

**TEACHING TECHNIQUE FOR WRITING SKILL AT THE
TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2
SURAKARTA IN THE ACADEMIC YEAR 2017/2018**



**Submitted to the Department of Language Studies,
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in Partial Fulfillment of the Requirement for
the Degree of Master of Education**

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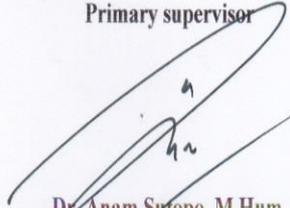
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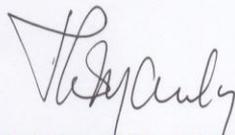
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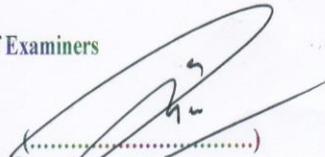
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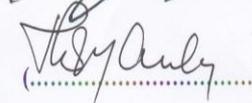
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TEACHING TECHNIQUE FOR WRITING SKILL AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 2 SURAKARTA IN THE ACADEMIC YEAR 2017/2018

Abstrak

Penelitian ini adalah bertujuan mendiskripsikan teknik mengajar untuk keahlian menulis di kelas 10 SMA Muhammadiyah 2 Surakarta. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Sumber data penelitian adalah peristiwa, informan, dan dokumen. Pengumpulan data tindakan observasi, wawancara, dan dokumen. Data di analisis melalui cara mereduksi data, menampilkan data dan memverifikasi data. Untuk menunjukkan kebenaran data menggunakan data triangulasi. Hasil penelitian menunjukkan bahwa teknik yang digunakan guru di SMA Muhammadiyah 2 Surakarta di mengajar keahlian menulis adalah menggunakan gambar, diskusi, membuat grup dan koreksi, dan presentasi. Tujuan menggunakan teknik dapat mempermudah siswa mengembangkan keahlian menulis. Tanggapan siswa masing-masing teknik adalah tertarik dan senang. Masalah yang dihadapi oleh guru seperti siswa pasif, masalah kosakata dan struktur penulisan, siswa kesulitan mengembangkan paragraf, dan keterbatasan waktu. Solusi teknik mengajar keahlian menulis seperti, guru mendorong siswa aktif, mengulangi pengajaran struktur bahasa dan kosakata, memberi contoh membuat paragraf dengan penggunaan tenses yang benar, memotivasi siswa memperbanyak kosakata, dan guru memberikan kesempatan latihan menulis kepada siswa tidak hanya sekali.

Kata Kunci : Teknik, Menulis, Deskriptif Kualitatif

Abstract

This research is aimed at describing teaching technique for writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the academic year 2017/2018. The research design in this research was descriptive qualitative research. The data and data sources are events, informant and document. In collecting the data, the researcher used observation, interview, and document. The data were analyzed by reducing the data, displaying of the data and verifying the data. Data triangulation of sources is used to maintain the trustworthiness of the data. The result of the research shows that the techniques used by the teacher at SMA Muhammadiyah 2 Surakarta in teaching writing skill are using picture, discussions, grouping and correcting and presentation. The purpose of using each technique can facilitate students to develop writing skill. The students' response to each technique in teaching writing skill is interested and excited. The problems faced by teacher in teaching technique writing skill such as in discussion technique is passive students, students' limited vocabularies and grammar, difficulties to develop and organize paragraph, and limited time in teaching writing. The solution in writing skill such as, teacher always push them to active, repeat grammar and practice vocabularies, make paragraph use correct tense, motivate students to a lot of vocabularies, practice writing not only once.

Keywords: Techniques, Writing Skill, Descriptive Qualitative

1. INTRODUCTION

Language is a tool of communication. Without language people cannot communicate each other. Richard (1997) stated that language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is used for communication by all people in the world. Language is important to reflect the experiences, to share their feeling, to show their idea, and to ask information from others.

