

**CLASSROOM TECHNIQUES USED BY ENGLISH TEACHER IN INQUIRY
BASED LEARNING: NATURALISTIC STUDY AT SMP NEGERI 2
KARANGANOM**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

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APPROVAL

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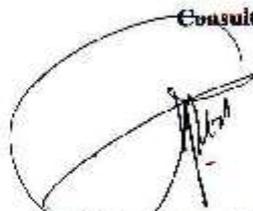
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CLASSROOM TECHNIQUES USED BY ENGLISH TEACHER IN INQUIRY
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Surakarta, Maret 2017
The researcher



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CLASSROOM TECHNIQUES USED BY ENGLISH TEACHER IN INQUIRY BASED LEARNING: NATURALISTIC STUDY AT SMP NEGERI 2 KARANGANOM

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan teknik – teknik kelas yang digunakan oleh guru bahasa Inggris dalam pembelajaran berbasis inquiry di SMP N 2 Karanganyom. Jenis penelitian ini adalah penelitian deskriptif kualitatif terutama naturalistik studi dalam menganalisis data. Metode pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat dua belas teknik kelas yang digunakan oleh guru bahasa Inggris dalam pembelajaran berbasis inquiry di SMP N 2 Karanganyom, seperti: meninjau pelajaran sebelumnya, membahas pelajaran yang akan dipelajari pada tahap eksplorasi, latihan menanya jawab, menirukan secara bersama – sama, menerjemahkan, menransformasi, menimbulkan gagasan, membaca keras, menyanyikan lagu, mengoreksi, dan mendikte pada tahap elaborasi, serta meringkas pada tahap konfirmasi. Setiap teknik mempunyai tujuan - tujuan tertentu. Terdapat bahan pelajaran yang digunakan oleh guru bahasa Inggris, seperti buku paket dan kamus. Bahan pelajaran berperan sebagai sumber latihan kegiatan dan interaksi komunikatif antar siswa, sumber stimulasi dan ide untuk kegiatan kelas, sumber referensi bagi siswa pada tata bahasa, kosa kata, pengucapan, dan sebagainya. Guru memiliki peran, seperti: guru sebagai motivator dan manajer pada tahap eksplorasi, sebagai pengontrol inquiry dan fasilitator pada tahap elaborasi, dan sebagai penjelas pada tahap konfirmasi. Siswa juga memiliki peran sebagai pelajar aktif dan peserta pada tahap eksplorasi, sebagai pembelajar dari sumber pengajaran lain, pelajar aktif, monitor, dan evaluator pada tahap elaborasi, dan sebagai pembelajar dari guru dan sebagai peserta pada tahap konfirmasi. Kesimpulan dari penelitian ini adalah bahwa guru bahasa Inggris di SMP N 2 Karanganyom menggunakan berbagai macam teknik dalam pembelajaran berbasis inquiry yang dapat mengembangkan kemampuan bahasa Inggris siswa. Berbagai teknik yang digunakan dalam kelas membuat siswa lebih tertarik dan antusias dalam proses belajar mengajar. Hal ini membuat siswa memahami materi dengan mudah.

Kata Kunci: Teknik kelas, pembelajaran berbasis inquiry, materi pembelajaran, peran guru, peran siswa.

Abstract

This study aims at describing classroom techniques used by English teachers in inquiry based learning at SMP Negeri 2 Karanganyom. The type of this research is descriptive qualitative research especially naturalistic study. The methods of collecting data in this research are observation, interview, and document. The results of the research show that there are twelve classroom techniques used by English teachers in inquiry based learning at SMP Negeri 2 Karanganyom, such as: reviewing the previous lesson and over viewing

the new lesson in the exploration stage, question and answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, song and rhymes, correction, dictation in elaboration stage and summarizing in confirmation stage. Each of the classroom techniques has objectives. There are materials used by English teacher, such as English textbook and dictionary. The roles of the instructional materials are as a source of activities for learners' practices and communicative interaction, a source of stimulation and ideas for classroom language activities, a reference source for learners on grammar, vocabulary, pronunciation, and so on. The teachers in SMP Negeri 2 Karanganom have roles as motivator and manager in exploration stage, inquiry controller and facilitator in elaboration stage and as explainer in confirmation stage. The students also have roles as active learner and participant in exploration stage, as learner from other teaching sources, active learner, monitor and evaluator, and participant in elaboration stage, and as learner from the teacher and participant in confirmation stage. The researcher concludes that English teachers at SMP Negeri 2 Karanganom used several techniques which can develop the students' English skill. Various classroom techniques can make the students more interested and enthusiastic in teaching learning process. It lets the students to understand the material easily.

