

USING PICTURE TO TEACH WRITING TO THE FIRST GRADE STUDENTS OF ENSINO SECUNDÁRIO GERAL PRIVADO CRISTAL DILI IN THE SCHOOL YEAR 2018

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ABSTRACT

The aim of this research are (1) to know whether using picture able to improve the English Writing of the first grade students of Ensino Secundário Geral Privado Cristal Dili in the School Year 2018. and (2) to know the differences of the mean score between before and after the teaching by using picture. The study was a class action research. In conducting the study, the writer involved the English teacher and the first grade students of Ciência Tecnologia 2. The total number of students in this class were 30 students. The sample of study consists of 13 male students and 17 female students. This study adopted qualitative method. The qualitative data were obtained by observing the teaching learning process during the implementation of the actions. While the quantitative data were obtained from the result of pre- test mean score and post – test mean score. The results of this study showed that the mean score of pre-test was 4.5, while the mean score of post-test was 7.1. On the other hand, the result of T- table was 5.4 and T test was 2.042. Based on these result, the writer conclude that using picture is effective to teach English writing. And there were some significant differences between before and after the implementation of using picture to teach English writing because the result of post – test was higher than pre- test, and the result of T-test also higher than T-table. Therefore, it was suggested to local English teacher to use picture as an strategy to teach English writing to the students as it could improve their English writing skill.

Keywords: Improving, picture, writing

INTRODUCTION

Language is a system of sound that is used by the people in order to communicate among the people in the everyday activities in the society. The existence of language is because the existence of society.

Francis, N. (1955) defines that language a system of vocal symbols that used by the people to communicate to each other. Language can be regarded as human criteria, so only human being speaks language. People use language to convey the message each other, also they believe that language is the way to introduce their social identity to the other.

Edward Sapir (1921) says that language is a human system of communication that uses arbitrary signals, such as voice sound, gestures, and written symbols.

Arnold Lakhovsky, (1935) states that languages can be understood as the particular set of speech norms of a particular community, are also a part of the larger culture of the community that speaks them. Languages differ not only in pronunciation, vocabulary, and grammar, but also through having different "cultures of speaking." Humans use language as a way of signaling identity with one cultural group as well as difference from others. Even among speakers of one language, several different ways of using the language exist, and each is used to signal affiliation with particular subgroups within a larger culture.

English is widely used in every country to be considered as the international language. Based on the article 159 RDTL Constitutional, English is considered as a working language in Timor-Leste. English is not only has the role as international language but it is also become the important criteria for everyday people who want to looking for job whether in government or vocational company in East Timor. Therefore, English very important for every people and English is the best way to get better future in East Timor.

Realize the English is a powerful language; it is become one important subject that taught in Encino Secundário Geral Privado Cristal. The most important English subject that students have to study and mastery are the four skills in English itself. There are Speaking, Reading, Listening, Writing. In education teaching English is compulsory for the students.

Writing is one of the English subjects that must be taught in the English study program especially students' semester six. Unfortunately, many students are unable to write the narrative because they have lack of vocabulary and grammar in use. That is why, this study, the researcher would identify the problems to be formulated which is entitled; *Using Pictures to teach Writing* to the first grade students of Encino Secundário Geral Privado Cristal in the school year 2018.

The objectives this study are (1) to know the picture is effective to teach writing or not (2) to know the significances differences of mean score between pre – test and post - test in teaching writing by using picture.

THEORETICAL FRAMEWORK

This chapter presents the local and foreign review of related studies which relevant and support to the topic of study.

