A SURVEY ON THE PROCESS OF ENGLISH TEACHING AT THE SENIOR HIGH SCHOOLS IN ACEH JAYA

By
Ferra Mardani[1]

Syiah Kuala University, Banda Aceh

ABSTRACT

This study concerned on the teaching process in nine senior high schools in Aceh Jaya in order to see how the teaching methods were used, how materials were developed, and how the assessments were completed. This study was completed using a survey method towards 14 teachers of nine senior high schools in Aceh Jaya and employing questionnaire (as the instrument) in collecting data. The result shows that Aceh Jaya English teachers use the eight common methods (Grammar Translation Method, Direct Method, Audio-Lingual Method, Contextual Teaching and Learning, Total Physical Response, Communicative Approach, Cooperative Learning, and Scientific Approach) in the teaching process even though the implementation frequency of the methods is different from one another. Also, the teachers are accustomed to develop teaching materials using authentic sources. It terms of assessment, the teachers do assess their students' achievement, but it is unequal for all four skills. To conclude, the teaching process in Aceh Jaya senior high schools is carried out properly in some aspects, yet, there are some other aspects that need to be adjusted such as providing equal assessment.

Keywords: *Teaching Process, Teaching Methods, Materials Development, Assessment, Aceh Jaya English Teachers.*

INTRODUCTION

Today, English speaking ability has been put into much concern due to some reasons. First, many job offers put English mastery as a requirement of the jobs. Moreover, as cited by an online newspaper

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[1] Corresponding author: ferramardani.fm@gmail.com

enciety.co, because of the former president's policy related to Asian Free Trade Area (AFTA), language becomes a key of communication success (Farmita, 2014). Then the chairperson of enciety business consultant, Yahya in Farmita (2014), affirms that foreign language skill especially English is now set as a basic skill to face global competition and no matter how competent someone is, the one with no mastery of English will face difficulty to compete.

Since English functions as a communication tool, thus it leads it to be considered differently from science and social classes. Learning English, therefore, does not simply mean to master English content-knowledge, but it requires students to be able to apply the knowledge or use English for communication. That is why, the current curriculum, *Kurikulum 2013,* is intended to develop students' potentials in order to become individuals of faithful and pious to God Almighty, noble, healthy, knowledgeable, skillful, creative, independent, and accountable democratic citizens and accountable (National Education Objectives of *Kurikulum 2013* Law No. 20 of 2003). Likewise, the curriculum expects the students of senior high school to be able to communicate in oral and written language of English to contribute in the society and in the world. Students are also expected to be able to use the target language to access knowledge.

However, the expectations are not always achieved as intended. By means of preliminary observation at a number of senior high schools in Teunom, Aceh Jaya, the students' result on English mastery shows that more than 50% do not achieve the score of *Mastery Learning Criteria* (MLC) which is 70. The teaching and learning processes, which teachers and students have been through, were completely in vain. This problem may be related to aspects of teaching process which may influence learning achievement. As confirmed by Kitao (1997), teaching and learning process does not only rely on the teachers' knowledge, but also requires materials, teaching methods, and effective evaluation.

Research Questions
1. How do teachers teach English at senior high schools in Aceh Jaya?
2. Do they develop their teaching materials?
3. How do they assess learning achievement/ students' academic achievement?

Research Objectives
1. To find out how teachers teach English at the senior high schools in Aceh Jaya.
2. To know whether or not they develop their teaching materials.
3. To identify how they assess learning achievement or students' academic achievement.

REVIEW OF LITERATURE

Teaching Method/Approach

Brown (2001) clarifies that:

"Approach is the level at which assumptions and beliefs about language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described" (Anthony, 1963, in Brown 2001, p. 15).

Accordingly, some methods recommended by the latest curriculum are Scientific Approach which involves discovery/inquiry learning, problem based-learning, and project based-learning (the regulation of Minister of Education and Culture No 65 year 2013), cooperative learning, contextual teaching and learning, and communicative language learning. However, some old methods are still common in Indonesian classroom and the next briefly describes each one.

