

Vol. 3, No. 1, January 2015

ISSN: 2338-8617

Jurnal Ilmiah
PEURADEUN
Media Kajian Ilmiah Sosial, Politik, Hukum, Agama dan Budaya



**THE ROLE OF CROSS-CULTURAL COMMUNICATION COMPETENCE:
EFFECTIVE TRANSFORMATIONAL LEADERSHIP ACROSS CULTURES**

Elena Lvina

**EARLY FEMINIST CONSCIOUSNESS AND IDEA AMONG MUSLIM
WOMEN IN 1920s INDONESIA**

Farid Muttaqin

**RELIGION, CHURCH, INTIMATE CITIZENSHIP AND GENDER EQUALITY
(An Analysis of Differences in Gender Equality Policies in
European Catholic Countries)**

Mieke Verloo

EPISTEMOLOGI ISLAM DAN REFORMASI WAWASAN PENDIDIKAN

Kamrani Buseri

**DIRECTION OF MORAL EDUCATION TEACHER TO ENRICH
CHARACTER EDUCATION**

Mohd Zailani Mohd Yusoff & Aswati Hamzah

ART AND ENTERTAINMENT IN ISLAM

Misri A. Muchsin

JIP
International Multidisciplinary Journal
OA.JI: 745/1396982282-2014/R-6.465
ORCHID iDs: 0000-0001-8492-315X

Thomson Reuters: RID-F-6135-2014
ISI Impact Factor Value 2014 ICR: 0.479
Copernicus ICV 2013: 4.05
Google Scholar Index-h:3, i10: 3

 Copernicus Publications
The Innovative Open Access Publisher



SCAD Independent
IAO Accreditation
4-8362/387/IAO/2014



AN APPLIED MODEL OF TEACHING MATERIALS TO IMPROVE STUDENTS' SPEAKING SKILL

Tarmizi Rajab¹

Abstract

An Applied Model of Teaching Materials to Improve Students' Speaking Skill showed the best results of the experimental study done to the students of the English Study Program of Teacher Training and Educational Science Faculty Serambi Mekkah University Banda Aceh. The subject was specifically applied to the students of the mentioned institution, in terms of finding out its impact to the teaching-learning process of students' speaking skill referred to the principles of language teaching. The main target of this study is to produce the teaching materials in the form of textbook; therefore, it is done in three years. The first year was focused on preparing the research instrument. The second year will be concerned with all kinds of revising the instrument. While the last year will get various kinds of data to revise the teaching materials to become simple, practical, and applicable handbook labelled of Book-ISBN branded for the speaking class.

مستخلص

أظهرت تطبيقي لنموذج مواد تعليمية لتحسين حديثه المهارة الطلاب على أفضل نتائج الدراسة التجريبية التي لحقت طلاب برنامج دراسة اللغة الإنجليزية من تدريب المعلمين وكلية العلوم التربوية، بجامعة سيرامبي مكة باندا اتشيه. تم تطبيق هذا الموضوع خصيصا لطلاب المؤسسة المذكورة، من حيث معرفة تأثيرها على عملية التعليم والتعلم من مهارة التحدث عند الطلبة المشار إليها مبادئ تعليم اللغة. الهدف الرئيسي من هذه الدراسة هو لإنتاج المواد التعليمية في شكل كتاب. وبالتالي،

¹ Lecturer in the English Study Program of Teacher Training and Educational Science Faculty, Serambi Mekkah University, Banda Aceh.

ويتم ذلك في غضون ثلاث سنوات . وتركز السنة الأولى على إعداد أداة البحث . سوف السنة الثانية تكون قلقة مع جميع أنواع إعادة النظر في الصك . في حين أن العام الماضي سيحصل على أنواع مختلفة من البيانات لمراجعة المواد التعليمية لتصبح كتيب بسيط وعملي، وقابلة للتطبيق صفت من كتاب-ISBN و صفت لفئة الناطقة.

