

RESPONSES TOWARD INDUCTIVE AND DEDUCTIVE METHOD IN TEACHING WRITING

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abstrak

Penelitian ini membahas efek dari pendekatan induktif dan deduktif dalam pengajaran menulis terhadap pemahaman and capaian belajar mahasiswa di Universitas Muhammaadiyah Metro Tahun Akademik 2010 2011. Pendekatan ini serupa dengan model pembelajaran berpusat pada guru (Teacher Centered Approach), model pembelaran berpusat pada siswa (Students' Centered Approach) . Untuk menggambarkan efek dari pendekatan ini, peneliti melakukan riset dengan pendekatan Lesson Study dimana pendekatan inductive dan deductive diaplikasikan secara berurutan dan terpisah. Ada 44 mahasiswa semester III UM Metro yang menjadi subjek riset. Mereka mengalami proses belajar mengajar dalam dua siklus : siklus pertama dengan inductive approach dan siklus kedua dengan deductive approach. Tujuan riset ini adalah untuk menggambarkan dan menggali seberapa dalamkah efek dari pendekatan inductive dan deductive. Hasil penelitian menunjukkan bahwa pedekatan deductive terbukti lebih efektif dan berpengaruh positif terhadap keutuhan pemahaman siswa dalam mata kuliah menulis 2 dengan perbandingan 23,8 % positive terhadap pendekatan inductive dan 58,2 % positive terhadap pendekatan deductive.

Kata Kunci : Inductive, Deductive, Lesson Study, and Student Center Approach, Teacher Center Approach

Introduction Inductive Approach And Deductive Approach

This work is somewhat a description of Indirect Strategies in language learning the Four Language Skills of English (Oxford L, 1990). It also tends to have a similarity with that of a Student-Centered Approach proposed by (Nunan, 1988) in which the students take part mostly in the process of finding their targeted concept. The reason why this approach is taken into practice is because the portion of students' roles in learning language, to reach their ultimate achievement, should be mostly acted by the students. In the end of learning, the learners will find out what they are trying to get as they have done with some processes designed by the lecturer. What is meant by design here is a set of questions posted by the teacher. The

questions covers: 1). Define what are meant by paragraph and field of studies? 2). Define what are meant by genre and its types ?, 3). Define what is meant by field of study field of study? 4). Define what is meant by generic structure? All of these questions have to be answered in order that the students find the proposed concept inductively.

In line with the process therefore, the researcher lecturer monitors, leads, guides and gets the answers confirmed by eliciting the students' sharing process either based on individual sharing or on group sharing. At the end, the students, of course, can find their proposed concept after getting clarification from their lecturer.

Since inductive approach represents a more modern style of teaching where the new rules are presented to the students

in a real language context (Goner, Phillips, and Walters 135). The students learn the concept through practice of the language in context, and later realize the rules from the practical examples. For example, if the concept to be presented is the comparative form, the lecturer sets and provide more than enough examples for students to analyze. Those examples are definitely reading texts which are modified based on the purpose of the teaching instructional. Thus, they can learn the concept through example gambits.

