

## The Effect of Small Group Discussion (SGD) to Increase Students' Writing Ability in Asistensi Mengajar Program at SMPN 04 Kendari

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#### Highlights

Small group discussion increases students writing ability.

### ABSTRACT:

The purpose of this study is to determine whether small group discussions (SGD) can improve students write personal recount text with good generic structure in class VIII/6 Kendari. After carried out the teaching and learning process on personal recount text material individually, students are still lacking to write their experiences into the good generic structure. The subjects were chosen purposively all students from class VIII/6, a total of 30 students. This study employed the Classroom Action Research (CAR) method, in which researcher carried out teaching and learning activities in class. This research was carried out in two cycles of four meetings, with four meetings carried out using the cooperative learning model Small Group Discussion (SGD), and at the end of each cycle, an evaluation test was performed for each group of students. The findings of this study show that the presentation of student achievement is 96% and the average score is 100% when Small Group Discussion (SGD) is used in Cycle 2. This study concluded that implementing small group discussion (SGD) in learning to write English in class, particularly on the ability to write personal recount text with good generic structure, has a significant impact on improving learning outcomes.

**Keywords:** *Classroom Action Research, Small Group Discussion, Generic Structure*

## **Introduction**

Writing is one of the English language skills that need to be learned. Writing skills are able to help someone to develop their ideas or knowledge and to complete the educational process to get a job (Rao and Durga 2018). According to Nurgiyantoro (2001; 273), writing is an activity to express ideas through language media. Writing is a productive and expressive activity so writers must have the ability to use vocabulary, grammar, and language structures. In contrast to this, nowadays, many students feel difficult and bored when writing. Many students have difficulties in writing. According to Abderraouf (2016), students have problems beginning to write and difficult to develop ideas. Most EFL students also experience coherence and cohesion problems when writing (Belkhir & Benyelles, 2017).

The weakness of students in writing recount text independently is a writing generic structure. To help students understand better about writing recount text, researchers can use the small group discussion method or the grouping method. Multazim and Husna (2019), said The difficulties that students have in writing recount texts are related to the content aspect, the organization aspect, the grammar aspect, the mechanic aspect, and the generic structure of the recount text, particularly in orientation and reorientation. To help direct the development of writing ideas, students need to write a brainstorming so that the writing topic is more spontaneous and this can also help groups of students discuss their writing well in the classroom (Marlina and Srihandayani, 2019).

Based on observations in class, learning English feels monotonous, using conventional learning while achievement or learning outcomes in English are also low. Small group discussion type cooperative learning model is expected to solve this problem. The way is by using this learning model students can be active in teaching and learning activities, students can work together with other friends, can develop student knowledge on personal recount text learning by organizing a generic structure according to the chronology of one's personal experience with collaborative application by researchers. As a result, it is hoped that learning in the classroom will no longer be monotonous and use conventional learning method and an increase a good learning outcome. The theoretical study in this study contained research that contained the problems studied in this study:

### **1. Writing Difficulties**

Students will experience writing challenges as they learn to write. The kids' writing skills do not advance or develop as they learn English. The amount of writing the students do on their subject determines how well they can generate ideas. The kids are unsure on how to create an effective paragraph by selecting the right examples vocabulary. In addition, due to a lack of confidence in their writing abilities, pupils struggle to draw a solid association between one sentence and the next or one paragraph and the next. Learning to write clearly and successfully is frequently very challenging for the struggling kids. According to Elisda, Vildia, and Muhammad (2017), suggest that three factors may contribute significantly to writing difficulties:

1. The students are still having trouble writing lengthier paragraphs. Additionally, they were unable to write a paragraph that was successful due to their ignorance of the writing genres and topic matter.
2. The students continue to struggle with producing quality writing. Grammar mistakes, poor word choices, irregular verbs, and erroneous spelling and punctuation are still present in the pupils' writing.
3. The students are continuing to struggle with developing efficient planning or revision strategies.

## **2. The Schematic Features of Recount Text**

According to Rosyadi (2014), Generic Structure in Recount Text:

### **a. Step 1 Orientation**

The students introduce the main characters, the setting, and the time period of the story in this section. The tale is used to answer the 5W + 1H (Who, What, Where, When, Why, and How) questions in order to provide systematic and thorough information.