Key words: Classroom techniques, inquiry based learning, instructional material, teachers' roles, students' roles.

1. INTRODUCTION

Teaching language is important because language is the effective way to communicate in our daily life. Language is important for human to communicate to others related to their culture and environment. One of the important languages in the world is English. It is used as second language and as an official language in many other countries. It makes English an important that everyone should master and make it one important school subjects in most schools in the world.

To master English is not easy because each of countries has different culture. So, in order to achieve the aim of the English teaching learning, the teachers have to find the appropriate techniques that are appropriate with the students' needs and characteristics.

According to Anthony in Fauziati (2014: 11) technique is the real implementation that takes place in the classroom. It is special way, strategy, or innovation to finish a particular purpose. Technique has to be appropriate with the

method, and so with the approach. So the technique surrounds the real implementation and behavior in a language teaching learning based on a particular method.

In SMP N 2 Karanganom, English teaching learning uses 2006 or KTSP Curriculum. The minister of national education in Indonesia attempt to increase education level in Indonesia by suggesting using inquiry based learning. The teachers as the facilitator have some roles in English teaching beside students have to practice actively. Kuslan and Stone (1968: 138) state that “Inquiry teaching is that teaching by which teacher and children study scientific phenomena with the approach and the spirit of the scientist”. There are three steps in this method, they are: exploration, elaboration, and confirmation.

From the previous studies, the researchers were concerned to identify the teaching techniques in teaching speaking, teaching vocabulary, teaching reading, and teaching writing. All of the researchers found that language is also important in communication. English becomes important since it is the international language and many countries use it. It makes English an important that everyone should master and make it one important school subject that must be taught.

In this study, the researcher was interested in describing classroom techniques used by English teacher in inquiry based learning: a naturalistic study at SMP Negeri 2 Karanganom in 2016/ 2017 academic year. To prove the originality of this research, the researcher takes some previous studies related to techniques of teaching English. There are Matias (2011) conducted the research to identify classroom management issues that occur during an inquiry-based lesson and to develop effective strategies to address those problems. Yuniati (2012) conducted the research to identify whether the implementation of Inquiry-Based Learning improves student’s writing ability or not and to identify the strengths and weakness of Inquiry-Based Learning implementation. Revellia (2014) conducted the reaserch to find out the classroom techniques in English teaching, the objectives of using classroom techniques, teachers’ roles, students’ roles, and dominant techniques used by English teacher. Chan (2015) conducted the research to find out the best practice of a new ESP Classroom teaching design which tries to improve students’

English communication competence through Inquiry-based active learning. Fadhilah (2015) conducted the research to find out the implementation of inquiry based learning in teaching reading and the problems faced by the teacher in implementing the method at the first year of SMP Muhammadiyah 4 Surakarta. Then, Sukma (2015) and Afani (2016) conducted the research to find out the learning objectives, classroom procedure, classroom techniques, roles of instructional material, students' roles, teachers' roles, media used by English teachers, and the assesment in inquiry based learning.

This research focuses on classroom techniques used by the English teacher in inquiry based learning at SMP Negeri 2 Karanganom in 2016/ 2017 academic year. The theory related to this research includes types of classroom techniques, the objectives of using each classroom techniques, the roles of instructional material, teachers' roles, and students' roles. Thus, this study can expand the previous studies and in other research fields.

The researcher applies several theories related to the previous study in order to support the data of the research. There are several theories to support the research, namely Notion of Approach, Method, Technique, Notion of Classroom Techniques of English Teaching, Notion of Inquiry-Based Learning, Instructional Material, Teachers' Roles, and Students' Roles.

2. RESEARCH METHOD

The type of this research is a qaulitative research especially naturalistic study. According to Williams (1989: 66) "Naturalistic inquiry is inquiry conducted in natural settings (in the field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interest in what they are studying (practitioners, such teachers, counselors, and administrators as well as researchers and evaluator)." The research was conducted in the fields by observing, interviewing, and collecting data in natural ways.

The researcher got the data from three sources, such as events, informants, and documents. Method of collecting data in this research such as reduction the data, display the data, and conclusion. The subject of this study is the English teachers and students of

SMP Negeri 2 Karanganom. The object of this research is the classroom techniques used by English teacher in inquiry based learning at SMP Negeri 2 Karanganom in 2016/2017 academic year.

