

TEACHING ENGLISH VOCABULARY TO MENTALLY RETARDED STUDENTS OF SLB NEGERI 2 PALU THROUGH MAKE-A-MATCH TECHNIQUE

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Abstrak

Tujuan dari penelitian ini adalah bagaimana menemukan pencapaian kosakata dengan menggunakan teknik “ Mencari Pasangan “. Penelitian ini dilakukan di SLB Negeri 2 Palu khususnya bagi siswa Tuna Grahita tahun ajaran 2015-2016 sebagai subjek di penelitian ini. Subject pada penelitian ini terdiri dari 10 siswa. Penelitian ini menggunakan desain PTK (Penelitian Tindakan Kelas). Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari empat pertemuan, dan dalam setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Teknik analisis data yang digunakan adalah data kuantitatif dan kualitatif (deskriptif). Data kuantitatif diperoleh dari hasil tes siswa dalam penguasaan kosakata, sedangkan kualitatif diperoleh dari observasi dan field note. Berdasarkan data tersebut, pada tes I, dari hasil penelitian diperoleh 5 siswa (50 %) pada tingkatan rendah, sedangkan pada test II hasil penelitian diperoleh 8 siswa (80 %) berhasil. Setelah seluruh data yang diperoleh, dapat disimpulkan bahwa pembelajaran kosakata melalui tehnik “Mencari Pasangan“ dapat membuat proses pembelajaran menarik, membuat siswa paham akan arti kata, membuat siswa mempunyai kemampuan berkomunikasi terhadap orang lain. Terbukti dengan adanya pembelajaran kosakata melalui tehnik “ Mencari Pasangan “ memperbaiki penguasaan kosakata siswa. Diharapkan bahwa tehnik “ Mencari Pasangan “ sebagai salah satu tehnik dalam pembelajaran kosakata yang digunakan.

Kata kunci: *Kosa kata, pencapaian siswa, Tehnik Mencari Pasangan, PTK*

English functions as a global language. It has been used as a medium for international communication. The need to know English is really compulsory for it becomes one of the requirements for purposes such as finding jobs, health business, pursuing education, transaction in marketing, dealing with entertainment, and getting global information. For these reasons, Indonesian government includes English as one of the main subjects in the curriculum that is taught from regular schools to disabled one.

Sekolah Luar Biasa Negeri 2 Palu is a special education school where the disabled or students with special needs are educated. In this school, the teachers educate various disabilities of students such as autism, deafness, deaf – blindness, hearing

impairment, mentally retarded, orthopedic impairment, speech or language impairment and multiple disabilities. Those disabilities cannot stop them from studying or getting education. Like normal students, they are treated equally by the government and used the same curriculum as that used in regular schools. So, all kinds of subjects which are taught in regular schools are also taught in this particular school. In other words, normal and disable students are equal in education.

Teaching English to disable students is not an easy thing to do. Teachers have to deal with low intellectual ability students with different social behaviour. The lacks of capability with some mental problems cause them to be slower in receiving the lesson compared to normal students. And with all these disabilities somehow they still have to

study English due to the curriculum and equal treatment of the education in Indonesia. And similar to regular school, English is also tested in Examination for disable school. Dealing with this situation, teachers who teach the students must work hard and have the appropriate profesional supports and good teaching methods.

The researcher is one of the school English teachers. In every day teaching, the researcher experiences some teaching realities such as the students lack of capability with mental problems that cause them get difficulties. They cannot catch the subject well, especially when the teacher says something. They just listen to their teacher's explanation without knowing how to express and apply their idea or to respond to the questions.

English teaching and learning process became uninteresting because the students had problems in grasping the meaning of vocabulary. Although they had got the materials in the previous lesson, they had forgotten what they had learnt. It was also proven by the researcher who was teaching them. When the teacher asked some questions, only few students gave their answers. The students also had problems in pronouncing the words because the way English words are written is different from the way they are pronounced. As a result, they easily got bored and forgot the vocabulary they had learnt. That is why the students' vocabulary mastery was low.