Writing is a process to get product. The final product is measured against a list of criteria which includes content organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Anwar in Fauziati, 2008:143). To produce a good product, the writer should follow various classroom activities involving some step applied in the writing process. At least, there are three components that are incorporated in the act of writing, including: (1) mastery of written language, which will serve as the media writing, including: vocabulary, sentence structure, paragraphs, spelling, and pragmatic, (2) mastery of content essay in accordance with the topics to be written, and (3) mastery of the types of writing, namely how to assemble the contents of writings by using written language to form a desired composition, such as essays, articles, short stories or paper.

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthonys in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning. Teachers must know techniques for teaching writing skill. If it teachers are capable of using variations technique when she teaches English especially writing skills. It can help teachers in teaching activity in the classroom.

The objective of learning writing skill are students can communicate effectively in writing and developing skill in planning writing. Then, The students need to be aware about grammatical features and organization paying attention to

accuracy of grammar is necessary the learner in learning writing. So, the teacher become facilitator of teaching writing at school. The teacher must help the problem faced by students in learning writing. The teachers uses some techniques in the teaching English. Usually the teachers also use multimedia to build students interest and creativity. It is believed that the teaching learning activities using some techniques would be successful and give a good result. Especially in teaching writing, teacher uses some techniques to make students easier and creative in writing.

There are many techniques can be used by teachers in teaching writing skill in the classroom. The technique is important. it useful to help the teachers in teaching witing in the class. The teacher can improve students' writing skill with using techniques appropriate with the condition in the class. The aim of teacher used techniques for teaching writing skill is to develop students' writing skill and facilitate students in learning skill. This study is aimed to describe the technique used by teachers in teaching writing skill. The implementing of techniques used by teacher in teaching writing skill. The purpose and students response of using each teachnique. In this study, the purpose of used technique for teaching writing skill made student active, creative, more understanding and motivate student to good writing.

2. RESEARCH METHOD

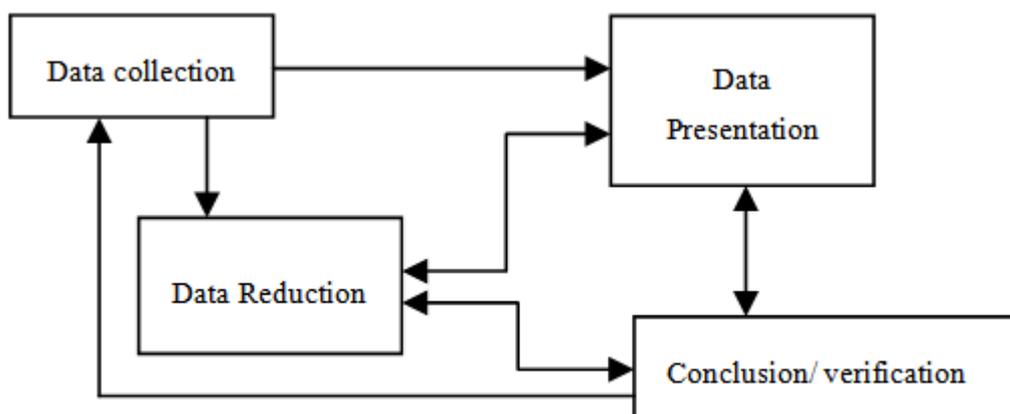
This research was descriptive qualitative, because it described the teaching learning process at SMA Muhammadiyah 2 Surakarta factually and accurately. The researcher serves the real activities done by the teachers and the students at the classroom. The data of this research can be divided into two categories: primary and secondary data. The primary data taken from the observations and interview. The secondary data taken from document. By observation, the researcher can get some necessary information relating to the implementation of technique of the teacher in the classroom. The documents include the syllabus, the material, field notes of observation and video. The sources of the data in this research were events of form of teaching technique for writing skill in the

classroom. The main informant was english teachers and additional informant was students.

