

A Phenomenological study: Students Experience Toward Lecturer's Teaching Method in English Department, Teachers Training and Educational Faculty, Universitas Samudra

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Abstract—The aims of this study are to describe the students act toward teaching method that used by lecturers and to know the students understand of teaching method used by lectures. This research method used qualitative with the phenomenological descriptive approach. The data of this research is obtained from in-depth interview where the sample is twenty students which taken by purposive sampling. The categories are students with high, middle and low Index Commulative Achivement with choosing them based on their activities and stir. This research recites students experience toward the method that used by lectures while teaching learning process. The instrument of collecting data is an interview. The techniques of analysis data are transcribing, coding, grouping and analysis data. The result showed there was the different act from each group in this teaching learning process.

Keywords- A phenomenological study; Students experience; Teaching learning method)

I. INTRODUCTION

A. Background of study

In the teaching learning process in college, there are three elements that become important points of the implementation of the process, they are; educators, students, and learning materials. Every college always tries to have qualified and professional educator so that the process also executed effectively, besides also the material presented will be qualified to produce quality students also. That way, the application of lecturers within the class certainly has a way of conveying the material, which is known by the method of learning.

According to Richard and Rodger (2001), the teaching learning method is the whole set of planning to present the material systematically. This can be interpreted that the teaching learning method is all the series of process of delivering learning materials implemented by educators for students. Therefore it is not possible in a teaching learning process there is no way in delivering the material. So to succeed in delivering the material, the educator must be appropriate in determining the teaching method with certain considerations to be appropriate and right on target.

Haris (2003) presents several things that must be considered in choosing teaching learning methods, namely: Formulation of learning objectives, nature and types of learning materials, availability of facilities, conditions and characteristics of learners, and allocation of time available. This means that the teaching learning method used should appropriate with the learning objectives, what lecture material is delivered, the existing facilities, the circumstances or characters of the learner, and also the suitability of the time.

As an educator, a lecturer should consider all the right elements that influence the selection of teaching methods for the course that he was given, on the basis of these considerations then the method used varies greatly, some lecturers are there who explain the material throughout the course, there is also a provide material explanations throughout lectures plus question and answer sessions, discussions, assignments, group divisions, or other methods tailored to specific factors. It is not impossible that the methods they use have not been appropriately targeted and appropriate, because the cause of something that may not be realized by the lecturer.

The existence of symptoms irregularities are really not realized by the lecturer but can be felt the existence of these symptoms by recipients of learning materials. Only those with phenomenal sensitivity can quickly absorb those phenomena through the senses. Phenomenological sensitivity can be obtained by everyone who has a lot of experience in the process of learning, namely students.

Schutz in his opinion, phenomenology is the study of knowledge that comes from consciousness or the way we perceive an object or event through the conscious experience of that object or event. A phenomenon is the appearance of an object, event or condition in a person's perception, so it is subjective. For Shultz and the phenomenal understanding, the main task of phenomenological analysis is to reconstruct the "real" world of human life in their own form. The reality of the world is inter subjective in the sense that as members of society share basic perceptions of the world they are socialized through socialization and enable them to interact or communicate. Phenomena lists believe that many ways of translating the experiences available to each one of us through interaction with others, and that which underlies our experience become reality or reality, and eventually form what is called social action.

In the context of phenomenology, students in this study as an actor who plays a major role for those experiencing the process of learning in the classroom, so that they experience directly the effects of action in the learning process. Theories that support this study are the theory of symbolic interactions (George Herbert Mead and Herbert Blumer). Symbolic interaction experts see that the individual is an object that can be directly examined and analyzed through interaction with other individuals. When the ongoing interaction between human beings, then the behavior of social behavior or our actions is a response from the actions of others to ourselves. This is what came to be called social action. There is an interaction perpetuated by individuals so as to create community groups, institutions, laws and norms.

One of the considerations of a teacher in choosing a method is the learner. The teacher should adjust the state of the learner to the method of delivery he or she chooses. This can be seen from where they live, or from a group they miaQngle, can also be seen from their age, children or adults. On this issue, learners are classified as adult participants.

