

THE EFFECT OF APPLYING DICTOGLOSS TEACHING STRATEGY ON THE STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT

SITI AZIZAH¹

¹English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara

email: sitiazizah@gmail.com

ABSTRACT

The objective of the research was to investigate the effect of applying dictogloss-teaching strategy on the students' achievement recount text. The objective of the study was to investigate whether dictogloss strategy significantly affected the students' achievement in writing recount text. Dictogloss teaching strategy helps the students to write independently and this strategy would help the students to find their own topic and ideas about what they would write. The population was the 2015/2016 students of SMA AR-RAHMAN MEDAN which consisted of 60 students in two classes. They were divided into two groups: 30 students for experimental group then 30 students for control group. The experimental group was given treatment by dictogloss teaching strategy and control group was taught by analysis control model. The instrument of the research was a written test. To know the students' achievement in writing there were some criteria as follows: Content, organization, vocabulary, language use and mechanics. The t-test formula was implemented to find out the t-observed value of both groups as the basis to test the hypothesis of this research. The result of this research showed that the t-observed value was greater than the t-table in which t_{obs} was 2.40 and t_{table} 1.6. It shows that $t_{obs} > t_{table}$ ($2.40 > 1.6$). The hypothesis was accepted. It means that there was a significant effect of applying dictogloss teaching strategy on the students' achievement in writing recount text.

Keywords: Dictogloss Teaching Strategy, Writing, Recount Text

INTRODUCTION

Teaching English is not easy, English teachers should not only master the language, but they should also be able to make their students learn. Communication is an activity of expressing or sharing thoughts, ideas, feelings, and information to other people. There are two ways of communication, namely written and oral. When something is communicated or conveyed in a written form, it is called writing. Writing skills are specific abilities which help students put their thoughts into words in a meaningful form and to mentally interact with the message.

Now days, Students of Senior High School are claimed not only to be able to speak but also to write in English based on the curriculum called Educational Unit Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan) which requires students to be able to write various kinds of texts. The students must be able to write effectively because they perform their writing skill throughout their life for the academic and occupational purposes such as composing simple stories, writing social letters, papers, theses, and so forth. Because of that, writing is an important skill to be learned.

In fact, when the researcher made an observation in SMP Negeri 19 Medan, Jalan Ayahanda, Agenda no 34 Medan. the researcher found that learning writing was still in problem. It was proved by the students' achievement in writing that was still low. Many students still got scores under the standard. Most of the students had difficulty in writing. They did not know how to build sentences that are grammatically correct, had no ideas to express, and lack of vocabulary.

Siahaan (2008:215) expresses writing as a psychological activity of the language user to put information into written form. According to Harmer (2004:79) writing is a form of communication to deliver thought or to express feeling through written form. Another definition of writing is proposed by Nation (2009:112) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Dictogloss is a teaching of dictation method that can be used for teaching writing cooperatively. Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work (Vasiljevic, 2010: 41). Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text read to them. The researcher would like to apply dictogloss technique because this technique provides environment for students to practice their writing skill and even in the other language skills (listening, reading, and speaking). Dictogloss technique helps students to create ideas which make students easier to write and teaches students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful. Because of that, students will be motivated and interested in learning writing recount text by using dictogloss technique.

METHOD OF RESEARCH

This research was conducted at SMA AR-RAHMAN at Jl. Brigjend. H. Abdul Manaf Lubis d/h Jl. Gaperta

Ujung No 58 Medan, Sumatera utara, Indonesia. The research was conducted during the academic year 2015/2016. The reason for choosing this school because from the experience in teaching practice, the researcher found out the problem in their achievement in English learning, especially in writing skill. The population of this research was the students X second year in SMAAR-RAHMAN MEDAN in academic year 2015/2016, which consisted of two classes. There were two classes of XI-1 and XI-2. Each class consisted of 30 students for XI-1 and 30 for XI-2. So, the numbers of students were 60 students. This case was suggested by Arikunto (2010:173) "if the population is less than 100, it is better for the researcher to take all of them. But, if the number of population is more than 100, the research takes 10%-15% or 20 %-25% or more as sample". So, in this research, it was taken 60 students as sample which will be divided X-1 as experimental group and X-2 as control group.

This study was conducted by using experimental design which applied descriptive quantitative method. This means that treatments would follow the concept. This study was conducted two groups, namely: an experimental and a control group. The experimental group received treatment using Dictogloss Teaching Strategy, while the control group received by using Analysis Control Model.