### **b. Step 2 Event**

A number of historical events are recounted by the author. The students describe their activities and the order of the occurrences in a chronological manner. Additionally, the students describe their feelings while they engage in the exercises.

### **c. Step 3 Re-orientation**

The students describe how the activity came to an end or to its conclusion as well as how the participants felt at the time.

## **3. Language Features in Recount Text:**

### **a. Introducing personal participant or specific participant**

The story's individual participants reveal the actors (who is the person that have done the activity). Use I, She, He, the person's name, my group, etc. to demonstrate who the writer is.

### **b. Using chronological connection**

Recount texts recount an occurrence from the past in chronological order. The pupils used a chronological connection example while recounting the events that took place; for instance, first, second, etc. Its goal is to help the reader comprehend the events' chronological order.

### **c. Using linking verb**

Students who are organizing recount texts must utilize a linking verb. To demonstrate that the individual was engaged in action, connecting verbs are used. The linking verb examples include was, were, saw, heard, etc.

### **d. Using action verb**

Students are required to produce recall texts in which they retell events in which they participated in specific actions. The writer organizes the text using action verbs, such as looked, went, changed, etc.

### **e. Using simple past tense**

Recount texts are texts that recount previous events, so when they are organized, the writers should use the past tense. Its objective is to demonstrate that the story took place in the past.

#### **4. Small Group Discussion**

Small Group discussion is a method of teaching that involves breaking up the class into smaller groups and aims to give the student the skills necessary solve theoretical or practical problems (Ismail; 2008). The steps small groups discussion method are as follows:

1. Divided the class into small groups (5-6 makes students) by referring to the chairperson and secretary.
2. Give case study questions in accordance with competency standards (CS) and basic competencies (BC).
3. Instruct each group to discuss the answer to the questions the make sure every member of the group actively participates in discussion.
4. Instruct each group to present the result discussion in the class forum.
5. Clarification and conclusions in the follow – up.

A learning community will be fostered by the components of the small group discussion learning model. The idea of a learning community implies that learning outcomes are attained by individual sharing, collaboration among groups, and interaction between those who know and those who don't know. Some of the benefits and drawbacks of using the discussion/based learning model are included in this small group discussion learning model specifically according to Suryosubroto (2009):

##### **a. Positive side**

- 1) The atmosphere of teaching learning in the classroom will develop
- 2) Give lesson to be tolerant, democratic, critical, and systematic thinking.
- 3) Conclusion from the problem being discussion students can easily remember. That's because students follow the flow of thinking discussion.
- 4) Provide experience the students about the liberation.

##### **b. Negative side**

- 1) Intelligent students frequently control the conversation's direction, which makes it less likely that other students will join in.
- 2) The discussion direction is frequently affected by the conversation detour and the problem/related issue, which burned the debate.
- 3) Discussion typically it up more time contradicting the idea of efficiency.

The discussion approach is excellent for use in the teaching and learning process in terms of its usefulness. However, it turns out the view teachers actually use the discussion method to deliver lesson. This is because many teachers don't understand the discussion method, are unaware of its advantages, and main a lot of time even to the are only so many hours in a day. Additionally, not all topics can be the subject of a discussion.

The example of Recount Text is as follows:

Model of a Recount Text adopted from Rosyadi (2014):

### ORIENTATION

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

### EVENTS

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

**EVENTS** The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silver smiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

### RE-ORIENTATION

My friend ten-day-stay ended very quickly beside his two tours; all his day was spent on the beach. He went sailing or surfboarding every day. He was quite satisfied.