Keywords: *Model, Teaching Materials, Improving Speaking Skill*

A. Introduction

1. Background of the Study

As a matter of facts, the English Study Program of Teacher Training and Educational Faculty Serambi Mekkah University Banda Aceh students' speaking ability is still very low. Globally speaking, they are the students of private universities not only in Kota Banda Aceh and Aceh Besar, but also almost of the private university students in the Aceh province, especially the English Study Program students of Teacher Training and Educational Science Faculty, Serambi Mekkah University, Banda Aceh.

Regarding to the real fact, the researcher becomes enthusiastic to study it about how it occurred and how to find out its solution. This problematic case is very crucial to be searched in more focus, unless it would be worse if it is not cared seriously and there is no way out from lecturers, particularly those who teach the teaching subjects, i.e. the speaking skill. It could be certainly said that the educational quality will be getting left-behind sooner or later. It is like a nightmare when we try to imagine the students of biology department do not speak English well. The problem could be raised by asking who is to blame when this fact happens. It must be referred and aimed to lecturers who directly hold the front line in teaching, particularly those who teach about the subject of teaching English.

Another concern is about the lecturers' efforts to improve the students' speaking English. They have to think and then create the proper way in teaching character; therefore, the students master the English language well. Such a kind of character of speaker has long been a staple of training in rhetoric and rhetorical theory. In this case, Thomas M. Rivers (2004: 247-260) says that:

"What I propose to do is supply a kind of heuristic, or a primer, for those who are considering character education as a meaningful part of their pedagogical objectives. My approach will be based on my personal experience with character education issues, but I believe it will be a fair representation of substantive matters that have legs across the curriculum."

Based on the statement quoted from Rivers above, we can understand that the question can also become up together with the fact that the students' English skill is very low in speaking English. This phenomena shown by the students in the daily conversation. How the lecturers should deal with English teaching model in teaching and learning process.

Supporting the above statement, Giorgio Brunello and Lorenzo Rocco (2008:1866-1887) say that:

"The essential reason for the existence of hierarchy with public schools dominated by private institutions is that the latter must be of higher peer quality than the former, otherwise no students would be willing to pay to attend a private school. In their model, state schools act as residual repositories, taking in all those students who do not in private schools."

So, based the statement above, we can create a good question, namely "Is there any proper English teaching model that could be developed to the students teaching process, especially to the students of English department at private universities?" This question influenced the researcher's motivation to try to get the proof toward the students of Serambi Mekkah University. In short, through this study, the researcher is interested in doing a research entitled: Using Applied Model of Teaching Materials to Improve Students' Speaking Skill.

2. The Problem of the Study

The writer would like to formulate the main problem of this study, i.e. "Is using an applied model of teaching materials better to improve the English Study Program of FKIP-USM students' speaking skill rather than using other models in the achievement of Teafle I and Teafle II subjects?"

3. The Hypothesis

The hypothesis of this study is "using an applied model of teaching materials is better to improve the English Study Program of

FKIP-USM students' speaking skill rather than using other models in the achievement of teaching the Teafle I and Teafle II subjects".

4. Specific Purposes

Based on the main problem formulated above, the writer would like to formulate about the specific purpose of this study, i.e. creating a valid and reliable research instrument in the form of teaching materials that could be used to improve the English Study Program of FKIP-USM Banda Aceh toward the identification of the background of the problem in teaching English to the students, especially the students who study the subjects of Teafle I and Teafle II (Even and Odd Semesters).

5. The Significance of the Study

Since this study is in the form of quantitative nature, that is done in experimental study, it is, ofcourse, its results could be transferred to whole subjects and objects under the same condition as done at the experimental occasion within the same sample of the students in this research. Theoretically, whatever the output of this study is, it could be disseminated to the whole subject and object under the same condition.