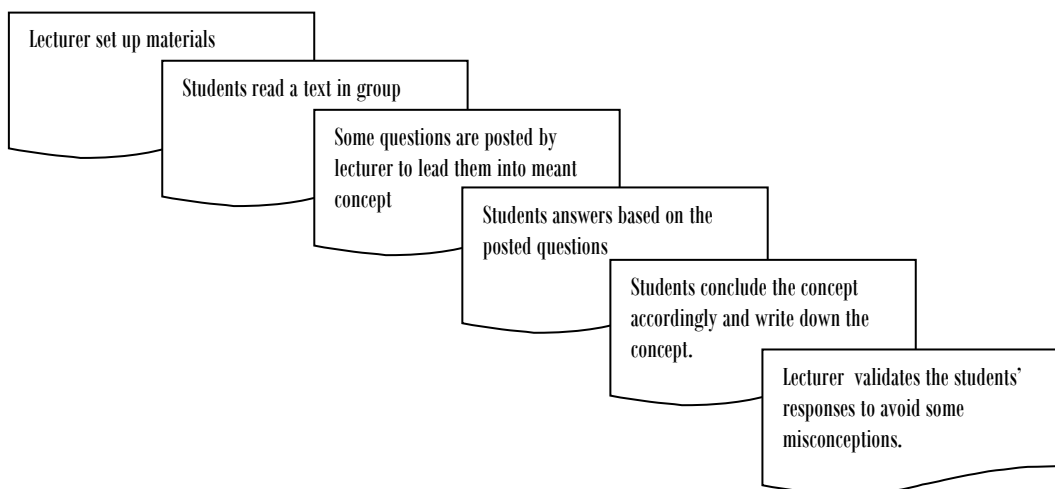
On the other hand, deductive approach has likewise concept. In this case, it is somewhat similar with the Teacher-Centered-Approach proposed by Nunan (1988) in which the core concept is presented by the lecturer followed by example gambits then the students create their own examples either in individual process or in group work. The students, furthermore, take action to prove that they make sense upon the proposed concepts. In this case the following processes are done by them with a step by step phase to make them understand and get the key learning points. They work to solve the following questions: 1). Definition of descriptive 2). Definition of generic structure and its character, 3). Definition of topic sentence, its character and example, 4). Definition of language feature of descriptive paragraph and its example, 5). Definition of supporting sentences and its character and its example, 6). Definition of concluding sentence and its character and example, 7). Composing a descriptive paragraph. Thus, after they have followed these steps they, finally, get a solid concepts and examples.

The deductive approach represents a more traditional style of teaching in that rules

are dictated to the students first. Hence, the students learn the rules and apply it only after they have been introduced to the rule. An actual example regarding this model is that the lecturer asks the students a question, then the lecturer elicits the students' answer followed the examples. The next question after they have got a solid concept of the question. These steps are on and on until all questions are answered and some examples are created.

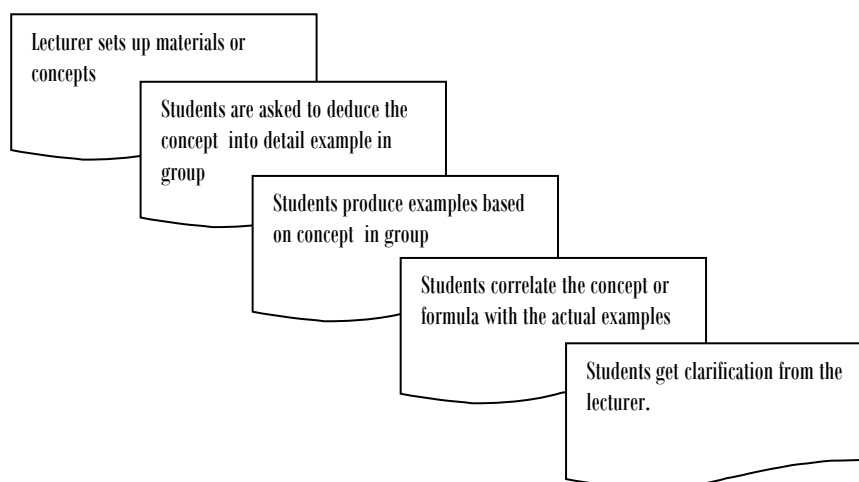
Inductive Approach and Deductive Approach in Written Text

What is meant by this is that the way how the material is learnt is through a series of process of experiencing or analyzing the materials, then generalizing the rules, and finally concluding the formulas or concepts. The principle is somewhat similar with that of work done in Communicative Language Teaching Method (Larsen-Freeman, 2000,p.121) and (Richard and Rodgers, 2001,p. 153) in which students are intently encouraged to get the core materials through a series of brain activities. This approach is applied also in Silent Way Method (Gattegno as cited in Larsen-Freeman, 2000,p. 53) and (Gattegno as cited in Richard and Rodgers, 2001: 81) The virtual steps are: 1) students are asked to read or analyze a given text, 2). students are stimulated with a series of questions leading to core concepts, 3). students are trying to conclude what concept derived or extracted from the text. 4). students are finally to conclude or restate the purposed concepts and confirmed by the lecturer. Accordingly, the students can draw a conclusion. So, in simple way the students get through the following steps as described in the following flow chart:



In contrast to inductive approach is deductive approach. This approach has backward series of activities compared to that of inductive approach. So, what is meant by this is that the way how the material is leant is through a series of process of experiencing or decoding the materials or formulas or terms, and then explaining some examples and finally giving detail of the examples. This principle is somewhat done in Audio Lingual Method (Larsen-Freeman, 2000,p.35) and (Richard and Rodgers, 2001,p. 50) in which students are intently encouraged to deduce the core formula or term and break it down into detail

examples until they can get a solid understanding about certain concept through a series of brain activities. The virtual steps are: 1) students are asked to read or bear in mind the key concept 2). Students are asked to break it down into small unit of concept followed with examples 3). Students are to try to consolidate the top-down understanding 4). Students are finally to ask clarification or verification from the lecturer. Accordingly, the students can get a solid conclusion. So, in simple way the students get through the following steps as described in the following flow chart:



Lesson Study Review

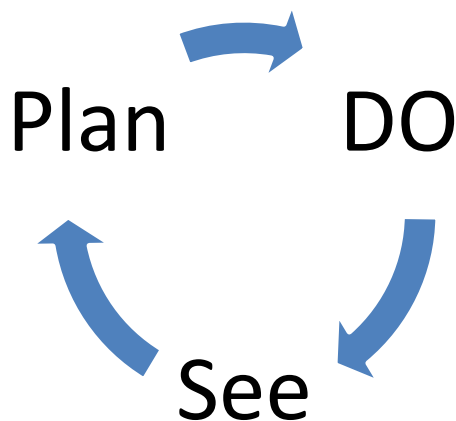
Lesson study is a model of guidance toward educators through a set of activities such as analyzing lesson study collaboratively and continuity based on principles of mutual collegiality in learning to form learning community. (Buku 3, Panduan Pelaksanaan Lesson Study di LPTK, 2009). Furthermore, according to Garfield as cited in (LPTK, 2009) the goal of lesson study is to increase the learning output. Lewis as cited in (LPTK at all, 2009) the idea is simple : if a teacher wants to improve

teaching learning, he or she has to work collaboratively with other teachers to plan, observe, and reflect toward a taught process.

The key words in lesson study: 1) professional development, 2) lesson study, 3) collaborative, 4) continuity, 5) collegiality 6). Mutual learning, 7) learning community. (LPTK, at al).

Cycle Phases in Lesson Study

Cycle I Plan –Do-See



(Source: LPTK, 2009)

PLAN

A lecturer collaboratively plans a teaching instructional focused on the students' activities on the basis of the classroom problems. In this stage the researcher makes a plan to teach writing 2 independently. The basic materials are mainly described in the lesson plan and elaborated in a syllabus. Accordingly, he plans a specific process based on the steps throughout the semester long covering 16 meetings in total. Thus, he takes the first meeting of the lesson plan into his plan in the lesson study. The lesson plan covers a). standardized competence, b). basic competences, c). indicators, d). objectives, e) main topic, f). sub-topic, g). teaching learning process, h). evaluation. All of

these steps in the lesson plan are taken in the forum called “do.“ After that he shows his plan to his peer lecturers to derive feedback and suggestions. Finally, he gets some constructive feedback for the lesson plan to instill within.

DO

A teacher or lecturer does a teaching learning process focused on the student's attitude while other teachers observe the students' activity. In this phase, the researcher applies his planning in the real class based on the lesson plan that has been shared and revised with his peer lecturers. Basically there are some steps to do in this phase. Firstly, he is in the classroom

together with his students. There are 44 students who are attending the class. Secondly, he opens the class based on the planned scenarios in the lesson plan. Thirdly, the students work as they are order to do so. Fourthly, the lecturer and his peer observers watch and observe how the students work and how their response looks like. Fifthly, the lecturer elicits the students' response in three steps: pre, during and post. All of those responses are too compared later on in the "see session."

