

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE
EIGHTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC
YEAR 2015/2016**

S1 - THESIS

**This Thesis is Presented as a Partial Fulfillment of Requirements for
Undergraduate Degree of Education in English Education Study Program**



NAME : AGUS RINA RENDY NUR SAPUTRI

NO : 1111202709

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY

KLATEN

2016

APPROVAL

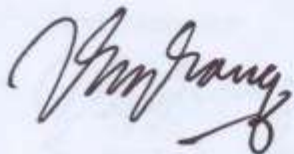
**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE
EIGHTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC
YEAR 2015/ 2016**

Name : AGUS RINA RENDY NUR SAPUTRI

Student Number : 1111202709

This Thesis has been approved by the consultants to be examined before the Board of examiners.

First Consultant



Dr. Hj. Endang E. D. S., M.Hum.
NIK. 690 886 103

Second Consultant



Kustinah, S.Pd, M.Hum.
NIK. 690 903 274

RATIFICATION

A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE EIGHTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC YEAR 2015/ 2016.

Name : AGUS RINA RENDY NUR SAPUTRI

Student Number : 1111202709

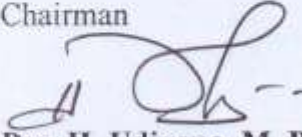
This thesis has been ratified by the Board of Examiner of the Teacher Training and Education Faculty of Widya Dharma University Klaten on:

Day : Saturday

Date : April, 9th 2016

Board of Examiners:

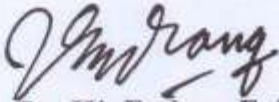
Chairman


Drs. H. Udiyono, M. Pd.
NIP. 19541124 198212 1 001

Secretary


Dra. Hj. Sri Haryanti, M.Hum.
NIP. 196 106 19198703 2 001

First Examiner


Dr. Hj. Endang E. D. S., M.Hum.
NIK. 690 886 103

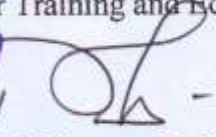
Second Examiner


Kustinah, S.Pd., M.Hum.
NIK. 690 903 274



Ratified By:

The Dean of Teacher Training and Education Faculty


Drs. H. Udiyono, M. Pd.
NIP. 19541124 198212 1 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE EIGHTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC YEAR 2015/2016**”

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, Maret 2016



PRESENTATION

This thesis is dedicated to:

1. My beloved parents (Mr. Suraji Afandi and Mrs. Sri Rahayu), I always believe the power of prayer. Thank you so much for your love, I just wanna make you proud of me. You are my everything.
2. My beloved family. Thanks for the support and motivation to complete this thesis. All of you have given to me your love.
3. My beloved brother Agung Dwicky Nur Afandi thanks for supporting me.
4. My lovely Wahyu Dimas Pramushinto, Thanks always accompany me all the time when I need. "I love you"
5. The family of Cesy Choir thanks for your support.
6. All my teachers and lecturers wherever you are, thank you very much for transferring the knowledge to me, inspiring, and always given to me your spirit, may Allah SWT give you more, amin.
7. My beloved friends Siti Endang Triyani, Hana Aprilia and all the member of English C class and others English class who have always giving support and helps over finish this thesis and fight with me to achieve a degree.

MOTTO

❖ *Be yourself as you want.*

(A Rina Rendy NS)

❖ *Mempertahankan lebih sulit daripada membentuk.*

(Yohanes Dwi Pramono)

❖ *Selama niatnya baik, mengalahkan pencapaian diri sendiri merupakan hal yang luar biasa.*

(Ken Dean Lawadinata)

❖ *Cita-cita memang berawal dari mimpi, tapi anda jangan lupa bangun untuk meraihnya.*

(Dedy Corbuzier)

ACKNOWLEDGMENT

Alhamdulillahirobbil‘alamin, Praise is merely to the Almighty Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this thesis entitled: **A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE EIGHTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC YEAR 2015/ 2016**. This thesis is presented as a partial fulfillment of requirements for undergraduate degree of education in English Education Study Program, Teacher Training and Education Faculty, University of Widya Dharma.

