
Research Article

The Effects of Students' Perception on Teaching Techniques and Students' Personality towards Students' Speaking Skill (Survey at Private Junior High School in West Jakarta).

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Abstract: The research aims to empirically determine and analyze the following: 1) The combined effects of students' perceptions and personalities on their speaking skills, 2) The impact of students' perceptions of teaching techniques on their speaking skills, and 3) The influence of students' personalities on their speaking skills. A quantitative approach was employed in this study, utilizing a survey method. The research population comprised students from selected Private Junior High Schools in West Jakarta, with 76 samples randomly selected. Data collection was conducted through tests and questionnaires. The conclusions drawn from the study are as follows: 1) With a significance score (Sig.) of $0.000 < 0.05$ and $F_o = 63.524$, it is evident that there are significant combined effects of students' perceptions of teaching methods and their personalities on their speaking skills. 2) The significant impact of students' perceptions of teaching methods on their speaking skills is demonstrated by a significance score (Sig.) of $0.001 < 0.05$ and $t_{count} = 3.360$. 3) A significant influence of students' personalities on their speaking abilities is indicated by a significance score (Sig.) of $0.000 < 0.05$ and $t_{count} = 8.326$.

Key Words: Student Perception, Teaching Technique, Students' Personality, Speaking Skill

Introduction

English is an essential language in the world since it is an international language. It has a tremendous impact on the world since it can be used to send and receive a large amount of information, particularly in the educational sphere. It also makes several contributions to human life and can be utilized as a means of communication to transmit meaning. Many individuals use English to communicate with others all over the world. Furthermore, numerous human life activities, such as school activities, are encountered in various English sources in this period of globalization. Students are going to discover English when looking for learning materials, such as when surfing the internet, reading the newspaper, reading the course, watching TV, and so on; practically all of these activities use English.

English has wide-ranging benefits across various aspects of life, encompassing education, social interaction, politics, cultural exchange, technological advancements, and economic opportunities. Within the realm of education, proficiency in English is indispensable for effective communication, both written and oral. Speaking, specifically, is often regarded as a challenging skill to master in English. Many individuals perceive speaking a new language as more demanding compared to other language skills such as reading, listening, or writing. This difficulty arises from two primary factors. Firstly, speaking entails real-time interaction where the interlocutor expects an immediate response, unlike the asynchronous nature of reading or writing.

Secondly, spoken language lacks the ability for revision and correction akin to written communication. Once spoken, the message cannot be easily modified or corrected, unlike written text where revisions are feasible.

Speaking is an essential element of learning. Speaking is a crucial technique for communicating with people all around the world. English is required as an international language for communication in order to communicate and form relationships with people from various countries. Students should learn and practice English in order to be able to communicate effectively in English.

English has been taught from elementary to senior high school; nevertheless, students' speaking skills in junior high school are still insufficient; especially in the school that is currently being taught by researchers, many pupils are unable to communicate in English appropriately. They are unable to converse effectively in English. When faced with an English lesson in class, individuals may lack the confidence to speak English. This syndrome causes students to avoid utilizing spoken language in English as a habit. This difficulty arises because pupils do not thoroughly understand the components of speaking, such as pronunciation, fluency, vocabulary utilization, grammar, comprehensibility, and so on. The specific field problem revealed that the kids' pronunciation and fluency are poor. This difficulty arises because students rarely practice and teachers frequently overlook pronunciation during the teaching process.

Furthermore, students' spoken English does not sound natural. Many students speak for too long in order to formulate statements. This occurs because students are rarely active participants during the day. They lack exposure and practice speaking outside of school. These circumstances make it difficult for individuals to speak English fluently during the teaching and learning process. Furthermore, one of the most serious issues in the sector is that students' vocabularies are not well-developed. This occurs because they are too lazy to open the dictionary, and it is also difficult for them to obtain fascinating English information. The teachers are still thinking about how to overcome and solve this challenge. The English teachers at the school do not use adequate teaching techniques or teaching media to help students improve their speaking skills.

Relating to perception, there were numerous hypotheses. Perception, according to the Cambridge Dictionary (2016), is the capacity to pay attention to details that others may find difficult to understand, as well as an individual's experience of objects and events that are learned through information collection and message decoding. Sensing, or the process by which people receive inputs through their senses, is a step that comes before experiencing anything. This is sometimes referred to as sensory processes. The nerve transmits the process to the brain, which serves as the nerve center, where it is then perceived.