SEE

With collegiality principles and collaboratively, the researcher reflects the effectiveness of teaching learning process and learns from each other. In this stage, he invites the peer observers to report and share the result of their observation toward the taught students in the real class. There are three main stages in this session. First, the researcher shares his experience in general covering, his feeling and emotion, his observation. Second, each observer gets a turn to shares his or her observation and ended with giving suggestion. Finally, everyone gives suggestion and recommendation to researcher. When the process is done, the lecturer revises the lesson plan and changes the approach that will be taken in the subsequent process.

Cycle II Plan-Do-See

In this stage the researcher makes a plan to teach writing 2 based on the feedback and suggestions in cycle I. After that he shows his plan in his peer lecturers to derive feedback and suggestions. The basic materials are mainly described in the lesson plan and elaborated in a syllabus. Accordingly, he plans a specific process based on the steps throughout the semester long covering 16 meetings in total. Thus, he takes the second meeting of the lesson

plan into his plan in the lesson study. The lesson plan covers a). standardized competence, b). basic competences, c). indicators, d). objectives, e) main topic, f). sub-topic, g). teaching learning process, h). evaluation. All of these steps in the lesson plan are brought into the forum called "do ." After that he shows his plan to his peer lecturers to derive feedback and suggestions. When feedbacks are gained and the session ends.

DO

In this phase, the researcher applies his planning in the real class based on the lesson plan that has been shared and revised with his peer lecturers. Basically there are some steps to do in this phase. Firstly, he is in the classroom together with his students. There are 44 students who are attending the class. Secondly, he opens the class based on the planned scenarios in the lesson plan. Thirdly, the students work as they are order to do so. Fourthly, the lecturer and his peer observers watch and observe how the students work and how their response looks like. Fifthly, the lecturer elicits the students response in three steps: pre, during and post. All of those responses are too compared later on in the "see session."

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Research Methodology:

The design of this research was reflective and descriptive qualitative research. None of the data was taken quantitatively. The subject of the research was the students who attended the class consisting of 44 male and female students of 3rd semester of English Education Program Muhammadiyah University of Metro 2011-2012. It was conducted on the third week of October up to second week of November 2011. In line with the method, this research is considered to be a reflective teaching proposed by Kenneth M, and Daniel P (1996). Also Lewis and Ivorson as cited in Buku 3 Panduan Pleaksanaan Lesson Study di LPTK (2009).

The object was the students’ response toward inductive and deductive process of learning in writing two courses. There some questions raised to gain these kinds of responses. All of their responses were qualitative and in various words, phrases, or sentences.

The students experienced a teaching process in two cycles: one of which was through an inductive approach and another one was through deductive approach. The researcher was solely researcher: however, some partial observers were deployed to analyze the type of responses in both inductive

process and deductive process. The aim of the research was to investigate whether and to what extent inductive and deductive approach influence the students understanding and verbal mental response. The objectives of the teaching instructional in cycle I were: 1). Define what is paragraph and what is field of studies in written form, 2). Define genres and its features by analyzing some given examples, 3). Define field of study in spoken and in written form, 4). Define and explain generic structure of each being analyzed paragraph.

While in cycle II, some objectives were arranged: 1). Elaborate in written the definition of descriptive, 2). Identify the generic structure of descriptive and write it down, 3). Identify the language feature and write it down, 5). Define topic sentence and its characteristics and give example, 6). Define supporting sentences and its examples,7). Define concluding sentence and its example, 8). Compose a descriptive paragraph by describing a given picture.

Throughout the process the students’ responses were gained. All the responses were laid on three sources. The first, was gained from the students answer sheet. The second was gained from the stick papers on the wall upon which the students wrote their feeling. The last was from the observers as well as the lecturer.