This research consisted of both qualitative and quantitative data collection. The qualitative data are in the form of opinions from the research participants. The quantitative data are in the form of scores that are collected from the pre-test and the post test. The data was collected from some techniques used. Those-

techniques used are described as follows:

1. Pre-Test

At first, students in the control group (X-2) and the experimental group (X-1) were given the pre-test with same in both of group. The test was used essay test. Pre-test was aimed to know how much score writing they have master or how much their beginning ability before doing the treatment. After that, the scores were collected from both groups and then treatment was given.

2. Treatment

Treatment was given after getting the pre-test scores. Treatment which was given in the experimental group is Dictogloss Teaching Strategy with the following procedures:

- a. The teacher asked the student whether they were already known about Dictogloss Teaching Strategy. The teacher gave the example kind of recount text.
- b. The teacher explained about Dictogloss Teaching Strategy, its structure and its purpose.
- c. The teacher gave the example of many kinds of recount text on a piece of paper and asked the students to read general structure recount text.
- d. The teacher asked the students to do exercises in their books to make about recount text.
- e. The teacher asked the students to do test.

3. Post-Test

After doing the treatment, experimental group and control group were given post-test with the same test as pre-test. The test was used essay test. Its main purpose was to know the effect of treatment which was used in each

group. After that, the score of post-test was collected from different group with different treatment but the same pre-test and post-test. Then the score was collected, analyzed, and calculated by using descriptive quantitative method.

The data of this research was collected by using test. The test based on the topic given by researcher, it was essay test. The test was in the form of writing paragraph, it was journal writing based on free topics. The students chose one of the topics. To describe the students' achievement in writing there were some criteria considered. According to Hughey (1983:141) there were five component scales in scoring students' writing, namely content, organization, language use, and mechanics. The specific criteria would be described in greater detail in the following:

- 1) Content
The score of content depends on the students' ability to write ideas, information in the form of logical sentences.
- 2) Organization
The organization referred to the students' ability to write the ideas, information in good logical order. The topic and supporting sentences were clearly stated.
- 3) Vocabulary
Vocabulary referred to the students' ability in using word or idiom to express idea logically. It referred to the ability to use the synonym, antonym, prefix, and suffix exactly.
- 4) Language Use
It referred to the students' ability in writing the simple, complex or compound sentences correctly and logically. It also referred to the ability to use agreement in the sentences and some other

words such as nouns, adjectives, and the time signals.

5) Mechanics

Mechanics referred to the students' ability in using words appropriately, using function correctly. Paragraph and text could be read correctly.

Techniques of The Data Analysis

In analyzing the data, some techniques will be taken as follows: Sudijono (2010:282) stated that to test the hypothesis:

1. Reading the students' sample answer
2. Identifying the students' answer
3. Scoring the sample answer
4. Listing their scores in two score tables: first for experimental group scores as X Variable and control group scores as Y Variable
5. Measuring Standard Deviation of variable X and Y by using the following formula:

$$SD_x \text{ or } SD_1 = \sqrt{\frac{\sum x^2}{N}} \text{ for variable X}$$

$$SD_y \text{ or } SD_2 = \sqrt{\frac{\sum y^2}{N}} \text{ for variable Y}$$

6. Measuring the correlation between both variables by using the following:

$$SE_{M1} = \frac{SD^1}{\sqrt{n_1-1}} \quad SE_{M2} = \frac{SD^2}{\sqrt{n_2-1}}$$

7. Finding out the error of Standard Deviation between Mx and My using the following formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

8. Testing the hypothesis by applying T-test:

$$TO = \frac{M_1 - M_2}{SE_{M1-M2}}$$

$$X^2 = \text{Total Score of } (X_1 - \bar{X}_1)^2$$

$$Y^2 = \text{Total Score of } (X_2 - \bar{X}_2)^2$$

Note:

- SD_x : Standard Deviation of Experimental Group
- SD_y : Standard Deviation of Control Group
- X^2 : Total Score of $(X_1 - \bar{X}_1)^2$
- Y^2 : Total Score of $(X_2 - \bar{X}_2)^2$
- n_1 : Total Sample of Experimental Group
- n_2 : Total Sample of Control Group
- SE_{M_1} : Correlation in Experimental Group
- SE_{M_2} : Correlation in Control Group
- $SE_{M_1} - SE_{M_2}$: The Error Of Standard Deviation
- TO : Test Observation