Furthermore, Desmita (2009), perception is a process of using knowledge already possessed to obtain the stimulation of interpretation by the sensory system. People are able to interpret a wide range of surrounding events, facts, and information through perception. According to perception studies, different people may see the same object yet interpret it differently. People interpret their observations and refer to them as relativity.

Teaching methodology serves as a tool for educators to effectively deliver course material and impart deeper knowledge to students. It can be defined as a set of approaches aimed at facilitating students' comprehension of the subject matter (Franzoni & Assar, 2009). Various teaching techniques exist to enhance speaking skills among students, offering both challenges and advantages. These techniques include impromptu speaking, role-playing, group discussions, interactive games, and presentations.

Impromptu speaking is a commonly employed technique in speaking classes, where instructors spontaneously assign oral tasks to students without prior notification. Subsequently, students are given a limited time to prepare and deliver their responses. According to Lumettu and Runtuwene (2018), spontaneous speaking refers to giving an oral communication on a given occasion with little to no preparation. Students are inspired to think more quickly and critically by this restricted preparation. Munawarah (2012) asserts that the mentioned impromptu technique can help students generate ideas fast and engage in thoughtful conversation both within and outside of the classroom.

Role play is an impactful strategy for teaching speaking proficiency. This method actively engages students in the learning process, fostering increased participation and motivation (Harmer, 2001). Moreover, role-playing serves as a practical means for honing English-speaking skills by assuming different personas and scenarios (Shi Zheng as cited in Liu, 2010). Students are taught to commit the English script to memory in order to practice speaking the language during role plays.

Group discussion entails collaborative work among students as they engage in topic-related conversations within a group setting. According to Kocaka, Bozana, and Isik (2009), grouping facilitates students in expressing their thoughts, brainstorming ideas, offering critiques, and embracing feedback from peers during the learning process. Moreover, both role-playing and group discussions have been identified as

beneficial for enhancing speaking skills (Oradee, 2012). Group discussions are recognized as effective activities for improving speaking proficiency since they provide students with ample opportunities to express their ideas and opinions with minimal teacher intervention, thereby encouraging English communication within the group.

Games serve as dynamic instructional tools that combine skill, knowledge, and chance within defined rules (León & Cely, 2010). Incorporating games into teaching can stimulate students' interest in learning, particularly in developing speaking skills. Many students perceive speaking as a challenging skill to master; hence, games offer an enjoyable avenue for learning. Additionally, games help diversify the learning process, preventing monotony. Derakhshan, Khalili, and Beheshti (2016) propose that teachers engage students in humorous activities, such as sharing amusing anecdotes, to capture their attention. By fostering an engaging learning environment, games contribute significantly to the enhancement of speaking abilities.

Presentation is a widely employed instructional method in classrooms, as described by Rahadi (2008), involving the delivery of information or messages to participants through intermediary media, such as computers or laptops displayed on projector screens. During presentations, presenters can convey the essence of the material through written content, as well as visuals like images, videos, and other multimedia elements. Furthermore, presentations afford students the opportunity to engage in English communication (Wilson & Brooks, 2014), thereby encouraging them to communicate and express themselves in English with their peers, thereby enhancing their speaking skills.

Moreover, the enhancement of teacher professionalism is essential for successful teaching and learning processes. As educational leaders, teachers must cultivate a positive classroom atmosphere by being imaginative, creative, and engaging. Teacher professionalism is pivotal in creating an enriching learning environment, as the teaching and learning experience becomes more compelling when teachers foster an inviting classroom ambiance and employ effective teaching methodologies.

Suitable pedagogical methods aid students in enhancing their proficiency in this particular skill. Storytelling and show-and-tell are two effective approaches for bolstering students' speaking abilities. Storytelling serves as a fundamental aspect of language acquisition and is integral to informal communication. In this context, students can utilize their narratives not only to hone their speaking skills but also to foster connections with one another, as our stories shape our identities.

As Thornbury (2005) posits, each individual is a narrative entity continually shaped by, reflected through, and expressed in our perceptions, emotions, thoughts, actions, and notably, our spoken discourse. While biologically similar, our narratives are uniquely distinct throughout history. Moreover, he claims that show-and-tell may be made a regular element of the classroom, with students taking turns and knowing when their turn is coming up. The speech itself should be no more than two or three minutes long and unscripted, however the use of notes is permitted.

Both of these strategies are employed in English learning and are thought to improve English, particularly speaking ability. The researcher is particularly interested in choosing the two strategies—storytelling and show-and-tell—because they are the most suitable and easy to utilize when speaking at that particular school. These strategies offer the objects and images. Students can readily retain not just the vocabulary but also the framework of speaking by using these approaches.

