

THE TEACHING AND LEARNING IN WRITING RECOUNT TEXT
(A Case Study at the Eight Grade Students of 5 Junior High School of Kota
Cirebon, in Academic Year 2015/2016)

THESIS

Presented as Partial Fulfillment of the Requirement for Getting Magister Degree
of Language Education Programme



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GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2016

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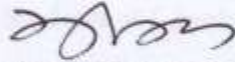
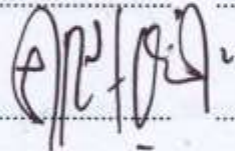


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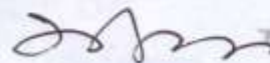
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**Title : THE TEACHING AND LEARNING IN WRITING RECOUNT
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It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed in bibliography.

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

Klaten, November 4, 2016



The Researcher

Oki Anitasari

DEDICATION

To :

1. Alm. Suprpto bin Purwosambodo, my beloved father.
2. Almh. Eni Djuhaeni binti Sadika Wiryadarmadja, my beloved mother.

MOTTO

1. Keep 3 words in your life : TRY – TRUE – TRUST

TRY – for better future

TRUE – with your work

TRUST – in God

Then SUCCESS will be at your feet.

2. Just remember the mistakes you made yesterday are helping you make the right decisions today that you will be proud of tomorrow.
3. Practice like you've never won, perform like you've never lost.

ACKNOWLEDGEMENT

Praise is merely to the Almighty Alloh SWT for the gracious mercy and tremendous blessing that enables me to accomplish this thesis entitled **The Teaching and Learning in Writing Recount Text** (A Case Study at the Eight Grade Students of 5 Junior High School of Kota Cirebon, in Academic Year 2015/2016). This thesis is presented to fulfil one of the requirements in accomplishing S-2 Degree in Graduate Programme of the Language Education Programme of Widya Dharma University Klaten.

In doing this research, the researcher realizes that it is imposible to finish it without contributions, helps, suggestions, comments, and revisions from many people. So in this chance the researcher would like to express her special appreciation to :

1. Prof. Dr. Triyono, M. Pd. as Rector of Widya Dharma University Klaten who has given the facilities to conduct a research and to accomplish the study at Graduate Programme of the Language Education Programme.

2. Prof. Dr. Herman J. Waluyo, as director of the Graduate Programme of Education Language Programme of Widya Dharma University Klaten.

3. Dr. Agus Yuliantoro, M. Hum, as the first consultant, who has given direction, guidance, and help to finish this thesis.

4. Dr. Endang Eko Djati Setiawati, M. Hum, as the second consultant, for her patience in giving the researcher guidance, direction, support, and help to finish this thesis.

5. Tini, S. Pd, the English teacher at grade VIII-2 of 5 Junior High School of Kota Cirebon, who has allowed the researcher to carry out the research in her class and has given some contribution for this research.

6. Bonaparte Siregar, S.Pd, her special man, who always supports, gives spirit, and accompany her with full of patience and love.

7. Her family who always supports, gives spirit and prays continuously for her success.

8. Kuncir Begal (Class D), her special friends in the Graduate Programme of Education Language Programme of Widya Dharma University Klaten.

9. All her friends in 5 Junior High School of Kota Cirebon, who always support her in accomplishing this thesis.

9. Everybody who cannot mentioned one by one who has supported her in accomplishing this thesis.

In writing this thesis, the researcher realizes that the thesis is still far from being perfect; so, she needs advice, and positive criticism from everyone.

Finally, the researcher would like to thank to everybody who wants to read this manuscripts which is hopefully useful for anyone concerned especially for the English teachers.