Grammar Translation Method is a method that focuses much on translation (Larsen-Freeman, 2000). The following techniques are commonly applied in grammar translation method. They are: (1) translation of a literary passage, (2) reading comprehension questions, (3) antonyms/synonyms, (4) cognates or learning spelling/sound pattern corresponding between first language and the target language, (5) deductive application of rule or understanding all about grammar rules and applying them to new examples, (6) fill-in-the-blanks, (7) memorization, (8) use words in sentences, and (9) composition (Larsen-Freeman, 2004).

Next, Direct Method is a reform of grammar translation method that requires the language learners to use only the target language and the use of mother tongue is banished. The principle of this method signifies that it is a method emphasizing on introducing the target language directly and orally. There are a number of techniques that can

be employed in the learning process, they are: (a) question and answer exercise, (b) self-correction, (c) reading aloud, (d) conversation practice, (e) fill-in-the-blank exercise, (f) dictation, and (g) paragraph writing (Larsen-Freeman, 2004).

Then, there is the Audio-Lingual Method. This method is created based on the shortcoming of direct method in order to train oral skill. The key features of this audio-lingual method are: (a) new material is presented in dialogue form, (b) there is dependence on mimicry, memorization of set phrases, and over-learning, (c) structures are sequenced by means of contrastive analysis and taught one at a time, (d) structural patterns are taught using repetitive drills, (e) there is little or no grammatical explanation, (f) vocabulary us strictly limited and learned in context, (g) there is much use of tapes, language labs, and visual aids, (h) great importance is attached to pronunciation, (i) very little use of the mother tongue by teachers is permitted, (j) successful responses are immediately reinforced, (k) there is a great effort to get students to produce error-free utterances, and (l) there is a tendency to manipulate language and disregard content (Prator & Celce-Murcia, 1979, as cited in Brown, 2000, p. 23).

The next method is Contextual Teaching and Learning (CTL). Berns and Erickson (2001) define contextual teaching and learning as the way of teaching that emphasizes on associating the subject matter with the real live situations, hence, students can make connection of what they learn and implement it in their lives. Contextual teaching and learning works under some components reflecting all of the characteristics of it, they are: (a) Constructivism, a concept stressing on the way how students construct their knowledge through five main steps, which are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge, and reflecting knowledge, (b) Inquiry, a process of learning that requires critical and creative thinking, (c) Questioning, a part of learning process allowing students to ask the things they want to know, (d) Modelling, a situation where teacher becomes a model in delivering the material such as providing example in context, (e) Reflection, a process of thinking what they have learnt and what they have done in the past, (f) Authentic assessment, a sort of assessment done during or after the process of learning including skills and attitude in order to identify the progress (Wijarwadi, 2008, p. 27).

After that, there is the Total Physical Response (TPR): a method promoted by Asher (1977) under the idea of associating language

learning with the principle of psychomotor. The principles underlying this method are as follows: (1) the teacher directs and the students act in response, (2) listening and physical response skills are addressed through instruction (oral production), (3) instructions are drilled through imperative and interrogative mood, (4) humor is included whenever possible to create fun learning, (5) students are not forced to speak until they are ready, (6) spoken language is emphasized over written language (Brown, 2000, p. 30).

Next, Communicative Approach is an approach in which communicative competence becomes the main focus of learning (Larsen-Freeman, 2000). Some principles working under this approach are: using authentic language, unraveling a speaker's or writer's intention, working with language at discourse level, playing games providing immediate feedback on the leaning progress, errors are noted and will be corrected after finishing the activities, providing tasks encouraging communicative interaction and cooperation among the students, and teachers act as facilitators and advisors (Larsen-Freeman, 2000).

