ENHANCING STUDENTS' SPEAKING SKILL THROUGH ACTIVE LEARNING STRATEGY; A CLASSROOM ACTION RESEARCH

Ani Pajrini
Institut Agama Islam Yasni Bungo
anipajrini@iaiyasnibungo.ac.id

Mubaidillah
Institut Agama Islam Yasni Bungo
mubaidillah@iaiyasnibungo.ac.id

Abstract

This research was intended to describe: (a) the process of teaching and learning speaking skill through active learning strategy type everyone is a teacher here, (b) to describe the lecturer's effort to enhance the students' speaking skill by using active learning strategy. This was a classroom action research and used Kemmis and Mc Taggart design. It took place at The Institute for Islamic Studies Yasni Bungo. The research participants were the students at the second Semester of Pendidikan Guru Madrasah Ibtidaiyah (PGMI/SD) department, Tarbiyah Faculty. The Institute for Islamic Studies Yasni Bungo academic year 2021/2022. The research was conducted in two cycles. Each cycle consisted of three meetings. In collecting the data, the researcher used observation, field note, interview and tasks. Finding of this research showed that the teaching and learning process through active learning strategy was fun, more interesting and challenging for students and also it made them participate actively in the class activities. There were enhancements on students' skill after the students taught by using active learning, it could be seen from the enhancement of students' score from the first cycle to the second cycle. In summary, it can be concluded that the active learning could be used in teaching vocabulary and speaking skill.

Keyword: Strategy, Active learning, Speaking

A. Introduction

The instructions of English skills must cover four aspects, they are: speaking, listening, reading and writing. Speaking plays an important role in the process of learning a language, through speaking, the students would understand ideas, opinion, and

information from other people.[1] It can be clearly seen that speaking is one of ways to facilitate each other in making relationship or a good communication. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners. Consequently, students often evaluate their success in language learning as well as the effectiveness of their English subject on the basis of how much they feel they have improved in their spoken language proficiency. Speaking is important in students' overall language development. For most people, the ability to speak a language with knowing that language since speaking is the most basic of human communication. Nevertheless, "speaking in a second or foreign language has often viewed as the most demanding of the four skills"[2] Speaking is so much a part of daily life that we take it for granted. And Bailey and Savage described that "speaking is an activity requiring the integration of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for language learners yet for many people, speaking is seen as the central skill".[3]

As the ultimate of English subject in the department of Pendidikan Guru Madrasah Ibtidaiyah/ Sekolah Dasar(PGMI/SD) is that the graduates of PGMI are able to communicate and express their idea clearly in daily communication, so that speaking skill get the first priority to be taught beside listening, reading and writing. English lecturers employ their teaching acquisition as naturally as they teach their first language to the students. However, in carrying such task, the effort seems completely difficult to encourage students to be able to speak English.

Based on the researcher's observation in her own class, initially in the class activities most of the students did not understand what the lecturer taught or their friends said and surely they could not give

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[1] Harmer, Jeremy. *The Practice of English Language Teaching 4th edition. (*New York: Longman. 2007), P. 74.

[2] M Bailey, Katley and Lance Savage. *New Way in Teaching Speaking.* (Illinois USA. Pantagraph Printing. 1994), P. 11.

[3] *Ibid*

feedback in spoken English and sometimes some students looked confused. It may cause of their mother tongue is their local language (rural area/dusun), and the second language and only they use in the class is Bahasa Indonesia, and sometimes the language they used in their daily affect to their academics life especially English Subject. The students even said to the lecturer in her class "ibuk, ngan dido beh bahasa inggris, bahasa Indonesia be ngan dido luruih", which is means "Ma'am   I can't speak Bahasa Indonesia properly and I don't understand English at all,".

There are also other problems that the lecturer has in her own classroom such as the students did not pay attention to the subject material. And related to the lecturer itself, she teaches the English only presented and explained the material in front the class by using power point presentation and whiteboard.