In this research, the researcher used triangulation of sources. In academic research, the concept of triangulation is broadly of defined as ‘the combination of methodologies in the study of the same phenomenon’ (Denzin 1974, in Patton 1987). Data gathering various sources of data from informant, condition, activities seen from observation and content analysis on purposeful document. The researcher compared the data she found in the observations, the data from interview and documents to validate the data. After observing the teaching learning process, the researcher does crosschecking by comparing them to the data of interviews and documents.

According to Geofreey, 2006 : 480 Data analysis is an attempt by the qualitative researcher to summarize collected data in dependable and accurate manner. It is the presentation of the findings of the study in a manner that has an air undeniability. Data analysis is the process of systematically searching and arranging the interview transcript, Field note, and other materials that a researcher accumulates to increase his/her own understanding of them and to enable him/her to presents what he/she has discovered to others. In other words, analyzing data is the process of arranging raw data in order to make the reader understand it easily.

To analyze the collected data, the researcher used the interactive model proposed by Miles and Huberman. The stages are as follows: data collection, data reduction, data presentation and taking conclusion or verification.



Source: modified from Miles and Huberman (1992)

3. FINDINGS AND DISCUSSION

This research focuses on the techniques implemented in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta, the purposes of using each technique in teaching writing at the tenth grade students of SMA Muhammadiyah 2 Surakarta, the students response of each technique in teaching writing at the tenth grade students of SMA Muhammadiyah 2 Surakarta, the problem faced by teachers in using technique in teaching writing at the tenth grade students of SMA Muhammadiyah 2 Surakarta, the solution teaching technique in writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta.

3.1 Research Findings

3.1.1 Techniques Implemented in Teaching Writing Skill at the Tenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018

The researcher conducted the research in SMA Muhammadiyah 2 Surakarta were three months from October until December. The researcher conducted the research from eight times on Wednesday and Friday. The first conducted research was observation in the class, the second was interview with English teacher and the last was collecting documentation. The researcher conducted the research in the class on Friday. There were two class tenth grade such as tenth grade MIPA and tenth grade IPS. The teacher taught the students on 6.45 a.m until 8.30 a.m. The teacher taught English lesson on Friday. Teacher taught in tenth grade X MIPA. Than, she moved in tenth grade X IPS.

Based on the result of interview and observation in SMA Muhammadiyah 2 Surakarta, the teachers used creative technique of teaching writing skill at tenth grade students in the class. The technique used by teacher for teaching writing skill at the tenth grade students were using picture, discussion, grouping and correcting and presentation. The teacher used techniques to facilitate students' understand of material and to facilitate students' understand how to good writing English. Because writing skill one of skills in the

English lesson. The writing skill was not easy to students. The students must creative in writing English. They must have many vocabularies and understand grammar pattern. So, the teacher implement of some technique in teaching English especially in writing skill. The purpose of technique was to stimulate the students more understand the material. This technique is to develop knowledge and skill of students during learning process in the class.

3.1.2 The Purpose of Using each technique in Teaching Writing Skill at theTenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018

Based on the observations and interview, the researcher found the some technique. The researcher asks informant about the purpose of using each techniques in teaching writing skill.

No	Techniques	Purposes
1.	Using picture	To made active, interested and enthusiastic students receive material.
2.	Discussion	To made students develop knowledge about material (descriptive text).
3.	Grouping and Correcting	To facilitate students make writing. The teacher used peer correction to know the writing error and to know the problem faced by students when make paragraph descriptive text.
4.	Presentation	To develop students' courage when they presenting their works.

The result of interview about the purposes of using all teachniques in teaching writing skill was to facilitate students in writing skill, to made active, creative, confidence students and more understanding.

3.1.3 The Students Response of each technique in Teaching Writing Skill at the Tenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018

The student's response of each technique in teaching writing skill was good. They feel interested and excited of each technique. They said technique used by teacher that make easy to understand receive descriptive text. They were very excited when teacher presenting the videos and picture. It was good stimulate to motivate students. All techniques used by teacher get good response from students.