Besides, the teacher also has some problems concerning English teaching. The teacher deals with students with difficulties in memorizing new words. It could be seen in daily teaching and learning process. It is very easy for the students to forget the word being taught. Probably, this happens because of the weakness of the students and their lack of vocabulary. The students with special need or mentally retarded get very confused when the teacher asks them to say the words or sentences in English and to understand the

meaning of some English vocabularies. They do not give a good response. And, whether the problem lies on the students disabilities, English is still considered as a foreign language, or the teacher's teaching technique is not appropriate, the situation remains a problem in English teaching which is marked by students' low score achievement. The students cannot reach the KKM (Minimal Score Criteria). Five out of ten students could reach the KKM (60, 50%) which means that they failed.

Considering all those problems, the researcher thinks that she needs to overcome the situation. She decides to find a way out that help the students to study English better. The English teacher must help the students to surmount their difficulties by giving motivation and being creative in teaching, especially in teaching vocabulary. She focusses on vocabulary because it is the subject based on the curriculum emphasis. Vocabulary is one of the language components which have to be mastered by the students in learning a new language. It should be mastered together with the language skills (reading, writing, listening, and speaking). Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards and Renandya, 2002).

The teacher who is working with serious intelectual disabilities (the students with speacial needs) has to know how to meet their students' unique needs. The teacher must find suitable and interesting technique in teaching and learning process to raise the students' amusements. One of the techniques that the teacher will use is "Make-a-Match technique". It is a technique of teaching vocabulary where students find couples through question and answer parts using cards. Through this technique, the students work together to learn and they can share their ideas with their teammates and ask others to find or match couples of the

card. The cards consist of questions and answers part. Each student should find the cards or match them with the other cards. The first students who can match the card, she or he will be the winner. Make-a-Match technique is a cooperative learning that helps the disabilities students to have social interaction with other students and help them to understand the vocabulary (Lie, 2010).

The researcher chooses this technique because it is beneficial for the students. Make-a-Match technique not only can create active and fun situation in which students pay more attention to materials, but also increase their scores. It is helpful in the process of learning vocabulary of a new language. Make-a-Match technique applies cooperative learning to increase students' vocabulary. By using Make-a-Match technique the teacher can motivate and encourage the students to be more interested and enthusiastic in learning English and improve their social interaction as well (Lie, 2010). The researcher thinks that when the students have been interested in the subject, they will concentrate and participate actively in the class. And it, of course, will improve their ability. Based on the arguments and principles mentioned in the background above, the researcher will conduct a study in the form of Classroom Action Research which is entitled “ Teaching English Vocabulary of Mentally Retarded Students of SLB Negeri 2 Palu through Make-a-Match Technique ”.

The General Concept of Vocabulary

There are some definitions of vocabulary. According to Kridalaksana, "Vocabulary is a component of language that maintains all of information about meaning and using word in language."

Furthermore Webster Dictionary noted that, vocabulary is: “ A list or collection of words usually alphabetically arranged and explained or lexicon, stock of words use in language or by class, individual, etc..”

The definition above concludes that vocabulary is a component of language and numbers of words by a person class, profession, etc in the communication and every aspects of life.

Vocabulary can be defined as sound that expresses a meaning and form an independent unit of a language. It can be stated that vocabulary is the smallest unit of speech that processes individual meaning to speak and can be used to interact one another and vocabulary can be said as a group of words on certain language as a part in teaching – learning in foreign language.

Vocabulary knowledge is important because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.

The Purpose of Learning Vocabulary.

To learn something people have to know the purpose of the things they learn, in this case the purpose of learning vocabulary is to help the learners easier in expressing the ideas because the vocabulary is all of the words contained in a language, the words used in the science field. Vocabulary development is a process of acquiring new words to be used in daily life, and more specifically, the basis for learning any language. Vocabulary development focuses on helping students learn the meaning of new words and concepts in various contexts and across all academic content areas.