Findings in Cycle I

Types of Students Response from Inductive Approach

Table of Students’ Response Based on Writing Control Sheet

Pre		During		Post		Total Responses	
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
23	19	2	40	5	37	30 = 23,8 %	86 = 68,2%

Table of Positive and Negative Responses

Negative	Positive
Sleepy, I'm confused, sad, hot, miss my mom and noisy. Crazy, confused, sleepy, hot, tired. Confused, complicated, up set	I am happy, enjoy, love and like Interesting topic, getting detail I am fine, event it was hard I got the point, I got it

The students also expressed their replies through a set of reflection questions, among them are

What did you learn?

Below are some examples of the students that mainly expressed:

I was confused to find the concept. I felt hot. I was sleepy. I missed my mom. All of these examples indicated that the students responded negatively toward the applied techniques.

What was your feeling?

Findings in Cycle II

Table of Students' Response Based on Writing Control Sheet

Pre		During		Post		Total Responses	
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
11	32	29	14	35	8	75 = 58,1 %	54 = 41,9 %

Table of Negative and Positive Responses

Negative	Positive
: Sleepy, I'm confused, sad, hot, miss my mom and noisy. I am confused, hot, noisy Still confused, I am hard, I am up set, dizzy.	I'm spirit, I am happy, I am enjoyed this, I am okay I understood I got the point, I am happy I found the concept, I am okay. I am fresh, I am clear.

The students also expressed their replies through a set of reflection questions, among them are

What did you learn?

Types of answers varied. I am fine with this. I am enjoyed. I can learn steps by

The majority of the students replied that they felt negative toward the approach. This amount constituted 68,2 % and those who replied that they felt fine was 23,8 %

What was your final statement?

An un-predicted reply was shown up in the first cycle. It was the statement made the students feel okay regarding the concept but they could not solid concept from their process of inquiry.

step. I can find the concept. I understood the concept. All of these types of replies were found on the flip-chart paper.

What was your feeling?

The students replied that they felt negative toward the approach. However the number

decreased from 68,2% in Cycle I to 41,9 in Cycle II. Likewise the positive response increased from 23,8% in Cycle I to 58,1% in Cycle II.

What was your final statement?

The pleasing replies rocked in this Cycle. The students felt that they were okay and they could finish the real example from exercising in group. This meant that the students got a better milieu in finding the proposed concepts through deductive approach.

Finding from Observer Report in Cycle I

Mr. Edi Santoso

After the teaching process was done the subsequent process was reflection. In this stage the researcher discussed what his partner's observers reported in reflection session. One of the observers was Mr. Edi Santoso. Accordingly, two positive comments were exposed. Both were creative in teaching, and good things such as: motivating students by smiling and laughing. However, he reported some findings from his observation. Among them were: 1). When students were asked to write anything in mind, they mostly wrote : "I'm happy." 2). But, they seemed to be confused when they were asked to define "definition of ...". 3). most students got confused, 4). the students are not accustomed to do inductive. 5). Teaching Genre is overloading: it's better to teach them one by one. 6). The function of the papers is not function well. 7). It's should be introduced certain genre. 9). The students should introduce what their experience. 10). Students mostly mentioned; narrative, recount, people, spoof. 11). They were confused to define Field of Study. 12). Some papers did not get enough match. 13). In overall, how to motivate students is very good and creative. Hence, he recommended the

researcher to give deductive approach saying "It's better to give deductive way of teaching." He liked the reflection very much.

Mr. Fachruddin Latief

He was the second observer, and accordingly the notes of his observations were compiled as follows: 1). The students found the materials difficult. 2). The words " confused " appeared repeatedly here and there. 3). the instruction from lecturer was not clear. 4). The slide was confusing as the screen was blurring. 6). The first meeting was confusing. 7). There was no number of students, so that it was difficult to identify the students. 8). Transactional and interactional in English literature were not on. 9). The students were reluctant to read. 10). It was just like reading lecture not writing. 11). The majority was not active. 12). Skill of writing of the students did not appear. 13). The change from 2 students to 3 students made the student less tensed. 14). It's better to give them the genres step by step. 15). So far, that is different style of teaching; 16). No Seat Number was used. 17). Instruction is interesting to talk. 18). State Clear Instruction on the slide 19). Instruction is interesting to talk in the meeting. 20). He recommended the researcher to state clearly the instruction on the slide.