Next are the strategies in the Cooperative Learning Method. It is a learning type in which students learn and work in small groups collaboratively (Rusman, 2011). It consists of several strategies such as:

(1) Student Teams-Achievement Division (STAD): this is one of many strategies in cooperative learning that promotes collaboration and self-regulating learning (Rai & Samsuddin, 2007). Slavin (1995) as the promoter of this method developed STAD in four steps: whole-class presentation, group discussion, test, and group recognition.

(2) Jigsaw: a strategy that allows a student to become an 'expert' in some aspect of a topic, and then return to a 'home' group to share what he or she has learnt (Bennett & Rolheiser, 2001). Some stages applied in jigsaw are: (a) materials to be learned, which are divided into 4 parts with guiding questions, (b) students work in four or five members in a team as in STAD and TGT, (c) each pupil in a group is assigned to focus on reading one part of the materials, (d) after the reading, pupils in different groups with the same focus of learning materials form an expert group to discuss the materials, (e) after the discussion task, each member becomes expert of the materials on which he/she focuses, and takes turn to teach the other members in the same group until they have mastered all the materials, (f) then students take individual quizzes, which result in

team scores based on the improvement score system of STAD, finally, (g) the group with the highest average group improvement score receives a group reward (Li & Lam, 2013).

(3) Think-Pair-Share: a multi-mode discussion allowing students to think individually after listening to a question or presentation, discuss the topic in pair, and then share it to the class (McTighe & Lyman, 1998). As elucidated by Jones (2006) that in the first stage of the activity, the students are required to think about the problem posed by the teacher in order to promote their critical thinking. In stage two, they are paired up with the nearest student to discuss, compare, and identify the best answer to the problem. Then in stage three they share their best ideas of the problem with the class.

(4) Numbered-Heads Together: a group discussion consisted of four-step structures in which the focus of the method is to strengthen and review the mastery of the prior learnt materials (Stone, 2000). In applying the method, there are four steps that should be followed as affirmed by Caybyab and Jacobs (1999, p. 30) as follows: (a) every student of a group of four is given a number 1 to 4, (b) the teacher asks a question about the material that has been learnt, (c) every students in each group puts their heads together to discuss the answer(s) and find the reference for their answer(s), (d) the teacher calls the random number one to four and the student with the number will give and explain the answer as the representative of the group. It can be understood from these steps that Numbered Heads Together is a method that promotes learning and solving problem together and the students as the member of the study are responsible not only for themselves, but also for their group since all members need to know the information regarding the materials or information asked.

(5) Teams Games Tournament: a method which is similar to STAD techniques where students work together in teams and be responsible for both their own learning and the other group members (Slavin, 1995). As STAD does, TGT also has five basic principles, they are: class presentation, teams, games, tournaments, and team recognition. Meanwhile, in the learning process, there are certain steps to follow, which are: (a) form a group of four or five, (b) give an outline regarding what they are going to learn, (c) present materials orally or in written using the teaching aid, (d) give worksheets or tasks to assist their academic mastery, (e) allocate adequate time for them to work together to discuss and understand

the materials, (f) review the past lessons during the discussion time to check their learning progress and to identify the low, medium, or high achiever, (g) after finishing the discussion session, select three students at low, medium, and high level to be competed with other group member at the same level (tournament session), (h) pose a series of questions to the participant who compete based on their level and who will be the first to answer, (i) finally, the winner will get one point for their group (Killen, 2007).

The last is Scientific Approach which is defined as a learning process which aims students to be active in learning to construct a concept and principle through some stages, namely observing, questioning, experimenting, associating, and networking (the regulation of Minister of Education and Culture No. 65 year 2013). Three models of Scientific Approach are:

(a) Discovery/Inquiry Learning: a model in which students investigate a topic, issue, or a problem, collecting information, deduce causes and effect related to those, and draw some conclusions or solutions (Ormrod, 2000, in Westwood, 2008). This model can be implemented through several stages, namely: stimulating, problem identification, data collection, data analysis, proving, and conclusion (Priyatni, 2014).