In the delivery of material for adults is different from the delivery of material for children, therefore known andragogik term, namely adult learning theory (teaching adult). Students are clearly included in the teaching of adults

In the first observation in the study program of FKIP UNSAM Langsa, from the teaching methods applied by the lecturers, there are some dominant methods used by the same lecturers in each lecture material, or some lecturers using the same method in delivering the lecture material different. The result of the interview on the B. English students in the previous study stated that the 9 subjects that followed gave various methods, some lecturers using the same method. The course consists of 5 subjects coded MKU means general courses, namely, Islamic Religion, Indonesian Language, Citizenship, Basic Natural Sciences, Science education, and Kewiraan. And 4 subjects coded MKK namely Linguistics, Literature, Language Teaching and Language research. Most of the lecturers in general subjects coded MKU use teaching methods by forming groups at the beginning of the lecture, then each group is given material based on syllabus, then each group looks for reading material based on the material, and the material is accounted in front of the class at every meeting, or students often call it the term "advanced papers" or "presentation methods". Then there is another method that is never left behind that is often used by the lecturer that is the method of lecturers explain the material during the learning process, at the end of the lecturer's learning process provides opportunities for students to ask about the less understood matter, the lecturer will answer the questions posed. While the lectures of keprodian have a variety of methods in the delivery of lecture materials. For a transient conclusion, these two methods became the lecturer's favorite method in English Department.

B. Problems of study

1. How does the student's act of teaching learning methods used by lecturers?
2. How do students interpret the teaching learning methods used by lecturers?

II. LITERATURE REVIEW

A. Phenomenology

Theories that support this research are the theories of phenomenology from Alfred Schuzt in Bogdan Biklen that the study with the phenomenology model seeks to understand the meaning of events and interactions of a person in a particular event. With phenomenology can be learned forms of experience from srudut view of people who experience it directly, as if we experienced it yourself. Phenomenology not only classifies every conscious action taken, but also includes predictions of future actions, judging from the aspects associated with it. It all comes from how someone interpreted the object in his experience.

Schutz in his opinion, phenomenology is the study of knowledge that comes from consciousness or the way we perceive an object or event through the conscious experience of that object or event. A phenomenon is the appearance of an object, event or condition in a person's perception, so it is subjective. For Shultz and the phenomenal understanding, the main task of phenomenological analysis is to reconstruct the "real" world of human life in their own form. The reality of the world is inter subjective in the sense that as members of society share basic perceptions of the world they are socialized through socialization and enable them to interact or communicate. Phenomenalists believe that many ways of translating the experiences available to each one of us through interaction with others, and that which underlies our experience become reality or reality, and eventually form what is called social action. This is not separated with the theory of Symbolic Interaction.

B. Symbolic interaction

In the context of phenomenology, students in this study as an actor who plays a major role for those experiencing the process of learning in the classroom, so that they experience directly the effects of action in the learning process. Theories that support this study are the theory of symbolic interactions (George Herbert Mead and Herbert Blumer). Symbolic interaction experts see that the individual is an object that can be directly examined and analyzed through interaction with other individuals. When the ongoing interaction between human beings, then the behavior of social behavior or our actions is a response from the actions of others to ourselves. This is what came to be called social action. There is an interaction perpetuated by individuals so as to create community groups, institutions, laws and norms.

The Mead theory states there are three concepts in symbolic interactions, namely Mind, Self, and Society. In the mind of the individual meaning experiences that occur either the events, others and others through interaction with other things around. The occurrence of meaning through interaction does not arise from the act of autonomy, or coercion of a person, but through the things encountered by someone around him, such as: family, people in the past, people who meet at work, and others. Furthermore, in the concept of self, a person seeks to see himself as others see him by translating direct action and style through himself and can also place himself in the role of others. Society, one does not define rules or norms, but how these are all used in certain situations.

The actor pursues a goal in a situation where norms lead in choosing alternative ways and means to achieve goals. These norms can not determine their choice of means or tools, but are determined by the ability of the actor to choose the individual's ability to take action in the sense of defining the means or tools of a number of alternatives available in order to achieve the goal.