Mr. Bambang Eko Siagiato

He was the third observer. Similar findings were in line with Mr. Fachrudin. He observed that the students experienced the following phases: 1). They were confused. They did not what to do. 2). Question & Answer did not run well. 3). They do not know the complete of genre, they should have got a complete genre. 4). Their expressions of 33 out of 40 were confused.

5). Identification. 6). “ I’m not sure“ what was the function of this word. 7). The lecture was still confusing. 8). The last grouping was interesting but the students were still reluctant to do choose the group. 9). It sounded reading class, except for the last session.

10). The expression in post activity was not exactly the key words of the class. Overall the teaching was creative but the students remained did not understand.

Mr. Saefudin Latief.

His observation seemed to have less qualified. He came over to observe late. Yet, he admitted that it was not good: 1). He was late to come, so I got a little, 2). I felt that the students enjoyed , 3). You have to review the genres, 4). The problem was genres to know.

Observer Report Cycle II

Some observers were involved in the second cycle and they reported their finding from their observations. However, some of them remained the same person but other was different from the first cycle.

Mr. Bambang Siagian

He was the first observer who reported his findings. He found out that the students (1) were enthusiastic at beginning, (2). seemed to be busy taking notes, (3). needed slower flows. (4). were busy paraphrasing words they caught.(5). the time seemed to be unbalanced . (6). The tag number misplaced so that it was difficult for observers to see. (7). SS were not sure what to do since The LR used different technique.(8). The formations of the room were too narrow. It was not movable. (9). The students of the described paragraph at the students missed. (10). SS were confused where to

write their feeling. (11). The pictures posted had no titles. (12). SS were too many (13). Not all SS in group worked cooperatively. (14) Individual achievement did not reach the students.

WIDIANI

She was the second observer who reported her observation, even though she did not observe in full phase. She found out that the students: (1). were enthusiastic to follow the class. (2). seemed to have difficulties to comprehend the flows of explaining.(3). were doing writing practice, (4) seemed to be confused. (5) Some of SS did not write what to do (6) Grouping technique was interesting (7). In the group activity, SS were to discuss drafting first by sitting then they were asked to write the work on the paper. (8). SS were better put in circle. (9). Some groups of SS were confused because the pictures shown in the task were different from that of given examples. (10). They should have been about classroom pictures. (11). Time management for working was insufficient. (12) They needed more time work effectively.

Discussion : Inductive Approach And Deductive Approach

Inductive Approach

When the lesson plan was written, the plan would be the following assumptions: 1). The students might learn well by analyzing some given example paragraphs. The examples were assumed to be input flooding (Mitchell and Myles, 2004). Accordingly the students might learn and elaborate the target concept as prescribed in lesson plan. The addressed concept was the definition fact was that the students managed to reach the goals. The goals were 1). Define what is

paragraph and what is field of studies in written form, 2). Define genres and its features by analyzing some given examples, 3). Define field of study in spoken and in written form, 4). Define and explain generic structure of each being analyzed paragraph. All these objectives could not be reached well by the learners.

What was hoped from this phase was that the students had a plenty of chances to recover or find and formulate their own concept from a set of examples. They were essentially hoped to be concept finders led with some guided questions. However, the result was far from its goal. The students responded negatively. They responded as the following fact:

Table of Students' Response Based on Writing Control Sheet in Cycle I

Pre		During		Post		Total Responses	
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
23	19	2	40	5	37	30 = 23,8 %	86 = 68,2%

From the table above the researcher concludes that the students did not feel convenient in following inductive approach. Thus, based on this finding, the second cycle was revised and changed accordingly.