Furthermore, the output of this experimental research would have a double meaning and more value provided with it is being done in experimental design of study. This study is hopefully to be considered positively by the stakeholders for the sake of next generation that could be owned to be much better in the future.

6. The Scope of the Study

Since the expected output based on this research title is to find out a teaching materials, so the orientation of this study is about the needs of producing an applied model of teaching materials to improve the English students' speaking skill. The basic reason to this scope of study is referred to the fact, generally the students who learn English, for instance, the students of the English department, especially at the Teacher Training and Educational Science, Serambi Mekkah University Banda Aceh could not sufficiently speak English well. Meanwhile, they have learned English for many years started from sixth grade of Elementary school until the third year

in university. Considering about the real phenomena, the researcher assumes that there must be something wrong with the teaching method.

Based on his assumption, the writer considers that the most important thing to do here is how to figurize out the proper way that the lecturers should use the model method in the application of teaching to improve students' speaking skill.

B. Theoretical Orientation

1. Teaching the Language Skills

As we know that, there are four skills in teaching the English language. They are listening, speaking, reading and writing skill. From the four skills, speaking is called the key of skill. Thus, the speaking skill should be the first priority that has to be focused in teaching and learning process. This skill would be successful when it is applied in every teaching and learning session. A good understanding of the speaking skill is something special that can be a model of language use. As a result of teaching, speaking can be influenced by the development and tendency in language learning process and psychology.

To support the above statement, Lado (1975) mentioned that, "The study of language has gone upward within language from phonology to syntax to semantics, and outward to study of language as part of cognition and finally to the study of language as part of the total communication system within society-what Halliday calls it as social semiotic."

The Halliday's statement is supported by Finn (1985) who states that: "*It is important that speaking teachers be able to make intelligent choices concerning with method and curriculum in light of progress in such fields and linguistics, psychology, and sociology.*"

From these statements, it can be understood that language teaching is closely related to the method of teaching. The smart choice in teaching method plays an extremely important role. Therefore, the lecturers who teach language should be smart in using the proper method in teaching language.

Based on the above explanation, we finally understand that there are a lot of purposes from speaking skill that can be gained through the process of teaching and learning or dialogue. From all purposes of teaching speaking skill, there are two main dominant aspects that are related to it. They are the skill in dialogue and the skill in learning language.

2. Teaching Speaking for Dialogue

Talking about the efficient method in teaching English, in this case teaching speaking, it would be better to clarify about the model of teaching materials to improve students' speaking skill. This kind of method development in teaching English toward the students who study the TeafI-I and TeafI-II subjects at the the English Study Program of the teacher training and educational science, Serambi Mekkah University, Banda Aceh.

Byrne (1980) states that:

"In speaking, the students' developing a considerable range of habitual responses to specific set of pattern of graphic shapes. When learning to speak his native language he has acquired essential space the direction habit, he can recognize the shapes of letters in his native language alphabet and has become skilled at speaking these in the direction his language prescribes".

Here, Byrne then explains more that if a foreign language uses the same alphabet as in students' mother tongue, that is the language equivalent (as in English to French or English to German). By having good practices in getting used to speaking English will avoid the students from the difficulties in learning foreign language.

Furthermore, Byrne (1980) gives details in his explanation about the development of teaching speaking skill as follows:

"Students need to be encouraged to speak for the content of the material as they do in their own language. Meaningful reading requires concentration upon the important element which conveys the message. Constant attention to each word presents such an overwhelming amount of information that the mind cannot process it all, even in the native language."

Based on the above information, River (1971) states her opinion:

As we can see, we work together with students coming from the different field, talking with different text (stated in the survey, text book and theoretical analysis), and using different methodology approach as well. It can't be concluded that all are the same about the field of problem in certain text. The teachers had prepared text in years and if there are new thing that are being introduced about certain texts, then the text analysis will be confused toward the grammar such as in phrases from subject to object, the form of grammatical cohesion and non technical vocabulary.