Testing the Hypothesis

In this research, statistical was used to decided whether the hypothesis accepted or rejected. The hypothesis formula is:

$$H_0 = X_1 = X_2 \text{ or } X_1 > X_2$$

$$H_a = X_1 < X_2$$

X^1 = Calculationg Finding of Experimental Group

X^2 = Calculationg Finding of Control Group

$$TO = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

RESULT AND FINDINGS

Based on the result of this research, it was proved that Theme Based Teaching Approach improved students' achievement in reading narrative text. The data showed the mean score in pre-test was 50, 5. After doing Theme Based Teaching Approach in Cycle I the mean score was 69,25. Then, in Cycle II the mean was 80,87. The finding of

this research showed that Theme based Teaching Approach improved students' achievement in reading narrative text. The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data was organized from observation sheets and interview sheets. It was indicated that the students given their attitude and response during teaching learning process. The students become more motivated and attractive in learning narrative text. Based on the result of the quantitative and qualitative data, it was indicated that the action and applying of Theme Based Teaching approach significantly can improved the students' achievement in narrative text.

DISCUSSION

This research was conducted in one class which consisted of 40 students during the cycles of Class Action Research. It was accomplished in two cycles. Each cycle was conducted in two meetings. Before conducting Post test in the first cycle, the researcher did Pre-test to measure the students' achievement in reading comprehension of descriptive text. This chapter covers the research implementation and discussion.

The form of the research result involved qualitative and quantitative data. The qualitative data was taken from observation sheet, interview, and diary note. The quantitative data was taken from students' score in multiple choice test.

1. The Qualitative Data

The qualitative data were taken from: interview, observation sheet, and diary notes.

a). Observation Sheet

Observation was used to measure the level of students' activities during teaching learning process. The observation was focused on the situation of teaching learning process in which Theme Based Teaching was applied; they were students' activities and behavior, students' ability in comprehending the text, and interaction between teacher and students. It can be seen in the appendix. From the observation sheet, it was written the note to describe the students who were active and enthusiastic in learning reading comprehension by applying Theme Based Teaching.

b). Interview

Interview was conducted to get information about students' interest in reading. There were two interview sessions conducted. The first interview was done before conducting the research and the second one was done in the end of second cycle. The researcher interviewed the English teacher.

c). Diary Notes

In the diary note, the researcher noted in the first meeting in cycle I, the students have less interest in learning English, especially in reading. The students' achievement in reading comprehension was low in the class. From the first test, it was found that no students can get score 75 or above. It means that they felt difficulties to understand the text. Most of them made noisy and disturbed their friends when teaching learning process. In the second meeting, by applying theme Teaching approach. The students listened seriously asked some question. In the last meeting, the students felt more enjoyable and interested in learning reading by implementing Theme Based Teaching, it was

proved from the result of their post-test in cycle II. The students' score had been improved and all of them passed the criteria minimum completeness.

based teaching, all of the students could understand what they were studying. After giving the explanation about narrative text, they were given the task to be discussed in the group. They worked cooperatively but some of the students did not pay attention. Based on the reflection in the first cycle that had been done was found that the second cycle had to be conducted. It was expected that the result in the second cycle would be better than the first cycle. In next meeting of the cycle II, the researcher gave motivation and review about implementing Theme Based.

2. The Quantitative Data

The quantitative data were taken from the students in each cycle. In the first meeting, pre-test was applied to know the students' orientation test. To know the improvement of students, it can be seen from the result of pre-test, test Cycle I, and test Cycle II.

2.1 Pre-Test

Pre-test was given before running to the treatment in Cycle I. The researcher gave the test to all students and the students answered the test. The test consisted of twenty questions and one question was scored five. From the table of pre-test, the total score of students was 2020 and the number of students who took the test was 40 students, so the students' mean was:

$$\text{Formula: } \bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{2020}{40} = 50,5$$

From the analysis above, students' achievement in reading comprehension of narrative text was low. The students' mean was 50,5, to get know the number of students who were competent in reading comprehension test by calculating with the following formula:

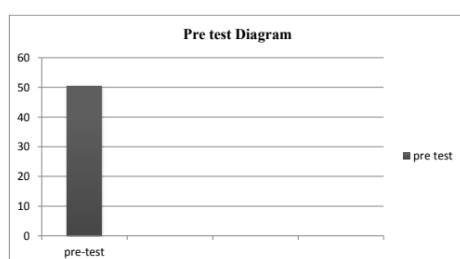
$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{0}{40} \times 100\% = 0\%$$

From the table analysis, the students' achievement in reading comprehension was low. The mean of students was 40. Number of the students who passed in pre-test session was 0 (0%). It can be concluded that the students' achievement in reading comprehension was still low.