3. FINDING AND DISCUSSION

The findings were taken from observation, interview, and document related to the topic start from January 5th, 2017 until January 19th, 2017. The researcher presents the research findings, as follows: 1) Types of classroom techniques used by English teacher in inquiry-based learning, 2) The objectives of using each techniques in inquiry-based learning, 3) The roles of instructional material, 4) Teachers' roles, and 5) Students' roles.

3.1 Type of Classroom Techniques in Inquiry-Based Learning

Based on the observation, the English teachers used twelve techniques such as reviewing the previous lesson, over viewing the new lesson, question and answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, song and rhymes, and summarizing.

According to Brown (2001: 15) techniques are any exercise, activities, and task in the classroom to meet the objective goal of the learning. The classroom techniques of teaching English at seventh and eighth grade were divided into every stage in inquiry based learning. In exploration stage there were reviewing the previous lesson, over viewing the new lesson. In elaboration stage there were questions and answer exercises, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, song and rhymes. In confirmation stage there was summarizing techniques used by English teacher. The use of techniques in every stage of inquiry based learning was aimed to achieve the objectives of teaching learning process. The researcher concludes that some of techniques used by English teacher in inquiry based learning correspond with Brown (2001) theory.

Comparing to other findings from Sukma (2015) which showed the classroom techniques used in inquiry based learning were brainstorming, free writing, reading passage, skimming and scanning, comprehension, summarizing, questioning, identifying

keyword, and recognizing sentence structure. This research is not in line with the previous finding. In the Sukma's finding, He did not focus on the classroom technique but the whole implementation of inquiry based learning at SMP N 2 Grobogan. In the classroom techniques, he found nine techniques used by English teacher in inquiry based learning. In this research, the researcher focused on the techniques in English teaching in every stage of exploration, elaboration, and confirmation such as reviewing the previous lesson, over viewing the new lesson in exploration stage, question and answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, song and rhymes in elaboration stage, and summarizing in confirmation stage.

Then this finding is not in line with the research from Afani (2016). In Afani's finding, she did not focus on the classroom techniques used by English teacher but the whole implementation of inquiry based learning at SMP Muhammadiyah 4 Surakarta. She also found six classroom techniques namely oral repetition, identifying keyword, answering question, free writing, problem solving, and reading passage. While, this research finding focused on the classroom techniques used by English teacher in inquiry based learning at SMP Negeri 2 Karanganom. The researcher also found twelve techniques in stage of inquiry based learning such as reviewing the previous lesson, over viewing the new lesson, question and answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, song and rhymes and summarizing.

Based on the explanation, the researcher found twelve techniques used by English teachers in inquiry based learning, namely reviewing the previous lesson, over viewing the new lesson, question and answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, song and rhymes and summarizing. According to Fauziati (2014) there are several techniques in teaching learning process such as reading aloud, question answer exercise, getting students to self-correct, conversation practice, translation, dictation, paragraph writing, listening practice, choral imitation, individual imitation, isolation, elicitation, substitution drilling, correction, repetition, replacement, transformation, song and rhymes, summarizing, etc.

The researcher compares the research finding with Fauziati theory. This research finding corresponds with Fauziati theory.

3.2 Objective of Classroom Techniques

The objective of the classroom technique was to develop students' English skill. Teacher used several techniques in the teaching learning process to increase students' ability and made the students understand the material easily. By using the appropriate techniques, students could understand the material delivered by the English teacher. The researcher found the objectives of using each technique used by English teachers in SMP Negeri 2 Karanganom.

In the finding from Sukma (2015), it did not explain the objectives of using each technique. While based on research finding from Afani (2016) she also did not explain the objectives of using classroom techniques used in inquiry based learning. This research finding is not in line with the previous findings. The researcher found the objectives of each technique used in inquiry based learning in SMP Negeri 2 Karanganom. The objectives of classroom techniques used by English teacher in inquiry based learning are: (1) reviewing the previous lesson was to make sure that the students have mastered the previous lesson, (2) over viewing the new lesson was to stimulate students thinking, encourage critical and creative thinking, and open up a whole realm of possibilities, (3) question – answer exercise was to make students understand the lesson clearly, make students remember easily when they were asked directly by the teacher and build the students' character to be more active and confident in the classroom, (4) choral imitation was to make the students pronounce words or phrase in English correctly and help the students in practicing their listening skill, (5) translation was to make help the students know the meaning of the text and practice vocabulary of the students, (6) transformation was to make the students understand patterns of the sentence easily, (7) elicitation was to make students understand get information gave to them easily, (8) reading aloud was to practice reading in order to make the students fluent in reading, and improve pronunciation of the students, (9) correction was to check the result of the students' work and make students more active in teaching learning process,

(10) dictation was to practice listening and writing skills include spelling and punctuation and so practice vocabulary and grammar of the students, (11) song and rhymes were to perceive language through reading aloud, chanting, singing or performing with action, to practice students' pronunciation, and make students active and confident, and (12) summarizing was to give positive feedback and facility to the students to get more knowledge and make the students more understand the material.