Based on what was explained by River, we are aware that a lecturer must be paying full of attention to the teaching of speaking. In

case a lecturer has to teach the students to understand texts, he still has to figure out how to make them understand it orally as well.

3. Teaching Speaking for Language Learning

The most important thing in language teaching process is teaching speaking for language learning. Therefore, there must be a measurement or what is called as criterion to understand the tasks given to the students. According to Weir (1990):

“The criterion of efficient learning is that after a long interval the matter learnt can be applied as effectively as necessary to new tasks. Simple memorizing has very limited value is that it is no help in applying the knowledge to new tasks. The only learning worth name, in fact, is learning by understanding”.

Dealing with Webster statement above, we understand that in teaching language skill (not only speaking, but also reading, listening or writing) is the main thing to make the students recognize and understand the text content that is being taught. Thus, a test is needed for the students to be able to understand the given text. In this case, the traditional way in teaching speaking is mainly focused.

4. Steps in Teaching Speaking Skill

a. Pre-speaking Activity

Before teaching speaking skill, a lecturer has to know that there is a strategy that has to be applied to teach speaking skill, it is speaking itself. What is meant by “speaking itself” is speaking activity before the class begins. A lecturer has to give time to students in order to read a text before they start learning. Concerning with this matter, Byrne (1983) stated that pre-speaking is an activity that aimed at initiating students to read before they are taught.

Based on the Byrne statement above, we understand that the teaching of speaking skill is actually begun before the students pay attention and read the given text. Pre-teaching activity can be designed in such a way to let the students to review the information within the text in general, knowing what had happened and what would happen. Besides, pre-teaching is also aimed to invite the students to think about the possibility of the text contents.

b. While Speaking Activity

As we all know, during the speaking activity, a lecturer is in a position of silence while the students are reading text to understand the tasks given to them.

According to Harmer (1986), "speaking is a practice which is controlled by mouth and brain. Mouth concern with the activities related to uttering any message. Brain has to cooperate to receive and produce the message uttering by mouth. While eyes would see problems and send them to brain and is uttered by mouth. Therefore, there will be communication in teaching and learning process. In general, the students is willing to participate in teaching and learning process, especially in language class where they want to express their ideas to people".

This statement is also supported by Byrne (1983): "A student might be looking for of what is going to talk about, in the form of technical literature or maybe he hopes to give a speech in his home country. The different participation level will also affect the level of receiving the message. They also apply some linguistic behaviors in different kind of skills. In skill term, they are called: writing, speaking, dictation and reading aloud.

c. Post Speaking Activity

The third step in speaking skill teaching is "speaking". In this case, speaking becomes the main point as the conclusion of what have been done during teaching and learning process. At the time the teaching speaking skill is finished, there must be an evaluation by several questions. Finn said "when speaking has been completed, it is time to put questions of evaluation personally respond and to help students to relate all kinds of things with the real world which is replaced".

C. The Research Methods

The output of this research is expected to be an applied model of teaching materials to improve students' speaking skill to the students of English Study Program of Teacher Training and Educational Science Faculty, Serambi Mekkah University, Banda Aceh.

Besides, the output of this study can also be transferred to the same objects and subjects. It means that if this research succeed, it

would be useful for the students all over Indonesia. In accordance with the expected output, the researchers refer to Ary (1979) as follows:

- 1) Determining the research methodology (experimental research);
- 2) Population and sample (all students of the English Study Program of Teacher Training and Educational Science Faculty Serambi Mekkah University, Banda Aceh);
- 3) The technique of data collection (experimental teaching);
- 4) The processing and analyzing the data (using panel procedures); and
- 5) Conclusion (the finding of an applied model of teaching materials to improve students' speaking skill.

Based on the five steps mentioned above, the research design is done by referring to the pattern as suggested by Ary as shown in the following chart.