No.	Language Features of Recount Text	Example
1.	Introducing personal participant	My friend, in Bali
2.	Using chronological connection	First, second,
3.	Using linking verb	Were
4.	Using action verb	Went, etc.
5.	Using simple past tense	Drove

### Method

Design of this study was Classroom Action Research (CAR). There were four steps in Classroom Action Research that suggest by Kemmis Mc Taggart (1998, p,11-14) model namely planning, action, observation, and reflection. It can be seen in schema below:

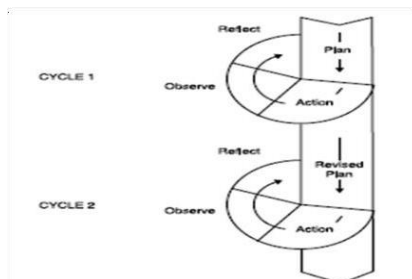


Fig: Kemmis Model for Classroom Action Research Design  
(As cited in Hopkins, 1993)

The result of one cycle was used to determine the need for the following cycle, until the problems get solves by the technique. In this study, the researcher involved directly from the beginning until the end of the study. The researcher was taking a role as a teacher and cooperates with the English teacher who was taking a role as the observer. So, the researcher implied the action and the English teacher observed the teaching learning process. This study's subjects were all students in class VIIIIf SMPN 04 Kendari, with a total of 30 students, 15 of whom were male and 15 of whom were female, and this sample was formed using purposive random sampling. The reason for using this class as a research subject is that students in class VIIIIf still find it difficult with writing personal recount text in order to correctly analyze the generic structure. Until found the data analysis techniques are as follows:

#### A. Assessment Writing Rubric

Table 1

*Scoring Rubric of Student's Writing Ability Of The Recount Text Generic Structure (Source: in Husna and Multazim 2019. Pg. 61-62).*

Aspect of Scoring Generic Structure of Recount Text	Score	Level	Criteria
Orientation	24-28	Excellent	Relevant orientation in detail Simple past tense mastery
	19-23	Good	Rather Less relevant detail of orentation Simple past tense mastery
	14-18	Average	Less relevant detail of orientation Frequent error simple past tense
	9-13	Poor	Unrelated orientation Error simple past tense
Event	56-60	Excellent	Relevant event in detail Clearly ideas Simple past tense mastery
	51-55	Good	Rather less relevant detail of event Logical idea but incomplete Sequence Simple past tense mastery
	46-50	Average	Less relevant detail of event Idea confused Frequent error simple past tense
	41-45	Poor	Unrelated event Lack of idea Error simple past tense

Reorientation	10-12	Excellent	Relevant reorientation in detail Simple pas tense mastery
	7-9	Good	Rather less detail of reorientation Simple past tense mastery
	4-6	Average	Less relevant detail of reorientation Frequent error simple past tens
	1-3	Poor	Unrelated reorientation Error Simple past tense

#### a. Formula 2

According to (Riduwan, 2003 in Azizah 2015. p.38), the formula for calculating the percentage of students' classical completeness after evaluating tests in groups is as follows:

##### Classical Completeness

$$\text{Classical Completeness} = \frac{\text{Total scores of all students} \times 100}{\text{Number of student groups}}$$

## Findings and Discussion

### Findings

This study was conducted to investigate the effect of small group discussion (SGD) on learning activities in the classroom and to find out whether teaching personal recount text to analyze generic structure can improve students' writing skills. This research was carried out in 2 cycles using the Classroom Action Research (CAR) where for two cycles the Research Procedure applied included; 1). Planning, this activity is carried out to plan what activities will be carried out during the research. 2). Action, this activity is carried out to implement small group discussion (SGD) for students according to the lesson plan to achieve the expected learning outcomes. 3). Observation, this activity is carried out when teaching and learning activities are carried out and the results are based on the learning process. 4). Reflection, this activity is carried out to evaluate student learning outcomes in each cycle whether it is achieved or not. When the implementation of the first cycle has not been successful, the research activity is continued in the next cycle by modifying the lesson plan. This research was conducted in Class VIII/6 SMPN 04 Kendari starting on 29 August-09 September 2022. Research activities in each cycle were carried out in 2 meetings, and this activity also collaborated with English subject teachers as observers and research friends as cameramen to retrieve documentation.

### 1. Activities in the cycle 1

#### a. Observation Meeting 1-2 in the Cycle 1

##### I. *Observation for Teacher*

Based on the teacher's observations, there are several points that the teacher does not do the teacher forgot to give some points that were in accordance with the lesson plan design, because of the time wasted in conducting discussion activities. The results of the presentation of student activities are still very low, amounting to 45, 45%. At the second meeting in cycle one, it showed a slight increase in observation points. The teacher only

needs to re-control the course of an activity so that it is on time and can conclude the lesson according to the lesson plan design cycle 1. The result of the presentation of the teacher's observations at this meeting was 81.81 %. (See appendix 11).