Furthermore, the researcher is very interested in incorporating the students' personalities as a psychology aspect in this research, specifically extroverts and introverts. These elements all help to improve one's speaking ability. The researcher also feels that pupils with extrovert personalities talk better than those with introvert personalities. "In his publication, Suparman suggests that extraversion could potentially influence foreign language (FL) speaking skills, contrasting with its impact on aural and reading comprehension, as well as writing," Lawrence and Oliver (1997) posit that introverted individuals often excel academically, particularly in intricate subjects. This propensity stems from their inclination to contemplate or introspect before engaging with new information or concepts, as noted by Lawrence and Oliver (1997).

There are two critical components to learning English: Students' Perception on Teaching Techniques and Students' Personality, as explained previously. This piques the researcher curiosity in putting together a thesis. The article's title is "The Effects of Students' Perception on Teaching Techniques and Students' Personality towards Students' Speaking Skill" (Survey at Private Junior High School in West Jakarta). The

researcher chose private Junior High Islamic School in West Jakarta because the English subject score is under the standard school score. The sample schools are MTs Darul Ulum and SMP Al-Hasanah.

Method

This study examines the impact of students' perceptions of learning techniques and their personalities on their speaking skills. Thus, the study involves two independent variables and one dependent variable. The first independent variable (X_1) pertains to students' perceptions of teaching techniques, while the second independent variable (X_2) concerns students' personalities. These variables collectively influence the dependent variable (Y), which is students' speaking proficiency.

The chosen research methodology is a survey. Surveys involve sampling from a population and utilizing questionnaires as data collection tools (Singaribun & Effendi, 1999-3). According to Kerlinger (2003:661), surveys are commonly employed to gather precise information to address various issues, particularly those in education. The primary aim of survey research is to provide an accurate portrayal of population characteristics.

Survey methods are instrumental in documenting existing community conditions and the characteristics and opinions of a population. The data collection instruments are designed to elicit responses from participants in a uniform manner. This entails asking the same set of questions or collecting the same type of data from all study participants. Questionnaires and school records are commonly used instruments for survey data collection, providing a practical means of obtaining information through direct inquiry. However, it is essential to acknowledge the potential for response bias in self-reported data, as respondents may alter their responses to align with perceived researcher expectations.

In this study, there are three variables: two independent variables (students' perceptions of teaching techniques and students' personalities) and one dependent variable (students' speaking skills). Speaking skill data will be collected from the speaking scores recorded in the teacher's files for the selected sample.

The student's perception on teaching technique data collection and the students' personality data collection are taken by spreading the questionnaire in the form of attitude scale and assessment on a predetermined sample. The questionnaires are tested first to the students outside the sample to measure its validity and reliability.

The questionnaire employed an introversion-extroversion questionnaire in this area. The item was composed of 30 items, each of which was divided into positive and negative statements, with exactly 15 extrovert statements and 15 introvert statements. Because this questionnaire included introverts and extroverts, the placement of these statements was intended to balance the questionnaire. The personality questionnaire for the students was presented in Bahasa Indonesia. It was intended to eliminate misunderstandings and to make organizing the participants' responses easier. Furthermore, to make the questionnaire easier to organize, the indicators were created based on personality dimensions by Zoltan (2005) identified five dimensions of personality. They include warmth, gregariousness, assertiveness, activity, excitement seeking, and a range of positive and negative emotions. The researcher modified each item from a range of sources.

After the entire Test requirements are convened and known data analysis of data feasible for further processing, the next step is to test each of these hypotheses have been put forward. Hypothesis testing uses partial and multiple correlation techniques, as well as simple linear regression and multiple linear regressions. In practice, for the calculation and correlation and regression testing of either partial or doubles will be used SPSS 20.0.

Results and Discussion

The researcher conducts an analysis of the data obtained from tests and questionnaires. These data were gathered from 76 respondents utilizing the Student's Perception of Teaching Technique questionnaire, a Students' Personality questionnaire, and a speaking examination. Prior to analysis, all data underwent validation and reliability testing. The objective of the analysis is to uncover and communicate the research findings pertaining to the study's variables and issues. Therefore, the data will be subjected to analysis using

the Statistical Package for the Social Sciences (SPSS) version 20.0 for Windows to identify the relationships between variables.