From the explanation above, the researcher compares this research finding with theory. As Fauziati (2014: 13) argues that "technique as the implementation actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective". The researcher concludes that the research finding is corresponding with Fauziati (2014) theory.

3.3 Instructional Material

Instructional material presents about the content of the teaching learning process that can be learned by the students. Instructional material also supports the teacher to deliver the material in teaching learning process. Based on the observation, the researcher found instructional material used by English teacher in teaching learning process in SMP Negeri 2 Karanganyam.

The researcher compares her research finding with other previous findings. In previous finding from Sukma (2015), the instructional material is just worksheet as the reference for the learners on grammar, vocabulary, and pronunciation, and as a source of stimulation and ideas. While the previous finding from Afani (2016), the instructional materials were text book, picture on monitor, slide of power point, and video. She did not explain the roles of instructional material. In this research, the researcher found the instructional materials used by the English teachers in teaching learning process were textbook and dictionary. The textbook from Department Pendidikan Nasional year 2008 entitled "English in Focus for Grade VII Junior High School (SMP/MTS)" and "English in Focus for Grade VIII Junior High School (SMP/MTS)" written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma.

Based on the explanation, the researcher compares this research with Cunningsworth theory. Cunningsworth (1995:7) states that course books or material have multiple roles in English Language Teaching and can serve as: 1) a resource for presentation material (spoken and written); 2) a source of activities for learner practice and communicative interaction; 3) a reference source for learners on grammar, vocabulary, pronunciation, etc.; 4) a source of stimulation and ideas for classroom language activities; 5) a syllabus (where they reflect learning objectives which have already been determined); 6) a resource for self directed learning or self-access work; and 7) a support for less experienced teachers who have yet to gain in confidence.

The researcher found instructional material used by English teacher in SMP Negeri 2 Karanganom such as : (1) English textbook entitled “English in Focus for Grade VII Junior High School (SMP/MTS)” and “English in Focus for Grade VIII Junior High School (SMP/MTS)” written by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma and (2) dictionary. The English textbook here have roles as: (1) a source of activities for learner practice and communicative interaction, (2) a source of stimulation and ideas for classroom language activities, and (3) a reference source for learners on grammar, vocabulary, pronunciation, etc. From the explanation the researcher concludes that the roles of instructional materials are corresponding with theory from Cunningsworth (1995).

3.4 Teachers Roles

Teachers have roles in teaching learning process in the classroom. The teacher helps the students to understand the material that will be delivered. The researcher found some roles of the English teacher used in each stage of exploration, elaboration, and confirmation in teaching learning process in SMP Negeri 2 Karanganom.

The researcher compares her research finding with other previous findings. In previous finding from Sukma (2015), the teacher had roles as explainer, manager, inquiry controller, and motivator. Then the finding from Afani (2016) shows that the teacher also had roles as controller, manager, facilitator, and manager. Both findings explained about teachers' roles but not gathered in every stage in inquiry based learning.

In this research finding, the researcher found that the teacher roles as motivator and manager in exploration stage, as inquiry controller and facilitator in elaboration stage, and as explainer in confirmation stage.

According to Richard and Lockhart (1994:105) teacher may select such roles for themselves as: (1) planner, (2) manager, (3) inquiry controller, (4) group organizer, (5) facilitator, (6) motivator, (7) empowerer, and (8) team member. Based on the observation, the researcher found that the teachers as motivator and manager in exploration stage, as inquiry controller and facilitator in elaboration stage, and as explainer in confirmation stage. The researcher concludes that teachers' roles used in exploration, elaboration, and confirmation stage are corresponding with theory from Richard and Lockhart (1994).

3.5 Students' Roles

Students have roles in the classroom. Students' roles are important in supporting the teaching learning process in the classroom. The students have their responsibility in the classroom. Based on the observation, the researcher found students' roles when teaching learning process in SMP Negeri 2 Karanganom.