3.1.4 The Problem Faced by Teachers In Using each technique in Teaching Writing Skill at the Tenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018

There are some dominant problems faced by the teachers when they're used some techniques, such as;

a. Passive students

In X IPS grade class tend to be passive students, but in X MIPA grade was active students. They were active and paid attention. In discussion activities, there were some problems with passive students such as; they just quiet and listen teacher said, some students noisy with their friends and they were fell boring. The students were more interested if they gave stimulate to make interest receive material.

b. Difficulties vocabulary and grammar

In grouping activities, teacher asked students to make descriptive text paragraph of observe seatmate. They made more two paragraph descriptive text. Based on interview with English teacher, students have difficulties about vocabulary and grammar. When, observation in the class, students often asks teacher about vocabulary that they didn't know. They also opened google translate to look for correct vocabulary. Students found difficulty to use correct tenses and arrange the goof sentences to support the paragraph.

c. Limited time

Teaching learning process of writing skill in descriptive text, teacher asked students to make descriptive text paragraph. So, it takes a lot of time to students to finish writing descriptive text. Based on interview with English teacher, the problem faced in teaching writing skill is limited time. Because teacher did peer correction after students to finish writing of descriptive text, then it turn to students and correction again. Based on observation, teacher feels difficult to deliver all materials to students and writing descriptive text activities. Teacher did not have enough time in teaching writing. So, sometimes teacher asked students to continue the writing task at home. With limited time the English lesson could run well.

3.1.5 The Solution of the Problems Applied by the Teacher in Using Each Technique of Teaching Writing Skill at the Tenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018

There were solutions of the problems applied by teacher in using each technique of writing skill as follows;

1. Teacher always motivated students in learning English. When students were feel boring the material, teacher gave more motivate to students. Teacher always pushed them to active. Teacher invited students speak out describe and observe the videos and picture. So, students were not passive but they will active and excited in the class.
2. Teacher repeated grammar and practiced vocabularies. In writing English task, students' difficulties to use correct tenses and arrange good sentences to support the paragraph. They have limited vocabularies. As the teacher help problems faced students with explained grammar clearly and gave example make paragraph use correct tenses, motivate students to a lot of vocabularies.
3. Teacher gave more time to teach how to write descriptive text. Teacher gave chance students practice how to write good with

practice writing was not only once. The first solution was explained the material clearly, explained the pattern of simple present tense, after that gave example how to write descriptive text.

3.2 Discussion

According to Antonys in Fauziati (2009 : 17) technique is a particular trick, strategy or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well. Technique is important thing in teaching learning process. For teaching writing, teacher uses technique to easier student master English writing. According to Raimes (1983:97) there are some techniques for teaching writing, they are using pictures, using reading, using controlled writing, and role play. The purpose of technique is strategy to stimulate and make students easy understanding material. This activity is to develop writing skill and knowledge of material. The technique used by informant I and informant C in teaching writing skill are using picture or video.

According to Raimes (1983:97) using picture in all ESL writing teachers can find a valuable resources in pictures, drawing, photographs, posters, Sliders, cartoons, magazine, advertisement, diagram, graphs, tables, charts, and maps. With a picture, all students, after close observation of the material, will immediately need the appropriate vocabulary, idiom and sentence structure to discuss what they see. The discussion technique is variety of form for open-ended collaborative exchange of ideas among students for the purpose of furthering students thinking learning, problem solving and understanding. In discussion, there is interaction with teacher and students. Students more active to tries answer the questions from teacher. The teachers expect every student can improve their understanding about the material that discussed. In addition, Wajnryb (1990) shows the result of his research about the implementation of small group discussion to teach descriptive text in Australia. It shows that the teachers in Indonesia have also been implemented this

technique.. The explanation above, this study was interested to observing the implementation of small group discussion in teaching descriptive text. The implementation discussion and small discussion group was effective to teach writing technique.