Chart: Independent and Dependent Variables

	Group	Independent variable	Dependent Variable
(R)	I	Kinescope Film	Achievement Test
(R)	II	Classroom discussion	Achievement Test
(R)	II	Programmed booklet	Achievement Test

By following the design as shown in table 2, we can see the main aspects of that experimental research, they are: (a) a useful question to a researcher to figure out the answer- that is a question about the correlation between two variables; (b) hypothesis as a characteristic of the correlation between two variables; (c) the introduction of experiment condition and measurement; (d) data analysis, by having this, the researcher will be able to determine the whether there is a correlation between two variable or not.

D. The Research Results And Discussions

The results of teaching speaking skill by using applied model of teaching materials to improve students' speaking skill to the students of English Study Program of FKIP-USM Banda Aceh was done to both Odd and Even Semesters.

After giving a pre-test and a post-test to both controlled group and experimental group, prior to starting the teaching learning process, the writer gave them a pre-test that aimed at measuring their

basic achievement about the speaking ability before they were taught and applied the theory and the way how to speak fluently and correctly using the realia methods and other methods.

At the end of the experiment, they were provided with a pre-test and post-test in order to identify how far the teaching learning process affects the students' achievement toward the subject matter.

The results of the pre-test and the post-test are processed and analyzed in two stages, namely:

- 1) Analyzing the achievement of the two groups of students who were taught by using an applied model of teaching materials method.
- 2) Proving the writer's hypothesis as stated in the first chapter of this study.

To work with the data, the writer found the mean score of the two groups that obtained by each student. Then, the mean score of the two groups were analyzed by comparing the both mean scores of the two groups. The students' scores of pre-test and post-test achieved by the students in experimental group can be seen in the following table 1.

Table 1: The Students' scores of Pre Test and Post Test in Speaking By Using An Applied Model of Teaching Materials Method Experimental Group)

No.	Students' Codes	Pre Test	Post Test
1	001	70	80
2	002	65	80
3	003	60	80
4	004	70	80
5	005	65	80
6	006	70	80
7	007	55	65
8	008	60	75
9	009	60	80
10	010	65	70
11	011	70	80
12	012	50	60
13	013	65	70
14	014	65	80
15	015	70	75
16	016	70	70

17	017	65	70
18	018	55	70
19	019	55	70
20	020	50	65
21	021	75	80

Table 2: The Students' scores of Pre-Test and Post-Test in Speaking By Using Other Methods (Controlled Group)

No.	Students' Codes	Pre Test	Post Test
1	022	60	70
2	023	70	70
3	024	50	60
4	025	50	60
5	026	45	60
6	027	80	80
7	028	60	80
8	029	65	65
9	030	65	70
10	031	70	70
11	032	65	70
12	033	60	70
13	034	55	65
14	035	55	70
15	036	60	70
16	037	60	65
17	038	60	70
18	039	60	70
19	040	55	60
20	041	60	60
21	042	60	75

Below, the researcher just displayed the students' scores into a table that describes about the results of pre-test and post-test that is easily compared between the two groups as shown in table 3.

Table 3: The Scores of Students' Pre Test and Post Test by Using An Applied Model of Teaching Materials to Improve Students' Speaking Skill.

Speaking Using Other Methods Speaking Using Applied Model

Subject	X1	X2	X	Subject	Y1	Y2	Y
1	60	70	10	1	70	80	10
2	70	70	0	2	65	80	15

3	50	60	10	3	70	80	10
4	45	60	15	4	65	80	15
5	80	80	0	5	70	80	10
6	60	80	20	6	55	65	10
7	65	65	0	7	60	75	15
8	65	70	5	8	60	80	20
9	70	70	0	9	65	70	5
10	65	70	5	10	70	80	10
11	60	70	10	11	50	60	10
12	55	65	5	12	65	70	5
13	55	70	15	13	65	80	15
14	60	70	10	14	70	75	5
15	60	70	10	15	70	70	0
16	60	65	5	16	65	70	5
17	60	70	10	17	65	70	5
18	60	70	10	18	55	70	15
19	55	60	5	19	55	70	15
20	60	60	0	20	50	65	15
21	60	75	5	21	75	80	5
21	1255	1540	410	21	1335	1550	485

