – 08.30	1. The students are enthusiasm to walk around the media. 2. Students are writing seriously. 3. Some students asked teacher about the meaning of difficult word. 4. Researcher masters the gallery walk strategy.

4. Reflecting of the Action

In reflecting the action, the writer gave the students' final score based on the scoring rubric. It can be seen in Appendix 5. The researcher got the final score from the collaboration between teacher and researcher. The collaborator gave a score for the students in the final test. So, there are two raters in this study.

The result of the cycle showed that 100% of the students or 28 of the students got score above the minimum criterion-*kriteria ketuntasan minimal (KKM)*. The minimum criterion-*kriteria ketuntasan minimal (KKM)* was 75. So, the criterion of the success that 80% of the students must get score above the minimum criterion-*kriteria ketuntasan minimal (KKM)* was achieved successfully. In scoring the data, the collaboration between teacher and the collaborator is the complete one. The collaborator also gave the score for the students in final test. So, there are two raters in this study.

Table 4. The score for post test at last meeting on 7th March 2018

No.	Name	R1						R2						Score	Pass	Fail
		C	O	V	G	M	S	C	O	V	G	M	S			
1	AH	4	4	5	4	4	84	5	4	4	4	4	84	84	√	–
2	AA	4	5	3	3	4	76	5	4	3	3	4	76	76	√	–
3	AF	4	5	5	4	4	88	5	4	5	3	5	88	88	√	–
4	AN	4	4	4	3	4	76	4	5	4	3	4	78	77	√	–
5	AU	4	3	5	3	4	76	5	4	4	3	5	76	76	√	–
6	ANS	4	4	5	3	5	80	5	4	4	3	5	80	80	√	–
7	AS	5	4	3	4	5	84	4	4	3	4	4	80	82	√	–
8	CR	4	5	5	3	4	84	4	5	4	3	4	84	84	√	–
9	FN	5	4	4	4	4	84	5	4	3	3	5	84	84	√	–

10	HA	4	4	4	3	4	78	4	4	4	3	5	76	77	√	–
11	IIP	4	4	3	4	5	80	4	4	4	3	5	80	80	√	–
12	KZ	4	5	4	3	4	80	5	4	4	4	4	80	80	√	–
13	KLA	5	5	4	4	4	88	4	5	4	4	4	84	86	√	–
14	KNR	4	4	4	3	4	76	4	4	3	3	5	76	76	√	–
15	LZM	4	4	4	3	5	80	4	5	3	3	5	80	80	√	–
16	LAN	5	4	4	3	4	80	4	4	5	3	5	80	80	√	–
17	MZA	4	4	4	4	5	84	5	4	3	4	5	84	84	√	–
18	NKD	5	5	5	4	5	96	5	5	4	4	5	92	94	√	–
19	NKS	4	5	4	4	5	88	4	5	4	4	5	88	88	√	–
20	PA	4	4	4	3	4	76	4	3	4	3	5	76	76	√	–
21	PIP	4	4	5	3	4	80	5	4	4	3	4	80	80	√	–
22	RNK	5	5	4	3	5	88	5	4	5	3	5	84	86	√	–
23	S	5	4	4	4	4	84	4	4	4	3	4	80	82	√	–
24	SL	5	4	4	4	4	84	5	4	4	3	4	84	84	√	–
25	UUKM	4	5	3	3	4	76	4	4	4	3	4	76	76	√	–
26	WT	4	4	4	3	4	76	5	4	4	3	4	78	77	√	–
27	ZNM	5	4	4	3	4	80	4	4	4	4	5	80	80	√	–
28	ZRR	4	4	4	4	5	84	4	5	4	4	4	84	84	√	–

C. DISCUSSION

The researcher used Statistical Product and Service Solution (SPSS) to test the reliability of the researcher's score and the collaborator's score in post-test. The acceptable level of Cronbach Alpha is 0.6. From SPSS, the reliability value from the researcher's score and the collaborator's score in post-test is 0.963. So, the value of this research score is acceptable.

Table 5. The Reliability of Students' Score

Cronbach's Alpha	N of Items
.963	2

There was important improvement in writing narrative paragraph of students in pretest and posttest. In the pretest, there were 13 students with percentage 46.4% students got success, and 15 students with percentage 53.6% did not success yet. In the post test (cycle) there were 28 students got success with percentage 100%. It shows that there was an improvement of the students from pre-test to post test.

Table 6. Students' Achievement in Writing Narrative text

No	Name	SCORE		Grade
		Pre-Test	Post-Test (Cycle)	
1	AH	76	84	Success
2	AA	68	76	Success
3	AF	76	88	Success
4	AN	68	77	Success
5	AU	72	76	Success
6	ANS	80	80	Success
7	AS	76	82	Success
8	CR	72	84	Success
9	FN	72	84	Success
10	HA	72	77	Success
11	IIP	76	80	Success
12	KZ	72	80	Success
13	KLA	76	86	Success
14	KNR	72	76	Success
15	LZM	76	80	Success
16	LAN	72	80	Success
17	MZA	72	84	Success
18	NKD	84	94	Success
19	NKS	76	88	Success
20	PA	68	76	Success
21	PIP	76	80	Success
22	RNK	72	86	Success
23	S	72	82	Success
24	SL	80	84	Success
25	UUKM	76	76	Success
26	WT	68	77	Success
27	ZNM	76	80	Success
28	ZRR	72	84	Success
TOTAL		2068	2281	
AVERAGE		73,9	81,5	

The data showed the result of the students' writing in the cycle. There was improvement of students' mean score, from the students' writing on preliminary study to the students' writing on the cycle. The mean score of the students in the preliminary study was 73.9 and the mean score of the students on the cycle was 81.5. It means that there was 7.6 points of mean score

improvement. The lowest score in the pre-test was 68 and the highest score was 84. Meanwhile the students' lowest score in post-test was 76 and the highest score was 94.

Besides, the improvement of students' achievement can be seen from the researcher observation checklist. From the observation sheet, the improvement of the condition and students' responses were excellent. The students could follow teaching and learning process better. They also did the assessment individually and work in pair. The students were being active in learning process and be easier to improve their idea in writing narrative paragraph.

Based on the observation checklist, field notes, the students' post-test score, and the reliability of score showed that the implementation of the action is successful. So the researcher decided to stop the action.

IV. CONCLUSION

The action research in this study was implemented to the first grader of MA Al-Mahrusiyah Lirboyo during the second semester of the academic year 2017/2018. This research study was successful to improve the students' achievement in writing narrative text by using gallery walk strategy. In this strategy, whilst teaching by using gallery walk was the most effective in improving students' achievement. It is showed from the students' average score in pre-test was 73.9 with the lowest score 68. The highest score was 84 with 15 students failed to fulfil the criteria of success that is 75. The percentage of the students who get score ≥ 75 was 46,4%. But it improved in post-test (cycle) that the students' average score was 81,5 with the lowest score was 76 and the highest score was 94. So, all the students were success to fulfil the criteria of minimum criterion-kriteria ketuntasan minimal (KKM) is 75. There were 100% students passed and got the score above 75. The reliability of the scores should be tested by using SPSS. The point of Cronbach Alpha of reliability of the pre-test and post-test from SPSS shows 0.963. It is acceptable based the minimum value of Cronbach Alpha which is 0.6 point. Besides improving the students' achievement, gallery walk strategy was proven to stimulate the students' enthusiasm, active, and confident during teaching and learning process. From the result above, it showed that the criteria of success had been achieved in this study since the activities in the classroom during the research can be enjoyable and made the students participated actively.

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