I realize very much that in writing this thesis, I truly need a lot of help and guidance. Thus, I would like to express my special appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of the Faculty of teacher training and Education of Widya Dharma University.
3. Dra. Hj. Sri Haryanti, M.Hum., the Head of English Education Study Program.
4. Dr. Hj. Endang E. D, M.Hum., as the first consultant who has given much guide, encouragement, patience, correction, advice, and suggestion which are very helpful in finishing this thesis. Thank you very much for your time to share your great knowledge and great experiences to me.
5. Kustinah S. Pd., M.Hum., as the second consultant who has guided me with her worthy, correction, advice, information, motivation, and suggestion to improve the quality of this thesis during writing and finishing this thesis.

6. Agus Tri Purwanto, S.Pd, the headmaster of SMP N 3 Bayat Klaten who has given the permission to do the research.
7. Warsini, S.Pd., the English teacher of SMP N 3 Bayat Klaten, thanks for helping, giving a lot of information and permission to do the research.
8. The eighth year students of SMP N 3 Bayat Klaten who have participated enthusiastically during the teaching and learning process.

I am convinced very much that without the help of Allah and those persons mentioned above, I am not able to finish this paper with the gratified sense. May Allah give them a good reward. Aamiin. I expect that this thesis is useful and gives the support for teaching and learning reading, especially in SMP N 3 Bayat Klaten.

Klaten, March 2016

The writer

TABLE OF CONTENT

	PAGES
TITLE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF APPENDIX	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Reason for Choosing the Topic	5
C. The Limitation of the Study	5
D. The Problem of the Study	5
E. The Aims of the Study	6
F. The Uses of the Study	6
G. The Clarification of the Key Terms	7
H. The Organization of the Study	8

CHAPTER II REVIEW OF RELATED LITERATURE

A. Case Study	9
B. Teaching and Learning English in Junior High School	11
C. Teaching and Learning Writing in Junior High School	16
D. Writing Skill	20
 CHAPTER III RESEARCH METHOD	
A. The Meaning of Research Method	27
B. The Strategy of the Research	28
C. The Data and the Source of Data	29
D. The Technique of Collecting the Data	31
E. The Validity of the Data	33
F. The Technique of Analyzing the Data	34
 CHAPTER IV THE RESULT OF THE STUDY	
A. Findings	36
B. Discussion	46
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	55
B. Suggestion	56
BIBLIOGRAPHY	58
 APPENDIX	

LIST OF APPENDIX

Appendix I	Field Note 1 of Observation
Appendix II	Field Note 2 of Observation
Appendix III	Field Note 3 of Interview
Appendix IV	Field Note 4 of Interview
Appendix V	Lesson Plan
Appendix VI	Syllabus
Appendix VII	<i>Surat Ijin Penelitian</i>
Appendix VIII	<i>Surat Bukti Penelitian</i>

ABSTRACT

Agus Rina Rendy Nur Saputri, Student Number: 1111202709, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2016. Thesis: *A Case Study on Teaching and Learning Writing of Eighth Year Students of SMP N 3 Bayat Klaten in the Academic year of 2015/2016.*

This thesis aims at giving a description of the English teaching and learning writing of the eighth year students of SMP N 3 Bayat Klaten in Academic Year of 2015/2016. The writer does the interview with the English teacher and the students and the observation of teaching and learning English process as the answers of the problems of this study: How is the process in teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten in Academic Year 2015/2016?, What are the obstacles found in teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten in Academic Year 2015/2016?, How is the solution that the teacher uses to solve the obstacles found in the teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten in Academic Year 2015/2016?

In getting the data, the writer uses observation, interview and document. The writer observes the teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten in Academic Year 2015/2016. The writer interviews the English teacher and the students for detail information. The writer collects the data by interview and observation in the teaching and learning process. The writer uses descriptive qualitative method to explain the teaching of English applied by the English teacher.

After analyzing the data, the writer finds: 1) the process of teaching and learning writing consists of the teacher's preparation, the activity, the material, the method, media, and evaluation in teaching and learning writing of the eighth year students of SMP N 3 Bayat Klaten; 2) The obstacles found in teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten are: the students are difficult to be manage and the time allocation; 3) The solutions from the teacher to overcome the obstacles found in teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten are: the teacher monitors all students by walking around while teaching material and tries the material to be as simple as possible with time allocation provided.