The Concept of Writing

Master, P. (2004) mentions that writing is to explain how something works, how something is done, or how something was invented or discovered as the following objectives:

- ❖ Introduce the unit thought prewriting activity : describing cycles and steps

- ❖ Understand the elements of grammar often present in a description of a process
- ❖ Practice using simple mathematical elements and referring to sequential diagrams
- ❖ Learn the general structure of a description of a process
- ❖ Analyze model description of a process
- ❖ Write a description of a process

On the other hand, Olson (1977) defines that writing is one of the language to be taught in schools and the primary task of schools is to teach the skills of speaking, reading, listening and writing. The writing is as productive activity which has to be learned by the secondary students in order to practice their capability of using language. Therefore, the activity of writing is an integral part of the whole process of learning. The writing activity which is experienced by students will expand the horizons of the topic of writing.

While in the same way, Hastuti, (1982:1) manifests her idea that writing is a very complex activity because it involves an orderly way of thinking and the ability to express it in the form of a written language with respect to some conditions. He absolute enumerated the requirements of writing must be mastered among other things: (1) unit of ideas that should be owned by a prospective author, (2) the ability to construct a sentence with a clear and effective (efficient) meaning, (3) develop skills of the paragraph or paragraphs (4) master the technique of writing such as punctuation, and (5) has a number of words needed. The difficulty in writing is caused by the lack of written exercises, and our reluctance to write. States that the ability to write is not always carried out when compared to the ability of listening, speaking, and reading.

Achmadi (1988:7) defines that writing is one of the language to be taught in schools and supported by Olson (1977) which states that the primary task of schools is to teach the skills of speaking, reading, listening, and writing. The writing is as productive activity which has to be learned by the secondary students in order to practice their capability of using language.

In other side Liang Gie (1992:17) says that writing is a complement to speech or speaks language. Writing is not a language, but a tool developed by human society. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, and semantics, with the added dependency of a system of signs or symbols. The result of writing is called text, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture, dissemination of knowledge through the media and the formation of legal systems.

The Types of Writing

McGraw-Hill, (1997) mentions that most of the writing you'll ever do can be divided into four main types they are:

- 1) Narrative writing based on John F. Kennedy explained that narrative writing is tells a story. (Narrative is really just another word for story). The story might be fictional, as in a novel or a short story. Or it can be a real-life story, the short story find in a biography or autobiography, or in a narrative essay.
- 2) Writing is paints a picture with words. Whether describing a person, place, or event try to include a lot of sensory details-details that appeal to the five senses: seeing, hearing, touching, tasting and smelling.
- 3) Expository writing is any writing that explains or informs. When doing expository writing, keep your focus specific and organize information in a logical also includes all necessary facts and uses clear, precise language. (Keraf,981:3) said that Expository writing is a type of discourse which tries to explain and describe the main ideas, and also to expand the view and knowledge of a person who reads the explanation and description, without trying to influence or change the minds of the readers.
- 4) Persuasive writing is a presents a clear points of view so that can requires a clear understanding.

Walker(2001:163-173) based on the variety of ideas about writing and how to write well above, we conclude that in general writing require two pertinent, those are:

- 1) Pragmatic is require the ability of student to write a text with pertinent information for the topic and context completed by examples; to make paragraphs which have a completely coherent and cohesive organization of ideas (uses the correct linkers, pronouns, adverbs, numerals, correct conjunction of verbs); to choose an adequate style and tone; and to summarize the information and writing a logical conclusion.
- 2) Language is require the ability of students to use varied language resources that are adequate to the topic; to use varied and adequate vocabulary; to master the sentence structures and grammar rules, and to use the correct orthography and adequate punctuation. In learning English, Writing is important to support student's ability to use the language. As one of language, Writing has given an important can be seen in people daily activities.

The Element of Writing

Bram (1995:13-106) enumerated that becoming a good writer should consider at least seven elements to write writing well; those are:

- 1) Giving a title to an essay,
- 2) The paragraph
- 3) Sentence problem
- 4) Sentence Varieties
- 5) Word Choice
- 6) Meaning and Grammar, and
- 7) Capitalization and punctuation.

