
A DESCRIPTIVE STUDY ON THE ENGLISH TEACHING PROCESS AT ONE OF JUNIOR HIGH SCHOOL IN BANJARMASIN

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Abstract

In the English teaching process, the teacher should find out appropriate material, media, and method. The teacher gives the materials that are suitable for the syllabus and based on the curriculum. A teacher can affect the success or failure of teaching English process because a teacher can take a decision for every activities in teaching-learning process. The teacher can take the choice of method to be applied in the teaching-learning process. The method of teaching must be practiced in class. This study employed a descriptive method and qualitative approach. The research is conducted at the ninth grade of SMP Negeri 25 Banjarmasin and the teacher as the subject. Observation and interview were used in this research as instrumentations. This study described the material, media, and method in the English teaching process. Based on the results of the study, the researcher concluded that the teacher used material from the textbook for ninth grade "Bahasa Inggris Think Globally Act Locally". The teacher used visual media such as picture, textbook, whiteboard, and board marker. The teacher used various methods. From the results, it suggested to the teacher should enrich learning and increase students' knowledge. A teacher should use interesting media in teaching to make the students interested and enthusiastic in learning. A teacher should always use different method in teaching to avoid students' boredom in the English teaching process.

Keywords: *English teaching process, material, media, and method.*

INTRODUCTION

The teaching and learning process greatly affects the success of students in teaching and learning English (Cahyani, 2019, p. 1). The teaching and learning process includes the activities of a teacher in implementing teaching methods in the classroom. Teaching method is an important part of teaching and learning activities in the classroom. According to (Harmer, 2001, p. 6) in (Cahyani, 2019, p. 1) states several characteristics such as the teacher have the ability to provide interesting classes; have a desire to entertain student with a positive meaning in learning, etc. It is very important for characteristics of a good teacher, it can make the class more attractive in learning if it is managed properly by a good teacher.

The teacher must have the competence and be able to develop material in accordance with the learning objectives, determine appropriate methods for students, manage classes in learning can run well, etc. (Harmer & Richard, 2001) in (Andariyani & Nurhajati, 2016) states that a teacher must have the competence to develop material and expand learning material by modifying to use. In addition, the teacher must be able to deliver material properly in accordance with the learning steps to achieve learning objectives. Therefore, the teacher must be able to attract students' attention and build student motivation to learn English, and be able to organize classes. This is in order to create a comfortable learning atmosphere and the teaching-learning process to run well (Brown, 2000, p. 205).

Teaching English in Indonesian schools aims for students to master English and to be able in using the English effectively. Teaching is directing material or helping someone to understand and learn how to do something (Brown, 2007, p. 7). A teacher must teach the material well and provide understanding to students. Therefore, students easily understand the learning. That can be done by

giving them more practice. The teacher provides material that is in accordance with the syllabus and curriculum. English is an important subject that was taught from elementary school to university level in Indonesia as a foreign language in schools (Andariyani & Nurhajati, 2016, p. 80). Learning about language must have four skills in learning that must be mastered by the students such as listening, speaking, reading and writing. Therefore, students are taught to master these four skills and student can have these four abilities by having skills in several subjects such as vocabulary, grammar, and pronunciation.

Teaching objectives can be achieved if the factor of teaching English has been achieved properly. A teacher is one of the most influential factors in the success or failure of learning in the class. The teacher is the main character in the language class because the teacher can manage all teaching and learning activities in the class that regulated by the teacher. The teacher can choose a method to be applied in the teaching-learning process to make the teaching-learning process can run systematically.

The teaching method are very important for the learning process. Therefore, the teacher must be practice the method in the classroom. During the learning, the teachers not only explain the material but also provides exercises that are appropriate with material to the student to improve student's skills. The teacher needs to prepare themselves well before the teacher do the teachig-learning process. Therefore, the teacher should find out the appropriate material, media, and methods in teaching English.