C. *Learning methods*

Method is the way in its function is a tool to achieve a goal. So the teaching method is the tool used to achieve the learning objectives. Richard and Rodger give understanding of the learning method as a whole set of planning to present the material systematically. Based on the above understanding, then the method of learning is a way in conveying material systematically for the achievement of learning objectives

According to Haris, the learning method is chosen based on the following considerations: The formulation of learning objectives, the nature and types of learning materials, the availability of facilities, the conditions and characteristics of learners, and the allocation of available time.

Not much different from the haris, Andriani presents 6 things that must be considered in the determination of methods, namely:

1. Goal to be achieved
2. Subject matter
3. Learners
4. Situation
5. Facilities
6. Teacher

One of the considerations of a teacher in choosing a method is the learner. The teacher should adjust the state of the learner to the method of delivery he or she chooses. This can be seen from where they live, or from a group they mingle, can also be seen from their age, children or adults. On this issue, learners are classified as adult participants.

In the delivery of material for adults is different from the delivery of material for children, therefore known andragogik term, namely adult learning theory (teaching adult). Students are clearly included in the teaching of adults

The role of lecturer or mentor in andragogik is often referred to as a facilitator is someone who prepares the tools to actively encourage and involve all learners, an approach known as participatory approach takes place in the learning process as follows:

1. Create a climate and atmosphere that supports self-learning;
2. Creating mechanisms and procedures for joint and participatory planning;
3. Diagnosis of specific learning needs Formulate program objectives that meet learning needs
4. Plan patterns of learning experiences
5. Conduct and use this learning experience with appropriate methods and techniques
6. Evaluate learning outcomes and re-diagnose learning needs. This is a process model

The flow of thinking in this study is based on phenomenological and symbolic interaction, which the students as the main source of experience teaching methods lecturers. And then there is the experience of students, the meaning of the experience and the interaction of students with others

III. RESEARCH METHODOLOGY

A. *Location and Time of study*

Langsa Samudra University is the place chosen in this study. This is because the phenomenon of the dominant method that is always applied by lecturers in English Department at FKIP Unsam Langsa attracts researchers to study more deeply about it. In other words there are some of the same teaching learning methods applied by some lecturers in this college so that the method can be regarded as the favorite method of lecturers in delivering the lecture material, therefore the researcher is eager to describe the things experienced by the students on the dominant method. The study was conducted for 6 months from July to December 2016, by conducting in-depth interviews with informants.

B. *Approach*

Research approach used is qualitative approach, and use type of phenomenology research. There are several reasons why this research uses a qualitative approach.

According to Wiersma in Herawati, the qualitative approach is to search for complex events based on participants' experiences by asking them and looking at their actions in a descriptive way. is data that manifest words not numbers, then the data is qualitative data in the form of description. There are several steps that must be done when doing phenomenology research, namely:

- a. The first stage of Bracketing, at this stage the researchers take action to separate the experience of participants who will be taken for research with other pengalaman.
- b. The second stage is studying the phenomenon. The study of phenomenon is done by three stages to get a deep

description. The three steps are intuiting, analyzing, and describing.

C. Source of Data

The data will be obtained from the question and answer process of what is experienced by English Study Program students while teaching learning process in English Department. Source of data to be taken from one source, that is informant. The informant here is someone who can provide accurate information until the research objectives finishes. The informants needed are English Study Program students in every semester, because they have direct experience of the method used by the lecturer when the learning process occurs. In the selection of informants, researchers took by purposive sampling, with academic year 2014/2015 and 2015/2016 as many as 20 students. The collection of data sources is also based on the following categories:

IP > 3.50 for 7 people

IP 3.00- 3.50 as many as 6 people

IP 2.50 - 3.00 for 7 people

So that the total data source amounted to 20 people, because in the research sampling phenomenology can be taken between 5 to 25 participants. The data taken is the teaching learning method used by lecturers while teaching learning process in the classroom.