Klaten, November 2016

The research

TABLE OF CONTENTS

APPROVAL	i
ACCEPTANCE	ii
PRONOUNCEMENT	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
TABLE OF FIGURES	xi
TABLE OF APPENDICES	xii
ABSTRACT	xiii
<i>ABSTRAK</i>	xiv
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Problem Statement	6
E. Objective of the Research	6
F. Significance of the Research	6
CHAPTER II UNDERLYING THEORIES, RELEVANT STUDIES,	
CONCEPTUAL FRAMEWORK	8
A. Underlying Theories.....	8

1. Teaching and Learning Writing	8
2. A brief view of Writing Skill	11
3. The Process of Writing.....	16
4. The Types of Writing Performance.....	18
5. Micro and Macro Skills Writing	20
6. A Brief View of Recount Text	21
7. Constructing in Written Recount Text	24
8. Writting Assessment	26
9. Scoring Methods for Responsive and Extensive Reading	31
B. Relevant Researches.....	33
C. Conceptual Framework	34
CHAPTER III RESEARCH METHODOLOGY	37
A. Research Design.....	37
B. Setting of the Research	41
1. The Subject of the Research	41
2. Place of the Research	41
3. Time of the Research	41
C. Technique of Collecting data	42
1. Classroom Observation	42
2. Interview	46
3. The document	46
D. Trustworthiness	47
E. Technique of Analyzing Data	48

CHAPTER IV DATA FINDINGS AND ANALYSIS	50
A. Data Findings	50
B. The Main Data Analysis	57
CHAPTER V CONCLUSSION, IMPLICATION, AND SUGGESTION	80
A. Conclusion	80
B. Implication	83
C. Suggestion	83
BIBLIOGRAPHY	84
APPENDICES	86

TABLE OF FIGURES

	Page
1. Theoretical Framework	36
2. Seven Steps in Providing the Main Data	44
3. Five Steps in Analyzing the Main Data	49

TABLE OF APPENDICES

	Page
1. Syllabus	85
2. Lesson Plan (RPP)	90
3. Textualitation of Monocolumn	96
4. Textualitation of Multicolumn	102
5. The Result of the Interview with Students	115
6. The Result of Interview with the English Teacher	126
7. The Sample of Students' Evaluation Result	130
8. The Photographs	147

ABSTRACT

Oki Anitasari. NIM 14PSC1611. "*The Teaching and Learning in Writing Recount Text (A Case Study at the Eight Grade Students of 5 Junior High School of Kota Cirebon, in Academic Year 2015/2016)*". Thesis. Language Education Programme, Graduate Programme, Widya Dharma University, Klaten, 2016.

This objectives of this research are : 1) To find out the process of teaching and learning writing of recount text at the eight grade students of 5 Junior High School Kota Cirebon, in Academic Year 2015/2016; 2) To reveal the reason why the teaching learning is conducted as it is observed.

The researcher takes the class VIII-2 of 5 Junior High School Kota Cirebon in Academic Year 2015/2016 and the teacher who taught English in the class as the subject of the research. The research is conducted by direct observation in the classroom. The datas are the result of observation in the classrooms and interview with the students and the English teacher.

This research is done to solve practical problem in writing ability especially the students lack of vocabulary and grammatically in the process of teaching and learning.

In this research, the techniques which are used by the researcher are collecting the datas by classroom observation, interview, and the document. In analyzing data, the researcher used the model of data analysis technique suggested by Sudaryanto. This model included five main steps; (1) analyzing; (2) interpreting; (3) summarizing; (4) concluding and implying; and (5) recommending and predicting.

The research was conducted on Wednesday, November 25th, 2015. It has been observed and recorded by using a handycam. The record was transferred into the form of CD to make it easier to be analyzed and observed.

The conclusion of this research is that the process of the teaching and learning ran well and active

Based on the conclusion of the research, the researcher can propose some suggestions that the teacher should develop and improve her ability and creativity in order to apply more interesting methods and techniques, especially which focused on Student-Centered Method in the process of teaching and learning activity in the classroom, so the teaching and learning activity can be more active and interesting for the students.

Keywords : *Writing, Recount text, and A Case Study.*

ABSTRAK

Oki Anitasari. NIM 14PSC1611. “Pembelajaran Menulis Teks Recount (Sebuah studi kasus pada siswa kelas VIII SMP Negeri 5 Kota Cirebon, Tahun Akademik 2015/2016)”. Tesis. Program Pascasarjana, Program Studi Pendidikan Bahasa, Universitas Widya Dharma, Klaten, 2016.