Based on the researcher's preliminary study at SMP Negeri 25 Banjarmasin, she found out that mostly the students have a good score in the exercises and tests. In this case, the researcher is interested in describing teaching English processes using material, media, and method by the teacher at SMP Negeri 25 Banjarmasin.

Based on this preliminary study, the researcher is interested to take the title "A Descriptive Study on the English Teaching Process at SMP Negeri 25 Banjarmasin in Academic Year 2019/2020" by using a qualitative approach. It is hoped that this study can bring several significances such as an input for the researcher and teacher especially English teacher of SMP Negeri 25 Banjarmasin in developing knowledge in teaching English; a reference for students who take the PPL II course to use material, media, and method in their teaching training. Besides, the researcher can get a lesson to teach better than the lack of this study; the study also opens an opportunity for the other researcher to observe further the using material, media, and method in the English teaching process.

Teaching English

Teaching is guiding and directing learning to prepare students, regulating conditions in teaching-learning process in the class (Brown, 2000, p. 7). Therefore, teaching is not just transferring the information or knowledge about the learning material to make the students understand what they learn and helping the student difficulty in the learning process. However, the teacher also must teach attitude because it is important for the students. Therefore, the teacher can make the student to be a good people and have a good knowledge in English.

Teaching Material

Teaching materials have a very important role in the teaching and learning process because the teacher and students' activities in the class based on the material. The teaching materials used by the teacher must be carefully selected based on the learning objectives to make the students master in the material easily. Teaching materials are the main thing that must be determined by the teacher because the teaching material can influence the selection of media and teaching methods used in the teaching and learning process in the class. This is because the learning material includes definitions, examples and several kinds of exercises that must be supported by the media in learning activities in the class. Material is all of learning topics used by the teacher in the classroom learning activities. Textbooks have the role of supporting the material most most commonly and clearly used for

language teaching (Brown, 2015, p.228).

Media

Media as a tool or intermediate between teaching materials and students which aims to deliver a lesson messages to students in teaching and learning process. According to Reiser and Gagne in (Munandir, 2001, p.181) media is an instrument and a way to provide stimulus and messages for students in teaching and learning process. Media is a means of delivering will attract students' attention and increase their curiosity about learning when the teacher delivers material in front of the class and the student will focus on the learning.

Teaching Method

Method is a set of class room specifications to achieve linguistic goals in teaching and learning process. Method is very important in teaching and learning process because the method is a way for a teacher about how to deliver a material for students. The method is related to the role of a teacher and student in the teaching-learning proces and the material presented. Method often thought to be broadly applicable to various audiences in various contexts (Brown, 2000, p. 16).

RESEARCH METHOD

This research designed to be conducted used by a descriptive method and qualitative approach. It was because the researcher wants to get some detailed information and described the teaching English process at SMP Negeri 25 Banjarmasin in academic year 2019/2020. Therefore, this research described the process of teaching English, the use of material, media, and method at the ninth grade of SMP Negeri 25 Banjarmasin in academic year 2019/2020.

Instrument

In this research, the researcher used some instruments to found out the data. There were observation and interview. Observation used for examining a phenomenon or behavior while it is taking place for describe something or someone (Seliger and Shohamy, 1989, p. 162). Another instrument used in this study is an interview. According to (Seliger and Shohamy, 1989, p. 116), the purpose of the interview is to obtain the information by actually talking to the subject in a detailed for taking a detailed information.

Data Collection

Method of data collection was the way used to collect the data needed in research. There are some data needed to fulfill this research. In getting the data, the researcher used two instruments that were observation and interview. Before taking the data in the class, the researcher made a plan to conduct the study. The researcher discussed with the teacher about the time for observation and interview to make the research can run well. The researcher also collected information about the syllabus and lesson plan to find out the material that the teacher would teach. After that, the researcher conducted observations and interviews in the class.