(b) Problem-Based Learning: a technique where students are presented with a real-life issue or problem that require decision or solution (Westwood, 2008). It can be applied through the processes: (1) students are presented with a problem or an issue, (2) students try to explore the problem, (3) students create possible decisions or solutions for those, (4) students study the most feasible decision or solution for the problem (Butler, 2003).

(c) Project-Based Learning: a strategy which provides students with a real-life issue or problem to be investigated (Westwood, 2008). There some stages in implementing PjBL, they are: teachers provides students with choice of topics primarily based on curriculum and discuss them with students, then students design and organize the structure of project activities which involve group formation, role assigning, concerning decision, information source, etc. Next, students conduct the activities that have been planned and designed to complete their project, and then they evaluate if the project goal has been achieved, process in completing the project and the final product (Bell, 2010, in Maulany, 2013).

Materials Development

Tomlinson (2008) defines material development as:

"Materials as anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a board: anything which presents or informs about the language being learnt" (Tomlinson, 2008: xi).

Materials may be in three forms: (a) print materials such as textbook, workbook, newspaper, magazines, (b) non-print materials such as audio and video materials, radio, advertisement video, and (c) materials which may in both forms such as materials from internet (Richards, 2012). Before materials are used in the classroom, they need to be adapted in accordance with the need of the class. That is why, McDonough and Shaw (2003) suggest techniques in adapting teaching materials, and those are: (a) adding, (b) deleting, (c) modifying, (d) simplifying, (e) and reordering.

Assessment

Lemlech (2002, p. 165) defines assessment as "the process and procedure to gather data utilizing a variety of factors about student performance". Dunn et al. (2004), further clarifies four essential components grasped by assessment, they are: (a) measuring improvement over time, (b) motivating students, (c) evaluating the method of teaching, and (d) ranking the students' competences.

Process of Teaching English in Indonesian School Context

Some studies concerning the process of teaching English in Indonesian school context show dissatisfying facts in some cases. Azra (2002), Bjork (2005), and Buchori (2001) found that Indonesian school contexts still work under teacher-centered instruction which seems like it has become part of the Indonesian school culture. Furthermore, Indonesian schools are very common with rote learning where the process of transferring knowledge is through memorization techniques. The use of rote learning is somehow beneficial, but using it overly prevents learning from students-centered settings (Azra, 2002; Bjork, 2005; Darmaningtyas, 2004).

In terms of classroom assessment as found by Saefurrahman (2015), the most common assessment performed by Indonesian teachers in English language teaching is assessment for learning. It is

used to check students' progress while learning. Then teachers also do assessment of learning where the assessment is performed at the end of semester to get final grades and data for students. Additionally, Zulfikar (2009) affirms that Indonesian education system still focuses on in-class examination in evaluating students' academic achievement in which the tests are set centrally. This kind of evaluation is intended to grant students a higher grade.

RESEARCH METHODOLOGY

Research Design

This research is designed as a quantitative descriptive study using survey method which was carried out towards 14 teachers from nine senior high schools in Aceh Jaya as respondents. These 14 respondents were chosen by using purposive random sampling from 18 senior high schools in Aceh Jaya.

Data Collection Technique

The data for this study were obtained through a questionnaire covering: teaching methods, material development, and assessment, which are intended to get relevant data regarding the research problems. In gathering the data, the researcher distributes the questionnaire consisted of 66 items (in the form of rating scale questions) to the respondents in order to get the required data. After getting all of the data, they were then analyzed by calculating the frequency of responses given by the teachers.