Tujuan dari penelitian ini adalah : 1) untuk menyelidiki proses pembelajaran menulis teks recount pada siswa kelas VIII di SMP Negeri 5 Kota Cirebon, Tahun Akademik 2015/2016; 2) untuk menjelaskan alasan mengapa penelitian ini perlu dilakukan.

Subjek penelitian adalah siswa kelas VIII-2 di SMP Negeri 5 Kota Cirebon, Tahun Akademik 2015/2016. Penelitian dilakukan melalui observasi langsung di dalam kelas. Data penelitian berasal dari hasil observasi dan hasil wawancara dengan siswa dan guru pengajar.

Penelitian ini dilakukan untuk mencari solusi atas masalah kemampuan menulis siswa dalam tata bahasa dan kosa kata dalam proses pembelajaran.

Dalam penelitian ini, teknik yang digunakan oleh peneliti berasal dari kumpulan data dari observasi di dalam kelas, hasil wawancara dan dokumen. Dalam menganalisa data, peneliti menggunakan model teknik analisis data yang disarankan oleh Bapak Sudaryanto. Model ini mempunyai lima langkah; (1) menganalisa; (2) menafsirkan; (3) merangkum; (4) menyimpulkan; (5) menyarankan.

Penelitian dilakukan pada hari Rabu, tanggal 25 November 2015. Penelitian tersebut diobservasi dan direkam menggunakan kamera perekam. Hasil rekaman dialihkan kedalam bentuk *compact disc* agar mudah untuk dianalisa dan diobservasi.

Kesimpulan dari penelitian ini adalah proses kegiatan berjalan baik dan lancar.

Berdasarkan kesimpulan penelitian, peneliti menyarankan agar guru pengajar harus mengembangkan dan meningkatkan kemampuan dan kreatifitasnya agar dapat menerapkan teknik dan metode yang lebih baik, khususnya pada metode yang berpusat pada siswa dalam proses pembelajaran di dalam kelas, maka kegiatan belajar mengajar dapat menjadi lebih aktif dan menarik.

Keywords : *Menulis, Teks Recount dan sebuah studi kasus.*

CHAPTER I

INTRODUCTION

A. Background of the Research

In teaching and learning of English, teachers should teach based on the regulation of the Minister of Education and Culture No. 68 of 2013 on the basis of the framework and structure of the curriculum. There are four skills for learning English based on this standard. They are listening, speaking, reading, and writing skills. In listening skill, learners are expected to make sense spoken texts. Then, they can improve vocabulary through writing skill. By having much more vocabulary, they can write or speak to express their mind. Therefore, all skills in learning English are interrelated.

According to Rivers (1971:5), writing activities in foreign languages classes have taken from the writing out paradigms and grammatical exercises, dictations, translation from language to native language and initiative language and free composition.

Writing is one of the skills, which is used as one medium to communicate with others. In other words, one way to express the language is through written form. Since writing is used as one form of communication, mastering the skill of writing is needed because by writing, people especially the students will enable to express their ideas, feelings, and experiences in their certain pale time and situation in written form. Rhymes (1983: 54) states that there are three reasons why teaching writing is considered important. The first is that writing reinforces

the grammatical form, idioms and vocabulary that the teachers has been doing with the class. The second is when the students write, they have chance to be familiar with a language for themselves and the readers. The last is the students become involved with the language with himself/herself.

The researcher has observed the problem which is occurred in teaching learning process. The researcher finds that the students get difficulty in learning recount writing. Recount writing is very much needed to give a clear explanation about experience. The learners who make the composition should develop their skills in grammar and vocabulary. They will find difficulties if they are not accustomed to make a passage in written English. They do not know the function, the form, the generic structure, and the language features of recount writing. Moreover, the students are supposed to transfer the texts into English. This condition will tigrress the students' bad mark.

There are various ways to organize the sentences in a piece of writing. One of them is recount text. Usually, the students have difficulty in telling their experience. This is because writing is difficult for them because they lack of vocabulary, spelling, and grammar. Besides, they still confuse in changing the infinitive into past tense.