Data Analysis

Data analysis is an action that refers to organizing, compiling, summarizing the data that has been collected, thus researcher can find the result and conclusions (Siliger and Shohamy, 1986, p. 201). Data analysis in this study was conducted using a qualitative approach. Data analysis techniques using a qualitative approach are a way of describing a phenomenon which is usually conducted in oral or written form (Siliger and Shohamy, 1986, p. 201). The analysis conducted by :

1. Presented and explained the data that has found.

2. Analyzed the data found
3. Interpreted the data has found to draw conclusion (Arikunto, 1998, p. 240).

The researcher described the process of the English teaching process. For measuring the validity of data, the researcher used two techniques of data collection. Firstly, the observation conducted in the teaching-learning process to found out the process of teaching English and the method used by the teacher. Secondly, an interview was given to the teacher to answer the question and to confirm the information that got from the observation. After that, the researcher described the whole process of teaching the English process from beginning until the teaching and learning process is finished.

RESEARCH FINDINGS AND DISCUSSIONS

Findings

TABLE 4.1
 The Time of Observations and Interview

Observations			
No	Day/ Date/ Time	Class	Topic
1	Tuesday/ November 12 th ,2019/ 09.05-10.25	IX ^B	Procedure Text
2	Wednesday/ November 13 th ,2019/ 07.45-09.05	IX ^D	Everybody is always in the middle of something (Present Continuous Tense)
3	Friday/ November 15 th ,2019/ 09.45- 11.05	IX ^E	Past Continuous Tense
4	Monday/ November 25 th ,2019/ 09.05- 10.25	IX ^C	We have been to an orphan home, we went there last Sunday (Present Perfect Tense)
5	Wednesday/ November 27 th ,2019/ 09.05-10.25	IX ^A	Simple Future
Interview			
1	Saturday/ November, 30 th 2019		

Material

From the observation of the first until fifth meeting, the teacher used a textbook for the ninth grade “Bahasa Inggris_Think Globally Act Locally”. The teacher always explained the material, gave examples and exercises in teaching and learning process.

1) Procedure Text

The teacher used Procedure Text (How to cook rice) as a material. The teacher asked the students to observed how to cook rice. She teacher asked the students to wrote the verbs, conjunctions, and nouns on the whiteboard and in each notebook. Then, the teacher divided students into groups. The teacher instructed the students to discussed and classified things, actions, conjunction, place, time, and manner. Next, the teacher discussed the group of words that the students classified. Last, she closed the lesson and gave homework.

2) Everybody is always in the middle of something (Present Continuous Tense)

The teacher used Everybody is always in the middle of something (Present Continuous

Tense) as a material. The teacher asked the students to read the dialogues in pairs in front of the class. She corrected the students' error in speaking after they did the mistake. Next, the teacher asked students to identify the dialogues in the textbook and asked students to indicate which sentence stated the current event. After that, the teacher divided students into pairs. The teacher did a role play. Last, she gave a homework.

3) Past Continuous Tense

The teacher used Past Continuous Tense as a material. The teacher asked the students to observe the pictures and dialogues in the textbook. The teacher gave examples of past continuous tense sentences in Indonesian and asked the students to translate to English and wrote them on the whiteboard. The teacher guided students in writing English sentences on the whiteboard. The teacher corrected the students' errors in speaking and writing after they did the mistake. Next, the teacher gave exercise to the students in groups. She divided the students into groups. One group consists of 4 students. Then, she asked the students to write the verbs on the whiteboard and read aloud, other students repeat after him/her. The teacher corrected the students' errors in speaking and writing after they did the mistake. After that, the teacher discussed the results of student group work.