Hypothesis testing is conducted based on the statistical hypotheses outlined in the preceding chapter. A summary of the entire testing process is presented as follows:

Table 1. The Recapitulation Result of Multiple Correlation Coefficients of the Effects of Student's Perception on Teaching Technique and Students' Personality towards Student's Speaking Skill

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 ^a	.635	.625	5.960

a. Predictors: (Constant), Students' Personality, Students' Perception on Teaching Technique

Table 2. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Student's Perception on Teaching Technique (X_1) and Students' Personality (X_2) towards Student's speaking skill (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4512.789	2	2256.394	63.524	.000 ^b
	Residual	2593.001	73	35.521		
	Total	7105.789	75			

a. Dependent Variable: Students' Speaking Skill

b. Predictors: (Constant), Students' Personality, Students' Perception on Teaching Technique

Table 3. The Recapitulation Result for Linear Regression Equality Test of the Effects of Student's Perception on Teaching Technique (X_1) and Students' Personality (X_2) towards Student's Speaking Skill (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28.767	4.978		5.779	.000
	Students' Perception on Teaching Technique	.188	.056	.262	3.360	.001
	Students' Personality	.387	.046	.650	8.326	.000

a. Dependent Variable: Students' Speaking Skill

The purpose of the research is to determine how students' perceptions of educational techniques and their overall personalities relate to their ability to speak. Overall, the interpretation is stated as follows:

1. The Effects of Student's Perception on Teaching Technique and Students' Personality Jointly towards Student's Speaking Skill.

Following the analysis of the correlation data, we have determined a correlation coefficient of 0.797 and a coefficient of determination of 62.3%. Utilizing SPSS version 20.0 for Windows, the correlation coefficient was found to be statistically significant. This implies that there is a combined effect of the independent variables X_1 (student's perception of teaching technique) and X_2 (students' personality) on the dependent variable Y (students' speaking skill). Based on the same analysis, it can be concluded that students' personality has a more significant influence than their perception of learning techniques on their speaking skills, as the observed t-value exceeds 8.326. Indeed, a student's personality plays a crucial role in shaping

their ability to communicate effectively in English. A positive personality enables students to practice communication in various situations and conditions, thereby fueling their motivation to improve their English proficiency. Although the impact of student's perception of teaching techniques may not be as pronounced as that of their personality, it still serves as an internal factor driving students to actively engage in improving their English speaking skills.

Additionally, the regression analysis yields the following linear regression equation: $Y = 28.767 + 0.188 X_1 + 0.387 X_2$. The constant term of 28.767 indicates that at the lowest levels of both student's perception of teaching technique and students' personality, achieving proficiency in speaking English becomes challenging. Furthermore, the regression coefficients of 0.188 and 0.387 for X_1 and X_2 , respectively, signify a positive correlation between the independent variables X_1 (student's perception of teaching technique) and X_2 (students' personality) and the dependent variable Y (student's speaking skill). These coefficients also indicate that an increase in the level of student's perception of teaching technique corresponds to a 0.188-unit increase in speaking skill, while a similar increase in students' personality results in a 0.387-unit increase in speaking skill.

After tabulating the linear regression using SPSS version 20.0 for Windows, it was observed that the regression line follows a linear pattern. Furthermore, the computed coefficient of regression from the same program indicates statistical significance. This suggests a positive correlation between the independent variables: X_1 (student's perception of teaching technique) and X_2 (students' personality) collectively with the dependent variable Y (student's speaking skill).

Student's perception of teaching technique pertains to their understanding and preference for the methods and strategies employed in learning and processing information and knowledge. It aids students in acquiring knowledge more efficiently by enabling them to select and utilize suitable learning techniques that suit their preferences. Teaching technique encompasses the range of methods individuals employ to assimilate knowledge and skills. Essentially, student's perception of teaching technique reflects their perspective on the most effective approach for acquiring and utilizing knowledge in a specific manner. Pirozzolo and Wittrock (1981:31) assert that comprehension is a cognitive process involving the transformation of written language into a format usable by the reader's cognitive system. This process entails integrating information into the existing knowledge network stored in the reader's long-term memory. It can be understood that the comprehension process encompasses dealing with various types of information available and pertinent to the cognitive system during learning.

Hence, it can be inferred that a favorable perception of teaching techniques by students and a higher level of students' personality correspond to an increased proficiency in speaking skills. In summary, the quantitative data and theoretical analysis presented above indicate a combined influence of both student's perception of teaching techniques and students' personality on their speaking skills.