Method in Teaching Vocabulary

As a teacher, she/he should be inventive in selecting interested activities and must provide a great variety of them. In practice, there are some methods in teaching vocabulary, especially in getting students attention while learning vocabulary. According to Norton (2006), the methods are as follows: a) To keep children amused, teacher should make class more interesting

by prowling around them; b) Try to remember their names because children feel that a child pays attention to them; c) Ask them to close their books when teacher is talking in order to keep their attention to the teacher, not to their book; d) Try to find different ways of choosing the learners whom teacher is going to interact with.

Based on the statement above, the researcher should prepare the materials and make the situation in such a way that students find it enjoyable and interesting. The teacher should have a method to make the student active and attractive. By applying "Make-a-Match" technique the students with mental retardation can cooperate with other students more actively. The researcher believes that the cooperative learning is a good method for students in helping each other.

Kinds of Vocabulary

Some experts divide two types of vocabulary: passive and active vocabulary. Harmer (1991) distinguishes between these two kinds of vocabulary. The first kind of vocabulary refers to the one that the students have been taught or learnt and which they are expected to be able to use. Meanwhile, the second term refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce.

Haycraft (1995) divides two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

1. Passive Vocabulary (Receptive)

Passive or receptive vocabulary is words that the learners recognize and understand when they are used in the context, but which they cannot produce. It is vocabulary that the learners recognize when they see or meet in reading text but do not use it in speaking and writing.

2. Active Vocabulary (Productive)

Active or productive vocabulary is the words which the learners understand, can

pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time.

The researcher thinks that disabilities students or mental retarded in the school use the receptive vocabulary due to the lack of vocabulary in English lesson. That is why they cannot speak English well. As a result, they cannot produce the new vocabulary. In this research. the researcher use vocabulary focusing on nouns and verbs, topic in her research is the animals.

According to Downing (2006), English vocabulary is classified grammatically according to terminological traditionally. There are classification of word classes or part of speech, namely; noun, verb, adjective, and adverb. Kinds of vocabulary can be explained as follows:

a. Noun

Colman (2005) adds, a noun is the name of something: a thing or a person, or a place, or even a feeling or a state of mind. For the example, man, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, etc.

b. Verb

Verb is a word that expresses an action or state of being, and the time of when it is. Verb expresses action, events, process activities, etc. Completed sentence must contain at least one verb, for example: run, read, wash, dance sweep, sing, write, etc.

c. Adjective

Adjective is defined as a word that gives more explanation about noun or pronoun. Adjective can be used before noun. According to Jackson (2005), adjectives denote: size (large, small, etc.), color (blue, red, etc.), shape (oblong, square, etc.), appearance (pretty, nice, etc.), evaluation (commendable, reasonable, etc.), and so on, while Dykes (2007) says, in the grammatical

sense, adjective means to add the characteristics of something.

d. Adverb

Jackson (2005) states that adverb is denoting manner (cautiously), time (soon), direction (along), and many others. On the other hand, Dykes (2007) states that an adverb is a word that adds meaning to any other word, except a noun or pronoun (that being the job of an adjective).

Vocabulary Development for Students With Special Need or Mentally Retarded

In teaching vocabulary, the significant point is the selection of words the teachers want to teach. In teaching students with learning disabilities or mentally retarded, it is quite easier to teach starting from concrete words, then, to more abstract ones. The frequency must also be considered by the teacher. The teacher can decide which words to teach on the basis of frequency, how often the words are used by the speaker of the language. The teacher should teach the words that of learning disabilities or student with special needs are familiar with. How often words are taught depend on the themes and topics. A lot of books provide vocabulary according to the themes. For example, when there is a theme “Animals”, then, we can find words like names of animals, where they live, what they eat, etc. Vocabulary mastery in student special need school especially at the mentally retarded students still in the low level of productive use. They are not able to identify the words when they meet them and they are not able to produce or use the words in speaking or writing. Student of learning disabilities or student with special needs often put words together with what they can see, hear or with what they can touch.