From the explanation above, students' achievement in reading comprehension was classified low when conducting action research in pre-test. So, post test 1 was continued in cycle I. In the post test I of the first cycle, the analysis can be seen below:

Figure 1. Diagram of Pre-Test



2.2 Cycle I

The Activity of the First Cycle

The first cycle was conducted in two meetings. Before the first cycle conducted, the researcher gave the test to measure how far the students master in reading narrative text. Firstly, they were difficult to un-

derstand the meaning of narrative text, and they also look uninterested. It was difficult for them to answer the multiple choice tests. That was the situation that the researcher observed in the classroom. There were many activities that were done in this cycle. All the activities were observed by researcher as follow:

1. Planning

In planning, the researcher did:

- a. Preparing the research instrument which was used in teaching English through Theme Based Teaching Approach, they were observation sheet, interview sheet, example of narrative texts completed with pictures, and multiple choice tests.
- b. After the instruments completed in learning process, the researcher also prepared herself to observe the situation in the classroom while teaching and learning process was happened.

2. Action

Before applied the method, the researcher stood in front of the students and started to attract the students' attention, and asked their knowledge about narrative text. The researcher explained about and how to apply Theme Based Teaching approach to improve their reading narrative text. In applying Theme Based Teaching approach, the researcher collaborated with the English teacher to choose one theme; it was narrative text to be taught to the students. The researcher integrated the theme narrative text with the students' environment and other subject. The researcher told about some examples of narrative texts. Then the teacher analyzed the generic structure, characters, plot and setting and the events that happened in the text. At

the last, the researcher divided the students into eight groups in which each group consisted of five students. The researcher asked them to find the generic structure and to analyze what the main topic of the text was. Finally, the students were given multiple choice to be answered.

3. Observation

Before the researcher applied Theme Based Teaching Approach, the researcher observed the situation of the classroom. This observation did when the researcher gave pre-test to the students. Most of the students were confused when answered the test, even some of them did not answer the test. Then, after the researcher explained about Theme Based Teaching and applies the approach to teach the students, the students were more interest and paid attention to the researcher, but not all of them. When the researcher asked them to read and told what they have read about the text, they did it seriously. And they also did the test better than in pre-test. When the researcher explained about the lesson, the English teacher checked the researcher how to manage the class, and the condition when teaching learning process. In this cycle, the English teacher gave suggestions and comments about the students who were still not good enough in English. The researcher discussed about the students and English learning process with the English teacher.

4. Reflection

All of the activities in first cycle have been done. The researcher had collected all of the students' answers. Based on the result of the first Cycle until twice meeting, it determined to continue into second cycle because the result showed if their

achievement in reading was still poor. Some of the students were still incorrect in answering the multiple choices test, and they also still difficult to analyze the generic structure of the text.

At the end of meeting in Cycle I, the researcher gave the test like test in pre-test. And the researcher found improvement in students' achievement score in reading. From the post test I, the total score of students was 2770 and the number of students who took the test was 40 students, so the students' mean was:

$$\text{Formula: } \bar{X} = \frac{\sum x}{N}$$

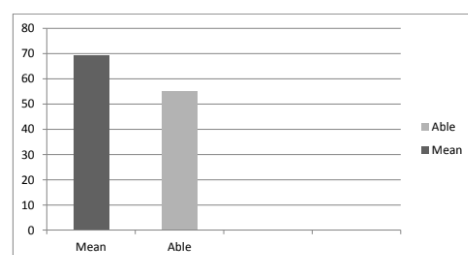
$$\bar{X} = \frac{2770}{40} = 69,25$$

From the explanation above, students' achievement in reading comprehension of narrative text was classified still not good when conducting action research in cycle I even though there were 22 students passed the test. The mean of students' achievement got 69,25. And to look the number of students who were competent in reading comprehension, the test was calculated by applying the following formula:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{22}{40} \times 100\% = 55\%$$