The Concept of Pictures

Harmer (2001:52) stated that teaching writing by using picture is one of popular ways teaching language in improving and makes students easy to understand. While And Gairrns & Redman (1986:103) add that picture can be formed such: wall chart, commercially produced flashcards, hand drawn pictures and of course illustration from course books and supplementary books. The perspective above is telling us that the picture represented the real objects into a simple device which displayed a series of place, objects, persons, for even experiences.

Brown (2007) enumerates that there are several types of pictures according argued that the pictures into eight types: (1) picture of single objects, (2) picture of persons pictures of famous persons of sever people and picture of people, (3) picture of place, (4) picture from history, (5) picture with a lot of information, (6) picture of fantasies (7) picture of news (8) picture of maps and symbols.

A picture is one of the visual aids that can be used in teaching Writing. It makes something more interesting for the students. It also can be used in creating situation for writing classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used so many ways.

Therefore, in this research, the researcher chose the picture as the teaching model. The researcher thinks that picture is suitable to improve students writing because the purposes of these activities are to train student's imagination and describe something in writing. Usually the students are very poor in writing of anything because they have no idea, the researcher hopes that picture can help students to write something, because students will be easier to write when they see the picture.

The Importance of Pictures

Gerlach and Elly (2009) mention the importance of using picture as follow:

- 1) Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
- 2) Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his or her class.
- 3) Pictures can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between student's perception and teacher's perception.
- 4) Pictures teacher help the students to focus attention to the subject and make students active.

METHOD

This research was conducted at Encino Secundari Cristal. This school is located in area of Balide, a part of the municipality of Dili. This school is purposively selected as the research setting because of two major reasons. Firstly, its located is near for the researcher to conduct the research. Second, the researcher has practiced teaching there, so feels familiar with Ensino Secundari Cristal. The researcher has known that students of the first grade have difficulties in writing. So, actually the researcher will helps the English teacher to improve the students' skill. One of the best strategies in improving their writing skill is through the picture as a media which can be applied in the teaching writing in the classroom. The researcher selected the first grade students of Ensino Secundaria Cristal because after this semester they will move to next grade where they will be prepared for final examination.

This is why, Mifflin, (2010) states that research methodology is the process that used by the informants to discover the method based on the role in order to collect the information and data for purpose of making business decision.

The subject of the Research was 25 students from the First Grade students of Ensino Secundari Cristal Dili in year 2018. The pre-experimental research design was used in the study specifically, one group pre-test and pos-test design where the participants had pre-test on their English Writing before they were exposed the pictures as the strategy of learning English Writing. Then, the students were administered post-test.

There were several procedures used by the research to gather the data as the following steps;

- 1) Library Research

The library research was the first step done forwards by the writer before the field research would be conducted. The objective of conducting library research is to collect a number of local and foreign reviews of related literature studies or books that dealing with the theory of English Writing and picture. Furthermore, it is done to set out the data resources on “teach writing by using picture” as the pre-experimental research to support this scientific writing.

2) Field Research

The writer conducted the field research is appropriate setting for research in order to compile the actual and accurate findings required from research subject. In this step, the writer tried out teaching English Writing by using the Picture in the researched school of Escola Secundário Privado Geral Cristal Dili.

On other hand, there were several procedures used by the researcher to gather the data in the field such as;

- ❖ The writer was authorized letter from the Dean of faculty of Teacher Training and Education Science before going to conduct in the field research.
- ❖ The writer prepared the material of English Writing for teaching with the lesson plan, the pre-tests and post-test items
- ❖ The writer met face to face with the school principal and English Teacher to deliver the research letter in order to decide the schedule for conducting research.
- ❖ The writer administered the pre-test to the students before teaching of English Writing based on the lesson plan.
- ❖ The writer taught the English Writing by using pictures based on the lesson plan to the First Grade Students of Escola Secundário Privado Cristal Dili in the school year 2018.
- ❖ The writer administered the post-tests to the First Grade Students of Escola Secundário Privado Cristal Dili in the school year 2018.
- ❖ The researcher checked the students’ answer sheet and marks the score.
- ❖ The result of pre-test and post-test were compared and analyzed statistically.
- ❖ The writer analyzed the mean of pre-test and post-test scores and then, the differences score between Pre-test and Post-test score.