C. Techniques collecting data and instruments

Data will be taken from the field must have certain methods and techniques, as for the technique used is interview. Interviews used were unstructured interviews or indept-interviews. The use of this type of interview is due to the question must be submitted in depth, the participants will continue to be pursued with various questions so that the information obtained is also deep and detailed.

Interview is done directly or face to face with a predetermined source. There are 8 questions In the guidelines that outline the interview. This is based on Creswell's assertion that researchers should prepare an interview protocol before the interview. Interview protocol is a form designed by the researcher that contains instructional execution instructions, questions to be asked, and blank spots for notes from participants' answers. The interview was conducted in less than 30 to 50 minutes. The data collection procedure will go through the following stages:

- Preparation phase,
- Implementation stage.
- Termination stage

D. Data analysis techniques

In phenomenology research, data processing is used almost same with other qualitative research. McMillan states that data analysis on phenomenology is the same as case studies and ethnography, Transcript, coding, grouping,

and data analysis. The data analysis begins by making a transcript of the entire interview result, then specifying the initials of the code, entering into the category, and making a summary.

IV. RESULTS AND DISCUSSION

A. Student Acts toward the way of lecturers teaching

In this chapter, will be presented the results of research that has been done on the respondents by asking about their experiences during studying in English Department. After the participants were interviewed using mini-recorder aids as well as writing and paper aids, the next thing was to translate the interview result in a transcript to easily find the theme that the participants said. In the process of data analysis, the first thing done is the writing of interview transcripts. In this process begins with writing any words generated from the recorder. After that is throwing things that are not related to the research variables, such as the respondent's answer to the opinion of the lecturer, or convey complaints about the method of lecturers, and other things that are not important for research materials. At this stage, what is done is by giving the code where the words are important and which are not. After the research has been done, the theme of each participant's statement is done through several stages until the theme of the same meaning has been combined into one category.

Here is a process of several stages in the determination of themes to grouping stages with themes that have similar meanings.

a. Student acts on teaching learning process using explaining method

When teaching the lecturer by explaining, the student gives the acts by listening, taking notes and paying attention like answer from the following respondents :

".....if the material is good I will record or make a summary of the lecturer explanation, but if it is less interesting, listen but my mind elsewhere alias not focus." (KI)

The actions of other respondents are also almost the same as they listen if the lecturer explains clearly, if the lecturer explains not understood and that is explained too easily then do other activities.

"....It depends on what is said by the lecturer, if it is clear then I respond or pay attention or listen to what is delivered by the lecturer, but if the material is conveyed too easy and do not really like to the lecturer ya listening music through earphones or playing handphone ." (HE)

The following act taken by the respondent if the explanation is good then more eager to listen but if lecturer boring and make sleepy then try to write and read another book, for more details can be seen in the following expression:

".....If the lecturer interesting, I would be so eager to follow his course, continue to be more active learning, while if the lecturer worst, not fun bit boring, surely I wrote or read another material "(USA)

When there are lecturers who explain in an unusual way to make students fun, it can be seen from the opinion of the following respondents:

"...Some lecturers teach in an unusual way, for example, some lecturers teach by giving examples, some give input or examples with motivation, we must learn this, this effect for you so we even before entering into our learning material was already the spirit first heard, the lecturer explained the material ". (AV)

In addition to listening to the material given the lecturers other act that student do if the material presented less interesting then they try to dialogue using the writings as the opinion of the following respondents:

".....Ordinary if I do not understand the explanation of lecturers then I write in the paper for example" again sleepy ", such as like that so, talking on paper by writing what I feel continue to give to my friends to avoid doing noisy ". (CI)

During the lecture, some student chatted with friends beside him if the lecturer presented less interesting material, such as the expression submitted by the following respondents;

"...Well chatting with friends because it is not too focused listening explanation can not understand so I dont want to hear his explanation, because not interesting." (DY)

Another action that students do during the learning process is to do selfie photos if the material presented is less interesting as the following example:

"...If the lessons or materials presented are less fun, I play mobile phones, sometimes selfie photos". (NN)

During the study, some student ask questions related to the material if the material is interesting like the following example:

"...If I hear the material than it attracts me to focus on the explanation sometimes ask about the material, but if less interesting yes I just refreshing so without the involvement of feedback with the lecturer" (AA)

When they feel they did not understand the explanation of lecturers there are some students who are afraid to ask so choose to be silent and not focus as respondents interview answers following;

"....Sometimes I did not understand sometimes just stay silent because I did not understand so keep calm, lazy to asked sometimes want to ask, but a little scared to some lecturer". (RL)

Sometimes students hear it, try to understand and do what lecturers are asking if the material is interesting, as an example of the following respondent answers:

"...Listening, already listening, try to understand, just doing what the instruct or instructed, if not fun just silent, listen to another things. "(LB)

Different with the next participant, if interesting he draws more attention to what is explained by the lecturer if not interesting then he began noisy with his friend so as not sleepy, as respondents answer follows:

"....honestly, first of all I see how he describes interesting or not, sometimes there is a lecturer really interesting I must note and taking attention, if not interesting I tried to avoid sleepy with a little disturbtion my friend in orther not fall asleep. "(NF)

If the material presented is interesting and the lecturer is fun some student do not want to move from the class even though the time is up, like the following respondents:

"...If the lesson is fun I feel happy and want to be renewed to the lesson, the meeting is extended, and I want he continues to teach us." (RA)

Some of the respondents crossed out the paper streaks by drawing, writing, or crossing out things that were not clear when the lecturer explained the material. This can be seen in the following phrase:

"...If the material or the lecturer interesting so I'll listen, but sometimes there are lecturers, it is sometimes boring, not boring lecturers, meaning, boring lessons, and sometimes there are lecturers who can not bring the material well, sometimes, yes I less focus also so I just watch. "(SZ)

b. *Student acts on teaching learning process using group discussion, giving assignment and presentation*

Students act during the teaching learning process using group discussion, giving assignment and presentation are presenting the material, listening music, written message in handphone and doodling. All of these can be seen in the following statement:

After the students are divided into groups by the lecturers, the next thing students and their groups should looking for the materials they have given, after which they must be responsible for the material they have been searching in front of other friends, the process start from moderator as opening , presenter as a person who present their material, and closing by another speaker. Here are the respondent's expression related to this method:

"....At the beginning of the lecture divide some group then we have given materials based on the syllabus, searching material on the internet, books then the papers, are given to the lecturer when presentation...."(AS)

"....Listening very well because it inspires me to argue when the questions giving to me when they do not give the right answer." (KI)

"....There are become a moderator, a presenter and notulen...." (MU)

"...If it's a turn to go ahead, go ahead, arrange the chairs in front of the group, keep reading the material you have searched for, open the question and answer session with the audiences." (NN)

If the another presenter is interesting then other students listen to the explanation of material conveyed by them and start to ask, as stated by the following respondents:

"...If their presentation is interesting, I listen and try to ask some questions to the group." (IA)

"... Increasing my curiosity, sometimes a little bit nosy by giving difficult questions in order they confused and throw into audiences." (DY)

There are also respondents who work another tasks when other friends present their papers, such as the following example:

"...While listening sometimes do other tasks but still listening too." (NN)

If the presentation of the material does not interesting many other activities done by the audiences at the time of the process:

"...If that is not understood I've just read the papers and scribble paper." (AVJ)

Another thing that the audience doing is busy with their handphone, many things they do, some of them writing a message, opening the facebook, googling, and others. As described by the following respondents:

"...I do not know what is delivered, because the speaker just read it is not explaining clearly, than I open mobile Internet browsing, once open fb." (AA)

"...Sometimes writing and sending message through handphone." (RL)

Different with the next respondents, some of them open the laptop. As the interview answers the following respondents:

"...Sometimes while we've presenting there were open the laptop, do not what they are doing, maybe play facebook or another things." (RA)

"...sometimes they play the laptop because do not know what to do, caused they do not understand what is being listened to." (NF)

"...whose presenting, the presentation itself, behind busy with their laptop." (SZ)

B. Discussion

The results of the interview shown the differences in the behavior and acts of students taught by two dominant methods used by lecturers. This difference occurs because of the difference internal directives contained within the student. These factors are naturally formed within them.

