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## IMPROVING STUDENTS' DIRECT AND INDIRECT SPEECH MASTERY IN NEWS ITEM TEXT THROUGH USING INPUT ENHANCEMENT TECHNIQUE

**Muhammad Mujtaba Mitra Zuana**

Institut Pesantren KH. Abdul Chalim Mojokerto, Indonesia

[mujtaba.mitrazuana@gmail.com](mailto:mujtaba.mitrazuana@gmail.com)

\*Corresponding Author

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***Abstract:** This research is to find out whether input enhancement technique is effective in improving students' direct and indirect speech mastery in news item text. This quantitative experimental research employs pretest and posttest control group design. The data collection technique is by administering tests, using pretest-posttest design. The data analysis technique uses t-test formula. The result indicates that there was no difference between control and experimental group in initial ability before the input-enhancement-technique was treated. Whereas by using input enhancement technique there was significant difference between students taught direct and indirect speech mastery using input enhancement technique and those taught direct and indirect speech mastery in news item text without using input enhancement technique. Thus, it could be concluded that the use of input enhancement technique was effective in improving students' direct and indirect speech mastery in news item text.*

***Keywords:** Input Enhancement Technique, direct and indirect speech mastery, news item text*

**Abstrak:** Penelitian ini dilakukan untuk mengetahui apakah penggunaan teknik peningkatan input efektif dapat meningkatkan penguasaan tuturan siswa secara langsung dan tidak langsung pada teks item berita. Penelitian ini merupakan penelitian eksperimental kuantitatif dengan desain control group pretest and posttest. Teknik pengumpulan data dengan pemberian tes, pretest dan posttest. Teknik analisis data menggunakan rumus uji-t. Hasil penelitian menunjukkan bahwa tidak ada perbedaan antara kelompok kontrol dan kelompok eksperimen dalam hal kemampuan awal sebelum dilakukan perlakuan teknik input-enhancement. Sedangkan dengan menggunakan teknik peningkatan input terdapat perbedaan yang signifikan antara hasil belajar siswa dalam hal penguasaan tuturan langsung dan tidak langsung menggunakan teknik peningkatan input dengan hasil belajar siswa dalam hal penguasaan tuturan langsung dan tidak langsung dalam teks item berita tanpa menggunakan teknik peningkatan input. Dengan demikian, dapat disimpulkan bahwa penggunaan teknik peningkatan input efektif dalam meningkatkan penguasaan tuturan siswa secara langsung dan tidak langsung pada teks item berita.

**Kata kunci:** Teknik Peningkatan Input, penguasaan tuturan langsung dan tidak langsung, teks berita

## INTRODUCTION

As the purpose of the teaching of English for Senior High School, that is to master informational competency, this purpose should be taken into account in order to make the students be able to access the knowledge in the academic purposes. Depdiknas (2004) states that English learning in junior high school is targeted to the learners in order to gain the functional level namely communicating orally and written to solve the daily life matters, whereas the students at senior high school are expected to be able to gain the informational level because they are prepared to continue their study in university. This informational competency is implemented into four skills; those are listening, speaking, reading and writing. In listening skill, students are expected to be able to listen to the English news, important information from radio, television and any other media. In speaking skill, the students are expected to be able to talk about important cases, such as talking about the lectures and giving and asking important information. In reading skill, students are expected to be able to read English newspaper, magazines, scientific texts and any important information from any other printed media. This competency should be carried out in teaching English to the students of Senior High School in order to prepare them to face the real world and academic life, such as applying for the job after grading from the school or enrolling to the higher education level in university (Agustin, 2004).

Through the skills (listening, speaking, reading and writing), students use the target language to communicate with other people. The consideration of being able to communicate in English in proper way is known as how students use their ability to produce correct discourses or texts. How can students' ability be identified whether their English learning has been done successfully or not without knowing their ability in using that target language. The ability of the students to produce grammatical discourses or texts depends on their ability in using their grammatical competence to lead their communicative competence (Agustin, 2004).