Vocabulary Items for Student with Special Need School

The vocabulary items for Students with Special Need School which are based on the KTSP (SMPLB Curriculum) are divided into

two kinds. Those are classification of word according to theme (topics) and class. The class that she will conduct is in mental retardation class. Vocabulary items based on the theme consist of words that should be learned in context. It is also taught in different theme (topics). The theme which is related to vocabulary is considered to fill the target of competence. In addition, vocabulary items are produced from genre: simple descriptive, care utterance, announcement, and recount, etc. For example, the student of student with special need school genre is classified based on the term. Students learn simple descriptive text in which the social function is to describe the people, animal, place or thing. The researcher will conduct this research involving mentally retarded students of SLB Negeri 2 Palu. The researcher chooses this class because it is appropriate class to conduct this research and only one class of mentally retarded students with ten students in number and is appropriate to apply this “ Make-a-match” technique.

Intellectual Disability/Mentally Retarded

Intellectual disability or mentally retarded is a state of developmental deficit, beginning in childhood, that results in significant limitation of intellect or cognition and poor adaptation to the demands of everyday life. Intellectual disability or mentally retarded is not a disease in and of it, but is the developmental consequence of some pathogenic process. Someone with intellectual disability or mental retarded has limitations in two areas. These areas are:

1. Intellectual functioning. Also known as IQ, this refers to a person’s ability to learn reason, make decisions, and solve problems.
2. Adaptive behaviors. These are skills necessary for day-to-day life, such as being able to communicate effectively, interact with others, and take care of oneself.

IQ (intelligence quotient) is measured by an IQ test. The average IQ is 100. A person is considered intellectually disabled if he or she has an IQ of less than 70 to 75. To measure a child's adaptive behaviors, a specialist will observe the child's skills and compare them to other children of the same age. Things that may be observed include how well the child can feed or dress himself or herself; how well the child is able to communicate with and understand others; and how the child interacts with family, friends, and other children of the same age.

Based on the statement above, Mental is sub average intellectual ability equivalent to or less than IQ of 70 that is accompanied by significant deficits in abilities (as in communication of self care) necessary for independent daily functioning, is present from birth or infancy, and is manifested especially by delayed or abnormal development, by learning difficulties, and by problems in social adjustment. In other words, We can say mental retarded is a term for a pattern of persistently slow learning of basic and language skills during childhood, and a significantly below-normal global intellectual capacity as an adult. This means they are just a little slower than average to learn new information or skills. In fact, with the right support, most of them will be able to live independently as adults.

Learning, for student disabilities or mental retarded, is an umbrella term for a wide variety of learning problems. A learning disability or mental retarded is not a problem with intelligence or motivation. Children with learning disabilities are not lazy or dumb. In fact, most are just as smart as everyone else. Their brains are simply wired differently. This difference affects how they receive and process information. Simply put, children and adults with learning disabilities see, hear, and understand things differently. This can lead to trouble with learning new information and skills, and putting them to use. The most common types

of learning disabilities involve problems with reading, writing, math, reasoning, listening, and speaking.

The Individuals with Disabilities Education Act (IDEA) identified specific categories of disabilities under which children may be eligible for special education and related services. As defined by IDEA, the term "child with a disability" means a child: "with mentally retarded, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), orthopedic impairments, autism, other health impairments, or specific learning disabilities, needs special education and related services.

Make-a-Match Technique

"Make-a-Match" technique is a technique for teaching student vocabulary by asking the student to find their couple or match.

The procedure of this technique is students are divided into some groups to make teaching and learning process more interesting and fun. Doing as instructed, the students will try to learn in group and memorize vocabulary in a fun way.

The things that the teacher needs to be prepared in teaching vocabulary by using "Make-a-Match" technique are use the cards. The cards consist of cards containing questions and other cards containing the answers to these questions. The next step is the teacher divides the class into two groups of the community. The first group is the group that carries the cards contains questions. The second group is the group that takes the cards containing the answers. And the researcher plays the role as the assessor to her students.