With the parameters:

- X1 = The pre test score of other method group
- X2 = The post test score of other method group
- X = Deviation of Score X1 and X2
- Y1 = The pre test score of other method group
- Y2 = The post test score of other method group
- Y = Deviation of score Y1 and Y2
- S = The Samples or subjects

Based on the data from all tables above, we can understand that both group students have different achievement, either in individual form or in group form. The data analyzed using the formula as suggested by Arikunto (1996: 305) that is:

$$M_x = \frac{\sum X}{N} \quad \text{and} \quad M_y = \frac{\sum X}{N}$$

As the results, the mean of each group is as follows:

- 1) The mean score of students treated the other method in teaching speaking using other methods (controlled group) is:

$$Mx = \frac{\sum X}{N} \quad Mx = \frac{410}{21} \quad Mx = 1,9$$

- 2) The mean score of students treated the ESP model method in teaching

Speaking ability (experimental group) is:

$$My = \frac{\sum X}{N} \quad My = \frac{485}{21} \quad My = 2,2$$

1. The Results

As it has been mentioned above that the hypothesis of this study is that the result of teaching speaking by using applied model method is better than teaching speaking by using other methods.

In this case, to see whether or not the hypothesis is accepted or rejected, the writer used the hypothesis proving formula, namely the t-test as suggested by Arikunto (1996:301) as follows:

$$t = \frac{Mx - My}{\frac{\sqrt{\sum x^2 + \sum y^2}}{N(N-1)}} \quad t = \frac{(1,9 - 2,2)}{\frac{\sqrt{410 + 485}}{21(21-1)}} \quad t = \frac{-1,901}{\frac{\sqrt{895}}{420}}$$

$$t = \frac{10,01}{3,19} \quad t = 3,14 \quad db = (Nx + Ny - 2) = 21 + 21 - 2 = 40$$

The critical value of t (t-table) with significant level of 5% and degree of freedom 40 is 2,68. The criteria to accept or reject the hypothesis offered by Sudijono are:

1. Hypothesis null or Null hypothesis (Ho) is accepted if the t-count equal to t-table or t-count is greater than t-table.
2. Hypothesis alternative or Alternative hypothesis (Ha) is rejected if t-count is smaller than t-table.

The calculated value of t-count is 3,14. Since the result of t-count (t-test) is greater than t-table, the hypothesis is accepted. It means, the result of teaching speaking by using applied model to improve students' speaking skill is better than the result of teaching speaking skill by using other methods.

2. Discussions

After doing the teaching in an experimental study to the TeafI-I and TeafI-II subjects of students of English Study Program of FKIP-USM Banda Aceh from May 15, 2014 until June 16, 2014, the writer processed and analyzed the research results by using a simple calculation. In another words, after doing an experimental teaching to students of the mentioned class above, it can be understood clearly about the results of the research. Here, the writer used the applied model method in teaching speaking skill to the students of the students of the English Study Program of FKIP-USM (Experimental Group), while the there was no use of the applied model method or the writer applied other methods for the second group (Controlled Group).

Through these two different ways or methods, we could find out that, the students' scores of the mentioned class, that is, teaching speaking skill by using applied model method get higher scores compared to the students who are taught speaking skill by using other methods.

E. Conclusions

Based on the descriptions that has been having discussions as given above, the key short of this work is that the writer concludes, namely teaching speaking skill to the students of the English Study Program of FKIP-USM Banda Aceh by using applied model of teaching materials to improve students' speaking skill. This method gave a much better result compared to teaching speaking skill by using other methods to the same subjects. Here, it is fairly suggested that those who want to teach speaking skill to the same subjects as done by the researcher, can use the applied model of teaching materials to improve the English department students' speaking skill method as well as others under the same conditions.