## II. *Observation for Students*

Based on the results of student observations, it shows that there are several points that are not implemented according to the lesson plan design. At this meeting many activities have not been carried out, such as students still not calm when studying in class. The results of the presentation of student activities in this observation amounted to 41, 66%. Based on the observations of the teacher to the students, it showed a slight improvement which was quite good, it's just that there were still some students who had not paid attention to the teacher's explanation in front of the class, were still not calm during the learning process. The results of the presentation of this observation slightly increased by 58, 33 %.

### b. Evaluation in the cycle 1

Table 2  
Students' evaluation in the first cycle

Student's Data of Evaluation Test in First Cycle	
Total	457
Maximal Score	100
Minimal Score	57
Students Classical Completeness	74,5%

Based on the table above, the evaluation of the personal recount text writing test shows the learning outcomes of students in English class, especially in learning to write personal recount text in accordance with the generic structure by implementing small group discussion (SGD) collaborative learning strategies according to the writing material in class VIII is "When English Rings a Bell" Chapter 11 "Yes we made it!", students obtained a student's classical completeness score of 74.5%. There are still some groups of students who have not completed their learning outcomes; therefore, this research is continued to the second cycle.

## 2. Activities in the Cycle 2

### a. Observation Meeting 1-2 in the Cycle 2

#### I. *Observation for Teacher*

Based on the results of observations, the activities at the first meeting of cycle 2 really showed changes and improvements in activities, the teacher was able to control all the course of learning, it's just that they still did not apply the learning materials so that students understand more. The results of the presentation of this activity amounted to 127.7 %. At the observation of the second meeting, the teacher was able to improve learning activities, however, because students and teachers were focused on the course



of a discussion and the evaluation of time was not enough to provide closing actions according to the lesson plan. The results of the presentation of this activity amounted to 83.33%, slightly decreased.

## **II. *Observation for Students***

At the observation the first meeting has been achieved well and can produce a 100% presentation, in this learning activity students have good enthusiasm for learning, and make it easier for them to learn because they are in groups and exchange ideas. the next meeting was the second meeting for cycle 2, in this activity there were several points that were not achieved, namely the closing activity with the teacher concluding the lesson due to time constraints. The result of student learning presentation is 84.61%.

### **b. Evaluation in the Cycle 2**

Table 3  
Data of evaluation test in second cycle

Student's Data of Evaluation Test in Second Cycle	
Total	576
Maximal Score	100
Minimal Score	86
Students Classical Completeness	96%

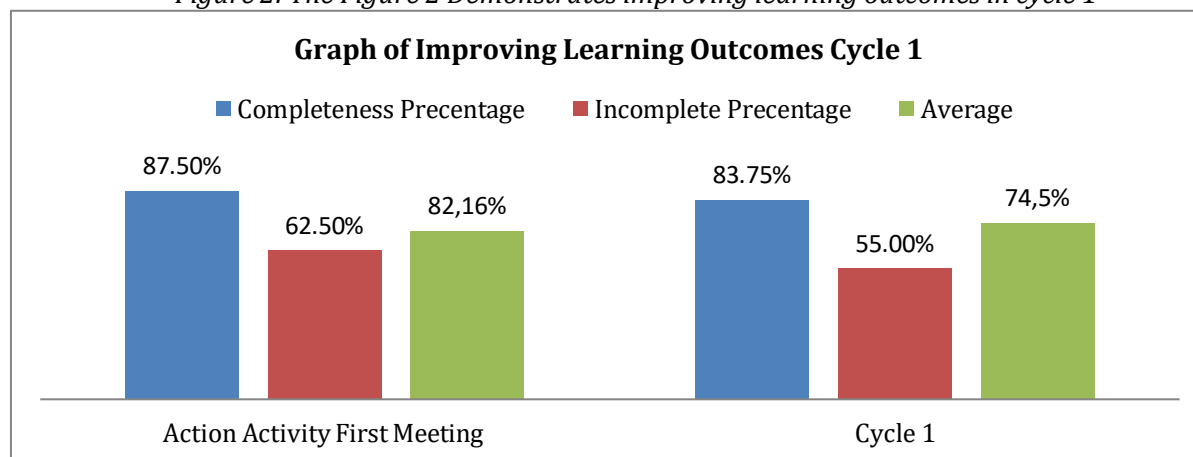
Based on the results of the evaluation test from cycle 2 showed that the students' English learning outcomes, especially on the Recount Text material with the Collaborative Small Group Discussion (SGD) method in the book "When English rings a bell" chapter 11 "Yes we made it!". Calculation Results Evaluation test scores showed a very good improvement, all students have been able to achieve the KKM with a classical completeness scores reaching 96,66%. Because student learning outcomes have reached the 80% success criteria, this research can be concluded that it has been successful and can no longer be continued to cycle 3.