The Proof of unpleasant can be seen in the form of Positive and Negative Responses

Negative	Positive
Sleepy, I'm confused, sad, hot, miss my mom and noisy. Crazy, confused, sleepy, hot, tired. Confused, complicated, up set	I am happy, enjoy, love and like Interesting topic, getting detail I am fine, event it was hard I got the point, I got it

Further explanation regarding this essential process was that the nature of students' strategy in learning (Oxford L, 1990) was mostly dominated by the modeling process as prescribed in Modeling Technique of Contextual Teaching Learning (CTL) therefore, the students witnessed a series of example from the lecturer. Thus, students were accustomed to modeling habit before they could retrieve their own concept.

On the other hand, having finished discussing inductive approach and it showed that this approach was failed to be a good approach for students, the researcher thought likewise. The answer came to a counterpart of inductive approach that is deductive approach. This approach is believed to be a good answer for the learners, particularly in writing 2

courses. So, when the lesson plan was created, it was originally mixed with original lesson plan with that of revised version of the lesson plan. The process covered : 1). Elaborate in written the definition of descriptive, 2). Identify the generic structure of descriptive and write it down, 3). Identify the language feature and write it down, 5). Define topic sentence and its characteristics and give example, 6). Define supporting sentences and its examples,7). Define concluding sentence and its example, 8). Compose a descriptive paragraph by describing a given picture. All of these were addressed to make the students fine in learning.

The assumption was that the students would be fine to learn writing throughout this process. The process is somewhat a direct approach or called modeling in CTL

method. This process aimed at helping students to bear in mind the core concept and understand the example accordingly. The process is called direct learning style (Oxford L, 1990) or somewhat like in that of Audio Lingual Method (ALM) of Charles Fries as cited in Larsen-Freeman (2001, p.35). This method prescribed some techniques in teaching through specific formula and then followed by examples.

What was hoped from this phase was that the students had a plenty of chances to see or watch some vivid formula followed by some examples. They were essentially hoped to be concept explainer led with some guided questions. Thus, the result was closer to its goal. The most students responded positively. They responded as the following fact:

Table of Students' Response Based on Writing Control Sheet

Pre		During		Post		Total Responses	
Positive	Negative	Positive	Negative	Positive	Negative	Positive	Negative
11	32	29	14	35	8	75 = 58,1 %	54 = 41,9 %

From the table above the researcher concludes that the students felt convenient in following inductive approach. Thus, based on this finding, the approach was

believed to be suitable for this teaching context. Look at the following facts.

Table of Negative and Positive Responses

Negative	Positive
: sleepy, I'm confused, sad, hot, miss my mom and noisy. I am confused, hot, noisy Still confused, I am hard, I am up set, dizzy.	I'm spirit, I am happy, I am enjoyed this, I am okay I understood I got the point, I am happy I found the concept, I am okay. I am fresh, I am clear.

Further explanation about this was that the students got through experiences called "monitor hypothesis (Krashen Five Hypothesis) in second language learning (Mitchell and Myles, 2004). This process is considered to be input flooding for

students before they can finally gain the target concept through monitoring process.

The following is executive summary or finding in Cycle I and II

Comparative Summary Findings in Cycle I and II

Cycle	Positive	Negative
Cycle I	30 = 23,8 %	86 = 68,2%
Cycle II	75 = 58,1 %	54 = 41,9 %
Margin of Increase	45 = -34,3 %	32 = 26,3 %

From the table above it can be concluded that, principally, the students prefer to have deductive approach better than does inductive approach. As we can see in the following table that some similarities and differences worth knowing.

Aspect of Lesson Study	Cycle I	Cycle II
Students	Class A = 42 students	Class A = 43 students
Approach	Inductive	Deductive
Total Negative responses	68,2 %	41,9%
Total Positive Responses	23,8 %	56,1 %
Students ' Attribute	No number for each student	Each student is marked with number
No of Objectives to reach	4	8
No of Observers	4	2

Conclusion

Upon the findings and discussions above, the researcher has come to a conclusion, though this conclusion may or may not work for other context. The conclusions cover:

Inductive approach in writing two was less sufficient to make the students find the target concept as well as their concept in writing. Likewise deductive approach was proven sufficient or effective to make the students gain the concept and examples even the margin of significant is moderate.

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