FINDINGS AND DISCUSSION

Teaching Method

As described before, that there are eight methods included in the questionnaire and the results of the use of the methods are portrayed in the charts, Figure 1 to Figure 8, below (the number on the x axis represents the items in the questionnaire, while the number on the y axis represents the number of respondents).
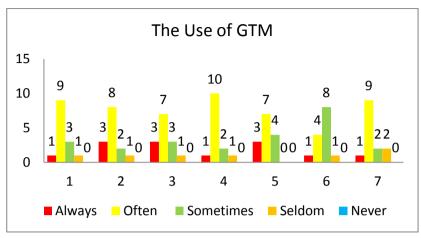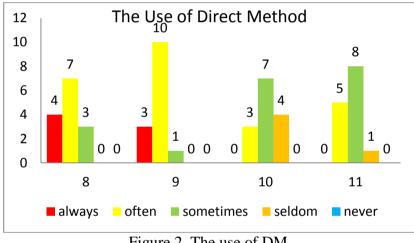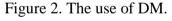
Figure 1. The use of GTM.

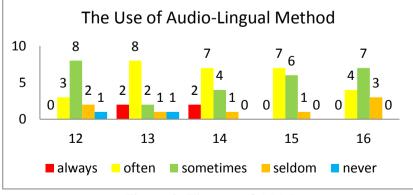Figure 2. The use of DM.

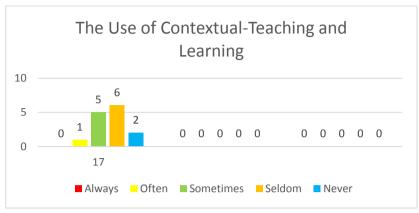Figure 3. The use of ALM

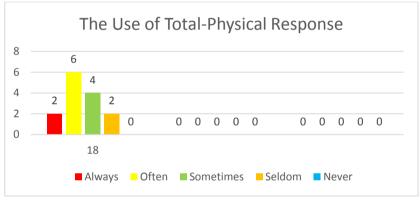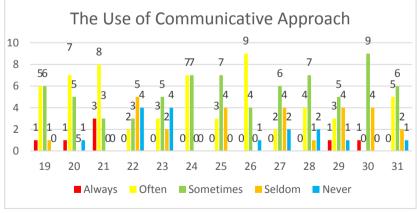Figure 4. The use of CTL.

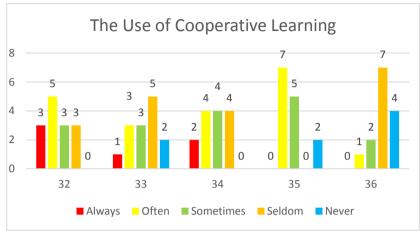Figure 5. The use of TPR.

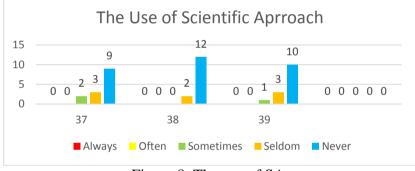Figure 6. The use of CA.

Figure 7. The use of CL.

Figure 8. The use of SA.

Based on the findings, it can be interpreted that Aceh Jaya teachers know and implement all of the eight methods in their regular classes although the frequency in employing the methods is different from one another. GTM is the most favorite method over the others, while the most unemployed method is Scientific Approach, which are related to Discovery Learning, Problem-Based Learning, and Project-Based Learning. It is proven by the highest frequency of GTM used by the teacher as shown in the data. It is the same as what Liu's (2004) and Abbasi's (2011) found that GTM is still favorable among teachers.

Materials Development

As found in the questionnaire result, the development of materials done by the teachers in Aceh Jaya can be depicted in the following Figure 9 below (*the number on the x axis represents the items in the

questionnaire, while the number on the y axis represents the number of respondents).
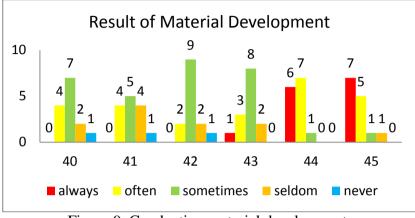

Figure 9. Conducting material development.

In terms of material development, most teachers in Aceh Jaya are accustomed to materials development. It illustrates that their classroom is not a full textbook orientation. It is in line with the suggestion of Hutchinson and Torres (1994) and O'Neill (1982), as cited in Harwood (2010, p. 5), that textbooks alone can never be appropriate for teaching and some adaptation will be required as needed by the program.