The texts or discourses become the goal of English language learning which should be achieved by the students because this is the communicative purpose of English language learning (Anderson, 2003). Agustin (2004) states that the term text or genre refers to its communicative purpose, generic structure and language features. The text type is produced by context of culture. There are many kinds of texts in English which are taught in the level of senior high school. They are narrative, recount, spoof, anecdote, analytical, hortatory, procedure, review, explanation, discussion, and news item (Depdiknas, 2004). All these texts have their own language features which are different one another. One of these texts which is considered very important in daily life is news item text. News item text is the text, which consists of the news as the main thing in that kind of text. It gives the important things or events, which just recently happened in immediate environment or at least the news, will be worth enough if it is reported to the society or audiences. News item has its own language features such as using short telegraphic information about story captured in headline, using action verbs, adverb of time, place and manner and using reported speech or direct and indirect speech. Among these language features is direct and indirect speech.

From the matters above, it can be stated that one of the important elements which compose a text is grammar. Thus, grammar takes its important position in English, as one of the linguistics competences which takes very important role in succeeding English language learning. Furthermore, Nashr (1980) states that if a language had no grammar,

no systematic ordering of its words in sentences, it could never be learned by a native speaker or by a foreigner, nor could two people understand one another in it. Indeed, a language without grammar is no language at all.

Harmer (2007) states that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentence in that language. It is clear that grammar leads the students or English learners to make a correct sentence, in simple, and able to make appropriate discourses or texts, for further purpose, for example to produce or write a news item text. How the students can make correct or acceptable sentences, even one sentence, or discourses or texts, if they do not have ability to do so. In fact, the grammar of a language is as a measurement to know whether the English is acceptable or not. Viewing on this matter, it will lead us that grammatically acceptable English is the one, which is grammatically acceptable to English native speaker. Boey (1975) states that grammar of a language, therefore, consists of the rules (the formulas) that will generate sentences grammatically acceptable to native speaker.

The grammar rule which is going to be observed is direct and indirect speech, which has become one of the cores in succeeding students to be able to write a grammatical and acceptable news items text. Also, direct and indirect speech is regarded as the difficult grammar rule to be mastered. Goodell and Jacqueline (1987) states that many nonnative speakers of English, even at advanced level, exhibit great difficulty in learning English reported speech. Elements in direct and indirect reported speech in English are often combined when nonnative retell an utterance. Indirect Speech (also referred to as reported speech) refers to a sentence reporting what someone has said. It is almost always used in spoken English. Regarding to the importance of direct and indirect, mastering this grammar rule will make students able to write a news items text which is grammatically acceptable. So that is why the teaching of grammar should be related to the text in which this text uses that grammar rule as the language feature. Thus, the way of teaching grammar should be appropriate to what students need to able to use it in language communication. Fromkin (2003) states that teaching grammar in school to fulfill language requirements. Teaching grammars state explicitly the rules of the language, list of the words and their pronunciations, and aid in learning a new language or dialect. This means that the teaching of grammar should be able to make students able to use the grammar to be used in the demands of learning language. In this point, the writing skill is the most considerable in which the grammar takes important position to enable students to write grammatical texts.

Direct and indirect speech is usually taught in isolated, which means it is taught unrelated to the kinds of text. But this way of teaching grammar faces problem. Nunan (2003) states that many grammar-based courses are relatively ineffective because they teach grammar as an abstract system, present the language as isolated sentences, and fail to give learners a proper context for grammar point. Thus, there should be a solution toward this problem that is by teaching grammar related to the communicative purpose. Nunan (2003), states that in teaching grammar, there are some principles which can be considered as the way that grammar can be taught to the students in the proper way such as integrate both inductive and deductive methods in teaching, use tasks that make clear the relationship between grammatical form and communicative function, focus on the development of procedural rather than declarative language.

From above matters in the teaching of grammar, there should be a proper technique in order to be able to cover the principles of teaching grammar. Considering

this cases, Input Enhancement Technique is chosen in teaching grammatical mastery to the tenth grade students. Input Enhancement Technique is a technique for getting students to notice the grammar item that teacher wants to introduce (Alanen, 1995; Nunan, 2003) With this technique, teachers draws students' attention to grammar items which are meant to be noticed by "flagging" them in some way such as through highlighting, underlying or coloring.

Input Enhancement Technique is chosen in teaching grammar because by using this technique in teaching grammar, the grammar items in news item text can be introduced and explained more easily to the students because the relations or change in grammar items of grammar rule will be so clear. And through applying this technique, for further purpose, students will be able to implement their grammatical mastery in order to be able write an acceptable and grammatical news items text.