The researcher compares her research finding with other previous findings. In previous finding from Sukma (2015), the students had roles as learner from the teacher, learner from the other teaching sources, learner from the other students, and as monitor and evaluator. While Afani (2016) shows that the students also had roles as planner, member, performer, and monitor. Both findings explained about students' roles but not gathered in every stage in inquiry based learning. In this research, the researcher found that the students also had roles as active learner and participant in exploration stage, as learner from other teaching sources, active learner, monitor and evaluator, and participant in elaboration stage, and as learner from the teacher and participant in confirmation stage

According to Richard and Rodgers (1985: 23) there are 4 aspects in learners' roles; these are: (1) learner as the planner of his or her own learning, (2) the learner as monitor and evaluator of his or her own progress, (3) the learner as a member of a group

and learns by interacting with teacher, (4) the learner as a tutor of other learners, and (5) the learners learn from the teacher, from the other students, and other teaching sources. Based on the observation, the researcher found that the students role as active learner and participant in exploration stage, as learner from other teaching sources, active learner, monitor and evaluator, and participant in elaboration stage, and as learner from the teacher and participant in confirmation stage. The researcher concludes that the students' roles used in exploration, elaboration, and confirmation stage are suitable with theory from Richard and Rodgers (1985).

Table 1

Table of the relation between type of classroom techniques, the objective of classroom technique, teachers' roles, and students' roles.

No	Stage in Inquiry Based Learning	Classroom Techniques	Purposes	Teachers' Roles	Students' Roles
1.	Exploration	a. Reviewing the Previous Lesson	1) To make sure that the students have mastered the previous lesson.	Teacher as: Motivator, Manager	Student as: - Active Learner - Participant
		b. Overviewing the New Lesson	1) To stimulate students thinking, encourage critical and creative thinking, and open up a whole realm of possibilities.		
2.	Elaboration	a. Question – answer exercise	1) To make the students understand the lesson clearly. 2) To make the students remember easily when they were asked directly by the teacher. 3) To build the students' character to be more active and confident in the classroom.	Teacher as: Inquiry Controller,	Student as: - Active learner - Monitor and

		b. Choral Imitation	<p>1) To make students pronounce words or phrase in English correctly.</p> <p>2) To help the students in practicing their listening skill.</p>	Facilitator	Evaluator - Participant - Learner from the other teaching sources
		c. Translation	<p>1) To help the students to know the meaning of sentences when they do not know the meaning before.</p> <p>2) To practice vocabulary of the students.</p>		
		d. Transformation	<p>1) To make students understand patterns of the sentence easily.</p>		
		e. Elicitation	<p>1) To make the students get information gave to them easily.</p>		
		f. Reading Aloud	<p>1) To practice reading in order to make the student fluent in reading, and</p> <p>2) To improve pronunciation of the students.</p>		
		g. Correction	<p>1) To check the result of the students' work.</p> <p>2) To evaluate the students' work whether it was correct or not</p> <p>3) To make students more active in the teaching learning process in the classroom.</p>		
		Dictation			

		i. Song and Rhymes	<p>1) To practice listening and writing skills, include the spelling and punctuation of the students.</p> <p>2) To practice vocabulary and grammar of the students.</p>		
			<p>1) To perceive language through reading aloud, chanting, singing or performing with actions.</p> <p>2) To help the students in learning pronunciation, vocabulary, sentence patterns, and structures.</p> <p>3) To make the students more active and confident in pronounce words and performing with actions</p>		
3.	Confirmation	a. Summarizing	<p>1) To give positive feedback the students to get more knowledge.</p> <p>2) To make the students more understand the material.</p>	Teacher as: Explainer	Student as: - Learner from the Teacher - Participant

4 CONCLUSION

Classroom techniques in English teaching learning at seventh and eighth grade in SMP Negeri 2 Karangnom were divided into every stage in Inquiry-Based Learning. In exploration stage, there were reviewing the previous lesson and over viewing the new lesson. In elaboration stage, there were question – answer exercise, choral imitation, translation, transformation, elicitation, reading aloud, correction, dictation, and song and rhymes. Then in confirmation stage, there was summarizing.

Various classroom techniques used by English teacher at SMP Negeri 2 Karangnom could make the students more interested and enthusiastic in learning English. Therefore, the students would not be bored in the classroom. Based on the

result, the classroom techniques used by the English teacher in seventh and eighth grade had important roles in inquiry based learning teaching learning process.

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