Each text has different purpose and function in use. It is based on the context in which the text is created. By understanding it, students can use the text to communicate their ideas with others. These two aspects are represented into the language that is used. In addition, they can also recognize the language features in each text. Thus, they can comprehend the texts easily after knowing the patterns

of texts. For example, recount texts have some characteristics such as using simple past, chronologically time, and retelling past events.

However, many students face many difficulties to make sense of English texts. They cannot recognize the pattern of the text to comprehend the text. The texts are usually constructed in topics, main ideas, references, sequences etc. They usually neglect the patterns organization. Therefore, they often miss the information of the texts.

The researcher thinks that the composition is important for the learners to develop their imagination in written English. Nevertheless, the learners often do some errors in composition, because they are still influenced by Indonesian sentence structures in building English sentences.

The kinds of texts which must be mastered by the junior high school students consists of various types of texts; such as descriptive, narrative, recount, report and procedure. In teaching learning process, the students face many problems in learning English, one of the problems faced by the students is difficulty in learning recount writing. Recount writing is one of materials which is tested in final examination. It is assumed that if the students comprehend in recount writing, they will get good mark in the last examination.

The researcher has observed the problem. The researcher pays attention to the materials of the test, which one of them is recount writing. It will give assumption that giving more attention to recount writing will make the students' achievement better. The effort to increase the achievement is by giving more exercises and more time allotment in recount writing in teaching and learning

process. Beside the material, the researcher realizes that the teachers have important role to create a suitable teaching learning method which is used to reach the learning goals. But in fact, the researcher finds that the teachers still have conventional method to teach English especially recount writing. Most of the teachers seldom use learning media. Most exercises given to the students until today are by giving themes by the teacher, and the students are supposed to develop the themes based on the genre.

The researcher has also interviewed some English teachers to know about the difficulties they face in the process of teaching and learning writing of recount text. The first English teacher the researcher interviewed is Mrs.Tini, S.Pd. She says that based on her experiences in teaching and learning writing of recount text, she faces some difficulties; as most of the students have some difficulties to change the infinitive form into the past form, and they have some difficulties in choosing the suitable words to build the sentences. These problems are very crucial for the teacher in the process of teaching and learning writing of recount text. The researcher has also interviewed another English teacher. He is Mr.Agus Kholiq, S.Pd. He says that most of their students are very difficult to translate their ideas into English. It means that they don't have adequate mastery in vocabulary well.

Based on the reasons above, the researcher carries out the case study. Case study means a research study for investigating a phenomenon. It is about a person, group or situation that has been studied over time. In this research, the phenomenon is the process of teaching and learning writing of recount text at the

eighth grade students of 5 Junior High School of Kota Cirebon in Academic Year 2015/2016.

B. Identification of the Problem

Based on the background of the research, the researcher can identify some problems as follows :

1. The teaching and learning writing of recount text at the eighth grade students of 5 Junior High School Kota Cirebon in Academic Year 2015/2016 is not maximum.
2. The students still have some problems in grammar and vocabulary mastery.
3. The approach used is teacher centered approach. It means that the teaching and learning process in the class is still dominated by the teacher.
4. The students do not have any chances to develop their writing skill.
5. The instructional media used by the teacher is less varied.

C. Limitation of the Problem

From some identification that found, the researcher makes the limitation in order to the research more focus to observe. The limitation of the problem are as follows :

1. The teaching and learning writing of recount text at the eighth grade students of 5 Junior High School of Kota Cirebon in Academic Year 2015/2016 is not maximum.

The researcher chooses the problem because this is the crucial one to increase the quality of teaching and learning process especially in writing recount text in the eight grade students of 5 Junior High School of Kota Cirebon in Academic

Year 2015/2016. Beside that, the researcher hopes that it can influence and even automatically can solve the other problems.

D. Problem Statement

Based on the limitation of the problems above, the problems of the research are formulated as follows:

1. How is the process of teaching and learning writing of recount text at the eighth grade students of 5 Junior High School of Kota Cirebon in Academic Year 2015/2016?
2. Why is the process of teaching and learning writing of recount text at the eighth grade students of 5 Junior High School of Kota Cirebon in Academic Year 2015/2016 conducted as it was observed?