The problems revealed that students countenance towards the whole learning process are feeling awkward, afraid to make mistake and not confident enough to use English words. In addition, when attempting to speak, the students must collect their thoughts and encode those ideas in the English spoken language. Therefore, the students felt uncomfortable to use English continually and nor did they have enough vocabulary which subsequently would be hard for them to comprehend what their class discussed.

Based on those problems, the lecturer is challenged to be more creative to provide opportunities for students to expose their speaking skill, for those reasons, it necessary that the researcher to propose a technique in teaching English especially in teaching vocabulary and speaking skill, namely "Active Learning Strategy (type everyone is teacher here)". Active learning strategy is a way to the students to tie information and save it in their brain. Through this strategy the students invited to participate actively during the class activities.

There are various learning strategies in active learning strategy, one of them is called everyone is a teacher here. This type is focus on the students' success in sharing their understanding to gain the

purposes which need to work together among the students.[4] Every student has the chance to be as a teacher and give their idea, opinion or their understanding about the subject material on that day in front of the class, and their friends as the students will give feedback about his/her opinion. Active learning strategy type 'everyone is a teacher here' is an innovation of learning concept which make the students more active in speaking class. This activity not only encourage the students' actively but also invite the students to participated in the activities occur in the classroom and enhance the students' confidence to talk with their friends.

Based on the explanations above, the researcher conducted a research using an appropriate teaching technique to enhance students' speaking Skill through active learning strategy type 'everyone is a teacher here' to push the students to be active learners.

B. Research Methodology

This research was a Classroom Action Research, in order to solve the problems in teaching and learning activity that the lecturer has found in her own class at second semester of Pendidikan Guru Madrasah Ibtidaiyah (PGMI/SD) Department Tarbiyah Faculty The institute for Islamic Studies. During the research, the researcher has assisted by a collaborator Mubaidillah, M.A. He observed the teaching and learning process that has been done by the researcher. It function is to know the teaching and learning process through active learning strategy (type everyone is a teacher here). The research designed by Kemmis and Taggart as the effectiveness of research depends upon the agreement and commitment of those affected by it. In this model, a lecturer becomes an 'investigator' or 'explorer' of her personal teaching context, and use cyclical process. It consists of four steps; (a) plan, (b) action, (c) observation, and (d) Reflection.

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[4] Silberman, Melvin L. *Active Learning 101 Cara Bealajar Siswa Aktif*. (Bandung: Nuansa, 2009), P.183.

CYCLE I

a. Plan

In this step, the researcher prepared all needed instruments before conducting the Active Learning Strategy (type everyone is a teacher here):

- Designing the syllabus and lesson plan that included steps or activities of Active Learning Strategy (type everyone is a teacher here)
- Preparing the media, such as card, a paper etc. and media for every meeting.
- Meeting the collaborator to discuss all necessary things together about the research instruments such as observation checklist, field notes sheets, interview guidance, attendance list, tasks and other related materials.

b. Action

The actions that were done in the class are based on the syllabus and lesson plan that have been made by the researcher. In this step, the researcher with the collaborator took part in doing all the activities. Before playing the game, the researcher explained the topic material, the steps and the rules how to play the game. The stages in actions were as the following:

- Pre teaching phases; involving greeted and asked the previous lesson and then the students' readiness.
- While teaching phases; the teacher gave materials, introduced the new vocabulary and applied the communicative game to stimulate student to speak. Also, the researcher took students' score by using written test.
- Post teaching; the researcher asked students' concerning and difficulties about the materials that they have learnt during the learning process. If there any, the teacher gave time to share and solve the problem.
- The last, closed the class by queuing up the students and asking one by one about the lesson that they have studied before.