Keywords: *Case study, teaching and learning, writing.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a means of communication. Language is a system of arbitrary vocal symbols used for human communication (Wardhaugh in Haryono, 2009: 1). Language is important in human life. Human speak a language. Human have a set of vocal to develop it for communicating with other. They can express acting, feeling, and thinking to differentiate between someone and someone else.

There are many kinds of language in the world because every country has its own national language. English is one kind of language in the world. English is an international language. Since English plays a very important role in the fields of international relations, science, teachnology, culture, many countries use English as a daily language for their communication. It is the reason that Indonesia use english as the subject in educational program as a first foreign language. That is why, English is taught to the students in all grade of Indonesia's education.

Based on the importance of the English above, the students should master English. The students are able to master English through teaching and learning. Teaching is guiding or facilitating learning, enabling the learner to learn, setting the conditions for learning. While, learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction (Brown, 2000: 7)

In applying such method in teaching and learning English in Indonesia, a teacher must make an adjustment with the curriculum used at present. In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang Kurikulum 2013, Peraturan Pemerintah No. 32 in 2013* dealing with *Standar Nasional Pendidikan (SNP)* or National Standard of Education on section 2 on verse 1, the coverage of the National Standard of Education is as follows:

Lingkup Standar Nasional Pendidikan meliputi: standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan. (The national standard of education consists of content standard, process standard, graduate competence standard, educator and educational employees' standard, instrument standard, management standard, financial standard and educational assessment standard).

The application of content standard in English subject for Junior High School is regulated on *Peraturan Menteri Pendidikan dan Kebudayaan No. 64* section 1 verse 1 in 2013. It is said that the content standard for Elementary School until Senior High School which is called as the content standard include the minimum material and the grade of minimum competency standard to achieve the minimum graduation competency in the grade and kind of certain education. The teaching and learning English for Junior High School consists of listening, speaking, reading, and writing.

Based on the explanation above, teaching and learning activities in English class for Junior High School cover four skills (listening, speaking, reading, and writing). All those skills cannot be separated as they complete each

other. As one of four language skills, writing is an important skill that must be learned. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas (Hyland, 2003: 9). It means that writing is stressed in guiding ideas in discovering meaning. So, the students' activities in teaching and learning process of writing will influence the students' skill achievement. While according to (Langan, 2011: 13), to communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. It means when people write for others, it is important to know their purpose for writing and the audience who will read their work.

Related with the explanation above, teacher and methods also give significant contribution to students' involvement in teaching and learning process. According to (Richard's, 2005: 99), teachers are the key factors in the successful implementation of curriculum changes. Within schools, teachers also have many different kinds of responsibilities. Some teachers have mentoring or leadership roles within their schools and assist in orienting new teachers to the school or leading groups of teachers in materials development and other activities. While according to (Brown, 2000: 171), a method is a generalized, prescribed set of classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.

In teaching and learning process, writing is probably difficult to learn.

As stated in (Celce-Murcia, 2001: 231) since the ability to write well in second language is no doubt even more difficult to achieve than ability to read, speak or understand the language. There is no doubt that writing is the most difficult for learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing in highly complex. Writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice and so on (Richards and Renandya, 2002: 303). Those reasons causing the students feel difficult in writing can be overcome with teacher may use approach, methods and media to teach writing. According to (Harmer, 2001: 78), an approach describes how people acquire their knowledge of the languages and makes statement about the conditions which will promote successful language learning.

Realizing that teaching writing is important to the eighth year students of SMP N 3 Bayat in 2015/2016 Academic Year, the writer is eager to know the process of teaching and learning in the eighth year students of SMP N 3 Bayat in 2015/2016 Academic Year. In this case, the researcher will analyze the teaching and learning writing of the eighth year students of SMP N 3 Bayat in 2015/2016 Academic Year. So, the researcher can know the problems on teaching and learning English in class and hopes the teaching and learning English can be successful and creates the students who have best quality and large knowledge.