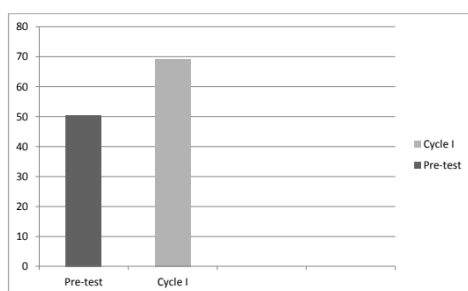
Figure 2. Diagram of Cycle I



From the data, it can be shown the average of students score in Cy-

cycle I was 69,25. The students that able were 22 students. So it can be known the percentage of able students were 55%. The different percentage between pre-test to Cycle I can be seen below:

Figure 3. The Different Percentage in Pre-test to Cycle I



From the table analysis, the students' achievement in reading comprehension of narrative text was still low. The mean of students was 69,25. From the score who got up 75 were 22 students or it was only 55%. It could be concluded that the students' achievement in reading comprehension of narrative text was still low. Post-test cycle I was categorized unsuccessful. The result of KKM minimum was >75 score. Therefore, the next action continued on cycle II.

2.3. Cycle II

The Activity of the Second Cycle

Based on the result that had been done in first cycle, it was found the second cycle should be conducted to get the better result of the students' achievement than in the first cycle. All the activities were observed by the researcher as follow:

1. Planning

In planning, the researcher did:

- a. Preparing lesson plan that related with the study, especially still about reading narrative text.

- b. The researcher prepared the research instrument that would be used in teaching reading narrative text through theme based teaching strategy those were: observation sheets, interview sheet, multiple choices test, and example of narrative texts completed with pictures.
- c. After the instruments were completed in learning process, the researcher started to teach the students.

2. Action

In action session in second cycle, firstly the researcher had given reinforcement to the students to be focus to answer correctly. The processes of action in second cycle same with the first cycle. The researcher explained about some example of narrative texts. And then the researcher asked the students to analyze the generic structure, characters, plot and setting and the events that happened in the text. The last, the researcher divided the students into eight groups which each groups consisted of five students. And the researcher asked them to find the generic structure and analyze what was being the main topic of the text. The researcher always be the facilitator to help them if they need the researcher's help. Finally, the students were given the multiple choices to be answered. In this cycle the students did not get many difficulties and the students did the test well.

3. Observation

In the cycle II, the researcher observed that the students were more enjoyed when reading narrative text through Theme Based Teaching Approach. The situation in the classroom was better and the students

more active in their group. They also interested and paid full attention to the researcher. The researcher also observed how the students conducted their creativity in the class. The English teacher also observed that in the second cycle, the researcher had done the cycle well. It showed that the students did the test well and they could understand the subject without found many difficulties in teaching learning process.

4. Reflection

The researcher has done in collecting the data. Based on the result, it showed that the students got significant improvement in this cycle than in the first cycle before. The students could master reading especially reading narrative text through Theme Based Teaching Approach.

In running the Cycle II, the researcher also collected the score items like in pre-test and Cycle I, there was improvement also like pre-test to Cycle I. And the researcher found the improvement of students' score in reading narrative text.

The students' achievement in reading comprehension of narrative text by implementing theme based teaching strategy was improved. The standard of criteria maximum was achieved by mean 80,87, from the total score of students was 3235 divided the number of students who took the test was 40 students, so the students' mean was:

$$\text{Formula: } \bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{3225}{40} = 80,87$$

Percentage of the result of the students achievement in cycle II could be seen as follows:

$$\text{Formula: } P = \frac{R}{T} \times 100\%$$

$$P1 = \frac{40}{40} \times 100\% = 100\%$$

In the post test II in second cycle, the students were able to answer the test. It can be concluded that applying Theme Based Teaching approach can improve students' reading achievement. In meeting in cycle II, the researcher told the students' mistakes that have been done in pre-test and Cycle I. The students were not too interesting in learning English. They disturbed each other and made class be so crowded. But there was improving that they got from the pre-test to the Cycle I. It can be shown from the different score between Pre-test and Post-test in Cycle I. In Pre-test was 0% students who got score up to 75. In the Post test of Cycle I about 55% students who got score up to 75. And for getting maximal score, the researcher gave second test in Cycle II. After doing Cycle II, the researcher got satisfied because the percentage of score was 100%, it meant that all of the students got score up to KKM 75.