Bibliography

- Arikunto, Suharsimi. 1996. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ary, Donald, et al. 1979. *Introduction to Research in Education*. New York: Rinehart and Winston, Inc.
- Asher, M. and E. Nolan Woods. 1979. *Practice Test Proficiency*. Middlesex Nelson.

- Azar, Betty Scramper. 1992. *Understanding and Using English Grammar*. New Jersey: Prentice-Hall, Inc.
- Bright, J.A. and G.P. McGregor. 1986. *Teaching English as a Second Language*. London: Longmna Group, Ltd.
- Byrne, Donn. 1983. *English Teaching Perspectives*. New York: Longman.
- Finn, Patrick J. 1985. *Helping Children to Read*. New York: Random House.
- Giorgio Brunello and Lorenzo Rocco. 2008. *Educational Standards in Private and Public Schools*. The Economic Journal, Vol. 118, No. 533 (Nov., 2008), JSTOR – USA.
- Hadi, Sutrisno. 1980. *Metodologi Research*. Jogjakarta: Yayasan Penerbitan Universitas Gadjah Mada.
- Harmer, Jeremy. 1986. *The Practice of English Language Teaching*. London: Longman and New York.
- Hasibuan, Sofiia. 1986. *English for Specific Purpses (ESP): Economics*. Jakarta: Penerbit PT Gramedia.
- Hatch, Evelyn and Farhady, H. 1982. *Research Design and Statistics for Applied Linguistics*. Massachusetts: Newbury House Publisher, Inc.
- Kreidler, C.J. 1970. *Visual Aids for Teaching English to Speakers of The Language*. New York: English Teaching Division Information, Centre Service, US Information Agency.
- Lado, Robert. 1975. *Language Teaching: A Scientific Approach*. New York: McGraw Hill, Inc.
- Meras, Edmond A. 1962. *A Language Teacher's Guide*. New York: Harper & Row.
- Oxford Rebecca L. 1986. *Language Learning Strategies*. New York: University of Alabama.
- Rajab, Tarmizi. 2011. *Improving the Students' Ability in Teaching Speaking Skill through Texts and Without Texts (A Comparative Study Done to the Sixth Semester Students of the English Study Program of FKIP-USM Banda Aceh*. Jurnal Al-Imam, Vol. III, Nomor 3 Januari 2011, ISSN 2085-5672.
- _____. 2012. *The Model of Realia Method Development in Teaching English to Students of Private Universities in Kota Banda Aceh and Aceh Besar*. FKIP-USM Band Aceh: Jurnal Al-Imam, Vol. I, No. 5 Januari 2012, ISSN 2085-5672.

- _____. 2014. *Teaching Materials for Speaking Class*. Depok: Penerbit CV. Tumbuh Dihati.
- Richards, Jack C. And Theodore S. Rodgers. 1993. *Approaches and Methods in Language Teaching. A description and analysis*. New York: Cambridge University Press.
- River, Wilga M. 1971. *The Reading Skill: Teaching Foreign Language*. London: Oxford University Press.
- Sen, Ann Louise. 1983. *Teaching Vocabulary Through Riddles*. Volume XXI, Number 2, April 1983.
- Sudjiono, Anas. 1996. *Penantar Statistik Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Thomas M. Rivers. 2004. *Ten Essentials for Character Education*. *The Journal of General Education*, Vol. 53, No. 3 / 4 (2004). JSTOR – USA: Penn State University Press.
- Tom Hutchinson and Alan Waters. 1982. *English for Specific Purposes (ESP). A Learning-Centred Approach*. New York: Cambridge University Press.
- Weir, Cyril J. 1990. *Curriculum Language Testing*. New York: English Language Teaching, Prentice-Hall.