Finally, based on the explanation above the researcher wants to find out the effect of Input Enhancement Technique to teach students' direct and indirect speech mastery in news item text. For further purpose, it is expected that the students are more easily to use their grammatical mastery in writing news item text.

## RESEARCH METHOD

This research is experimental. It is conducted to find out the effect of input enhancement technique in improving the students' direct and indirect mastery in news items text. Ary, et al (2010) states that the experiment is the event planned and carried out by researcher to gather evidence relevant to the hypothesis. The data is presented in quantitative manner. And the hypothesis is tested using t-test technique. Ary, et al (2010) also states that in its simple form of an experiment has three characteristics: (1) An independent variable is manipulated; (2) All other variables except the independent variable are held constant; (3) The effect of the manipulation of the independent variable on the dependent variable is observed.

Furthermore, pretest-posttest control group design is considered to be the most appropriate design in the experimental research. This design includes three activities; they are administering the pretest, applying the treatment to the group, and then administering the post-test (Mc. Millan, 1992). The result of the design is the comparison between the scores in the pretest or the scores got before the treatment is done to the group and the scores gained after the treatment is applied to the group. Pretest-posttest control group design is presented below:

Table 1. Pretest-Posttest Control Group Design

Group	Pretest	Treatment	Posttest
E	Y1	X	Y2
C	Y1	-	Y2

### In which:

E : is the group of subjects which is given the treatment

C : is the group of subject which is not given the treatment

X : is independent variable or treatment in which the input enhancement technique is implemented.

Y1 : the pretest scores gained before the treatment

Y2 : the post-test scores gained after the treatment

In this study, the researcher uses the cluster sampling procedure to get the sample. As the design is pretest-posttest control group design, the researcher first of all finds the class as the sample of the research, and then he conducts the pretest to measure the ability of the students in the use of the direct and indirect speech mastery in news text before the treatment is given to the that sample, the treatment itself, which is the implementation of input enhancement technique and the last is the posttest, which is done to measure the progress of the students' direct and indirect speech mastery. After conducting some chronological steps, the effect of input enhancement technique can be examined.

### **Research Variable**

The researcher uses two variables in which this is a must when conducting the experimental research in attempting to answer the research questions and fitting to the research method Ary, et al (2010) states that different methods are employed to answer the different types of research questions. Whenever a dependent variable can be manipulated by the researcher, the experimental method is an appropriate one to use. Mc. Millan (1992) states that the dependent variable is the variable which comes first and influenced and predicted by the independent variable.

In this research, the independent variable is the input enhancement technique. Mean while the dependent variable is the tenth grade students' direct and direct mastery in news item text. And Ary, et al (2010) states that in its simple form of an experiment has three characteristics: (1) Independent variable is manipulated; (2) All other variable except the independent variable are held constant; (3) The effect of the manipulation of the independent variable on the dependent variable is observed.

### **Population and Sample of the Research**

The population of the research is a group of people which share the same of characteristics. Mc. Millan (1992) states that the population is a group of persons to which the researcher intends to generalize the result of the research. Ary, et al (2010) states that the small group that is observed is called sample and the larger group about the generalization is made is called population. The population of this research is the students of a private Senior High School in Surabaya. The researcher takes tenth graders as the sample of the research.

The researcher uses cluster sampling technique to get the sample of the research. This technique is used since the unit of chosen is not individual but a group of individuals who are naturally together (Ary, et al, 2010). In this research, the sample is class X-I as the sample in which the independent variable or input enhancement technique is implemented and class X.-II in which the independent variable or Input Enhancement Technique is not implemented.

### **Research Instrument**

The use of the instrument is very important matter in the research, because the instrument is the means to get the data in the research. Moreover, the instrument decides the success of the research. As is stated by Sudjana and Ibrahim (2007) who state that the successful of the research depends on the instrument because as it is stated before, the data are to answer the research questions and it is gained through the instrument. Thus, the instruments of the research should be made as appropriate as

possible in order to get correct data. The Instruments of this research are pretest and posttest.