4) We have been to an orphan home, we went there last Sunday (Present Perfect Tense)

The teacher used We have been to an orphan home, we went there last Sunday (Present Perfect Tense) as a material. The teacher asked students to observe the picture in the textbook and gave some questions about the picture. The teacher corrected the students' error in speaking after they did the mistake. The teacher asked the students to identify the dialogues and determine which sentence showed the present perfect tense sentence. Next, the teacher gave an exercise to the students in groups to observe and find the sentences of the present perfect tense in the dialogues pages 110-111. She divided the students into groups. After that, the teacher discussed and asked the students to write on the whiteboard and mention the subject, to be, and verbs. The teacher corrected the students' errors in writing after they did the mistake. Last, she concluded the lesson and she gave homework or assignment.

5) Simple Future Tense

The teacher used Simple Future Tense as a material. The teacher reviewed the previous lesson. After that, the teacher asked the students to read the text and observe the example. The teacher asked the students to observe some sentences on the whiteboard written by the teacher. Then, the teacher gave exercise to the students in groups to observe and find the verbs in the textbook and make the sentences in the form of the simple future tense. After that, the teacher divided students into groups. The teacher guided the students in doing the assignment. The teacher discussed the results of the students' group work that has been written on the whiteboard. The teacher allowed the students to ask about unclear material, and she summarized the lesson.

Based on the observation result, material that was the teacher used related to the syllabus of SMP Negeri 25 Banjarmasin.

1. Procedure Text: this material was appropriate with the basic competence 3.4 and 4.4 in the syllabus.
2. Everybody is always in the middle of something (Present Continuous Tense), Past Continuous Tense, and Simple Future: this material was appropriate with basic competence 3.5 and 4.5 in the syllabus.
3. We have been to an orphan home, we went there last Sunday (Present Perfect Tense): this material was appropriate with basic competence 3.6 and 4.6 in the syllabus.

Based on the interview results, the teacher chose material based on the existing syllabus and delivered it based on the syllabus. The reason for choosing the material that was the material considered more able to be delivered to students and the students could conduct group discussions with the material and can even be delivered in stages. The teacher took the material from the ninth grade textbook "Bahasa Inggris_Think Globally Act Locally" and there were additions from other books as a complement.

Media

Based on the first until fifth observation, the media used by the teacher that was:

- 1) Picture
- 2) Textbook
- 3) Whiteboard and board marker.

Based on the interview results, the teacher always used the media when teaching. The media used by the teacher was the type of visual media such as pictures, textbooks, whiteboard, and board marker. The teacher asked the students more to observed the picture. The reason for chose the media was because the first is easy to obtain these pictures. The second, equipment is not available for other use. Maybe from the audiovisual, delivering pictures with audiovisual is rather difficult because there was no LCD. The teacher has never tried media with audiovisual for K-13. The teacher used the same media for some material. For example, with the visual media, some materials were used the same.

Method

Based on the first until fifth observation, the method which is used by the teacher that was:

- 1) Grammar Translation Method (GTM)
- 2) Community Language Learning (CLL)
- 3) Communicative Language Teaching (CLT)

Based on the observations results, the teacher relies on observing, questioning, exploring, associating, and communicating when teaching because the 2013 curriculum emphasizes the scientific approach.

Based on the interview results, the teacher used Communicative Language Teaching because there were social interaction activities that emphasized the use of English such as conversation and discussion, dialogue, role play, and pair work. For this reason, the teacher used some of it, there was interaction for dialogue or role-playing, which to have a simple conversation. There was done between students with other students but in part. It was not too often because it was constrained by the problem of how the pronunciation of the sentence or word is intended. The use of English when they have a conversation based on what was in the book is done using English. They displayed the dialogues followed by the material used in English. The goal was that they can be communicated well followed the material presented, they can do and can deliver what they learned. The goal was that if the material delivers an event, they can do or followed it directly and they can be known about how to deliver information in English directly.

The 2013 curriculum emphasized the scientific approach. However, only four can be achieved because to communicate again, students were rather limited. The first weaknesses, students were not too enthusiastic about learning English. The second, the obstacle was that they have difficulty in understanding the instructions intended to used English. The third, they were very difficult to be asked to gave them opinions in English, when the teacher asked to observed the picture when the teacher asked the title, sometimes it was difficult. Even though, it was asked to mention the title, but sometimes it was still difficult.