This technique lets the students work together to learn and they can share their ideas to their teammates. The researcher can say collaborative learning is a technique of teaching and learning in which students work

in a team together to explore a significant question or create a meaningful project.

The Procedures of Teaching Make-a-Match Technique

This technique can generate student learners to engage actively in learning process. This, for example, gives opportunity to students to look for their couple while they study a certain topic or concept at the same time in pleasant atmosphere. This technique can be applied for all class levels and subjects.

The followings are the procedures of this technique:

1. The teacher prepares some cards containing some topics.
2. Every student gets one card.
3. Every student thinks the answer of the question from the card held.
4. Every student looks for the couple having card which fits in its card.
5. Every student who is able to check off its card before deadline is given the point.
6. After one card phase and then it is shaken again so that every student gets different card from the previous one.
7. And so on
8. Conclusion/ closing.

The Advantages/Disadvantages of Make-a-Match Technique

The “Make-a-Match” learning process has advantages and disadvantages. According to Lie (2007), the advantages of “Make-a-Match” technique are:

1. Students are more active in learning
2. Raising student’s motivation in learning.
3. The learning material drives students to give more attention to learning.
4. Train the students’ bravery to perform in presenting their result.
5. The Make a Match learning technique can be used for all subject.
6. Promote team learning and collaborative skills.
7. Create “fun” learning environment.

The disadvantages of the “ Make-a-Match ” technique are:

1. It needs guidance from the teacher to do this activity.
2. The teacher has to limit the time when the students are doing this activity, so they do not have chance to ruin the activities or waste the program.

According to the researcher, the advantage of “ Make-a-Match ” technique is that the teacher can make students active and have fun. It also makes the students interested and participate in teaching and learning process. Besides that, this technique can improve students’ vocabulary where they build their words by following the technique instruction. By doing so, it can make the learning process in class effective and fun.

This technique will be used in this study because the researcher wants to improve the students’ achievement in vocabulary through this technique. She thinks that “Make-a-Match” technique is the right technique to be applied to teach vocabulary to the students. She also concludes that “Make-a-Match” technique is applicable in the classroom for teaching vocabulary because it makes teaching and learning process interesting and enjoyable. By using “Make-a-Match“ technique in teaching vocabulary in classroom, it becomes easy for students to remember the vocabulary that has been taught. It will help students to increase their new vocabulary and get an impression that vocabulary learning is not boring but fun and interesting.

METHOD OF THE RESEARCH

The researcher applied Classroom Action Research design. She collected data qualitatively and quantitatively. The researcher collected quantitative data by doing a test. In finding qualitative data, the researcher and the collaborator do the observation check list and field notes in the classroom regarding the researcher activities in studying English by implementing “

Make-a-Match ” technique. This research consisted of planning, acting, observing and reflecting as what has been suggested by Kemmis and Mc Taggart (1988) “ action research start with small cycles of planning, action, observing and reflecting which can help to define issues, ideas and assumption more clearly so that those involved can define more powerful question for themselves as their work progresses”.

The research was conducted on March 1nd 2016 to March 29th 2016 at SLB Negeri 2 Palu in which the researcher is one of the English teachers there. It is located at Jl. Nambo Irg 1 street No. 1 Petobo of Southern Palu.

The subjects of the research was mentally retarded students of SLB Negeri 2 Palu. There was one class of mentally retarded students which reached 10 students in number. The object of research was teaching vocabulary through “ Make-a-Match ” technique dealing with the teaching of English words (noun and verb) to one class of Mentally Retarded students of SLB Negeri 2 Palu and focused on meaning of vocabulary that related to one topic (Animals) through “ Make-a-Match ” technique.

FINDINGS AND DISCUSSION

Based on the result of the action and observation, the researcher found that there were several weakness conditions during the research; firstly, among others that the students had difficulties in pronouncing the words and also they did not know meaning of the word. Then, the researcher, as the model, drilled the students how to pronounce correctly and gave the meaning of each the word.