The research conducts try-out test to know the validity and reliability of test whether or not that test can be used to acquire the data. Try-out test is administered to any class which not experimental and control group. After try-out test is administered and the test is valid and reliable, this test will be used as pre-test and post-test. The research conducts pre-test to know students' direct and indirect speech mastery n news item text before they are given the treatment. And the researcher conducts the posttest to find out the effect after the treatment is given. Thus, the data of the research are obtained from the instruments.

### **Try Out**

The researcher conducts the try out to know the validity and reliability of the test. The try out is administered to the group which is not both the treatment and control group but the try out is administered to another class in which the grade of this group is same with the grade of treatment and control group. The form of the try out is test. This try out is administered in pretest and posttest.

This try out was administered to the class which did not belong to experimental or control group. The aim of the try out is to know the validity and reliability of the test. Since the aim of the try out is to measure students' direct and indirect speech mastery, the try out is in the form of grammar test. The students were given twenty test items in the form of news item text. In that grammar test, students' job was to change the direct speech into direct speech and indirect speech into direct speech.

From the try out, the students' scores from the test could be calculated by using statistic formula. From the try out as well, it can be stated that the test were valid and reliable because after the computation using statistic calculation, this resulted the value of validity, that was 0.89 and the reliability's value that was 0.66. From this result, it can be concluded that the test was valid and reliable. Thus, the test could be used to gain the data in pretest and posttest.

### **Pretest and Posttest**

The use of test in this research is to measure the students' direct and indirect speech mastery n news item text before and after the treatment is given and to know the effect of Input Enhancement technique in improving students' direct and indirect speech mastery. Mc. Millan (1992) states that a test is a standard set of questions to measure cognitive knowledge or skills.

In this research, the test is pretest and posttest. Nevertheless, before the test is administered, the validity and the reliability of the test must be measured whether or not the test measures what it intends to measure. From the result gained from the try out, it can be concluded that the test was valid and reliable. Thus, it could be used to be administered in pretest and posttest.

The test is objective test. It is the grammar test and it is not isolated grammar test. But, this test is in the form of news item text. The pretest was given to the students to know students' basic competence before the treatment was given to the students. The pretest was given to both experimental and control group. The posttest was given to measure significant difference after the treatment was given to the students. The posttest was given also to both experimental and control group. The students were given twenty test items in the form of news item text. Students were asked to change the direct speech



in the news item text into indirect speech. In administering both pretest and posttest, the instrument was the same. Students were given sixty minutes to finish the test.

Below was the description of administering the pretest and posttest to both experimental group and control group. There were 20 test items and consisted two parts:

- a) Students were asked to change the direct speech into indirect speech. In this part, there were 10 test items.
- b) Students were asked to change the indirect speech into direct speech. In this part, there were 10 test items.

From the scores gained from these two tests, the significant of Input Enhancement Technique could be measured by using t-test. Table 2 was the criteria used in scoring students' result of the test.

Table 2. Test Rating Scale

Condition	Score
The sentence made by students is correct in term of reporting verb, reported words and adverb.	5
The sentence made by students is correct in term of reported words and adverb but the reporting verb is incorrect	4
The sentence made by students is correct in term of reporting verb and reported words but the adverb is wrong.	3
The sentence made by students is correct in term of reporting verb and adverb but the tense is incorrect.	2
The sentence made by students is correct in term of only reporting, or reported words, or adverb.	1
The sentence made by students is incorrect in term of reporting verb, reported words and adverb.	0

## RESULT AND DISCUSSION

In this case, the goal of this research was to find out whether there was significant difference of two means of experimental group and control group between pretest and posttest scores. The data were collected from the result of pretest and posttest scores. Table 3 shows the result of the computation.

Table 3. Result of Pretest and Posttest Scores

Class	Number of students	Mean		t-value		t-table
		Pretest	Posttest	Pretest	Posttest	
Experimental	33	60.88	79.70	0.47	8.50	2.00
Control	31	59.94	64.06			

Based on the result in the Table 3, there were two different cases in interpreting the t-value. Here, the t-value was presented in two different parts. The first part was the t-value gained from the pretest scores and another part was the t-value obtained from the posttest scores. In computation of pretest scores using t-test formula, it was gained that the t-value compared with the level of significant of 5% and 62 degree of freedom the t-table was 2.00. The t-value obtained was 0.47 and the t-table was 2.00. The t-value was smaller than t-table. It meant that there was no significant difference between means

in the scores obtained from the pretest of the experimental group and control group in pretest.