## **3. Reflection in the Cycle 1 and Cycle 2**

Reflection is done after the implementation or action has been completed, the purpose of reflection is to evaluate the success or failure of the actions that have been taken after the learning process takes place. From the implementation of cycle 1 to the stage of cycle 2, satisfactory results were obtained; this is because students already understand the recount text material quite well. The application of the small group discussion (SGD) collaborative learning method is very helpful for students to improve their learning outcomes, because students are very enjoying learning with their group friends, the learning is fun so students can understand more quickly and not be boring, the application of this collaborative learning method is still rarely used before for English subjects due to the spread of the virus so students have not used this learning method before. The results of the student evaluation tests for 2 cycles were very satisfactory and according to what were expected and reached 80% of the success criteria. Therefore, the researcher feels that it is enough to carry out this

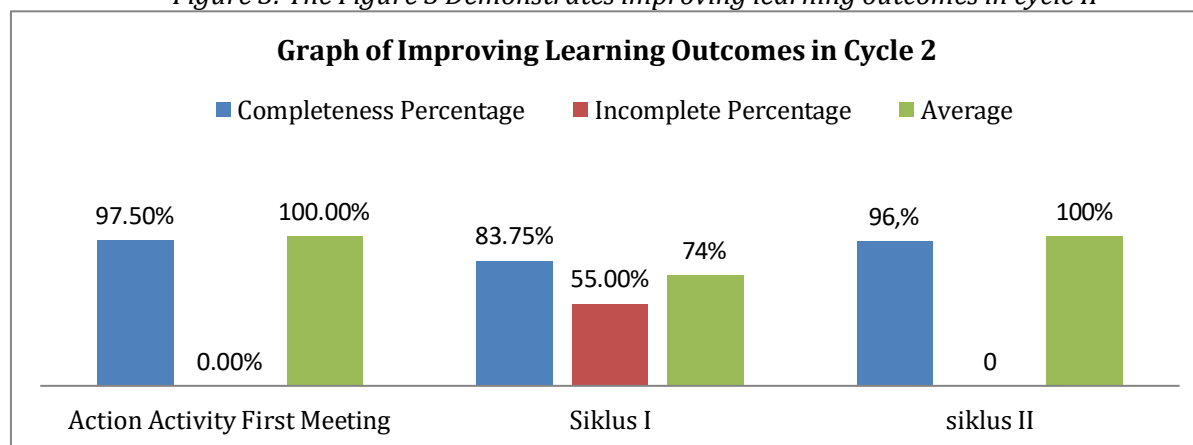
classroom action research, and will not take action in cycle III, and the students' classical mastery learning outcomes in cycle 2 have reached 100% so that the researcher decides to research only until cycle.

*Graph of Improving learning outcomes cycle I*  
*Figure 2: The Figure 2 Demonstrates improving learning outcomes in cycle 1*



The percentage increase in student learning outcomes in cycle 1 is shown in the table above. In the first action research activity, students receive an 87.50% completeness score, a 62.50% incompleteness score, and an average of 70.83%. Following the completion of the writing test evaluation activities for each group of students, students who received a completeness presentation accounted for 83.75% or as many as 4 groups, while students who received an incomplete presentation accounted for 55.00% or 2 groups of students, resulting in an average test evaluation score of 74.5%.