From the analysis above, students' achievement in reading comprehension of narrative text was improved. The mean of students was 80,87. The students that able were 100 students. So the percentage was 100%. It was shown that there some improvements on students' achievement in reading narrative text through Theme Based Teaching approach.

Based on the result of students' achievement in reading comprehension from Pre-test, Post test I, and Post test II, the researcher analyzed the data to know the improvement of students' achievement in reading

narrative text through Theme Based Teaching approach.

The improvement of students' achievement in reading narrative text through Theme Based Teaching approach can also be seen from the mean of students score in the first competence test up to the third competence test. The mean in the third competence test was the highest one among the other tests.

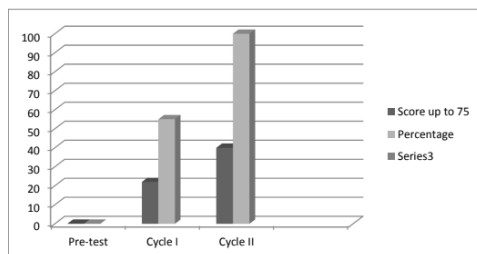
Based on the findings of all the result analysis above, the researcher concluded that Theme Based Teaching Approach can improve the students' achievement in reading comprehension of narrative text was accepted.

Table 1. Students' Score from the First until Last Meeting

Test	Students' Score up to 75 Points	Percentage
Pre-Test	0	0%
First Cycle	22	55%
Second Cycle	40	100%

From the table above, there were no students getting score up to 75 or 0 students (0%) in conducting the pre-test. In the test of Cycle I, there were 22 students (55%) who got points up to 75. In the test of Cycle II, there were 40 students (100%) who got points up to 75.

Figure 4. Diagram Students' Reading Score in Percentage



From the diagram above can be concluded that there was improvement in every cycle, score up to 75 in pre-test was 0 students or 0%, first cycle was 22 students or 55% and

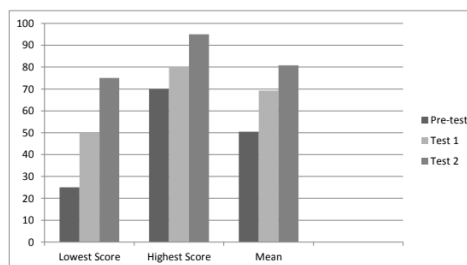
second cycle was 40 students or 100%.

Table 2. Comparison of the Students' Score in Three Comparison Test

Name of Test	Test I (Pre-Test)	Test II (Post-Test)	Test III (Cycle II)
Lowest Score	25	50	75
Highest Score	70	80	95
Mean (X)	50,5	69,25	80,87
N	40	40	40

The table above described that in the Pre-Test, the lowest score was 25, the students got 25 for the lowest score, and 70 for the highest. It means that no students passed the standard criteria minimum (75). After implementing Theme Based Teaching Approach, there were some students got 50 for the lowest score, and 80 for the highest score. It was shown that there was some improvement in Cycle I. In the Cycle II, the students who got 75 were the lowest score and 95 were the highest score. It was proved that the approach could improve the students' achievement in reading narrative text. The mean in the Pre-test was 50,5, Cycle I was 69,25, and in the Cycle II was 80,87. The different score between Pre-Test, Cycle I, and Cycle II can be seen in the chart as follow:

Figure 5. Diagram of Students' Comparison Scores



In the first competence test was 0% (no student) who got point up to 75. The second competence test was 55% (twenty two students) who got point up to 75. It means that there was an improvement about 55%. In the third competence test, there were

forty students (100%) who got point up to 75 which means all the students can pass the standard minimum score (KKM). There was improvement from the second competence test to the third competence test. Most of the students' score increased from the first competence test to the third competence test.

CONCLUSION

The conclusion of this research showed that there was improvement of students' achievement in reading narrative text through Theme Based Teaching Approach especially for students at eighth grade of SMP Negeri 19 Medan. It is proven from the mean of students' scores in three tests: pre-test (50, 5), post test I (69, 25) and post test II (80, 87). And observation sheets and interview sheets indicated that there is improvement in students' achievement in reading comprehension. Furthermore, Theme Based Teaching approach makes learning teaching process more relevant, and enhances the students' ability to transfer the competencies and skills acquired in one context to other appropriate situations.

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