Secondly, based on the test scores results, students had more difficulties in understanding the meaning. The researcher had to create more activities to help students understanding the meaning. In every meeting, the researcher emphasized two or

more vocabulary to be memorized by the students. The researcher did more teaching English vocabulary focusing on meaning and each meeting was dealing with nouns and verbs.

The third, based on result of the test in this cycle, they had failed to answer the questions related to nouns and verbs, so the researcher gave more explanation in every meeting. For example, in the first meeting the researcher emphasized on nouns and verbs, and in the second meeting the researcher emphasized on nouns, and in the next meeting the researcher emphasized on verbs.

The four, some students dominated the group and that there was also a group which did not know what to do and when the researcher supervised the group, only one or two students did their task. So it needed guidance from the researcher to help students do this activity. To the next cycle, the researcher and the collaborator planned the implementation of “Make-a-Match” technique, the researcher had to change the group activities and it was hoped that the students would be more familiar with group work activity and there was no student who dominated in doing task in a group.

The researcher analyzed the data from two sources; quantitative data (achievement tests) and the qualitative data (observation check list and field note). From the observation check list, it can be seen that the students were enthusiastic to pay attention the researcher instruction during the presentation in class. From the result of observation check list and field note showed that the students’ motivation was good after given in application of “ Make-a-Match ” technique.

The result of the quantitative data getting from the tests which indicated that the students had made an improvement of students score in mastering English vocabulary. The result of the quantitative data getting from the tests which indicated that the students had made an improvement

of students score in mastering English vocabulary.

From the test of cycle 1, there was only 50 % students successful percentage. There were five students got individual score 60 as the minimum score level of success and there were five students got lower than 60 . The classical score of success was only 50 % of the students who achieve 60. It means that the result of classical score did not meet the criteria of success. The finding from the test of cycle 2 indicate significant improvement. There were eight students 80 % who got successful and only two students (20 %) were failed.

The score that was obtained from the test in cycle 1 to the test in the cycle 2 clearly showed that there was 80 % . It could be concluded that the problem of students in mastering vocabulary had been solved.

CONCLUSSIONS AND SUGGESTIONS

Conclusions

The application of “Make-a-Match“ technique in learning English can improve the vocabulary of the Mentally Retarded students of SLB Negeri 2 Palu. The research showed that there was evidence seen by the increase in the achievement of class from 50 percent in cycle I to 80 percent in cycle II. From the result of the research, we can see that teaching vocabulary using “Make-a-Match“ technique can make students more active enthuasthic, fun, and enjoyable. This technique can improve students’ vocabulary, especially to mentally retarded students because it can makes the students interested and all of students can participate in teaching and learning process and it change the students’ behavior which their work together with the groups to learn and can share their idea to other.

Suggestion

Based on the results of the data analysis and conclusions above, the researcher gives some suggestions as follows;

1. For the students.
 - a. The result of this research can motivate the students’ to improve their vocabulary mastery. Teaching vocabulary through “Make-a-Match” technique could make the students’ are more enthusiasm and fun in following teaching learning process.
 - b. This technique as cooperative learning, through this technique could to improve the students behavior which their work together to learn and can share their idea to their teammates.
2. For the teacher.
 - a. Teaching in English vocabulary is not easy, so that before conducting the teaching learning process especially English to the mentally retarded students, the teacher has to an effort to build their motivation.
 - b. The teacher could choose the “Make-a-Match” technique as one of interest technique toward the lesson that they learnt because by applying this technique the students will have enthusiasm and enjoyed in learning process.
 - c. The result of this research can support the English teachers to apply this technique in teaching vocabulary and change to the technique that is more interesting.
3. For the researcher
 - a. This research can be used as reference to other researchers who will do further activity and contribute to teaching English.
 - b. This research only focused on nouns and verb, so that is why the researcher hopes that other researchers could use different classes of word, namely, adverbs and adjectives.

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