E. Aim of the Research

Based on the problem statements above, the objectives of this research are as follows:

1. To find out the process of teaching and learning writing of recount text at the eighth grade students of 5 Junior High School of Kota Cirebon in Academic Year 2015/2016.
2. To reveal the reason why the teaching learning is conducted as it is observed.

F. Benefit of the Research

The researcher classifies the benefit of the research into 2 groups and hopes that it has some following uses:

1. Theoretical Use
 - a. For the students

1) Help solving the problem of the students, especially concerning with the writing skill of recount text.

2) Give a guide to the students, in order that they can write a recount text well. So they can improve their mastery on recount text.

3) The students know their ability on recount text, so they will change their attitude in following the teaching and learning process.

b. For the teacher

1) Encourage the teachers to develop their creativity to improve the teaching and learning process.

2) Improve the teachers' capability to conduct the teaching and learning activity appropriately.

3) Stimulate the teachers to find and use variety strategies in the teaching and learning activity or manage the classroom.

c. For the school

1) Give valuable input about the factual condition of the teaching and learning process especially in writing recount text in 5 Junior High School of Kota Cirebon.

2) Motivate the school's stickholders to improve their teachers' competence and ability related to the teaching and learning methods, and kinds of approach used by the teachers.

2. Practical Use

The research findings gives valuable contribution to improve the students' mastery on recount text.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the analysis above, it can be concluded as follows :

1. The teaching and learning writing of recount text at the eight grade students of 5 Junior High School Kota Cirebon in Academic Year 2015/2016 consist of some aspects as follows : a. The teacher; b. The students; c. Material; d. Method; and e. Media.

2. The explanation of the teaching and learning writing of recount text at the eight grade students of 5 Junior High School Kota Cirebon in Academic Year 2015/2016 as follows :

a. The teacher

The teacher implemented the stages of teaching and learning well because she conducted the stages of teaching learning process according to lesson plan.

b. The students

The students looked enthusiastic in doing the lesson. Most of them could follow the lesson well because they have got the material when they were in the seventh grade. It described from the result of the evaluation the teacher gave.

c. Material

The material given was appropriate because suitable with the lesson plan.

d. Method

By using the group discussion method, the objectives are achieved because it is appropriate of the material.

e. Media

The medias used suitable with the process of teaching and learning because help the students to understand the material easily.

The teaching and learning process of english writing skill on recount text at the eight grade students of 5 Junior High School Kota Cirebon in Academic Year 2015/2016 ran well and active. In giving the material, the teacher used some methods; such as Communicative Language Teaching, Lecture Method, and Group Discussion Method. But, among the methods were used, Communicative Language Teaching was dominant in the teaching and learning activities process. The teaacher spoke mostly English all of the time. It seemed that the students understood what the teacher said. Only a few students who didn't understand about the teacher's instruction.

The teacher held twice evaluations in the teaching and learning activity. The first one was arranging the sentences to make a good paragraph, and the last was about making free composition. The students did the tasks in groups. They were very active and enthusiastic. They tried to reach the best score among the other groups.

The result of the first evaluation was good enough. Most of the groups could reach maximum score 100. Only a few groups which got bad result. The lowest score in the first task was 25. On the second or the last task, the result was very

good. Most of the groups could reach the highest score 100. But there was one group which got the lowest score 87.

B. Implication

The conclusions that the researcher has explained have some important implications as follows :

1. The teaching and learning should be well-planned to explore and maximize the students' potential, by applying various methods; interactive teaching and learning. It is very important to apply some techniques and methods which focused on Student-Centered Method in the process of teaching and learning activity.

C. Suggestion

Based on the conclusion of the research, the researcher can propose the suggestion as follow:

1. The teacher should develop and improve her ability and creativity in order to apply more interesting methods and techniques, especially which focused on Student-Centered Method in the process of teaching and learning activity in the classroom, so the teaching and learning activity can be more active and interesting for the students.

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