Discussions

After data have been found the data, it was discussed as follow:

Material

A textbook is very important in learning, therefore the teacher always uses the book to deliver the lesson in the classroom. According to (Brown, 2015, p. 228), textbooks are the most common form of material support for language learning and most clearly always used. Textbook is the first media that teachers can use to deliver a material. The teacher explain, gave examples and

other activities based on the textbook such as observing pictures and dialogues in the textbook and provides exercises based on the textbook. A textbook has several criteria, one of which is that the textbooks must have an attractive cover that is colorful and qualitative (Patel & Jain, 2008, p. 69). Therefore, the textbook used by the teacher was a colorful cover that will attract students' interest in learning.

Based on the teacher's lesson plan about procedure text, there are 6 indicators of competence achievement from KI 3. However, 1 indicator did not achieved that was 3.4.4 "*mencatat beberapa resep dibuku catatan masing-masing dan menempel di dinding kelas atau majalah dinding.*" The teacher did not ask the students to adhere the recipe which they write in the class wall or wall magazine. Based on the teacher's lesson plan about present continuous tense, past continuous tense, and simple future tense, there are 6 indicators of competence achievement from KI 3. However, 1 indicator did not achieved that was 4.5.1 "*menyajikan karyanya di dinding kelas atau majalah dinding.*" the teacher did not ask the students to present their work in the class wall or wall magazine. Based on the teacher's lesson plan about present perfect tense, there are 5 indicators of competence achievement from KI 3 and the whole indicators was achieved.

In the first previous study, the teacher always prepared the material and dictionaries. The teacher used a textbook from the library. However, the problem was not all students have material. Therefore, the students often borrowed the material from the library. In the second previous study, the material used by the teacher was a textbook. In the third previous study, the teacher used the LKS "Students activity sheet" and book of Airlangga Publisher as the material. Meanwhile, the researcher in this research found that the material used by the teacher was textbook for the ninth grade "Bahasa Inggris_Think Globally Act Locally" and additional book as a compliment.

Media

The teacher always used media when teaching in the classroom. The teacher used the type of visual media such as picture, textbook, whiteboard, and board marker. That is including types of teaching and instructional material (Patel & Jain, 2008, p. 59). Besides, a textbook is one of the media used in the form of printed media. They contain material information such as definitions, examples and exercises via print media. Textbook has a basic instructional guidelines that the teacher can use in the teaching and learning process (Aini, 2013, p. 198). Therefore, the textbook was included as a media in teaching. The teacher asked the students more to observe the picture. The media was easy to found these pictures and the equipment is not available for other used.

Based on the teacher's lesson plan, the media used are LCD Projector, laptop and viewing materials. However, the teacher did not used it all when the researcher do the observations.

In the first previous study, the teacher only used that available media in the classroom such as blackboard and chalk. The existence of media in the classroom would influence the success of the teaching process. In the second previous study, the media used by the teacher was pictorial material such as a picture. In the third previous study, the teacher used a whiteboard and things in the classroom such as book, ruler, or table as the media. Meanwhile, the researcher in this research found that the media used by the teacher was picture, textbook, whiteboard, and board marker.

Method

The teacher mostly used the Grammar Translation method. Prator and Celce-Murcia listed several characteristics of the Grammar Translation Method in (Brown , 2015, p. 18) such as classes taught in the mother tongue of students and the teachers in this study used Indonesian and English alternately. However, teachers use more Indonesian than English at several meetings. Moreover, the teacher's attention focuses almost on the vocabulary list and grammar rules in learning. Reading is given great focus to students with related grammatical analysis, and translation exercises for students are conducted in the class. In teaching and learning, the teacher asked the students to translated words by words and the teacher used Indonesian when she explained the material because

she found the difficulty of the students' understood if the teacher always used English. Therefore, the teacher must translate it into Indonesian. The teacher done several steps in teaching by the grammar translation method same with Octaviani's steps in (Octaviani, 2017, p. 179).