As the statement Aiken and Bogdan cited from the theory Mead states that several factors that cause the occurrence of interaction symbolically that is the need, motivation, social control mechanisms, cultural values, obligations, social status, or environment. It is capable of giving a change of meaning to one word you want to translate, depending on the person's behavior.

The results of the research presented previously stated that there are different behaviors of each group in the learning process activities. In the group of students who have high average Index prestation who they clearly academically have high achievements responding to the way the lecturers teach by explaining it is too monotonous, so for those who are classified as high achievers they seem

neglected, and the soul of his curiosity does not arise because of the monotony of the method. This is because the smart students are more active in learning, so when a lecturer presents the material without involving them, it creates boredom. As a result, the students are present when the learning process only fulfills the number of presentations of student attendance without any curiosity and high curiosity, so they do not do the activities that should be done when the learning process, such as playing handphone, reading other books, and browsing.

Another thing when the lecturer uses the method of group discussion, assignment and presentation of the material, here they feel happy to be involved in the learning process. By searching for the material first before the lecturer giving explanation is a challenge for them. This method seems to give them more insight as they search for materials assigned by lecturers. Although not all presenters are interesting and the material presented is true, but for those who are happy with the activity of this method, it will provide more meaningful learning. This is the same with the group of students who have middle average Index prestation.

In contrast to students who have low average Index Prestation, they pay more attention when the lecturers explain the material, then at the time of the question and answer session, they are more enthusiastic to ask, because they pay attention and record what the lecturer explain. This is because they do not want to be charged with any task, with low ability make them not active. For them monotonous is not a problem, it is important that the lecturer is feeding with the material. They rarely undertake undue activities, listen to lecturers more often, pay attention and record what lecturers explain and write on the board. So this activity has a positive effect on the students, they feel much better than the method of group discussion, giving assignment and presentation.

1. The Meaning of Lecturers Teaching Method

To find out the meaning of lecturers teaching method then it is necessary to see this from the acts of the students and their entire experience related to how the way lecturers teach in the classroom

a. The dominant Lecturer's teaching method used.

Some of the themes that lead to matters related to the method often used by lecturers. Themes include: all groups of students declare general subject (MKU) with assignment methods and groups, while subjects in program study with explaining method and a little method of assignment.

The statement of participant that leads to the dominant public lesson is taught by using multiple assignment methods. Some respondents gave the following statement:

"...usually common subjects (MKU) more often keeps papers on presentation," (USA)

Some student respond with group discussion and giving assignments, then from the task often referred to as term

papers students must be responsible for the result in the classroom.

"...The majority from MKU divide group discussion, next giving assignment, and presenting papers if the group do not understand anything so become bored and monoton ." (AA)

Some respondents tell their experience that lecturers used group methods in the early semester.

"...The first subject in the beginning semester used group discussion .. (DY)

"Almost all the lecturers love the title for the group of students, then we look for the material itself based on the title and then make a paper." (AA)

One respondent confirms that from the first semester until now most lecturers use the method of group discussion, giving assignment and presentation.

"If from the first semester to the present for the group continue because it makes a paper, although we are a per group presentation, essentially lecturers will repeat again, materials that have been presented by students." (KI)

b. The subject of English program study with Explaining method

The result of the interview to the students stated that the lecturer who teach the English Education Study Program commonly used explaining method.

V. CONCLUSION

After analyzing the data and done the discussion by connect the data based on the theory that has been selected, it can be concluded that the experience of English Department Program students on teaching methods that are often used by lecturers can be seen from the acts of student to teaching methods of lecturers in the learning process, the data shown that the students more to do the acts that they should not do in the learning process. And based on their acts when taught by using the method of explaining and the method of group discussion, giving assignment and presentation of the material then they interpret the method of teaching the lecturer with the method used is not appropriate and appropriate target, because the way of teaching the lecturer has not been able to make students interested in the material, students also not focus on the material, and ultimately unable to make students understand the material.

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