The research was conducted at Ensino Secundaria Cristal Dili, mainly to the first grade students in the school year 2018. Lyons (1976) explains that instrument is used to obtain the data needed are questionnaires”. In order to obtain the data, the writer administered the pre-test and post-test of English writing by using picture.

The procedures of the data collection and data analysis through the following steps;

- First, the writer did the title defense in front of the board.
- Second, the writer attended the proposal exam.
- Third, the writer got research letter from the Dean of faculty in order to conduct the research in field.
- Fourth, the writer administered the pre-test.
- Fifth, the writer taught the students due pictures in order to the students' writing skill based on the pictures.
- Sixth, the writer administered the post – test.
- Finally, the writer tabulate the scores of pre-test and post-test to be tabulated in order to know the significance differences between before and after teaching English writing by using picture.

In analyzing the data, the writer applied the following formula:

Mean: $\bar{X} = \frac{\sum X}{N}$

Description:

$\bar{X}$ = Mean (average value)

$\sum X$ = Number of frequency multiplication with the midpoint of the interval class

N = Total number of students

FINDINGS AND DISCUSSION

The research conducted during four weeks, started from 6th of Augusto until 10th of September 2018 to the First Grade students of Escola Secundário Privado Cristal Dili, in the school year 2018. Based on the result of research, the writer would like to analyze the data of the result from the pre-Experimental research activity in teaching Writing by using picture to the First Grade of Escola Secundário Privado Cristal Dili, in the year 2018.

After collected the data from the informants, the writer described and discussed the data that collected from the research. The data was obtained from pre-test and post-test. In this research, the data consist of analyzed the data presentation and discussion.

Table 1 The Students *Pre-Test* Score

No	Students' Name	Content	Form	Vocabulary	Grammar	Score
1	AJS	2	3	6	4	3
2	AMM	3	4	5	6	4
3	AZDSS	4	5	6	6	5
4	AMST	5	5	6	7	5
5	CJF	3	3	5	6	4
6	DLVDS	5	2	3	6	4
7	ECB	5	6	5	4	5
8	FDC	5	4	6	4	4
9	GOX	2	5	5	6	4
10	GJM	5	4	7	4	5
11	GSV	2	2	5	4	3
12	HXS	6	5	5	4	5
13	IL	6	6	5	3	5
14	IS	6	7	5	6	6
15	ID	5	5	6	4	5
16	JPG	6	6	7	6	6
17	JFRP	5	6	5	5	5
18	JJP	5	5	4	6	5
19	JC	5	5	6	4	5
20	LSS	3	6	5	4	4
21	LRP	3	4	6	5	4
22	MFCN	5	5	4	6	5
23	MSDS	3	5	5	6	4
24	NCS	4	4	5	6	4
25	NMS	3	3	4	4	3
26	OVL	6	6	7	7	6
27	PDN	5	5	5	6	5
28	RLC	4	5	3	6	4
29	VCC	5	6	5	6	5
30	ZSN	3	5	6	5	4
Total Score						X1=136

	Dependent Mean of Pre-Test Score	$\bar{X} = 4.5$
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Based on the result of conducting the Pre-Experimental research, the writer would like to present data to be analyzed through the following tables:

Table 1: The Pre-Test score of Writing without picture to teach the First Grade Students of Escola Secundário Privado Cristal Dili, in the year 2018. To know the mean scores of the pre-test the writer applied the following formula;

Mean: $\bar{X} = \frac{\sum x}{N}$

$$= \frac{136}{30} = 4.5$$

Table 1 presents the result of the pre-test which was administered the test first to the first grade students of Escola Secundario Privado Cristal – Dili in the school year 2018, before the implementation of teaching English Writing by using picture as the strategy. The pre-test dependents mean score was **4.5** which is classified as **very low score or very poor level**.