Assessment

Unlike material development, assessment is classified into four types according to four language skills (listening, speaking, reading, and writing). The results for all those skills are represented in the charts, Figure 10 to Figure 13, below (*the number on the x axis represents the items in the questionnaire, while the number on the y axis represents the number of respondents).
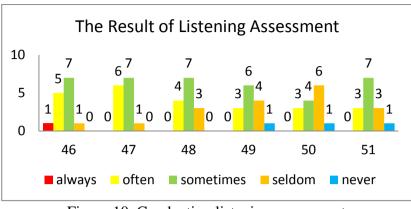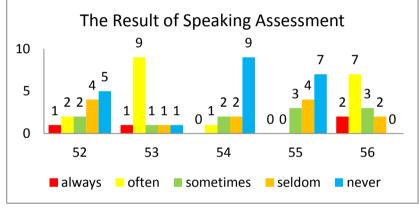
The Result of Listening Assessment

Figure 10. Conducting listening assessment.

The Result of Speaking Assessment

Figure 11. Conducting speaking assessment.
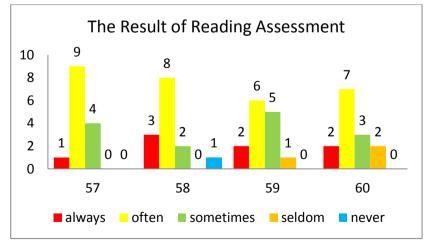
The Result of Reading Assessment

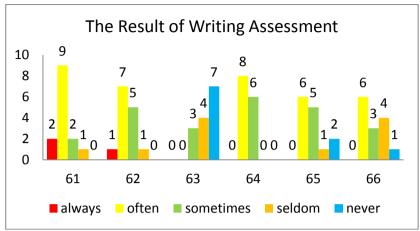Figure 12. Conducting reading assessment.

Figure 13. Conducting writing assessment.

In regard to such skills evaluation (assessment) as shown in the preceding results, it can be deduced that the teachers do not assess those four skills evenly. Most of them only do reading assessment, while for speaking half of them do not conduct it. Moreover, only some of them evaluate listening and writing appropriately. This is not supposed to happen considering assessment can encourage students to be more active and have motivation to improve themselves. As affirmed by Bostwick and Gakuen (1995), cited in Kim (2003), "assessment can be used to improve instruction and help students take control of their own learning". This fact designates that teaching assessment in the Aceh Jaya' schools is not done well for all skills that may impact on the learning progress.

CONCLUSION AND SUGGESTION

Conclusion

Based on the results, the English teachers at senior high schools in Aceh Jaya generally implement various kinds of teaching methods including Grammar Translation Method, Direct Method, Audio-Lingual Method, Contextual Teaching and Learning, Total Physical Response, Communicative Approach, Cooperative Learning, and Scientific Approach. However, the frequency of the implementation of each method is different from one another. The teachers also develop their materials as required by modifying textbook and authentic materials. In terms of teaching assessment, the teachers assess the four skills of their students. However, the assessment is not done

proportionally for all skills including listening, speaking, writing, and reading.

Suggestion

Firstly, English teachers should be aware of the things related to the success of learning including the objective of learning, proper strategies to be used to achieve the goal of learning, the students' need and interest, and appropriately developed materials to maximize the learning process and the goal can be achieved. In addition, doing appropriate assessment is also needed in order to check the progress and enhance the teaching skill.

It is suggested to those who intend to conduct further research in similar topics to investigate the issues intensely. Thus, the things that truly influence the success of learning can be identified such as teacher experience, assessment, and so forth. Furthermore, education stakeholders should pay more attention to improving both educational infrastructure and the quality of teachers such as providing efficient and sufficient trainings for the teachers. Consequently, teaching learning process in the classroom will be as expected.

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