The teacher used grouping technique in writing activities. Teacher asked students to work team in arrange writing of descriptive text. Students observed their seatmate. Then, they described what they saw and they wrote result observation to descriptive text. The teacher used grouping technique to controlling and correcting students' writing. According to Raimes (1983:87) controlled writing is useful tool at all levels of composition teaching and not just in the early stages before students have gained enough fluency handle free writing. During the students was process writing of descriptive text, teacher controlling and correcting students' writing involves checking use correct grammar, help students to develop idea in arrange paragraph, and help students difficulties of vocabulary. And teacher used presentation technique in last meeting of skill writing with material descriptive text. The goal of students' presentation was to communicate and showed the result of writing task descriptive text. This was effective technique to students practice in speaking and reading. The presentation technique was to build confidence all students.

The purpose of teacher using technique in teaching writing was as strategy helped students to easier develop writing skill. Writing skill was not easy in English language skill for students. Using technique in writing skill, can improve students' ability in writing English and can make students were interested in writing English. The teacher always encouraged students to active in the class such as, invited students to practice in front of class, motivated students to brave in, gave questions. The students' response of each technique were Using picture, the students were excited and interested when teacher gave picture on the slide. The student's response of teacher was using discussion technique were some students very active. They paid attention of explanation teacher. But some students were little passive. They focused listen the explanation teacher. For Grouping and

correcting technique, the student's responses were positive. They were active and interested in writing activity. Teacher asked students to bring photo and folio paper. Photo pasted in folio paper. And teacher asked students to make group. They were excited to contribution with their seatmate. After students were finish writing activity, teacher was peer correction the result of students writing. The student's responses of presentation technique were good. They were confidence when presenting writing task about descriptive text. They read the result of description of their seatmate.

The dominant problems faced by teachers in using each technique of teaching writing skill were passive students such as, they were quiet and listened teacher said, some students were noisy with their friends and they were fell boring. The students were more interested if they gave stimulate to make interested receive material. They were interest with videos or picture. The material applied in videos or picture. Difficulties vocabulary and grammar, difficult using correct tenses and arrange the good sentences to support the paragraph. Based interview with English teacher, the problem faced in teaching writing skill was limited time. Because teacher was peer correction after finish writing descriptive text, then it turn to students, after that it should correction again. Teacher has not enough time in teaching writing. So, teacher asked students to continue the writing task at home.

The solution teaching techniques of writing skill such as, Teacher always motivated students in learning English. When students were feel boring the material, teacher gave more motivate to students. Teacher always pushed them to active. Teacher invited students speak out describe and observe the videos and picture. Teacher gave example make good paragraph used correct tenses. Teacher was motivated students to master vocabularies. Teacher repeated grammar and practiced vocabularies. Teacher gave more time to teach how to write descriptive text and gave chance students to practice good writing was not only once.

4. CONCLUSION

In this chapter, the researcher presents some conclusion on several points of views. From the result of observation and discussion, the researcher concludes that: The techniques used by teacher at SMA Muhammadiyah 2 Surakarta in teaching writing skill were using picture, using discussion, grouping and correcting and presentation. The purpose of using each technique where made students develop of writing skill. The use of techniques made students easy to receive learning English. For each technique can make students active, creative, confidence and more understanding.

The students' response of each technique in teaching writing skill was good. They feel interested and excited of each technique. They were very excited when teacher presenting the videos and picture. It was good stimulation to motivate students.

The problems faced by teachers in teaching technique of writing skill, such as discussion technique was passive students. In grouping technique or writing activities, teacher found problem likes difficulties in vocabularies and grammar. Then students have difficulties to develop and organize idea to paragraph. Teacher has limited time in teaching writing.

The solution applied in teaching technique in writing skill such as, Teacher always pushed them to active. The teacher gave chance for student to speak out observe and describe the video and picture. Teacher explained grammar and practice vocabularies. The teacher gave example paragraph use correct tenses, motivate students to a lot of vocabularies. Teacher gives chance students to practice good writing with practice writing not only once.

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