The result of dependent mean score of pre-test score obtained from the total scores divided with total number of students who were selected as the sample of study. Therefore, based on the result of mean of pre-test score was 4.5 that indicated as low level or very poor level when they used the traditional method to teach English writing to the First Grade Students of Escola Secundário Privado Cristal Dili, in the school year 2018.

The result of pre-test mean score was 4.5. It could be interpreted that the usual method that the local English teacher used to teach the English writing must be changed to innovative and creative method so that the students writing skill can be improved.

In this study, the researcher used picture as a new method to teach writing based on the lesson plan to the First Grade Students of Escola Secundário Privado Cristal Dili in the school year 2018. After conducted teaching activities, the researcher administered the post-test. The result of the post - test could be seen in the following table;

Table 2 The Post - Test Score of Writing

No	Students' Name	Content	Form	Vocabulary	Grammar	Score
1	AJS	6	7	8	7	7
2	AMM	7	7	8	8	7
3	AZDSS	7	7	8	9	8

4	AMST	7	8	7	7	7
5	CJF	8	7	9	8	8
6	DLVDS	7	7	8	7	7
7	ECB	8	8	9	8	8
8	FDC	8	8	8	9	8
9	GOX	7	6	6	8	6
10	GJM	6	8	7	8	7
11	GSV	6	6	7	7	6
12	HXS	7	6	8	8	7
13	IL	6	7	8	8	7
14	IS	8	9	8	8	8
15	ID	6	7	7	6	6
16	JPG	7	6	8	6	6
17	JFRP	8	9	8	8	8
18	JJP	7	9	7	8	8
19	JC	8	7	8	7	7
20	LSS	6	7	6	7	6
21	LRP	7	8	7	9	8
22	MFCN	7	8	6	8	7
23	MSDS	7	6	7	6	6
24	NCS	6	7	6	7	6
25	NMS	7	7	8	7	7
26	OVL	9	9	8	9	9
27	PDN	7	8	7	8	7
28	RLC	8	7	9	7	7
29	VCC	7	8	7	9	8
30	ZSN	8	7	8	7	7
	Total Score					X1=214
	Dependent Mean of Post-Test Score					$\bar{X}$

		= 7,1
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The result of dependent mean of post-test score obtained from the total scores and divided with the total students who were selected as the sample of study. The mean of post-test score is 7,1 is classified as good level score after the researcher used picture as a strategy to teach the writing. The result of post-test mean score was 7, 1. It could be interpreted that the picture is really an useful method to be suggested to the local English teacher in order to teach the English Writing to the First Grade students of Escola Secundari Privado Cristal Dili.

Table 2 presents the result post-test was administered to the first grade students of Escola Secundario Privado Cristal– Dili in the school year 2018. The result of post-test mean score in table 2 was to measure teaching writing progress by using picture as dependent mean score of post-test was 7.1, which is classified as **Good score or Good level**. This is why, picture can be considered as useful method or one of innovative method to be used in English language teaching at class in order to develop students English writing.

And base on the classroom observation, the process of teaching and learning English Writing by using picture method was going smoothly and the most of the students were enthusiastic. This strategy of picture can be considered one of the enjoyable activities for the students in teaching and learning process in the class. It could also bring positive effect for the teacher and students in the class to avoid the violence because the picture could evoke the students to write his/her ideas, thought worrying. And many students never felt boring to write by using pictures even though, students committed various grammatical errors.

Interpretation ; After comparing between the result of pre-test and post-test could be seen that the score of students in pre- test was very low, and after the researcher taught English writing by using pictures as a strategy to the first grade students of Escola Secundario Privado Cristal – Dili in the school year 2018, and after that administered the post – test the score of students was increased. It meant that picture was effective to teach English writing because it helped students to think and write fast once the observed the pictures. On the hand, this strategy also could not make students boring to write something based on the pictures.