c. Observation

The observations were done by the collaborator. The collaborator observed the teacher's and the students' activities during the teaching and learning process. The activities were gathering evidence. Hence the activities analyzed to decide students' response toward Active Learning Strategy (type everyone is a teacher here), to know how the process of teaching speaking by using communicative game, and to check whether the teaching and learning vocabulary by using Active Learning Strategy (type everyone is a teacher here) are successful or not to create relax atmosphere in the class. In observing activity, the collaborator used observation checklist and field notes.

d. Reflection

In this step, after the teaching and learning process, the researcher and collaborator analyzed the data that were collected from the task, observation form, field note and interview. The qualitative and the quantitative data were analyzed together. The researcher analyzed the result of the tasks and what are the strengths and weaknesses of her procedure in implementing the research plan, whether the teacher performances has fully implemented in the actions or not. Moreover, students' daily tasks were analyzed to know whether the implementation of technique is successful. But if it is unsuccessful, the researcher continued to the next cycle as a target that should be reached. If the result of the analysis from next cycle matched the criteria of success, the action will be finished.

And each cycle has three meetings. Furthermore, at the end of the cycle, the test has been given to the students to measure the students' progress.. In obtaining the data for this research, there are several instruments used; observation sheet, recording, field note and interview.

To analyze the data in this research, the researcher used the data which gathered from the observation sheets, field notes, recording and the result of the interview. Observation, field notes and recording were taken during teaching and learning process, and interview was taken after teaching and learning process by the researcher.

The Observation checklist for speaking skill, the researcher used indicators as guidance in analyzing the data and making point students' speaking skill from rubric scoring O'Malley and Pierce[5].

Table 1. Indicators for Speaking Skills

Aspects	Score	Criteria
Pronunciation	3	The pronunciation is clear and based on English standard
	2	The pronunciation is almost correct, 2 or 3 words still Mispronunciation
	1	Many mistakes in pronouncing the words.3
Fluency	3	Fluently without obstacle
	2	Fluently but still have obstacle /feel doubt to speak
	1	Unfluently
Vocabulary	3	Using Appropriate words
	2	Using appropriate words with 2 or 3 mistakes
	1	inappropriate words
Grammar	3	Right English structure
	2	Almost right English structure with some mistakes
	1	False structure

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[5] O'Malley, J.M, & Pierce, L. V. *Authentic Assesment for English Language Learner; Practical Aproach for Teachers*. (Massachusetts: Addison Wesley Publishing Company, 1996), P. 67.

The scores analyze in order to know who pass the minimum achievement criteria in learning. It classified into two criteria such as complete and incomplete.

Table 1.2 Students' Achievement Criteria of Speaking Skill

Score	Criteria
0 – 74	Incomplete
75 – 100	Complete

To measure the enhancement of average student' speaking skill score in learning speaking skill through active learning strategy in every cycle, here, the researcher used statistic descriptive proposed by Mills[6] as follow:

$$M = \sum \frac{X}{N}$$

C. Discussion
Cycle I

The research was conducted in two cycles. Each cycle had four stages; planning, action, observation and reflection. Each cycle consisted of three meetings. Therefore six meetings were needed during conducting the research. The meeting carried out once a week and took 1 x 60 minutes in a meeting. It was begun on Monday, October 18th 2021 and ended on Monday, December 6th 2021.

1. Planning

In this step, the researcher prepared all things in order to make the research running well, such as the lesson plan for each meeting, materials about Parts of speech; Noun, Article and Pronoun for meeting I, Adjective and adverb for meeting II, and verb and conjunction for Meeting III, the researcher also prepared the cards, board marker, the observation sheets for the lecturer and students, and speaking task sheet.

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[6] Mills, Geoffrey. E, *Action Research: A Guide for the Teacher Researcher*. (Boston: Pearson Education, 2003), P. 73.