While, in the second part the t-value was obtained from the posttest of experimental group and control group. From the Table 3, the result of the t-value was compared with the level of significance of 5% and 62 degree of freedom the t-table was 2.00. It could be seen that the t-value obtained from computation of the significant difference between means of experimental and control group was 8.50, the t-table was 2.00. From this result of computation, it could be seen that the t-value of the posttest was higher than the t-value of pretest. Thus, there was significant difference between two means of pretest and posttest scores of experimental and control group because the t-value was higher than t-table.

### The Difference between Pretest and Posttest of Experimental and Control Group

In this analysis, the researcher got the data from the pretest and posttest scores of experimental and control group. He analyzed this data to calculate the difference between the pretest and posttest scores from both experimental group and control group. If the t-value from the posttest is higher than the t-value of the pretest, there was significant difference between pretest and posttest scores of experimental and control group. But, if the t-value of posttest is lower than the t-value of pretest, it means that there is no significant difference between pretest and posttest scores of experimental and control group. To calculate the t-value of the pretest and posttest scores, the researcher used the following steps:

1. Making a list of pretest and posttest scores from experimental and control group.
2. Calculating the data gained from the pretest and posttest by using t-test formula.
3. Comparing the t-value gained from the calculation of the data and t-table with level of significant 5% and 62 degree of freedom.

This analysis was done to know the difference between pretest and posttest scores of experimental and control group. The result of the calculation can be seen in the following table. Table 4 shows the result of the computation of the t-value using t-test formula.

Table 4. The Difference between Pretest and Posttest of Experimental and Control Group

Class	N	Mean		$\sum X^2$		$\sum Y^2$		t-value		t-table
		Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	
Experimental	33	60.88	79.70	2087.52	1934.97	0.12	17.57	2.00		
				1863.87	1417.87					
Control	31	59.94	64.06							

Table 4 shows the pretest and posttest result. It shows that the deviation square of experimental was 2087.52 and the control group was 1863.87. Furthermore, the result of the t-value was 0.12 and it was compared with the t-table with 5% level of significant and 62 degree of freedom, the value of t-table was 2.00. So that was why, in this case, the t-value was lower than t-table. Thus, from the result of pretest, it could be said that there was no significant difference between students' direct and indirect speech mastery in experimental and control group.

It could be seen that the deviation squares of experimental group was 1934.97 and control group was 1417.87. The result of t-value was 17.57, then it was compared to



the t-table with 5% level significant and 62 degree of freedom, the value of the t-table was 2.00. Thus, it could be seen that the t-value was higher than t-table. This meant that there was a significant difference of students 's direct and speech mastery in news item text between students who were taught using Input Enhancement Technique and those who were taught without using Input Enhancement Technique.

In the previous part, it was stated that the purpose of this research was to find out the significant difference between students' direct and indirect speech mastery who were taught using Input Enhancement Technique and those who were taught without using Input Enhancement Technique. There were two hypotheses; they were Null hypothesis (Ho) and alternative hypothesis (Ha). To test, the hypothesis the researcher used the t-test formula. If from the computation using t-test formula, it obtained that the t-value was higher than the t-table, the Null hypothesis was rejected and the Alternative hypothesis was accepted. But if the result of the computation, it obtained that the t-value was lower than the table, then the null hypothesis was accepted and the alternative hypothesis was rejected.

To know the result of analysis of the hypothesis see Table 4.5. Table 4.5 shows the result of the calculation using t-test formula towards the result of pretest and posttest scores of experimental and control group.

Table 5. Result of Calculation

df	t-value	t-table	Explanation
62	17.57	2.00	The t-value was higher than t-table. This means that the null hypothesis which said that there is no significant difference between students who are taught direct and indirect speech mastery using Input Enhancement Technique than those who are taught without using Input Enhancement Technique was rejected and alternative hypothesis was accepted.