Table 3 The Differences Scores Between Pre-Test and Post-Test

No	Students' Name	Pre-test	Post-test	D	D ²
1	AJS	3	7	4	16
2	AMM	4	7	3	9
3	AZDSS	5	8	3	9

4	AMST	5	7	2	4
5	CJF	4	8	4	16
6	DLVDS	4	7	3	9
7	ECB	5	8	3	9
8	FDC	4	8	4	16
9	GOX	4	6	2	4
10	GJM	5	7	2	4
11	GSV	3	6	3	9
12	HXS	5	7	2	4
13	IL	5	7	2	4
14	IS	6	8	2	4
15	ID	5	6	1	1
16	JPG	6	6	0	0
17	JFRP	5	8	3	9
18	JJP	5	8	3	9
19	JC	5	7	2	4
20	LSS	4	6	2	4
21	LRP	4	8	4	16
22	MFCN	5	7	2	4
23	MSDS	4	6	2	4
24	NCS	4	6	2	4
25	NMS	3	7	4	16
26	OVL	6	9	3	9
27	PDN	5	7	2	4
28	RLC	4	7	3	9
29	VCC	5	8	3	9
30	ZSN	4	7	3	9
	Total	136	214	D=78	D ² =228
	Average	$\bar{X}_1 = 4.5$	$\bar{X}_2 = 7,1$		

The formula of t calculation dependent means;

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 - (\sum D)^2}{N-1}}}$$

$$t = \frac{78}{\sqrt{\frac{30(228) - (78)^2}{30-1}}}$$

$$t = \frac{78}{14.48}$$

$$t = 5.4$$

Based on the level of significance is ($\alpha=0.5$)

$$Df = N-1 = 30-1 = 29.$$

Based on the level of significance ($\alpha=.0.5$) and degree of freedom is $30-1=29$ which is indicated that the t table is **5.4**. It is decided the t test = **5.4** $\geq t$ tables is **2.042**.

Interpretation; based on the data above, the writer can conclude that t test = $5.4 \geq t$ table 2.042. This meant that there were significant differences between before and after the implementation of using picture as the strategy to teach English Writing to the first grade students of Escola Secundario Privado Cristal – Dili in the school year 2018.

Table 3 presents the differences result of pre-test and post-test scores by the first grade students of Escola Secundario Privado Cristal – Dili in the school year 2018. It is to measure the significant differences was indicated that the picture as the strategy to students writing.

And based on the formula of t test is to measure the significant differences between before and after the implementation teaching English writing by using picture is **5.2** $t=5.2 \geq t$ table = 2.042. It is indicated that there are significance differences before and after the implementation teaching English writing by using picture because the result of **t test is 5.2** was greater than **t table=2.042**.

So, based on the result of t calculation compared with the t table, there are significant differences between pre-test and post-test. This may be considered that picture is an innovative method to be adjusted by the local English teachers and students in order to teach and learn English writing by using picture.

CONCLUSION

The result of pre – test mean score was 4.5 before the implementation of teaching English writing by using picture. While the result of post – test was 7.1 after the implementation of using picture to teach English writing. From the result of both tests the writer concluded that picture is an effective way to teach writing.

On the other hand, the result of t test was 5.4 and t table was 2.042 at the level of significance .05. In relation to these result, the writer could interpret that there are significant difference between before and after the implementation of teaching writing by using picture to the first grade students of the Escola Secundario Privado Cristal – Dili in the school year 2018.

Furthermore, on the classroom observation. The process of teaching and learning writing by using picture was going smoothly and the most of the students were enthusiastic. This strategy of picture can be considered as one of enjoyable activities for the students in a teaching learning process in the class. It could also bring the positive effect for the teacher and students in the class to avoid the violence because the students could evoke among others to express their ideas without worrying and happy to interact among them spontaneously and simultaneously with the body language movement.

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