1. The Effect of Student's Perception on Teaching Technique towards Student's Speaking Skill.

The hypothesis test results indicate that the Sig value is 0.001 and the observed t-value is 3.360, while the t-table value is 2.00. Since $\text{Sig} < 0.05$ and the observed t-value exceeds the t-table value, the null hypothesis (H_0) is rejected, indicating a significant effect of the independent variable X_1 (student's perception on teaching technique) on the dependent variable Y (student's speaking skill).

An individual's perception of teaching technique is closely linked to their personal characteristics. Through their perception, students undergo a process of experiencing, understanding, and interpreting the meaning of speaking, which encompasses various skills ranging from sound processing and word recognition to effectively conveying ideas by integrating information from their background knowledge.

Considering both the quantitative data and theoretical analysis, the researcher concludes that students' perception of teaching technique may have a positive and significant impact on their speaking skill.

2. The Effect of Student's Perception on Teaching Technique towards Student's Speaking Skill.

The hypothesis test yielded a Sig value of 0.001 and an observed t-value of 3.360, compared to a critical t-value of 2.00. Since $\text{Sig} < 0.05$ and the observed t-value exceeds the critical t-value, the null hypothesis (H_0) is rejected, indicating a significant effect of the independent variable X_1 (student's perception on teaching technique) on the dependent variable Y (student's speaking skill).

An individual's perception of teaching technique is closely linked to their personal characteristics. Based on their perception, students undergo a process of experiencing, understanding, and interpreting the meaning of speaking, which involves various skills ranging from sound processing and word recognition to conveying ideas fluently by integrating information from their background knowledge.

From both the quantitative data and theoretical analysis, the researcher concludes that students' perception of teaching technique significantly influences their speaking skills.

3. The Effect of Students' Personality towards Students' Speaking Skill

From the hypothesis test, it was found that the Sig value is 0.000 and the observed t-value is 8.326, whereas the critical t-value is 2.00. Since $\text{Sig} < 0.05$ and the observed t-value exceeds the critical t-value, the null hypothesis (H_0) is rejected, indicating a significant effect of the independent variable X_2 (students' personality) on the dependent variable Y (student's speaking skill).

Personality, as discussed in Chapter II, encompasses an individual's entire set of characteristics and plays a crucial role in determining teaching approaches. Teachers often overlook students' personalities, which are integral to English language learning. Employing teaching techniques that align with students' personalities is essential for effective instruction. Considering students' personalities enhances the learning process, as each student possesses unique dimensions. Failure to address these individual differences may pose challenges for teachers in a classroom setting.

In summary, personality is a vital factor in education, as understanding students' personalities enables instructors to tailor teaching styles to suit their needs. A student's personality reflects their commitment and enthusiasm for achieving learning objectives while maintaining a positive attitude toward learning, ultimately aiding them in reaching their goals.

Based on both the quantitative data and theoretical analysis presented above, it is concluded that students' personality significantly influences their speaking skills.

Conclusions

Some conclusions of this research can be presented as follows:

1. There are any significant effects of student's perception on teaching technique and students' personality jointly towards student's speaking skill at Private Junior High Schools in West Jakarta. It is proven by the score of $\text{Sig. } 0.000 < 0.05 \text{ } F_o = 63.524$.
2. There is a significant effect of student's perception on teaching technique towards student's speaking skill at Private Junior High Schools in West Jakarta. It is proven by the score of $\text{Sig. } 0.001 < 0.05 \text{ } t_{\text{count}} = 3.360$.
3. There is a significant effect of student's personality towards student's speaking skill at Junior High Schools in West Jakarta. It is proven by the score of $\text{Sig. } 0.000 < 0.05 \text{ } t_{\text{count}} = 8.326$.

Based on the conclusions of the research that has been stated above, some suggestions can be delivered as follows:

1. Teachers should pay more attention to speaking practice in order to develop students' speaking skills. It is a good idea for teachers to use approaches that allow students to practice their English both in and out of the classroom.
2. Teachers should encourage students to have a high motivation to achieve speaking skill. To do this, teachers should be able to teach speaking lesson in a fun and enjoyable way so that students feel easy to learn English. Thus, students will be more motivated to involve in the learning process.
3. Teachers should improve their knowledge as well as their teaching skill. By showing the teacher's professionalism, it will create a positive perception on the students. By having positive perception, students will likely follow what the teacher's instruction and obey their teachers.
4. The research is still lacking in information. Therefore, we need to undertake further investigation to find out more about the effects of student's perception on teaching technique and students' personality towards students' speaking skill on other schools in more comprehensive way.

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