From the Table 5, the calculation of the t-table with level of significant of 5%, it was found that the result of the t-value was 17.57 and this was higher than the t-table (2.00) with degree of freedom Of 62. This meant that the null hypothesis which said that there is no significant difference between students' direct and indirect speech mastery in news item text who are taught using Input Enhancement Technique and those who were taught without using Input Enhancement Technique was rejected while the alternative hypothesis which said that there was significant difference between students' direct and indirect speech mastery who were taught direct and indirect speech mastery in news item text using Input Enhancement technique and those who are not taught using Input Enhancement Technique was accepted. Thus, it could be said that the use of Input Enhancement Technique could improve e students' direct and indirect speech mastery in news item text.

Table 5 shows result of the calculation of the t-table with level of significant of 5%, it was found that the result of the t-value was 17.57 and this was higher than the t-table with degree of freedom of 62. This meant that alternative hypothesis which said that there is significant different between students who are taught direct and indirect speech mastery in news item text using Input Enhancement technique and those who are taught without using Input Enhancement Technique was accepted. While the null hypothesis which said that there is no significant difference between students who are taught direct

and indirect speech mastery in news item text using Input Enhancement Technique and those who are taught without using Input Enhancement Technique was rejected.

## **Discussion**

The result of the research showed that students who were taught direct and indirect speech mastery in news item text using Input Enhancement Technique could be improved than those of the students who were taught without using Input Enhancement Technique. This could be proved from the result of the t-value obtained from the computation of pretest and posttest scores of experimental and control group.

From the computation of pretest scores, it was obtained that the t-value was 0.12. This value was compared with the t-table with level of significant of 5% and degree of freedom 62 and the t-table was 2.00. From this result, it could be said that the t-value was smaller than the t-table. Thus, from the analysis of pretest scores it could be explained that there was no significant difference of students who were taught direct and indirect speech mastery in news item text using Input Enhancement Technique and those who were taught direct and indirect speech without using Input Enhancement Technique.

From the computation of posttest scores using t-test formula it was obtained that the t-value (17.57) was higher than t-table (2.00) with level of significant 5% and degree of freedom 62. It can be said that the null hypothesis which said that there is no significant different between students' direct and indirect speech mastery who are taught using Input Enhancement Technique and those who are not taught using Input Enhancement Technique was rejected while the alternative hypothesis which said that there is significant different between students' direct and indirect speech mastery in news item text who are taught using Input Enhancement Technique and those who were taught without using Input Enhancement Technique was accepted.

Based on the research findings above, the researcher could state that there was significant different between students who are taught direct and indirect speech mastery using Input Enhancement Technique and those who are taught direct and indirect speech mastery in news item text without using Input Enhancement Technique. Thus, it could be stated that the use of Input Enhancement Technique is effective in improving students' direct and indirect speech mastery in news item text.

## **CONCLUSION**

From the computation of pretest scores, it was obtained that the t-value was 0.12. This value was compared with the t-table with level of significant of 5% and degree of freedom 62 and the t-table was 2.00. From this result, it could be said that the t-value was smaller than the t-table. Thus, from the analysis of pre-test scores it could be stated that there was no significant difference of students who were taught direct and indirect speech mastery in news item text using Input Enhancement Technique and those who were taught direct and indirect speech without using Input Enhancement Technique.

From the computation of posttest scores using t-test formula it was obtained that the t-value (17.57) was higher than t-table (2.00) with level of significant 5% and degree of freedom 62. By using t-test formula, it was obtained that the t-value was 17.57. While, from the level of significant of 5% and degree of freedom of 62, the t-table was 2.00. From this result it could be said that the t-value was higher than t-table which meant that there is significant difference between students who are taught direct and indirect

speech mastery in news item text using Input Enhancement Technique than those who were taught without using Input Enhancement Technique and the use of Input Enhancement Technique can improve students' direct and indirect speech mastery in news item text.

Thus, from the research finding above, it could be stated that the null hypothesis which said that there is no significant difference between students who were taught direct and indirect speech mastery in news item text using Input Enhancement Technique than those who were taught direct and indirect speech mastery in news item text without using Input Enhancement Technique was rejected, while the alternative hypothesis which said there was significant difference between students who were taught direct and indirect speech mastery in news item text using Input Enhancement Technique than those who were taught without using Input Enhancement Technique was accepted. Thus, it could be concluded that use of Input Enhancement Technique is very effective in improving students direct and indirect speech mastery in news item text.

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