2. Action

a. The first meeting

The researcher, in the first meeting had taught nervously because there was someone who was taking recording on teaching and learning process. Then, she started the teaching and learning process by greeting the students. It was the first meeting in carrying out the research. The lecturer explained the lesson and then she invited the students to apply active learning strategy type everyone is a teacher here. Moreover, she guided the students to do the activity confidently. Whereas, the students in the first meeting could give positive respond while the lecturer greeted and then reviewed previous lesson. But, during teaching and learning process through active learning strategy type everyone is a teacher here only few students were truly active in this step. It seemed quite hard for students to ask the questions and some of them got confused, they just kept quiet and looked their friends. They got confused about the technique since it was the first meeting for them applying active learning strategy type everyone is a teacher here. The improvement was needed for the next meeting.

b. The second meeting

The second meeting was on Monday, October, 25th 2021. the lecturer' and students' activities looked enjoyable, because some positive notes were taken by the collaborator such as the students were enthusiastic in applying active learning strategy type everyone is a teacher here, they were also interested and wanted to ask their friends by giving several questions to the lecturer related to the topic given. Meanwhile, there were still some students who got confused and not confident enough to give the question. Therefore, it could be concluded that the lecturer and the students could do the procedures of applying active learning strategy type everyone is a teacher here. As the result, the students could improve their speaking skill.

c. The third meeting

The last meeting of cycle I was on November, 1st 2021. The data showed that the students responded and answered well the teacher's question. After reviewed the last material, then, the researcher explained and monitored the students during applying the active

learning strategy type everyone is a teacher here. The topic was about verb and conjunction, most of the students participated actively but some were looked like still hard to enjoy it.

3. **Observation**

Speaking task result

At the end of the cycle, the speaking test was given to the students and then the researcher analyzed the students' score based on the scoring rubric of speaking skill.

Table 1.3 The Students' Speaking Task Score of Cycle I

No	Students	Indicator of speaking				Score	Criteria
		P=20	G=15	V=40	F=25		
	S1	17	14	26	16	73	Incomplete
	S2	17	13	40	16	86	Complete
	S3	16	14	33	16	79	Complete
	S4	19	15	26	8	68	Incomplete
	S5	14	13	26	16	69	Incomplete
6	S6	17	14	40	20	91	Complete
7	S7	19	11	26	8	64	Incomplete
8	S8	16	13	23	8	63	Incomplete
9	S9	20	12	33	16	81	Complete
10	S10	18	11	23	8	60	Incomplete
11	S11	12	13	26	16	67	Incomplete
12	S12	16	12	24	12	64	Incomplete
13	S13	13	12	26	16	67	Incomplete
14	S14	15	13	30	18	76	Complete
15	S15	14	13	26	16	69	Incomplete
16	S16	14	11	23	10	58	Incomplete
17	S17	15	12	29	19	75	Complete
18	S18	17	14	27	17	75	Complete
19	S19	18	15	23	16	72	Incomplete
20	S20	20	14	26	23	83	Complete

21	S21	11	13	24	19	67	Incomplete
22	S22	19	13	25	24	81	Complete
23	S23	20	14	24	19	77	Complete
24	S24	19	12	24	17	72	Incomplete
25	S25	16	11	27	15	69	Incomplete
26	S26	15	15	29	14	73	Incomplete
27	S27	16	14	33	20	82	Complete
28	S28	17	14	31	19	81	Complete
29	S29	14	12	29	17	72	Incomplete
30	S30	18	13	22	19	72	Incomplete
31	S31	18	15	27	17	77	Complete
Average Score						73	

From the data above, can be seen that there were 13 students who completed the criteria and 18 students were did not complete the criteria. The data in detail could be seen in the table below:

Table 1.4 the students' speaking skill score criteria Cycle I

Students' score	Frequency	Criteria
0 – 74	18	Incomplete
75 – 100	13	Complete

4. Reflection

The task result of speaking skill, the students still got low score under 75. There were only 13 students obtained score more than 75, in interview result showed that the lecturer's explanation in teaching and learning process was quite crucial. The data described that a good lecturer's explanation could help the students' during the teaching and learning process trough applying the Active Learning Strategy Type everyone is a teacher here. Furthermore, after concerning to the result above and discussing with the collaborator, the researcher found that in the first cycle of the research run smoothly. By considering the observation and the analysis of the data in the first cycle, some plans should be arranged as the reflection of the activities in order to have more improvement on students' speaking skill. Based on the result of reflection from the data, some problems were still

found in implementing the students' activities through Active Learning Strategy Type everyone is a teacher here in the first cycle, the problems; the students were still not confidence enough and shy to ask. The students still got problems in asking the questions to other friends and they were not active during applying the active learning strategy type everyone is a teacher here. Referring to the problems above, the researcher and her collaborator wanted to continue the research to the next cycle, which was to determine better improvements for the students' speaking skills.

Cycle II

Based on the data on the first cycle, it was necessary to continue to the second cycle. In this case, the researcher carried out the research by following the procedures of classroom action research that covers; planning, action, observation, and reflection.

1. Planning

In this step, the researcher planned the same activities with the planning step in the first cycle during conducting the second cycle, which consisted of three meetings for three treatments.

2. Action

a. First Meeting

The first meeting of the second cycle was conducted on Monday, November 22nd, 2021. Based on the field note, it showed that almost all of the students wanted to asked and participated actively during the class activities. And some students have shown their understanding about the material through applying the Active Learning Strategy Type everyone is a teacher here.

b. Second Meeting

The second meeting was on Monday, November 29th, 2021. The data showed that the lecturer encouraged the students to be more active during teaching and learning process, and then, after the lecturer's explanation about the material and the role of the activity, the students responded and applied the active learning strategy type everyone is a teacher here enthusiastically and they wanted to take part and asked the lecturer if they found difficulties in speaking.

During this process, the lecturer always assisted students in speaking skill.

c. Third Meeting

The last meeting at the second cycle was on December 6ᵗʰ, 2021. During applying the active learning strategy type everyone is a teacher here the students asked many questions to their 'teacher' and the data also showed that in this meeting most of the students could respond well what the lecturer said, and the lecturer also always monitored and guided the students while applying Active Learning Strategy Type everyone is a teacher here.

The data above informed that the teaching and learning process through Active Learning Strategy Type everyone is a teacher here was able to provide valuable contributions on the students' speaking skills enhancement. The result above showed that the students were enthusiastic in learning process; it encouraged them to be more active in the teaching and learning process.

3. Observation

Speaking task result

In this task the students were asked to answer the questions related to the topics given in each meeting at the second cycle. After that, the researcher analyzed the students' score based on the scoring rubric of speaking skill. For more details, the data of students' speaking score could be seen as follow:

The Students' Speaking Task Score of Cycle II

No	Students	Indicator of speaking				Score	Criteria
		P=20	G=15	V=40	F=25		
1	S1	20	15	38	25	98	Complete
2	S2	20	15	40	25	100	Complete
3	S3	19	15	29	16,6	79,6	Complete
4	S4	20	15	38	25	98	Complete
5	S5	20	15	40	16,6	91,6	Complete
6	S6	20	15	40	20	95	Complete
7	S7	18	15	26,6	15,3	74,9	Incomplet

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8	S8	19	15	26,6	17,6	78,2	Complete
9	S9	20	14	40	17,6	91,6	Complete
10	S10	19	15	29	16,6	79,6	Complete
11	S11	20	15	38	25	98	Complete
12	S12	20	15	40	16,6	91,6	Complete
13	S13	19	15	29	16,6	79,6	Complete
14	S14	18	14	26,6	15,3	73,9	Incomplete
15	S15	20	15	40	25	100	Complete
16	S16	18	15	30	16,6	79,6	Complete
17	S17	20	14	39	25	98	Complete
18	S18	20	13	39	25	97	Complete
19	S19	18	15	40	18,6	91,6	Complete
20	S20	20	14	39	25	98	Complete
21	S21	18	14	39	25	96	Complete
22	S22	19	14	39	25	97	Complete
23	S23	18	15	40	18,6	91,6	Complete
24	S24	20	14	39	25	98	Complete
25	S25	29	15	38	25	97	Complete
26	S26	20	15	40	25	100	Complete
27	S27	19	14	31	16,6	80,6	Complete
28	S28	20	15	38	25	98	Complete
29	S29	20	15	40	16,6	91,6	Complete
30	S30	20	15	40	20	95	Complete
31	S31	17	14	26,6	15,3	72,9	Incomplete
Average Score						93,71	