Based on the explanation above, the researcher is interested in conducting a case study research on teaching and learning of writing entitled “A

Case Study on Teaching and Learning Writing to the Eighth Year Students of SMP N 3 Bayat in Academic Year of 2015/2016”.

B. The Reason for Choosing the Topic

The reasons that encourage the writer to choose the topic are as follow:

1. Writing is one of productive skills that shows how skillfull the students and discovers the student’s mastery in this field, so the student’s activities in teaching and learning process of writing will influence the student’s skill achievement.
2. The objective of teaching English as a foreign language in Junior High School is that the students could have skills. Writing is the basic skill that the students must learn in order to help them in improving the other skills.

C. The Limitation of the Study

In this study, the researcher would like to limit the scope of the study as follow:

1. The process of teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.
2. The obstacles found by English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.
3. The solution of the obstacles found by English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.

D. The Problem of the Study

The writer would like to present the problem that can be formulated as

follow:

1. How is the process of teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016?
2. What is the obstacle found by English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016?
3. What is the solution of the obstacle found by English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016?

E. The Aims of the Study

The writer's aims of this study are as follows:

1. To describe the process of teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.
2. To describe the obstacle found by the English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.
3. To describe the solution of the obstacle found by English teacher in teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.

F. The Uses of the Study

By knowing the result of the study, the use of this study can be stated as follows:

1. To the researcher, this study improve the knowledge about teaching and learning of writing in Junior High School.

2. This study helps the teacher of SMP N 3 Bayat to overcome difficulties in teaching and learning of writing.
3. To the students, they increase their abilities on writing.

G. The Clarification of the Key Terms

The key terms used in the title of this study can be explained as follows:

1. Case Study

According to (Gerring, 2007: 20) a case study may be understood as the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population). Case study research may incorporate several cases, that is, multiple case studies. In this study, case study means an intensive study of single case where the purpose of that study is to shed light on a larger class of the process of teaching and learning writing to the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.

2. Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning (Brown, 2000: 7). While learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 2000: 7). Teaching and learning in this study means giving students knowledge and skill to guide and facilitate knowledge or skill by study, experience, or instruction.

3. Writing

According to Harmer (2004: 31), writing has always formed part of

the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learner. So, teaching and learning writing in this study means a guiding and facilitating learning by modifying the teaching style, approaches, method, and classroom technique done by the teacher of the eighth year students of SMP N 3 Bayat in Academic Year of 2015/2016.

H. The Organization of the Study

In order to give a description to the readers and to facilitate the thesis arrangement, the writer presents this thesis as follows:

Chapter I deals with introduction consisting of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with review of related literature consisting of theory of case study research, theory of writing, and teaching and learning English in Junior High School.

Chapter III deals with the research method consisting of the meaning of research method, the strategy of the research, the data and the source of the data, the method of collecting the data, and the technique of analyzing the data.

Chapter IV deals with research findings and discussion which consist of findings and discussion analysis.

Chapter V deals with conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer attempted to give a brief conclusion and suggestion about teaching and learning English writing to the eighth year students of SMP N 3 Bayat Klaten in academic year of 2015/2016

A. Conclusion

After analyzing the all data taken from observation, interview with the informants and documents of teaching and learning writing in the eighth year students of SMP N 3 Bayat Klaten in the academic year 2015/2016, the writer can draw the conclusion about the teaching writing, as follows:

1. The process of teaching and learning English writing in the eighth year students of SMP N 3 Bayat Klaten consists of: first, the process of teaching and learning English writing. This consists of preparation such as lesson plan and material. Second, the students and teacher activity in classroom such as opening, main activity, and closing. Third, the implementation of teaching media. In teaching media they use pictures. Fourth, assessment is done by the teacher based on suitability of content with the goal of writing, diction, and vocabulary. Fifth, time allocation in teaching and learning process. It provides 2x40 minutes in a meeting.
2. The teacher got the problem of teaching and learning English writing in the eighth year students of SMP N 3 Bayat Klaten such as students were difficult

to be managed and the lack of time allocation for English lesson provided by the government is just 2x40 minutes in meeting.