*Graph of Improving learning outcomes cycle II*  
*Figure 3: The Figure 3 Demonstrates improving learning outcomes in cycle II*



The percentage increase in students' learning outcomes in cycle 2 is shown in the table above. The first action research activity, students get a presentation of a completeness score of 97.50% and an incomplete presentation is 0.00% and the average obtained is 100%. After carrying out the writing test evaluation activities for each group of students in cycle 1, students who received a completeness presentation amounted to 83.75% or as many as 4 groups and students who achieved an incomplete presentation amounted to 55.00% or 2 groups of students, achieving an average score test evaluation 74.16%. After the second test evaluation was carried out in the second cycle to improve students'

writing skills in groups, students got a presentation of 96% completeness or as many as 6 groups complete and 0.00% incompleteness and an average score of 100%, with this it was stated that this research had been successful in cycle 2.

## **Discussion**

In this study, researcher find out the effect of using cooperative learning strategies using the small group discussion (SGD) model when writing personal Recount text to analyze the generic structure. Students in this study could obtain a minimum standard of achievement of 72 with a presentation of 80% in the second cycle it means that small group discussion can help students improve their writing skills because in the implementation of small group discussion activities students do not learn alone but work together and utilize the ability of resources and abilities. According to Hamdayama (2006: 145), cooperative learning is a learning activity in which students work together to achieve pre-determined learning objectives.

Generic structure is the structure of personal recount text that we need to understand, including; orientation, event, and reorientation. by applying small group discussion can help students achieve 80% achievement learning outcomes. According to Septia et al. (2022), implementing small group discussions can help improve students' writing skills based on students' mastery of the material. Collaborative work of the students there were some problems that were found during the teacher's research in the study cycles.

The teacher should handle this problem in cycle 1 students still have less motivation in learning, and students do not direct attention to the teacher's explanation during the learning process. In the next cycle, most students were found to pay more attention to the teacher's explanation. To overcome this problem the teacher uses a special approach to students to be ready to learn the learning process. Shortcomings in the first cycle based on the results of student observations did not pay attention to the teacher when explaining the learning objectives; some students did not fully pay attention to the explanation from the teacher during the learning process there were still some students who were less disciplined.

During the discussion process for two meetings in cycle one; there were four groups of students who were able to write personal recount text by analyzing the generic structure. When the first cycle evaluation was carried out using the multiple-choice method, there were still many students who had not reached the predetermined KKM standard 80%. In the second cycle, it has shown that there are achievements in students. Where the observation results show that students pay attention to the explanation of learning objectives and material from the teacher, the whole group of students discusses with their study group students listen to the learning motivation of the teacher. Students have shown good behavior in the ongoing learning process.

The shortcoming in the second cycle of observations is the lack of time allocation at the end of the lesson and as a result the closing activities according to the lesson plan have not been implemented. In the learning meeting activities in cycle 2, each group of students has shown the results of writing personal recount text by analyzing the generic structure that has been carried out well. The achievement of the evaluation in the second cycle to get the results of classical completeness

has reached the specified success indicator. The conclusion that can be drawn from this research is that the cooperative learning strategy Model small group discussion (SGD) can improve the ability to write personal recount text to analyze generic structure in class VIII/6 students at SMPN 4 KENDARI has been able to improve learning outcomes in accordance with classical completeness, namely 80% and the ability of the evaluation carried out or mastery reaches the minimum mastery criteria (KKM) which is 72.

### **Conclusion**

Based on the results of the research and discussion, it can be concluded that the use of the Small group discussion type collaborative learning model in learning English in personal recount text material, the book "When English rings a bell" chapter 11 "Yes we made it!" has succeeded in improving student learning outcomes for grade VIII/6 SMPN 04 Kendari for the academic year 20221/2022, through the application of the small group discussion (SGD) collaborative learning model, which consists of 2 cycles, 1 and 2, each consisting of the stages of each cycle, namely , planning, action, observation, and reflection, it can be concluded as follows:

1. The application of the small group discussion (SGD) collaborative learning model can improve student learning activities in English subjects for personal recount text writing.
2. The application of the small group discussion collaborative learning method can improve student learning activities by writing personal recount text in accordance with the generic structure.
3. The application of the small group discussion collaborative learning method can improve student learning outcomes by writing personal recount text in accordance with the generic structure.

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