From the data above could be seen that there were 28 students who complete the criteria and 3 students who did not complete the criteria. For more detail can be seen in the table below:

Table 1.5 The Students' Speaking Score Criteria of Cycle II

Students' score	F	Criteria
0 – 74	3	Incomplete

| 75-100 | 28 | Complete |

From the data above, it illustrated that the students' speaking skill enhance significantly, this could be seen from the increasing of the students' score from cycle I to II. It meant that the Active Learning Strategy Type everyone is a teacher here could bring positive results on students' speaking skill enhancement.

4. Reflection

In reflection, the researcher wrote the result of activities in teaching and learning process, the researcher as the lecturer evaluated the implementation of Active Learning Strategy Type everyone is a teacher here in teaching and learning speaking skill. Concerning to the data and the analysis above, the researcher found that the activities in applying the Active Learning Strategy Type everyone is a teacher here provided positive contributions on students' speaking skill enhancement. Those data, qualitative and numerical data were enough prove that the process that brought in the teaching and learning process was active in solving the students' speaking problems. The process covered the researcher's explanation about the new lesson and the students pretend to be a teacher.

The comparisons in each cycle were in first cycle, most of students still not confident and they were not active in giving questions & answers during applying the Active Learning Strategy Type everyone is a teacher here. In second cycle, most of the students participated, took part and talked a lot during the class activities. Regarding to those facts then, researcher decided to finish the research.

Referring to the research findings, the researcher found that the implementation of the Active Learning Strategy Type everyone is a teacher here could bring better enhancement on the PGMI students of third semester Institut Agama Islam Yasni Bungo.The researcher correlated the result of observation and also teaching and learning process to answer the process of Active Learning Strategy Type everyone is a teacher here in enhancing the students' speaking skill;

the students learnt and practiced their speaking through applying the Active Learning Strategy Type everyone is a teacher here activities, which consisted on; the students got the blank card, then they should wrote a question on the card about the related topic that they did not students and the other student pretended to be as a teacher and answered the question on the card that has chosen. The transferred of the information happened during the teaching and learning process through the Active Learning Strategy Type everyone is a teacher here where the teacher explained the material and the rest of the class gave respond, share their ideas and opinion.

And then, the researcher analyzed the qualitative data which was supported by numerical data. After analyzing the data, the researcher determined that there was an enhancement on students' speaking skill through the process of applying the Active Learning Strategy Type everyone is a teacher here activities.

Moreover, the researcher has taught the students through Active Learning Strategy Type everyone is a teacher here, the Active Learning Strategy Type everyone is a teacher here covered some activities such as learning the subject material, wrote the question on the card about the subject, collected it back to the teacher and then one of student will be chosen as a teacher, she/he take one card that has written the question and the answering the question that they have got. The implementations of Active Learning Strategy Type everyone is a teacher here; that the students applied brought a positive atmosphere to the class activities. Where all the students should participate individually and every one had the same chance to talk, so there was no student could be quiet.

D. Conclusion

Students' interaction during teaching and learning process has given positive enhancement to the students speaking skill. The students could and confidence to speak by themselves. In

addition,[7] stated that in pairs or group, students tend to participate more actively, and they also have chance to experiment with the language than is possible in a whole-class arrangement. It could be concluded that the students' interactions during teaching and learning process through the Active Learning Strategy Type everyone is a teacher here has given good influence to the students' enhancement on their speaking skills.

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