3. The students were difficult to be managed by teacher because there were many types of the students' characteristic in the class and the lack of time for English lesson was caused by the time allocation provided by the government is just 2x40 minutes in meeting while teaching all of English materials can spend more than it.
4. The solution was teacher monitored all students by walking around while teaching material. So, he could warn his students when he found they were crowded. Teacher also gave students punishment by giving assignment if they ignored his warning. Teacher also tried to give question one by one related with the material in order to make them busy in preparing their answer so the class condition would be better. The solution for the lack of time allocation for English lesson was teacher tried to make his material as simple as possible with time allocation provided, so all aspect could be fulfilled.

B. Suggestion

The writer would like to give the suggestion for the students and the teacher.

1. For the students
 - a. The students of the eighth year students of SMP N 3 Bayat Klaten in the academic year of 2015/2016 often get the difficulty in finding vocabulary

and correct diction; hence they have to bring dictionary to find out the vocabulary well and fast.

- b. The students should take a part actively in the process of teaching and learning in the classroom, for example the students do the exercises, answer when the teacher gives question, give opinion and ask to the teacher when the explanation of the teacher is not clear enough.

2. For the teacher

- a. In teaching and learning writing the teacher plays the role as facilitator. She gives the information about difficulties of vocabulary which cannot be found by the students. The teacher also encourages the students to bring the own dictionary and do not disturb the other friends because it will waste the time.
- b. The teacher should create variation of method in teaching English subject, especially in writing skill so the students will be more interested in learning English.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Asdi Mahasatya.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Pt. Rineka Cipta.
- Brown, H. Douglas. 2000. *Principle of Language Learning and Teaching*.
- _____. 2001. *Teaching by Principal: An Interactive Approach to Language Pedagogy*. White Plains, NY: Addison Wesley Longman Inc.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Thomson Learning Inc.
- Creswell, W. John. 2010. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.
- Davies, Paul and Pears Erics. 2000. *Success in English Teaching*. New York: Oxford University Pers.
- Depdikbud. 2013. *Peraturan Pemerintah Tahun 2013 No 32 tentang Kurikulum 2013*. Jakarta: CV Mini Jaya Abadi.
- Djamarah, Syaiful Bahri dan Zain. 2002. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta
- Fauziati, Endang. 2010. *Teaching of English as A Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.
- _____. 2013. *English Language Teaching and Learning: Theory and Practice*. Surakarta: Sebelas Maret University.
- Gerring, John. 2007. *Case Study Research Principles and Practices*. New York: Cambridge University Press.
- Hadi, Sutrisno. 2000. *Methodology Research I*. Yogyakarta: Yayasan Penerbitan Fakultas Psikologi UGM.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Essex, UK: Longman.
- _____. 2004. *How to Teach Writing*. London: Addison Wesley Longman.
- Harsyaf, Nurmaini and Zakhwan. 2009. *Teaching Writing*. Jakarta: MGMP.

- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hyland, Ken. 2002. *Teaching and Researching Writing*. London: Longman Group.
London: Addison Wesley Longman.
- _____. 2003. *Second Language Writing*. New York: Cambridge University Press.
- Lado, Robert. 1964. *Language Teaching A Scientific Approach*. New York: MrGraw-Hill, Inc
- Langan, John. 2011. *College Writing Skills*. New York: The McGraw-Hill Companies. Inc.
- Moleong, Lexy. J. 2010. *Metodologi Penelitian Kualitatif*. Bandung: CV. Remaja Rosda Karya Offset.
- Ramelan. 1992. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press.
- Richards, Jack C and Charles Lockhart. 1994. *Reflective Teaching in Second Language Classroom*. New York: Cambridge University Press.
- Richards, Jack C and Renandya, A. Willy. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press
- Richards, Jack C and Rodgers, Theodore S. 2001. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press
- Richards, Jack C. 2005. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.
- Sutopo. H.B. 2006. *Metode Penelitian Kualitatif*. Surakarta: Sebelas Maret University Press.
- Yin, Robert. K. 2009. *Case Study Research: Design and Methods*. Jakarta: Rajawali Pers.
- _____. 2011. *Studi Kasus Desain & Metode*. Jakarta: Raja Grafindo Persada.