Besides, the teacher used Community Language Learning in small group tasks activities because in K-13 they are always asked to work in groups and students can deliver the results of their group work. In Community Language Learning, the social activities in group have an importance role. The teachers considered as a counselors in learning and not as a treats (Brown, 2015, p. 23). Therefore, the teacher in this study acted as a class guide and divided students into groups and gave group assignments. The teacher done several steps in teaching by the grammar translation method such as Lailaa's steps in (Lailaa, 2016, p. 24-25). Based on the interview result, the teacher always divided students in group in every material.

Besides, the teacher also used Communicative Language Teaching which emphasized social interaction using English in conversation and discussion, dialogue, role play, and pair work because the goal that students can communicate in English properly and correctly. According to Richards (2006, p. 14) in (Yasin, 2017, p. 325-326), he has suggested that several activities can be implemented in a CLT class such as *Roleplays or mini-dramas* in the learning process. These activities can provide roles and improve the ability to use English in scene based on information or instructions given by the teacher. in this study, the teacher applied a Roleplay or mini-dramas based on the material in the textbook to improve students' skills in speaking and pronunciation.

The learning core activity uses an approach called scientific approach in the 2013 curriculum. The steps to implements these approaches such as observing, questioning, exploring/experimenting, associating, and communicating (Kurniawan, 2015, p. 135). The teacher used a scientific approach to teaching English. However, some students difficult to communicate in the communicating staged.

Based on the teacher's lesson plan, the methods used by the teacher was mind mapping, ATM techniques (*Amati, Tiru, da Modifikasi*), group discussion, questions and answers. Scientific approach and discovery learning model. However, the teacher did not used the mind mapping method and discovery learning model when the reseacher do the observations.

In the first previous study, the school used the KTSP Curriculum. However, the teacher not implemented KTSP completely in the English learning process. The teacher tried to implement the curriculum completely. However, some factors influence the implementation process in English teaching and learning. The teacher only followed the objectives that were stated in the guide book. In implementing the methods and techniques, the teacher used a variety of methods that was grammar translation method, direct method, and audiolingual method. Therefore, the students would not get bored. The teacher needs were creative enough in maintaining a communicative situation in the English teaching process in the classroom. In the second previous study, the school also used the KTSP curriculum. The method used by the teacher was the direct method and audiolingual method. In the third previous study, the school also used the KTSP curriculum. The researcher focussed on the technique. The most frequent activities at those classes were reading comprehension. However, the use of the monotonous technique, such as reading a text and answering the questions based on it, created boredom in learning. Meanwhile, in SMP Negeri 25 Banjarmasin has used the 2013 curriculum. The researcher in this research focussed on the method. The method used by the teacher was grammar translation method, total physical response, community language learning, and communicative language teaching in this research.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research conducted, it can be concluded that the teacher took the material from

the textbook for the ninth grade “Bahasa Inggris_Think Globally Act Locally”; media used by the teacher was visual media such as picture, textbook, whiteboard, and board marker; the method in teaching English that used at the ninth grade of SMP Negeri 25 Banjarmasin varied that was Grammar Translation Method, Community Language Learning, and Communicative Language Teaching. The teacher used a scientific approach when teaching based on the 2013 curriculum.

Suggestions

For better teaching and learning English in the future, it can suggest to the teacher that the teacher should have additional material to enrich learning and increase students’ knowledge like searching for material from the internet; the teacher should use interesting media in teaching to make the students interested and enthusiastic in learning. The teacher can use other media such as flashcards, posters, realia, etc; the teacher should always use different method in teaching to avoid students’ boredom in the English teaching process. It is intended that learning is not monotonous. Teachers can do new activities in the classroom such as playing games in learning to make students do not feel bored and nervous.

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